



**British Society for
Disability and Oral Health**
UNLOCKING BARRIERS TO CARE

Core content for a curriculum in Special Care Dentistry at the undergraduate level mapped to the learning outcomes for 'Preparing for practice' (GDC-UK, 2011)

**Produced on behalf of the teachers group of BSDH by
Blánaid Daly, Carole Boyle, Avril Mc Pherson and Shelagh Thompson March 2014**

Contents

Introduction	3
Special Care Dentistry.....	4
How this guidance is set out.....	4
Learning outcomes: The iADH core curriculum in Special Care Dentistry at the undergraduate level	6
The core curriculum in Special Care Dentistry at the undergraduate level mapped to the four domains of learning outcomes contained in the 2012 GDC 'Preparing for Practice'	9
Learning and teaching methodologies.....	20
International Classification of functioning	21
Assessment and Feedback	22
References.....	23

Introduction

During the course of their practicing lives, it is likely that members of the Dental team in the UK will see a significant number of children and adults with special care requirements, so it is important that they have the skills and competencies to provide care for this diverse group of patients. Graduates' confidence and willingness to provide care for those with special care requirements is closely correlated to the quality and content of their undergraduate education in Special Care Dentistry (Allison et al 2001, Chavez et al 2011). However there is evidence that the clinical training and education of undergraduates has not provided them with the necessary skills to provide care for people with special needs (Casamassimo et al 2004, Chavez et al 2011).

The new UK GDC undergraduate curriculum 'Preparing for practice' (GDC-UK, 2011) places the assessment and care of people with special needs as a core learning outcome for the dental team (Outcome 1.1: GDC 2012) . It is important that this opportunity to introduce and to embed the skills and competencies associated with treating patients with special needs in undergraduate curricula is grasped.

In response to a need for a consensus around undergraduate teaching in Special Care Dentistry, the International Association for Disability and Oral Health (iADH) recently published an evidence based curriculum guidance document which specifies the core learning outcomes in the undergraduate curriculum in Special Care Dentistry (Dougall et al 2013a). The learning outcomes have been produced through a consensus process involving experts in SCD from 32 countries including representatives from UK Dental schools (Dougall et al 2013b). The document outlines the minimum requirements for undergraduate teaching in Special Care Dentistry and also contains many transferable skills, which can be adapted to satisfy learning outcomes across other areas of the undergraduate curriculum (Dougall et al 2013b).

In order to facilitate the embedding of teaching in Special Care Dentistry in UK undergraduate curricula, the teachers group of the BSDH have adapted and mapped the iADH core curriculum to the required learning outcomes for new registrants as specified in the UK GDC 2012 undergraduate curriculum. It is hoped that this UK adapted guidance document will help educators in SCD and Dental Deans to ensure that that the minimum requirements in teaching in SCD at undergraduate level are met, and in the long term improve access to dental care for marginalized groups and people living with disabilities.

Blánaid Daly, Carole Boyle, Avril Mc Pherson and Shelagh Thompson

Special Care Dentistry

Special Care Dentistry (SCD) is an important area of dentistry only recently acknowledged as a specialty in its own right in the UK. Special Care Dentistry (SCD) is described as *'the improvement of oral health (through the delivery of treatment and preventive services) of individuals and groups in society who have a physical, sensory, intellectual, mental, medical, emotional or social impairment or disability or, more often, a combination of these factors. It pertains to adolescents and adults (GDC 2012).* The new UK GDC undergraduate curriculum 'Preparing for practice' (GDC-UK, 2011) places the assessment and care of people with special needs as a core learning outcome for the dental team.

People requiring SCD are those *'with a disability or activity restriction that directly or indirectly affects their oral health, within the personal and environmental context of the individual (Faulks et al 2006).*

How this guidance is set out

The curriculum in SCD is outlined in statements of learning outcomes and drawing on the core curriculum in SCD defined by iADH (Dougall et al 2013a). The aim of the curriculum is to provide new graduates with theoretical knowledge and the requisite clinical experience to build the skills, attitudes and behaviours necessary for SCD.

