



SYLLABUS: CERTIFICATE IN ORAL HEALTH EDUCATION

Training in Oral Health Education: Intended Learning Outcomes

The following syllabus is designed to provide Dental Nurses with the educational experience, including the knowledge, critical understanding, intellectual skills, practical skills and personal attitude to enable them to provide effective oral health education for dental patients.

	<i>On successful completion of the programme, dental nurses should be able to:</i>	Teaching and Learning method(s)	Assessment method(s)
Knowledge and critical understanding	Demonstrate skills in the management and delivery of oral health education, and the development of oral health promotion programmes for a range of groups of people.	CBL SDL ST	FA ROC
Intellectual skills	Provide an insight into the scientific basis of oral health promotion and oral health education and to develop an understanding of the link between general health and oral health.	CBL SDL ST	FA ROC
Practical skills	Proficient in the design and delivery of appropriate, individual oral health care plans to prevent/minimise the effects of oral disease. Provide comprehensive oral care using the most appropriate treatment modality.	ACI CA CBL SDL ST	FA ROC
Personal attitude	Empathise with patients and demonstrate the ability to communicate effectively with patients, parents, carers and colleagues.	CA CBL SDL ST	ROC

Key: Teaching and Learning methods

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Assessment methods

FA= Formal Assessment, ROC=Record of Competence incorporating Multi-Source Feedback, Personal Development Portfolio and/or Workplace-Based Assessment

1. GENERAL PROFESSIONAL CONTENT

1.1 MAINTAINING GOOD CLINICAL PRACTICE

Each learning outcome should be prefaced by: 'On completion of training the dental nurse oral health educator...'

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
1.1.1 Professional approach	the requirements of an effective oral health educator the different models of working as part of a team	confidently provide contemporary and effective oral health education	behave in a professional manner	CBL	ROC
1.1.2 Life-long learning	the requirements for continuing professional development	recognise and take advantage of learning opportunities for all members of the oral health education team maintain a personal development portfolio monitor own performance through team audit and feedback	comply with General Dental Council requirements for revalidation	CBL SDL ST	ROC
1.1.3 Evidence	the principles of evidence-based practice	apply within the team evidence and recommendations of best practice provide constructive feedback within the oral health education team	use evidence in support of patient care and to defend decisions taken	ST	ROC
1.1.4 Written records	the principles and guidelines for good clinical note keeping the reasons for confidentiality	communicate effectively through written records apply the principles of confidentiality in the context of written records	take account of confidentiality requirements and legal requirements relating to written, electronic and digital records, and their transport and storage	CBL ST	ROC
1.1.5 Use of information technology	the principles of retrieval and utilisation of data recorded in clinical systems	apply the principles of confidentiality in the context of information technology	take account of the legal aspects relating to holding electronic and digital records demonstrate a positive and proactive attitude to new technology	ACI ST	ROC

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
1.1.6 Organisational framework for clinical governance	the elements of clinical governance	participate actively in clinical governance participate in audit	recognise the importance of teamwork in implementing a clinical governance framework	ACI SDL ST	ROC
1.1.7 Audit (general)	the principles of internal and external quality assurance the audit process	have involvement in the completion of audit projects demonstrate improvement as the result of audit	recognise the benefit of audit to patient care and individual performance	ACI ST	ROC
1.1.8 Guidelines	the content of guidelines applicable to the practice and delivery of oral health education	apply guidelines applicable to the practice and delivery of oral health education	show regard for individual patient needs when utilising guidelines	ACI CBL ST	ROC
1.1.9 Relevance of outside bodies	the role of: - General Dental Council - Department of Health - National Examining Board for Dental Nurses - Royal Colleges - specialist societies - defence societies - patient advisory groups	communicate with and involve these bodies in appropriate situations	demonstrate acceptance of professional regulation share best practice participate in peer review	SDL ST	ROC

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2. GENERAL PROFESSIONAL CONTENT

2.1 GENERAL HEALTH AND DISEASE

Each learning outcome should be prefaced by: 'On completion of training dental nurse oral health educator...'

