

INTERNATIONAL FEDERATION OF DENTURIST

BASELINE COMPETENCIES AND EXAMINATION CRITERIA FOR

THE

EDUCATION & TRAINING OF DENTURISTS

THE AIM AND OBJECTIVES FOR THE EDUCATION OF DENTURISTS

1. The aim of the curriculum for denturists is to produce a caring, knowledgeable, competent and skilful individual who is capable of unsupervised practice within oral health care teams, who is able to accept professional responsibility for the effective and safe care of patients, who appreciates the need for continuing professional development (CPD), who is able to utilize advances in relevant knowledge and techniques and who understands the role of the patient in decision-making. Denturists will have previously fulfilled those objectives related to their education and training as dental technicians. The scope of practice of a denturist is that covered by the ensuing Objectives and the Subjects and Topics outlined later in this document.

The title “denturist” in this document encompasses the titles internationally used when referring to qualified dental technicians who have completed advanced clinical qualifications in the scope of practice of removable dental prosthetic devices. Two examples of other different titles with the same qualification are clinical dental technician and dental prosthetist

KNOWLEDGE OBJECTIVES

2. The newly qualified denturist should understand those aspects of the following topics that relate to their framework of professional responsibilities:
 - the engineering and scientific basis of dentistry related to the provision of removable dental prosthetic devices, including the mechanisms of knowledge acquisition, applied medical devices methodology and the evaluation of evidence;
 - common oral problems treated by removable dental prosthetic devices; the techniques for their diagnosis, treatment planning and treatment; and the maintenance of stable treatment results;
 - problems presented by patients that are either directly related to the wearing of removable dental prostheses or could affect the wearing of them;
 - the scope and perspective of contemporary removable prosthetic dentistry and its clinical, mechanical and biological basis;
 - behavioural science and communication;
 - principles of health promotion and disease prevention;
 - organisation and provision of health care in the community and in hospital;
 - the relevance of business and management skills;
 - the broader issues of professional practice, including ethics, medico-legal considerations,
 - health and safety legislation and the maintenance of a safe working environment;
 - ways in which medical emergencies and physical and mental illness may affect patients and the psychological response to normal physical and social processes.

SKILL OBJECTIVES

The newly qualified denturist should be able to:

- demonstrate a wide range of transferable skills, including investigative, analytical, problem solving, planning, communication, presentation and team skills.
- communicate effectively with patients, their families and associates, members of the dental team and other health professionals involved in patient care, and with the public.
- obtain and record a relevant history, interpret a care plan or prescription, and carry out an appropriate examination of the patient as part of the necessary procedures leading to the provision of removable dental prosthetic devices.
- detect the presence of diseases of the oral and related structures, including abnormalities that may require further investigation and, if appropriate, make arrangements for the referral of affected patients.
- evaluate and apply evidence-based treatment and techniques relating to the provision of removable dental prosthetic devices.
- devise and record a comprehensive contract review, perform appropriate visual and tactile assessments, interpret the findings obtained from information available and make provision for further assessment and review.
- interpret and interact with a developed treatment plan for a removable dental prosthetic device and monitor treatment progress, identify problems arising during a course of treatment and propose further treatment options, including preventative and adjunctive treatment.
- undertake, to the highest possible standards, those clinical and dental technology procedures that are within his or her required area of competence, including techniques for prevention of future problems and the ability to enhance the oral health care of individuals.

ATTITUDINAL OBJECTIVES

The newly qualified denturist should have:

- approaches to teaching and learning that are based on curiosity and exploration of knowledge rather than its passive acquisition;
- a desire to seek and act on evidence, a capacity for self-audit and an appreciation of the need to participate in peer review;
- an awareness of personal limitations, a willingness to seek help as necessary, and an ability to work effectively as a member of the team;
- respect for patients and colleagues that encompasses without prejudice diversity of background and opportunity, language and culture;
- an understanding of patients' rights, particularly with regard to confidentiality and informed consent;
- an awareness of moral and ethical responsibilities involved in the provision of care to individual patients and to populations;
- an appreciation of the importance of honesty and trustworthiness;
- an understanding of audit and clinical governance;

- an awareness that denturists should strive to provide or support the highest quality of patient care at all times;
- an awareness of the importance of one's own health and its impact on the ability to practice as a denturist;
- an awareness of the need for continuing professional development allied to the process of their continuing education, in order to ensure that high levels of clinical competence and knowledge are maintained.

