

QUESTIONS AND ANSWERS IN

ORAL HEALTH EDUCATION

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Questions and Answers in Oral Health Education

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This edition first published 2021
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9600 Garsington Road, Oxford, OX4 2DQ, UK

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Library of Congress Cataloging-in-Publication Data

Names: Foxhall, Chloe, author. | Lown, Anna, author.

Title: Questions and answers in oral health education / Chloe Foxhall, Anna Lown.

Description: Hoboken, NJ : Wiley-Blackwell, 2021. | Includes bibliographical references.

Identifiers: LCCN 2020030616 (print) | LCCN 2020030617 (ebook) | ISBN 9781119647270 (paperback) | ISBN 9781119647256 (adobe pdf) | ISBN 9781119647300 (epub)

Subjects: MESH: Oral Health | Mouth Diseases | Health Education, Dental | Examination Questions

Classification: LCC RK307 (print) | LCC RK307 (ebook) | NLM WU 18.2 | DDC 616.3/1-dc23

LC record available at <https://lccn.loc.gov/2020030616>

LC ebook record available at <https://lccn.loc.gov/2020030617>

Cover Design: Wiley

Cover Image: Courtesy of Chloe Foxhall

To Pieter Roos and Niel Pienaar for allowing us the opportunity to begin our careers in dentistry. For their love, support, and encouragement, we will be forever thankful.

Acknowledgements

Chloe Foxhall

To my partner, Chas Stephenson, who continues to love and support me throughout all of my personal and professional challenges.

To my parents, family, and friends, for always being there for me with reassurance and continuous support with everything I do, especially my mother who has given her time to read and correct my grammar while writing this book.

A heartfelt thank you to my colleague and friend Anna Lown who has supported me as a tutor and dental nurse and has taken her time to work alongside me on this book. I am truly grateful for the opportunity.

Anna Lown

To my husband Bobie and son Chester, for the love and support which they have given me to be able to help write this book. To my parents and family, for their encouragement throughout my career as a dental nurse and dental tutor, and for always being there for me.

I would also like to thank colleagues and work friends who make dentistry and teaching so enjoyable and gratifying.

Without a doubt, I would like to thank all of the dental practices and students who have used, and continue to use, us at Smiles Dental Training Ltd as their chosen course provider. For putting their trust in us to help them achieve their goals and start or progress in their career in dentistry.

Lastly, thank you to my colleague and friend Chloe, who had a dream about collaborating and writing a book

together, and who helped turn that dream into a reality. Whoever would have thought that we would be where we are now! I thank you for everything.

From us both:

Finally, a special thank you to Wiley Blackwell for publishing this book. A dream has been made into a reality to support other dental professionals in oral health education.

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Introduction

This book is designed to be an invaluable revision tool to assist students who are undertaking their Certificate in Oral Health Education and help to prepare them for their upcoming exam.

It provides an outline of the core topics that an oral health educator would be expected to have knowledge and understanding of and should be used as a revision tool alongside lecture notes and textbooks relating to oral health education. This book is intended as a resource to test the level of knowledge and understanding, while giving in-depth descriptions of the correct answers for each question. It also demonstrates multiple choice questions and extended matching question formats to help preparation for the final exam.

The book contains chapters on areas such as Oral Health Messages, Anatomy and the Oral Mucosa, Sugars, Lesson Preparation, and Communication. The wide range of topics covered will help underpin the knowledge required to be able to successfully pass the oral health education exam. It has been carefully designed to be easy to use through separating each topic into revision sections, which are then divided into question and answer format.

We hope that this book provides guidance and support to you during your studies and we thank you as our readers and students. We wish you all the best in your dental career.

How to use Question and Answers in Oral Health Education

This book has been written based on two styles of questions: multiple choice questions and extended matching questions that are used in the National Examination Board for Dental Nurses (NEBDN) Post Registration Qualification in Oral Health Education exam. Students should read through this section of the book before using it as a revision guide in order to gain the best possible understanding of how the questions are prepared.

This book is designed to aid revision for students wanting to progress their knowledge in oral health education.

Multiple Choice Questions (MCQ)

Multiple choice questions are usually a one- or two-line question that has several possible answers. They usually will provide some subject matter in the first line and the second line will ask the question; sometimes these will be combined. The answers will be written in alphabetical or numerical order and only one answer will be correct. Each question is worth one mark.

All of the questions are written in the same format; therefore, the student will need to have the relevant knowledge to apply to the scenario of the question in order to answer it correctly and score one mark.

During the exam, the student will have a marking sheet on which their answers should be marked in pencil with a single horizontal line through the appropriate square. Only one box should be marked for each question otherwise the computer marking system will reject the student's answer

for that question and will leave the student without a mark. The marking system will also reject any question that is marked with a cross (x), a tick (✓), or a circle (□).