In **Table 1** on page 5, the learning outcomes for a core undergraduate curriculum in Special Care Dentistry (SCD) are reproduced from the core curriculum defined by iADH (Dougall et al 2013a). Six learning outcomes or competencies are categorised according to iADH definition:

Domain 1	the scope of SCD;
Domain 2	access issues & barriers to oral health for marginalised groups & people with disabilities ;
Domain 3	consent for patients requiring SCD;
Domain 4	communication skills in SCD;
Domain 5	impact of impairments, systemic conditions & disabilities on oral health & oral function
Domain 6	clinical management of patients requiring SCD.

In addition learning outcomes normally associated with dental education and related to knowledge (cognitive), skills (psychomotor) attitudes and behaviour (affective) in each competency are specified. Many of these skills are transferable across the curriculum.

In **Table 2**, the six SCD competencies in the iADH core curriculum in SCD are mapped to the four domains and learning outcomes contained in 'Preparing for practice' GDC 2012 . In this way the iADH learning outcomes have been used to define an undergraduate curriculum in SCD which complies with GDC UK guidelines, but also meets the minimum requirement for an undergraduate curriculum in SCD.

Learning outcomes: The iADH core curriculum in Special Care Dentistry at the undergraduate level

The evidence-based learning outcomes in the iADH curriculum are designed to be student-centred, with the flexibility to be easily imported into contemporary dental curricula. Domains normally associated with dental education have been used to group the learning outcomes namely knowledge (cognitive), skills (psychomotor), attitudes and behaviours (affective) across six areas of competency (Table 1)..

Table 1. Undergraduate learning outcomes in Special Care Dentistry from the iADH undergraduate curriculum in SCD . Each of the learning outcomes should be prefaced with ‘Students who have successfully completed this component will be able to....

Learning outcomes in SCD	Knowledge (cognitive)	Skills (psychomotor)	Behaviours (affective)
Scope of SCD	1a Describe the cultural, legal and social context of people with disability and other marginalised groups.	1b Discuss epidemiology, terminology, concepts & classifications of human function, disability and health.	1c Demonstrate positive attitudes in relation to human difference and diversity.
2. Access & barriers to	2a	2b	2c

Learning outcomes in SCD	Knowledge (cognitive)	Skills (psychomotor)	Behaviours (affective)
oral health for marginalised groups & people with disabilities	Identify the social determinants of health in relation to health inequalities in people with disability and other marginalised groups.	Recognise barriers and facilitators to oral health for people with disability and other marginalised groups.	Use social and environmental facilitators to oral health and oral health promotion within service structure.
3. Consent for patients requiring SCD	3a Outline the appropriate consent process when providing care for people with communication, cognitive or sensory impairments.	3b Obtain valid consent or assent for oral health procedures appropriately.	3c Demonstrate respect for patient autonomy and the role of the family and caregivers in supported decision making.
4. Communication skills in SCD	4a Describe appropriate methods of communication for people with cognitive, sensory and/or other communication impairments.	4b Use appropriate methods of communication for people with cognitive, sensory and/or other communication impairments.	4c Demonstrate culturally sensitive and inclusive language with patients, colleagues and care givers.
5. Impact of impairments, systemic conditions & disabilities on oral health & oral function	5a Describe common impairments, disabilities and systemic conditions in relation to their impact on oral health and oral function.	5b Identify the key elements of impairments, disabilities and systemic conditions that may impact on oral health or oral function for individual patients.	5c Consider the need for and benefits of inter-professional liaison in patient assessment.
6. Clinical management of patients requiring	6a Describe the factors (medical, social,	6b Design oral health education for individual patients and	6c Recognise the value of teamwork in the

