

Day 1

Time	Activities/Objectives	Trainer's Guidelines	Materials Needed
11:30-12:30 pm	<p>Basic Oral Anatomy: Know the normal function of the mouth/teeth</p> <p>Know the location and function of related structures of the oral cavity</p>	<p>Ask trainees what the normal functions of the mouth/teeth are. Answers should include: chewing, speech, smile, Breath freshness and space maintenance.</p> <p>Explain the location and landmarks of the basic structures of the oral cavity by demonstration:</p> <ul style="list-style-type: none"> • Facial skeleton, esp. mandible and maxilla • Oral cavity • Oral vestibule • Tongue • Floor of the mouth • Palate • Oral mucosa • Teeth & Periodontium will be covered in next session 	<p>Skull, multimedia projector for power point presentations, computer, projector for slides, white board and board markers</p>
12:30-02:00 pm	<p>Know the types of teeth, tooth morphology, eruption, numbering, and difference between permanent and primary teeth</p>	<p>Describe the principle characteristics of the human dentition in relation to the sets of teeth (primary and permanent) and types of teeth (incisor, canine, premolar and molar). Explain different tooth shapes and their purpose.</p> <p>Describe the basic morphology of a tooth (crown, root, cementum, enamel, dentine and pulp)</p> <p>Describe different surfaces of a tooth (incisal edge, occlusal, mesial, distal, buccal/labial, lingual/palatal, proximal surfaces, cusp and cervical area)</p> <p>Ask the participants which teeth come and exfoliate first and which teeth come from the front of the mouth and which ones from the back of the mouth. Describe the eruption time of primary and permanent teeth and exfoliation time of primary teeth and how they are numbered in dentistry</p> <p>Describe the principal differences between the primary and permanent dentitions. Differentiate between extracted permanent and primary teeth</p>	<p>Multimedia projector for power point presentations with computer, extracted primary and permanent teeth.</p>

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02:00-03:00 pm	<p>Periodontal disease:</p> <p>Know the simple anatomy of periodontium</p> <p>Create awareness of gum disease as one of the potential contributors to loss of teeth</p> <p>Focus on the personal hygiene to help them understand the relationship between oral hygiene and gum disease</p>	<p>Describe periodontium</p> <p>Describe the differences between oral mucosa and gingiva, dental papillae, gingival lines (free, attached, and muco-gingival) the functions of the gingival “cuff” and periodontal ligament</p> <p>Ask participants whether they ever had bleeding gums while brushing. Explain gum bleeding is an early sign of gum disease and if we do not remove plaque effectively it may develop into periodontal disease and its consequences. Remind them that not all gingivitis lead to periodontitis.</p> <p>Ask the participants to list the signs and symptoms of unhealthy gums and features of healthy gums.</p> <p>Describe in general terms, the composition of dental plaque and calculus and its relationship with dental caries and gum disease. Ask the participants to scrape their teeth with their finger nails to see the soft, creamy material and tell them that that is the plaque.</p> <p>Explain different types of gingivitis according to site and onset and aggravating factors of gingivitis. Also explain different stages of periodontitis and its risk factors.</p> <p>Explain “Prevention is better than cure”. Also that there is no vaccine available for dental diseases. Therefore proper brushing is the only way to prevent gum/periodontal disease. (Inform them that brushing technique will be covered later). Brushing is one of the methods to remove plaque. Also describe in simple terms what “scaling” is about.</p>	<p>Multimedia projector for power point presentations on computer, pictures.</p>

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03:00-04:00 pm	<p>Dental caries:</p> <p>Understand the relationship between plaque and dental decay</p> <p>Understand the relationship between tooth decay and toothache</p> <p>Diagnosis of dental caries</p> <p>Prevention and treatment</p>	<p>Ask the participants i) what does dental caries mean to them, ii) where does the decay commonly occur in the teeth, iii) if the tooth is such a hard structure how can holes occur, and iv) why is a tooth with a hole in it painful</p> <p>Explain how dental decay is caused by an acid (lactic acid) produced by the bacteria in plaque, the role of dental plaque and refined carbohydrate. Explain the terms remineralization and demineralization. Explain which groups are vulnerable to dental decay and why. State the high-risk teeth and high-risk surfaces for dental caries (in order of susceptibility in permanent dentition). Stress on Early Childhood Caries. Explain the cause of toothache, progression of dental caries and its consequences. Explain that the nerve of the tooth was not adequately protected because of the hole in the tooth and it becomes sensitive to hot/cold things before the tooth became extremely painful. Describe when infection is under pressure in bone or soft tissue there is pain and when it begins to drain then the pressure and the pain disappears.</p> <p>Describe visual and tactile criteria of dental caries and the materials needed for diagnosis of caries</p> <p>Ask the participants what the best ways to prevent dental decay are. Make sure your list has the following:</p> <ul style="list-style-type: none"> • Maintaining a healthy diet • Reducing the frequency and amount of sugar intake • Brushing • Fluoride <p>Ask the participants what are the possible ways of controlling pain. Explain possible alternatives of pain relief methods and ways to treat a decayed tooth:</p> <ol style="list-style-type: none"> A. Antibiotics and analgesics B. Remove the infected section of the tooth C. Remove the whole tooth 	<p>Multimedia projector for power point presentations, computer, pictures, extracted teeth, mouth mirror, dental explorer.</p>