PART 2:

SUBJECTS AND TOPICS

BIOMEDICAL SCIENCES

There should be continuing emphasis on achieving a strong grounding in biomedical sciences appropriate to the dentist. The biomedical sciences range from molecular processes at the cellular level to anatomy and physiology of the whole body with particular emphasis on the head and neck. Studies should also include nutrition and genetics. Students should be introduced to pharmacology and basic therapeutics together with aspects of microbial metabolism. Teaching should introduce the students to the principles of scientific thought and argument, including the evaluation of scientifically established facts, experimental design, statistics and biometry. Where joint courses are provided with other health care workers and other members of the dental team, it is essential that these studies are relevant. Behavioural sciences, including knowledge of social and cultural influences and communications skills, are a major priority and should be integrated with other components throughout the course.

INTEGRATION

Training providers should put into practice the principle of co-ordination and integration of the various subjects. It is recognised that there are several ways of achieving this. Teaching of dental clinical subjects should be introduced at an early stage of the course. Collaboration between teachers of basic medical sciences and dentist teachers is essential.

ORAL BIOLOGY

The oral and dental aspects of the biological sciences should include the theoretical and practical instruction necessary to provide knowledge of the structure and function of the oral cavity and associated structures with particular emphasis related to removable dental appliances. A study of the physiological and biochemical concepts relevant to the mouth is also essential for the understanding of oral biological processes, such as salivary and masticatory activity, as well as the changes that occur with the onset of oral and dental diseases, and with ageing. The role of oral micro-organisms in oral and dental disease should be integrated with other aspects of the programme.

Oral biology courses should be designed to support and be supported by other biomedical science courses and will provide an excellent opportunity to link different parts of the curriculum by illustrating the relevance of basic biomedical subjects through their application in an oral context.

BEHAVIOURAL SCIENCES

Behavioural sciences should be taught throughout the dentist programme and be carefully integrated so that the subject matter assumes its proper relevance to the care of the patient. The subjects concerned are principally psychology and sociology.

Behavioural sciences should be introduced at an early point in the program and integrated with the principles of basic medical sciences.

The key to the provision of good dental care is the ability to communicate with patients from all backgrounds. An understanding of social issues is therefore an important part of the **denturist** curriculum.

COMMUNICATION SKILLS

Communication skills are an essential aspect of the education of the denturist. As with teaching in psychology and sociology, it can be best undertaken on a collaborative basis both by individuals dedicated to the subject and by denturist teachers. It may be taught in role –playing situations and with simulated patients. It will, however, be the basis of students' care of their own patients. This is also an appropriate stage to introduce complaints handling procedures. There should be emphasis on the need to communicate to patients the knowledge and understanding of treatment proposed or advice given. The patient's involvement in treatment planning must be stressed. Communication skills must be taught throughout the programme so that all students achieve good communication skills.

HUMAN DISEASE

Teaching in human disease provides denturist students with an insight into the manifestations of human disease and disorders and an understanding of diagnostic services used in investigation and treatment. In providing a basis for the study of denturist subjects, the course allows the denturist to communicate effectively with other health care providers and other members of the dental team about patients.

PATHOLOGY AND MEDICAL MICROBIOLOGY

Teachings in pathology and medical microbiology may be integrated with other subjects in the human disease modules, such as immunology, and should teach the principles of the subjects concerned using examples relevant to the denturist. The teaching should be the responsibility of the training provider but planned with other staff of the appropriate departments and co-ordinated with the courses in oral pathology and oral microbiology.

MEDICINE AND SURGERY

Sufficient instruction in human disease should be given to enable the student to understand its manifestations so far as they may be relevant to the practice of denturism. Relevant factors include maintenance of the well being of patients, the recognition of possible physical and mental illness, dealing with emergencies and communicating effectively with patients, their relatives and other health care practitioners and other members of the dental team. Courses should be structured and involve clinical teaching on patients. This may be carried out in a variety of teaching institutions but should be co-ordinated by dentally qualified personnel.

Students should acquire the skills necessary to elicit an appropriate medical and dental history, with particular emphasis on cardio – respiratory diseases, haemorrhagic disorders, allergies and drug therapy. Students must be able to observe and interpret physical signs in the clothed patient.

