

# ORAL HEALTH AIDE INSTRUCTORS MANUAL

## FLUORIDE VARNISH PROGRAM

Northern Oral Health Working Group



**NHS**  
*Northern Health Strategy*





# ORAL HEALTH AIDE INSTRUCTORS MANUAL

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**This Fluoride Varnish Program Oral Health Aide Training Manual was adapted from the "Generation of Healthy Smiles COHI Aide Training Manual" and the "Generation of Healthy Smiles COHI Instructors Manual" with permission from Health Canada.**



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## Fluoride Varnish Program Instructor's Manual

### Introduction

The purpose of the Fluoride Varnish Program Instructor's Manual for training is to assist the dental professional when they train the Oral Health Aide. The Instructor's Manual has been designed to cover the training session and has been formatted simply to act as a guide. Each number in the Instructor's Manual is a direct reference to the numbered section heading in the Fluoride Varnish Training Manual. The key to teaching is to ensure all materials are covered in a way the Oral Health Aide can easily understand and apply. The amount of time you spend on each competency may be altered according to the Oral Health Aide's understanding of the material. It is your responsibility, as the instructor, to ensure each competency is reviewed and tested.

### The Objectives of the Fluoride Varnish Program Training are to:

1. Achieve an understanding, acceptance and knowledge of their roles as Oral Health Aides and basic knowledge of oral health.
2. Ensure the Oral Health Aide can understand and retain the information and perform the services as outlined in the Oral Health Aide's suggested job description.

### Before you Start

Familiarize the Oral Health Aide with the Fluoride Varnish Program Training Manual. If possible, ensure the Oral Health Aide has the training manual a week prior to the training session for their review.

Use a teaching style that is easy for the Oral Health Aide to follow and comprehend. If the Oral Health Aide is a community person with little or no health background your approach will be different than if you are instructing the local nurse. If the Oral Health Aide has a strong academic background, they may be comfortable with self-directed learning.

### Planning Your Training Session

#### "Understand the Objectives of the Training"

As the dental professional, your primary goal is to ensure the Oral Health Aide understands their role, understands and accepts the various elements of services offered and gains basic knowledge of oral health ideas/concepts.



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### **Review the Competencies**

Understanding the objectives of each competency and how they relate to one another will allow for a more effective training session. The competencies have been laid out in numerical order; however, you may choose to present them in an order that is more logical to your teaching style or the learning style of the Oral Health Aide. Ensure all areas are covered.

### **Review the Competency You are About to Teach**

Review the competency before you teach it to ensure you fully understand the objectives and all topics to be discussed. If you have questions or concerns, contact your program manager for clarification. Don't find yourself in a situation of not knowing – "I don't know what that means" or "I don't agree with this".

### **Access Additional Resources (if required)**

Additional resources have been listed in the appendix which will assist you in training the Oral Health Aide. These resources complement the Fluoride Varnish Training Manual and provide further background information. Remember: the objective is to allow the Oral Health Aide to have a general understanding of basic oral health, NOT to turn the Oral Health Aide into a dental professional.

## **Tips and Tools to Ensure an Effective Training Session**

### **Structuring the Training Session**

An effective training session should follow a specific structure so the Oral Health Aide can easily understand the process and recall the material. Prior to the training session, review each competency and determine how much time you will need to cover all required material.

### **Use of Visual Aids**

#### **Print Material**

People generally respond well to written material which they can refer back to for clarification. Use print material which you are most comfortable with that can be easily understood by the Oral Health Aide. Give the Oral Health Aide something to "take" home to help them remember the competency that you have just covered, but do not overwhelm the Oral Health Aide by "dumping" everything on them at once.







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### **Discuss the Testing Procedure and Purpose**

It is important to discuss the procedures and purposes of the test questions with the Oral Health Aide. Our goal is not to “fail” anyone, but to ensure they have a clear understanding of each competency. If the Oral Health Aide seems to lack confidence in the material, then review the competency or area of difficulty with the Oral Health Aide.

### **The Teaching Process**

During the training session, use your judgement to determine if the Oral Health Aide is being overwhelmed or is having difficulty with the information. If you find they are being overwhelmed or having difficulty, set aside some time at the end of the training day to focus on areas of difficulty the Oral Health Aide may be experiencing. It is important they understand the information.

If the Oral Health Aide continues to have difficulty, remember they will take part in some hands-on training and it is perfectly normal for them not to understand or grasp all concepts at once.

Be patient and build a supportive environment for the Oral Health Aide by showing empathy for them and bringing some of your own real life experiences to the training.

Remember that your experience is the most valuable tool in the training process.

### **Setting the Stage**

If you have not already done so, review the suggested job description(s) and become familiar with the roles and responsibilities.

Ensure your training session takes place in an atmosphere which is comfortable for you and the Oral Health Aide.

Try to pick a location that will allow minimal outside interruptions.

Prepare all materials in advance and decide on the training method which would be most suitable for both you and the Oral Health Aide.

Encourage the Oral Health Aide to ask questions and remind them that there are “no stupid” questions.

Be prepared to answer any questions the Oral Health Aide may have and answer them as thoroughly as possible.



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### **Testing**

**Upon completion of each competency, ask the Oral Health Aide if they have any further questions. Once all of the questions have been answered, complete the testing section.**

**Testing consists of multiple choice, true/false statements and fill-in-the-blanks which are to be completed by the Oral Health Aide.**

**The testing process also includes discussion questions which will provide an opportunity for the dental professional to determine if the Oral Health Aide has acquired the necessary knowledge or if the competency should be reviewed. Keep in mind, answers for questions will vary with each Oral Health Aide. If someone does not appear to know the material, review it, ensure they ask questions and repeat the test.**



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### Suggested Time Line

The training session is designed to take place over a three day period. Below you will find a suggested time line to follow.

