

Post Registration Qualifications for Dental Care Professionals

Questions & Answers



NICOLA ROGERS | REBECCA DAVIES | WENDY LEE
DOMINIC O'SULLIVAN | FRANCES MARRIOTT



WILEY Blackwell

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Nicola Rogers RDN, NEBDN National Certificate in Dental Nursing, NEBDN Certificate in Dental Sedation Nursing, NEBDN Certificate in Dental Radiography, NEBDN Certificate in Oral Health Education

Tutor of the Year 2010 (DDU Educational Awards)
Author of *Basic Guide to Dental Sedation Nursing*
Dental Nurse Tutor, Pre and Post Registration Training
Bristol Dental Hospital
Bristol, UK

Rebecca Davies BChD (Hons), MFDSRCS (Eng), MSc, DRRRCR

Consultant and Honorary Senior Lecturer in Dental and Maxillofacial Radiology
University Hospitals Bristol NHS Foundation Trust
Bristol Dental Hospital
Bristol, UK

Wendy Lee Dip Orth Ther (Edin)

DCP Tutor
Bristol Dental Hospital
Bristol, UK

Dominic O'Sullivan BDS, FDSRCS (Eng), PhD, FDS (Rest Dent) RCS, FHEA

Professor in Restorative Dentistry
Programme Director for MSc in Dental Implantology
Graduate Director for School of Oral and Dental Sciences
Bristol Dental Hospital
Bristol, UK

Frances Marriott RDH MRSPH Cert Ed, Diploma in Dental Hygiene

Royal Society of Public Health–Diploma in Nutrition and Diet
Stonebridge Associated Colleges–Diploma in Post Traumatic Stress Disorder
Certificate in Education (University of Plymouth)
Company Director–Focus Oral Health CIC
Plymouth, UK

WILEY Blackwell

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The Atrium, Southern Gate, Chichester, West Sussex, PO19 8SQ, UK
1606 Golden Aspen Drive, Suites 103 and 104, Ames, Iowa 50010, USA

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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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Nicola Rogers

To my husband David and son Sean, both of whom I am very proud for their own personal achievements, for the love, perseverance and continual support they have shown while I have been writing this chapter.

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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

To Nikki and Wiley Blackwell for inviting me to take part in this book. To my parents and family for encouraging me and supporting me throughout my education and career and for always being there for me. Especially my father for his incredibly wise words of advice over the years.

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/carer prior to attending the dental clinic.
3. State two pieces of information a Dental Nurse could provide to the patient/carer 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?
9. How does the 'block alphabet' differ from the deaf-blind manual alphabet?
10. Name two non-verbal methods of communication that are based purely on physical movement.
11. State an alternative method for verbal communication to occur via use of technology.
12. What is a picture board?
13. When could an Alternative and Augmentative Communication (AAC) system be used?
14. State one way in which an Alternative and Augmentative Communication (AAC) system may be operated.
15. How can telecommunications items be adapted to support effective communication?
16. Interpreters can be employed to assist with communication – name two types of interpreters.
17. Describe the three common steps used during the teaching of a new skill.
18. What is the purpose of a palatal lift (training) device?

SECTION IV Questions: Diversity of need

LEARNING OUTCOMES

At the end of this section, you should be able to identify any gaps in knowledge associated with provision of dental care for patients of all ages who may have:

- Medically compromising conditions
- Cancer and palliative care
- Learning and physical disabilities

Medically compromising conditions

1. What is the difference between a sign and a symptom?
2. In relation to 'cardiac' complications, what is a VSD?
3. What is meant by the term cardiovascular disease (CVD)?
4. Mention two types of CVD.

5. In relation to CVD, there are two main reasons for a 'reduced' blood flow – what are they?
6. In relation to respiratory complications, what do the letters COPD stand for?
7. When trying to ascertain how far a patient may be able to lie back in dental chair, what useful, simple questions may be asked?
8. What is Asthma?
9. Application of topical fluoride varnish is contraindicated in some patients with Asthma – state the exclusion criteria.
10. What is a tracheotomy (or tracheostomy)?
11. What is Anaemia?
12. State three common orofacial signs/symptoms of Anaemia.
13. Define what is meant by a 'bleeding disorder'.
14. What is Haemophilia?
15. Factor VIII is used in the treatment of which coagulation disorder?
16. What is Christmas disease?
17. What intraoral signs may be seen in relation to von Willebrand's disease?
18. What do the letters INR stand for?
19. Which is the commonly prescribed drug monitored by carrying out INR checks?
20. Diabetes can occur in all ages – what are the two main types?
21. Give the name of a drug commonly prescribed in relation to Diabetes controlled by diet.
22. What is Liver Cirrhosis?
23. How may Liver Cirrhosis be caused?
24. State an oral presentation affecting 'hard' dental tissue that may present in a patient with Liver Cirrhosis.
25. State an oral presentation affecting 'soft' oral tissue that may present in a patient with Liver Cirrhosis.
26. What is Hepatitis?
27. Hepatitis viruses are referred to as 'types' – state two of the five main ones.