		<p>Explain that alternative “A” is only a short term answer and is sometimes a useful form of treatment if the patient’s systemic condition is poor. Alternative “B” and “C” are permanent forms of treatment, but “B” can only be carried out by highly trained personnel.</p> <p>At the end of the day, ask the participants to be prepared for the revision of the sessions either in a group or individually.</p>	
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Day 2

Time	Activities/Objectives	Trainer’s Guidelines	Materials Needed
9:00-10:30 am	Revision	Let the participants present their learning of the former day. Help them to revise it and give feedback.	White board, Board markers, Brown paper, Masking tape
10:30-11:30 am	Oral Cancer	<p>Define what oral cancer is, explain what are the impacts of oral cancer, warning signs of oral cancer, common risk factors and preventive measures.</p> <p>Explain the significance of a red or white lesion in the mouth. Sometimes no significance at all. It may simply represent a short-term change in the thickness of the mucosa; if it is thicker than normal then it will appear white and if thinner than normal then it will appear red.</p> <p>Show that the mouth is symmetrical about the midline. It is quite easy to check if something is abnormal by comparison with a similar position on the opposite side of the mouth. It is important to notice areas that are different from normal because these areas are more likely to continue to change than other areas. They are potential oral cancer sites. The red lesions are more likely to change to a cancer than the white lesions but both should be investigated. Some of the examples of these lesions in the mouth are: Frictional keratosis, smokers keratosis, leukoplakia, lichen planus, submucous fibrosis,</p>	Multimedia projector for power point presentations, computer pictures

11:30-01:00 pm	Other oral conditions	<p>erythroplakia, speckled leukoplakia,. These are sometimes called premalignant lesions (lesions that are more likely to change to a malignant lesion than normal tissue).</p> <p>Explain the importance of early identification of cancer.</p> <p>Describe following common oral conditions, their signs/ symptoms and management or referral:</p> <ul style="list-style-type: none"> • Teething • Pericoronitis • Cellulitis • Thrush • Tooth Wear/Wasting disease • Aphthous ulcer • Herpetic Infections • Chemical Burn • Hairy Leukoplakia • Lichen Planus • TMJ Ankylosis • Supernumerary tooth • Bony Exostosis (Torus palatinus, Torus mandibularis) • Malocclusion 	Multimedia projector for power point presentations, computer, pictures, slides
01:00-02:00 pm	Developmental anomalies Maxillo-facial trauma	<p>Give a brief introduction of cleft lip and cleft palate, its impacts and referral</p> <p>Explain the causes of maxillo-facial injuries and their management at health post level, such as: Fractured (broken) teeth, avulsed (knocked out) teeth, intrusive luxations (teeth pushed in), extrusion (teeth pushed out), dislocated jaw, and fractured jaws</p> <p>Explain there will always be situations where you will not know the appropriate treatment nor will you have the facilities to carry out the required treatment. In these situations you will need to refer the patient to someone who can help them.</p>	Multimedia projector for power point presentations, pictures, slides

