

SYLLABUS: CERTIFICATE IN SPECIAL CARE DENTAL NURSING

Training in Special Care Dental Nursing: Intended Learning Outcomes



National
Examining
Board for
Dental Nurses

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 and safe care for dental patients.

SECTION 1: GENERAL PROFESSIONAL CONTENT

1.1: MAINTAINING GOOD CLINICAL PRACTICE

Each learning outcome should be prefaced by: 'On completion of training the special care dental nurse...'

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	<p>the requirements and role of an effective special care dental nurse</p> <p>the importance of working as part of an effective special care team</p> <p>the importance of multidisciplinary team working</p>	assist in the overall care of the special care dental patient	<p>behave in a professional manner</p> <p>behave in accordance with the Standards Guidance of the GDC</p>	CE SDL ST	FA RoC
1.1.2 Lifelong learning	the necessity for continuing professional development in special care dentistry, how to obtain this and suitable course providers	<p>recognise and utilise learning opportunities within special care dentistry</p> <p>maintain a personal development portfolio in special care</p> <p>monitor own performance through audit, feedback and reflective practice</p>	comply with the GDC requirements for CPD and revalidation	CE SDL ST	FA RoC
1.1.3 Evidence	the principles of evidence based practice	<p>apply recommendations of best practice in special care dentistry</p> <p>provide constructive feedback within the special care dental team</p>	use evidence in support of patient care and use to justify decision making	ST SDL CE	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)
1.1.4 Written records	the principles and guidelines for good clinical record keeping confidentiality and the reasons for this	communicate effectively through written records apply the principles of confidentiality in the context of patient records	take account of confidentiality requirements and legal requirements relating to written records and their transport and storage	CE SDL ST	FA RoC
1.1.5 Use of information technology	the principles of retrieval and utilisation of data recorded in clinical systems the data protection policy	apply the principles of confidentiality in the context of information technology	take account of confidentiality requirements and legal requirements relating to electronic records and digital records and their transport and storage	CE SDL ST	FA
1.1.6 Organisational framework for quality and safety and its application in practice	the elements of quality and safety especially where applied within special care dentistry the principles of quality and safety in cross infection control	participate actively in clinical governance and quality and safety activity	recognise the importance of teamwork in implementing a quality and safety framework	CE SDL ST	FA RoC
1.1.7 Risk assessment and risk management	the principles of risk assessment	carry out risk assessments apply relevant procedures monitor action plans to obviate further risk	recognise the value and importance of risk assessments	CE SDL ST	FA RoC
1.1.8 Audit	the principles of internal and external quality assurance the audit process	participate in audit particularly within special care dentistry demonstrate improvement as a result of audit utilise the learning from near miss incidents and other incidents	recognise the benefit of audit to patient care and individual performance	CE SDL ST	FA
1.1.9 Guidelines	the content of guidelines applicable to the practice and delivery of special care dentistry	apply the content of relevant guidelines in the practice of special care dentistry	show regard for person centred care when utilising guidelines	CE SDL ST	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)
1.1.10 Patient safety	<p>the principles of basic life support and immediate life support</p> <p>the management of medical emergencies in the dental surgery</p> <p>the principles of fitness to practice</p> <p>the role of organisations charged with ensuring patient safety</p> <p>principles and practice of cross infection control</p>	<p>perform immediate life support</p> <p>participate in the management of medical emergencies in the dental surgery</p>	<p>show regard for patient safety</p> <p>participate frequently in team-based scenario training in managing medical emergencies in the dental setting especially relating to situations that may arise in special care dentistry e.g. patient in a wheelchair, hoist or wheelchair tipping device</p>	<p>CE SDL ST</p>	<p>FA RoC</p>
1.1.11 Relevance of outside bodies	<p>the role of the GDC, specialist societies, defence unions, surgical royal colleges, BDA</p>	<p>access and use relevant, current information and guidelines from relevant bodies within special care dentistry</p>	<p>recognise the importance of keeping up to date</p>	<p>SDL ST</p>	<p>FA</p>

Key: Teaching and Learning methods

CE= Clinical Experience, **CBL**= Case-Based Learning, **SDL**=Self-Directed Learning which includes CPD, **ST**=Structured Teaching

Assessment methods

FA =Formal assessment = the NEBDN Examination **RoC**= Record of Competence, **Incorporating:** PCAS = Practical Competence Assessment Sheets CS= Case Studies, DOCS= Directly Observed Clinical Skills Assessments, SO = Supplementary Outcomes

1.2: RELATIONSHIP WITH PATIENTS, PARENTS AND CARERS

Each learning outcome should be prefaced by: 'On completion of training the special care dental nurse...'