PHARMACOLOGY AND THERAPEUTICS

The variety and complexity of drugs used in medical and dental treatment often have adverse effects on the success of a removable dental appliance. It is important that students have an understanding of pharmacology and therapeutics in the curriculum.

EMERGENCIES

Denturist students should be proficient in procedures related to resuscitation and other medical emergencies that may affect patients receiving treatment related to removable dental appliances. This should include instruction in first aid techniques including the principles of cardiopulmonary resuscitation and its practice under realistic conditions. This should be repeated annually throughout the course and students should learn how to recognise and take appropriate action in situations such as anaphylactic reaction, hypoglycaemia, upper respiratory obstruction, cardiac arrest, fits, vasovagal attack, inhalation or ingestion of foreign bodies.

Denturist students should be aware of the relevant information concerning medical emergencies. It is essential that all premises where treatment takes place have available appropriate equipment to provide resuscitation to a compromised patient.

LAW, ETHICS AND PROFESSIONALISM

Denturist students should understand the legal and ethical obligations of registered practice, the permitted activities of other dental team members and the functions of the regulatory body. Every student should be aware of the principles and practices involved in dental audit, of their ethical responsibilities related to the provision of removable dental appliances and the concept of risk management. The ethical aspects of professional relationships should also be taught and their reconciliation with personal and public morality. Denturist students need to be familiar with the specific requirements of contemporary practice, including reference to relevant regulations and the valuable role played by the medical defence organisations. Issues of professionalism such as student behaviour with respect to alcohol and the use of recreational drugs should be addressed.

The legal basis under which patients are treated should be taught and the ethical responsibilities that the student assumes under these circumstances examined. No student should proceed to treat patients without a proper understanding of these matters, especially consent, assault, duty of care and confidentiality. The legal requirement to maintain full, accurate clinical records should also be appreciated by the student.

Students should understand the importance of communication between practitioner and patient. This will help in developing attitudes of empathy and insight in the student and provides the opportunity for discussion of contemporary ethical issues. Students should also be encouraged to understand their own responses to work pressures and their management. There may be opportunities for integrated or complementary teaching with other basic sciences on topics such as pain, stress and anxiety, and with clinical specialities on topics such as social class, poverty and the needs of patients particularly the elderly.

There should be guidance on the key ethical and legal dilemmas confronting practitioners on the basics of employment law. Students should have the opportunity to consider the ethical and legal dimensions of day-to-day practice. For example students should learn how to:

- Handle patient complaints
- Ensure patient rights are protected
- Provide appropriate care for vulnerable patients
- Confront issues concerning the practice of clinical dental technology in the context of limited financial resources
- Maintain confidentiality
- Deal with gender and racial issues
- Deal with colleagues failing in their professional responsibilities

Students should also understand the practical and ethical considerations that should be taken into account when seeking informed consent, such as:

- Providing sufficient information about conditions and possible treatments relevant to the provision of removable dental prostheses
- Responding to questions
- Knowing who is the most appropriate person to give consent
- Establishing a patient's capacity to give consent
- Statutory requirements that need to be taken into account
- Gaining appropriate consent

Ethical and safety issues should form an important part of the introduction to the denturist element of the curriculum. The course material should not ignore the moral and ethical dilemmas that confront the denturist in practice.

The ethical approach to patient care will subsequently be reinforced in the course being broadened as the course progresses to encompass the legal obligations of a denturist, particularly as they apply to practice. Good record keeping should be emphasised.

HEALTH INFORMATICS

Progress in information technology and particularly health informatics will continue to accelerate and become an important part of a denturist practice. These technologies provide access to clinical and educational information in a wide variety of formats. Ideally students should enter the course equipped with sufficient skills to be able to use these from the start of the course. During training they should develop an understanding of the advantages and limitations of electronic sources of health information, electronic patient records, electronic decision support systems and teledentistry. They should have an opportunity to use information and communication technologies for health care provision and health promotion. They must be informed on laws relating to data protection and patient confidentiality.

