

## Training in Dental Fluoride Varnish Application: 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 Fluoride varnish application within a community-based programme and / or on the prescription of a dentist.

|                                             | <i>On successful completion of the programme, dental nurses should be able to:</i>                                                                                                                                                                                                                                                                                                                                                                                                                  | Teaching and Learning method(s) | Assessment method(s) | Ref NOS           |
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| <b>Knowledge and critical understanding</b> | understand the fundamentals of oral health promotion<br>understand the role and limitations of dental fluoride varnish application.<br><i>understand the importance of ensuring appropriate patient safeguards are in place including how the training of personnel is assured, the need for appropriate referrals, the completion of consent forms and medical history forms, the arrangements for post application information and when there is a requirement for a Patient Group Directive.</i> | CBL<br>SDL<br>ST                | ROC                  | 6P16              |
| <b>Intellectual skills</b>                  | support their own learning and that of others<br>to make specific clinical judgements prior to applying Fluoride varnish                                                                                                                                                                                                                                                                                                                                                                            | CBL<br>SDL<br>ST                | ROC                  | 4P13<br>4P12      |
| <b>Practical skills</b>                     | safely and effectively apply fluoride varnish to a range of patients within the current legal and ethical framework<br>communicate effective advice on diet, plaque control and Fluoride use to a range of patients                                                                                                                                                                                                                                                                                 | CA<br>CBL<br>SDL<br>ST          | ROC                  | 2K4<br>2K5<br>2K6 |
| <b>Personal attitude</b>                    | empathise with patients, parents, carers and colleagues with different social and cultural backgrounds and with different care needs<br>be prepared to communicate effectively with patients, parents, carers and colleagues with different social and cultural backgrounds and with different care needs                                                                                                                                                                                           | CA<br>CBL<br>SDL<br>ST          | ROC                  | 6P16              |

**Key: Teaching and Learning methods**

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**Assessment methods**

ROC=Record of Competence incorporating Multi-source feedback, Personal development portfolio and/or Workplace-based assessment

## 1. MAINTAINING GOOD CLINICAL PRACTICE

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

| Subject                          | Knowledge<br><i>.....should be able to describe:</i>                                                                              | Skills<br><i>.....should be able to:</i>                                                                                                                                                                            | Attitudes and Behaviours<br><i>.....should:</i>                       | GDC Standards           | Teaching and Learning method(s) | Assessment method(s) | Ref NOS           |
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| <b>1.1 Professional approach</b> | the requirements of a dental nurse effectively applying Fluoride varnish<br><br>the different models of working as part of a team | confidently provide contemporary and effective oral health advice and Fluoride application                                                                                                                          | behave in a professional manner                                       | 7.2.1<br>7.2.2<br>7.2.3 | CBL<br>SDL<br>ST                | ROC                  | 1P18              |
| <b>1.2 Life-long learning</b>    | the requirements for continuing professional development                                                                          | recognise and take advantage of learning opportunities for all members of the oral health care team<br><br>maintain a personal development portfolio<br><br>monitor own performance through team audit and feedback | comply with General Dental Council requirements for revalidation      | 7.3.1<br>7.3.2          | CBL<br>SDL<br>ST                | ROC<br>SO:6<br>SO: 7 | 4P12              |
| <b>1.3 Evidence</b>              | the principles of evidence-based practice                                                                                         | apply within the team evidence and recommendations of best practice<br><br>provide constructive feedback within their clinical team                                                                                 | use evidence in support of patient care and to defend decisions taken | 7.1.1<br>7.2.2          | CBL<br>SDL<br>ST                | ROC                  | 2K4<br>2K5<br>2K6 |

