

# Revision notes

# Oral Health Education

for dental care professionals

# Course objectives

## Module 1

### Introduction and overview

- ▶ Explain the main functions of the oral cavity.
- ▶ Describe the structure and functions of the hard tissues.
- ▶ Describe the structure and functions of the soft tissues.
- ▶ Explain the composition and role of saliva.

## Module 2

### Plaque

- ▶ Describe the composition and development of plaque.
- ▶ Explain the differences between aerobic and anaerobic bacteria and their role in plaque development.
- ▶ Describe the composition of calculus and distinguish between the two types of calculus.
- ▶ Explain the consequences of plaque and calculus formation.
- ▶ Define intrinsic and extrinsic staining and list their causes.

## Module 3

### Chronic Gingivitis

- ▶ Define the terms gingivitis and inflammation.
- ▶ Describe the primary and secondary causes of chronic gingivitis.
- ▶ Understand the difference between signs and symptoms, and list the signs and symptoms of chronic gingivitis.
- ▶ Explain the best ways to prevent and manage the condition.

## Module 4

### Chronic Periodontitis

- ▶ Define chronic periodontitis and understand how it differs from chronic gingivitis.
- ▶ Describe the primary and secondary causes of periodontitis.
- ▶ List the signs and symptoms of chronic periodontitis and distinguish these from those of chronic gingivitis.
- ▶ Explain the best way to manage the condition.

## Module 5

### Oral Diseases

- ▶ Describe the main clinical features of 10 oral diseases.
- ▶ Explain the causes of these diseases and the best ways to treat them.
- ▶ Understand how other diseases can affect the health of the oral cavity and how the use of drugs, prescribed or otherwise, can affect the oral cavity.

## **Module 6**

### **Caries**

- ▶ Define dental caries.
- ▶ Describe the causes and progression of dental caries.
- ▶ List the most common and least common sites where caries occurs.
- ▶ Describe two studies that demonstrate the link between sugar consumption and caries.

## **Module 7**

### **Toothwear**

- ▶ Distinguish between the 4 types of tooth surface loss.
- ▶ Describe the causes and clinical features of each type of tooth surface loss.
- ▶ Explain how to prevent and manage tooth surface loss.
- ▶ Explain the causes and management of dentine hypersensitivity.

## **Module 8**

### **Xerostomia**

- ▶ Define xerostomia.
- ▶ List the causes of xerostomia.
- ▶ Explain the best way to manage the condition.

## **Module 9**

### **Sugar**

- ▶ List the common sugars and their sources.
- ▶ Define COMA and explain the COMA classification of sugar.
- ▶ Know the cariogenicity of the common sugars.
- ▶ List the 6 dietary recommendations covered in the NACNE report.
- ▶ Differentiate between bulk and intense sweeteners and state their uses.

## **Module 10**

### **Fluoride**

- ▶ Define fluoride and state where it occurs naturally.
- ▶ Know how and when fluoride was discovered to protect teeth against caries, and the role McKay and Trendley-Dean had in this discovery.
- ▶ State the significance of the Strathclyde case and the Knox report had on water fluoridation in the UK
- ▶ Explain how fluoride protects teeth against caries and define fluorosis.
- ▶ Differentiate between systemic and topical administration of fluoride
- ▶ List the products available to provide both topical and systemic fluoride
- ▶ Know the arguments for and against the fluoridation of water.

## **Module 11**

### **Fissure sealants**

- ▶ Explain what a fissure sealant is and why it is used.
- ▶ List the most common sites for the sealant to be applied.
- ▶ Describe the technique of fissure sealing.

## **Module 12**

### **Smoking cessation**

- ▶ List the reasons why people smoke
- ▶ Explain the effects of smoking on the health of adults, children and the foetus
- ▶ List the oral health conditions and general health conditions caused by smoking
- ▶ Describe the Process of Change and be able to draw Prochaska and Diclemente's Cycle of Change diagram which illustrates the process.
- ▶ List the types of Nicotine Replacement Therapy products that are available.