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)
1.2.1 Informed consent	<p>the principles of valid, informed consent</p> <p>the process of obtaining valid consent</p> <p>the principles of the Mental Capacity Act 2005 and the Deprivation of Liberty Safeguards (Scotland) Act 2000 and Adults with Incapacity Amendment Regulations 2012</p>	<p>play an active role in applying the principles of the Mental Capacity Act 2005 and the Deprivation of Liberty Safeguards (Scotland) Act 2000 and Adults with Incapacity Amendment Regulations 2012</p> <p>work together to help to obtain a best interest decision and agreement to treat in circumstances where there is a lack of capacity</p> <p>play an active role in obtaining valid consent</p>	<p>respect patients autonomy and wishes including their right to refuse treatment even when it would be in their best interests</p>	<p>CE SDL ST</p>	<p>FA RoC</p>
1.2.2 Confidentiality	<p>relevant strategies to ensure confidentiality</p> <p>the situations where confidentiality could be broken eg sharing care, domiciliary care, discussions within teams and with carers, interpreters, family etc.</p>	<p>apply the principles of confidentiality and data protection in relation to special care dentistry</p>	<p>respect the right to confidentiality</p> <p>be proactive in ensuring confidentiality</p>	<p>CE SDL ST</p>	<p>FA</p>
1.2.3 Legal issues	<p>the key issues of the Human Rights Act</p> <p>the legal issues relating to the practice and delivery of special care dentistry</p>	<p>work within appropriate legal frameworks</p>	<p>demonstrate empathy whilst working in the patients best interests</p>	<p>CE SDL ST</p>	<p>FA RoC</p>
1.2.4 Complaints	<p>principles of the complaints procedures</p>	<p>manage complaints in accordance with current guidance and good practice</p>	<p>manage dissatisfied patients, parents/carers and colleagues in a satisfactory manner</p>	<p>CE SDL ST</p>	<p>FA</p>

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1.3: WORKING WITH COLLEAGUES, OTHER PROFESSIONALS AND THEIR TEAMS

Each learning outcome should be prefaced by: 'On completion of training the special care dental nurse...'

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)
1.3.1 Clinical teams	the extended care team the importance of working as part of an effective special care team the importance of multidisciplinary team working	assist in the overall care of the special care patient work effectively with other health care professionals and dental specialists	demonstrate conscientiousness and co operation recognise his/her limitations	CE SDL ST	FA RoC
1.3.2 Safeguarding	the principles of safeguarding vulnerable adults (POVA) national guidance, local policies and procedures and referral processes for safeguarding vulnerable adults	share information appropriately when necessary to safeguard vulnerable adults	demonstrate conscientiousness and awareness with regard to safeguarding	CE SDL ST	FA
1.3.3 Integrated care	integrated care pathways	recognise the value and importance of liaison with other departments and specialities in planning care for individuals	work effectively with other specialities to ensure seamless care	CE SDL ST	FA

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2: BIOLOGICAL SCIENCE OF RELEVANCE TO SPECIAL CARE DENTISTRY

Each learning outcome should be prefaced by: 'On completion of training the special care dental nurse...'

