



## Module Descriptor

<b>Title</b>	Oral Health Promotion with Technology		
<b>Session</b>	2024/25	<b>Status</b>	
<b>Code</b>	NURS08XXX	<b>SCQF Level</b>	8
<b>Credit Points</b>	20	<b>ECTS (European Credit Transfer Scheme)</b>	10
<b>School</b>	Health and Life Sciences		
<b>Module Co-ordinator</b>	Julie Orr		
<b>Summary of Module</b>			
<p>This module is designed to develop the skills, knowledge, and expertise of dental nurses to enable them to evaluate the social determinants that influence general and oral health. This will enable the dental nurse to use initiative to influence the planning and delivery of oral health promotion activities with the use of technology targeted at a range of individual patients.</p>			
<p>The student will apply a theory of health promotion to facilitate the delivery of holistic oral health advice across a variety of client groups. The student will be expected to evaluate and apply contemporary approaches to health promotion activities for an oral health topic. This includes participation in a range of dental related health promotion and technology-based activities to empower overall oral health and wellbeing. The module will include technology enabled care to assist in patient education, acknowledging, that it provides interactive personalised and accessible resources and tools to empower patients with knowledge and understanding of their oral health.</p>			
<p>The dental nurse will understand the benefits of technology-enabled care, improved treatment outcomes, increased patient satisfaction, and better oral health management. The benefits and limitations of using technology enabled care are also explored.</p>			
<p>Technology enabled care is being integrated into dental patient care, offering benefits in diagnostics, treatment planning, patient management, and patient education. This includes learning and teaching in relation to the use of interactive educational tools, visualisation and simulation, personalised treatment plans, remote telephone consultations and health monitoring devices.</p>			

<b>Module Delivery Method</b>	<b>On-Campus<sup>1</sup></b> <input type="checkbox"/>	<b>Hybrid<sup>2</sup></b> <input checked="" type="checkbox"/>	<b>Online<sup>3</sup></b> <input type="checkbox"/>	<b>Work -Based Learning<sup>4</sup></b> <input type="checkbox"/>
<b>Campuses for Module Delivery</b>	<input type="checkbox"/> Ayr <input type="checkbox"/> Dumfries	<input type="checkbox"/> Lanarkshire <input type="checkbox"/> London <input type="checkbox"/> Paisley	<input type="checkbox"/> Online / Distance Learning <input checked="" type="checkbox"/> Other (specify) NCL Coabridge Campus	
<b>Terms for Module Delivery</b>	Term 1 <input checked="" type="checkbox"/>	Term 2 <input type="checkbox"/>	Term 3 <input type="checkbox"/>	
<b>Long-thin Delivery over more than one Term</b>	Term 1 – Term 2 <input type="checkbox"/>	Term 2 – Term 3 <input type="checkbox"/>	Term 3 – Term 1 <input type="checkbox"/>	

<b>Learning Outcomes</b>	
<b>L1</b>	Explore models and concepts of health and oral health promotion.
<b>L2</b>	Examine the social determinant influences of health and oral health and their effects on general health and wellbeing
<b>L3</b>	Apply knowledge and skills in the delivery of health education and the use of technology enabled care in the context of oral health promotion
<b>L4</b>	Discuss an oral health promotion activity underpinned by contemporary evidence and practice
<b>L5</b>	

<b>Employability Skills and Personal Development Planning (PDP) Skills</b>	
<b>SCQF Headings</b>	<b>During completion of this module, there will be an opportunity to achieve core skills in:</b>
<b>Knowledge and Understanding (K and U)</b>	<b>SCQF 8</b> Demonstrate an understanding of the principles and concepts of health promotion, education, prevention, protection, and empowerment
<b>Practice: Applied Knowledge and Understanding</b>	<b>Please select SCQF Level</b>
<b>Generic Cognitive skills</b>	<b>SCQF 8</b>

