



## 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)
<b>Knowledge and critical understanding</b>	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
<b>Intellectual skills</b>	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
<b>Practical skills</b>	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
<b>Personal attitude</b>	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**

ACI= Audit/Critical Incident Analysis, CA = Clinical Attachment, CBL= Case-Based Learning, SDL=Self-Directed Learning, ST=Structured Teaching

**Assessment methods**

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

## GENERAL PROFESSIONAL CONTENT

### 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)
<b>1.1 Professional approach</b>	1.1.1 the requirements of an effective oral health educator  1.1.2 the different models of working as part of a team	1.1.3 confidently provide contemporary and effective oral health education	1.1.4 behave in a professional manner	CBL	ROC
<b>1.2 Life-long learning</b>	1.2.1 the requirements for continuing professional development	1.2.2 recognise and take advantage of learning opportunities for all members of the oral health education team  1.2.3 maintain a personal development portfolio  1.2.4 monitor own performance through team audit and feedback	1.2.5 comply with General Dental Council requirements for revalidation	CBL SDL ST	ROC
<b>1.3 Evidence</b>	1.3.1 the principles of evidence-based practice	1.3.2 apply within the team evidence and recommendations of best practice  1.3.3 provide constructive feedback within the oral health education team	1.3.4 use evidence in support of patient care and to defend decisions taken	ST	ROC
<b>1.4 Written records</b>	1.4.1 the principles and guidelines for good clinical note keeping  1.4.2 the reasons for confidentiality	1.4.3 communicate effectively through written records  1.4.4 apply the principles of confidentiality in the context of written records	1.4.5 take account of confidentiality requirements and legal requirements relating to written, electronic and digital records, and their transport and storage	CBL ST	ROC

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<b>1.5 Use of information technology</b>	1.5.1 the principles of retrieval and utilisation of data recorded in clinical systems	1.5.2 apply the principles of confidentiality in the context of information technology	1.5.3 take account of the legal aspects relating to holding electronic and digital records  1.5.4 demonstrate a positive and proactive attitude to new technology	ACI ST	ROC
<b>1.6 Organisational framework for clinical governance</b>	1.6.1 the elements of clinical governance	1.6.2 participate actively in clinical governance  1.6.3 participate in audit	1.6.4 recognise the importance of teamwork in implementing a clinical governance framework	ACI SDL ST	ROC
<b>1.7 Audit (general)</b>	1.7.1 the principles of internal and external quality assurance  1.7.2 the audit process	1.7.3 have involvement in the completion of audit projects  1.7.4 demonstrate improvement as the result of audit	1.7.5 recognise the benefit of audit to patient care and individual performance	ACI ST	ROC
<b>1.8 Guidelines</b>	1.8.1 the content of guidelines applicable to the practice and delivery of oral health education	1.8.2 apply guidelines applicable to the practice and delivery of oral health education	1.8.3 show regard for individual patient needs when utilising guidelines	ACI CBL ST	ROC
<b>1.9 Relevance of outside bodies</b>	1.9.1 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>• Royal Colleges</li> <li>• specialist societies</li> <li>• defence societies</li> <li>• patient advisory groups</li> </ul>	1.9.2 communicate with and involve these bodies in appropriate situations	1.9.3 demonstrate acceptance of professional regulation  1.9.4 share best practice  1.9.5 participate in peer review	SDL ST	ROC

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## GENERAL PROFESSIONAL CONTENT