Subject	Knowledge	Skills	Attitudes and Behaviours	Teaching and Learning method(s)	Assessment method(s)
	<i>.....should be able to describe:</i>	<i>.....should be able to:</i>	<i>.....should:</i>		
2.1.1 Human applied anatomy and physiology	<p>basic human anatomy and physiology e.g. cardiovascular, respiratory, digestive, renal, systems where they are of relevance in special care dental nursing e.g. the anatomical and physiological features of the masticatory system including swallowing, speech, taste and olfaction</p> <p>the protective effects of saliva</p>	<p>apply knowledge of human anatomy and physiology to commoner medical conditions</p>	<p>access and update information relating to medical conditions and syndromes</p>	<p>CE SDL ST</p>	<p>FA RoC</p>
2.1.2 Oro-facial and dental pathology	<p>basic oro-facial and dental pathology such as caries, periodontal disease, non-carious tooth surface loss, salivary gland disease, common facial and oro-facial and dental infections in the context of special care dentistry e.g.: periodontal health in diabetes or in Down syndrome</p> <p>the appearance of skin/facial cancer e.g. melanoma, squamous cell carcinoma, basal cell carcinoma</p>	<p>apply knowledge of oro-facial and dental conditions in the context of the dental management of patients who have impairment and disability</p> <p>recognise the impact of oro-facial and dental conditions and their management on patients and their families</p>	<p>recognise the multifactorial issues associated with managing oro-facial and dental pathology in special care patients e.g. cognition, communication, manual dexterity, carers' attitudes and beliefs, etc.</p> <p>take account of the support that patient and family/carer may need to manage oro-facial and dental pathology</p> <p>be vigilant for the appearance of suspicious lesions especially in susceptible/vulnerable people and alert an appropriate clinician</p>	<p>CE SDL ST</p>	<p>FA RoC</p>
2.1.3 Microbiology	<p>the principles and practice of cross infection in a variety of settings, some of which may have no designated clinical area</p>	<p>apply the principles and practice of cross infection in a variety of settings, some of which may have no designated clinical area</p>	<p>employ the practical aspects of infection control when carrying out dental treatment</p> <p>comply with universal infection control principles when providing oral care for patients with, or at risk of, blood-borne viral diseases</p>	<p>CE SDL ST</p>	<p>FA RoC</p>

3: IMPAIRMENT, DISABILITY, HEALTH AND ORAL HEALTH

Each learning outcome should be prefaced by: 'On completion of training the special care dental nurse ...'

	Knowledge	Skills	Attitudes and Behaviours	Teaching and Learning method(s)	Assessment method(s)
	<i>.....should be able to describe:</i>	<i>.....should be able to:</i>	<i>.....should:</i>		
3.1 Definitions, models and philosophies	<p>definitions and principles of special care dentistry</p> <p>definitions and principles of impairment, disability and handicap.</p> <p>the medical, social and psycho- social model of disability</p> <p>the prevalence of disability</p> <p>the importance of promoting equality</p>	<p>identify the models of disability</p> <p>apply the psycho-social model of disability and how it relates to special care dentistry</p>	<p>demonstrate positive attitudes to people with impairments and disabilities</p> <p>demonstrate use of inclusive language</p> <p>demonstrate understanding of the impact of disability from birth to older age on oral health and the provision of care</p>	<p>CE</p> <p>SDL</p> <p>ST</p>	<p>FA</p> <p>RoC</p>
3.2 Development of disability awareness	<p>the development of disability awareness and legislation affecting special care dentistry including the Disability Discrimination Act 2005</p> <p>the importance of reasonable adjustments in ensuring legal compliance and promoting best practice</p>	<p>identify and apply a range of reasonable adjustments to the practice of special care dentistry</p>	<p>demonstrate a positive attitude towards individual and collective person-centred, reasonable adjustment management</p>	<p>CE</p> <p>SDL</p> <p>ST</p>	<p>FA</p>
3.3 Barriers to provision of oral care	<p>the social and environmental barriers that people with disability can encounter in society</p> <p>how such barriers can be minimised</p> <p>the methods used to promote equality</p> <p>the types of inclusive language and language support</p> <p>the socio economic factors influencing oral health, access to and delivery of dental services</p>	<p>ensure that special care dentistry practice takes account of the barriers people with disability encounter and how they might relate to special care dentistry</p>	<p>demonstrate an ability to reduce and eliminate disabling barriers</p>	<p>CE</p> <p>SDL</p> <p>ST</p>	<p>FA</p> <p>RoC</p>
3.4 Legislation , guidelines and policies	<p>the Equality Act 2010 and its application</p>	<p>interpret and use appropriate legislation and guidelines for the practice of special care dentistry within the dental team</p>	<p>demonstrate understanding of the policies required for the dental team in the practice of special care dentistry</p>	<p>CE</p> <p>SDL</p> <p>ST</p>	<p>FA</p> <p>RoC</p>

4: SPECIFIC PEOPLE/POPULATION GROUPS WITH IMPAIRMENT AND DISABILITY: HEALTH AND ORAL HEALTH

Each learning outcome should be prefaced by: 'On completion of training the special care dental nurse...'