02:00-03:00 pm	<p>Medical and dental history Ensure the safety of the patient during treatment by acquiring accurate and relevant information about their past and present medical status and record the information obtained from patients systematically</p>	<p>Teach participants to regularly assess the medical state of all patients prior to any treatment. This involves taking an adequate clinical/medical history.</p> <p>Explain the components of an adequate clinical history:</p> <ul style="list-style-type: none"> • Reasons for attending • History of the present complaint • What makes the patient feel better or worse? • What is the medical state of the patient? <p>Also stress the importance of taking a good medical history for contraindications. Discuss and explain the precautions needed for various medical conditions. Medical conditions which are of particular interest prior to dental extraction: Diabetes, Rheumatic fever, Hepatitis, HIV, Pregnancy, Hypertension, Heart disease).</p> <ul style="list-style-type: none"> • Are there smoking and chewing habits? Explain the risks involved 	Multimedia projector for power point presentations,
03:00-05:00 pm	<p>The nerves of the mouth Know the nerve supply to the teeth and gums of the maxilla and mandible</p>	<p>Explain the nerve supply to maxilla and mandible and to every tooth, gums and other related tissues in mouth.</p> <p>Demonstrate all nerves arise from posterior to anterior. The one exception is the anterior nerve on the palatal side which arises from anterior and goes backwards.</p> <p>At the end of the day, ask the participants to be prepared for the revision of the sessions either in a group or individually.</p>	Skull, Multimedia projector for power point presentations, computer, video

Day 3

Time	Activities/Objectives	Trainer's Guidelines	Materials Needed
9:00-10:30 am	Revision	Let the participants present their learning of the former day. Help them to revise it and give feedback.	White board, Board markers, Brown paper, Masking tape
10:30-11:30 am	Drugs and clinical emergencies Understand which drugs are appropriate to use in oral diseases	Explain that the guidelines they use when prescribing antibiotics should be no different when considering oral infections. It should include the patient's age and state of health, the likely microbial organism and the most effective drugs. Describe commonly used antibiotics and analgesics. Also	
11:30-01:00 pm	Local anaesthesia Know the appropriate injection site and technique to achieve profound anaesthesia for a dental extraction.	Explain that adequate anaesthesia for tooth extraction can only be obtained by the use of 2% Lignocaine or stronger. Explain the properties of local anaesthetic solution. Explain and demonstrate two different methods: block injection and infiltrations. Explain the reason for these different methods. Explain and demonstrate the landmarks and the technique for block injection and infiltrations. Also explain and show how to check whether anaesthesia has worked.	
02:00-03:00 pm	Considerations and complications of local anaesthesia	Talk about failure of local anaesthesia. Explain that extracting teeth without anaesthesia is similar to failing to give adequate anaesthesia around the tooth. Ask and discuss the possible reasons for an anaesthetic failure, which should include: <ul style="list-style-type: none"> • An injection in the wrong site • Too low or too high (especially with nerve block) • Injecting into an infected area • Unable to anaesthetise all the nerves • Incorrect concentration of anaesthetic Explain considerations, dosage, complications and their management for local anaesthesia.	

03:00-05:30 pm	Practical session	<p>Practical: i) Let the participants perform oral examinations on each other.</p> <p>ii) Let the participants practice local anaesthesia on each other under your supervision (preferably one upper anterior superior and an Inferior alveolar block)</p> <p>Discussion and feedback on the practical sessions</p> <p>At the end of the day, ask the participants to be prepared for the revision of the sessions either in a group or individually.</p>	Mirror, probe, cotton pellets, local anaesthetic solution, syringe/needle, gloves, sharp disposal box.
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Day 4

Time	Activities/Objectives	Trainer's Guidelines	Materials Needed
9:00-10:30 am	Revision	Let the participants present their learning of the former day. Help them to revise it and give feedback.	White board, board markers, brown paper, masking tape
10:30-11:30 am	Instruments for extraction Choose the correct forceps for the tooth to be removed	<p>Explain the need to select the correct forceps and elevators to extract a particular tooth. Explain that the wrong instruments can result in:</p> <ul style="list-style-type: none"> • The tooth may break • The soft tissue may become damaged • Difficulties in arm position and working • An instrument which may not fit the tooth properly 	Video, mouth model, forceps, elevators and other instruments