Learning outcomes in SCD	Knowledge (cognitive)	Skills (psychomotor)	Behaviours (affective)
SCD	<p>psychological and environmental) that impact on risk assessment and treatment planning for individual patients requiring special care.</p> <p>6d Discuss behavioural and pharmacological approaches that facilitate dental treatment for individual patients requiring special care dentistry (according to local guidelines and protocols)</p>	<p>their caregivers.</p> <p>6e Provide simple clinical treatment using appropriate facilitation techniques for patients requiring special care, likely to present to a primary care service.</p>	<p>management for patients requiring special care.</p> <p>6f Take responsibility for referring or arranging care for patients with more complex needs</p>

The core curriculum in Special Care Dentistry at the undergraduate level mapped to the four domains of learning outcomes contained in the 2012 GDC 'Preparing for Practice'

Table 2. Competencies in SCD mapped to the four domains of learning outcomes in the 2012 GDC 'Preparing for Practice' document	
Special Care Dentistry competencies from the undergraduate curriculum in SCD	Mapping of the core curriculum in Special Care Dentistry to the domains and learning outcomes contained in 'Preparing for practice' GDC 2012
<p>Scope of Special Care Dentistry Learning outcomes 1a, 1b, 1c (Table 1)</p>	<p>Clinical:</p> <ul style="list-style-type: none"> • <i>Individual patient care (with the following supporting learning outcomes):</i> <p>1.1 The registrant will be able to apply to the practice of dentistry principles that derive from the biomedical, behavioural and materials sciences. The registrant will recognise and take account of the needs of different patient groups including children, adults, older people, and those with special care requirements throughout the patient care process.</p> <p>1.1.12 Explain the principles of epidemiology and critically evaluate their application to patient management</p> <p>1.1.13 Explain, evaluate, and apply to clinical practice psychological and sociological concepts and theoretical frameworks of health, illness, behavioural change and disease.</p> <p>1.7.1 Treat all patients with equality, respect and dignity.</p> <ul style="list-style-type: none"> • <i>Population-based health and care (with the following supporting learning outcome):</i> <p>2.1 The registrant will be able discuss the basic principles of a population health approach including demographic and social trends, UK and international oral health trends, determinants of health and inequalities in health, and the ways in which these are measured and current patterns.</p> <p>Professionalism:</p> <ul style="list-style-type: none"> • <i>Patients and the public (with the following supporting learning outcome):</i>

Table 2. Competencies in SCD mapped to the four domains of learning outcomes in the 2012 GDC ‘Preparing for Practice’ document

Special Care Dentistry competencies from the undergraduate curriculum in SCD	Mapping of the core curriculum in Special Care Dentistry to the domains and learning outcomes contained in ‘Preparing for practice’ GDC 2012
	<p>6.3 Respect patients’ dignity and choices.</p> <ul style="list-style-type: none"> • <i>Ethical and Legal (with the following supporting learning outcome):</i> <p>7.3 Act without discrimination and show respect for patients, colleagues and peers and the general public.</p>
<p>Access & barriers to oral health for people with disability & other marginalized groups Learning outcomes 2a, 2b, 2c (Table 1)</p>	<p>Clinical:</p> <ul style="list-style-type: none"> • <i>Individual patient care (with the following supporting learning outcome):</i> <p>1.2.5 Assess patients’ levels of anxiety, experience and expectations in respect of dental care.</p> <ul style="list-style-type: none"> • <i>Population-based health and care (with the following supporting learning outcome):</i> <p>2.2 Describe the dental and wider healthcare systems dental professionals work within including health policy and organisation, delivery of healthcare and equity.</p> <p>Management and leadership:</p> <ul style="list-style-type: none"> • <i>Managing the clinical and working environment (with the following supporting learning outcomes):</i> <p>12.5 Recognise and comply with national and local clinical governance and health and safety requirements.</p> <p>12.6 Describe the implications of the wider health economy and external influences.</p>
<p>Consent for people requiring special care Learning outcomes 3a, 3b, 3c (Table 1)</p>	<p>Clinical :</p> <ul style="list-style-type: none"> • <i>Individual patient care (with the following supporting learning outcomes):</i>

Table 2. Competencies in SCD mapped to the four domains of learning outcomes in the 2012 GDC 'Preparing for Practice' document