Subject	Knowledge	Skills	Attitudes and Behaviours	Teaching and Learning method(s)	Assessment method(s)
4.1 Learning disability	<p><i>.....should be able to describe:</i></p> <p>the impact that learning disability can have on health and oral health</p> <p>prevalence and aetiology of learning disability</p>	<p><i>.....should be able to:</i></p> <p>assist in the planning, implementation and development of oral health care service for people with a learning disability</p>	<p><i>.....should:</i></p> <p>demonstrate a positive attitude to improving the oral health of people with learning difficulties</p>	CE SDL ST	FA RoC
4.2 Physical disability	<p>the impact that physical disability has on general and oral health</p> <p>oral and dental manifestations and treatment of specific oro-dental conditions associated with physical disabilities such as malocclusion in cerebral palsy</p> <p>sensory impairments and the impact on oral health</p>	<p>assist in the planning, implementation and development of oral health care services for people with physical disability including arranging the availability of support cushions/pillows, adjuncts and other equipment</p>	<p>demonstrate a positive attitude to improving the oral health of people with physical disability</p>	CE SDL ST	FA RoC
4.3 Conditions that develop in childhood	<p>the commoner causes of impairment and disability that develop in childhood and progress into adult life</p> <p>the prevalence of commoner developmental conditions that continue into adult life</p> <p>the impact of the following on health, oral care and on dental management: Down syndrome, fragile X syndrome, autistic spectrum disorder, cerebral palsy, spina bifida/hydrocephalus, cleft lip and palate, muscular dystrophy and epilepsy</p>	<p>demonstrate understanding of the impact of disability from birth to adulthood on oral health and the provision of care</p> <p>demonstrate understanding of the social impact of childhood disability on families</p> <p>demonstrate understanding of the significance of a patient's dental symptoms, previous dental experience and attitudes towards dentistry and oral health</p>	<p>show empathy when previous dental experience, medical experience and other causes of anxiety impact on a patient's ability to access or accept dental care</p>	CE SDL ST	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)
4.4 Disability in adults	<p>the commoner causes of impairment and disability that develop in adults</p> <p>the prevalence of disability in adults</p> <p>the impact of the following on oral care and on dental management: Musculoskeletal conditions: osteoporosis, osteoarthritis, rheumatoid arthritis/ Sjogren's syndrome Neurological disorders: spinal injury, traumatic brain injury, multiple sclerosis, stroke, motor neurone disease, myasthenia gravis</p>	<p>demonstrate understanding of the impact of disability in adulthood on oral health and the provision of care</p> <p>demonstrate understanding of the significance of a patient's dental symptoms, previous dental experience and attitudes towards dentistry and oral health</p> <p>demonstrate understanding of the significance of the family and /or carer's own belief and standards on a patient's attitudes towards dentistry and oral health</p>	<p>show empathy when previous dental experience, medical experience and other causes of anxiety impact on a patient's ability to access or accept dental care</p>	<p>CE SDL ST</p>	<p>FA RoC</p>
4.5 Mental Health Impairments	<p>impairment and disability associated with mental health impairments and associated conditions</p> <p>definition of mental health and mental illness, anxiety and phobias, neurosis, psychosis</p> <p>the prevalence of mental illness</p> <p>the impact of the following on oral care and on dental management: depression, bipolar disorder, schizophrenia, alcohol and substance misuse disorder, homelessness, prison populations, anorexia, bulimia</p>	<p>demonstrate understanding of the impact of mental illness and associated conditions on oral health and provision of care</p> <p>demonstrate understanding of the significance of a patient's dental symptoms, previous dental experience and attitudes towards dentistry and oral health</p> <p>demonstrate understanding of the significance of the family and /or carer's own belief and standards on a patient's attitudes towards dentistry and oral health</p>	<p>show empathy when previous dental experience, medical experience and other causes of anxiety impact on a patient's ability to access or accept dental care</p>	<p>CE SDL ST</p>	<p>FA RoC</p>
4.6 Medically compromising conditions	<p>impairment and disability associated with medically compromising conditions</p> <p>the impact of the following conditions on oral care and on dental management: cardiovascular diseases, respiratory diseases, blood and bleeding disorders, diabetes mellitus, liver, kidney and gastrointestinal diseases, immunosuppressed states, cancer and palliative care, neurological diseases, infective disease</p>	<p>demonstrate understanding of the significance of a patient's dental symptoms, previous dental experience and attitudes towards dentistry and oral health</p> <p>demonstrate understanding of the significance of the family and /or carer's own belief and standards on a patient's attitudes towards dentistry and oral health</p>	<p>show empathy when previous dental experience, medical experience and other causes of anxiety impact on a patient's ability to access or accept dental care</p>	<p>CE SDL ST</p>	<p>FA RoC</p>

