NHS TAYSIDE – AGENDA FOR CHANGE

JOB DESCRIPTION

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| 1. JOB IDENTIFICATION   SC06-2872ER  Key areas for change and Highlighting  Changes related to 4D curriculum  Changes related to Direct Access  Changes related to how the role has naturally evolved | Job Title | Tutor Dental Hygienist and Therapist |
| Department(s)/Location | Oral Health Sciences Department |
| Number of job holders | 4 |
| JOB PURPOSE **This job exists primarily to provide academic and clinical teaching to students undertaking the BSc (Bachelor of Science) Course in Oral Health Sciences, and BDS (Bachelor of Dental Surgery) in Dentistry at University of Dundee.**  **There is also a requirement from the post holder to undertake clinical treatment sessions during which a wide range of dental procedures are carried out - e.g. restorative dentistry, paediatric dentistry and periodontal treatment.** | | |
| ORGANISATIONAL POSITION Clinical Care Group Manager  Programme Lead  Tutor Dental Hygienist and Therapist (x4)  Dental Nurse  Trainee Dental Nurse  Dental Undergraduates (x80) | | |
| SCOPE AND RANGE  * **The formal classroom teaching and clinical teaching of approximately 80 students. The students treat approximately 150 - 200 patients per week. This clinical service (supervised by the post holder) extends to:** * All departments within Dundee Dental Hospital * Various departments within NHS Tayside * The community as a whole - Dental Health Education * The Public Dental Service across Scotland * **Responsible for personally providing dental treatment to a wide variety of patients. This service extends to:** * All departments within Dundee Dental Hospital * Various departments within NHS Tayside * The community as a whole - Dental Health Education * **Stock ordering (and sourcing) to the value of approximately £5000 per year** * **Involved with training and direct supervision of trainee dental nurses within the Dental Hospital in a clinical setting (approximately 3 per year) - e.g. periodontal charts** * **Direct supervision of qualified dental nurses within the Dental Hospital in clinical situations - e.g. instruction on which material to be mixed, amount of suction required** | | |
| MAIN DUTIES/RESPONSIBILITIES  * **Developing packages of care for patients** * **Providing highly specialised advice to patients - which contributes to the diagnosis, care and education of the patient** * **Management of the providers of patient care - i.e. students** * **Responsible for the day to day management, training and supervision of students in a clinical setting including:** * Appointment times * Chair and patient allocation * Ensuring high standards of punctuality, attendance, cleanliness and professionalism are met * Liaising with professors, consultants, registrars and other dental staff to ensure students are fully aware of the treatment expected of them, and any medical conditions etc. regarding their patients * Liaising with senior dental nurses and other dental nurses in each department to ensure that adequate nursing assistance is available * **Practical clinical training for students** * **Providing a personal clinical service in the way of patient treatment sessions to all departments of Dundee Dental Hospital, treating a wide variety of patients including consultant referred, student clinic and referred from other members of dental staff** * **Responsible for preparing and delivering material for the academic teaching of the BSc Oral Health Sciences and BDS Dentistry courses which involves:** * Decision making as to how much material needs to be delivered * Creating student timetables – forward planning up to a year in advance * Developing lesson plans * Researching material with the use of internet, and various medical and dental journals * Devising and implementing delivery methods of material - e.g. computer-aided presentation, visual aids, handouts, digital photography etc. * Frequently delivering highly complex information (to Degree and Postgraduate level) in the form of iClasses (interactive classes), lectures, tutorials, seminars and practical demonstrations, to student groups of 80 or more * Setting, assessing and grading homework assignments at own discretion as appropriate to course and/or individual students * Setting and marking formal assessments * Providing students with feedback regarding academic performance and, at own discretion, taking appropriate further action - e.g. advice on study, referral to University counsellor, referral to Dean of Dentistry * **Regularly dealing with patient complaints, working with the student and patient to gain a satisfactory outcome, whilst adhering to the NHS and University policies on patient complaints** * **Interviewing and selecting candidates under the UCAS (The Universities and Colleges Admissions Service) system for both dental undergraduate courses** * **University of Dundee Adviser of Studies** - which includes: * Academic - to be available to give advice and guidance at key stages to help students make course choices; to support students with their personal development planning where applicable; and to give advice on professional and academic progress and skills development, offering useful improvement strategies and highlighting opportunities for engagement and professional development. Achieved by: * maintaining regular contact with students * supporting students in academic and career development planning, and signposting specialist staff who can provide guidance * liaising with other members of academic staff, as appropriate * following up on students who are not making satisfactory progress or who have poor attendance records * where applicable, writing references for current and former students * Pastoral - to be available to offer general advice and information and ensure that students who are experiencing difficulties are supported through referral to the appropriate professional service(s). Achieved by: * providing basic pastoral support to students * maintaining awareness of other sources of support