

**THE ROYAL COLLEGE OF SURGEONS OF EDINBURGH
THE ROYAL COLLEGE OF SURGEONS OF ENGLAND
THE ROYAL COLLEGE OF PHYSICIANS AND SURGEONS
OF GLASGOW**

**TRICOLLEGIATE DIPLOMA OF MEMBERSHIP IN SPECIAL CARE DENTISTRY
(M SPEC CARE DENT)**

**Blueprint and Learning Outcomes
March 2012**

GENERAL PROFESSIONAL CONDUCT

1.1 MAINTAINING GOOD CLINICAL PRACTICE

	Written Paper	Oral Problem Solving	Comm Skills	Simulated Cases	Log Book	Documented Cases
<i>On completion of training a Specialist in Special Care Dentistry should be able to describe:</i>						
the principles of evidence based practice	X	X			X	X
the principles and guidelines for 'good' clinical note keeping		X		X	X	X
the reasons for confidentiality	X	X		X	X	X
the principles of retrieval and utilisation of data recorded in clinical systems	X	X		X	X	X
the elements of clinical governance	X	X		X	X	X
the elements of clinical governance in particular related to infection control	X	X		X	X	X
the principles of risk assessment	X	X		X	X	X
the principles of internal and external quality assurance	X	X		X	X	X
the content of guidelines applicable to the practice and delivery of Special Care Dentistry	X	X		X	X	X
the role of the National Patient Safety Agency (NPSA)	X	X		X	X	X
the principles of Adult Immediate Life Support	X	X				
the management of medical emergencies in the dental surgery and domiciliary setting	X	X				
the role of GDC, Specialist Societies, Defence Unions, Postgraduate Deaneries, the Dental Faculties of the Surgical Royal Colleges, BDA.	X		X	X		
<i>On completion of training a Specialist in Special Care Dentistry should be able to:</i>						
maintain a personal development portfolio and assist others to do so					X	
critically appraise evidence	X			X		
provide constructive feedback	X					
communicate effectively through written records	X		X			X
apply the principles of confidentiality in the context of written records	X			X	X	X
apply the principles of confidentiality in the context of information technology	X			X	X	X
use digital imaging devices effectively						X
participate actively in clinical governance	X	X				
participate in audit	X	X	X			
carry out risk assessments					X	X
initiate and complete audit projects	X	X		X	X	X
interpret and apply guidelines applicable to the practice and delivery of Special Care Dentistry	X	X		X	X	X

demonstrate Immediate Life Support	X	X				
involve these bodies when appropriate • GDC, Specialist Societies, Defence unions, Postgraduate Deaneries, Surgical Royal Colleges, BDA		X	X			
On completion of training a Specialist in Special Care Dentistry should:						
behave in a professional manner			X			
comply with GDC requirements for revalidation		X				
use evidence in support of patient care and defend decisions taken	X	X	X	X	X	X
take account of legal requirements relating to written, electronic and digital records	X	X	X	X	X	X
communicate promptly and accurately			X			
demonstrate a positive and proactive attitude to new technology	X					
recognise the importance of teamwork in implementing a clinical governance framework		X	X			
recognise and take account of the learning from serious untoward incidents	X	X	X			
recognise the value of risk assessments	X	X	X			X
recognise the benefit of audit to patient care and individual performance	X	X		X	X	X
Show regard for individual patient needs when utilising guidelines						
Show regard for patient safety	X	X	X	X		X

1.2 RESEARCH AND PUBLICATION

	Written Paper	Oral Problem Solving	Comm Skills	Simulated Cases	Log Book	Documented Cases
On completion of training, a Specialist in Special Care Dentistry should be able to describe:						
the principles of undertaking projects including ethical considerations	X	X				
On completion of training, a Specialist in Special Care Dentistry should be able to:						
present findings effectively both verbally and in writing		X	X			
carry out a project complying with the requirements for ethical approval and patient consent	X					
On completion of training, a Specialist in Special Care Dentistry should:						
have an enquiring mind	X	X	X	X		X
respect patients' and parents'/carers' autonomy and wishes in respect of research		X	X			

1.3 RELATIONSHIPS WITH PATIENTS/PARENTS/CARERS

	Written Paper	Oral Problem Solving	Comm Skills	Simulated Cases	Log Book	Documented Cases
On completion of training, a Specialist in Special Care Dentistry should be able to describe:	X	X	X	X	X	X
the principles of informed consent						
the principles of the Mental Capacity Act (2007) and the Deprivation of Liberty Safeguards	X	X		X	X	X
the process for gaining informed consent	X		X			X
relevant strategies to ensure confidentiality in relation to adolescent and adult patients	X			X		X
the situations in which confidentiality might be broken in relation to adolescent and adult patients *	X					
the key elements of the Human Rights Act	X				X	X
On completion of training, a Specialist in Special Care Dentistry should be able to:	X		X	X		
obtain informed consent in relation to adolescent and adult patients with special care needs						
assess capacity	X	X	X	X		X
work with other agencies to obtain informed consent in exceptional circumstances where there is lack of capacity		X		X	X	X
share information appropriately when necessary to safeguard vulnerable adults	X	X	X	X	X	X
work within appropriate legal frameworks	X					
apply knowledge of the Human Rights Act to the clinical situation	X	X		X	X	X
On completion of training, a Specialist in Special Care Dentistry should:						
respect patients' and parents'/carers' autonomy and wishes including their right to refuse treatment even when it would be in their best interests	X	X		X		X
respect the right to confidentiality	X	X		X		
demonstrate empathy while acting in the patient's/family's best interests	X		X			X