#### Day One

##### Introductions

General overview and expectations of training session

Outline of training manual

Available resources

Review objectives of Competency 1: Knowledge of the Fluoride Varnish Program

Teach Competency 1: Knowledge of the Fluoride Varnish Program

Test Competency 1: Knowledge of the Fluoride Varnish Program

Review objectives of Competency 2: Basic Oral Health Care and Dental Knowledge

Begin to teach Competency 2: Basic Oral Health Care and Dental Knowledge

Question and Answer period

#### Day Two

Review of material from Day One

Complete teaching of Competency 2: Basic Oral Health Care and Dental Knowledge

Test Competency 2: Basic Oral Health Care and Dental Knowledge

Teach Competency 3: Delivery of Fluoride Varnish Program Services

Test Competency 3: Delivery of Fluoride Varnish Program Services

Question and Answer Period

#### Day Three

Review of material from Day One and Two

Teach Competency 4: Organizational and Communication Skills

Test Competency 4: Organizational and Communication Skills

Teach Competency 5: Professionalism and Community Health

Test Competency 5: Professionalism and Community Health

Question and Answer Period

General review of the three day training session



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### **DAY 1**

#### **Introduction (30 minutes)**

Establish a level of comfort between yourself and the Oral Health Aide.

Provide the Oral Health Aide with a brief background of your own personal dental experience.

Ask the Oral Health Aide to provide some examples of good oral health habits, tooth decay and prevention methods. This short discussion will provide you with a basic understanding of the Oral Health Aide's current knowledge of oral health.

Encourage the Oral Health Aide to ask any questions they may have throughout the training session. Answer all questions as thoroughly as possible and use the questions as a guide to indicate areas you may need to add or emphasize during the training.

Ask the Oral Health Aide what they hope to learn from this training and what their goals are for their future in terms of being an Oral Health Aide.

Ask the Oral Health Aide if they have had an opportunity to review the training manual and if they have any questions they would like answered.



## Fluoride Varnish Program Instructor's Manual

### **Competency 1: Knowledge of the Fluoride Varnish Program** (3.5 hours)

#### **1.1 Objectives**

Review the objectives of this section.

#### **1.2 Background**

Explain what the Fluoride Varnish Program is and why it is needed.

Explain who the Fluoride Varnish Program focuses on and have the Oral Health Aide provide their understanding of tooth decay in Northern Saskatchewan communities.

#### Key Message

**TOOTH DECAY IS PREVENTABLE!  
TOOTH DECAY CAN BE EXTREMELY PAINFUL!**

Explain why the Fluoride Varnish program focuses on children aged 6 months old to seven years old.

Explain the goals and purpose of the program.

Ask the Oral Health Aide how these goals relate to their particular community.

#### **1.3 Fluoride Varnish Program Services**

**The Oral Health Aide will offer:**

- Fluoride Varnish Applications
- One-on-One Oral Health Information Sessions

Reinforce that Fluoride Varnish can only be provided to children with a signed permission form.

#### Key Message

**HEALTHY TEETH AS A CHILD LEADS  
TO HEALTHY TEETH AS AN ADULT**





## Fluoride Varnish Program Instructor's Manual

### 1.4 Overview of Protocols

Explain what protocols are, how they are used and their importance (see Glossary if necessary)

#### Protocols:

- Ensure safety of the client
- Provide guidance to the Oral Health Aide and dental professionals
- Provide standardization and effectiveness
- Provide basis for liability protection

#### Briefly list the protocols

*Note: Protocols allow for a standardized level of care to be provided to all children receiving Fluoride Varnish Program Services. It is important to follow the protocols to ensure standards are met and treatment is provided in the most effective and efficient manner.*



## Fluoride Varnish Program Instructor's Manual

### Competency 1 Testing: Knowledge of the Fluoride Varnish Program

#### Review of Competency 1: Knowledge of the Fluoride Varnish Program

Answer any questions the Oral Health Aide may have and make note of questions you are unable to answer.

Explain the passing grade to the Oral Health Aide.

*Note: The Oral Health Aide is allowed to take the test with an open book.*

#### Testing of Competency 1: Knowledge of the Fluoride Varnish Program

1. Distribute the Competency 1 test to the Oral Health Aide
2. Allow 45 minutes to complete the testing process.
3. Discussion questions are an oral part of the Competency testing and should be included in the 45 minutes.
4. If the Oral Health Aide was unsuccessful in one or more areas, review the material and retest until successful.

Test scores:	Perfect	Minimal Acceptable
Multiple choice		
True/false statements	13/13	10/13
Fill in the blanks		
Discussion questions	5/5	3/5





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## **Competency 2: Basic Oral Health Care and Dental Knowledge**

(5 hours – approximately three hours on day 1 and two hours on day 2)

### **2.1 Objectives**

Review the objectives of this section.

Ensure the Oral Health Aide understands:

- The process of tooth decay
- The transmission of Streptococcus Mutans from parent/caregiver's mouth to the child's mouth

### **2.2 Healthy Teeth and Gums**

Ask the Oral Health Aide why they feel it is important for babies, children and adults to keep their teeth healthy.

### **2.3 Normal Structures**

Use the mouth and tooth diagrams to show the basic structures of the mouth and tooth

Visual aids: Review the pattern of eruption for both primary (baby) and permanent (adult) teeth using the diagrams.