within the School / University / Dundee University Students’ Association and referring students as appropriate * **University of Dundee Dental School Module Coordinator**. The duties of this role impact across the entire organisation (NHS and University), the existing BDS and BSc programmes and the new and developing programmes and includes: * Academic coordination for module(s) * Ensure intended learning outcomes (ILO’s) are delivered * Ensure horizontal integration of module content * Ensure integration with Core Clinical Cases   + Delivery of assessments aligned to module ILOs and content   + Checking and finalising of Degree and resit examination spreadsheets   + Adhering to timelines for examinations - e.g. finalising degree and resit papers – up to a year’s planning in advance * Address issues of student capability * Deal with student enquiries in conjunction with Module Administrative Lead and Transition Co-ordinator * Provide pastoral oversight in the curriculum and liaise as necessary with student support mechanisms in the school * Chair Module Management Group meetings * Coordinate module evaluation and prepare Quality Assurance (QA) reports * Report regularly to BDS / BSc Programme Leads and various Associate Deans of the dental school, including attendance and reporting at School Learning and Teaching Committee and School QA Committee * Provide direction to Module Administrative Lead * To work closely with the Transition Co-ordinator (s) in the following areas:   + Ensure vertical integration of themes across modules to ensure full delivery of the learning outcomes set down by the dentistry & dental education regulator (General Dental Council)   + Monitor student retention and progression   + Monitor student contact time / student effort including coordinating attendance monitoring   + Identify and coordinate delivery of interventions to ensure high levels of retention and progression * **Planning and delivering postgraduate lectures, tutorials, seminars, and practical demonstration sessions to postgraduate students, on a wide variety of subjects, including any new duties that arise, as set down by the General Dental Council** * **Honorary Clinical Lecturer for University of Dundee** * **Internal Examiner and Invigilator for University of Dundee** * **Regular participation in research studies and clinical trials - e.g. subject recruitment** | | |
| COMMUNICATIONS AND RELATIONSHIPS **Forms of communication used:**   * Written * Oral * Face to face * Electronic   **People communicated with:**   * **Students** * **Members of University and dental hospital staff (professors, consultants, registrars, dental core trainees, other hygienists/therapists/tutors etc.)** * **Members of support staff (dental nurses - senior, qualified, trainee)** * **Members of administration staff (University and NHS)** * **Patients**   **Students:**   * Regularly undertake classroom teaching to student groups of 80 or more in the form of iClasses (interactive classes), lectures, tutorials and seminars, with the use of computer-aided presentations, visual aids, and practical demonstration. The information is highly complex (to Degree or Postgraduate level). * Regular (every 6-8 weeks) progress assessment / feedback sessions on a one to one basis with students, where communication is often contentious, and sensitive information must be conveyed - e.g. conveying that the student’s academic / clinical performance is below standard, conveying a problem with a student’s personal hygiene, discussing a clinical situation which may have arisen, for instance a needlestick injury from a high risk patient. These situations require quick thinking, on the spot decision-making and an in-depth knowledge of all trust and university policies - e.g. equality, bullying and harassment, health and safety etc. * Overcoming several barriers to understanding - e.g. students with special needs (dyslexia, deafness etc.), students whose first language is not English, or they may have different cultural beliefs, angry, confused, aggressive or emotional students. There is a requirement to be familiar with, and comply with, disability and equality legislation and policies etc.   **Patients:**   * It is the post holder’s responsibility to ensure that competent consent has been gained before any dental procedure is initiated. This involves fully explaining to the patient the extent and nature of the disease in their mouths. This is often a highly complex and contentious situation as there may be various barriers to understanding on behalf of the patient - e.g. special needs, the specific nature of the disease and the treatment to be carried out, language barriers etc. Often patients will not consent to treatment which they do not feel is necessary, or because they wish different treatment, which is not always possible without compromising the overall health of their mouth. An in-depth knowledge of law and ethics is necessary. Barriers can be overcome with clear explanation of disease aetiology, progression and severity of outcome but this is highly complex information that needs adaptation to the individual intellectual capacity. * During treatment any changes must be fully explained, any alternatives given, and further consent sought - e.g. where the severity of disease has been underestimated, for example on a radiograph. * As treatment is carried out within a clinical teaching environment, often students can make errors of judgement. The responsibility falls on post holder to inform patients - e.g. student cuts cavity on wrong tooth, extracts wrong tooth etc. This situation can be highly contentious and can accelerate to aggression or violence if not handled properly. * A major part of a dental hygienist/therapists’ job is to motivate patients with regard to taking responsibility for their own oral health. A high level of training and experience in communication skills is therefore required, and as the topic is often sensitive (e.g. personal hygiene), a degree of tact and empathy. | | |