1.4 WORKING WITH COLLEAGUES

	Written Paper	Oral Problem Solving	Comm Skills	Simulated Cases	Log Book	Documented Cases
On completion of training, a Specialist in Special Care Dentistry should be able to describe						
the extended care team		X		X		X
the principles of complaints procedures		X	X			
On completion of training, a Specialist in Special Care Dentistry should be able to:						
recognise when input from another specialty is required for individual patients and instigate the required input		X		X		X
refer appropriately to health and social workers				X		X
work effectively with other health care professionals and dental specialists				X		X
manage dissatisfied patients, parents/carers and colleagues		X	X			
manage complaints in accordance with current guidance and good practice		X	X			
On completion of training, a Specialist in Special Care Dentistry should:						
recognise his/her own limitations		X	X		X	X
demonstrate conscientiousness and co-operation					X	X
accept responsibility for managing complaints		X	X			

1.5 PROBITY

	Written Paper	Oral Problem Solving	Comm Skills	Simulated Cases	Log Book	Documented Cases
On completion of training, a Specialist in Special Care Dentistry should be able to describe:						
the principles of probity	X					
the elements of a business plan		X				
the NHS /private care relationship		X		X		
On completion of training, a Specialist in Special Care Dentistry should be able to:						
recognise when probity could be an issue	X			X		
On completion of training, a Specialist in Special Care Dentistry should:						
act in accordance with good practice in relation to equality and diversity issues	X			X		
take account of cultural differences	X		X	X		
adopt an ethos of justifying healthcare spend	X			X		

SPECIALTY SPECIFIC CONTENT

2.1 BIOLOGICAL SCIENCE RELEVANT TO SPECIAL CARE DENTISTRY

	Written Paper	Oral Problem Solving	Comm Skills	Simulated Cases	Log Book	Docu-mented Cases
<i>On completion of training a Specialist in Special Care Dentistry should be able to describe:</i>						
the role of cell biology in health and disease	X	X		X		
principals and practice of infection control in the dental clinic and in a variety of care settings including domiciliary care	X	X	X	X		X
normal development and potential abnormalities in general growth, craniofacial growth, growth of the dento-alveolar complex, tooth eruption	X	X		X	X	X
genetic and environmental influences on growth and development	X	X		X	X	X
the principles of genetically determined conditions	X	X		X	X	X
the features and genetic basis of common craniofacial anomalies and syndromes with significant oro-facial features	X	X		X	X	X
the features and genetic basis of genetically determined defects of dental hard tissue and of tooth form, size and number	X	X		X	X	X
the structure, function and principles of managing dental occlusion, function and dysfunction	X	X		X	X	X
the pathogenesis, classification and management of periodontal disease	X	X	X	X	X	X
the aetiology, pathology and sequelae of dental caries	X	X	X	X	X	X
the effects of fluorides used systemically and topically	X	X	X	X	X	X
the appropriate staging, management and materials used in operative intervention	X	X		X	X	X
the protective effects of saliva and the management of xerostomia	X	X		X	X	X
the aetiology, pathology, sequelae and management of pulpal disease	X	X		X	X	X
the biological basis of success and failure of endodontic therapy	X	X		X	X	X
an overview of the clinical science of implantology	X	X		X	X	X
the role of saliva in maintaining oral health and mechanisms involved in salivary secretion	X	X		X	X	X
the anatomical and physiological features of the masticatory system including mechanisms and pathology of swallowing, speech, taste and olfaction	X	X		X	X	X
current knowledge of general pathology including. Inflammation, healing and neoplasia	X	X		X	X	X
the features, diagnosis and management of common disorders of the oral mucous membranes, particularly oral malignancies and bisphosphonate related osteonecrosis of the jaw	X	X		X	X	X
the indications, modes, administration, actions, metabolism, side effects, drug interactions and precautions of commonly used groups of drugs	X	X	X	X	X	X
the reasons for latex-free dentistry	X	X	X	X	X	X

