



Higher National Unit specification

General information

Unit title: Dental Nursing: Oral Health Education (SCQF level 8)

Unit code: H5WV 35

Superclass: PF

Publication date: November 2013

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to provide registered dental nurses with the essential Knowledge and Skills required to provide effective oral health education and advice to a wide range of patients and professional groups. The aetiology, progression and prevention of dental diseases and the importance of good nutrition in maintaining good oral health will be examined. Candidates will also examine the range of oral health information, research and evidence-based guidance to inform the delivery of oral health education and learn how to effectively plan, deliver and evaluate oral health education sessions to a range of individuals on a range of issues affecting oral health. In addition the importance of good communication skills in delivering oral health interventions will be considered.

Outcomes

On successful completion of the Unit the learner will be able to:

- 1 Explain the aetiology, progression and methods of prevention of dental diseases.
- 2 Explain the necessary nutritional components and how nutrition and diet affects oral health.
- 3 Evaluate the range of information that can be used to inform the delivery of oral health education.
- 4 Plan, deliver and evaluate oral health education sessions provided to a range of individuals.

Credit points and level

2 Higher National Unit credits at SCQF level 8: (16 SCQF credit points at SCQF level 8)

Higher National Unit specification: General information (cont)

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Recommended entry to the Unit

Access to this Unit is at the discretion of the centre. Candidates should be registered with the GDC. It is strongly recommended that this Unit be undertaken in conjunction with Unit *Dental Nursing: Oral Health Promotion* and *Dental Public Health* to ensure candidates gain the depth and breadth of knowledge required to effectively deliver oral health interventions. Candidates undertaking this Unit must also be disclosed under the PVG scheme (2011) standard or enhanced.

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

This Unit is mandatory within the PDA in Oral Health Improvement and is also contained within the optional section of the HND in Dental Nursing. The Unit may also be taken as a stand-alone Unit, perhaps for the purposes of continued professional development (CPD)

Guidance on the content for the delivery of the Knowledge and Skills is provided for each of the Unit's Outcome.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Learners should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Explain the aetiology, progression and methods of prevention of dental diseases.

Knowledge and/or Skills

- ◆ Pathology
- ◆ Aetiology, progression and prevention of caries
- ◆ Aetiology, progression and prevention of periodontal diseases
- ◆ Aetiology, progression and prevention of non-carious tooth surface loss
- ◆ Diseases and conditions of the oral mucosa
- ◆ Fluoride
- ◆ Fissure sealants
- ◆ Methods and levels of prevention

Outcome 2

Explain the necessary nutritional components and how nutrition and diet affects oral health.

Knowledge and/or Skills

- ◆ Function of nutrition
- ◆ Dietary requirements and food groups
- ◆ Relationship between diet and oral disease
- ◆ Dietary influences
- ◆ Dietary analysis
- ◆ Food labelling and advertising
- ◆ Current published guidance relevant to diet and nutrition

Higher National Unit specification: Statement of standards (cont)

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Outcome 3

Evaluate the range of information that can be used to inform the delivery of oral health education.

Knowledge and/or Skills

- ◆ Range of oral health information, research and evidence based guidance
- ◆ Appropriate use of oral health information, research and evidence-based guidance to inform the delivery of oral health education

Outcome 4

Plan, deliver and evaluate oral health education sessions provided to a range of individuals.

Knowledge and/or Skills

- ◆ Correct use of oral hygiene aids
- ◆ The characteristics of different individual learning preferences (VARK)
- ◆ Constructing aims, objectives and expected Outcomes for oral health education sessions
- ◆ Requirements for planning oral health education sessions
- ◆ Range of delivery methods
- ◆ Opportunities for brief interventions
- ◆ Methods to evaluate oral health education sessions
- ◆ Purpose and importance of reflective practice and personal development planning
- ◆ Effective communication methods

Higher National Unit specification: Statement of standards (cont)

Unit title: Dental Nursing: Oral Health Education (SCQF level 8)

Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can:

Outcome 1

Evidence Requirements

- ◆ Describe the pathology relating to caries.
- ◆ Describe the pathology relating to periodontal disease.
- ◆ Describe the aetiology, progression and prevention of caries.
- ◆ Describe the aetiology, progression and prevention of periodontal disease.
- ◆ Describe the aetiology, progression and prevention of tooth surface loss.
- ◆ Describe the aetiology, progression and prevention of a range of conditions affecting the oral mucosa.
- ◆ Explain evidence based guidance relating to the use of fissure sealants and state indicators and contra indicators for success and failure of fissure sealants.
- ◆ Define the optimum levels of topical and systemic fluoride and explain the various evidence based reports in the use of fluoride.
- ◆ Explain the role of fluoride in the prevention of caries.
- ◆ Explain the role of saliva in the prevention of caries.
- ◆ Define the optimum levels of topical and systemic fluoride.
- ◆ Define the different stages of disease prevention.

Outcome 2

Evidence Requirements

- ◆ Describe the function of carbohydrates, protein, fats, fibre, vitamins, minerals.
- ◆ Identify the five categories within the eat well plate.
- ◆ Describe the effects of intrinsic, extrinsic, milk sugars, non-milk extrinsic sugars and sweeteners on oral health.
- ◆ Describe the necessary nutritional components.
- ◆ Explain how different lifestyles, cultures and backgrounds may impact on dietary requirements and restrictions in relation to oral health.
- ◆ Explain practical ways to support individuals in maintaining a healthy diet.
- ◆ Explain the influences of commercial pressure and market forces on nutrition and diet.
- ◆ Explain the relevant guidance available on nutrition.

Higher National Unit specification: Statement of standards (cont)

Unit title: Dental Nursing: Oral Health Education (SCQF level 8)

Outcome 3

Evidence Requirements

- ◆ Outline the range and sources of available information, research and evidence based guidance relevant to professional practice and the oral health advice provided to patients.
- ◆ Evaluate information, research and evidence based guidance in terms of their appropriateness to the oral health information delivery situations where they can be used.

Outcome 4

Evidence Requirements

- ◆ Demonstrate effective use of the following oral hygiene aids: tooth brushing, disclosing, interdental cleaning, care of orthodontic appliances, removable prostheses.
- ◆ Identify oral health education needs and priorities of individuals and groups.
- ◆ Construct SMART aims, objectives and expected Outcomes for 10 oral health education sessions.
- ◆ Describe the characteristics of different learning styles.
- ◆ Identify an individual's preferred learning style.
- ◆ Demonstrate the stages required to effectively plan and deliver a range of oral health education sessions.
- ◆ Use a range of appropriate methods and resources to deliver oral health education.
- ◆ Communicate effectively, using different methods, with a range of different people (patients, colleagues or other health professionals, groups or individuals).
- ◆ Evaluate the effectiveness of one oral health education session.
- ◆ Reflect on and evaluate own performance as an oral health educator.
- ◆ Identify and plan professional development needs in order to maintain own knowledge, skills and practice in the context of planning and delivering oral health education.



Higher National Unit Support Notes

Unit title: Dental Nursing: Oral Health Education (SCQF level 8)

Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit is designed to provide registered dental nurses with the essential Knowledge and Skills required to provide effective oral health education and advice to a wide range of patients and professional groups. Successful completion of this Unit will allow candidates the opportunity to extend their clinical duties within their professional scope of practice, as defined by the General Dental Council (GDC) and contribute to their continued professional development.

Outcomes 1, 2 and 3 have a theoretical focus in relation to the aetiology, progression and methods of preventing dental diseases, the necessary nutritional components and how diet affects oral health, and the evidenced based research and guidance that can be used to inform professional practice in delivering oral health education.

Outcome 4 has a practical focus as it will develop the candidate's ability to effectively plan, deliver and evaluate oral health education sessions to a range of individuals on a range of issues affecting oral health and examine the importance of good Communication Skills in delivering oral health interventions. Candidates will also develop their skills as a reflective practitioner and examine the importance of good communication skills in delivering oral health education.

