

MODULE 1 – Psychology in Relation to Craniofacial Abnormality

Objective	Knowledge	Skills	Attitudes	Teaching and Learning Methods	Assessment
<p>This module is intended to provide information and experience in:</p> <ul style="list-style-type: none"> • Identification of patient concerns regarding their appearance and/or function • Identification of patient's motivation and expectations of complex multidisciplinary treatment • Identification of patients with psychological/ psychiatric conditions which may preclude them from complex multidisciplinary treatment or necessitate the input of a psychologist or psychiatrist (for example Body Dysmorphic Disorder) 	<p>In particular it should provide an understanding of:</p> <ul style="list-style-type: none"> • The complex inter-relationship between patients' concerns about dentofacial problems and psycho-social issues • Patients' motivation for treatment and expectations of treatment and how this may affect outcomes • How certain conditions may affect treatment progress and outcome and how these conditions may be identified 	<ul style="list-style-type: none"> • Identification of factors which may influence the outcome of multi-disciplinary treatment • The ability to make an appropriate referral to a mental health professional should this be required 	<ul style="list-style-type: none"> • Recognizes the importance of the psycho-social aspects of treatment • Recognizes the importance of working in a multidisciplinary team with other medical professionals 	<ul style="list-style-type: none"> • Attend trainee seminars • Independent study • Attendance at suitable courses • Attendance at multidisciplinary clinics • Attendance at suitable meetings 	<ul style="list-style-type: none"> • Workplace based assessments (DOPS; CBD; CEX) • OSCE

MODULE 2 – Advanced Cephalometrics and Imaging

Objective	Knowledge	Skills	Attitudes	Teaching and Learning Methods	Assessment
<p>This module is intended to provide information and experience in:</p> <ul style="list-style-type: none"> • Cephalometric analysis for craniofacial and dentofacial deformities • Cephalometric planning of surgical correction of deformity • 3 D imaging of facial deformity • Digital morphing programmes • 3D scanning of study models 	<p>In particular it should provide an understanding of:</p> <ul style="list-style-type: none"> • Cephalometric diagnosis of skeletal facial deformities • Prediction of treatment outcome based on cephalometric hard and soft tissue analysis • Stereolithograph models and their uses • Measurement of tooth movement using laser scans • Cone beam CT technology and its application 	<ul style="list-style-type: none"> • Perform hard and soft tissue cephalometric analyses for surgical patients • Perform treatment planning in multidisciplinary cases • Demonstrate facial profile predictions of multidisciplinary outcomes following treatment • Evaluate 3D facial scan images • Evaluate cone beam CTs 	<ul style="list-style-type: none"> • Recognizes the importance and limitations of cephalometric analysis in facial deformity patients • Exhibits an ability to explain treatment predictions and their limitations to potential patients • Recognizes, and accounts for, treatment outcomes following multidisciplinary management of patients with facial deformity 	<ul style="list-style-type: none"> • Attend practical demonstrations and undertake practical exercises • Attend trainee seminars / tutorials • Independent study • Web based e-learning sources • Attendance at suitable course • Attendance at multidisciplinary clinics • Clinical management of patients 	<ul style="list-style-type: none"> • Workplace based assessments (DOPS; CBD; CEX) • SCRs

MODULE 3 – Orthognathic Treatment

Objective	Knowledge	Skills	Attitudes	Teaching and Learning Methods	Assessment
<p>This module is intended to provide information and experience regarding:</p> <ul style="list-style-type: none"> Multidisciplinary 3D management of severe dentofacial deformity 	<p>In particular it should provide an ability to:</p> <ul style="list-style-type: none"> Diagnose facial disharmony Describe the role of the orthodontist and orthodontics in the multidisciplinary management of severe dentofacial disharmony Explain the various surgical and orthodontic procedures for the management of severe dentofacial disharmony Explain the role of other medical and dental specialties in the multidisciplinary management of severe dentofacial disharmony 	<ul style="list-style-type: none"> Perform the orthodontic procedures required in pre-operative, peri-operative and post-operative management of multidisciplinary cases Manage the pre-operative and post-operative expectations of the patient 	<ul style="list-style-type: none"> Recognizes the integration of orthodontics in the team approach to the management of dentofacial disharmony Recognizes the roles of all other medical and dental specialties within the team (including for example the role of speech pathologists and psychiatrists/psychologists) Recognizes the importance of the timing of interventional procedures 	<ul style="list-style-type: none"> Attend trainee seminars Independent study Web based e-learning sources Attendance at suitable courses Attendance at suitable multidisciplinary meetings and conferences Attendance at multidisciplinary clinics Clinical management of patients 	<ul style="list-style-type: none"> Workplace based assessments(D OPS; CBD; CEX) SCR Patient logbooks