latex free dental materials and products	X	X	X	X	X	X
assess, treatment plan and execute dental treatment in the context of the overall health of the patient	X	X	X	X	X	X
explain the significance of a patient's dental symptoms, previous dental experience and attitudes towards dentistry and oral health	X	X	X	X	X	X
the significance of a patient's past and present medical history, social history and family history	X	X	X	X	X	X
the significance of extra-oral signs of systemic disease which affect dental treatment	X	X		X	X	X
the significance of intra-oral signs which are a manifestation of systemic disease	X	X		X	X	X
On completion of training a Specialist in Special Care Dentistry should be able to :						
apply knowledge of cell biology in the diagnosis of oro-facial and dental conditions	X	X		X	X	X
apply knowledge of normal ageing in the differential diagnosis of oral conditions in older people	X	X		X	X	X
apply the principals and practice of infection control in the dental clinic	X	X		X	X	X
demonstrate how to prepare biological specimens and samples for transfer to diagnostic laboratories, legislation and guidelines	X					
demonstrate ability to take blood samples, swabs and oral tissue biopsies to provide material required for testing	X	X		X		
apply the knowledge of genetic principles in the diagnosis of oro-facial and dental conditions	X	X		X	X	X
detect abnormality in general, craniofacial or dento-alveolar development	X	X		X	X	X
apply knowledge of genetics to be aware of systemic factors that might be relevant to oral health care	X	X		X	X	X
recognise syndromes where oro-facial features form a significant component of the syndrome	X	X		X	X	X
access information related to syndromes where orofacial features form a significant component of the syndrome	X	X		X	X	X
apply the principles of managing dental occlusion, function and dysfunction	X	X		X	X	X
diagnose and manage periodontal disease in adults with impairments and disability	X	X		X	X	X
deliver appropriate and effective preventive periodontal programmes for special care adults including mechanical and antimicrobial plaque control and team working with DCPs	X	X	X	X	X	X
recognise when periodontal disease may be related to systemic disease	X	X		X	X	X
recognise when referral for a specialist periodontal opinion is indicated	X	X		X	X	X
use appropriate diagnostic tools to diagnose caries and demonstrate an understanding of their benefits and limitations	X	X		X	X	X
construct and deliver appropriate and effective caries prevention for special care adults utilising the skills within the dental team	X	X	X	X	X	X
develop individual patient and community preventive protocols	X	X		X	X	X
construct and deliver effective and appropriate restorative and surgical treatment plans for adults with dental caries	X	X		X	X	X
treatment plan and deliver effective preventative, restorative / endodontic care	X	X		X	X	X
recognise the scope of use of dental implants and relevance in special care dentistry	X	X		X	X	X

construct and deliver effective and appropriate preventative treatment plans for special care patients who have masticatory dysfunction	X	X		X	X	X
recognise neurological conditions and the effects they may have on masticatory function and oral health	X	X		X	X	X
apply knowledge of mechanisms and stages of inflammatory processes, healing and neoplasia to patient care	X	X		X	X	X
diagnose soft and hard tissue pathology	X	X		X	X	X
deliver appropriate and effective preventative treatment	X	X	X	X	X	X
recognise pathology that requires investigation and management with or by other specialties	X	X		X	X	X
deliver appropriate drug regimen for special care patients in dentistry, taking account of possible interactions with medically prescribed drugs	X	X		X	X	X
describe the use of these drugs in dentistry for: older people, people with systemic disease and in pregnancy	X	X	X	X	X	X
provide latex free dentistry	X					
treatment plan and carry out treatment for patients with systemic disease	X	X		X	X	X
explain the significance of a patient's dental symptoms, previous dental experience and attitudes towards dentistry and oral health	X	X	X	X	X	X
elicit and explain the significance of a patient's past and present medical history, social history and family history	X	X	X	X	X	X
elicit and explain the significance of extra-oral signs of systemic disease which affect dental treatment	X	X		X	X	X
elicit and explain the significance of intra oral signs which are a manifestation of systemic disease	X	X		X	X	X
On completion of training a Specialist in Special Care Dentistry should be able to demonstrate:						
a positive attitude to the practical aspects of infection control	X	X		X	X	X
demonstrate a positive attitude towards the provision of oral care for patients with, or at risk of, blood-borne viral diseases	X	X		X	X	X
understanding of the impact of abnormalities in general, craniofacial or dento-alveolar development on patients and their families	X	X		X	X	X
understanding of the role of the Special Care Dentist as part of multidisciplinary teams in the management of patients with genetically determined conditions	X	X		X	X	X
understanding of the necessity to consult and collaborate with colleagues in other specialties where necessary	X	X		X	X	X
understanding of the multifactorial issues associated with managing periodontal disease in special care patients eg cognition, communication, manual dexterity, carers' issues, etc.	X	X	X	X	X	X
understanding of the multifactorial nature of dental caries and how patients with special care needs may present a higher risk	X	X		X	X	X
understanding of the key role of prevention in the management of caries throughout adulthood	X	X	X	X	X	X
understanding for timely referral and in line with NHS cancer referral time targets	X	X		X	X	

recognition of how previous dental experience, medical experience, attitudes, social history and family history impact on dental-related behaviour	X	X	X	X	X	X
empathy when previous dental experience, medical experience and other causes of anxiety impact on dental-related behaviour	X	X	X			

2.2 CONCEPTS OF IMPAIRMENT, DISABILITY, FUNCTIONING AND HEALTH

	Written Paper	Oral Problem Solving	Comm Skills	Simulated Cases	Log Book	Documented Cases
<i>On completion of training a Specialist in Special Care Dentistry should be able to describe:</i>						
the principles of the Disability Act and the Disability Equality Duty	X	X	X	X		
the importance of promoting disability equality	X					
the social model of disability	X	X				X
the social/environmental barriers that disabled people can encounter in society	X	X				
how such barriers can be minimised	X	X		X		X
the methods used to promote disability equality	X			X		X
the types of inclusive language and language support	X					
the concept of reasonable adjustments	X					
the importance of reasonable adjustments in ensuring legal compliance and promoting best practice	X					X
the concept of equality impact assessments	X					
the basic definition and process for carrying out equality impact assessments	X					
<i>On completion of training a Specialist in Special Care Dentistry should be able to:</i>						
apply the social model of disability and how it relates to Special Care Dentistry	X	X		X		
ensure that Special Care Dentistry practice takes account of the barriers disabled people encounter	X	X		X	X	X
demonstrate understanding of the barriers disabled people can encounter and how they relate to Special Care Dentistry	X	X				
identify and apply a range of reasonable adjustments to the practice of Special Care Dentistry	X					
undertake an equality impact assessment	X					
<i>On completion of training a Specialist in Special Care Dentistry should:</i>	X		X			
demonstrate positive attitudes to disabled people	X		X			
demonstrate use of inclusive language	X		X			
demonstrate disability etiquette	X		X	X		
demonstrate an ability to reduce and eliminate disabling barriers in devising, developing and implementing treatment plans	X			X		X
demonstrate positive attitude towards individual and collective person centred, reasonable adjustment	X			X		X

management						
demonstrate regard towards equality impact assessments and the benefits they can have for Special Care Dentistry	X					