| KNOWLEDGE, TRAINING AND EXPERIENCE REQUIRED TO DO THE JOB **Qualifications:**   * **Registered Dental Hygienist and Dental Therapist holding a BSc in Oral Health Sciences or equivalent** * **A postgraduate qualification in adult teaching e.g. Further Adult Education Teaching Certificate** * **Significant postgraduate experience to MSc level or equivalent, to include evidence of study in the following areas, or any other areas clinically related to the post:** * Anatomy and physiology * Restorative dentistry * Periodontology * Behavioural science * Oral medicine   **Knowledge:**   * **Knowledge required for academic teaching of BSc Oral Health Sciences and BDS Dentistry. In-depth academic knowledge required for all modules as taught on the course** * **Knowledge required for the postgraduate training of qualified Dental Hygienists and Therapists** * **Significant evidence of continuing professional development, including knowledge of any advances in the core Oral Health Sciences curriculum (as laid down by the General Dental Council), clinical techniques and treatments** * **Knowledge of adult teaching, including lesson planning, lecture delivery methods, study skills and assessment techniques** * **Knowledge and experience to be clinically autonomous within the remit of a Dental Therapist – from diagnosis of disease, developing care packages (treatment planning) and completion of care for patients within a clinical setting.** * **In-depth knowledge of a wide range of computer hardware and software required, including word processing, computer-aided presentations, spreadsheets** * **In-depth knowledge of internet and e-mail required for regular research of clinical knowledge and techniques to enhance academic teaching, to deliver information to students regarding the use of internet and e-mail, and to communicate with other dental and university staff regarding student teaching**   **Clinical Experience:**   * **Extensive clinical experience including:** * Significant postgraduate clinical experience as a qualified Dental Hygienist and Therapist. The skills acquired during this time should include; clinical competence, highly developed motivational skills, teaching in a clinical environment, adult education teaching * Evidence of self-study, for continuous professional development, and also in the preparation of lectures etc. - e.g. dental and medical journals, internet search engines, reading, attending various lectures and courses * Experience of, or a willingness to undertake training in, invigilation and examining | | |

ESSENTIAL ADDITIONAL INFORMATION

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| 1. SYSTEMS AND EQUIPMENT  * **Personal responsibility for safe use (and the students’ safe use) of highly complex equipment - e.g. radiography equipment, dental units, computer and digital technological hardware** * **Responsible for students’ tuition in the safe use of highly complex equipment - e.g. radiography equipment, dental units, computer and digital technological hardware** * **Responsible for fault finding and reporting for IT systems in department, including 7 PC’s, a laptop PC, digital camera and projector, TV, DVD player, computer hardware - e.g. scanners** * **Regular requirement for the use of IT systems, for preparation and presentation of course format - e.g.** * Regularly creates spreadsheets inputting data generated by others on clinic based on student numbers etc, requiring the use of formulae * Checking and querying reports – e.g. Liftupp (software to assess students’ clinical performance), exam results * **Stock control and selection of materials and suppliers of dental consumables as required for the BSc Oral Health Sciences course, to a value of approximately £5000 per year. The decision is based upon cost, quality and teaching requirements.** * **Daily use and instruction in the use of high speed rotary instruments and sharp instruments which the potential for inflicting severe bodily injury to the operator/patient/staff**   **Responsibility for Records Management**  All records created in the course of the business of NHS Tayside are corporate records and are public records under the terms of the Public Records (Scotland) Act 2011. This includes email messages and other electronic records. It is your responsibility to ensure that you keep appropriate records of your work in NHS Tayside and manage those records in keeping with the NHS Tayside Records Management Policy and with any guidance produced by NHS Tayside specific to your employment. |
| PHYSICAL DEMANDS OF THE JOB **Physical:**   * Ongoing requirement to work in cramped conditions, as it is a vital part of the clinical role to achieve a good visual aspect of the inside of the mouth - by nature a small confined space. This is most of every clinical session (approximately 3.5 hours each time). * Frequently sitting at desk - inputting at keyboard * The highest level of precision and hand-eye co-ordination is required to pinpoint accuracy (<1mm) in order to avoid irreversible tissue damage (soft and hard tissues of the mouth, dental pulp). The equipment used involves high speed rotary instruments in extremely close proximity to these structures. Accuracy is often hampered - e.g. children, elderly, mentally and physically challenged patients.   **Mental:**   * Frequent requirement for very intense concentration - e.g. attempting to carry out intricate, precise and potentially dangerous treatment in a patient’s mouth (often for up to 3 hours at a time), whilst ensuring that the patient remains relaxed and still throughout. This is often carried out under the additional stress of treating patients with difficulty in sitting still - special needs patients, children, and highly anxious patients. * Lectures, tutorials and seminars involve prolonged periods of academic teaching, where the accuracy of the material the post holder is delivering may come under close scrutiny, or cross questioning. Also, in-depth preparation of teaching material is required, especially when researching evidence-based subjects. This involves studying professional journals, epidemiological databases etc. Standing in front of students, peers, patients and other work colleagues requires a high level of mental preparation for the fluent delivery of the material. Alternative strategies when there is technical failure or change of venue at short notice to still deliver. * iClasses involve frequent long periods (up to 3 hours) of intense concentration involving active participation with students * Mental preparation is required for presentation to an unpredictable target group - e.g. adult day care, adolescents, or for close verbal contact with patients on a one to one basis clinically, especially with known problem patients - i.e. special needs, alcohol/drug users - in this line of clinical work, the post holder will have a patient list for the day, but will not necessarily know the extent of the demands until meeting the patient, and fully exploring their individual needs and behavioural patterns. * Requires in depth mental attention to intricate clinical procedures while proactively engaging the patient   **Emotional:**   * Frequently treating patients with a high level of anxiety, or severely challenging behaviour - e.g. children, phobic patients, patients with special needs. This can be very emotionally distressing, and frustrating, as the treatment required may not be able to be carried out. * Frequent exposure to highly distressing circumstances - e.g. cancer patients, patients who may be terminally ill, children who may have been abused or mistreated, facial deformities - e.g. cleft palates * Daily - dealing with patient complaints and facing hostility. Examples include waiting lists, feeling discomfort during treatment, appointments running late, student’s attitude or treatment. Negotiating skills are required. This can often be a long, drawn out process and therefore very stressful. * Daily exposure to highly distressing circumstances with regard to students, who often want to discuss personal problems, which might affect their work, or who may become confrontational when they do not agree with grading, assessment or any other teaching aspect of the course. * Daily observing, monitoring and intervening in order to prevent potentially hostile situations arising with peer groups of students * Patients frequently attend in pain, having lack of sleep, with high levels of anxiety, which quickly accelerate to aggression towards the student/operator. These situations need careful management, and the students/staff may need debriefing afterwards. The episode can result in the need for counselling. * The post holder frequently sees patients who have facial injury - i.e. cancer, RTA, domestic abuse, violence. The post holder is actively involved in the rehabilitation of such patients.   **Working conditions:**   * Daily exposure to uncontained noxious odours, saliva, blood and pus, due to close proximity, airborne infection etc. * Daily exposure to hazardous materials - e.g. mercury |
| DECISIONS AND JUDGEMENTS **Clinical:**   * Formulating and managing a treatment plan * Diagnosing dental and orofacial disease * Judgments regarding the type, quality and quantity of oral care to patients presenting with dental caries, periodontal disease and tooth wear - involving several components. This may involve facts and situations which are highly complex, where expert opinion differs and where a degree of research and personal; opinion must be used. * Making clinical decisions and judgments where information may be unavailable - e.g. patient does not know which medications they take, what their previous treatment was, or they give misinformation about an existing condition * Radiology: * Prescribing radiographs and interpreting pathological features on radiographs * Decisions / judgments regarding hazards of ionizing radiation and regulation including radiation protection and dose reduction, assessment of image quality, which imaging equipment to use - e.g. digital or conventional. Techniques - e.g. paralleling technique or bisected angle technique * Works autonomously - from examination and treatment planning through to completing treatment, and deciding on review appointments * Makes own clinical decisions as regards materials to be used, type of restoration, lining required, whether local anaesthetic, and which type is to be used * Set own task for individual appointments * Decide the pace of treatments to be carried out, depending on individual patients   **Student clinic:**   * Complete freedom within the wider NHS and University policies (e.g. - health and safety, cross infection control, bullying and harassment), to act with discretion with regards to the day to day management of student clinic - e.g. set tasks, decide which materials, instruments to be used, assessing students’ knowledge skills and attitude, disciplining students for unacceptable behaviour * Using own discretion to ascertain whether individual students are capable of a specific task   **Teaching:**   * Required to act autonomously with regard to student management - e.g. disciplining students’ behaviour at own discretion, setting individual goals and targets for students, using own judgement to advise students on course of action to be taken - e.g. study, counselling. * Frequently liaising with Oral Health Sciences Programme Lead and other staff members (e.g. Dean of Dentistry), to discuss policies and suggest changes * Scrutinises reports - e.g. Liftupp (software to assess students’ clinical performance)   ` |
| MOST CHALLENGING/DIFFICULT PARTS OF THE JOB The day to day demands of the post, which involve juggling several different aspects; i.e. delivering a high standard of clinical care to patients and meeting academic deadlines, etc. whilst bearing the burden of responsibility for student performance, both theoretical and clinical. The post is carried out within a clinical environment, which can be difficult, given the ever-changing dynamics of patient treatment. |
| JOB DESCRIPTION AGREEMENT The job description will need to be signed off using the attached sheet by each postholder to whom the job description applies. |