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
2.1.1 Aetiology and pathogenesis	the aetiology and pathogenesis of oral disease and their relevance to Oral Health including... - Plaque & Calculus - Caries - Non carious tooth surface loss - Periodontal disease – Gingivitis, Periodontitis, AUG - Candidiasis - Angular Cheilitis - Oral pathology	give advice on the causes and relevance to oral health of... - Plaque & Calculus - Caries - Non carious tooth surface loss - Periodontal disease – Gingivitis, Periodontitis, AUG - Candidiasis - Angular Cheilitis - Oral pathology	demonstrate a willingness to use this knowledge in the development of oral health education provided for all patient groups	ST CBL SDL	FA ROC
2.1.2 Prevention, diagnosis and treatment	oral diseases and their relevance to prevention, diagnosis and treatment including... - Plaque & Calculus - Caries - Non carious tooth surface loss - Periodontal disease – Gingivitis, Periodontitis, AUG - Candidiasis - Angular Cheilitis - Oral pathology	give advice on the signs and symptoms of oral diseases and how to treat / prevent them including... - Plaque & Calculus - Caries - Non carious tooth surface loss - Periodontal disease – Gingivitis, Periodontitis, AUG - Candidiasis - Angular Cheilitis - Oral pathology	demonstrate a willingness to use this knowledge in the development of oral health education provided for all patient groups	ST CBL SDL	FA ROC

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
2.1.3 Oral anatomy and development	the structure and function of relevant aspects of dental and oral anatomy in relation to oral disease and prevention including... - Dentition – Composition, Morphology, Eruption dates and Function - Periodontium - Saliva – composition, function, increased and decreased flow	apply their knowledge of relevant dental and oral anatomy when giving advice in relation to oral disease and prevention including... - Dentition – Composition, Morphology, Eruption dates and Function - Periodontium - Saliva – composition, function, increased and decreased flow	appreciate the need to use this knowledge in helping inform their own understanding of disease prevention	ST CBL SDL	FA ROC
2.1.4 Role of diet and nutrition in oral health	diet and the nutritional components including... - Carbohydrate - Protein - Fats - Fibre - Vitamins and Minerals	give advice relating to diet and nutrition, and its relation to oral health care including... - Carbohydrate - Protein - Fats - Fibre - Vitamins and Minerals	demonstrate a willingness to develop an in depth understanding of diet and nutrition and its effects on the oral cavity in order to inform all patient groups appropriately	ST CBL SDL	FA ROC
2.1.5 General and systemic diseases	general and systemic disease and its relevance to oral health including... - Dietary deficiency - Intrinsic staining - Diabetes and periodontal disease - Gastrointestinal Disorders and Erosion - Obesity and Dental Caries - Other diseases of relevance to oral health	give advice of the relevance to oral health of general and systemic diseases including... - Dietary deficiency - Intrinsic staining - Diabetes and periodontal disease - Gastrointestinal Disorders and Erosion - Obesity and Dental Caries - Other diseases of relevance to oral health	demonstrate a willingness to inform all patient groups of the connection between general and oral health	ST CBL SDL	FA ROC

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2.2 PATIENT ASSESSMENT AND TREATMENT PLANNING

Each learning outcome should be prefaced by: 'On completion of training dental nurse oral health educator...'