| Subject                                                         | Knowledge<br><i>.....should be able to describe:</i>                                                                                                                   | Skills<br><i>.....should be able to:</i>                                                                                                                      | Attitudes and Behaviours<br><i>.....should:</i>                                                                                                             | GDC Standards                                      | Teaching and Learning method(s) | Assessment method(s) | Ref NOS                                             |
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| <b>1.4<br/>Written records</b>                                  | the principles and guidelines for good clinical note keeping<br><br>the reasons for confidentiality                                                                    | communicate effectively through written records<br><br>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    | 4.1.1<br>4.1.2<br>4.1.3<br>4.1.4<br>4.1.5<br>4.2.1 | CBL<br>ST                       | ROC                  | 31K<br>3K15<br>3K17<br>3K18<br>3K19<br>3K30<br>3K31 |
| <b>1.5<br/>Use of information technology</b>                    | 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<br><br>demonstrate a positive and proactive attitude to new technology | 4.5.3                                              | SDL<br>ST                       | ROC                  | 6P15                                                |
| <b>1.6<br/>Organisational framework for clinical governance</b> | the elements of clinical governance                                                                                                                                    | participate actively in clinical governance<br><br>participate in audit                                                                                       | recognise the importance of teamwork in implementing a clinical governance framework                                                                        |                                                    | SDL<br>ST                       | ROC                  | 1P8<br>1P9<br>1P20                                  |
| <b>1.7<br/>Guidelines</b>                                       | the content of guidelines applicable to the practice and delivery of Fluoride application including:<br>-Delivering Better Oral Health (current)<br>-Scope of practice | apply guidelines applicable to the practice and delivery of Fluoride application including:<br>-Delivering Better Oral Health (current)<br>-Scope of practice | show regard for individual patient needs when utilising guidelines                                                                                          | 6.3.1<br>6.3.3                                     | CBL<br>SDL<br>ST                | ROC<br>SO: 3         |                                                     |

| Subject                                        | Knowledge                                                                                                                                                                                                                                                                                                                                  | Skills                                                              | Attitudes and Behaviours                                                                                       | GDC Standards | Teaching and Learning method(s) | Assessment method(s) | Ref NOS |
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|                                                | <i>.....should be able to describe:</i>                                                                                                                                                                                                                                                                                                    | <i>.....should be able to:</i>                                      | <i>.....should:</i>                                                                                            |               |                                 |                      |         |
| <b>1.8<br/>Relevance of<br/>outside bodies</b> | the role of: <ul style="list-style-type: none"> <li>- General Dental Council</li> <li>- Department of Health</li> <li>- National Examining Board for Dental Nurses</li> <li>- specialist societies</li> <li>- defence societies</li> <li>- patient advisory groups</li> <li>- consultants / specialists in dental public health</li> </ul> | communicate with and involve these bodies in appropriate situations | demonstrate acceptance of professional regulation<br><br>share best practice<br><br>participate in peer review |               | SDL<br>ST                       | ROC                  | 1P18    |

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## 2. HEALTH PROMOTION AND DISEASE PREVENTION

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

| Subject                                    | Knowledge<br><br>.....should be able to describe:                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Skills<br><br>.....should be able to:                                                                                                                                                                               | Attitudes and Behaviours<br><br>.....should:                                                                 | GDC Standards                    | Teaching and Learning method(s) | Assessment method(s) | Ref NOS                                                                                                                                                       |
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| 2.1<br>Principles of Oral Health Promotion | <p>the principles of health promotion, including oral health promotion, primary and public dental health</p> <p>importance of clinical and community-based prevention</p> <p>the local and wider social, cultural and environmental factors which contribute to health or illness</p> <p>the structures of the primary and public health services locally and within the UK</p> <p>population targeted approaches to caries prevention</p> <p>the prevalence of certain dental conditions locally and within the UK</p> | <p>apply the principles of health promotion, including oral health promotion, primary and public dental health</p> <p>contribute to population targeted approaches to caries prevention</p>                         | demonstrate a willingness to use this knowledge in the provision of oral health advice to all patient groups | 1.4.2<br>6.4.1<br>6.4.2<br>7.1.1 | ST<br>CBL<br>SDL                | ROC<br>SO:3          | 2K4<br>2K5<br>2K6<br>2K7<br>6P16<br>2K2<br>2K9<br>2K10<br>2K11<br>5K5<br>5K10<br>5K11<br>6K27<br>6K28<br>2P2<br>2P3<br>2P4<br>2P5<br>2P6<br>2P7<br>2P8<br>2P9 |
| 2.2<br>Dental caries                       | <p>the various methods of prevention of caries including dietary advice, use of Fluoride and plaque control</p> <p>the clinical presentation of caries</p> <p>the aetiology, and pathogenesis of caries</p> <p>trends in caries prevalence</p>                                                                                                                                                                                                                                                                          | <p>competently provide instruction to patients in the various methods of prevention of caries including dietary advice, use of fluoride and plaque control</p> <p>recognise the clinical presentation of caries</p> | demonstrate a willingness to provide current, evidenced based advice on caries prevention                    |                                  | ST<br>CBL<br>SDL                | ROC                  |                                                                                                                                                               |