2.3 BEHAVIOURAL SCIENCES

	Written Paper	Oral Problem Solving	Comm Skills	Simulated Cases	Log Book	Documented Cases
<i>On completion of training a Specialist in Special Care Dentistry should be able to describe:</i>				X		
the principles of human behaviour as they apply to the practice of dentistry	X					
cognitive development and behavioural psychology	X	X		X		
the models of health belief	X					
locus of control/ self efficacy	X					
theories of behaviour	X					
principles of behaviour change, adherence behaviour, compliance and deviation, and negotiation	X			X		
the principles of learning theory as they relate to medical/dental practice	X					
the aetiology of stress, anxiety and phobia and the management of anxiety	X	X	X	X	X	X
the management of dental stress, anxiety and phobia, including coping styles	X	X	X	X	X	X
psychiatry and somatic complaints including the orofacial manifestations of psychiatric disease	X					
self and public perception	X					
loss and bereavement, including the emotional effects of tooth loss	X					
dentists as a vulnerable group of health care practitioners, including: -alcohol and substance abuse, occupational stress and its management	X					
current terminology, the development of pain science and the role of pain management in dentistry	X	X	X	X		
mechanisms of neuropathic, neurovascular, musculoskeletal pain in the orofacial region, including referred and psychosomatic pain	X	X		X		
clinical assessment procedures including history taking, physical examination and special tests used in establishing the aetiology of pain	X	X		X		
interventional and non-interventional methods of chronic pain management	X	X		X		
key aspects of the market for health and health care	X					
the approaches to financing health services- including different mechanisms for financing health care and their impact on efficiency of health services and access to care	X					
<i>On completion of training a Specialist in Special Care Dentistry should be able to:</i>			X			
use appropriate communication skills in the health care setting						

use inclusive language etiquette e.g. faith related behaviour			X			
utilise the various elements of communication, such as language, listening, non verbal communication			X			
apply knowledge of doctor-patient communication			X			
break bad news			X			
communicate with specific groups of people who have particular communication needs ,e.g. people who have a learning disability, hearing impairment, visual impairment, cognitive or expressive impairment due to a stroke etc.			X	X	X	X
demonstrate negotiation, networking and liaison skills	X					
diagnose the cause of orofacial pain using a process of differential diagnosis	X	X		X		
demonstrate clinical management of orofacial pain	X	X		X		
recognise patterns of referred pain in the orofacial region	X					
recognise behaviour associated with pain in patients unable to verbally express pain	X	X	X			
apply the principles of health economics to: obtain resources for people with disability and impairments, develop oral healthcare services for people with disability and impairments	X	X				
On completion of training a Specialist in Special Care Dentistry should:						
recognise the impact of dental anxiety on dental attendance and oral health	X	X		X		X
recognise the emotional experience of disability	X	X		X	X	X
recognise occupational stress and its management	X					
recognise when to employ specific communication skills/styles e.g. people who have a learning disability, hearing impairment, visual impairment, cognitive or expressive impairment due to a stroke etc.	X		X			X
show regard for the effects of acute and chronic pain on patient behaviour	X	X		X		
take account of the effects patients pain can have on the patient-carer relationship	X					X
show regard for appropriate use of healthcare monies	X	X				

2.4 IMPAIRMENT, DISABILITY AND ORAL HEALTH

	Written Paper	Oral Problem Solving	Comm Skills	Simulated Cases	Log Book	Documented Cases
On completion of training a Specialist in Special Care Dentistry should be able to describe:						
the differences between the medical and social and psycho-social model of disability	X					
the following conditions and the impact they have on the individual and their oral health : medically compromising conditions, learning impairment and associated conditions, mental health conditions, including emotional and phobic states, physical impairment, sensory impairment, emotional impairment and social disability	X	X		X	X	X
the basic principles of epidemiology of oral diseases and disability	X					

epidemiology of disability by condition and age group	X					
epidemiology of oral diseases from national and international oral/dental health surveys	X					
the relationship of the results of epidemiological studies to public health practice and policy development	X					
different manifestations of impairments for medically, intellectually, mentally, physically and sensorily compromised people	X	X		X		X
day to day implications of impairments and any consequent disability	X			X	X	X
oral and dental manifestations and treatment of specific conditions such as malocclusion in cerebral palsy, periodontal disease in Down syndrome, hypodontia in ectodermal dysplasia and oral care during end of life care	X	X		X		X
access to services	X	X		X		X
factors affecting quality of life, including: self-esteem, social acceptability and relationships, diet, nutrition and alternative feeding routes, comfort / pain and provision of mouth-held devices	X	X		X		X
disability and preventative dentistry, including: education, communication, home versus surgery delivered care, role of carers, modifications required to techniques and materials , pharmacological approach and role of fluoridation	X	X	X	X	X	X
On completion of training a Specialist in Special Care Dentistry should be able to: diagnose, treatment plan and provide safe and effective oral healthcare and dental treatment for adolescents and adults with conditions that make them more prone to oral/dental disease or which may complicate the delivery of dental care	X	X		X	X	X
communicate effectively with patients, families and carers, other clinicians and members of the patient's extended care team	X		X			
work within multidisciplinary teams	X	X		X		
plan appropriate oral health care for special care patients	X	X		X	X	X
facilitate access to appropriate modes of delivery of oral healthcare , e.g. conscious sedation, general anaesthesia and domiciliary care	X	X		X		
On completion of training a Specialist in Special Care Dentistry should: recognise the impact of disability on patients, their families and carers	X					
take account of the impact of disability and impairment on oral healthcare provision when treatment planning	X	X		X		X
consult and collaborate with colleagues in other medical and surgical specialties where appropriate	X	X		X	X	X
recognise the effects of oral health on quality of life factors for people with disability	X	X		X		
take account of delivery of oral healthcare during treatment planning	X	X		X		X