### 2 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)
<b>2.1 Aetiology and pathogenesis</b>	2.1.1 the aetiology and pathogenesis of oral disease and their relevance to Oral Health including: <ul style="list-style-type: none"> <li>• Plaque &amp; Calculus</li> <li>• Caries</li> <li>• Non-carious tooth surface loss</li> <li>• Periodontal disease – Gingivitis, Periodontitis, AUG</li> <li>• Candidiasis</li> <li>• Angular Cheilitis</li> <li>• Oral pathology</li> </ul>	2.1.2 give advice on the causes and relevance to oral health of: <ul style="list-style-type: none"> <li>• Plaque &amp; Calculus</li> <li>• Caries</li> <li>• Non-carious tooth surface loss</li> <li>• Periodontal disease – Gingivitis, Periodontitis, AUG</li> <li>• Candidiasis</li> <li>• Angular Cheilitis</li> <li>• Oral pathology</li> </ul>	2.1.3 demonstrate a willingness to use this knowledge in the development of oral health education provided for all patient groups	ST CBL SDL	FA ROC
<b>2.2 Prevention, diagnosis and treatment</b>	2.2.1 oral diseases and their relevance to prevention, diagnosis and treatment including: <ul style="list-style-type: none"> <li>• Plaque &amp; Calculus</li> <li>• Caries</li> <li>• Non-carious tooth surface loss</li> <li>• Periodontal disease – Gingivitis, Periodontitis, AUG</li> <li>• Candidiasis</li> <li>• Angular Cheilitis</li> <li>• Oral pathology</li> </ul>	2.2.2 give advice on the signs and symptoms of oral diseases and how to treat / prevent them including: <ul style="list-style-type: none"> <li>• Plaque &amp; Calculus</li> <li>• Caries</li> <li>• Non-carious tooth surface loss</li> <li>• Periodontal disease – Gingivitis, Periodontitis, AUG</li> <li>• Candidiasis</li> <li>• Angular Cheilitis</li> <li>• Oral pathology</li> </ul>	2.2.3 demonstrate a willingness to use this knowledge in the development of oral health education provided for all patient groups	ST CBL SDL	FA ROC
<b>2.3 Role of diet and nutrition in oral health</b>	2.3.1 diet and the nutritional components including: <ul style="list-style-type: none"> <li>• Carbohydrate</li> <li>• Protein</li> <li>• Fats</li> <li>• Fibre</li> <li>• Vitamins and Minerals</li> </ul>	2.3.2 give advice relating to diet and nutrition, and its relation to oral health care including: <ul style="list-style-type: none"> <li>• Carbohydrate</li> <li>• Protein</li> <li>• Fats</li> <li>• Fibre</li> <li>• Vitamins and Minerals</li> </ul>	2.3.3 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

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<b>2.4 General and systemic diseases</b>	2.4.1 general and systemic disease and its relevance to oral health including: <ul style="list-style-type: none"> <li>• Dietary deficiency</li> <li>• Intrinsic staining</li> <li>• Diabetes and periodontal disease</li> <li>• Gastrointestinal Disorders and Erosion</li> <li>• Obesity and Dental Caries</li> <li>• Other diseases of relevance to oral health</li> </ul>	2.4.2 give advice of the relevance to oral health of general and systemic diseases including: <ul style="list-style-type: none"> <li>• Dietary deficiency</li> <li>• Intrinsic staining</li> <li>• Diabetes and periodontal disease</li> <li>• Gastrointestinal Disorders and Erosion</li> <li>• Obesity and Dental Caries</li> <li>• Other diseases of relevance to oral health</li> </ul>	2.4.3 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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### 3. 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)
<b>3.1 Factors which influence the process of treatment planning</b>	<p>3.1.1 various target groups and the relevance to the provision of oral health care to:</p> <ul style="list-style-type: none"> <li>• Adults</li> <li>• Children</li> <li>• Older People</li> <li>• Special Needs</li> <li>• Dental/health professionals</li> </ul> <p>3.1.2 psychological and sociological factors of health, illness, behavioural change and disease</p> <p>3.1.3 each of the components below in relation to barriers and the success of preventative care:</p> <ul style="list-style-type: none"> <li>• Lifestyles, socio – economic, cultural and environmental</li> <li>• Socialisation – primary/secondary</li> <li>• Prochaska &amp; Di Clemente behavioural change cycle</li> </ul>	<p>3.1.4 apply their understanding of factors which influence oral health during oral health assessments and treatment planning</p>	<p>3.1.5 display a positive attitude to diversity in relation to oral health needs</p>	ST CBL SDL	FA ROC
<b>3.2 Oral Health Assessment</b>	<p>3.2.1 an oral health assessment</p> <p>3.2.2 the significance of changes in the patient's reported oral health status and the appropriate action which should be taken</p>	<p>3.2.3 accurately record an oral health assessment</p> <p>3.2.4 recognise the significance of changes in the patient's reported oral health status and take appropriate action</p> <p>3.2.5 complete (where appropriate within Scope of Practice) and / or record the following indices:</p> <ul style="list-style-type: none"> <li>• Caries – dmft / DMFT</li> <li>• Oral Hygiene and Periodontal Disease</li> </ul> <p>3.2.6 recognise any abnormalities and the need to request help and / or refer back to the prescribing dentist</p>	<p>3.2.7 be aware of the importance of keeping contemporaneous, complete and accurate records</p>	ST CBL SDL	FA ROC

