

## **Module Guide**

**Name of Module:**                    **Managing the Oral Care of  
Children & Adolescents**

**Full Module Code:**                **HS744 – 6 – AU**

**Campus:**                                **Southend  
Colchester**

**Module Dates:**                    **May 2023 - December 2023**

**Academic Year:**                    **2022-2023**

**Student Number:**                **21**

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## The NHS Constitution Values

The School of Health and Social Care (HSC) is committed to embedding the NHS Constitution values (which are reflected in the University values) and behaviour into all we do. There is recognition that not all students and staff will work within the NHS, however these values are applicable to many areas of work and activities.

The aspiration for those within HSC to involve students, patients, service users, carers and NHS /non NHS professionals in the delivery of all programmes should be the norm. All staff within HSC will demonstrate respect for persons; property and life choices and students are expected to do the same. All staff have a commitment to excellence in education and teaching which invites and acts on student and our partners' feedback. We expect high levels of professionalism from staff and students at all times.

The full NHS England Constitution can be viewed at:

<https://www.gov.uk/government/publications/the-nhs-constitution-for-england>

## The University Values

The new University of Essex strategy requires that the stated behaviours and values of the university are exhibited throughout your course – these values are similar to the guiding NHS constitution values.

In pursuing teaching, research and support of students within HSC the activity, behaviours and decision making of all members of the academic community are underpinned by clear expectations. These values and behaviours make it clear that the academic community have a responsibility to:

- Aspire to excellence in teaching and research
- Maintain integrity, honesty and openness working within ethical bounds
- Exercise Academic freedom
- Maintain and strengthen the student community
- Demonstrate inclusivity, equal opportunity, respect and dignity.
- Innovate to meet the challenges of a rapidly changing world.
- Maintain a global outlook and ensure that we draw on a rich diversity of perspectives
- Work in mutually beneficial partnerships which are based on trust and respect.
- Be accountable for decisions made and provide transparency in all.

The full Strategy can be viewed at: <http://www.essex.ac.uk/about/strategy/documents/strategic-plan.pdf>

## University of Essex

### Module Specification

Module Title	Managing the Oral Care of Children & Adolescents		
Module Code	HS744-6-AU	JACS Code	B751
Date of introduction	2014	Academic Year	2022- 2023
School	School of Health and Social Care		
Terms Taught	Summer/ Autumn		
Module Descriptor (Used for online Module Directory)	This module allows student dental therapists to use their clinical practice as a focus for their study and consider this environment by focussing their scholarship, research and enquiry on enhancing effective clinical practice. It enables consolidation of the theory with the opportunity to treat a range of individuals with dental caries, periodontal disease and non-carious tooth loss		
Keywords	Oral health, oral disease, prevention, plaque related diseases, dental therapist, oral health planning, paediatric dentistry		
Module Leader	Ms Aylen Dervish School of Health and Social Care, University of Essex, Colchester Campus, Wivenhoe Park, Colchester CO4 3SQ. <a href="mailto:ad21071@essex.ac.uk">ad21071@essex.ac.uk</a>		
Module Tutors	Oral Health Sciences Team		
Module Administrators	Admin contact details (Southend Campus): University of Essex. Elmer Approach. Southend on Sea. SS1 1LW.  Elizabeth Lewis e-mail: <a href="mailto:hsohlth@essex.ac.uk">hsohlth@essex.ac.uk</a>  Admin contact details (Colchester Campus): University of Essex, Colchester Campus, Wivenhoe Park, Colchester CO4 3SQ.  Catarina Cosstick-Wright e-mail: <a href="mailto:colchesteroralhealth@essex.ac.uk">colchesteroralhealth@essex.ac.uk</a>		
External Examiners	Beverley Bishop, University of Birmingham		

#### Module Values

NQF Level	6	Credit	30	Learning Hours	300
Available as Distance Learning? (y/n)	N				

#### Module Delivery Mode (✓) Including total hours per delivery mode

Lecture	✓ 35	Tutorial/Seminar	
Skills/IT Laboratory	✓ 35	Independent Learning	✓ 100
Practice	✓ 130	Distance Learning	

<b>Requisites</b>
<b>Pre-Requisites</b>
HS740: Extending Oral Health Practice
<b>Co-Requisites</b>
HS 741: Developing Professional Practice HS 747: Comprehensive Oral Health Care
<b>Other / Entry Requirements</b>
<b>Additional Comments</b>
<b>Programme Award</b>
BSc (Hons) Oral Health Science