Special Care Dentistry competencies from the undergraduate curriculum in SCD	Mapping of the core curriculum in Special Care Dentistry to the domains and learning outcomes contained in 'Preparing for practice' GDC 2012
	<p>1.5.3 Explain the principles of obtaining valid patient consent.</p> <p>1.5.4 Obtain valid consent from the patient.</p> <p>Communication</p> <ul style="list-style-type: none"> • <i>Patients, their representatives and the public (with the following supporting learning outcomes):</i> <p>3.1 Communicate appropriately, effectively and sensitively at all times with and about patients, their representatives and the public and in relation to:</p> <ul style="list-style-type: none"> • <i>patients with anxious or challenging behaviour</i> • <i>referring patients to colleagues, particularly where patients are from diverse backgrounds or there are barriers to patient communication</i> • <i>difficult circumstances, such as breaking bad news, or discussing issues such as alcohol consumption, smoking, or diet</i> <p>3.2 Recognise the importance of non-verbal communication, including listening skills, and barriers to effective communication.</p> <p>3.3 Explain and check patients' understanding of treatments, options, costs and informed consent and enable patients to make their choice.</p> <p>3.4 Obtain informed consent.</p> <p>Professionalism</p> <ul style="list-style-type: none"> • <i>Patients and the public (with the following supporting learning outcomes):</i> <p>6.1 Put patients' interests first and act to protect them.</p>

Table 2. Competencies in SCD mapped to the four domains of learning outcomes in the 2012 GDC 'Preparing for Practice' document

Special Care Dentistry competencies from the undergraduate curriculum in SCD	Mapping of the core curriculum in Special Care Dentistry to the domains and learning outcomes contained in 'Preparing for practice' GDC 2012
	<p>6.3 Respect patients' dignity and choices.</p> <p>6.4 Protect the confidentiality of all personal information.</p> <p>6.5 Recognise and respect the patient's perspective and expectations of dental care and the role of the dental team, taking into account issues relating to equality and diversity.</p>
<p>Communication skills for people requiring special care Learning outcomes 4a, 4b, 4c (Table 1)</p>	<p>Clinical:</p> <ul style="list-style-type: none"> • <i>Patients, their representatives and the public (with the following supporting learning outcomes):</i> <p>3.1 Communicate appropriately, effectively and sensitively at all times with and about patients, their representatives and the public and in relation to:</p> <ul style="list-style-type: none"> • patients with anxious or challenging behaviour • referring patients to colleagues, particularly where patients are from diverse backgrounds or there are barriers to patient communication • difficult circumstances, such as breaking bad news, or discussing issues such as alcohol consumption, smoking, or diet <p>3.2 Recognise the importance of non-verbal communication, including listening skills, and barriers to effective communication.</p> <p>3.3 Explain and check patients' understanding of treatments, options, costs and informed consent and enable patients to make their choice.</p> <p>3.4 Obtain informed consent.</p>

Table 2. Competencies in SCD mapped to the four domains of learning outcomes in the 2012 GDC 'Preparing for Practice' document

Special Care Dentistry competencies from the undergraduate curriculum in SCD	Mapping of the core curriculum in Special Care Dentistry to the domains and learning outcomes contained in 'Preparing for practice' GDC 2012
	<p>Communication:</p> <ul style="list-style-type: none"> • <i>Team and the wider healthcare environment (with the following supporting learning outcomes):</i> <p>4.1 Communicate appropriately with colleagues from dental and other healthcare professions in relation to:</p> <ul style="list-style-type: none"> • the direct care of individual patients • oral health promotion • the day to day working of the clinical department/practice in which the individual works • the wider contribution which the department/practice makes to dental and healthcare in the surrounding community • raising concerns when problems arise. <p>4.4 Communicate appropriately and effectively in professional discussions and transactions within the health and other sectors.</p> <ul style="list-style-type: none"> • <i>Generic communication skills (with the following supporting learning outcomes):</i> <p>5.3 Explain the importance of and maintain accurate, contemporaneous and comprehensive patient records in accordance with legal and statutory requirements and best practice.</p> <p>5.4 Recognise the use of a range of communication methods and technologies and their appropriate application in support of clinical practice.</p> <p>Professionalism:</p>