Visual aids:

- Scissors (cut)
- Fork (tear)
- Nut Cracker (crush)
- Meat Grinder (grind)



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## 2.4 Recognizing Abnormalities – Mouth and Teeth

### Mouth Sores

The Oral Health Aide is only required to recognize a mouth sore as abnormal, not to identify the type. Review pictures of mouth sores and remind them that if they find mouth sores while performing treatment, they are to stop treatment and contact the dental professional.

### Unhealthy Teeth

Visual aid: review pictures of early signs of tooth decay in the Fluoride Varnish Manual

## 2.5 Tooth Decay

Explain what causes tooth decay using the Venn diagrams.

**SUGAR + BACTERIA = ACID**

**ACID + TIME/FREQUENCY + TOOTH = TOOTH DECAY!!!**

*Note: Remind the Oral Health Aide that with time they will be able to recognize signs of tooth decay. The more the Oral Health Aide sees tooth decay at various stages the easier it will be for them to identify tooth decay in the future.*



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## DAY 2

### Brief Review of Competency 2.1-2.5 from Day 1

(Basic Oral Health Care and Dental Knowledge)

#### 2.6 Transmission of Tooth Decay

Use examples based on your personal work experience to explain how transmission occurs.

Have the Oral Health Aide list possible examples of transmission.

Ensure the Oral Health Aide understands that these behaviours are fine as long as the parent/caregiver's mouth is healthy.

*Note: Many people are not aware that parents/caregivers play an important role in the health of their child's teeth.*

There are simple behaviours/habits that can be changed to help improve the health of their child's teeth.

The behaviours mentioned in this section should not be discouraged. Rather, the parent/caregiver should ensure their mouth and teeth are healthy so they don't pass on bacteria causing tooth decay to their child.

#### 2.7 Early Childhood Tooth Decay

Explain ECTD:

- Starts with the early transmission of bacteria (*Streptococcus Mutans*) to the baby/infant
- A very common infectious disease that affects baby teeth of very young children
- A serious health concern within many communities in Northern Saskatchewan.

Explain possible results of ECTD

Visual aid: Review pictures in the Fluoride Varnish training manual. The more the Oral Health Aide sees different examples, the easier it will be to identify ECTD.



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### 2.8 Shawlee's Story

Use this story to help the Oral Health Aide present information to a parent/caregiver about their child's teeth.

### 2.9 Prevention of Tooth Decay

Discuss the different ways a parent/caregiver can care for their child's teeth at home (use a mouth model and a large toothbrush if available).

- Brushing
- Flossing
- Use of a cloth
- Basic healthy eating habits

Demonstrate the above practices (brushing, flossing, use of a cloth) on a mouth model (if available) and have the Oral Health Aide demonstrate afterwards.

### 2.10 Taking Care of Your Infant/Toddler's Teeth

Bottle feeding

- Discuss different feeding options
- Encourage breastfeeding when possible

#### Key Message

**THE BEST COMFORT FOR YOUR  
TEETHING BABY IS TENDER LOVING CARE**



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### Pacifiers

- Discuss the different kinds of pacifiers and which ones are the best to use
- How to check for damage on a pacifier

**Note:** There may be traditional ways to manage the discomforts of teething within the community. Make sure they are healthy ways and will not harm the child. Discuss your experience with different teething methods.

### 2.11 Cody's Story

Use this story to help the Oral Health Aide present information to a parent/caregiver about their child's finger sucking habit.



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**Competency 2 Testing: Basic Oral Health Care and Dental Knowledge**

**Review of Competency 2 Testing Basic Oral Health Care and Dental Knowledge**

Answer any questions the Oral Health Aide may have and make note of questions you are unable to answer.

Explain the passing grade to the Oral Health Aide.

*Note: The Oral Health Aide is allowed to take the test with an open book.*

**Testing of Competency 2 Testing Basic Oral Health Care and Dental Knowledge**

1. Distribute the Competency 2 test to the Oral Health Aide.
2. Allow 45 minutes to complete the testing process.
3. Discussion questions are an oral part of the Competency testing and should be included in the 45 minutes.
4. If the Oral Health Aide was unsuccessful in one or more areas, review the material and retest until successful.

<b>Test scores:</b>	<b>Perfect</b>	<b>Minimal Acceptable</b>
Multiple choice		
True/false statements	17/17	13/17
Fill in the blanks		
Discussion questions	10/10	7/10



## Fluoride Varnish Program Instructor's Manual

### Competency 3: Delivery of Fluoride Varnish Program Services

#### 3.1 Objectives

Review the objectives of this session.

#### 3.2 Delivery of Fluoride Varnish Program Services

Ensure the facility:

- Is easy to access
- Is safe and clean
- Is free from distraction

#### Infection Control

Spend some time reviewing the Infection Control Protocol and ensure the Oral Health Aide has a good understanding of the protocol.

Ask the Oral Health Aide to explain the importance of keeping an area clean while performing work on the child.

*Note: It is important to follow the Infection Control Protocol so transmission of bacteria is not passed on from Oral Health Aide to child or child to Oral Health Aide. By keeping the area clean, washing hands regularly, wearing gloves and disposing of the used material after each client you are minimizing the risk of transmission.*

#### 3.3 Appropriate Methods of Providing Fluoride Varnish

##### Knee-to-Knee Technique

- Demonstrate and explain the Knee-to-Knee technique with a doll or object and have the Oral Health Aide demonstrate afterwards.

##### Use of Floor Mats

- Demonstrate and explain the use of floor mats and have the Oral Health Aide demonstrate afterwards.

##### Dental Chair

- Demonstrate (if possible) and explain the use of a dental chair.