<b>Background / Context</b>
This module is a core compulsory module of the BSc (Hons) Oral Health Science programme. This module enables the student dental therapist to integrate knowledge of primary tooth morphology, pulpal physiology and clinical radiology with cavity design, restorative techniques, and dental materials. This module builds on child psychology and behaviour management skills to an advanced level to enable students to provide clinical restorative treatment to young children and adolescents. This module develops a comprehensive, patient-centred, problem-solving approach to clinical assessment and oral health planning stressing the development of critical thinking and clinical judgment. In addition, emphasis is on health promotion, disease prevention, and the management of common oral health diseases.
<b>Module Aims</b>
By the end of this module the student should have: <ol style="list-style-type: none"> <li>1. applied their knowledge of the various dental disorders and systemic diseases by applying this to the management and treatment of the growing and developing child into adolescent patients.</li> <li>2. the academic, clinical and technical skills to plan, undertake preventative and restorative procedures and manage the care of child and adolescent patients using a patient centred, evidence-based and holistic and professional approach.</li> <li>3. the ability to act autonomously in an ethical and professional manner within the General Dental Council's Scope of Practice guidance document and take responsibility for their actions in preparation for the workplace upon qualification.</li> </ol>
<b>Overview</b>
The module consists of taught sessions by clinical experts in the field of oral health science and dental therapy covering theoretical teaching, linking clinical work-based placement. Teaching is evidence-based and linked to contemporary literature.
<b>Indicative Content</b>
The module comprises the following content: <ul style="list-style-type: none"> <li>▪ Human Growth &amp; Development</li> <li>▪ Development of the human dentition <ul style="list-style-type: none"> <li>- Orthodontics</li> <li>- Disturbances in tooth development</li> </ul> </li> <li>▪ Behaviour management</li> <li>▪ Dental caries in children &amp; adolescents</li> <li>▪ Scientific basis of caries prevention</li> </ul>

- Treatment planning the primary and mixed dentitions
- Caries management of primary and young permanent teeth
  - Radiography
  - Local anaesthesia
  - Management of carious lesions
  - Management of dental trauma and injuries
- Occlusion & orthodontics
- Dental material science for the primary dentition
- Periodontal diseases in children and adolescents
- Children with special needs, medically compromised children

### **Detailed session content (if available)**

#### **Introduction to the module**

- Have an overview of the module and how the academic and work-based learning elements work synergistically
- Be aware of the content and assessment for the module

#### **Managing caries in the deciduous dentition I. Dental Skills Lab**

- Understand the rationale for restoring carious primary teeth and the potential effects childhood caries has on the disruption to quality of life for an individual
- Understand the management of the different types of carious lesions in the primary dentition
- Prepare and restore two posterior approximal cavities in deciduous teeth (one lower and one upper tooth) using a sequential approach

#### **Children as a special needs group: General considerations.**

- Understand why children are considered a special needs group.
- Discuss the various challenges of challenging children.

#### **Oral childhood illnesses - Guided learning**

- Identify common childhood illnesses, stating the cause incubation, duration, signs and symptoms and management of common childhood illnesses
- State childhood viruses that affect the oral cavity
- Describe the clinical presentation and management of viruses that affect the oral cavity

#### **Managing caries in the deciduous dentition II. Dental Skills Lab**

- Have a comprehensive knowledge of the advantages and disadvantages of paediatric restorative materials and be able to apply this knowledge to treating the deciduous dentition
- Prepare and restore two posterior approximal cavities in deciduous teeth (one lower and one upper tooth) using a sequential approach

#### **Review of embryology.**

- Describe the dental histologic and developmental stages of a tooth
- Demonstrate knowledge of dental anomalies of the number of teeth and related syndromes
- Discuss dental anomalies of size and shape
- Describe dental anomalies of structure related to enamel, dentine and cementum, and their management
- Have some knowledge of the management of patients with craniofacial syndromes such as cleft lip and palate.

#### **Human development.**

- Demonstrate an understanding of the biological, psychological, social and cultural influences on human development and how these are significant in the treatment of children
- Identify normal and abnormal milestones of child development and explain how these relate to behaviour in the dental environment
- Understand the different theories of children's cognitive, social and emotional development
- State the most common mechanisms of learning for children

#### **Behaviour management I.**

- Describe the different types of children's temperaments
- Discuss anxiety producing times during a dental visit and strategies to help the patient
- Understand and be able to apply the different non-pharmacologic behaviour management techniques used for children and adolescents and the apprehensive child
- Recognize the parent/guardian as a factor in providing care

### **Behaviour management II.**

- Demonstrate knowledge of the common pharmacological behaviour management techniques for the child and adolescent.
- Explain the risks and benefits of treatment under general anaesthesia and conscious sedation