2.5 ORAL HEALTH CARE AND ORAL HEALTH PROMOTION FOR SPECIFIC PEOPLE/POPULATION GROUPS WITH IMPAIRMENT AND DISABILITY

	Written Paper	Oral Problem Solving	Comm Skills	Simulated Cases	Log Book	Documented Cases
<i>On completion of training a Specialist in Special Care Dentistry should be able to describe:</i> the development of services for people with: learning disability, physical impairment, complex medical conditions, including those undergoing chemotherapy, radiotherapy, immunotherapy and organ transplant, progressive neurological conditions, mental illness, a history of substance misuse	X					
the development of services for people in: long stay community, residential, nursing and day care units, or housebound, secure units, special education units, ethnic and refugee groups who are socially excluded and special educational establishments	X					
the development of services for people who are homeless or travelers	X	X				
the need for equality impact assessments as part of the process of service development and/or change	X					
the role of patient and public involvement in the development of patient services	X					
the process of planning, delivery and evaluation of oral care services for people with impairment and disability in community and hospital settings	X	X		X		
the principles and application of patient empowerment in relation to service delivery in Special Care Dentistry	X					
management techniques in health care system with emphasis on people, resources and capacity in service delivery	X					
leadership, influencing and negotiating skills		X				
the dynamics of teams and groups in service delivery	X	X				
the roles of the various members of the Special Care Dentistry team	X	X				X
information management and communication technology in relation to service delivery	X					
understanding and use of epidemiological data to monitor and develop service provision	X					
the management of oral health care for people with: learning disability, physical impairment, complex medical conditions, including those undergoing chemotherapy, radiotherapy, immunotherapy and organ transplant, progressive neurological conditions, mental illness, a history of substance misuse	X	X		X		X
the management of oral health care for people in: long stay community, residential, nursing and day care units, or housebound, secure units, special education units, ethnic and refugee groups who are socially excluded and special educational establishments	X	X			X	X
the management of oral health care for people who are homeless or travelers	X				X	
the organisational structure and role of the health service and other statutory and voluntary organisations	X					
the roles of Dental Care Professionals	X	X		X		X
cross-sectoral and inter-agency working	X	X		X		X
caring and advocacy	X	X		X		X
the role of the primary health care teams and the dental and medical specialties	X	X		X		X

joint care planning approach	X	X		X		X
community networks and alliances	X	X		X		X
collaboration with other specialists	X	X		X	X	X
Working within the dental team	X	X		X		X
the theories of health promotion	X	X		X		
planning population based oral health promotion policies	X					
On completion of training a Specialist in Special Care Dentistry should be able to:						
develop services for people with special care needs with: learning disability, physical impairment, complex medical conditions, including those undergoing chemotherapy, radiotherapy, immunotherapy and organ transplant, progressive neurological conditions, mental illness, a history of substance misuse	X					
develop services for people in: long stay community, residential, nursing and day care units, or housebound, secure units, special education units, ethnic and refugee groups who are socially excluded and special educational establishments	X					
develop services for people who are homeless or travelers	X					
contribute to multidisciplinary teams for the development of services for people in special care groups	X					
implement equality impact assessments for the development of or changes to services to meet the needs of these groups of people	X					
demonstrate the available methods of patient and public involvement used in service development	X					
plan and deliver oral care services for people with impairment and disability in community and hospital settings, making effective use of the various members of the Special Care Dentistry team	X					
monitor and evaluate services for people with impairment and disability in terms of quality of care delivery and cost benefit in community and hospital settings	X					
make the case for appropriate service change based on evaluation of the monitoring data	X					
provide oral health care for people with: learning disability, physical impairment, complex medical conditions, including those undergoing chemotherapy, radiotherapy, immunotherapy and organ transplant, progressive neurological conditions, mental illness, a history of substance misuse	X	X		X		
provide oral health care for people in: long stay community, residential, nursing and day care units, secure units, special education units, ethnic and refugee groups who are socially excluded and special educational establishments	X	X		X		
provide oral health care for people who are: confined to home and require domiciliary care, homeless or travelers	X	X		X		
carry out cross-sectoral and inter-agency working	X	X		X		
initiate a joint care planning approach	X	X		X		
develop community networks and alliances	X	X		X		
develop collaboration with other specialists and health/social services professionals	X	X		X		
work as an effective member of both the dental team and the extended care team	X					
demonstrate leadership skills within Special Care Dentistry team to ensue appropriate skills mix within the Specialist team	X					
plan oral health promotion policies for differing populations	X					

