



Australian Government

Department of Education, Employment and Workplace Relations

HLTDA414B Implement an oral health promotion program

Release: 1

HLTDA414B Implement an oral health promotion program

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to provide an oral health promotion program

This unit acknowledges that dental diseases are the most prevalent chronic diseases worldwide and that oral disease impacts on a person's everyday life causing pain and disability and influencing eating, sleeping and social roles

All procedures are carried out in accordance with occupational health and safety policies and procedures, current infection control guidelines, Australia/New Zealand Standards, state/territory legislative requirements and organisation policy

Application of the Unit

Application

This unit applies to dental assistants and to other health care workers who are actively involved in promoting general well-being through the promotion of healthy eating habits and good oral health

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

1. Deliver an oral health promotion program

PERFORMANCE CRITERIA

- 1.1 Identify the target group and appropriate *teaching and learning styles* to effectively communicate an oral health promotion program
- 1.2 Prioritise the oral health issues for the target group and the potential for effective interventions
- 1.3 Prepare *oral health promotion materials* suitable for use across *age groups*
- 1.4 Ensure flexibility of delivery of oral health promotion taking into account the target group's location, economic and physical circumstances, language, culture and communication needs
- 1.5 Actively involve community groups in health decision making and setting of oral health promotion priorities
- 1.6 Implement a review strategy to determine the effectiveness of the oral health promotion program

ELEMENT	PERFORMANCE CRITERIA
2. Develop oral health promotion strategies for a target group	<p>2.1 Provide information on the <i>causes of oral diseases</i> to a target group appropriately and completely using language that can be easily understood</p> <p>2.2 Provide information on the <i>prevention of oral diseases</i> appropriately and completely using language that can be easily understood</p> <p>2.3 Develop and give <i>appropriate information on acids and fermentable carbohydrates</i> in a manner that can be easily understood</p> <p>2.4 Involve the target group in a review of current dietary habits and the development of an approach to healthy eating which improves general and oral health</p> <p>2.5 Provide information appropriately on <i>dentally healthy lifestyle and behavioural change</i></p> <p>2.6 Provide an appropriate environment for the target group to ask questions and become involved in oral health</p>
3. Integrate oral health promotion with targeted National Health Priorities	<p>3.1 Work collaboratively with other health care workers in a culturally sensitive and competent manner to address <i>risk factors</i> that oral diseases have in common with other diseases</p> <p>3.2 Personalise the delivery of health information so that it is immediately relevant to the individual and the consequences of behaviour</p>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

REQUIRED SKILLS AND KNOWLEDGE

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Applied oral anatomy:
 - structures of the oral cavity - hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
 - teeth - form and function
 - dentition - Arrangement of the teeth, naming and coding of teeth
- Nutritional requirements for children, adolescents and adults including the elderly:
 - National Health and Medical Research Council dietary guidelines
- Plaque and its differing roles in the development of dental caries and periodontal disease
- Saliva and its role in the maintenance of oral health:
 - protecting teeth by neutralising acid
 - acting as a lubricant
 - delivering calcium, phosphate and fluoride to the tooth surface
- The interaction of factors that lead to the development of dental caries including:
 - bacteria in dental plaque
 - diet
 - susceptible tooth surfaces
- The interaction of factors that prevent and control dental caries:
 - increasing salivary flow and optimising its composition
 - fluorides
 - plaque control and removal
 - dietary change
- The interaction of factors that lead to the development of periodontal disease including:
 - bacteria in dental plaque
 - accumulation of plaque and calculus
 - smoking
- The interaction of factors that prevent and control periodontal disease including:
 - client education
 - plaque control
- Causes, and prevention, of non caries tooth wear:
 - erosion
 - abrasion
 - attrition
- The role of properly constructed and fitted mouthguards in preventing dental injuries

REQUIRED SKILLS AND KNOWLEDGE

- Fundamental knowledge of the impact of smoking on oral soft tissues

continued ...

