

Subject Outline: Muscle Relaxant and Dermal Fillers Practical [CD V]



THE AUSTRALASIAN COLLEGE
OF DERMATOLOGISTS

Course: Graduate Diploma in Cosmetic Dermatology

Subject: CD V: Muscle Relaxant and Dermal Fillers Practicum

Credit Points: 3

Year/Semester Delivered: 1

Pre requisites: Grad Cert in Cosmetic Dermatology

Subject Outline:

This subject is a clinically based practical one which will provide the student with the opportunity to learn and demonstrate skills in the areas outlined below. Other areas may be included from time to time depending on changes in current practice and developments in emerging fields.

Assessment will be via work-placed observational competency based observational assessment and log-book submission of the following subject components.

- initial patient assessment and procedure preparations
- perform under supervision the following procedures associated with anaesthesia including but not limited to:
 - Topical anaesthesia
 - Local anaesthesia
 - Nerve and mucosal blocks
 - Other methods (ice, distraction)
- Performance of the following procedures associated with use of neurotoxins including but not limited to:
 - Selection of appropriate toxin
 - Preparation of injection of toxins
 - Injection for a range of indications including but not limited to; glandular, muscular and pain
- Performance of the following procedures associated with use of tissue augmentation including but not limited to:
 - Injection techniques:
 - Linear threading
 - Retrograde/antegrade
 - Fanning
 - Ferning
 - Depot

- Tower
- Needles and cannulas
- Alternative tissue injectable agents
 - Permanent vs temporary
 - Tissue stimulating agents
 - Fat dissolving agents
 -
- Safety aspects of injectable agents
 - Neurotoxins
 - Dermal fillers
 - Fat dissolving enzymes

Successful completion of this subject will ensure the student is competent in the skills listed.

This subject is supported by an online module which may contain when appropriate, topic content, additional resources (including but not limited to, additional readings and/or pre-readings, online references, self-diagnostic quizzes, images, videos etc.).

Subject Learning Outcomes:

After completing this subject, students will be able to:

SLO 1: Demonstrate appropriate skills in the conduct of initial patient assessment.

SLO 2: Demonstrate appropriate skills in the performance of the procedures listed associated with anaesthesia.

SLO 3: Demonstrate appropriate skills in the performance of the procedures listed associated with use of neurotoxins

SLO 4: Demonstrate appropriate skills in the performance of the procedures listed associated with use of tissue augmentation.

SLO 5: Demonstrate an understanding of the safety aspects of these treatments

The online module may also, where appropriate, contain additional related learning outcomes specific to the component sections.

Student Workload:

Reference should be made to the ACD Academic Awards Framework Policy to provide a guide as to the minimum time a full time student should spend working on this subject.

In general, “Over a semester, a 3 Credit Point (CP) subject will have a total of at least **36 hours timetabled teaching/student contact time associated with it.**”

In the case of this subject, the majority of this time will involve live and simulated clinical/procedural experiences (both supervised and un-supervised), work-place based instruction and/or assessment and exposure to expert practice.

Note also that “1CP will equate to a minimum of 2.5 hours **personal study/practice** time per week for the full time student. Over a semester (20 weeks) this equates to 150 hours of personal study time for a 3 CP subject”.

Note also that students are expected to cover any theoretical components associated with study in this subject by accessing the supporting online module. Students should devote an appropriate portion of their personal study time per week over the semester period of 20 weeks working in the respective subject online support modules.

Teaching:

This subject is centred on the development of and practical application of procedural skills and knowledge and as such the teaching strategies to be adopted may include but not limited to:

- Supervised/supported, development and demonstration of procedural knowledge and skills through such methodologies as:
 - DOPS
 - Mini CEx
 - Observation of and/or performance in simulated environments with feedback
- Unstructured expert observation of clinically based procedures with in situ feedback
- Live teaching tutorials involving expert demonstration of procedural techniques/skills
- Virtual procedurally based teaching sessions
- Provision of recorded selected procedural examples of 'expert practice'

There is a lesser 'theoretical component' to this 'procedurally based subject and this will be delivered using any or all of the following teaching approaches where appropriate:

- Virtual F2F scheduled teaching/tutorial/student interaction sessions using online synchronous webinar technologies.
- Online open discussion spaces (synchronous/asynchronous)
- Independent online learning/activity within the supporting online content modules
- Live teaching/tutorial scheduled sessions and combined assessment of clinical knowledge and skills (where appropriate)
- Access to pre-recorded lectures/tutorial sessions
- Independent/Self Directed Problem Based Learning

Assessment:

Assessment of the student outcomes may utilise as appropriate, any or all of the tools listed

The breakdown for assessment weighting in this core subject would generally be:

- Practical component of generally not less than 70%
- Coursework/knowledge component of not more than 30%

As with other subjects in this course and others nested within the overall Master's program, a knowledge component will be assessed using standard methods such as those listed below.