<sup>1</sup> Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

<sup>2</sup> The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

<sup>3</sup> Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

<sup>4</sup> Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

	<p>Explore health promotion issues at local, national, and international levels.</p> <p>Plan and evaluate health promotion activities according to individual needs.</p>
<b>Communication, ICT and Numeracy Skills</b>	<p><b>SCQF 8</b></p> <p>Undertake critical evaluations using a range of numerical and graphical data.</p> <p>Search literature and present information using technology.</p>
<b>Autonomy, Accountability and Working with Others</b>	<p><b>SCQF 8</b></p> <p>Assess, plan, implement and evaluate an independent health promotion activity.</p> <p>Practice in ways which draw on reflection on own and other roles and responsibilities</p>

<b>Prerequisites</b>	<b>Module Code</b>	<b>Module Title</b>
	Other	
	<b>Other</b> All L7 modules (BSc Dental Nursing) must be complete	
<b>Co-requisites</b>	<b>Module Code</b>	<b>Module Title</b>

<b>Learning and Teaching</b>	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
<b>Learning Activities</b>	<b>Student Learning Hours</b>
During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	(Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	12
Tutorial / Synchronous Support Activity	12
Laboratory / Practical Demonstration / Workshop	24
Independent Study	152
Please select	
Please select	
<b>TOTAL</b>	<b>200</b>

<b>Indicative Resources</b>
<p><b>The following materials form essential underpinning for the module content and ultimately for the learning outcomes:</b></p> <p>Chapman, A. and Felton, S. (2021) Basic Guide to Oral Health Education and Promotion (Basic Guide Dentistry Series) 3rd ed. Oxford: John Wiley &amp; Sons</p>

Davenport, T. and Kalakota, R. (2019). The Potential for Artificial Intelligence in Healthcare. Future Healthcare Journal Available at Available at: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6616181/> (Accessed: 27 May 2024)

Schwendicke, F., Samek, W. and Krois, J. (2020). Artificial Intelligence in Dentistry: Chances and Challenges. Journal of Dental Research, 99(7), pp.769–774. <https://doi.org/10.1177/0022034520915714>.

**(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk\*) to wait until the start of session for confirmation of the most up-to-date material)**

### **Attendance and Engagement Requirements**

In line with the [Student Attendance and Engagement Procedure](#), Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

**For the purposes of this module, academic engagement equates to the following:**

Where a module has Professional, Statutory or Regulatory Body requirements these will be listed here:

The University is committed to providing a supportive learning environment that actively facilitates student success. In this module, there is a high degree of student- led flexibility.

You are academically engaged if you are regularly engaged with scheduled live sessions on-campus and online, including engaging with online learning activities in your own time, course-related learning resources, and with timely completion and submission of assessments.

Whilst we understand that there may be times when conflicting priorities make participation challenging, for you to gain the most from this module it is recommended that you participate in all scheduled live classes and complete your self-directed learning activities in a timely manner.

It may be difficult to pass the assessment associated with this module if you are not regularly engaging with the module work and live classes. We may reach out to check how things are going and offer support if we observe that you have not been attending sessions or completing online activities.

### **Equality and Diversity**

**The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).**

This module is appropriate for all students. To promote inclusive practice, procedures and processes have been subject to Equality Impact Assessment where appropriate. In line with the Equality Act 2010 and UWS Refreshed Equality Outcomes 2021-2025 Public Sector Equality Duty Mainstreaming and Equality Outcomes Report 2021 ([uws.ac.uk](http://uws.ac.uk)) (pp. 37-39) the School of Health and Life Sciences encourages the disclosure of support requirements, including disability, at the recruitment stage and throughout the duration of the module. Emphasis is placed on confidentiality of information, the benefits of disclosure and that no detriment to progress will be experienced. The School will endeavour to make reasonable adjustments to teaching and learning approaches and arrangements for assessment, and (when applicable) periods of placement, where a student has disclosed specific requirements.



<b>Component 3</b>							
<b>Assessment Type</b>	<b>LO1</b>	<b>LO2</b>	<b>LO3</b>	<b>LO4</b>	<b>LO5</b>	<b>Weighting of Assessment Element (%)</b>	<b>Timetabled Contact Hours</b>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Combined total for all components</b>						100%	hours

### Change Control

<b>What</b>	<b>When</b>	<b>Who</b>