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<b>3.3 The role of the wider health care team</b>	3.3.1 the role of the oral health educator and other members of the health care team including: <ul style="list-style-type: none"> <li>Professional Teams (e.g. Maternity Services)</li> <li>Individuals (e.g. pharmacists)</li> <li>Voluntary organisations (e.g. charities)</li> </ul>	3.3.2 identify the need to involve other members of the healthcare team during the planning and assessment process including: <ul style="list-style-type: none"> <li>Professional Teams (e.g. Maternity Services)</li> <li>Individuals (e.g. pharmacists)</li> <li>Voluntary organisations (e.g. charities)</li> </ul>	3.3.3 display a positive attitude to the role other members play in the patient's oral health care	ST CBL SDL	FA ROC

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#### 4. 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)
<b>4.1 Legal and ethical aspects of patient management</b>	4.1.1 the importance of maintaining accurate, contemporaneous and comprehensive patient records in accordance with legal and statutory requirements and best practice	4.1.2 record advice and information given to patients in-line with legal requirements  4.1.3 carry out care as prescribed by the dentist and plan the delivery in the most appropriate way for the dentist  4.1.4 provide patients with evidence-based information, this may include: <ul style="list-style-type: none"> <li>• N.I.C.E.</li> <li>• Key Oral Health documents for England, Scotland, Wales and Ireland</li> <li>• Food Standards Agency</li> </ul>	4.1.5 be able to work to the prescription of the dentist within their Scope of Practice  4.1.6 recognise and take responsibility for the quality of care provided to the patient  4.1.7 be able to work in the best interests of the patient at all times  4.1.8 understand the responsibility for ensuring compliance with current best practice	ST SDL	FA ROC
<b>4.2 Communication</b>	4.2.1 the role of effective communication in health promotion  4.2.2 verbal and non-verbal communication, barriers to communication and the ways to overcome these  4.2.3 varying levels of patient anxiety, experience and expectations in respect of dental care	4.2.4 demonstrate effective communication with all target groups and their representatives  4.2.5 discuss the care of the patients with the appropriate members of the team  4.2.6 identify patient anxiety and communicate in an appropriate manner to improve the oral health care  4.2.7 provide patients appropriate information on their oral health care	4.2.8 respect the patient's perspective and expectations of dental care and the role of the dental team, taking into account issues relating to equality and diversity  4.2.9 respect patients' decisions on treatment	ST CBL SDL	FA ROC

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## 5. HEALTH PROMOTION AND DISEASE PREVENTION

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<b>5.1 Maintaining oral health</b>	5.1.1 definitions of the concepts of health and health promotion  5.1.2 oral health and its definition  5.1.3 key evidence-based oral health messages with reference to, for example: <ul style="list-style-type: none"> <li>• Vipeholm study</li> <li>• Hopewood House</li> <li>• Turku</li> <li>• other relevant current studies</li> </ul>	5.1.4 apply their knowledge of evidence-based oral health messages when giving oral health advice  5.1.5 weigh the evidence base when giving oral health advice	5.1.6 develop a critical approach when reviewing studies relating to oral health	ST CBL	FA ROC
<b>5.2 Principles of prevention tooth surface loss and periodontal diseases</b>	5.2.1 principles of preventative care and the levels of prevention including: <ul style="list-style-type: none"> <li>• Primary</li> <li>• Secondary</li> <li>• Tertiary</li> </ul> 5.2.2 the prevention of dental caries and non-carious tooth surface loss  5.2.3 prevention of periodontal diseases including: <ul style="list-style-type: none"> <li>• Gingivitis</li> <li>• Periodontitis</li> <li>• AUG</li> </ul>	5.2.4 give preventative advice on the following with reference to the clinical based research or data: <ul style="list-style-type: none"> <li>• Sugars &amp; sweeteners</li> <li>• Dietary analysis and advice</li> <li>• Fluoride</li> <li>• Fissure Sealants</li> <li>• Oral Hygiene Aids</li> </ul> 5.2.5 give advice on the prevention of periodontal diseases including: <ul style="list-style-type: none"> <li>• Gingivitis</li> <li>• Periodontitis</li> <li>• AUG</li> </ul> 5.2.6 provide patients with comprehensive, accurate preventative education and instruction in a manner which encourages self-care, motivation and demonstrate competent	5.2.8 maintain a professional attitude when engaging with patients in relation to prevention and their attitudes	ST CBL	FA ROC