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### 'Lift the Lip' Technique

1. Explain the purpose of 'Lift the Lip'.
2. Demonstrate 'Lift the Lip' using your own mouth.
3. Have the Oral Health Aide attempt to perform 'Lift the Lip' on themselves.
4. Discuss who can 'Lift the Lip' and what to do if they find signs of tooth decay.

Give options for your community when the Oral Health Aide finds mouth sores and tooth decay.

Emphasize the importance of the Oral Health Aide being comfortable while providing services. If they become uncomfortable they should stop providing the service and speak with the dental professional.

*Note: Discomfort can occur for many reasons (i.e. an abscess in a child's mouth).*

### Key Message

**WHEN IN THE MOUTH AND IN DOUBT, GET OUT!**

### **3.4 Fluoride Varnish Application**

Visual Aids: fluoride varnish, gloves, mask and all supplies listed

Review the materials required for a fluoride varnish application.

Practice fluoride varnish on a doll or a mouth model (if available), without materials. Explain each step as you go through the process and refer to the Infection Control Protocol.

Remind the Oral Health Aide that performing a fluoride varnish application will be a natural process for them once they have enough practice.

*Note: The Oral Health Aide will observe the dental professional performing fluoride varnish applications on clients a few times before doing it alone. Observe the Oral Health Aide the first few times they apply varnish. Ensure the Fluoride Varnish Application and Infection Control Protocol are followed.*





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### **3.5 Oral Health Information Sessions**

Review the information you would normally present to parents/caregivers in a One-on-One presentation.

Have the Oral Health Aide observe you in one-on-one sessions prior to undertaking them on their own. The more practice they have, the better they will become.

*Note: Oral Health Aides are not to give group sessions on their own.*



## Competency 3 Testing: Delivery of Fluoride Varnish Program Services

### Review of Competency 3: Delivery of Fluoride Varnish Program Services

Answer any questions the Oral Health Aide may have and make note of questions you are unable to answer.

*Note: The Oral Health Aide is allowed to take the test with an open book.*

### Testing of Competency 3: Delivery of Fluoride Varnish Program Services

1. Distribute the Competency 3 test to the Oral Health Aide
2. Allow 45 minutes to complete the testing process
3. Discussion questions are an oral part of the Competency testing and should be included in the 45 minutes.
4. If the Oral Health Aide was unsuccessful in one or more areas, review the material and retest until successful.

Test scores:	Perfect	Minimal Acceptable
Multiple choice		
True/false statements	5/5	3/5
Fill in the blanks		
Discussion questions	10/10	7/10



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## Day 3

### Competency 4: Organizational and Communication Skills (3 hours)

#### 4.1 Objectives

Review the objectives of this section

*Special Notes: Competency 4 encourages maximum participation from the Oral Health Aide. If they can't communicate with you comfortably, they will have difficulty communicating with the parent/caregiver. Because this competency relies on verbal interaction, make sure to ask open-ended questions and encourage self-expression.*

#### 4.2 Communicating Effectively With the Client

Have the Oral Health Aide provide examples of effective language and behaviour.

Discuss possible situations where unacceptable behaviour may occur and how to handle it.

Discuss what it means to “look professional”.

#### 4.3 Demonstrating Effective Client/Family Interviewing Skills

Review good interviewing skills and their importance.

Simulate an exercise where the Oral Health Aide meets the parents for the first time. Have the Oral Health Aide be the worker and you be the parent/caregiver. Allow the Oral Health Aide to choose what to say, then, if necessary, review other possible phrases.

#### 4.4 Establishing Ongoing Relationships with the Clients and Families

Discuss why it is important to maintain good relationships with clients and families.

#### 4.5 Maintaining and Submitting CONFIDENTIAL, Comprehensive, Timely and Legible Oral Health Care Records

Discuss the importance of forms in maintaining a client's oral health history.

Show the Oral Health Aide the required Fluoride Varnish forms.



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**Allow extra time for the Oral Health Aide to complete sample forms with your supervision.**

**Outline the role of the Oral Health Aide in submission of completed forms. Review your agency's protocol to verify where and when completed forms should be submitted.**

**Emphasize the critical importance of maintaining confidentiality and security of the client's information.**

**Remind the Oral Health Aide it is forbidden to gossip about any of the clients. If they feel they need to tell someone about a client's situation, they are to speak to the dental professional privately.**

### **4.6 Organizing and Maintaining Schedules for Fluoride Varnish Applications**

**Discuss the role of the Oral Health Aide in scheduling events and booking appointments/sessions.**

**Discuss different ways for the Oral Health Aide to confirm appointments with the parents/caregivers to ensure the client keeps the appointment.**

**Discuss your personal expectations of the Oral Health Aide for when they book appointments.**

**Make sure they are aware of your schedule prior to booking any appointments so they do not over-book.**

*Note: Take time to discuss your agency's filing system with the Oral Health Aide.*



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### **4.7 Identifying and Communicating, on a Timely Basis, the need for Fluoride Varnish Program Supplies**

Discuss the Oral Health Aide responsibilities for ordering supplies.

You may want to suggest to the Oral Health Aide they keep a journal listing:

- Fluoride Varnish Program equipment and quantity of supplies in the office
- Supplies to be ordered by the dental professional

Note: Each agency will have its own list of supplies available to be ordered as well as a protocol to follow. Orders may not be processed immediately if the supplies are not available from either the supply office or the manufacturer. Review your employing agency's protocol to verify the Oral Health Aide's responsibilities.

### **4.8 Home Visits**

Review the possibility for the Oral Health Aide to perform Home Visits. Remind them they are NOT to enter the home unless they have the permission from their manager, Community, parent and dental professional.