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)
4.7 The older adult	<p>the impact of greater life expectancy and an ageing population</p> <p>the impact of the following on oral care and on dental management: Parkinson's disease, dementia/alzheimer's/vascular dementia, awareness of other forms of dementia</p> <p>the role of the dental team in end of life care</p>	<p>demonstrate understanding of the significance of a patient's dental symptoms, previous dental experience and attitudes towards dentistry and oral health</p> <p>demonstrate understanding of the significance of the family and /or carer's own belief and standards on a patient's attitudes towards dentistry and oral health</p>	<p>show empathy when previous dental experience, medical experience and other causes of anxiety impact on a patient's ability to access or accept dental care</p>	<p>CE SDL ST</p>	<p>FA RoC</p>
4.8 Specific orofacial and dental conditions	<p>common oro-facial and dental conditions associated with impairment and disability and the impact of these conditions on patient care eg: the oro-facial features and dental anomalies that occur in Downs syndrome, oral self harming in dementia or autism</p> <p>the effect of systemic conditions on the oro-facial and dental tissues, eg diabetes, anaemia, central cyanosis, bleeding disorders, dental caries, periodontal disease, erosion and attrition and the influence of disability and impairment (eg the role of percutaneous endoscopic gastrostomy on oral clearance and calculus build-up)</p> <p>disorders of the oral mucosa including candidosis, herpetic lesions, oro facial granulomatosis, pre cancerous conditions</p>	<p>demonstrate understanding of the significance of a patient's dental symptoms, previous dental experience and attitudes towards dentistry and oral health</p> <p>demonstrate understanding of the significance of the family and /or carer's own belief and standards on a patient's attitudes towards dentistry and oral health</p>	<p>show empathy when previous dental experience, medical experience and other causes of anxiety impact on a patient's ability to access or accept dental care</p> <p>understand the need for investigation and management of certain oro-facial lesions with or by other specialties</p>	<p>CE SDL ST</p>	<p>FA RoC</p>

Subject	Knowledge	Skills	Attitudes and Behaviours	Teaching and Learning method(s)	Assessment method(s)
	<i>.....should be able to describe:</i>	<i>.....should be able to:</i>	<i>.....should:</i>		
4.9 Therapy and medication	<p>the common therapeutic agents used in the management of patients with disabilities and impairments that may cause oro-facial or dental side-effects eg medication that causes salivary gland problems, candidosis, oral ulceration, mucosal burns, lichenoid reactions, disturbances in taste, gingival overgrowth, oro-pharyngeal oedema, or intrinsic and extrinsic staining of teeth</p> <p>common drugs that may alter the dental management of a patient in order to prevent an adverse drug reaction. Examples include anticoagulants and steroids</p> <p>possible adverse drug reactions of medicines that are prescribed by the dentist eg the risk of bleeding with warfarin, dabigatran and the role of medicines in causing allergies</p> <p>the oro-dental effects of radiotherapy, chemotherapy, organ transplant and bisphosphonate related osteonecrosis of the jaw</p> <p>the reasons for latex-free dentistry</p>	<p>provide latex free dentistry</p> <p>give relevant advice and instructions to help reduce or alleviate symptoms</p>	<p>show empathy when previous dental experience, medical experience and other causes of anxiety impact on a person's ability to access or accept dental care</p> <p>consult and collaborate with colleagues in other medical and surgical specialties where necessary</p>	<p>CE SDL ST</p>	<p>FA RoC</p>

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SECTION 5: ACCESS TO ORAL HEALTH CARE

5.1 ORAL HEALTH CARE PLANNING FOR PEOPLE WITH IMPAIRMENT AND DISABILITY

Each learning outcome should be prefaced by: 'On completion of training the special care dental nurse...'