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
2.2.1 Factors which influence the process of treatment planning	various target groups and the relevance to the provision of oral health care to: - Adults - Children - Older People - Special Needs - Dental/health professionals psychological and sociological factors of health, illness, behavioural change and disease each of the components below in relation to barriers and the success of preventative care: - Lifestyles, socio – economic, cultural and environmental - Socialisation – primary/secondary - Prochaska & Di Clemente behavioural change cycle	apply their understanding of factors which influence oral health during oral health assessments and treatment planning	display a positive attitude to diversity in relation to oral health needs	ST CBL SDL	FA ROC
2.2.2 Oral Health Assessment	an oral health assessment the significance of changes in the patients reported oral health status and the appropriate action which should be taken	accurately record an oral health assessment recognise the significance of changes in the patients reported oral health status and take appropriate action complete (where appropriate within Scope of Practice) and / or record the following indices: - Caries – dmft / DMFT - Oral Hygiene and Periodontal Disease recognise any abnormalities and the need to request help and / or refer back to the prescribing dentist	be aware of the importance of keeping contemporaneous, complete and accurate records	ST CBL SDL	FA ROC

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2.2.3 The role of the wider health care team	the role of the oral health educator and other members of the health care team including... - Professional Teams (e.g. Maternity Services) - Individuals (e.g. pharmacists) - Voluntary organisations (e.g. charities)	identify the need to involve other members of the healthcare team during the planning and assessment process including... - Professional Teams (e.g. Maternity Services) - Individuals (e.g. pharmacists) - Voluntary organisations (e.g. charities)	display a positive attitude to the role other members play in the patients oral health care	ST CBL SDL	FA ROC

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3.1 PATIENT MANAGEMENT

Each learning outcome should be prefaced by: 'On completion of training dental nurse oral health educator...

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
3.1.1 Legal and ethical aspects of patient management	the importance of maintaining accurate, contemporaneous and comprehensive patient records in accordance with legal and statutory requirements and best practice	<p>record advice and information given to patients in-line with legal requirements</p> <p>carry out care as prescribed by the dentist and plan the delivery in the most appropriate way for the dentist</p> <p>provide patients with evidence based information, this may include: - N.I.C.E. - Key Oral Health documents for England, Scotland, Wales and Ireland - Food Standards Agency</p>	<p>be able to work to the prescription of the dentist within their Scope of Practice</p> <p>recognise and take responsibility for the quality of care provided to the patient</p> <p>be able to work in the best interests of the patient at all times</p> <p>understand the responsibility for ensuring compliance with current best practice</p>	ST SDL	FA ROC
3.1.2 Communication	<p>the role of effective communication in health promotion</p> <p>verbal and non-verbal communication, barriers to communication and the ways to overcome these.</p> <p>varying levels of patient anxiety, experience and expectations in respect of dental care</p>	<p>demonstrate effective communication with all target groups and their representatives</p> <p>discuss the care of the patients with the appropriate members of the team</p> <p>identify patient anxiety and communicate in an appropriate manner to improve the oral health care</p> <p>provide patients appropriate information on their oral health care</p>	<p>respect the patients perspective and expectations of dental care and the role of the dental team, taking into account issues relating to equality and diversity</p> <p>respect patients decisions on treatment</p>	ST CBL SDL	FA ROC

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4.1 HEALTH PROMOTION AND DISEASE PREVENTION

Each learning outcome should be prefaced by: 'On completion of training dental nurse oral health educator...

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
4.1.1 Maintaining oral health	<p>definitions of the concepts of health and health promotion</p> <p>oral health and its definition</p> <p>key evidence based oral health messages with reference to, for example...</p> <ul style="list-style-type: none"> - Vipeholm study - Hopewood House - Turku - other relevant current studies 	<p>apply their knowledge of evidenced based oral health messages when giving oral health advice</p> <p>weigh the evidence base when giving oral health advice</p>	<p>develop a critical approach when reviewing studies relating to oral health</p>	<p>ST</p> <p>CBL</p>	<p>FA</p> <p>ROC</p>
4.1.2 Principles of prevention tooth surface loss and periodontal diseases	<p>principles of preventative care and the levels of prevention including...</p> <ul style="list-style-type: none"> - Primary - Secondary - Tertiary <p>the prevention of dental caries and non-carious tooth surface loss</p> <p>prevention of periodontal diseases including...</p> <ul style="list-style-type: none"> - Gingivitis - Periodontitis - AUG 	<p>give preventative advice on the following with reference to the clinical based research or data:</p> <ul style="list-style-type: none"> - Sugars & sweeteners - Dietary analysis and advice - Fluoride - Fissure Sealants - Oral Hygiene Aids <p>give advice on the prevention of periodontal diseases including...</p> <ul style="list-style-type: none"> - Gingivitis - Periodontitis - AUG <p>provide patients with comprehensive, accurate preventative education and instruction in a manner which encourages self-care, motivation and demonstrate competent preventative care for all target groups</p> <p>provide the appropriate preventative advice on the following:</p> <ul style="list-style-type: none"> - Oral hygiene aids - mouthwashes 	<p>maintain a professional attitude when engaging with patients in relation to prevention and their attitudes</p>	<p>ST</p> <p>CBL</p>	<p>FA</p> <p>ROC</p>