Extended Matching Questions (EMQ)

Extended matching questions are in the same format as the multiple choice questions; however, the student is often given a scenario to provide background information, and then follows the question. There are a minimum of six answers to choose from, usually at least 8, and the same option list is used for at least two questions. Each of the lists of answers are based around one topic.

The student will mark the answers on a marking sheet in pencil with a single horizontal line through the appropriate square. Only one box should be marked for each question otherwise the computer marking system will reject the student's answer for that question and leave the student without a mark. The marking system will also reject any question that is marked with a cross (x), a tick (✓), or a circle (□).

All of the questions are written in the same format; therefore, the student will need to have the relevant knowledge to apply to the scenario of the question in order to answer it correctly and score one mark.

About the Companion Website

This book also has a companion website:

www.wiley.com/go/foxhall/oral-health-education



This website includes:

- Multiple choice questions
- Extended matching questions
- Sample questions and keywords
- Videos

Roles and Responsibilities

In a dental practice there are many people that make up a team in order to have a well functioning unit. This includes dentists, hygienists, therapists, and dental nurses.

Clinicians are able to take on further studies and become specialists in various other fields, such as oral surgery or endodontics. Dental Care Professionals (DCPs) are now able to study to hold extended duties. Some examples of these are oral health education, radiography, sedation nursing, impression taking, or implant nursing.

Dentist

A student spends five years completing undergraduate training at a university dental school. When the final examinations are completed, the students are awarded a Bachelor of Dental Surgery (BDS) which then allows them to enrol onto the dentist register with the General Dental Council (GDC). The register is held by the GDC and contains the dentist's full name, GDC number, and qualifications; the register is made public so patients can access these details.

Dentists that are registered have many opportunities to progress in the profession depending on their interests. Some of the options they have depending on location are:

- general practice, either NHS or private
- community dental services
- educational services
- armed forces
- hospital services.

Dental Nurse

A dental nurse is trained to work alongside the dentist and support them while servicing patients in whichever area they decide to work; this could be in a general practice, NHS, or private, community dental services, armed forces, or hospital services. Before 2008, dental nurses were not classed as a registered profession. A dental nurse at that time could be recruited and work without any education or professional qualification. Now, a dental nurse – on completing their qualification with an accredited course provider – must register with the GDC in order to continue working. This registration is then renewed every year in order to continue working in the profession.

A dental nurse role should include, but is not limited to, the following:

- Performing chairside assistance to a dentist, hygienist, or therapist throughout all procedures safely and effectively and in accordance to the GDCS scope of practice and your level of training.
- Following practice policies and procedures.
- Maintaining indemnity and registration with the GDC.
- Undertaking CPD in line with the GDC guidelines for E-CPD.
- Maintaining and promoting productive working relationships with colleagues.
- Assisting any trainee dental nurses within the practice.
- Assisting with any reception or other clerical duties as required.
- Following health and safety guidelines to ensure safety for all members of the dental team.

- Complying with all guidelines, such as: PPE, COSHH, mercury handling, infection control, and waste disposal.
- Acting in accordance to all practice rules and codes of conduct.

Key tasks for a dental nurse could be, but are not limited to:

- Following the practice procedures for infection prevention and control.
- Setting up and preparing treatment rooms for each patient's appointment.
- Preparing necessary materials and instruments, making sure that equipment and instruments are in safe working order.
- Disposing of waste in the correct bins, such as clinical waste, special waste, and normal waste.
- Assisting during taking and development of radiographs to your level of training.
- Having relevant paperwork ready on reception, in surgery, or for a patient if requested.
- Preparing and sending referrals to your level of training.
- Maintaining and decontaminating equipment as per manufacturer's instructions.
- Providing chairside support to the dentist, hygienist, or therapist during treatments.
- Preparing materials and equipment.
- Assisting in keeping full, accurate, and contemporaneous clinical notes for each patient.

- Monitoring, supporting, and reassuring patients.
- Supporting colleagues if there is a medical emergency.
- Following all compliance rules set out by your practice.

Oral Health Educator

An oral health educator has an important role within the dental setting to help prevent oral disease and promote good oral healthcare. Working as an educator means you have to hold a session, seeing patients on a one-to-one basis and promoting good oral health. These sessions could be held with a range of patients from children right the way through to senior patients. You may even be required to work within the community, meeting at schools and providing group sessions offering advice to children and their parents. As an oral health educator, you may want to expand your knowledge onto further areas such as:

- diet and nutrition
- impression taking
- fluoride application
- smoking cessation.

Working as an oral health educator, you are aiming to:

- Reduce the patient's risk of dental caries, periodontal disease, and oral cancer.
- Improve the patient's quality of life, including social and mental wellbeing.
- Improve the patient's education on how to care for their oral health.