### **Local anaesthesia in children.**

- Define local anaesthesia and the properties of local anaesthetic agents.
- Explain medical considerations in administering local anaesthetic agents.
- Calculate appropriate child weight dosages of local anaesthetic agents.
- Describe preparation of the paediatric patient prior to injection.
- Describe techniques for block and infiltration anaesthesia in children.
- Undertake safe administration of local analgesia on children and adolescents
- Know how to manage local anaesthesia complications, when they arise

### **Management of the pulp. Dental Skills Lab**

- Describe indications and contraindications for pulp therapy over tooth extraction
- Describe the information needed to obtain an accurate diagnosis and determine if a primary or young-permanent tooth is treatable with pulp therapy
- Discuss the influence of behavioural factors on the plan of treatment
- Understand some of the principles behind successful pulpotomies in primary teeth
- Demonstrate the clinical skills in undertaking pulp therapy competently for the primary dentition in the skills laboratory

### **Treatment planning for the dentitions.**

- Understand the principles of paediatric dentistry treatment planning
- Be competent to diagnose oral conditions in the child and adolescent
- Be able to select special investigations to aid diagnosis of oral and dental conditions
- Understand and employ the issues of consent in the child and adolescent
- Understand and be competent to undertake a risk assessment
- Review in detail the behavioural, medical and dental (clinical and radiographic) data that assists in the decision-making process
- Formulate an appropriate treatment plan based on patient assessment and diagnosis

### **Interpreting radiographs in paediatric dentistry.**

- Justification and indications for radiographs in the child patient
- Principles for interpretation of radiographs in the child patient
- Reviewing radiographs and how these assist in the treatment planning and treatment process

### **Preformed crowns. Dental Skills Lab**

- State the indications for using preformed crowns in paediatric dentistry
- Understand when and how to use preformed crowns
- Describe the steps involved in preparing a deciduous molar tooth to provide a preformed crown
- Competently undertake the preparation of a deciduous molar tooth for a preformed crown in the skills laboratory and fit a preformed crown to the prepared tooth in the model

### **Reviewing dental caries patterns in children and adolescents.**

- Outline epidemiology of dental diseases in children in the UK
- Identification of high risk individuals and populations with regards to dental caries in children and adolescents
- Review policy documents with regards to preventive strategies for the individual child and population
- Review dental caries patterns in children and adolescents

### **Child developmental disorders, behavioural and emotional issues.**

- Outline common mental and emotional disorders and how these may impact on the provision of the delivery of care
- Have knowledge of how to manage the behaviour management of dental patients who may present on the autism spectrum or with anxiety or depression

### **Extraction techniques I & 2 Dental Skills Lab**

- State indications and contraindications for extracting deciduous teeth
- List alternatives to local anaesthesia for extracting deciduous teeth
- Prepare a patient for the extraction of a deciduous tooth under local anaesthetic
- State how you would anaesthetise an deciduous tooth prior to extraction
- Select appropriate forceps for extracting deciduous teeth
- Demonstrate position and technique for extracting any deciduous tooth
- Achieve haemostasis, and provide post operative instructions, following extraction
- To describe potential problems in, and complications of, extracting deciduous teeth

### **Management of dental injuries and incisal edge restorations. Dental Skills Lab**

- State the epidemiology and consequences of dental trauma in children
- Demonstrate knowledge of the diagnosis and management of dental injuries
- Demonstrate knowledge and clinical skills of acute management of dental trauma
- Provide information on follow-up and longer term management of trauma in children
- Counsel patients and parents on prevention of traumatic injuries.

### **Periodontal diseases in children.**

- Differentiate between child and adult normal periodontium.
- Describe different anatomic periodontal abnormalities that occur in children
- Review gingival and periodontal diseases that specifically appear in the paediatric population
- Discuss several examples of gingival overgrowth that occurs in children
- Describe systemic diseases in children that present with gingival or periodontal abnormalities.

### **Occlusion and orthodontics.**

- Review the basic concepts of orthodontics.
- Discuss access to orthodontic treatment in the UK.
- Discuss the difficulties inherent in treating patients undergoing orthodontic treatment.
- Discuss how these can be overcome in practice.
- Have knowledge of occlusion in health and disease
- Discuss the importance of occlusion and describe the classifications of occlusion.
- Identify occlusion and malocclusion in a patients mouth
- Have a knowledge of the appropriate ages for referral of certain malocclusions

### **Emergency treatment of trauma**

- Taking a comprehensive history and examination for a child patient who has experienced facial trauma
- Provide first aid for avulsed or fractured teeth
- Know when treatment is outside the scope of practice of a dental therapist and be able to refer appropriately

### **Case study preparation.**

- Identifying suitable cases.
- The importance of the back-up case study.
- General guidance on presenting.