It is essential that candidates are allowed the opportunity to develop a thorough Knowledge and Understanding of the aetiology, progression and methods of prevention of dental diseases, the necessary nutritional components and how nutrition and diet affects oral health and the range of oral health information, research and evidence-based guidance to inform the delivery of oral health education. The preferred order of teaching is as set out in the Unit, and Outcome 4 will allow the candidate to integrate and demonstrate the knowledge gained from Outcomes 1, 2 and 3.

This Unit can be delivered using classroom activities, practical activities, scenario based group work and peer discussion. Upon completion candidates should be able to effectively plan and deliver oral health education sessions to individuals, small and large groups on a range of issues relating to oral health through the use of evidence based guidance and theoretical frameworks. Candidates will be able to reflect on their performance in order to continually improve their professional knowledge and practice as an oral health educator.

Higher National Unit Support Notes (cont)

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The focus of **Outcome 1** is on the aetiology, progression and methods of preventing dental diseases. Teaching should include:

- ◆ Pathology:
 - Bacteria: streptococcus mutans, streptococcus sanguins, lactobacillus, actinobacillus
- ◆ Caries:
 - Aetiology, demineralisation, remineralisation, Stephan Curve, progression of caries, effects of caries, prevention, treatments including the role of saliva and fissure sealants and fluoride
- ◆ Periodontal diseases:
 - Plaque, calculus, gingivitis, periodontitis, structure of the periodontium, effects of periodontal disease, measurement of plaque indices, prevention, treatments, maintenance
- ◆ Non Carious Tooth surface loss:
 - Erosion, abrasion, attrition and abfraction, amelogenesis imperfecta, bruxism, effects of non-cariou tooth surface loss, prevention, treatments
- ◆ Diseases and conditions of the oral mucosa:
 - Oral cancer, xerostomia, lichen planus, herpetic Infections, candida albicans, denture stomatitis, oral thrush, angular cheilitis, aphthous ulcers, leukoplakia, erythroplakia, geographic tongue, HIV Infections
- ◆ Factors that affect oral health:
 - smoking, drugs, alcohol, health and mental health conditions
- ◆ Methods and Levels of Prevention:
 - Scientific Basis of Oral Health: key oral health messages — diet, tooth brushing (technique, frequency) fluoride (topical, systemic, and effects), dental attendance.
 - Levels of disease prevention: primary, secondary, tertiary

Higher National Unit Support Notes (cont)

Unit title: Dental Nursing: Oral Health Education (SCQF level 8)

Outcome 2 examines the necessary nutritional components and how diet affects oral health. Teaching for this Outcome should include:

- ◆ Function of Nutrition:
 - carbohydrates, protein, fats, fibre, vitamins, minerals
- ◆ Dietary requirements:
 - Five categories within the eat well plate:
 - fruit and vegetables
 - bread, rice, potatoes and pasta
 - milk and dairy foods
 - foods and drinks high in fat and/or sugar
 - meat fish, eggs and beans
 - Intrinsic, extrinsic, milk sugars and non-milk extrinsic sugars
 - Sweeteners
- ◆ Relationship between diet and oral disease: dental caries
- ◆ Dietary Influences:
 - Dietary habits: eg meal patterns, snacking, tastes, time to cook
 - Economic factors: eg cost, access
 - Socio-cultural: eg lifestyle choices, values, beliefs and norms, socialisation, vegan, vegetarian, Religion: Hindu, Muslim, Jewish
- ◆ Dietary analysis: use of food diary.
- ◆ Food labelling and advertising: interpreting food labels, media and market forces.
- ◆ Current Published Guidance: eg COMA report, Food Standards Agency, Oral Health and Nutrition Guidance for Professionals (2012)

Outcome 3 also has a theoretical focus in relation to relevant research and evidence based guidance that can be used to inform professional practice in delivering oral health education.