<i>On completion of training a Specialist in Special Care Dentistry should:</i>						
recognise the role of the Special Care Dentist in developing services for special care patients	X					
take account of the views of patients, their families/ carers and other appropriate public groups, through patient and public involvement when developing services for special care patients	X					
demonstrate leadership in negotiating services for people with impairment and disability	X					
show regard for the roles of the various members of the Special Care Dentistry team and employ them to maximum effect	X					X
consult and collaborate with colleagues in other medical and surgical specialties and in social care where appropriate, to facilitate patient/ group management	X	X		X		X
take account of the broad range of issues involved in the management of oral health care for people with disability	X					
consult and collaborate with colleagues in other medical and surgical specialties and in social care where necessary	X	X		X		

2.6 ORAL HEALTH CARE PLANNING FOR THE INDIVIDUAL

<i>On completion of training a Specialist in Special Care Dentistry should be able to describe:</i>	Written Paper	Oral Problem Solving	Comm Skills	Simulated Cases	Log Book	Documented Cases
assessment of the person who requires special oral health care	X	X	X	X	X	X
history taking, examination, diagnosis and treatment planning for the individual	X	X		X	X	X
methods of obtaining information from the individual, carer and wider circle of social and health care professionals in relation to the individual's care needs	X	X		X	X	X
methods of assessment of the needs and priorities of individuals in order to promote positive oral health gain	X	X		X	X	X
the importance of capacity building and self directed support of the individual	X	X		X	X	X
the impact of disability on oral health care planning for the individual	X	X		X	X	X
organisation and delivery of appropriate treatment services in the relevant care setting for the individual including domiciliary care settings	X	X		X	X	X
the requirements of coordination of an inter-professional team in the delivery of optimal care for individuals	X	X		X	X	X
the management and clinical skills necessary to provide preventative and treatment services for individuals	X	X		X	X	X
the development of preventative healthcare programmes for patients in a variety of care settings	X	X		X	X	X
the design, implementation and monitoring of individual oral health care plans	X	X		X	X	X
how to recognise the management requirements of the individual	X	X		X	X	X
relevant pharmacological and therapeutic adjuncts required in pain, anxiety and disease management	X	X		X	X	X
the ethical and legal requirements relating to the provision and delivery of conscious sedation techniques	X	X	X	X	X	X
the reasoning for selecting the most appropriate adjunct to treatment, based on the patient assessment	X	X		X	X	X
the skills required to manage pain and anxiety in a variety of clinical settings through:	X	X		X	X	X

– behaviour management						
– local anaesthesia						
– conscious sedation including trans-mucosal, oral, inhalational and intravenous techniques						
– general anaesthesia including day-case and in-patient care						
in outline, the additional therapies that can be used to manage pain and anxiety, such as:	X	X		X	X	X
– hypnosis						
– acupuncture						
On completion of training a Specialist in Special Care Dentistry should be able to:				X	X	X
identify and assess the person who requires special oral health care	X	X				
obtain information from the individual, carer and wider circle of social and health care professional in relation to the individual's care needs	X	X		X	X	X
provide appropriate care for persons with impairments or disability using adjuncts as appropriate	X	X		X	X	X
provide appropriate care for persons with complex medical conditions	X	X		X	X	X
design, deliver and monitor appropriate individual health care plans to prevent / minimise the effects of oral disease	X	X		X	X	X
provide oral health care in a domiciliary setting	X	X		X	X	X
recognise normal and abnormal behaviour patterns in adults with impairment and disability	X	X		X	X	X
apply knowledge of behavioural patterns and psychology in the management of anxiety	X	X	X	X	X	X
recognise when to seek help for patients with behaviours that require further assessment and treatment in another care setting	X	X		X	X	X
deliver comprehensive restorative care and exodontias for adults with impairments and disability under local anaesthesia, conscious sedation and general anaesthesia where appropriate	X	X		X	X	X
recognise the role of the special care dentist working with the anaesthetist in airway management	X	X		X	X	X
On completion of training a Specialist in Special Care Dentistry should:				X	X	X
take account of the ethical and legal aspects of managing oral health care for people with impairment and disability	X	X				
consult and collaborate with colleagues in other medical and surgical specialties and in social care where necessary	X	X		X	X	X
show regard for the circumstances that people live in when carrying out domiciliary visits	X			X	X	
employ appropriate management and clinical skills in order to provide preventive and treatment services for individuals	X	X	X	X	X	X
take account of the ethical and legal requirements relating to the provision and delivery of conscious sedation techniques	X	X		X	X	X
take account of the ethical and legal requirements relating to the delivery of treatment under general anaesthesia	X	X	X	X	X	X
consult and collaborate with colleagues in other medical and surgical specialties and in social care where necessary	X	X		X	X	X
refer patients to other members of the dental, health and social care teams as appropriate	X	X		X	X	X