The tools to be adopted to assess students in the broad areas listed above may include but are not limited to:

- Practical components: DOPS, MiniCEX, ProDAs and CbD where appropriate
- Work-place based competency based assessments using standardised forms/formats where appropriate
- Personal 'certified*' portfolio(s)/logbook(s) covering all of the prescribed procedural skills procedural experiences (personal, demonstrated and observed) as per the subject outline and any additional procedures/skills nominated on a case by case basis
- Coursework/knowledge based components: (see below)

As noted above, this procedurally based subject will also have a knowledge based component. The tools to be utilized for assessment of this component may include any or all of the following as deemed appropriate:

- Online, invigilated MCQ examinations (not more than 20%)
 - Includes but not limited to: theoretical concepts; scenario based problem solving
- Written submissions (not more than 30%)
 - Includes but not limited to:
 - Analysis of cases/procedural outcomes
 - Investigation of research innovation;
 - Subject/procedural targeted reports/reflections

* Certification refers to 'sign-off' by a suitably qualified agent who was **present at the** time of the performance/recording of the procedural skill/other logged activity where appropriate **and** either supervised or observed the activity.

Assessment Task Distribution and Weighting (May be varied as required with notice)

Assessment task	Weight	Subject Learning outcomes assessed	Curriculum Learning Outcomes	Due date
MCQ Exam/Quizzes	20%	SLO 1 - 5	CLOD 1 - 5	TBA
Portfolio/Logbook**: Procedural Anaesthesia	20%	SLO 2, 5	CLOD 1 - 5	TBA
Portfolio/Logbook**: Neurotoxins	20%	SLO 3, 5	CLOD 1 - 5	TBA
Portfolio/Logbook**: Tissue Augmentation	20%	SLO 4, 5	CLOD 1 - 5	TBA
Portfolio/Logbook**: Patient Assessment/Safe Practice	15%	SLO 1, 5	CLOD 1 - 5	TBA
Virtual Classroom participation/contribution	5%	SLO 1 - 5	CLOD 1 - 5	Weekly

* Refer to course outline for details

** **Portfolio(s)/Logbook(s)** must be comprehensive and must as a minimum include:

- Completed standardised procedural experiences/competency assessments (DOPS/MiniCEs, CbD) where appropriate
- Patient and procedure details
- Feedback by competency assessor
- Reflection
- Certified as a true and accurate record of demonstration of competency in or participation in/observation of a nominated activity (Refer to Procedural Case Report Evaluation/Assessment Rubric)

NOTE: For additional detail on the format and essential content requirements of the portfolio and its component evidence(s) refer to the ACD Portfolio-Logbook Assessment/Evaluation Rubric downloadable from the subject online support module.

Recommended Resources:

The resources listed below are recommended rather than required readings and as such, apart from those available via existing College supported accessible subscriptions, students are expected to source these and any others they may source through their own avenues.

General (Covering all sections)

- Cosmetic Dermatology: Alam, Hayes, Gladstone and Tung. ISBN: 978-0-7020-3143-4
- Surgery of the Skin; Robinson et al.
- Procedures in Cosmetic Dermatology Series

Section Specific resources:

Cutaneous Anatomy

- Robinson J.K et al., Surgery of the Skin 2nd Edition. 2010 Elsevier, **Chapter 1**.
- Robert P Chilcott, Shirley Price; Principles and Practice of Skin Toxicology. 2008 John Wiley & Sons, **Chapter 1**.
- Stuart J. Salasche, Gerald Bernstein; Surgical Anatomy of the Skin. 1988 Appleton & Lange, **Chapter 2**.
- Procedures in Cosmetic Dermatology Series: Carruthers & Carruthers. Soft Tissue Augmentation 3rd Ed. 2013. Elsevier London **Chapter(s) 1, 2**
- Procedures in Cosmetic Dermatology Series: Botulinum Toxin 3rd Ed. 2013. **Chapter 1**
- Refer to the online module for additional Journal Readings

Ageing and photo-ageing

- Robinson JK, Hanke CW, Siegel DM, Fratila A (Ed), Surgery of the Skin. 2010 Mosby, UK, 2nd Edition. **Chapter 22**
- Burgess C. (Ed), Cosmetic Dermatology. 2005 Springer Publishing, USA.
- Procedures in Cosmetic Dermatology Series: Soft Tissue Augmentation 3rd Ed. 2013. **Chapter 2**
- Refer to the online module for additional Journal Readings

Concepts of beauty and appearance

Books

- Goodman GJ. Ch 3: Facial attractiveness and the central role of volume. In: Carruthers, Dover, Carruthers and Alam (eds). *Soft tissue augmentation*. Elsevier.
- Robinson JK, Hanke CW, Siegel DM, Fratila A (Ed), Surgery of the Skin. 2010 Mosby, UK, 2nd Edition. **Chapter 21**
- Procedures in Cosmetic Dermatology Series: Botulinum Toxin 3rd Ed. 2013. **Chapter 20**
- **Journals:**
- Pallett PM, Link S, and Lee K. New “Golden” Ratios for Facial Beauty. *Vision Res.* 2010 January 25; 50(2): 149. doi:10.1016/j.visres.2009.11.003.
- Bashour M. History and Current Concepts in the Analysis of Facial Attractiveness. *Plast. Reconstr. Surg.* 118: 741, 2006.