## **Module 13**

### **Communication**

- ▶ Define communication
- ▶ List and briefly describe the three key aspects of effective communication
- ▶ Quote the 'three rules of communication'
- ▶ Recognise barriers to communication
- ▶ Define 'information fade'
- ▶ Recognise the increasing role of the media in communicating with the public

## **Module 14**

### **Principles of education**

- ▶ List and briefly describe the three domains of learning
- ▶ Explain the difference between aims and objectives
- ▶ Write aims and objectives for a teaching session
- ▶ Construct a lesson plan and questionnaire – and
- ▶ Answer written questions on evaluation

## **Module 15**

### **PDU (preventative dental unit)**

- ▶ Explain the factors to be considered in setting up a PDU.
- ▶ Describe the characteristics of a well organised PDU.
- ▶ List the points to remember when organising a display.

## **Module 16**

### **Planning an oral health education seminar**

- ▶ Plan and prepare an oral health education session.
- ▶ Complete a lesson plan and record sheet for an OHE session.
- ▶ State what is meant by 'information fade' and explain ways to help prevent it.
- ▶ Plan and design leaflets and posters to deliver an oral health message.

## Module 17

### Anti-plaque agents

- ▶ Define an anti-plaque agent.
- ▶ List the anti-plaque agents used in toothpastes and mouthwashes.
- ▶ State the percentages of the active ingredients chlorhexidine gluconate and fluoride found in toothpastes and mouthwashes, and explain their recommended usage and side effects.
- ▶ List the functions of sugar-free chewing gum.

## Module 18

### Practical oral hygiene instruction

- ▶ Motivate patients to improve plaque control
- ▶ Explain the benefits of 'disclosing'
- ▶ Advise the patient on the most suitable toothbrush to use
- ▶ Discuss the advantages or disadvantages of various toothpastes
- ▶ Demonstrate suitable toothbrushing techniques
- ▶ Give practical instruction in interdental cleaning

## Module 19

### Oral health target groups and case studies: pregnant and nursing mothers

- ▶ Confidently discuss dental issues related to pregnancy with a patient.
- ▶ List the signs and symptoms of Pregnancy Gingivitis
- ▶ Explain the risks, to mother and baby, of smoking during pregnancy, the nursing period and beyond.

## Module 20

### Parents of children up to 11 years old

- ▶ Discuss eruption dates and ongoing care of deciduous and permanent teeth with parents
- ▶ Give advice to parents on the appropriate use of fluoride
- ▶ Advise on safe snacks and drinks for teeth for children up to 11 years old
- ▶ Advise parents on the importance of regular dental visits

## Module 21

### Adolescents

- ▶ Use your knowledge to motivate adolescent patients towards improved oral health, including specific advice during orthodontic treatment.
- ▶ Advise on appropriate snacks and drinks
- ▶ Explain which fluoride-containing products should be used
- ▶ Demonstrate the care of orthodontic appliances
- ▶ Briefly differentiate between Angle's Classes.



## **Module 22**

### **Older people**

- ▶ Explain who is included in this target group
- ▶ State the percentage of people with some natural teeth in the most recent survey
- ▶ Describe the reasons for deterioration in oral health in older people
- ▶ State the COMA report recommendation for consumption of NMES by older people and suggest suitable alternatives in the diet
- ▶ List medical conditions which may prevent this group from visiting the dentist
- ▶ State particular dental conditions to which they are prone
- ▶ Describe ways of motivating older people and helping them overcome problems

## **Module 27**

### **Primary, secondary and tertiary prevention**

- ▶ Discuss the meaning of the term 'evidence based prevention'
- ▶ Explain (giving examples) what is meant by primary, secondary and tertiary prevention (in relation to dental health)
- ▶ State the recommendations of the NICE report on the intervals between routine dental examinations and
- ▶ Describe the role of SIGN