HEALTH, SAFETY AND INFECTION CONTROL

When introduced to the clinical aspects relating to removable appliances, even though students may work under supervision, the student takes responsibility for the safety of the patient. Wider aspects of this include the safety of staff and fellow students. Topics should include infection control, substances hazardous to health, fire regulations and safety regulations related to dental and laboratory equipment, including radiographic equipment. A modern approach to health and safety in the workplace should be an essential component of this part of the curriculum. Students must be able to:

- Adhere to health and safety legislation as it affects the practice of denturism
- Understand the legal basis of radiographic practice
- Implement and perform satisfactory infection control and prevent physical, chemical or microbiological contamination in the practice of denturism
- Arrange and use the working practice environment in the most safe and efficient manner for all patients and staff

TRANSMISSIBLE DISEASES

Students should be fully aware that if they may be infected with transmissible diseases that could be a biohazard to patients or colleagues they must obtain appropriate medical advice and, if found to be infected, receive regular medical supervision. Students must act upon any medical advice they receive, which might include the necessity to cease practice and therefore withdraw from the course. Any student who becomes aware that he or she is the carrier of a transmissible blood - borne virus has the responsibility to declare the fact to the person with overall responsibility for their course.

RESTORATIVE DENTISTRY RELATED TO REMOVABLE DENTAL APPLIANCES

Denturist students should be aware of the basis of restorative dentistry in respect of plaque-related diseases, tooth wear, tooth loss and, non - operative care, as well as the restoration of teeth including crowns and bridges. They should have an in - depth knowledge of restoration of the dental arch using removable prostheses. A working knowledge of the maintenance of tooth supporting structures is required. Students should be aware of the efficacy of treatments they carry out, be able to assess patient behaviour and management and be aware of the factors affecting long-term success or failure of removable prostheses. Students should be able to cooperate effectively with other members of the dental team in the provision of comprehensive oral care. Students should be aware of patients with special needs and have knowledge of removable prostheses placed over dental implants, their long-term care and methods of referral for surgical implantation.

Students should be competent in the provision of removable dental appliances at the end of training and should be aware of the ways in which such prostheses can cause irreversible damage to dental and oral tissues. Students must also be aware of when patients should be directed to specialists for other advice and treatment.

TECHNICAL TRAINING

Students entering training as a denturist will have a broad background in all aspects of dental technology. They will already be qualified dental technicians who have proved their competence both academically and practically.

GERODONTOLOGY

The most prevalent group requiring removable prostheses are the elderly. The student should be able to understand management strategies for the dental care of the elderly and participate with other members of the dental team in implementing them. Given the profound changes in demographic patterns and a significant proportion of the population joining this group the regulatory body will expect to see particular emphasis on this part of the programme.

The student should be aware of the presentation of dental and oral diseases and disorders in elderly patients, and the range of psychological and social factors involved in such situations. The student should be able to distinguish between normal and abnormal consequences of ageing, and learn to avoid stereotyping elderly patients.

DENTAL IMPLANTS

The provision of removable prostheses over dental implants is becoming more common and requires a team approach. Students should understand the technical and clinical management of these patients and observe implants being maintained within healthy tissue.

DENTAL BIOMATERIALS SCIENCE

The student will have gained in-depth knowledge of dental biomaterials during his or her studies of dental technology. However, studies should cover the manipulation and science of dental biomaterials in clinical use, including types of materials, how to select and use such materials and an understanding of the biological responses to dental biomaterials. Students will also be required to have an understanding of the storage of dental biomaterials and be aware of relevant requirements for conforming to legislation.

PREVENTIVE DENTISTRY

Denturist students should have a basic understanding of the concept of preventive dentistry. The curriculum should include behavioural and epidemiological science relevant to their scope of practice, the interpretation of data and the aetiology and natural history of diseases. It should also include an understanding of the social, cultural and environmental factors which contribute to health and illness and the capacity of health care professionals to influence these, the principal methods and limitations of disease prevention and health promotion and the contribution of research methods in dentistry. The student should appreciate the need for the denturist to collaborate in prevention, diagnosis, treatment and management of disease with other health care professionals and with patients themselves. The student should be aware of the economic and practical constraints affecting the provision of health care.