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		<p>preventative care for all target groups</p> <p>5.2.7 provide the appropriate preventative advice on the following:</p> <ul style="list-style-type: none"> <li>oral hygiene aids</li> <li>mouthwashes</li> </ul>			
<b>5.3 Prevention of oral malignancy</b>	<p>5.3.1 the role of the following in relation to the risk of developing oral malignancy:</p> <ul style="list-style-type: none"> <li>Alcohol</li> <li>Smoking cessation</li> <li>Dietary advice</li> </ul>	<p>5.3.2 give advice on the prevention of oral malignancy with reference to:</p> <ul style="list-style-type: none"> <li>Alcohol</li> <li>Smoking cessation</li> <li>Dietary advice</li> </ul>	<p>5.3.3 an understanding and sympathetic yet professional attitude in relation to the prevention of oral malignancy</p>	ST CBL	FA ROC
<b>5.4 Prevention relating to the care of appliances and restorations</b>	<p>5.4.1 the appropriate care of fixed/removable appliances and advanced restorations including:</p> <ul style="list-style-type: none"> <li>Prostheses</li> <li>Orthodontic appliances</li> <li>Implants</li> </ul>	<p>5.4.2 give appropriate preventative advice on the care of fixed/removable appliances and advanced restorations including:</p> <ul style="list-style-type: none"> <li>Prostheses</li> <li>Orthodontic appliances</li> <li>Implants</li> </ul>	<p>5.4.3 maintain a professional attitude when engaging with patients in relation to prevention and their attitudes</p>	ST CBL CA	FA ROC
<b>5.5 Planning and evaluation of oral health promotion</b>	<p>5.5.1 organisational requirements and limitations which may affect the success of a Preventative Dental Unit including:</p> <ul style="list-style-type: none"> <li>Assessment of ideologies/beliefs</li> <li>Access to services</li> <li>Budget/finance</li> <li>Resources and visual aids</li> <li>Management and facilities</li> </ul> <p>5.5.2 methods of planning, delivering and evaluating oral health education to patients and small groups</p> <p>5.5.3 methods of evaluation and the appropriateness of these</p>	<p>5.5.7 source, assess and evaluate resources and information</p> <p>5.5.8 devise appropriate aims and objectives for oral health promotion</p> <p>5.5.9 apply the following when preparing oral health promotion:</p> <ul style="list-style-type: none"> <li>Educational principles</li> <li>Identifying needs and priorities</li> <li>Lesson planning</li> <li>Teaching methods</li> <li>Visual aids</li> <li>Evaluation</li> <li>Reflective practice</li> </ul>	<p>5.5.10 use reflective practice, audit and evaluation tools to ensure effective oral health promotion is delivered</p> <p>5.5.11 be aware of the basic principles of a population health approach</p> <p>5.5.12 be able to utilise various methods of evaluation including:</p> <ul style="list-style-type: none"> <li>Question and Answer</li> <li>Questionnaires</li> <li>Case Studies</li> <li>Observation</li> </ul>	ST CBL	FA ROC

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	<p>5.5.4 different resources that may be used to develop appropriate oral health data, including:</p> <ul style="list-style-type: none"> <li>• Information Technology</li> <li>• Clinical Research</li> <li>• Literature Reviews</li> </ul> <p>5.5.5 the stages of an oral health promotion exhibition</p> <p>5.5.6 demographic and social trends, UK and international oral health trends, determinants of health and inequalities in health and the ways in which these are measured and current patterns</p>		5.5.13 be able to plan, produce and evaluate the effectiveness of an Oral Health Exhibition		

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## 6. MANAGEMENT, LEADERSHIP AND WORKING WITH OTHERS

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<b>6.1 Development of self and others</b>	<p>6.1.1 their own professional responsibility in the development of self and the rest of the team</p> <p>6.1.2 methods of gaining and giving feedback for the professional development of self and others</p>	<p>6.1.3 demonstrate their own professional responsibility in the development of self and the rest of the team</p> <p>6.1.4 utilise the provision and receipt of effective feedback in the professional development of self and others</p> <p>6.1.5 undertake research and source information on new technologies</p> <p>6.1.6 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>6.1.7 develop an awareness of their legal and professional requirements in relation to providing oral health education</p> <p>6.1.8 be open to constructive feedback to develop their knowledge and skills</p> <p>6.1.9 show willingness to develop and maintain professional skills and knowledge and competence and recognise the impact of new techniques and technologies</p>	ST SDL	FA ROC

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Version Control Table:

Version Number	Purpose/Change	Author	Date
V1.1	Renumbering of criteria throughout.	Qualification Development Manager	30 September 2021