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)
5.1.1 Communication	<p>the basic elements of communication and the importance of each</p> <p>the impact of impairment and disability on the mode of communication of the individual</p> <p>person –centred communication eg; communicating with people who hear voices, communication with people with autistic spectrum disorder, people with aphasia or dysarthria, people with sensory disorders</p> <p>alternative and/or augmentative communication</p>	<p>communicate effectively with patients, parents, families and carers, other members of the extended care team and within the dental team</p> <p>modify communication methods to be appropriate for each individual</p> <p>should be able to deliver person- centred oral health messages</p> <p>liaise/arrange for the appropriate communication assistance e.g. BSL</p>	<p>demonstrate good communication</p> <p>demonstrate listening skills</p> <p>demonstrate a positive attitude to using a variety of communication skills</p>	<p>CE SDL ST</p>	<p>FA RoC</p>
5.1.2 Organising care	<p>appropriate referral systems to and within special care teams where care is shared according to the needs of the individual</p> <p>appropriate referral systems from and to other specialities</p> <p>seamless care</p> <p>integrated care referral pathways</p> <p>preparation of the dental environment for people with impairments and disabilities</p>	<p>manage and process referrals in the manner most appropriate for the individual patient</p> <p>schedule appointments in a manner that will maximise the ability of the patient to attend and receive care</p> <p>refer to relevant guidance within special care documentation</p> <p>liaise with all members of the multidisciplinary team</p> <p>arrange suitable transport where appropriate</p>	<p>strive to ensure seamless care for the individual</p> <p>demonstrate understanding of the needs of the individual when planning appointments and organising care</p> <p>demonstrate understanding of the importance of pre appointment communication with individual patients/carers and wherever possible be a 'named nurse'</p>	<p>CE SDL ST</p>	<p>FA RoC</p>

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5.1.3 Supporting the individual during treatment	<p>the use of different methods of supporting the individual during care including the use of adjuncts</p> <p>moving and handling protocols including the use of equipment</p> <p>the use of wheelchair tipping devices</p> <p>person - centred care</p> <p>a definition of clinical holding</p>	<p>adopt an holistic approach to caring for the individual</p> <p>use moving and handling equipment to help an individual transfer to the dental chair/trolley</p> <p>perform a risk assessment to help agree if clinical holding would/would not be advised</p> <p>help arrange for an appropriately trained team to carry out any clinical holding necessary</p> <p>communicate effectively with the individual throughout the treatment – in the most appropriate manner for that person</p>	<p>work within limits of training and expertise</p> <p>ensure that equipment is serviced and in good working condition</p> <p>ensure moving and handling training is up to date</p>	<p>CE SDL ST</p>	<p>FA RoC</p>

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5.2: ORAL HEALTH CARE IN DIFFERENT SETTINGS

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5.2.1 Dental service provision	the role of the general dental service, the community /salaried dental services and the hospital service in the provision of special care dentistry	identify the appropriate clinical setting for care of patients requiring special care dentistry	take into account the views of patients, their families, specialists and care agencies and of other appropriate groups and stakeholders	CE SDL ST	FA RoC
5.2.2 Domiciliary care	the management of oral health care for people who are housebound or those in long stay community, residential, nursing and day care units, secure units, special education units, ethnic and refugee groups and other groups who may be socially excluded relevant guidance and protocols the use of mobile units, advantages and disadvantages the management of oral health care for people who are homeless or travellers	apply the principles and practice of cross infection in a variety of settings, some of which may have no designated clinical area	recognise the limitations of domiciliary care	CE SDL ST	FA RoC

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6: ORAL HEALTH PROMOTION

Each learning outcome should be prefaced by: 'On completion of training the special care dental nurse...'