2.7 CLINICAL SPECIAL CARE DENTISTRY

	Written Paper	Oral Problem Solving	Comm Skills	Simulated Cases	Log Book	Documented Cases
<i>On completion of training a Specialist in Special Care Dentistry should be able to describe:</i>						
management and treatment of individual teeth using intra- and extra- coronal restorations	X	X		X	X	X
how to identify and maintain key teeth to facilitate long-term care	X	X		X		
restorative and replacement techniques for the management of broken down, fractured and missing teeth	X	X		X	X	X
diagnosis, prevention and simple restorative treatment of non-carious tooth surface loss e.g. abrasion, erosion and attrition	X	X		X	X	X
diagnosis and non-surgical management of temporomandibular dysfunction	X	X		X		
materials relevant to clinical dentistry, including those that can be effectively used in the domiciliary setting	X	X		X	X	X
gingival and periodontal conditions	X	X		X	X	X
techniques for periodontal surgery	X	X		X	X	X
principles of implantology	X	X		X	X	X
principles and practice of routine endodontic care	X	X		X	X	X
principles and practice of surgical endodontic therapy	X	X		X	X	X
treatment planning and provision of removable prosthodontics	X	X		X	X	X
diagnosis and provisional treatment planning of fixed prosthodontics	X	X		X	X	X
principles and practice of implant dentistry	X	X		X	X	X
maxillofacial prosthodontic management of developmental and acquired hard and soft tissue defects	X	X		X	X	X
relevant laboratory procedures	X	X		X	X	X
examination, diagnosis and treatment planning	X	X		X	X	X
scope, design and use of orthodontic appliances	X	X		X	X	X
oral surgery in relation to orthodontics	X	X		X	X	X
management of developmental anomalies, including cleft lip and palate, hypodontia and craniofacial anomalies	X	X		X	X	X
diagnosis, treatment planning and management of oral care for people:	X	X		X	X	X
– with common oral medical conditions						
– undergoing chemotherapy, radiotherapy and immunotherapy						
– undergoing organ transplant						
the characteristics of oral manifestations of systemic disease	X	X		X	X	X
the characteristics of oral side effects of prescribed medication	X	X		X	X	X
normal haematological values such as: full blood count and haematinics (Fe, Folate, B12, Sickle cell screening); clotting studies; urea and electrolytes etc.	X	X		X	X	X
the management of routine exodontia, including the raising of a flap and the removal of fractured teeth	X	X		X	X	X
principles for and techniques of incisional and excisional biopsy of gingival and mucosal lesions	X	X		X	X	X

the principles and practice of dento-alveolar surgery : – surgical treatment planning for patients with systemic disease – minor oral surgery including surgical extraction of impacted teeth – management of dento-alveolar trauma	X	X		X	X	X
use of electromechanical aids in diagnosis such as: ECG ; blood pressure monitor; SO ₂ Monitor, blood sugar monitor; CoaguChek S monitor, Sickle Cell testing	X	X	X	X	X	X
the diagnosis of emergencies and treatment of medical emergencies that can occur during the provision of dental treatment in the dental surgery and in the domiciliary setting	X	X		X	X	X
when and how to liaise with other healthcare professionals in the emergency management of all patients under their care	X	X		X	X	X
On completion of training a Specialist in Special Care Dentistry should be able to: carry out a high standard of clinical dentistry	X					X
treat individual teeth using intra- and extra- coronal restorations	X					X
recognise and maintain key teeth to facilitate long-term care	X	X		X	X	X
utilise restorative techniques for the management of broken down, fractured and missing teeth	X	X		X	X	X
diagnose, prevent and provide simple restorative treatment of non-carious tooth surface loss e.g. abrasion, erosion and attrition	X	X		X	X	X
diagnose and manage non-surgical treatment of temporomandibular dysfunction	X	X		X	X	X
communicate findings and treatment proposals to individuals (where possible), carers, advocates and other professionals	X	X		X	X	X
discuss treatment options in an appropriate manner with individuals (where possible), carers, advocates and other professionals	X	X		X	X	X
diagnose and manage periodontal disease in people with impairments and disability	X	X		X	X	X
deliver appropriate and effective preventative periodontal programmes	X	X	X	X	X	X
recognise when periodontal disease may be related to systemic disease	X	X		X	X	X
utilise techniques for prevention appropriate to special care groups e.g. communication with people who have dyslexia, dyspraxia, autistic spectrum disorder, learning disability etc.	X	X	X	X	X	X
recognise when a specialist opinion is necessary	X	X		X	X	X
diagnose, treatment plan and provide removable prosthodontic appliances, including techniques appropriate to special care patients such as copy denture techniques	X	X		X	X	X
diagnose and formulate provisional treatment planning of fixed prosthodontic treatment, including implants	X	X		X	X	X
provide evidence of how removable and fixed prosthodontic treatment can effect quality of life	X	X		X	X	X
recognition of clinical situations where it is appropriate to liaise with, or refer to appropriate specialties	X	X		X	X	X
engage in effective multidisciplinary communication and planning when appropriate	X	X		X	X	X
manage oral care for people with common oral medical conditions, undergoing chemotherapy, radiotherapy and immunotherapy, undergoing organ transplant	X	X		X	X	X
recognise oral manifestations of systemic disease	X	X		X	X	X
recognise and manage oral side effects of prescribed medication	X	X		X	X	X