DENTAL PUBLIC HEALTH

In addition to teaching directed towards the treatment of individual patients, students should be imbued with the concept of their wider professional responsibility to patients as a whole. Basic knowledge of the sociological aspects of health care, including the reasons for the widely varying dental needs of different sections and age

groups within the population should be taught. Knowledge of the social, behavioural, environmental and economic influences affecting dental health is important, as is a basic understanding of epidemiological techniques used to determine such effects. Students should be conversant with the practice of oral health promotion related to removable prostheses. Students should be aware of the increasing evidence - based approach to treatments and make appropriate judgements. They should understand basic statistical and epidemiological concepts and the complexity of dental service delivery. This understanding should include

- The different methods of payment and employment of denturists
- The role of different professional groups
- Equity of service provision and access to care and treatment for people with special needs

Denturist students should learn that health promotion involves helping individuals in communities to benefit from increased control over their own health with the intention of improving it. Although many groups and organisations in addition to those composed of health care professionals are involved, denturists can play an important role. Students should understand the basic principles of health promotion and apply them when in contact with patients and at other times, particularly in matters relating to care of removable prostheses, tobacco avoidance and other public health measures.

ORAL MEDICINE

It is important to ensure that the student is aware of the presentation and management of the common diseases of the oral mucosa and other related tissues, as well as the oral manifestations of systemic diseases. Teaching in oral medicine should include the concept of appropriate referral for those patients who may require further investigation and treatment by other health professionals.

ORAL PATHOLOGY AND ORAL MICROBIOLOGY

Students should have a basic understanding of oral pathology and oral microbiology. The processes underlying the common oral diseases should be taught, with particular attention being given to potentially malignant and malignant lesions of the oral mucosa and surrounding tissues.

DENTAL RADIOLOGY AND IMAGING

Students should receive instruction and practical experience in the referral criteria, taking, processing and interpretation of intra- and extra- oral radiographs. They should be aware of alternative techniques and should undertake this training under the direction of a registered specialist in dental radiology.

Students should understand the principles that underlie dental radiographic techniques, the equipment employed, and the methods of processing films and the practice of digital radiography. They should be fully instructed in the hazards of ionising radiation and understand the current regulations pertaining to those hazards so they can undertake proper radiation protection methods for patients, staff and themselves. This includes the nature of ionising radiation and its interaction with tissue, principles of quality control and quality assurance applied to equipment and technique, justification and optimisation of all radiation exposures, including the importance of utilising previous radiographic information, and the current safety regulations.

Students must undergo practical instruction in radiographic technique using equipment normally available to them, and in taking the various film views used in a denturist practice. They should also be aware of digital imaging techniques. Opportunities should be available for students to take radiographs under close supervision for the patients they are treating.

Students should understand the appearance of normal structures on a radiograph, assessment of image quality, and be able to differentiate between normal and abnormal appearance. They should understand the concept of referral and understand the relevance of radiology to treatment.

PAIN AND ANXIETY CONTROL

The student should have an understanding of anxiety and pain in relation to removable dental prostheses, including knowledge of dental phobias and anxieties in respect of the treatment they undertake. They should be able to assess various methods of managing anxiety and recognise those patients requiring referral for more specialist care. In order to assess and manage an anxious patient, students should have learnt a range of methodologies that can be reasonably matched to individual circumstances.

ELECTIVE STUDIES

Students may gain useful education experience outside the confines of the formal curriculum by participation in research projects under supervision or in elective programmes, whether in their host country or overseas.

It is desirable, though not essential, for students to visit other training providers either in their host country or abroad during their period of study. The main objective should be to broaden the student's education by exploring problems and management systems in another context.

LEARNING OUTCOMES

Specific learning outcomes have been identified from the subjects and topics listed above and are expressed in three levels:

Be competent at: Students should have a sound theoretical knowledge and understanding of the subject and adequate clinical skills to be able to resolve clinical problems encountered, independently, or without assistance.

Have knowledge of: Students should have a sound theoretical knowledge of the subject but need only have limited clinical/practical skills.

Be familiar with: Students should have a basic understanding of the subject, but need not have direct clinical skills or be expected to carry out procedures independently.