### **4.9 Developing Relationships with Other Health Professionals**

Discuss why relationships are important, how to develop them and with whom.



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**Competency 4 Testing: Organizational and Communication Skills**

**Review of Competency 4 Testing: Organizational and Communication Skills**

Answer any questions the Oral Health Aide may have and make note of questions you are unable to answer.

Explain the passing grade to the Oral Health Aide.

*Note: The Oral Health Aide is allowed to take the test with an open book.*

**Testing of Competency 4: Organizational and Communication Skills**

1. Distribute the Competency 4 test to the Oral Health Aide
2. Allow 45 minutes to complete the testing process
3. Discussion questions are an oral part of the Competency testing and should be included in the 45 minutes.
4. If the Oral Health Aide was unsuccessful in one or more areas, review the material and retest until successful.

<b>Test scores:</b>	Perfect	Minimal Acceptable
Multiple choice		
True/false statements	12/12	9/12
Fill in the blanks		
Discussion questions	5/5	3/5





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### Competency 5: Professionalism and Community Health (3 hours)

#### 5.1 Objectives

Review the objectives of this section

*Special Note: In Competency 5, discussion is key to the Oral Health Aide's success. Remind the Oral Health Aide of the need to be professional at all times.*

#### 5.2 Professionalism

Discuss ways to show respect to clients, families and communities in general while providing service and in different situations.

#### 5.3 Respecting Dental Professionals, Other Health Care Providers and Partners

Discuss ways to show respect to others in the working environment.

#### 5.4 Working in Partnerships with Other Stakeholders, Particularly In Community Settings

Discuss what a partnership is and why it is important to build them.

Discuss who they think would be good people to build partnerships with.

Ask the Oral Health Aide who they think would be able to help them get permission forms completed.

Discuss what a resource is:

- A person – who in the community could act as a resource?
- Materials – what materials would be useful?

Discuss ways people in the community hear about events, clinics and activities. How can Fluoride Varnish be advertised and promoted in an effective way?



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### **5.5 Respecting Diversity**

Discuss the fact that the Oral Health Aide will deal with a wide variety of people and it is important to treat each equally and with respect, no matter of their age, gender, appearance or social status.

### **5.6 Respecting Client's Choices**

Remind the Oral Health Aide that the parent/caregiver always has the “power to change” his/her mind concerning treatment at any time.

### **5.7 Maintaining Client's Confidentiality**

Review the importance of maintaining client confidentiality and not gossiping.

### **5.8 Striving to Improve the Client's Quality of Care**

Discuss ways they may help to improve the client's quality of care. The goal is to make sure the client feels comfortable, relaxed, valued, safe, important and respected at all times.





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**Competency 5 Testing: Professionalism and Community Health**

**Review of Competency 5: Professionalism and Community Health**

Answer any questions the Oral Health Aide may have and make note of questions you are unable to answer.

Explain the passing grade to the Oral Health Aide.

*Note: The Oral Health Aide is allowed to take the test with an open book.*

**Testing of Competency 5: Professionalism and Community Health**

1. Distribute the Competency 5 test to the Oral Health Aide
2. Allow 45 minutes to complete the testing process
3. Discussion questions are an oral part of the Competency testing and should be included in the 45 minutes.
4. If the Oral Health Aide was unsuccessful in one or more areas, review the material and retest until successful.

<b>Test scores:</b>	<b>Perfect</b>	<b>Minimal Acceptable</b>
Multiple choice		
True/false statements	4/4	3/4
Fill in the blanks		
Discussion questions	10/10	7/10

Answer any questions the Oral Health Aide may have, take note of them to ask if you are unsure.





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### Review of Training

1. Ensure the Oral Health Aide feels comfortable with the training which was provided.
2. Encourage the Oral Health Aide to refer to the Fluoride Varnish Training Manual and review the material that has been provided.
3. Remind the Oral Health Aide you will be available to assist them in the future and will be working very closely with them in the beginning.
4. Congratulate the Oral Health Aide upon completing the training session and discuss any concerns they may have now that they will be a professional working in the community.



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# COMPETENCY TEST QUESTIONS





## Competency 1: Knowledge of the Fluoride Varnish Program

### Multiple Choice (Circle the correct answer)

1. **Who is a Fluoride Varnish Program directed at?**
  - a) Teenagers living in Northern Saskatchewan and their parents
  - b) Children living in Northern Saskatchewan between the ages of 0-7 years old
  - c) Parents and caregivers of young children
  - d) Only b and c
  
2. **Which of the following explains why the Fluoride Varnish Program was developed? Because...**
  - a) Tooth decay is preventable
  - b) Children are in pain from having rotten teeth
  - c) Children living in Northern Saskatchewan have high rates of early childhood tooth decay (ECTD)
  - d) All of the above
  
3. **Which of the following are goals of a Fluoride Varnish Program?**
  - a) Improve oral health for children and thereby improve their overall general health
  - b) Prevent tooth decay in babies and young children, avoiding unpleasant dental treatment
  - c) Find children interested in the dental profession at a young age so they will grow up and want to be dentists themselves
  - d) Only a and b
  - e) a, b, c
  
4. **What services can an Oral Health Aide provide?**
  - a) Group Sessions on Nutrition
  - b) Fluoride Varnish Application
  - c) Oral Health Screening
  - d) Dental Fillings





**True or False** (Circle the correct answer)

5. **Tooth decay is preventable.**

TRUE                      FALSE

6. **One of the Fluoride Varnish Program goals is to prevent tooth decay from happening in children living in Northern Saskatchewan.**

TRUE                      FALSE

7. **Poor oral health is a genetic problem (a problem you are born with) and can not be helped.**

TRUE                      FALSE

**Fill In the Blanks**

(By Choosing the Most Appropriate Words Listed Below)

8. \_\_\_\_\_ is a safe substance that is painted on all the visible surfaces of the teeth in order to protect the teeth against tooth decay.