Table 2. Competencies in SCD mapped to the four domains of learning outcomes in the 2012 GDC 'Preparing for Practice' document

Special Care Dentistry competencies from the undergraduate curriculum in SCD	Mapping of the core curriculum in Special Care Dentistry to the domains and learning outcomes contained in 'Preparing for practice' GDC 2012
	<ul style="list-style-type: none"> • <i>Ethical and Legal (with supporting the following learning outcome):</i> <p>7.3 Act without discrimination and show respect for patients, colleagues and peers and the general public.</p>
<p>Impact of impairments, disabilities & systemic conditions on oral health & oral function Learning outcomes 5a, 5b, 5c (Table 1)</p>	<p>Clinical</p> <ul style="list-style-type: none"> • <i>Individual patient care (with the following supporting learning outcomes):</i> <p>1.1.4 Identify general and systemic disease and explain their relevance to oral health and their impact on clinical treatment.</p> <p>1.1.9 Describe the properties of relevant drugs and therapeutic agents and discuss their application to patient management.</p> <p>Communication</p> <ul style="list-style-type: none"> • <i>Team and the wider healthcare environment (with the following supporting learning outcomes):</i> <p>4.1 Communicate appropriately with colleagues from dental and other healthcare professions in relation to:</p> <ul style="list-style-type: none"> • the direct care of individual patients • oral health promotion • the day to day working of the clinical department/practice in which the individual works • the wider contribution which the department/practice makes to dental and healthcare in the surrounding community

Table 2. Competencies in SCD mapped to the four domains of learning outcomes in the 2012 GDC ‘Preparing for Practice’ document

Special Care Dentistry competencies from the undergraduate curriculum in SCD	Mapping of the core curriculum in Special Care Dentistry to the domains and learning outcomes contained in ‘Preparing for practice’ GDC 2012
	<ul style="list-style-type: none"> • raising concerns when problems arise. <p>4.4 Communicate appropriately and effectively in professional discussions and transactions within the health and other sectors.</p> <p>Professionalism</p> <ul style="list-style-type: none"> • <i>Teamwork (with the following supporting learning outcome):</i> <p>8.2 Co-operate effectively with other members of the dental and wider healthcare team in the Interests of patients.</p> <ul style="list-style-type: none"> • <i>Development of self and others (with the following supporting learning outcome):</i> <p>9.6 Accurately assess own capabilities and limitations in the interest of high quality patient care and seek advice from supervisors or colleagues where appropriate</p>
<p>Clinical management of patients requiring SCD Learning outcomes 6a–6f (Table 1)</p>	<p>Clinical:</p> <ul style="list-style-type: none"> • <i>Individual patient care (with the following supporting learning outcomes):</i> <p>1.1 The registrant will be able to apply to the practice of dentistry principles that derive from the biomedical, behavioural and materials sciences. The registrant will recognise and take account of the needs of different patient groups including children, adults, older people, and those with special care requirements throughout the patient care process.</p> <p>1.1.4 Identify general and systemic disease and explain their relevance to oral health and their impact on clinical treatment.</p> <p>1.1.13 Explain, evaluate, and apply to clinical practice psychological and sociological concepts and theoretical frameworks of health, illness, behavioural change and disease.</p>

Table 2. Competencies in SCD mapped to the four domains of learning outcomes in the 2012 GDC 'Preparing for Practice' document