BIOMEDICAL SCIENCES & ORAL BIOLOGY

- have knowledge and understanding of biomedical sciences, oral physiology and craniofacial, oral and dental anatomy that are significant in the management of their patients
- be familiar with those aspects of general anatomy, physiology and biochemistry relevant to denturism

BEHAVIOURAL SCIENCES & COMMUNICATION SKILLS

- be competent at communication with patients, other members of the dental team and other healthcare professionals
- be familiar with the social and psychological issues relevant to patient care

HUMAN DISEASE

- have knowledge of the scientific principles of sterilisation, disinfection and antisepsis
- be familiar with the pathological features and dental relevance of common diseases and disorders of major organ systems
- be familiar with the main medical conditions that may impinge on the provision of removable dental appliances
- be familiar with the roles of other health care workers
- be familiar with the place of dentistry in the provision of health care
- be familiar with the variety of drugs and treatments used in medical or dental treatment that may affect the provision of removable dental appliances
- be familiar with the role of therapeutics in the management of patients requiring removable dental appliances

MEDICAL EMERGENCIES

- be competent at carrying out resuscitation techniques and immediate management of other medical emergencies which may affect patients during the provision of removable dental appliances

LAW, ETHICS AND PROFESSIONALISM

- be competent at maintaining full, accurate clinical records
- have knowledge of responsibilities of consent, duty of care and confidentiality
- have knowledge of patients rights and how to handle patient complaints
- have knowledge of permitted activities of other dental team members
- have knowledge of the regulatory functions of their licensing board and registration act
- be familiar with the legal and ethical obligations of registered members of the dental team
- be familiar with the obligation to practice in the best interest of patients at all times
- have knowledge of the need for lifelong learning and professional development

HEALTH INFORMATICS

- be competent at using information technology
- be familiar with the law relating to patient records and data protection

HEALTH, SAFETY AND INFECTION CONTROL

- have knowledge of the legal basis of radiographic practice
- be competent at implementing satisfactory infection control for patients and staff
- be familiar with Health and Safety and other relevant legislation and regulations related to the practice of clinical dental technology
- have knowledge of their responsibilities if infected with a transmissible disease which could be a biohazard to patients and other dental team members

RESTORATIVE DENTISTRY RELATED TO REMOVABLE DENTAL APPLIANCES

- be competent at obtaining a detailed history of the patient's dental state
- be competent at obtaining a relevant medical history
- be competent at using laboratory and imaging facilities appropriately and efficiently
- be competent at clinical examination and following a treatment plan
- be competent at arranging appropriate referrals
- be competent at maintaining aseptic techniques throughout procedures related to the provision of removable dental appliances
- be competent at obtaining informed consent
- be competent at performing technical and clinical procedures related to the provision of removable dental appliances
- have knowledge of the management of patients from different social and ethnic backgrounds
- have knowledge of dental problems that may manifest themselves in older patients with removable dental appliances and of the principles involved in managing such problems

- have knowledge of working as part of the dental team
- have knowledge of the procedures carried out by other dental team members in relation to removable dental appliances
- be familiar with the complex interactions between oral health, nutrition, general health, drugs and diseases that can have an impact on the provision of removable dental appliances

GERODONTOLOGY

- be competent at distinguishing between normal and abnormal consequences of ageing
- have knowledge of the problems related to the provision of removable dental appliances to the elderly
- have knowledge of management strategies for the care of the elderly and the interaction of other members of the dental team and health care workers in these strategies
- have knowledge of the presentation of dental and oral diseases and disorders in elderly patients and the range of psychological and social factors affecting these groups

DENTAL IMPLANTS

- have knowledge of the provision and aftercare of removable dental appliances over dental implants
- be familiar with the surgical procedures and after care involved in the provision of dental implants

DENTAL BIOMATERIALS SCIENCE

- have knowledge of the science that underpins the use of dental biomaterials
- have knowledge of the limitations of dental biomaterials
- be familiar with those aspects of biomaterials safety that relate to removable dental appliances
- be familiar with legislation and regulations related to dental biomaterials

PREVENTIVE DENTISTRY

- be familiar with the basic concepts of preventive dentistry
- be familiar with the interaction of other members of the dental team related to preventative dentistry

DENTAL PUBLIC HEALTH

- be familiar with the prevalence of significant dental conditions in their host country
- be familiar with the importance of community – based preventive measures
- be familiar with the social, cultural and environmental factors which contribute to health or illness
- be familiar with the principles of recording oral conditions and evaluating data
- be familiar with the role of dental and other health care workers in relation to dental public health

ORAL MEDICINE, ORAL PATHOLOGY AND MICROBIOLOGY

- Be competent at recognising abnormal oral mucosa and related underlying structures and at making appropriate referrals
- have knowledge of matters relating to infection control