9. "Healthy teeth as a \_\_\_\_\_ leads to healthy teeth as an \_\_\_\_\_."

10. **Oral Health Aides can provide the following services:**

- a) Fluoride \_\_\_\_\_ Applications
- b) \_\_\_\_\_ Presentations

11. **Dental Professionals can provide the following services:**

- a) \_\_\_\_\_ Presentations
- b) Oral Health \_\_\_\_\_

12. **Tooth decay is \_\_\_\_\_.**

13. **Fluoride Varnish can only be applied to children who have a signed \_\_\_\_\_ form.**

preventable  
adult  
saliva

teeth  
child  
permission

Fluoride Varnish  
tooth decay  
One-on-One

Screenings  
Varnish  
Group







## Competency 2: Basic Oral Health Care and Dental Knowledge

### Multiple Choice (Circle the correct answer)

1. **Who needs to have health teeth?**
  - a) Parents
  - b) Grandparents
  - c) Babies
  - d) Children
  - e) All of the above
  
2. **Why is it important to take care of baby teeth?**
  - a) To help develop normal facial structure and build self esteem
  - b) No need to take care of baby teeth since permanent teeth are coming in anyway
  - c) To help the child learn to speak properly and feel more confident
  - d) Only a and c
  
3. **Which of the following is a sign of a mouth sore?**
  - a) White spots on gums
  - b) Red spots on the palate
  - c) Scab on the lips
  - d) Elevated (raised) spot on the floor of the mouth
  - e) All of the above
  
4. **Where do you NOT find mouth sores? On the ...**
  - a) Gums
  - b) Teeth
  - c) Inside of cheeks
  - d) Tongue
  - e) Lips



5. **Bacteria can be passed on to a baby through:**
    - a) Hugging the baby
    - b) Wiping the baby's mouth with a clean cloth
    - c) Pre-chewing the baby's food
    - d) Breastfeeding
  
  6. **Which of the following is a sign of a good toothbrush for a toddler?**
    - a) Long bristles
    - b) Hard bristles
    - c) Soft bristles
    - d) Worn bristles
  
  7. **At what age should a child have a full set of baby teeth?**
    - a) 1 year old
    - b) 3 years old
    - c) 5 years old
    - d) 7 years old
  
  8. **Which of the following is a healthy choice to use in a baby bottle?**
    - a) Milk
    - b) Pop
    - c) Tea or Coffee
    - d) Sugary liquids
  
  9. **Which of the following are healthy snacks?**
    - a) Chocolate bars and cake
    - b) Cookies and pop
    - c) Cheese and bananas
    - d) Licorice and candy
  
  10. **Tooth decay can be prevented by ...**
    - a) Brushing
    - b) Flossing
    - c) Wiping teeth and gums with a clean cloth
    - d) All of the above
-





### True or False (Circle the correct answer)

11. Baby (Primary) teeth start to form during the 6<sup>th</sup> week of pregnancy.

TRUE                      FALSE

12. When a parent/caregiver has a healthy mouth, the infant/child will have a lesser chance of developing tooth decay.

TRUE                      FALSE

13. Giving pop to an infant/young child does not have an effect on their oral health.

TRUE                      FALSE

14. Adult teeth are only temporary.

TRUE                      FALSE

### Fill In the Blanks

(By Choosing the Most Appropriate Words Listed Below)

15. Always brush before going to \_\_\_\_\_.

16. The incisors act as \_\_\_\_\_ to cut food.

17. ECTD means: Early \_\_\_\_\_ Tooth Decay

Scissors                      habit                      food

Childhood                      bed





## Discussion Questions

18. A parent comes in to the office and says that her 8 month old infant is not feeling well. She says he is crying a lot more, his cheeks are quite rosy, he doesn't want to eat, drools a lot and is constantly chewing on his fingers or anything he can get into his mouth. She also notices that his gums are red and swollen. What is wrong with the baby? Should she see a doctor? What would you suggest to the mother?

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19. What two equations explain how tooth decay develops?

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20. Name three ways bacteria is transmitted to a child/infant.

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## Competency 3: Delivery of Fluoride Varnish Program Services

### Multiple Choice (Circle the correct answer)

1. **Sitting the child on the parent's lap and lowering their head on to your lap to perform treatment is called:**
  - a) 'Lift the Lip' technique
  - b) Knee-to-Knee technique
  - c) Use of floor mats
  - d) Infection Control Protocol
  
2. **Who can 'Lift the Lip'?**
  - a) Parents
  - b) Oral Health Aides
  - c) Caregiver
  - d) Dental Professional
  - e) All of the above
  
3. **What do you do if you spot a mouth sore in a child's mouth?**
  - a) Ignore it, assume it will go away and perform fluoride varnish application.
  - b) Re-book an appointment and refer the child to a dental professional as soon as possible.
  - c) Apply pressure on the mouth sore to see if pus (infection) comes out.
  - d) Apply a numbing gel on the mouth sore.



## Fill In the Blanks

(By Choosing the Most Appropriate Words Listed Below)

4. Always \_\_\_\_\_ of soiled materials after fluoride varnish application.

5. When in the mouth and in doubt, get \_\_\_\_\_!

gloves

fluoride

dispose

out/help

## Discussion Questions

### 6. Fluoride Varnish Application

a) What needs to be done to prepare for a fluoride varnish application?