MODULE 4 – Multidisciplinary management of medically compromised patients

Objective	Knowledge	Skills	Attitudes	Teaching and Learning Methods	Assessment
<p>This module is intended to provide experience in:</p> <ul style="list-style-type: none"> • Management of patients with specific medical issues • Management of medically compromised patients • Management of patients with musculo-skeletal disorders 	<p>In particular it should provide an understanding of:</p> <ul style="list-style-type: none"> • The risks/ benefits of orthodontic treatment in special needs and medically compromised patients • The implications of juvenile arthritis and other musculo-skeletal disorders with regard to orthodontic treatment 	<ul style="list-style-type: none"> • Evaluates the role of the orthodontist in the team management of medically compromised patients 	<ul style="list-style-type: none"> • Recognizes the need for good communication in the interdisciplinary management of patients with compromised medical histories • Exhibits an ability to discuss complex treatment scenarios with other medical and dental colleagues • Participates in the management of medically compromised patients 	<ul style="list-style-type: none"> • Independent study • Web based e-learning sources • Attendance at suitable clinical meetings • Attendance at suitable interdisciplinary clinics • Personal treatment of patients 	<ul style="list-style-type: none"> • Workplace based assessments (DOPS; CBD; CEX) • SCRs • Patient logbooks

MODULE 5 – Orthodontic management of patients with special needs

Objective	Knowledge	Skills	Attitudes	Teaching and Learning Methods	Assessment
<p>This module is intended to provide experience in:</p> <ul style="list-style-type: none"> • Orthodontic management of patients with special needs 	<p>In particular it should provide an understanding of:</p> <ul style="list-style-type: none"> • The types of conditions that can lead to the categorisation of patients needing clinical support • The types of learning and functional disabilities often identified in this group of patients • The psycho-social background of common special needs conditions 	<ul style="list-style-type: none"> • Demonstrates the role of the orthodontist in identifying the treatment possibilities in patients with special needs 	<ul style="list-style-type: none"> • Recognizes the limitations of patients in terms of appropriate orthodontic care • Participates in the management of special needs patients 	<ul style="list-style-type: none"> • Independent study • Web based e-learning sources • Attendance at suitable clinical meetings • Attendance at suitable interdisciplinary clinics • Personal treatment of patients 	<ul style="list-style-type: none"> • Workplace based assessments (DOPS; CBD; CEX) • SCRs • Patient logbooks

MODULE 6 – Distraction Osteogenesis

Objective	Knowledge	Skills	Attitudes	Teaching and Learning Methods	Assessment
<p>This module is intended to provide information and experience regarding:</p> <ul style="list-style-type: none"> Distraction techniques for the correction of craniofacial deformity 	<p>In particular it should provide an understanding of:</p> <ul style="list-style-type: none"> Biological changes arising from distraction techniques The design and use of distraction devices 	<ul style="list-style-type: none"> Applies distraction devices to appropriate clinical situations Demonstrates appropriate management of distraction cases 	<ul style="list-style-type: none"> Recognizes potential advantages / disadvantages of distraction osteogenesis over other forms of maxillofacial surgery Recognizes the clinical difficulties associated with this complex treatment modality (in particular, the application of appropriate distraction vectors) Recognizes other potential complications associated with the use of a distraction device 	<ul style="list-style-type: none"> Independent study Web based e-learning sources Attendance at suitable multidisciplinary clinics Attendance at suitable meetings Attend small group discussions / journal clubs Personal treatment of patients 	<ul style="list-style-type: none"> Workplace based assessments (DOPS; CBD; CEX) SCR Patient logbooks

MODULE 7 – Multidisciplinary care of Cleft Lip and Palate patients

Objective	Knowledge	Skills	Attitudes	Teaching and Learning Methods	Assessment
<p>This module is intended to provide information and experience regarding:</p> <ul style="list-style-type: none"> The multidisciplinary management of patients with clefts of the lip and/ or palate 	<p>In particular it should provide an understanding of:</p> <ul style="list-style-type: none"> Facial growth in cleft lip and palate patients Speech and hearing development Dentofacial development Associated medical and dental anomalies Timing and nature of interventions in cleft lip and palate care 	<ul style="list-style-type: none"> Demonstrates an understanding of comprehensive specialist management of patients from birth to adulthood Demonstrates the ability to counsel the parents of affected children Demonstrates the use of orthodontic appliances in cleft care Demonstrates an understanding of the various surgical procedures employed in the management of patients with clefts of the lip and /or palate Demonstrates an ability to implement a treatment plan as part of 'hub and spoke' care of patients 	<ul style="list-style-type: none"> Recognizes the importance of the CSAG report and its practical implications Participates in multidisciplinary team care of patients with clefts of the lip and/or palate Recognizes the importance of good communication within the team from the patient's birth to adulthood 	<ul style="list-style-type: none"> Attend trainee seminars Independent study Web based e-learning sources Attendance at suitable courses and conferences Attendance at suitable clinical meetings and case conferences Personal treatment of patients 	<ul style="list-style-type: none"> Workplace based assessments (DOPS; CBD; CEX) SCRs Patient log book