Special Care Dentistry competencies from the undergraduate curriculum in SCD	Mapping of the core curriculum in Special Care Dentistry to the domains and learning outcomes contained in 'Preparing for practice' GDC 2012
	<ul style="list-style-type: none"> • <i>Comprehensive patient assessment (with the following supporting learning outcomes):</i> <ul style="list-style-type: none"> 1.2.1 Obtain, record, and interpret a comprehensive and contemporaneous patient history. 1.2.2 Undertake an appropriate systematic intra- and extra-oral clinical examination. 1.2.4 Undertake relevant special investigations and diagnostic procedures, including radiography. 1.2.5 Assess patients' levels of anxiety, experience and expectations in respect of dental care. 1.2.6 Discuss the importance of each component of the patient assessment process. • <i>Diagnosis (with the following supporting learning outcomes):</i> <ul style="list-style-type: none"> 1.4.1 Synthesise the full results of the patient's assessment and make clinical judgments as appropriate. 1.4.2 Formulate a differential diagnosis or diagnoses and from there a definitive diagnosis. • <i>Treatment planning (with the following supporting learning outcomes):</i> <ul style="list-style-type: none"> 1.5.1 Formulate an appropriate treatment plan, synthesising patient assessment and diagnosis data. 1.5.2 Describe the range of orthodox complementary and alternative therapies that may impact on patient management. 1.5.3 Explain the principles of obtaining valid patient consent. 1.5.4 Obtain valid consent from the patient 1.5.5 Refer patients for treatment or advice when and where appropriate 1.5.6 Critically evaluate the treatment planning process

Table 2. Competencies in SCD mapped to the four domains of learning outcomes in the 2012 GDC 'Preparing for Practice' document

Special Care Dentistry competencies from the undergraduate curriculum in SCD	Mapping of the core curriculum in Special Care Dentistry to the domains and learning outcomes contained in 'Preparing for practice' GDC 2012
	<ul style="list-style-type: none"> • <i>Patient management (with the following supporting learning outcomes):</i> <ul style="list-style-type: none"> 1.7.1 Treat all patients with equality, respect and dignity. 1.7.2 Identify, explain and manage the impact of medical and psychological conditions in the patient. 1.7.3 Monitor and review treatment outcomes. 1.7.4 Prevent, diagnose and manage patient anxiety appropriately, effectively and safely. 1.7.5 Prevent, diagnose and manage pain appropriately, effectively and safely. 1.7.6 Evaluate the risks and benefits of treatment under general anaesthesia and make appropriate referrals. 1.7.7 Evaluate the risks and benefits of treatment under conscious sedation and make appropriate referrals. 1.7.8 Safely and appropriately prescribe and administer drugs and therapeutic agents. 1.7.9 Explain the role and organisation of referral networks, clinical guidelines and policies and local variation. 1.7.10 Explain the need to take responsibility for establishing personal networks with local dental and medical colleagues, specialists and other relevant individuals and organisations. 1.7.11 Critically evaluate all components of patient management • <i>Patient and public safety</i> <ul style="list-style-type: none"> 1.8.1 Identify and explain the risks around the clinical environment and manage these in a safe and efficient manner. 1.8.6 Identify, assess and manage medical emergencies. • <i>Health promotion and disease prevention</i>

Table 2. Competencies in SCD mapped to the four domains of learning outcomes in the 2012 GDC 'Preparing for Practice' document

Special Care Dentistry competencies from the undergraduate curriculum in SCD	Mapping of the core curriculum in Special Care Dentistry to the domains and learning outcomes contained in 'Preparing for practice' GDC 2012
	<p>1.10.4 Underpin all patient care with a preventive approach that contributes to the patient's long-term oral and general health.</p> <p>Communication:</p> <ul style="list-style-type: none"> • <i>Team and the wider healthcare environment (with the following supporting learning outcomes):</i> <p>4.1 Communicate appropriately with colleagues from dental and other healthcare professions in relation to:</p> <ul style="list-style-type: none"> • the direct care of individual patients • oral health promotion • the day to day working of the clinical department/practice in which the individual works • the wider contribution which the department/practice makes to dental and healthcare in the surrounding community • raising concerns when problems arise. <p>4.4 Communicate appropriately and effectively in professional discussions and transactions within the health and other sectors</p> <ul style="list-style-type: none"> • <i>Generic communication skills</i> <p>5.4 Recognise the use of a range of communication methods and technologies and their appropriate application in support of clinical practice.</p> <p>Professionalism:</p> <ul style="list-style-type: none"> • <i>Teamwork (with the following supporting learning outcomes):</i>