- be familiar with various relevant investigative diagnostic procedures and the significance of their results
- be familiar with the pathogenesis and classification of oral diseases
- be familiar with the aetiology, prognosis and processes of oral diseases
- be familiar with the causes and effects of common or significant oral diseases and with their prevention, diagnosis and management

DENTAL RADIOLOGY AND IMAGING

- be competent at taking and processing relevant film views related to the provision of removable dental appliances
- have knowledge of radiographic interpretation and be able to provide relevant information to other members of the dental team
- have knowledge of the hazards of ionising radiation and regulations relating to them, including radiation protection and dose reduction
- be familiar with the principles which underlie dental radiographic techniques

PAIN AND ANXIETY CONTROL

- be competent at when and how to refer patients for anxiety and pain control procedures
- be competent at managing fear and anxiety with behavioural techniques and empathise with patients in stressful situations related to the provision of removable dental appliances
- be familiar with the manifestations of anxiety and pain relating to the provision of removable dental appliances

PROTOCOL/TERMS OF REFERENCE FOR THE EXAMINING COMMITTEE

Reasons to go into a country to hold a clinical examination

- . New denturist legislation passed
 - . No course of training established
 - . A “grandfather” provision in the legislation that has a time limit
 - . No qualified denturists in the country to run their own testing
- To avoid dentists controlling the testing

The Mandate of the IFD Examining Committee

1. To have a recognised internationally approved examination
2. To have a team of examiners with denturist and educational qualifications
3. To have sufficient funds and resources to conduct a professional examination
4. To offer a recognised qualification that is will allow the denturist to work but will not be as high as a formal qualification
5. To assist the country to set up a formal course of training that will be of an equivalent level to other established IFD countries

IFD Examining Committee

Credentials

1. A formal denturist qualification e.g. Diploma or degree from a recognised training institution
2. At least one member (preferably more) has a formal teaching qualification e.g. Diploma or degree from a recognised tertiary institution
3. A minimum of five years current experience as a registered denturist

Responsibility of Examining Panel

1. Appointed by the IFD executive
2. Report directly to the IFD executive
3. IFD executive notifies the country of the results

Funding

Funding will be by the applicants. The examination will be budgeted by the host country and the cost will be borne by the applicants and guaranteed by the local association. The IFD must have an initial deposit to cover airfares and costs before proceeding. The following costs must be looked at:

1. Airfares
2. Accommodation. Enough to allow for adjusting for jetlag and local time zones
3. An appropriate allowance to cover expenses
4. Away from practice allowance or professional fees

For Candidate No: _____

INTERNATIONAL FEDERATION OF DENTURIST

DENTURIST PRACTICAL EXAMINATION

PLEASE READ CAREFULLY

EXAMINATION INSTRUCTIONS

1. Candidates must satisfactorily complete all exercises
2. Exercises may be attempted in any order depending on the order of the patients and not necessarily in the order they appear on this paper.

GENERAL INSTRUCTIONS

1. Total time allowed 40 hours comprising five days at seven hours per day.
2. Time of commencement each day 8.00 a.m.
3. Time of cessation each day 5.00 p.m.
4. A lunch break of one hour must be taken each day between 12.00 noon and 2.00p.m.
5. Examination material must not be removed from the clinic or laboratory at any time. Failure to comply with this instruction could result in disqualification.
6. Candidates may leave the examination area at any time, but should advise one of the officers in charge of the examination of their intention.
7. All work must be clearly identified with candidate's examination number ONLY. Please do not use your name.

**Non-compliance by participants of the IFD Examination of
the instructions may render expulsion from the examination at the discretion of the
Chief Examiner.....
Assistant Examiner.....
Assistant Examiner.....**

TEST A – Complete Maxillary and Mandibular Dentures

Please follow the steps below:

- (1) Conduct patient assessment
- (2) Take primary impressions
- (3) Construct special trays
- (4) Take secondary impressions
- (5) Construct wax registration rims incorporating strengthener wire or stable base
- (6) Take maxillo-mandibular relationship (MMR) incorporating ear or face bow
- (7) Mount on calibrated ADJUSTABLE articulator
- (8) Set-up to obtain Balanced Occlusion
- (9) Wax up ready for trial in mouth

NOTE: (a) Registration Record (bite rims) MUST be kept and MUST be handed in with completed set-up to allow examiner to assess technique. Do not set teeth on original rims. Condylar guidance should be set at an average 35 degrees. Taking protrusive record to assess condylar guidance angle is not compulsory.