| Subject                                           | Knowledge<br><br>.....should be able to describe:                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Skills<br><br>.....should be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Attitudes and Behaviours<br><br>.....should:                                                                  | GDC<br>Standards | Teaching<br>and<br>Learning<br>method(s) | Assessment<br>method(s) | Ref NOS |
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| 2.3<br>Oral hard and<br>soft tissue<br>conditions | oral soft tissue conditions, which if<br>present, contraindicate the use of<br>Fluoride varnish<br><br>gross caries involving pulpal tissue<br><br>common soft tissue lesions<br><br>the aging dentition                                                                                                                                                                                                                                                                                                 | recognise oral soft tissue<br>conditions, which if<br>present, contraindicate<br>the use of Fluoride varnish<br><br>recognise gross caries<br>involving pulpal tissue<br><br>identify but not diagnose<br>common soft tissue lesions                                                                                                                                                                                                                                                                                    | appreciate the need to conduct a<br>survey of the oral hard and soft<br>tissues prior to Fluoride application |                  | ST<br>CBL<br>SDL                         | ROC                     |         |
| 2.4<br>Fluoride                                   | the theories and evidence relating<br>to the method of action of fluorides<br><br>the maximum safe dose of fluoride<br>varnish<br><br>the way in which fluoride varnish<br>will be used in accordance with the<br>application protocol<br><br>how to deal with an acute overdose<br>of fluoride varnish<br><br>the regulations relating to the<br>prescription of fluoride Varnish<br><br>the role and responsibilities of the<br>extended duties dental nurse in the<br>application of fluoride varnish | describe the theories and<br>evidence relating to the<br>method of action of<br>fluorides to a range of<br>patients<br><br>work within the maximum<br>safe dose of fluoride<br>varnish for each patient<br><br>apply fluoride varnish in<br>accordance with the<br>fluoride application<br>protocol<br><br>deal with an acute<br>overdose of fluoride<br>varnish<br><br>advise others how to deal<br>with an acute overdose of<br>fluoride varnish<br><br>work to a prescription for<br>Fluoride varnish<br>application | demonstrate a willingness to use<br>this knowledge to provide safe and<br>effective Fluoride application      |                  | ST<br>CBL<br>SDL                         | ROC<br>SO:3             |         |

