

Post Registration Qualifications for Dental Care Professionals

Questions & Answers



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How to use this book

This book is a revision resource tool which has been written with dental nurses in mind to assist them in establishing any gaps in their personal knowledge, enabling them to prepare for any final assessment/examination. However, it could be used by other members of the dental team preparing for forthcoming examinations. It is split into subject areas, assigning a chapter to each topic to reflect the current ones where dental nurses can access courses and qualifications, being designed to aid preparation for final examinations. It has been written in a user-friendly manner covering all aspects relevant to the National Examining Board for Dental Nurses' examinations.

Although subjects are stand-alone, additional questions relating to common topics such as law and ethics, medical emergencies, cross-infection control, health and safety, and patient care may be found in other chapters.

There is no intention of instructing/criticising clinicians, or any professionals on their role in the clinical environment, which has only been explained to further the knowledge of dental nurses through this revision resource book. Any offence is entirely unintended and apologies are tendered for any perceived affront.

Dental nurses are subsequently reminded/warned that on no account should they undertake any duty that is solely the province of any other General Dental Council or Health Care Professional.

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Rebecca Davies

I have endeavoured to write a selection of questions primarily to test dental nurses, hygienists and therapists on dental radiography and radiology. I give no excuses for some of the difficult questions that lie ahead. For those of you who will take dental radiographs you have a responsibility to your patients, your colleagues, members of the public and yourselves to have a good knowledge and respect for ionising radiation.

Many people have helped me along this journey, and to all of them I am extremely grateful.

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Wendy Lee

Dedicated to all the dental nurses who have shown, and will continue to show, enormous commitment and effort to improve their professional skills and understanding of Orthodontics to the benefit of their patients.

Special thanks must go to Clare McNamara, Consultant Orthodontist, whose inspirational leadership and enthusiasm ensures a high standard is taught within our courses.

Dominic O'Sullivan

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Frances Marriott

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Over the years, other family members and good friends have been a real source of support too. Through their continued positivity, kindness and generous goodwill, the vision of having a totally 'non-clinical' community based Oral Health Education and Information service (Focus Oral Health CIC) has been achieved – special thanks go to my colleague Lorraine and her family for signing up to our 'journey'.

Without a doubt, I also thank all of the patients I have cared for throughout my years in Special Care Dentistry. It has been a true privilege to meet such a diverse community of people who, in all honesty, have both enriched my clinical practice and actually taught me my 'job'. It is intentional, therefore, that some details within my chapters on Special Care Dentistry and Oral Health Education is indeed based on personal learning and authentic experience.

About the companion website

This book is accompanied by a companion website:

www.wiley.com/go/rogers/post-registration-dental-care-questions

The website includes:

Example questions reflecting different methods of assessment.

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Special care dental nursing

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SECTION I Questions: Disability awareness

LEARNING OUTCOMES

At the end of this section, you should be able to identify any gaps in knowledge associated with the following:

- Impairment and disability
- Related legislation and guidelines - consent
- Barriers to access

Impairment and disability

1. Define the term 'Impairment'.
2. Define the term 'Disability'.
3. Disability can be listed under four main classifications. What are these?
4. Give an example of an impairment for each of the four classifications of disability.
5. What is meant by the Social Model of Disability?
6. What is meant by the Medical Model of Disability?

Related legislation and guidelines - consent

1. State three key legislative Acts which help inform the delivery of Special Care Dentistry.
2. In 2011, the 'Public Sector Equality Duty' became part of the Equality Act. State one action the

amendment required that public organisations need to take.

3. State three 'dentally related' documents which help inform delivery of oral health care for people with disabilities.

4. In relation to Health and Social Care, a new Act was introduced in 2012 – what was it called?

5. When determining a new way of working or a new policy in healthcare provision, what is an EIA?

6. From date of diagnosis, progressive conditions such as HIV, Cancer and Multiple Sclerosis are covered by which key disability related legislation?

7. In relation to obtaining consent in England and Wales, what do the letters MCA stand for?

8. When did the MCA come into force?

9. In relation to obtaining consent in Scotland, which Act is involved?

10. When did this Act come into force?

11. A person who supports another person (who lacks capacity and has no appropriate family or friends to consult) to make decisions is called an IMCA? What does this stand for?

12. State two types of situation when the services of an IMCA may be necessary.

13. Another form of advocacy support is via an IMHA – what do these letters stand for?

14. To protect a vulnerable person from harm, DoLS may be implemented – what is this?

15. State three ways in which the 'principles' of informed consent can be implemented.

Barriers to access

- 1.** State two ways patient general anxiety may be triggered/increased in the dental waiting room.
- 2.** State three 'physical' environmental barriers to access dental care.
- 3.** State three 'organisational' barriers to access dental care.
- 4.** State three 'social' barriers to access dental care.
- 5.** State two 'cultural' barriers to access dental care.
- 6.** State three 'medical' barriers in relation to patient care and management.
- 7.** State three 'communication' barriers in relation to patient care and management.