- 28.** Which types of Hepatitis are of particular interest in the dental setting?
- 29.** For which Hepatitis a vaccination can be given as part of 'Personal Protective Equipment'?
- 30.** What do the letters HIV stand for?
- 31.** State three oral lesions/conditions strongly associated with HIV infection.
- 32.** Advanced stage HIV may progress to AIDS – what do these letters AIDS stand for?
- 33.** The CD4 count for a person with AIDS is likely to be below which level?
- 34.** Define the term Kidney Disease.
- 35.** How does End Stage Renal Disease (ERSD) differ from chronic Kidney Disease?
- 36.** What is the difference between Peritoneal Dialysis and Haemodialysis?
- 37.** Define the term Gastrointestinal Disease.
- 38.** What is Crohn's Disease?
- 39.** State two orofacial signs of Crohn's Disease.
- 40.** What do the letters GERD (or GORD) stand for?
- 41.** What is Rheumatoid Arthritis?
- 42.** How can Rheumatoid Arthritis impact on oral health?
- 43.** What is Sjogren's Syndrome?
- 44.** How can Sjogren's Syndrome impact on oral health?
- 45.** What is Scleroderma?
- 46.** How can Scleroderma affect oral care?
- 47.** What is meant by Neurodisability?
- 48.** State three types of difficulty that may occur due to Neurodisability.
- 49.** Give an example of a 'progressive' neurological disease.
- 50.** State two reasons why acquired brain injury may occur.
- 51.** What is the correct term to describe a 'lack of oxygen' to the brain or other tissues?
- 52.** Give an example of a neurological 'acquired' disability.

53. What is the correct medical term for a Stroke and why may a Stroke occur?
54. In relation to the risk of Stroke – what is a TIA?
55. What is Dementia?
56. State two types of Dementia.
57. What is Multiple Sclerosis?
58. Multiple Sclerosis may present in three different stages – what are these?
59. Epilepsy is a symptom of an underlying neurological disorder – what is a seizure?
60. What sort of physical presentations may precede a seizure?
61. What does the term ‘absence’ mean in relation to seizures?
62. Describe what may be seen in relation to Tonic and Clonic seizures.
63. What is the name of the condition involving a neural tube defect of the spinal cord at birth?
64. What is Huntington’s Disease?
65. What is Cystic Fibrosis?

Cancer and palliative care

1. Define Chemotherapy.
2. Define Radiotherapy.
3. In relation to treatment of cancer, what is Oral Mucositis?
4. State two signs/symptoms of Oral Mucositis.
5. What is trismus?
6. Define the terms benign and malignant.
7. Define the term lesion.
8. Define the term histopathology.
9. Define the term sedative filling.
10. What does the term therapeutic mean?

11. What does the term palliative care mean?
12. Pain control can also be influenced by use of an appropriate bed and bedding – state two types of mattress that may enhance patient comfort.
13. A palliative care team could include a variety of members from the multidisciplinary team – state two disciplines that may be included.

Learning and physical disabilities

1. What is meant by 'Learning Disability, Learning Difficulty and Intellectual Disability' within adult Health and Social Care.
2. Define 'Learning Difficulty' within education services.
3. In UK education services, what do the letters SEN stand for?
4. What type of need/s may a person with Profound and Multiple Learning Disability (PMLD) have?
5. What do the letters 'IQ' stand for?
6. What is Dyslexia?
7. What is Fragile X Syndrome?
8. What is Duchenne Muscular Dystrophy?
9. What is Down's Syndrome and how does it occur?
10. State five physical features that may present in a patient with Down's Syndrome.
11. When treating a patient with Down's Syndrome, care must be taken with positioning in relation to neck region – why?
12. Drinking alcohol during pregnancy may result in the baby being born with which syndrome?
13. Autism is a lifelong developmental disability. When does it tend to appear?
14. Which 'umbrella term' covers the range of disorders that includes Autism?
15. In relation to Autistic Spectrum Disorder (ASD) – what is the 'Triad of Impairment'?
16. What is Asperger's Syndrome?
17. What does ADHD stand for?
18. Name a bone disorder commonly found in older women.

19. What is Paget's Disease?
20. What is Scoliosis?
21. Spinal Cord Injury may result in Monoplegia, Paraplegia or Quadriplegia – how do they differ from each other?
22. In what other ways can Spinal Cord Injury affect the limbs and the body?
23. What does the term 'gait' relate to?
24. Give an example of 'fine' and 'gross' motor movements.
25. Which part of the brain controls balance and muscle tone?
26. What is Dyskinesia?
27. What is Dyspraxia or Apraxia?
28. What is the difference between Hypertonia and Hypotonia?
29. Describe the term Dystonia.
30. What is the name of the toxin used to treat patients who have Dystonia?
31. Define Cerebral Palsy.
32. What are the main causes of Cerebral Palsy?
33. State two factors that may increase the risk of Cerebral Palsy.
34. State two main types of Cerebral Palsy.
35. What common orofacial presentations may be seen in Cerebral Palsy?