(b) All necessary infection control procedures must be demonstrated.

- (10) Try in wax trial denture. When satisfied allow examiner to assess results.
- (11) Wax, pack, process and finish dentures ready for insertion in the mouth.
- (12) If necessary take check registration and remount on articulator for final adjustment prior to examiner conducting final assessment.

TEST B - PARTIAL DENTURE (Acrylic)

Please follow the steps below:

- (1) Conduct patient assessment
- (2) Take primary impressions
- (3) Construct special trays
- (4) Take secondary impressions
- (5) Survey, design, eliminate undesirable undercuts and duplicate master model
- (6) Take MMR and articulate working model

Note: Candidates must have working model assessed after articulating.

- (7) Set teeth and wax up for try in
- (8) Try in wax denture and present for assessment of examiner
- (9) Finish denture using pink heat cure acrylic, .9 gauge stainless steel wire for clasp and half round stainless steel wire for rests
- (10) Before issuing to patient, finished denture should be presented to examiners on master cast with survey lines clearly marked. There is no need to re articulate.
- (11) Please draw design as shown in the example below (sample only)
- (12) Insert finished denture and allow examiners to check. Don't show examiner till absolutely satisfied yourself.

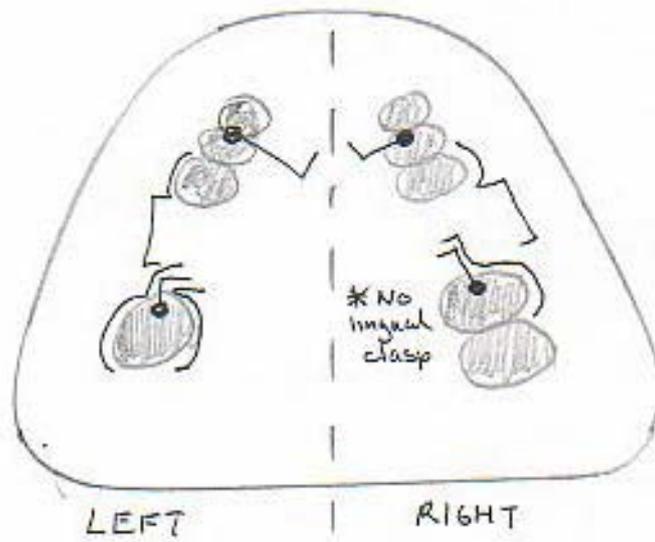


DIAGRAM A

TEST C - COBALT CHROMIUM

Please use your original master model and duplicate to produce a new working model. You will then draw a new design on the working model as if you were now designing for a cobalt chromium supported partial denture. This is an exercise only and will not involve a patient. You will need to survey the model again using an undercut gauge to compensate for the decrease in flexibility of the alloy. You will also need to draw the design on paper as shown in the sample below.

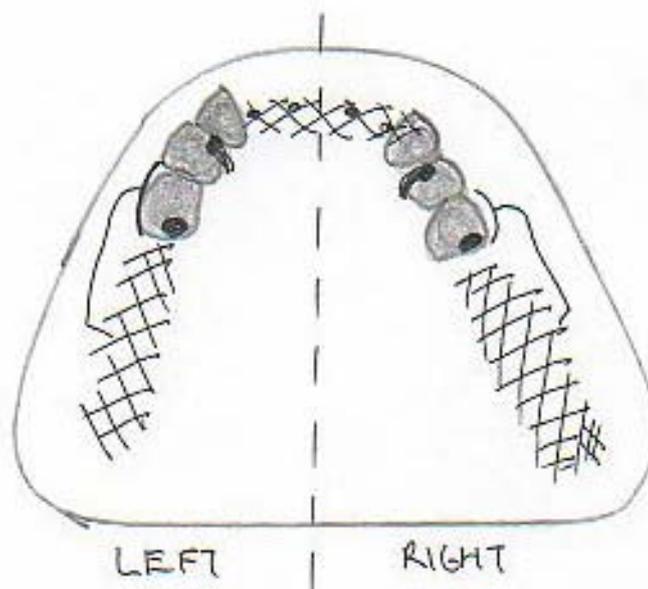


DIAGRAM B