Table 2. Competencies in SCD mapped to the four domains of learning outcomes in the 2012 GDC 'Preparing for Practice' document

Special Care Dentistry competencies from the undergraduate curriculum in SCD	Mapping of the core curriculum in Special Care Dentistry to the domains and learning outcomes contained in 'Preparing for practice' GDC 2012
	<p>8.1 Describe and respect the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team.</p> <p>8.2 Co-operate effectively with other members of the dental and wider healthcare team in the interests of patients</p> <ul style="list-style-type: none"> • <i>Development of self and others (with the following supporting learning outcome):</i> <p>9.6 Accurately assess own capabilities and limitations in the interest of high quality patient care and seek advice from supervisors or colleagues where appropriate.</p> <p>Management and leadership:</p> <ul style="list-style-type: none"> • <i>Managing self (with the following supporting learning outcome):</i> <p>10.5 When appropriate act as an advocate for patient/carer needs.</p> <ul style="list-style-type: none"> • <i>Managing the clinical and working environment (with supporting learning outcomes):</i> <p>12.1 Recognise and comply with systems and processes to support safe patient care.</p> <p>12.5 Recognise and comply with national and local clinical governance and health and safety requirements.</p>

Learning and teaching methodologies

Learning and teaching methods will vary between schools and will depend upon the educational strategies of individual schools and their resources. It is expected that undergraduates will acquire the necessary knowledge, skills, attitudes and behaviours by being exposed to a variety of teaching environments in SCD.

It is important that a variety of learning and teaching methods are used to deliver knowledge that promotes positive attitudes towards disability and may include formal face to face teaching in lectures and seminars but also could include blended learning, problem-based learning, case-based learning, role play and simulations (Dougall et al 2013).

The core curriculum in SCD for the UK outlined in Table 2 emphasises the need for experiential hands on learning through simple clinical care for patients with disabilities and for certain marginalised groups. It is important that this learning takes place in a variety of clinical settings and allows for workplace-based learning with guided chair side teaching and mentoring.

The curriculum is also designed to develop critical thinking skills and encourages the development of reflective clinical practice and skills acquisition and continuing professional development.

International Classification of functioning

iADH advocates the learner and educators within UK dental schools adopt the principles of the International Classification of Functioning (WHO) as an approach to understanding functioning and disability (Faulks et al 2006). The ICF model describes universal human experience in relation to a health condition, functioning and contextual factors. It is illustrated below in Fig 1