SECTION II Questions: Facilitating access

LEARNING OUTCOMES

At the end of this section, you should be able to identify any gaps in knowledge associated with the following:

- Providing special care dentistry
- Reasonable adjustments
- Oral health screening

Providing special care dentistry

1. What is Special Care Dentistry?
2. Describe three 'community' providers of Special Care Dentistry.
3. State three dental specialties that may be found in the Hospital setting.
4. Describe the purpose of a mobile dental unit.
5. State four ways that provision of a dental service in a mobile dental unit may differ from working in a fixed clinic?

Reasonable adjustments

1. Describe four examples of environmental 'reasonable adjustments' for gaining access to the dental clinical setting.
2. Describe four examples of environmental 'reasonable adjustments' upon entering the dental clinical setting.

- 3.** State three considerations in relation to seating arrangements in the waiting room.
- 4.** Give an example of a 'reasonable adjustment' in relation to information provision.
- 5.** How can a patient who needs help to complete their medical history be supported?
- 6.** Give an example of 'inclusive' language to replace the statement 'disabled toilet'.
- 7.** 'Disability etiquette' is important. Give an example of steps to take when meeting a person who is a wheelchair user.
- 8.** Give an example of considerations to take when meeting a person who requires help with navigation.

Oral health screening

- 1.** Oral health screenings are carried out by Community Dental Services. What is the correct name for this work?
- 2.** Give two advantages of carrying out oral health screenings.
- 3.** Give three disadvantages of carrying out oral health screenings.
- 4.** State five considerations during the initial planning of an oral health screening.
- 5.** State three considerations required on arriving at the venue on day of oral health screening.
- 6.** State six items required for carrying out an oral health screening.
- 7.** State three considerations required for after an oral health screening has been carried out.

SECTION III Questions: Communication

LEARNING OUTCOMES

At the end of this section, you should be able to identify any gaps in knowledge associated with:

- Pre-visit information – supporting patient and carer
- Sensory impairment
- Alternative communication

Pre-visit information – supporting patient and carer

1. When scheduling an initial dental visit, state at least three considerations to be made.
2. State two pieces of information a Dental Nurse could provide to the patient/carers prior to attending the dental clinic.
3. State two pieces of information a Dental Nurse could provide to the patient/carers prior to attending for actual dental treatment.
4. 'Personal preference' information helps in determining successful outcomes for patients – give four examples of what this could include.
5. What communication and interpersonal skills are required to enhance support for individuals with diverse needs?
6. State two health-related conditions that may impair communication.

7. What are the four modalities of language?
8. What does the term Dysarthria mean?
9. What is an inability to understand spoken or written work known as?
10. State three 'environmental' barriers to effective communication in the clinical setting.

Sensory impairment

1. What is meant by the term sight loss?
2. Partial sight is categorised by different levels - what are they?
3. Define the term blindness.
4. What are the leading causes of sight loss?
5. What are the leading causes of blindness?
6. Define visual impairment.
7. What is meant by visual acuity?
8. Myopia is the clinical term for which eye condition?
9. What is the role of an Optometrist?
10. What is the role of an Ophthalmologist?
11. What is the role of an Orthoptist?
12. How can hearing impairment occur?
13. What is tinnitus?
14. State three ways in which effective communication for people with hearing impairment may be facilitated.
15. What is a hearing loop system?
16. What is a Cochlear implant?

- 17.** State three ways in which effective communication for someone with visual impairment may be facilitated.
- 18.** State three ways information may be effectively provided for someone with visual impairment.
- 19.** State three ways effective communication for people with a cognitive disability may be facilitated.
- 20.** When providing information for a person with Learning Disability – what is meant by the term ‘sequencing’?
- 21.** State three ways in which effective communication for people with speech impairment may be facilitated.
- 22.** State three ways in which effective communication for people with mobility impairment may be facilitated.
- 23.** A person with Autism may have several ‘sensory’ challenges – name four.

Alternative communication

- 1.** BSL is a communication method used predominately by members of the Deaf community – what is it?
- 2.** Lip reading is what type of communication?
- 3.** The Total Communication approach uses a combination of communication methods – state five methods that may be included.
- 4.** What is Makaton?
- 5.** Give the name of two commonly used picture symbol sets.
- 6.** What is Braille?
- 7.** What is Moon?
- 8.** What is the deaf-blind manual alphabet?