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4.1.3 Prevention of oral malignancy	the role of the following in relation to the risk of developing oral malignancy: - Alcohol - Smoking cessation - Dietary advice	give advice on the prevention of oral malignancy with reference to: - Alcohol - Smoking cessation - Dietary advice	an understanding and sympathetic yet professional attitude in relation to the prevention of oral malignancy	ST CBL	FA ROC
4.1.4 Prevention relating to the care of appliances and restorations	the appropriate care of fixed/removable appliances and advanced restorations including... - Prostheses - Orthodontic appliances - Implants	give appropriate preventative advice on the care of fixed/removable appliances and advanced restorations including... - Prostheses - Orthodontic appliances - Implants	maintain a professional attitude when engaging with patients in relation to prevention and their attitudes	ST CBL CA	FA ROC
4.1.5 Planning and evaluation of oral health promotion	organisational requirements and limitations which may affect the success of a Preventative Dental Unit including: - Assessment of ideologies/beliefs - Access to services - Budget/finance - Resources and visual aids - Management and facilities methods of planning, delivering and evaluating oral health education to patients and small groups methods of evaluation and the appropriateness of these different resources that may be used to develop appropriate oral health data: - Information Technology - Clinical Research - Literature Reviews the stages of an oral health promotion exhibition demographic and social trends, UK and international oral health trends, determinants of health and inequalities	source, assess and evaluate resources and information devise appropriate aims and objectives for oral health promotion apply the following when preparing oral health promotion: - Educational principles - Identifying needs and priorities - Lesson planning - Teaching methods - Visual aids - Evaluation - Reflective practice Utilise various methods of evaluation including... - Question and Answer - Questionnaires - Case Studies - Observation plan, produce and evaluate the effectiveness of an Oral Health Exhibition	use reflective practice, audit and evaluation tools to ensure effective oral health promotion is delivered be aware of the basic principles of a population health approach	ST CBL	FA ROC

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	in health and the ways in which these are measured and current patterns				

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5.1 MANAGEMENT, LEADERSHIP AND WORKING WITH OTHERS

Each learning outcome should be prefaced by: 'On completion of training dental nurse oral health educator...

Subject	Knowledge <i>.....should be able to describe:</i>	Skills <i>.....should be able to:</i>	Attitudes and Behaviours <i>.....should:</i>	Teaching and Learning method(s)	Assessment method(s)
5.1 Development of self and others	<p>their own professional responsibility in the development of self and the rest of the team</p> <p>methods of gaining and giving feedback for the professional development of self and others</p>	<p>demonstrate their own professional responsibility in the development of self and the rest of the team</p> <p>utilise the provision and receipt of effective feedback in the professional development of self and others</p> <p>undertake research and source information on new technologies</p> <p>accurately assess own capabilities and limitations in the interest of high quality patient care and seek advice from supervisors or colleagues where appropriate</p>	<p>develop an awareness of their legal and professional requirements in relation to providing oral health education</p> <p>be open to constructive feedback to develop their knowledge and skills</p> <p>show willingness to develop and maintain professional knowledge and competence</p> <p>recognise the impact of new techniques and technologies</p>	<p>ST SDL</p>	<p>FA ROC</p>

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