To complete the aims outlined above, you may be asked to:

- Give advice to patients within a dental practice setting on referral from a dentist or orthodontist.
- Travel out into the community to visit schools, care homes, foster homes, etc.
- Provide group educational sessions to a certain target group.
- Provide oral health instructions while working under supervision of a dentist.
- Support clinical public health programmes/projects.
- Participate in the design, development, and maintenance of oral health education materials, equipment, and visual aids.
- Deliver in-service training for healthcare/multiagency staff and to the staff in educational establishments.

Standards for the Dental Team - GDC

The GDC created the Standards for the Dental Team in 2013. They were put in place so dental care professionals have a strong understanding of what is expected of them within their role. The document contains nine principles; each principle outlines the patient's expectation, and the standards and the guidance on how this should be achieved and maintained day to day. The document clearly states that the nine principles are not placed in order of importance or priority. The standards that fall under each principle are what **must** be followed. The guidance is given to help meet the standards. All dental care professionals are expected to follow the guidance to provide professional judgements where necessary; if judgement is made, it should be easily justifiable if it is not in line with the guidance given. Within the document, anything that **should** be applied, may not apply to every situation through

exceptional circumstances – which is when your judgement on how to handle the situation would be taken into account.

Principle 1 – Put Patients' Interests First

Patient expectation:

- To be able to explain preferences or concerns to a professional who will listen and take all information into consideration.
- To be able to express their cultures and values within the practice and be respected as an individual.
- That all professionals will work honestly and with integrity.
- To receive treatment from a plan that has been created for the individual in accordance with the patient's health and wellbeing.
- That the environment is clean and safe.
- To be able to access the practice by reasonable adjustment if the patient has a disability.
- That financial gain will not be the top priority and the patient's needs will always be put first.
- If any harm is suffered during dental treatment, then the staff will redress this.
- That any pain or anxiety that could be experienced will be managed as required.

The following information has been extracted from the GDC Standards for the Dental Team document.

Standard 1.1 Listen to your patients

1.1.1 You must provide the patient with a full discussion on the treatment options and listen carefully to anything the patient may disclose. Welcome questions from the patient.

Standard 1.2 Treat every patient with dignity and respect at all times

1.2.1 Your body language and tone of voice should be considered on how it may be perceived.

1.2.2 You should take patients' preferences into account and be sensitive to their individual needs and values.

1.2.3 You must treat patients with kindness and compassion.

1.2.4 You should manage patients' dental pain and anxiety appropriately, to ensure the comfort of the patient being treated.

Standard 1.3 Be honest and act with integrity

1.3.1 You must justify the trust that patients, the public, and your colleagues place in you by always acting honestly and fairly in your dealings with them. This applies to any business or education activities in which you are involved as well as to your professional dealings.

1.3.2 You must make sure you do not bring the profession to disrepute.

1.3.3 You must make sure that any advertising, promotional material, or other information that you produce is accurate and not misleading and complies with the GDC's guidance on ethical advertising.

Standard 1.4 Take a holistic and preventative approach to patient care which is appropriate to the individual patient

1.4.1 A holistic approach means you must take account of patients' overall health, their psychological, and social

needs, their long term oral health needs, and their desired outcomes.

1.4.2 You must provide patients with treatment that is in their best interests, providing appropriate oral health advice and following clinical guidelines relevant to their situation. You may need to balance their oral health needs with their desired outcomes. If their desired outcome is not achievable or is not in the best interests of their oral health, you must explain the risks, benefits, and likely outcomes to help them to make a decision.

Standard 1.5 Treat patients in a hygienic and safe environment

1.5.1 You must find out about the laws and regulations which apply to your clinical practice, your premises, and your obligations as an employer and you must follow them at all times. This will include (but is not limited to) legislation relating to:

- the disposal of clinical and other hazardous waste
- radiography
- health and safety
- decontamination
- medical devices.

1.5.2 You must make sure that you have all necessary vaccinations and follow guidance relating to blood-borne viruses.

1.5.3 You must follow the guidance on medical emergencies and training updates issued by the Resuscitation Council (UK).

1.5.4 You must record all patient safety incidents and report them promptly to the appropriate national body.

Standard 1.6 Treat patients fairly, as individuals, and without discrimination

1.6.1 You must not discriminate against patients on the grounds of:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

You must also ensure that you do not discriminate against patients or groups of patients for any other reasons such as nationality, special needs, health, lifestyle, or any other consideration.

1.6.2 You must be aware of and adhere to all your responsibilities as set out in relevant equalities legislation.

1.6.3 You must consider patients' disabilities and make reasonable adjustments to allow them to receive care which meets their needs. If you cannot make reasonable adjustments to treat a patient safely, you should consider referring them to a colleague.

1.6.4 You must not express your personal beliefs (including political, religious, or moral beliefs) to patients in any way that exploits their vulnerability or could cause them distress.