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)
6.1 Oral Health	<p>the role of the dental nurse in encouraging good oral health for people with impairment and disability</p> <p>the importance of topical fluoride treatments</p> <p>the relevance and importance of diet</p> <p>the design and use of aids to oral hygiene including aspirating toothbrushes, modified toothbrush handles, Collis curve™ brushes etc.</p> <p>the care of oral prostheses such as dentures, obturators, implants, bridges and the modifications for special care dentistry</p>	<p>demonstrate effective oral hygiene on mouth models with appropriate aids and adaptations</p> <p>demonstrate effective care of oral prostheses and associated equipment and modifications, adapting care to each individual</p> <p>design a person centred oral hygiene regime</p>	<p>keep up to date on knowledge of products being marketed for oral care especially within special care dentistry</p>	<p>CE SDL ST</p>	<p>FA RoC</p>
6.2 Management of oral conditions	<p>the management of oro facial conditions such as dry mouth, mucositis, candidosis, denture stomatitis</p>	<p>recommend products that will help alleviate the symptoms of dry mouth</p>	<p>keep up to date on knowledge of products being marketed for dry mouth</p>	<p>CE SDL ST</p>	<p>FA RoC</p>
6.3 General Health	<p>the role of the dental nurse in encouraging good general health for people with impairment and disability especially in relation to smoking cessation and lifestyle modification</p>	<p>work with a multidisciplinary team to organise the correct pathway referral service for the best possible individual support</p> <p>sign post individuals or their carers to appropriate support groups</p>		<p>CE SDL ST</p>	<p>FA RoC</p>
6.4 Oral Health Care Screening	<p>the importance of oral health care screening</p>	<p>implement and manage screening sessions within the context of special care dentistry</p>		<p>CE SDL ST</p>	<p>FA</p>

Key: Teaching and Learning methods

CE= Clinical Experience, **CBL**= Case-Based Learning, **SDL**=Self-Directed Learning which includes CPD, **ST**=Structured Teaching

Assessment methods

Formal assessment **WE**= the NEBDN Examination **RoC**= Record of Competence, Incorporating: **PCAS** = Practical Competence Assessment Sheets, **CS**= Case Studies, **DOCS**= Directly Observed Clinical Skills Assessments, **SO** = Supplementary Outcomes

7: PAIN AND ANXIETY MANAGEMENT IN SPECIAL CARE DENTISTRY

Each learning outcome should be prefaced by: 'On completion of training the special care dental nurse...'

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)
7.1 Pain and anxiety control	<p>the causes, signs and symptoms of dental anxiety and phobia</p> <p>the spectrum of anxiety management techniques including behavioural/non pharmacological methods, conscious sedation and general anaesthesia</p>	<p>communicate effectively with the individual throughout the treatment – in the most appropriate manner for that person</p> <p>recognise that pain and anxiety may be expressed in different ways where people communicate in different ways</p>	<p>recognise the value of effective pain and anxiety control in special care dentistry</p> <p>demonstrate a caring attitude to people who are anxious</p>	CE SDL ST	FA RoC
7.2 Conscious sedation	<p>the distinction between conscious sedation and general anaesthetic</p> <p>the distinction between oral sedation and pre medication</p> <p>the distinction between inhalation sedation, intravenous sedation, oral and transmucosal sedation, indications for use and advantages/disadvantages of each</p> <p>the basic properties and sedative/anaesthetic actions of nitrous oxide, midazolam, diazepam, temazepam, flumazenil, propofol and sevoflurane</p>	<p>deliver pre and postoperative instructions and after care of the sedation patient</p>	<p>recognise the role of all members of the dental team in the management of people who are anxious</p> <p>recognise the value of effective conscious sedation in special care dentistry</p>	CE SDL ST	FA RoC
7.3 General anaesthesia	<p>the indications for and the advantages and disadvantages of providing care under general anaesthetic</p>	<p>deliver pre and postoperative instructions and after care of the patient</p>	<p>recognise the value and limitations of general anaesthesia in special care dentistry</p>	CE SDL ST	FA RoC

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Assessment methods

FA =Formal assessment = the NEBDN Examination RoC= Record of Competence, **Incorporating:** PCAS = Practical Competence Assessment Sheets CS= Case Studies, DOCS= Directly Observed Clinical Skills Assessments, SO = Supplementary Outcomes