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b) How is it applied?

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- c) What follow-up instructions would be given to the parent/caregiver after a fluoride varnish application is given to the child?

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7. Name five locations where Fluoride Varnish Applications can be provided.

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## Competency 4: Organizational and Communication Skills

### Multiple Choice (Circle the correct answer)

1. Which of the following sends messages to the client without having to say anything?
  - a) How you look at the parent/caregiver
  - b) The way you dress
  - c) Facial expressions and body language
  - d) All of the above
  
2. What is inappropriate behaviour from the parent/cargiver?
  - a) Aggressiveness
  - b) Asking questions
  - c) Explaining the child's medical history
  - d) Performing the knee-to-knee technique with the Oral Health Aide
  
3. What does it mean to "look professional"?
  - a) Promote oral health care within yourself
  - b) Clean nails, no coloured nail polish
  - c) Clean and tidy clothes and shoes
  - d) Only a and c
  - e) a, b and c
  
4. What are the three main things an Oral Health Aide should do when they meet with the parent/caregiver?
  - a) Respond to the primary concerns of the parent/caregiver, ask questions, listen to the parent/caregiver.
  - b) Ask questions, listen to the parent/caregiver, tell the parent/cargiver they are not doing a good job with their child's teeth and they are to blame for the tooth decay
  - c) Listen to parent/caregiver's concerns about their child, ask questions, give the parent a fluoride varnish kit to take home and clean the child's teeth
  - d) All of the above are appropriate



- 5. All completed forms and client information should be kept:**
- a) In a dry location
  - b) In a safe and secure location
  - c) Confidential
  - d) Only a and b
  - e) a, b and c
- 6. When ordering supplies, the Oral Health Aide is NOT responsible for:**
- a) Working with the appropriate person to ensure supplies are available as needed
  - b) Paying for supplies with a personal cheque
  - c) Keeping track of what supplies must be ordered
  - d) All of the above
- 7. It is important to develop relationships with other health professionals to:**
- a) Have more clients referred
  - b) Prevent duplication of services provided to a client
  - c) Establish credibility among community members
  - d) Only a and c
  - e) a, b and c
- 8. How do you make sure the child will show up for his/her appointment?**
- a) Call the parent/caregiver the day before the scheduled appointment
  - b) Send a reminder card home with the child the day before the scheduled appointment
  - c) Explain the importance of the follow-up appointment to the parent/caregiver
  - d) All of the above



### True or False (Circle the correct answer)

9. Communication is not only what you say, but how you say it.

TRUE

FALSE

10. All client information gathered by the Oral Health Aide and Dental Professional concerning the client is strictly confidential and must not be shared.

TRUE

FALSE

11. It is the right of the Oral Health Aide to enter a house and perform a home visit, regardless of the community/parental restrictions.

TRUE

FALSE

### Fill In the Blanks

(By Choosing the Most Appropriate Word Listed Below)

12. All forms should be completed in \_\_\_\_\_ or \_\_\_\_\_ only.

Red ink

Blue ink

Green ink

Pencil

Black ink

### Discussion Question

13. Give three reasons why it is important to maintain good relationships with the parents and caregivers of the child.

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## Competency 5: Professionalism and Community Health

### Multiple Choice (Circle the correct answer)

- The Oral Health Aide can show respect to the client by:**
  - Listening to the client's concerns
  - Telling them they will have unhealthy teeth for the rest of their life
  - Sharing the client's information with other community members
  - Showing authority and letting them know you are in charge
- Who can be partners?**
  - Teachers
  - HeadStart Workers
  - Nurses
  - School Counsellors
  - All of the above
- Why is it important to have more than just the Oral Health Aide promote good oral health care within the community?**
  - Because some parents/caregivers may listen to people they have a closer connection with/know on a more personal level
  - Because each person will contribute in a different way and reach different people
  - So that more people realize the importance of taking care of their child's teeth
  - All of the above

### Fill In the Blanks (By Choosing the Most Appropriate Word Listed Below)

- The Oral Health Aide should not talk about the client's information with others, it is very important to avoid \_\_\_\_\_.**

transmission

fluoride varnish

gossip



## Discussion Questions

5. What can you do to make sure the client feels comfortable, valued, respected, safe and important?

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6. Give six examples of where you can promote the Fluoride Varnish Program, and who you can involve to make sure everyone hears about it.

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# COMPETENCY TEST ANSWER KEY







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## Competency 1: Knowledge of the Fluoride Varnish Program

### Multiple Choice

1. D
2. D
3. D
4. B

### True or False

5. TRUE
6. TRUE
7. FALSE

### Fill in the Blanks

8. fluoride varnish
9. child, adult
10. Varnish
11. One-on-one
12. Group
13. screenings
14. preventable
15. permission/consent

### Discussion Question

16. A protocol is a guideline to follow when providing a certain service. It is necessary to follow protocols to ensure the safety of the clients as well as ensure a similar standard of care is performed.



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## Competency 2: Basic Oral Health Care and Dental Knowledge

### Multiple Choice

1. E
2. D
3. E
4. B
5. C
6. C
7. B
8. A
9. C
10. D

### True or False

11. TRUE
12. TRUE
13. FALSE
14. FALSE

### Fill in the Blanks

15. bed
16. scissors
17. childhood





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**Discussion Questions**

**18. What is wrong with the baby?**

He sounds as though he may be teething. Teething is a natural process babies experience when their teeth are beginning to come through the surface.

