Unit 311  Provide chairside support during the extraction of teeth and minor oral surgery

Level: 3
Credit value: 3
UAN number: R/502/7352

Unit aim
This unit aims to ensure the correct preparation of the dental environment and assisting the operator during extractions and minor oral surgery within the dental environment. Understanding of complications that could occur during all treatments must be clear and reflect competence in the dental professional's own role throughout. Practical competence must be proved during all types of treatments relating to extractions and understanding shown of all instruments, materials and records used. It also enables learners to demonstrate knowledge of current legislations relating to confidentiality and the maintenance of records. This unit reflects key points relating to cross infection control, communication techniques and the identification of medical emergencies. Patient care is essential throughout this unit.

Learning outcomes
There are three learning outcomes to this unit. The learner will:
1. be able to prepare the patient and the dental environment for extractions and minor oral surgery
2. be able to support the operator and the patient during extractions and minor oral surgery
3. be able to support the operator and the patient following extractions and minor oral surgery

Guided learning hours
It is recommended that 24 hours should be allocated for this unit, although patterns of delivery are likely to vary.

Details of the relationship between the unit and relevant national standards (if appropriate)
This unit is linked to the National Occupational Standards Unit 311 Provide chairside support during the extraction of teeth and minor oral surgery (OH8).

Support of the unit by a sector or other appropriate body (if required)
This unit is endorsed by Skills for Health.

Assessment
This unit will be assessed by:
- portfolio containing examples of observed practice in the learner’s workplace or via an appropriate alternative method (see guidance at the end of the unit)
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Outcome 1 be able to prepare the patient and the dental environment for extractions and minor oral surgery

Assessment Criteria

The learner can:

1. make available the correct patient’s charts, records and images
2. prepare and list the equipment, instruments, materials and medicaments that may be required for
   a) extracting erupted teeth
   b) during minor oral surgery
3. check with the patient that they have followed the prescribed pre treatment instructions and report any non-compliance promptly to the appropriate member of the team.

Range

Charts, records and images
Paper based, electronic, dental images

Equipment, instruments, materials and medicaments
Topical Anaesthetic, Local Anaesthetic, Local Anaesthetic syringes and needles, Luxators and/or elevators eg Couplands, Warwick James, Cryers, Extraction Forceps, Scalpel, periosteal elevator, cheek retractor, Spencer Wells, suture, suture holder, dissecting forceps, scissors, surgical suction tip, surgical hand piece, and burs or surgical mallet and chisel, irrigation syringe/needle/solution (e.g. saline), Haemostatic medicaments e.g. gelatine sponges, oxidised cellulose.

Teeth
Deciduous, permanent

Minor Oral Surgery
Implants, Apicectomy, Fraenectomy, Biopsy, removal of impacted teeth, removal of buried roots
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**Outcome 2** be able to support the operator and the patient during extractions and minor oral surgery

**Assessment Criteria**

The learner can:

1. provide the **patient** with appropriate support during the administration of local or regional anaesthesia
2. aspirate, irrigate and protect the patient’s soft tissues
3. monitor the patient, identify any **complications** and take the necessary actions without delay
4. assist the operator during the:
   a) extraction of erupted teeth
   b) **minor oral surgery procedures**
5. assist the operator in the placing of sutures (if used), and record the sutures correctly.

**Range**

**Patient**

Adults, children, older people, those with special needs

**Complications**

Nerve damage, haemorrhage, oral antral fistula, equipment failure, collapse

**Minor oral surgery procedures**

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Outcome 3 be able to support the operator and the patient following extractions and minor oral surgery

Assessment Criteria
The learner can:
1. provide the patient with appropriate post operative instructions following the extraction of erupted teeth and minor oral surgery, including access to emergency care and advice
2. complete the necessary charts and records accurately and legibly following the procedure
3. provide information on why it is important to confirm with the operator that the patient is fit to leave the surgery prior to them doing so.

Range

Teeth
Deciduous, permanent
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Notes for guidance

This section provides explanations and definitions of the terms used in this workforce competence. In competences, it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the competence, may be used in a very particular way.

Charts and records  includes: paper based; electronic and dental images

Equipment, instruments, materials and medicaments  includes: topical anaesthetic, local anaesthetic equipment – appropriate syringe, needle and LA cartridge; luxators and/or elevators eg Couplands, Warwick James or Cryers; forceps; surgical extraction equipment eg scalpel, periosteal elevator, cheek retractor, tongue retractor, spencer wells, suture, suture holder, dissecting forceps, scissors, surgical suction tip, surgical handpiece and burs or surgical mallet and chisel; irrigation, eg saline and haemostatic medicaments – gelatine sponges, oxidised cellulose

Patients includes: adults; children; older people and those with special needs

Treatment extraction of teeth and minor oral surgery includes: extraction of erupted teeth (deciduous and permanent); extraction of un erupted teeth or roots; bone removal and raising mucoperiosteal flaps

Standard precautions and health and safety measures  a series of interventions which will minimise or prevent infection and cross infection, including: hand washing/cleansing before during and after the activity; the use of personal protective clothing and additional protective equipment when appropriate it also includes: handling contaminated items; disposing of waste; safe moving and handling techniques; untoward incident procedures and safe handling of medicaments

Other sources of competence evidence:
Some competence criterion may be difficult to evidence by observation and/or expert witness testimony because they may refer to contingencies or infrequently occurring activities.

- **Work Products:** These are non-confidential records made, or contributed to, by the learner, e.g. incident records, maintenance reports.

- **Confidential Records:** These may be used as evidence but must not be placed in the learner’s portfolio. They must remain in their usual location and be referred to in the assessor records in the learner’s portfolio e.g. Copies of risk assessments the learner has contributed to.

- **Questioning:** Questions may be oral or written. In each case the question and the learner’s answer will need to be recorded eg what are your workplace procedures for dealing with risks which you are not able to handle yourself?

- **Professional discussion:** This should be in the form of a structured review of the learner’s practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that the learner knows and understands principles which support practice; policies, procedures and legislation, and that the learner can critically evaluate their application e.g. Describe your responsibilities for health and safety in your workplace.
• **Original Certificates:** Certificates of training and records of attendance must be authentic, current and valid. The learner’s assessor will also want to check the content of such training so that this can be matched to the standards and check that the learner has retained and can apply learning to practice e.g. City & Guilds Certificate in Health and Safety at Work.

• **Case Studies, projects, assignments and candidate/reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of the learner’s qualification. Occasionally, because an event happens rarely or may be difficult to observe, the learner may be able to use a candidate/reflective account to provide some of the performance evidence for this unit. E.g. an account of an occasion when you reported on a high risk hazard.

• **Witness Testimony:** Colleagues, allied professionals and individuals with whom the learner works with may be able to provide testimony of their performance. The learner’s assessor will help him/her to identify the appropriate use of witnesses.