interpret haematological tests such as: full blood count and haematinics (Fe, Folate, B12, Sickle cell screening); clotting studies; urea and electrolytes; liver function tests; thyroid function tests	X	X	X	X	X	X
manage routine exodontias, including the raising of a flap and the removal of fractured teeth	X	X	X	X	X	X
perform incisional and excisional biopsy of gingival and mucosal lesions	X	X	X	X	X	X
recognise results that are not within 'normal' expectations	X	X		X	X	X
diagnose emergencies	X	X		X	X	X
initiate treatment of medical emergencies that can occur during the provision of dental treatment in the dental surgery and in the domiciliary setting	X	X		X	X	X
liaise with other healthcare professionals in the emergency management of all patients under their care	X	X		X	X	X
use emergency drugs in appropriate circumstances	X	X		X	X	X
On completion of training a Specialist in Special Care Dentistry should:				X	X	X
refer to other specialties as appropriate	X	X				
be prepared to discuss treatment options with individuals (where possible), carers, advocates and other professionals as appropriate	X	X	X	X	X	X
recognise one's own limitations	X	X		X	X	X
refer patients to other specialists as appropriate , for example when cancer, other medical conditions or abnormal tests are recognised	X	X		X	X	X
refer patients to other specialists as appropriate, for example, when complex oral surgery is required or test results are not within 'normal' expectations	X	X		X	X	X
call for assistance from other specialties as appropriate e.g. paramedics	X	X		X	X	X
recognise the role of the Special Care Dentist in management of adults with impairment and disability with CLP, hypodontia and craniofacial anomalies	X	X		X	X	X
recognise the role of the Special Care Dentist in management of medical emergencies and the need for multidisciplinary working and practice in simulated settings	X	X		X		X
take on the role of team leader in the emergency situation	X	X		X		

2.8 LEGISLATION, ETHICS AND CLINICAL GOVERNANCE

	Written Paper	Oral Problem Solving	Comm Skills	Simulated Cases	Log Book	Docu-mented Cases
On completion of training a Specialist in Special Care Dentistry should be able to describe:						
the legal and ethical framework and issues important to the practice of Special Care Dentistry	X	X	X	X		
principles of duty of care and negligence	X	X		X		
principles of consent	X	X		X	X	X
the process of obtaining informed consent	X	X	X	X	X	X

confidentiality and the professional relationship	X	X		X		
assessment of capacity to consent and what to do when capacity is lacking	X	X	X	X	X	X
risk assessment	X	X		X	X	X
rationale for appropriate use of physical/pharmacological intervention	X	X		X		
health and safety regulations	X	X		X		
decontamination and infection control regulations	X	X	X	X		
moving and handling skills	X	X		X		
principles of confidentiality	X	X		X		
principles of good record keeping	X	X		X		
ethical aspects of practice and research	X	X		X		
ethics of physical and pharmacological intervention and restraint	X	X		X		
issues related to the ethics of impairment and disability such as genetic counselling, palliative care, end of life care and resuscitation	X	X		X		
the role of the professional governing bodies	X	X		X		
the role of Dental Care Professionals	X	X		X		
vicarious liability	X	X		X		
contemporaneous legislation such as The Human Rights Act, Disability Discrimination Act, Public Sector Equality Duties, Equality Impact Assessments, Single Equality Schemes, and other relevant equality and diversity related legislation	X	X		X		
current legislation regarding the protection of children and adults, such as the Child Protection Act Law Reform Commissioner's report on Vulnerable adults	X	X		X		
types of abuse	X	X		X		
signs and symptoms that suggest abuse is taking place	X	X		X		
national and local guidance and protocols for management of suspected abuse	X	X		X		
good and contemporaneous practice in medico-legal report writing	X					
<i>On completion of training a Specialist in Special Care Dentistry should be able to:</i>				X		
ensure the legal and ethical framework is followed in all aspects of Special Care Dentistry	X	X				
provide leadership as future lead clinicians in gaining consent utilising legislation such as the principles set out in the Mental Capacity Act	X	X		X		
practice within the regulatory framework in dentistry and with respect to specific regulations in impairment and disability, equality and diversity and human rights	X	X		X		
implement the requirements of Equality, Diversity and Human Rights related legislation	X			X		
advise appropriately when Equality, Diversity and Human Rights related legislation is being breached	X			X		
recognise the signs of abuse	X	X		X		
respect confidentiality	X	X				
keep accurate and contemporaneous patient records	X					
write clinical reports when requested by the legal professions in line with current good practice	X					

On completion of training a Specialist in Special Care Dentistry should:				X		
recognise the importance of teamwork to implement consent and adhere to legal and ethical framework	X	X				
take account of appropriate legislation and act accordingly in the day to day practice of special care dentistry				X		
support the team during action taken in the event of suspected abuse	X	X		X		
recognise the issues of the safety of the abused individual	X	X		X		
communicate promptly and accurately with regard to the legal aspects of report writing	X	X		X		

2.9 RESEARCH, STATISTICS AND SCIENTIFIC WRITING

	Written Paper	Oral Problem Solving	Comm Skills	Simulated Cases	Log Book	Documented Cases
On completion of training a Specialist in Special Care Dentistry should be able to describe:						
principles of research methods and research governance	X	X				
basic statistical reasoning and problem solving	X	X				
methods of searching the literature	X	X				
the process of applying for ethical approval	X	X				
the principles of different types of research design	X	X				
the essential components for conducting ethical research	X	X				
research methodology	X	X				
biostatistics	X	X				
On completion of training a Specialist in Special Care Dentistry should be able to:						
undertake:	X					
– basic statistical reasoning and problem solving						
– searching the literature						
– applying for ethical approval						
– designing research projects						
On completion of training a Specialist in Special Care Dentistry should:						
demonstrate an enquiring mind	X	X				
respect patients and carers' autonomy in respect to participation in research	X					
display positive attitudes to the legislation regarding research governance	X					