<p>11:30-12:30 pm</p>	<p>Extraction and complications Understand the principles behind the dental extraction technique Ensure that all participants are familiar with post-operative tooth extraction procedures and instructions Make trainees familiar with situations which can change a simple extraction into a difficult extraction which would need to be managed locally or to be referred</p>	<p>Explain indications for tooth extraction. Show the hand support to facilitate a controlled procedure. Explain and demonstrate the extraction technique. The following should be clearly understood:</p> <ul style="list-style-type: none"> • Elevation: the separation of the gingival cuff • Forceps placement: engaging not only the crown but the root also • Rotation: only for single-rooted, conically shaped roots • Luxation: lateral movement; more on the buccal side; less on the lingual/palatal sides • Tooth removal: following the curvature of the root as the tooth comes out <p>Remind participants not to forget to check that all portions of the root are out and placed on the tray</p> <p>Explain and show the compression of buccal and lingual bone after the tooth is extracted and placement of gauze on the extracted socket site.</p> <p>Explain what post operative instructions should be given to patients.</p> <p>Discuss and explain complications and management of extraction. Start a discussion which focuses on each of the problems listed in the manual for trainees. Make attempt to work out what is the most appropriate treatment/management for each case at the health posts remembering that this course is concerned with “uncomplicated” extraction. Some will have to be referred to a hospital- it would be better to identify difficult or complicated cases before the anaesthetic is given rather than after.</p>	<p>Multimedia projector for power point presentations, computer, video</p>
<p>12:30-05:30 pm</p>	<p>Forceps review, instrumentation, positioning and case studies</p>	<p>Discussion: Facilitate to choose correct Forceps with correct motion, and positioning with case studies</p> <p>At the end of the day, ask the participants to be prepared for the revision of the sessions either in a group or individually.</p>	<p>Multimedia projector, computer, video</p>

Day 5

Time	Activities/Objectives	Trainer's Guidelines	Materials Needed
9:00-10:30 am	Revision	Let the participants present their learning of the former day. Help them to revise it and give feedback.	White board, board markers, brown paper, masking tape
10:30-02:30 am	Infection control Explain infection control procedures and emphasize why they are important, also enable trainees to set up an effective infection control programme	Ask participants to: i) identify different ways in which diseases can be transmitted from one person to another ii) list procedures which are a potential risk for cross infection iii) list who is at risk iv) identify ways of preventing/minimizing cross infection Explain the aims/objectives of infection control. Go through their answers and explain. Need to add little more	Multimedia projector for power point presentations, computer, video
02:30-04:30 pm	Video training and implementation	Discussion: Right and wrong methods of infection control at health post level. Help them to realize the mistakes seen in the video are common in their practice too. Also help them to find ways to improve these wrong methods. At the end of the day, ask the participants to be prepared for the revision of the sessions either in a group or individually.	

Day 6

Time	Activities/Objectives	Trainer's Guidelines	Materials Needed
9:00-10:30 am	Revision	Let the participants present their learning of the former day. Help them to revise it and give feedback.	White board, board markers, brown paper, masking tape
10:30-11:00 am	Fluoride	Explain what is fluoride, sources and benefits of fluoride Mechanism of action and feasibility of fluoride vehicles in Nepal	Multimedia projector for power point presentations, computer.
11:00-01:30 pm	Oral health education	Define oral health education and explain what Basic Oral Health Messages should be given, which should include: oral hygiene (tooth brushing instruction), diet, risk behaviours, fluorides, and need for appropriate dental care. Explain the methods of oral health education. Also talk about the rationale for special target groups (pregnant women, infants, schoolchildren, and older adults), keys to successful oral health education, and how to use flipchart.	Multimedia projector for power point presentations, computer, brushing model, flip chart
02:00-02:30 pm	Discussion	Discussion: Trainers should help the participants to find and use effective oral health promotion methods. Discuss when people are given a choice they may not want it and may prefer to be told what to do. Even so they will often not follow your instructions. Introducing choice also introduces responsibility and with responsibility comes the opportunity of lasting change and improvement.	
02:30-04:30 pm	Post Questionnaire	Distribute post questionnaire. Explain that it is a test of their theoretical knowledge and that the participants should complete it on their own and papers will be collected at the end and marked. They should put down their names.	Post questionnaire

Day 7 to Day 13 (7 days)

Time	Activities/Objectives	Trainer's Guidelines	Materials Needed
09:00-05:00 pm	Dental camps	<p>Guide participants to extract teeth under your supervision, assist them if there are any complications.</p> <p>At the end of each day, inform the participants about their performance of the day with emphasis on the areas where they need to focus and improve.</p>	Evaluation sheet, dental extraction instruments, gauge, local anaesthetic, gloves, masks, needles, medication, materials for infection control, medical emergency kit

Day 14

Time	Activities/Objectives	Trainer's Guidelines	Materials Needed
09:00-01:00 pm	Feedback Certification Handover instruments	Give feedback to participants. Hand them certificates and instruments to practice their skills at the health posts. Thank them for participating in the training course.	Certificates, instruments, feedback questionnaire