- Magro AM. Evolutionary-derived anatomical characteristics and universal attractiveness. *Perceptual and Motor Skills* 1999; 88, 147-166.
- Perret DI, Lee KJ, Penton-Voak I, Rowland D, Yoshikawa S, Burt DM, Henzi SP, Castles DL, Akamatsu S. Effects of sexual dimorphism on facial attractiveness. *Nature*. 1998 Aug 27;394(6696):884-7.
- Johnston C, Orlagh Hunt O, Burden D, Stevenson M, Hepper P. The influence of mandibular prominence on facial attractiveness. *Eur J Orthodontics* 27 (2005) 129–133.
- Wolbring T, Riordan P. How beauty works. Theoretical mechanisms and two empirical applications on students' evaluation of teaching. *Soc Sci Res*. 2016 May;57:253-72. doi: 10.1016/j.ssresearch.2015.12.009. Epub 2016 Jan 14.
- Weeks DM, Thomas JR. Beauty in a multicultural world. *Facial Plast Surg Clin North Am*. 2014 Aug;22(3):337-41. doi: 10.1016/j.fsc.2014.04.005. Epub 2014 Jun 10.
- Swift A, Remington K. BeautiPHication™: a global approach to facial beauty. *Clin Plast Surg*. 2011 Jul;38(3):347-77, 2011.03.012.

Websites

- Physical attractiveness. Home page. Available from URL https://en.wikipedia.org/wiki/Physical_attractiveness (Accessed 19 Oct 2016.)
- Gary Meisner. Golden Ratio Overview. Home Page. Available from URL <https://www.goldennumber.net/golden-ratio> (Accessed 19 Oct 2016.)
- Gary Meisner. Facial analysis and the beauty mask. Home page. Available from URL <http://www.goldennumber.net/beauty/> (Accessed 19 Oct 2016.)

Note: You should also consult the online support module for this subject for additional information and/or resource suggestions.

Curriculum Mapping:**CD V: Muscle Relaxant and Dermal Fillers Practicum**

This subject is a clinically based practical course requiring candidates to complete a specified number cosmetic dermatological procedures pertaining to the use of muscle relaxants and dermal fillers.

Subject Learning Outcome	Curriculum Learning Outcome
SLO 1: Demonstrate appropriate skills in the conduct of initial patient assessment	CLOD 1 - 5
SLO 2: Demonstrate appropriate skills in the performance of procedures listed in the course content associated with anaesthesia	CLOD 2 - 5
SLO 3: Demonstrate appropriate skills in the performance of the specific procedures as set out in the course content associated with the use of neurotoxins	CLOD 2 - 5
SLO 4: Demonstrate appropriate skills in the performance of the specific procedures as set out in the course content associated with the use of tissue augmentation.	CLOD 1 - 5
SLO 5: Demonstrate an understanding of the safety aspects of these treatments.	CLOD 1 - 6

Course Learning Outcomes

- CLOD 1:** Plan complex cosmetic treatment regimens to address specific conditions and/or criteria in relation to patient's conditions/ presentations with due consideration of safety in practice.
- CLOD 2:** Perform a range of complex cosmetic treatments appropriate to the specific conditions and/or criteria in relation to patient's conditions/presentations.
- CLOD 3:** Critically review patient outcomes in terms of the treatment provided and the overall operation and management of a clinical practice.
- CLOD 4:** Develop, monitor and/or manage further and/or ongoing treatment plans where appropriate.
- CLOD 5:** Demonstrate a wide range of skills in the use of injectable products to achieve maximum cosmesis in cosmetic dermatology patients.
- CLOD 6:** Demonstrate a wide range of skills in the performance of surface active procedures to achieve maximum cosmesis in cosmetic dermatology patients under the safest possible conditions.

Subject Learning Outcomes

- SLO 1:** Demonstrate appropriate skills in the conduct of initial patient assessment
- SLO 2:** Demonstrate appropriate skills in the performance of procedures listed in the course content associated with anaesthesia
- SLO 3:** Demonstrate appropriate skills in the performance of the specific procedures as set out in the course content associated with the use of neurotoxins

SLO 4: Demonstrate appropriate skills in the performance of the specific procedures as set out in the course content associated with the use of tissue augmentation.

SLO 5: Demonstrate an understanding of the safety aspects of these treatments.

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