MODULE 8 – Multidisciplinary care of Craniofacial Deformities

Objective	Knowledge	Skills	Attitudes	Teaching and Learning Methods	Assessment
<p>This module is intended to provide information and experience regarding:</p> <ul style="list-style-type: none"> The development, implications and management of patients with complex craniofacial deformities 	<p>In particular it should provide an understanding of:</p> <ul style="list-style-type: none"> Genetics of craniofacial deformities Pathogenesis of e.g. craniosynostoses, chondrodysplasias, 1st and 2nd branchial arch malformations, cleidocranial dysostoses Facial growth in the above conditions The associated medical complications in such patients 	<ul style="list-style-type: none"> Applies appropriate orthodontic interventions as part of multidisciplinary care of patients with craniofacial deformity Demonstrates an ability to implement a treatment plan as part of 'hub and spoke' care of patients 	<ul style="list-style-type: none"> Recognises the role of the National Commissioning Group (NCG) for craniofacial deformities Participates in multidisciplinary team care of patients with syndromic and non-syndromic craniofacial deformities Recognizes the importance of close liaison between the various medical and dental specialties involved 	<ul style="list-style-type: none"> Web based e-learning sources Attendance at suitable courses Attendance at suitable case conferences and meetings Attend small group discussions / journal clubs Attendance at suitable multidisciplinary clinics Personal treatment of patients 	<ul style="list-style-type: none"> Workplace based assessments (DOPS; CBD; CEX) SCRs Patient logbooks

MODULE 9 – Hypodontia

Objective	Knowledge	Skills	Attitudes	Teaching and Learning Methods	Assessment
<p>This module is intended to provide information and experience regarding:</p> <ul style="list-style-type: none"> The multidisciplinary management of patients with moderate or severe hypodontia 	<p>In particular it should provide an understanding of:</p> <ul style="list-style-type: none"> The genetics of hypodontia and its implications regarding other medical conditions The treatment options available together with their respective risks / benefits 	<ul style="list-style-type: none"> Demonstrates appropriate decision making regarding treatment options Applies appropriate orthodontic mechanics as part of multidisciplinary treatment 	<ul style="list-style-type: none"> Recognizes the importance of multidisciplinary care of patients with moderate /severe hypodontia Contributes to multidisciplinary planning of the management of moderate / severe hypodontia 	<ul style="list-style-type: none"> Attend trainee case seminars Attend appropriate lectures Independent study Web based e-learning sources Attendance at suitable courses / conferences Attendance at suitable meetings / case discussions Personal treatment of patients 	<ul style="list-style-type: none"> Workplace based assessments (DOPS; CBD; CEX) SCRs Patient logbook

MODULE 10 – Management in Secondary Care

Objective	Knowledge	Skills	Attitudes	Teaching and Learning Methods	Assessment
<p>This module is intended to provide information relating to:</p> <ul style="list-style-type: none"> • Personnel management in secondary care • Financial management in secondary care • Responsibilities and professionalism of secondary care practitioners • Developing relationships with a PCT • Setting up a Managed Clinical Network 	<p>In particular it should provide an understanding of:</p> <ul style="list-style-type: none"> • Impact of NHS directives on secondary care • Management of staff • Departmental budgeting and contracting of services • Interrelationships with Human Resource Departments • Trust policy and procedures • Trust indemnity • PCT responsibilities 	<ul style="list-style-type: none"> • Develops and demonstrates the interpersonal skills required to support a team for the delivery of a high standard of patient care in the secondary care setting 	<ul style="list-style-type: none"> • Recognizes the legal framework within which hospital staff are employed • Recognizes the importance of good record keeping • Recognizes the importance of staff engagement and support • Recognizes the importance of an integrated Managed Clinical Network 	<ul style="list-style-type: none"> • Attend trainee seminars • Independent study • Web based e-learning sources • Attendance at suitable courses • Attendance at suitable meetings • Shadowing of staff 	<ul style="list-style-type: none"> • Workplace based assessments • Management scenarios (ISFE)

MODULE 11 – Teaching and training

Objective	Knowledge	Skills	Attitudes	Teaching and Learning Methods	Assessment
<p>This module is intended to provide information relating to:</p> <ul style="list-style-type: none"> • Methods of delivery of teaching and training • Responsibilities of teachers, trainers and supervisors • Educational management and relationships with postgraduate deaneries 	<p>In particular it should provide an understanding of:</p> <ul style="list-style-type: none"> • The application of appropriate teaching and training methods • Feedback mechanisms • Appraisal and assessment procedures • Trainee support mechanisms • The development of e-learning material 	<ul style="list-style-type: none"> • Develops and demonstrates the interpersonal skills required to provide high quality teaching and training using appropriate methods and techniques • Demonstrates involvement in e-learning • Demonstrates an ability to provide clinical supervision 	<ul style="list-style-type: none"> • Recognizes the importance of teacher / trainee interaction • Recognizes the importance of responding appropriately to feedback • Recognizes the importance of an integrated Clinical Teaching Network 	<ul style="list-style-type: none"> • Attend trainee seminars • Attendance at suitable courses • Attendance at suitable meetings • Shadowing of staff • Peer observation • Experiential learning through delivery of teaching • Experiential learning through delivery of training 	<ul style="list-style-type: none"> • Workplace based assessments • ISFE type scenarios • Peer observation • Teaching certificate