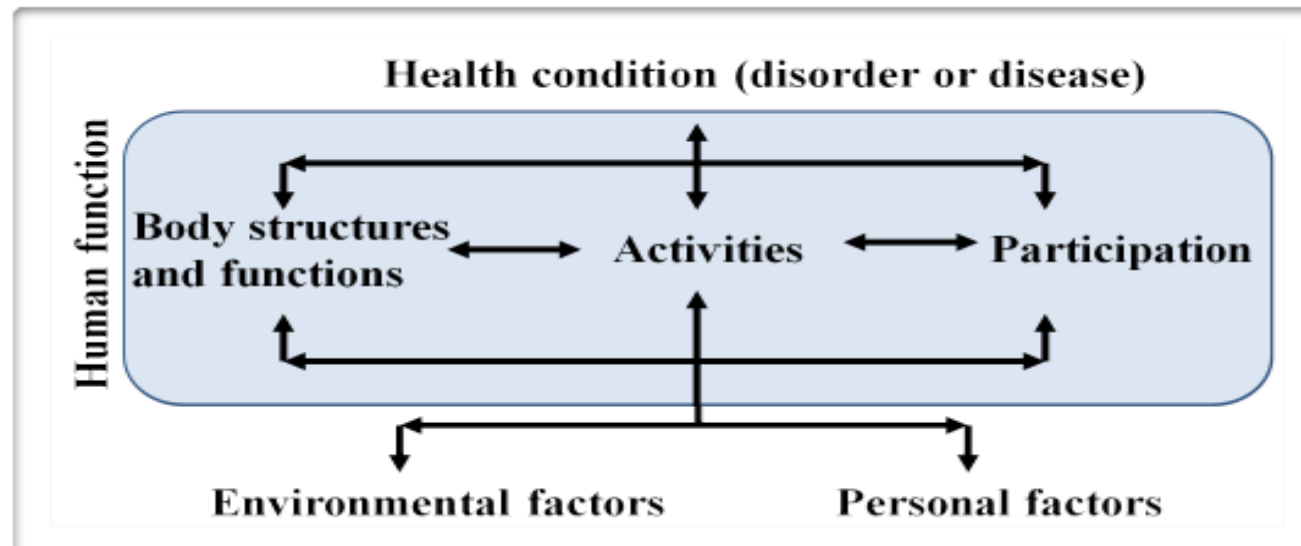


Fig 1 the International Classification of Functioning (WHO). Source: reproduced under a creative commons Licence from IADH 2012

The iADH 2012 have produced a number of useful learning and teaching resources based on ICF which may be accessed at [<http://iadh.org/wp-content/uploads/2013/09/iADH-Curriculum-in-SCD-ENGLISH-NEW-LOGO-1672013.pdf>] pps 13-18

Assessment and Feedback

Assessment and Feedback will vary between schools and will depend upon the educational strategies of individual schools and their resources. Assessment and feedback is central to the development of core skills in SCD. A variety of approaches may be used to ensure that learning outcomes are met, with some duplication and overlap in other parts of the undergraduate curriculum.

Formative and summative assessment of the learning outcomes in SCD should be part of the overall assessment strategy for undergraduate education and should be embedded and mapped within the overall assessment process.

There are a range of approaches which may be used which include the more traditional assessment methods to test knowledge such as essays, short answer questions (SAQ), multiple choice questions (MCQs) and single best answers (SBA) and extended matching questions (EMQs). Skills and behaviours are more appropriately assessed using objective structured clinical examinations (OSCEs) and work place based assessments (WPBAs), while the use of portfolios with tutor mentoring encourages critical thinking, reflection and continuing professional development. Examples of assessment may be found on the IADH website

[<http://iadh.org/wp-content/uploads/2013/09/iADH-Curriculum-in-SCD-ENGLISH-NEW-LOGO-1672013.pdf>] pps 20-22

References

Allison PJ, Faulks D, Hennequin M Dentist related barriers to treatment in a group of individuals with Down syndrome. *J Disability Oral Health* :2: 18-16. Appendix 5

Cassmassimo PS, Seale NS, Rueh K. (2014) General dentists' perceptions of educational and treatment issues affecting access to care for children with special health care needs. *J Dent Educa* 68: 22-28

Chavez, E.M., et al., 2011 Perceptions of predoctoral dental education and practice patterns in special care dentistry. *Journal of Dental Education*. 75(6): p. 726-32.

Dougall A, Faulks D, Thompson S , Ting G, Nunn J (2013) Guidance for the core content of a curriculum in Special Care Dentistry at the undergraduate level. *European Journal of Dental Education*. Article first published on-line: 22 Apr 2013 DOI: 10.1111/eje.12054. Available at: <http://iadh.org/wp-content/uploads/2013/09/iADH-Curriculum-in-SCD-ENGLISH-NEW-LOGO-1672013.pdf> (accessed 10 Mar 2014)

Dougall A, Chandra Pani S, Thompson S, Faulks D, Romer M, Nunn J (2013) Developing a dental undergraduate curriculum in Special Care Dentistry- by consensus. *European Journal of Dental Education* 17:46-56

Faulks D, Hennequin M. Defining the population requiring special care dentistry using the International Classification of Functioning, Disability and Health-a personal view. *J.Disabil Oral Health* 2006: 7: 143.

General Dental Council-UK, Preparing for Practice 2011 <http://www.gdc-uk.org/dentalprofessionals/education/pages/dental-team-learning-outcomes.aspx>