| Subject                                                          | Knowledge<br><br>.....should be able to describe:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Skills<br><br>.....should be able to:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Attitudes and Behaviours<br><br>.....should:                                                                                        | GDC<br>Standards | Teaching<br>and<br>Learning<br>method(s) | Assessment<br>method(s) | Ref NOS |
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| 2.5<br>Community-<br>based Fluoride<br>application<br>programmes | <p>the content of a typical Fluoride application programme protocol</p> <p>the equipment required for delivery of a community Fluoride programme</p> <p>the suitability of a space for the delivery of a Fluoride application programme</p> <p>methods of approaching and contacting potential recipients and parents or guardians</p> <p>the requirements of pre- and post-application information</p> <p>methods of gaining valid, written consent and the recording of this</p> <p>the assessment of relevant medical history / allergies for a Fluoride application programme</p> <p>methods of recording of application and other advice or intervention, adverse incidents</p> | <p>support the planning and delivery of a community Fluoride programme in relation to:</p> <ul style="list-style-type: none"> <li>-equipment required</li> <li>-assessment of spaces for delivery</li> <li>-approaching and contacting potential recipients and parents or guardians</li> <li>-providing pre- and post-application information</li> <li>- gain valid, written consent and the record this</li> <li>- the assessment of relevant medical history / allergies</li> <li>- recording of application and other advice or intervention, adverse incidents</li> </ul> | Demonstrate a positive approach to the implementation, management and delivery of community Fluoride varnish application programmes | 6.2.2            | CA<br>SDL<br>ST                          | ROC<br>SO: 4<br>SO: 5   |         |

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### **3. Patient Management**

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



| Subject | Knowledge<br><br><i>.....should be able to describe:</i> | Skills<br><br><i>.....should be able to:</i> | Attitudes and Behaviours<br><br><i>.....should:</i> | GDC Standards | Teaching and Learning method(s) | Assessment method(s) | Ref NOS |
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| <p>3.1<br/>Patient<br/>management</p> | <p>the principles of good patient management</p> <p>principles for managing fear and anxiety with behavioural techniques and empathise with patients in stressful situations</p> <p>the clinical issues in treating patients to include:<br/>-moisture control<br/>-physical issues<br/>-communication issues<br/>especially relating to the young, elderly, and those with disabilities</p> <p>the non-clinical issues in treating patients to include:<br/>-behavioural,<br/>-emotional,<br/>-unpredictability<br/>especially relating to the young, elderly, and those with disabilities</p> <p>relevant issues relating to the management of patients with special care needs</p> <p>the legal issues relating to restraint</p> | <p>provide good patient management</p> <p>manage fear and anxiety with behavioural techniques and empathise with patients in stressful situations</p> <p>manage the clinical issues in treating patients to include:<br/>-moisture control<br/>-physical issues<br/>-communication issues<br/>especially relating to the young, elderly, and those with disabilities</p> <p>manage the non-clinical issues in treating patients to include:<br/>-behavioural,<br/>-emotional,<br/>-unpredictability<br/>especially relating to the young, elderly, and those with disabilities</p> <p>work within the legal issues relating to restraint</p> <p>deal with parents / guardians</p> | <p>demonstrate a willingness to manage all patients to the best of their abilities</p> <p>empathise with patients with anxiety or special care needs and the families / carers of these and all patients</p> <p>be able to remain calm and work safely and sensibly when things go wrong</p> | <p>1.2.4</p> | <p>ST<br/>CBL<br/>SDL</p> | <p>ROC<br/>SO:5</p> | <p>6K35<br/>7K19<br/>8K7</p> |
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| Subject                        | Knowledge<br><br>.....should be able to describe:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Skills<br><br>.....should be able to:                                                                                                                                                                                                                                                          | Attitudes and Behaviours<br><br>.....should:                                      | GDC Standards | Teaching and Learning method(s) | Assessment method(s) | Ref NOS                     |
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|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | manage and organise groups of children within a community-based Fluoride varnish programme                                                                                                                                                                                                     |                                                                                   |               |                                 |                      |                             |
| 3.2<br>Legal issues and ethics | <p>the reasons and requirements for full, accurate clinical records</p> <p>the process for checking obtained valid consent, relevant medical history</p> <p>responsibilities of consent, duty of care and confidentiality</p> <p>the law as it applies to data protection</p> <p>child protection issues and be familiar with the mechanisms for raising concerns relating to particular child protection issues</p> <p>patients' rights and how to handle complaints</p> <p>the legal aspects of handling prescription drugs</p> | <p>maintain full, accurate clinical records</p> <p>check consent, relevant medical history and act accordingly should any concerns be raised</p> <p>raise concerns relating to particular child protection issues</p> <p>handle and apply prescription drugs within the UK legal framework</p> | appreciate the need to practice in the best interests of the patient at all times |               | ST<br>CBL<br>SDL                | ROC<br>SO:5          | 2K13<br>2K18<br>2K19<br>2K2 |