**Should she see a doctor?**

She should only see a doctor if his symptoms seem worse than just a teething baby. Teething symptoms can also be signs of other problems, so mom should treat the teething symptoms and see if using a cold cloth on his gums is helpful.

**What would you suggest to the mother?**

Try using a cold cloth for the baby to suck on. It will help cool his gums down and numb them a little. A teething ring may also be helpful.

**19. SUGAR + BACTERIA = ACID**

**ACID + TOOTH + TIME = TOOTH DECAY!**

**20. Parents/Caregivers can transmit tooth decay to the infant or child when they:**

- test the temperature of the liquid in the baby bottle with their mouth
- share forks and spoons with their children
- clean a pacifier or a bottle nipple that has fallen on the ground with their mouth and give it back to the infant or child
- blow on the baby's hot food to cool it down
- pre-chew the food given to the baby



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## Competency 3: Delivery of the Fluoride Varnish Program

### Multiple Choice

1. B
2. E
3. B

### Fill in the Blanks

4. dispose
5. out/help

### Discussion Questions

#### 6. Fluoride Varnish Application

##### a) What needs to be done to prepare for a fluoride varnish application?

- A permission form/medical history is current and signed by the parent/caregiver
- The parent and child feel comfortable and relaxed
- The application area is prepared
- The Infection Control Protocol is followed

##### b) How is it applied?

#### Steps to applying fluoride varnish:

- Clear and clean your work area to make it safe for the child and treatment.
- Wash your hands according to the Infection Control Protocol.
- Set out the supplies you will be using. Pour some drinking water into a cup to give to the child following treatment.
- Use the Knee-to-Knee or mat technique to have the child ready for the application of fluoride varnish.
- Put gloves on your hands.
- Squeeze 1 drop of varnish onto the sticky note pad/top portion of your glove.
- Use the 2" X 2" gauze to wipe any saliva (spit or drool) from the baby's teeth, as well as you can.



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- Dip your brush into the drop of varnish or uncap the single dose applicator brush.
- Paint a thin coating of varnish on the outside, inside and chewing surfaces of the teeth you can reach.
- Help the child sit up. Let the parent/caregiver give the child a drink of water.
- Make sure all garbage and waste is removed from the work area such as:
  - Gloves
  - Mask (if its use was necessary)
  - Application brush or varnish single dosage unit
  - Napkin/bib
  - Varnish single dosage unit
  - Gauze
  - Sticky note paper
  - Drinking cup
- Fill out necessary forms.

**c) What follow-up instructions would be given to the parent/caregiver after a fluoride varnish application is given to the child?**

Follow-up instructions for the parent/caregivers:

- Always follow the manufacturer's instructions
- Child is not to brush his/her teeth until the following day (follow the manufacturer's instructions)
- Child can drink but try to put off eating for four hours, and avoid crunchy foods for the rest of the day
- Give a post-treatment instruction sheet to parent/caregiver before they leave with a contact name and phone number
- Inform the parent/caregiver of when the child should have their next fluoride varnish

**7. Name five locations where Fluoride Varnish can be provided.**

- Health stations
- Nursing stations
- HEADSTART
- Schools
- Daycare centre
- Community centre
- Health clinic/facility
- Immunization clinic
- Client's home
- Health fairs
- Dental clinics





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## Competency 4: Organizational and Communication Skills

### Multiple Choice

1. D
2. A
3. E
4. A
5. E
6. B
7. E
8. D

### True or False

9. TRUE
10. TRUE
11. FALSE

### Fill In the Blanks

12. blue ink, black ink

### Discussion Questions

13. **Give three reasons why it is important to maintain good relationships with the parents and caregivers of the child.**
  - **Make follow-up appointments that the family will be more likely to keep if they have all the information they need and feel the Oral Health Aide has a genuine interest in their participation.**
  - **Make it easy for the Oral Health Aide to relay information to the parent/caregiver about oral health care and prevention**
  - **Develop confidence and trust in the parent/caregiver/child – Oral Health Aide relationship**
  - **Create a friendly, caring and trusting environment where the parent, caregiver and child feel valued and important.**



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## Competency 5: Professionalism and Community Health

### Multiple Choice

1. A
2. E
3. D

### Fill In the Blanks

4. gossip

### Discussion Questions

5. **What can you do to make sure the client feels comfortable, valued, respected, safe and important?**
  - Be friendly
  - Be respectful
  - Speak clearly so they understand what you are saying
  - Ask them if they have any questions
  - Show genuine concern for the client
  - Do whatever you can to make them feel comfortable, valued, respected, safe and important!
6. **Give six examples of where you can promote Fluoride Varnish Program, and who you can involve to make sure everyone hears about it.**

**Where?**

  - Local radio programs
  - Local television stations
  - Band channels
  - Bingo nights
  - Newsletters
  - Posting signs (stores, band office)
  - Community papers



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- Health fairs
- School events
- School newsletters
- Community dentists
- Band councillors
- Friends
- Family members

### Who?

- Nurses at immunization clinics
- Medical professionals at HeadStart
- Daycare workers
- Health station staff
- School staff, classroom teachers
- Parenting group coordinators
- Community Health Representatives



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## Additional Resources

### Fluoride Varnish Training Manual

#### Sample Job Descriptions

- Oral Health Aide
- Dental Hygienist
- Dental Therapist

#### Protocols

- Fluoride Varnish Application
- Infection Control
- Role of Oral Health Aide in the Community

### OPEN WIDE on-line Training Manual

### Healthy Smile, Happy Child

### Oral Health for Mothers and Children

### Available Forms

### Health Canada website ([hc-sc.gc.ca](http://hc-sc.gc.ca))