SECTION V Questions: Preparing for patient visit

LEARNING OUTCOMES

At the end of this section, you should be able to identify any gaps in knowledge associated with caring for patients in clinical and domiciliary settings:

- Patient assessment
- Organising patient transport
- Domiciliary care

Patient assessment

1. The term 'vulnerable/disadvantaged' groups commonly refer to which key 'age' groups?
2. The term 'vulnerable/disadvantaged' groups include which 'income-related' groups?
3. The term 'vulnerable/disadvantaged' groups may include groups who experience 'discrimination or other social disadvantage' – State three examples.
4. What sort of 'population areas' could the term 'vulnerable/disadvantaged' be applied to?
5. What key information needs to be collated prior to the patient attending for treatment? State four considerations.
6. State three considerations to be taken when caring specifically for people who are wheelchair users.
7. Give three ways how the dental nurse can ensure that an appropriate 'treatment setting' is available for patient.
8. State three patient criteria likely to be included in a Special Care 'case mix' model.
9. State five steps that can be taken to help reduce the risk of medical emergencies.
10. What does the abbreviation ASA stand for?
11. What is the name of an assessment scale commonly used to measure dental anxiety?
12. What is meant by the term Dysphagia?
13. What are the factors involved in Dysphagia?
14. State three signs or symptoms of Dysphagia.
15. What is the main purpose of carrying out a 'videofluoroscopy'?
16. Why are IV bisphosphonates of interest to the dental team?

Organising patient transport

1. State three considerations around 'patient assistance' that can help inform arrangement of patient transport.
2. State two considerations around 'patient treatment' that can help inform arrangement of patient transport.
3. State two factors that may influence the type of transport organised.
4. State two factors to take into account if the patient requires ambulance transport.

5. State two considerations around 'patient treatment' that can help inform arrangement of transport to take the patient home.
6. State some ways to minimise the risk of difficulties with 'organised' transport.

Domiciliary care

1. State two types of patients who may require domiciliary dental care.
2. Give two 'pros' for carrying out domiciliary dental care.
3. Give two 'cons' for carrying out domiciliary dental care.
4. Risk assessments are required for provision of domiciliary dental care – state five topic areas that these could/should cover.
5. State four planning considerations required for a domiciliary visit in relation to safety of **dental team**.
6. State four planning considerations required for a domiciliary visit in relation to **patient safety**.
7. On arrival at venue, what measures can be implemented to support delivery of safe and effective dental care?
8. State two types of treatment that may be carried out in the domiciliary setting.
9. State two ways **how** treatment may be modified especially if working in the 'non-clinical' setting.
10. Give three reasons **why** treatment may need to be modified especially if working in the 'non-clinical' setting.
11. When working on a domiciliary basis, list ten items that may be found in the 'dental treatment kit'.
12. When working on a domiciliary basis, list five items that may be found in the 'administration kit'.

SECTION VI Questions: Patient care during treatment

LEARNING OUTCOMES

At the end of this section, you should be able to identify any gaps in knowledge associated with the care of patients with diverse needs during treatment:

- Role of the dental nurse
- Ongoing risk assessment
- Treatment modification

Role of the dental nurse

1. State two ways in which a patient with diverse needs may be supported during treatment.
2. What are the main four ways in which the dental nurse can provide support for a patient?
3. How can dental team ensure that patient is kept as fully informed as possible throughout treatment?
4. For a patient with dental phobia, state two 'management' techniques that could be used.
5. Suggest three ways in which a patient with Autism may be supported during dental treatment.
6. Describe what is meant by a 'physical' intervention.
7. State three ways of supporting patients with an extreme gag reflex to cope with treatment.
8. State two reasons how oral function and/or structure may prevent access to the mouth.
9. What is the correct term for a very small lower jaw?
10. What is the correct term for a very large tongue?
11. In what ways a very large tongue can impact on delivery of dental treatment?
12. What is a 'frenum'?
13. How can a 'frenum' or 'frena' impact on delivery of oral care?
14. What is Ankyloglossia?
15. State one way in which safe access to the oral cavity during treatment may be achieved.
16. State how the Dental Nurse can provide ongoing support for patients during treatment.

Ongoing risk assessment

1. State three key areas of training very pertinent to Special Care Dentistry.
2. State three factors in relation to the safe moving and handling of a patient.
3. What is the purpose of a 'wheelchair platform'?
4. What additional factor needs to be considered if a patient has no sensation in his or her legs?
5. Describe two items that may be used to assist a patient to 'transfer' to the dental chair.