Essential knowledge (contd):

- Fundamental knowledge of systemic conditions which influence the development of oral disease
- Local oral factors which influence the development of oral disease
- Modifications to oral health education programs related to special needs due to disability, aged care and child needs

Essential skills:

It is critical that the candidate demonstrate the ability to

- Communicate effectively across population groups
- Develop oral health program strategies for specific target groups within the community
- Integrate oral health promotion with targeted National Health Priorities

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Apply fundamental motivational and learning skills
- Consistently demonstrate interpersonal skills when relating to people from a range of social, cultural and religious backgrounds and physical and mental abilities
- Consistently demonstrate communication skills as required in fulfilling the job role as specified by the dental practice/organisation including:
 - acknowledging and responding to a range of views
 - active listening
 - asking for clarification from client and/or carer
 - asking questions
 - negotiation
- Consistently deal with conflict
- Consistently work with others and display empathy with client and relatives
- Consistently use problem solving skills required including:
 - selecting and preparing instruments, equipment and materials as directed by the operator
 - using available resources
- Use communication skills to effectively inform and motivate behaviour change
- Use evaluation skills to review the effectiveness of an oral health promotion program

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is desirable for assessment of this unit
- Consistent compliance with legislative requirements, infection control guidelines and occupational health and safety procedures
- Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:

- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Method of assessment

- Evidence of essential knowledge and understanding may be provided by:
 - traditional or online (computer-based) assessment
 - questions during workplace assessment
 - written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Staff and/or client feedback
- Supporting statement of supervisor
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Roleplay/simulation

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities

Related units:

It is recommended that this competency unit is assessed in conjunction with the following related units:

- HLTAMBFC301C Communicate with clients and colleagues to support health care
- HLTDA407C Implement an individualised oral hygiene program
- HLTDA413B Implement an oral hygiene program for older people

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

- Teaching and learning styles may include:*
- Auditory learning
 - Visual learning

RANGE STATEMENT

Oral health issues targeted in an oral health promotion program may include:

- Dental caries
- Periodontal disease
- Non carious tooth wear
 - erosion
 - abrasion
 - attrition
- Damage to dentition due to trauma
- Damage to oral tissues due to cigarette smoking
- Harmful effects of low salivary flow
- Poor nutrition and poor oral health

Population groups may include but are not limited to:

- Children and adolescents
- Older people
- Low income and socially disadvantaged
- People with special needs
- Aboriginal and Torres Strait Islander peoples

Oral health education materials may include but are not limited to:

- PowerPoint presentations
- Videos
- Brochures and information sheets
- Models

Causes of oral diseases may include but are not limited to:

- Alterations to the quantity and composition of saliva
- Bacteria in dental plaque
- Diet:
 - consumption of foods with high sugar content
 - frequently consumption foods with high sugar content
 - consumption of highly acidic foods and drinks
- Susceptible tooth surfaces
- Smoking

RANGE STATEMENT

Prevention of oral diseases may include but is not limited to:

- Dietary change
- Discouraging alcohol, drug and substance abuse
- Discouraging tobacco use
- Increasing salivary flow and optimising its composition
- Plaque control and removal
- Preventing oral trauma from sports injuries
- Promoting the use of fluorides

Appropriate information on acids and fermentable carbohydrates may include but is not limited to:

- The development of dental caries and its relation to:
 - the frequency of eating foods containing added sugars
 - the consistency of foods containing added sugars
 - the consumption of highly acidic drinks that may also have a high sugar content

Dentally healthy lifestyle and behavioural change may include:

- Decreased intake of acids and fermentable carbohydrates
- Decreased intake of alcohol and caffeine
- Increased water intake
- Reduced smoking

Common risk factors may include but are not limited to

- Alcohol consumption
- Exposure to ultraviolet radiation
- Lifestyle factors
- Poor diet and nutrition
- Tobacco smoking

Unit Sector(s)

Not Applicable