Teaching for this Outcome should cover:

- ◆ Evidence Based Guidance and reports
- ◆ Scottish Government website
- ◆ *Scottish Dental Practice Based Research Network (SDECP)*
- ◆ *Scottish Intercollegiate Guidelines Network (SIGN)*
- ◆ National Institute for Health and Care Excellence (NICE) Guidelines

Candidates should be encouraged to evaluate the available information to ensure it is fit for the intended purpose in terms of:

- ◆ Validity
- ◆ Reliability
- ◆ Accuracy
- ◆ Currency
- ◆ Advantages and limitations

Higher National Unit Support Notes (cont)

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Outcome 4 has a practical focus as it will develop the candidate's ability to plan, deliver and evaluate their delivery of oral health education sessions. By undertaking this Outcome, candidates will also develop their skills as a reflective practitioner. Teaching for this Outcome should include:

- ◆ How to demonstrate the use of a wide range of oral hygiene aids:
 - tooth brushing
 - inter dental cleaning
 - disclosing
 - care of orthodontic appliances and removable prostheses
 - care of advanced restorations (implants)
- ◆ The characteristics of different learning preferences and how to identify an individual's preference:
 - VARK (Visual, Aural, Read, Kinesthetic)
- ◆ Constructing aims, objectives and expected Outcomes for oral health education sessions:
 - Purpose
 - Differences — aim, objectives and Outcomes
 - Writing SMART (specific, measurable, achievable, realistic, timebound) Outcomes
- ◆ Requirements for planning oral health education sessions:
 - lesson planning
 - selecting and using appropriate resources and materials (learning preferences)
 - setting up and managing a preventative dental Unit
- ◆ The range of appropriate delivery methods to a range of individuals:
 - one to one
 - small groups (10 or less)
 - large groups
 - range of individuals (children, adolescents, adults, patients who require special care, other professionals)
- ◆ Opportunities for Brief interventions
 - Methods: eg exhibitions/stands, workplace sessions, drop in sessions,
 - Examples of brief interventions
- ◆ Methods to evaluating the effectiveness of oral health education and interventions:
 - Verbal or written feedback
 - Questionnaire design
 - Reviewing and monitoring oral health improvement
- ◆ The purpose and importance of reflective practice and personal development planning:
 - Models: for example, Gibbs, Kolb
 - Importance of continued professional development and personal development planning

Higher National Unit Support Notes (cont)

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- ◆ The importance of effective communication:
 - Chain of communication
 - Methods of communication: written, verbal, paralinguistic, non verbal, technologies
 - Listening skills
 - Barriers to effective communication
 - Paralinguistics,
 - Body language
 - Motivational Interviewing
 - Questioning skills
 - Giving and receiving feedback
 - Influences of commercial, media and market forces

The importance of evaluation and reflection to improve own practice should be highlighted to candidates and covered in the teaching of this Outcome.

Guidance on approaches to delivery of this Unit

It is essential that candidates are allowed the opportunity to develop a thorough Knowledge and Understanding of the aetiology, progression and methods of prevention of dental diseases, the necessary nutritional components and how nutrition and diet affects oral health. The preferred order of teaching is as set out in the Unit as Outcome 4 will allow the candidate to integrate and demonstrate the knowledge gained from Outcomes 1, 2 and 3 This Unit can be delivered using classroom activities, practical activities, scenario based group work and peer discussion.

Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Outcome 1

An appropriate method of assessment for this Outcome would be a closed-book assessment consisting of MCQ, short and extended answer questions.

This may be assessed holistically with Outcome 2.

Outcome 2

An appropriate method of assessment for this Outcome would be a closed-book assessment consisting of MCQ, short and extended answer questions.

This may be assessed holistically with Outcome 1.

Higher National Unit Support Notes (cont)

Unit title: Dental Nursing: Oral Health Education (SCQF level 8)

Outcome 3

Candidates should compile a portfolio over a period of time of 10 log sheets and supporting evidence, eg lesson plans which evidence the selection and use of relevant research and evidence based guidance that can be used to inform professional practice in delivering oral health education. Candidates should be encouraged to evaluate and reflect the available information to ensure it is fit for the intended purpose and record this information within each of the 10 log sheets. This may be assessed holistically with Outcome 4.