| Subject                                     | Knowledge<br><br><i>.....should be able to describe:</i>                                                                                                                                                                                                                                                                                                                 | Skills<br><br><i>.....should be able to:</i>                                                                                                                                                                                                                                                                     | Attitudes and Behaviours<br><br><i>.....should:</i>                                                                         | GDC Standards  | Teaching and Learning method(s) | Assessment method(s) | Ref NOS                                                                   |
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| 3.3<br>Health, safety and infection control | <p>the requirements of infection control and prevention of physical, chemical and microbiological contamination in the clinical environment</p> <p>ways of working in the clinical environment in the most safe and efficient manner for all patients and staff</p> <p>health and safety legislation as it affects dental practice</p> <p>risk assessment procedures</p> | <p>implement and perform satisfactory infection control and preventing physical, chemical and microbiological contamination in the clinical environment</p> <p>work within the clinical environment in the most safe and efficient manner for all patients and staff</p> <p>apply risk assessment procedures</p> | Demonstrate a willingness to work within current UK health and safety legislation as it applies to clinical dental practice | 8.1.1<br>8.3.3 | ST<br>CBL<br>SDL                | ROC                  | 1K2<br>1K2<br>1K3<br>1K21<br>4K22<br>4K24<br>4K25<br>5K23<br>5K24<br>5K26 |

| Subject                    | Knowledge<br><br>.....should be able to describe:                                                                                                                                                                                                                                                                  | Skills<br><br>.....should be able to:                                                                                                                                                                                                                                                                                                                                  | Attitudes and Behaviours<br><br>.....should:                       | GDC Standards                                                                          | Teaching and Learning method(s) | Assessment method(s) | Ref NOS                                                      |
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| 3.4<br>Medical emergencies | current basic life support techniques including AED<br><br>common medical emergencies and their immediate management:<br>-anaphylactic reaction<br>-hypoglycaemia<br>-upper respiratory obstruction<br>-cardiac arrest,<br>-epileptic seizures<br>-vasovagal attack,<br>-inhalation or ingestion of foreign bodies | carrying out effective basic life support techniques including AED<br><br>identify medical emergencies and provide immediate management of<br>-anaphylactic reaction<br>-hypoglycaemia<br>-upper respiratory obstruction<br>-cardiac arrest,<br>-epileptic seizures<br>-vasovagal attack,<br>-inhalation or ingestion of foreign bodies<br><br>Provide basic first aid | demonstrate a willingness to apply life support skills if required | 1.5.3                                                                                  | ST<br>SDL                       | ROC<br>SO:1<br>SO:2  | 3K29<br>2K15<br>5k31<br>8K24                                 |
| 3.5<br>Communication       | methods of communication with:<br>-patients<br>-their relatives, carers or guardians<br>-members of the dental team<br>-other healthcare professionals                                                                                                                                                             | Communicate effectively with:<br>-patients<br>-their relatives, carers or guardians<br>-members of the dental team<br>- other healthcare professionals                                                                                                                                                                                                                 | Demonstrate a commitment to effective communication                | 2.1.1<br>2.1.2<br>2.2.1<br>2.2.2<br>2.2.3<br>2.3.1<br>2.3.2<br>2.3.3<br>2.3.4<br>2.3.5 | ST<br>CBL<br>SDL                | foo<br>ROC           | 6P16<br>2P2<br>2P3<br>2P4<br>2P5<br>2P6<br>2P7<br>2P8<br>2P9 |

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**Version Control Table:**

| <b>Version Number</b> | <b>Purpose/Change</b> | <b>Author</b> | <b>Date</b> |
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