Outcome 4

Candidates should compile a portfolio over a period of time of 10 log sheets and supporting evidence, eg lesson plans which evidence the selection and use of appropriate resources and materials, feedback questionnaires, etc. that demonstrate the oral health education sessions provided by them.

This may be assessed holistically with Outcome 3.

The 10 log sheets should cover:

i A minimum of one **each** from the following individuals:

- ◆ Child
- ◆ Adolescent
- ◆ Adult

Each log sheet used for this category should cover both the initial and review sessions. A log sheet and lesson plan template have been produced and are available to download from the Dental Nursing page of the SQA website.

ii A minimum of 1 group from **each** of the following:

- ◆ Adults: Pregnant/nursing mothers, parents of pre-school/school children, elderly.
- ◆ Professional groups: for example: nurses, health visitors, healthcare workers, social workers, teachers, teaching support staff.
- ◆ Children
- ◆ Patients who require special care provision.

iii Situations

- ◆ 1:1
- ◆ A minimum of 1 small group (10 people or less).
- ◆ A minimum of 1 large group session.

Higher National Unit Support Notes (cont)

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iv The 10 log sheets should cover a minimum of 5 of the following range:

- ◆ Prevention of caries.
- ◆ Prevention and control of periodontal disease.
- ◆ Prevention of further non carious tooth surface loss.
- ◆ Care of removable prostheses.
- ◆ Care of orthodontic appliances.
- ◆ Oral disease conditions that effect the oral cavity.
- ◆ Maintenance of oral health associated with advanced restorative care (implants).

v **Observation**

Observation of the candidate in the delivery of oral health interventions, a minimum of one each from the following:

- ◆ Individual (adult, child or adolescent).
- ◆ Small or Large group session (session observed must have more than 6 people).

Observation will provide the candidate with valuable feedback on their performance and also help to authenticate the candidate's portfolio evidence.

Evaluation Report

vi Candidates should produce an evaluative report based on one of the patient cases within the log sheets. The report should detail as a minimum:

- ◆ Explanation of the evaluation method chosen for 1 oral health education session.
- ◆ Effectiveness of plan and methods of delivery(findings from data collected).
- ◆ Reflection on the effectiveness of communication methods used.
- ◆ References to feedback received from participants and peers.
- ◆ Personal reflection on performance.
- ◆ Identification for areas for future improvement.

Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

Candidates will have opportunities throughout this Unit to develop aspects of the Core Skills in *Communication* at SCQF level 6, *Working with Others* at SCQF level 6, *Problem Solving* at SCQF level 5 and *Information and Communication Technology (ICT)* at SCQF Level 5.

History of changes to Unit

Version	Description of change	Date

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General information for learners

Unit title: Dental Nursing: Oral Health Education (SCQF level 8)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

This Unit is designed to provide you with the essential Knowledge and Skills required to provide effective oral health education and advice to a wide range of patients and professional groups. You will learn about the aetiology, progression and prevention of dental diseases and the importance of good nutrition in maintaining good oral health. You will also examine the range of oral health information, research and evidence-based guidance to inform the delivery of oral health education and how to effectively plan, deliver and evaluate oral health education sessions for range of individuals on a range of issues affecting oral health. You will examine the importance of good communication skills in delivering oral health interventions.

Although access to the Unit is at the discretion of the centre, you are required to be registered with the General Dental Council and be disclosed under the PVG scheme (2011) standard or enhanced. Assessment for the Unit is a mix of closed-book question papers, observation of your performance and product evidence from your practice. You will be asked to reflect on your own performance and evaluate a dental education session that you have planned and delivered, this will be in the form of an evaluative report.

On successful completion of the Unit you will be able to:

- ◆ Explain the aetiology, progression and methods of prevention of dental diseases.
- ◆ Explain the necessary nutritional components and how nutrition and diet affects oral health.
- ◆ Evaluate the range of information that can be used to inform the delivery of oral health education.
- ◆ Plan, deliver and evaluate oral health education sessions provided to a range of individuals.

You will have the opportunity to develop aspects of the Core Skills in *Communication*, *Working with Others*, *Problem Solving* and *Information and Communication Technology (ICT)*.