## **Learning and teaching methods**

### **Overview:**

The module will combine several different teaching approaches.

There will be skills-focussed sessions to enhance specific skills. Clinical and reflective log analysis will



provide authentic examples to relate theory and practice. In addition, lectures will introduce key concepts. Individual tutorials, as negotiated between student and academic supervisors and experiential learning in practice-based placements with experienced clinical educators, will further enhance teaching and learning.

**Lectures:**

Lectures by members of the Oral Health Science team, University of Essex, supplemented on occasions by external experts.

**Independent:**

Regular guided learning tasks will be set for students using the Moodle virtual learning platform.

**Placement:**

The student will undertake a clinical placement in a relevant clinical environment (Primary care placement) and will be given opportunities to develop their clinical skills, as well as opportunities to demonstrate competence at the learning outcomes specified for the module's work-based assessment.

**Online:**

Discussion forums will be utilised for enhancing learning in appropriate topic areas; reading of evidence-based articles will be available.

**Tutorials:**

It is expected that the student will meet with their personal tutor at least twice during the module. Students are encouraged to request further personal tutorials at any stage during the module if they feel this is necessary.

**Skills:**

Clinical skills will be taught using the following model after Miller 1990

Learning Hierarchy	Level of Learning	Learning/Teaching
4 (The highest)	Action (doing)	Academic dental clinic / Work based learning
3	Performance (show how)	Academic dental clinic / Work based learning
2	Competence (know how)	Skills lab
1 (The lowest)	Knowledge – (knowing)	E.g. Face to face teaching, seminars, e-learning

## Module Outcomes

On successful completion of this module, the [learner] will be able to:

1. demonstrate knowledge of normal and abnormal growth and development of the child and adolescent and how this relates to patient care of young patients.
2. demonstrate knowledge of dental disorders and systemic diseases which may affect the management of children and adolescents.
3. demonstrate a detailed knowledge of the principles of management of the different types of carious lesions in the primary dentition
4. understand and demonstrate the influence of tooth morphology on restorative techniques in the primary dentition
5. have the underpinning knowledge to manage trauma and dental injuries in the primary and permanent dentition
6. appreciate the factors influencing the selection of materials for the restoration of the primary tooth
7. understand and demonstrate management of the behaviour of the young child and adolescent patient
8. demonstrate a thorough understanding of cavity design and classification, and pulp protection for the primary dentition
9. demonstrate the principles and techniques for assessing pulp vitality and the management of deep carious lesions and pulpal exposures in the primary dentition.
10. demonstrate competency in the broad range of restorative and preventive clinical skills for children and adolescents within the General Dental Council's Scope of Practice guidance document
11. have knowledge and skills for managing special needs children and adolescents
12. interpret radiographs in the dental development of a child patient, and in the management of dental diseases.
13. undertake diagnosis, treatment planning and treatment pertaining to the care of children and adolescents, including those with special needs, in conjunction with dentists.
14. the ability to practise both independently and as a team member recognising own limitations and when to seek advice.

## Mapping to Regulatory Body Standards

This module enables students to meet the following GDC Learning Outcomes as outlined in Preparing for Practice to be able to register as a dental therapist.

- 1.1** The Registrant will be able to apply to the practice of dental therapy principles that derive from the biomedical, behavioural and materials sciences. The registrant will recognise and take account of the needs of different patient groups including children, adults, older people, and those with special care requirements throughout the patient care process
  - 1.1.2** Describe oral diseases and their relevance to prevention, diagnosis, and treatment
  - 1.1.3** Explain general and systemic disease and their relevance to oral health
  - 1.1.4** Explain the aetiology and pathogenesis of oral disease
  - 1.1.5** Describe relevant and appropriate dental, oral craniofacial and general anatomy and explain their application to patient management
  - 1.1.8** Describe the properties of relevant medicines and therapeutic agents and discuss their application to patient management
  - 1.1.9** Describe the scientific principles underpinning the use of materials and biomaterials and discuss their limitations and selection, with emphasis on those used in dentistry

**1.1.11** Recognise psychological and sociological factors that contribute to poor oral health, the course of diseases and the success of treatment

**1.2.1** Recognise the importance of and carry out an appropriate systematic intra- and extra-oral clinical examination

**1.2.2** Recognise the importance of and record a comprehensive and contemporaneous patient history

**1.2.3** Recognise the significance of changes in the patient's reported oral health status and take appropriate action

**1.2.4** Recognise abnormalities of the oral cavity and the rest of the patient and raise concerns where appropriate

**1.2.5** Contribute to relevant special investigations and diagnostic procedures, including radiography

**1.2.6** Assess patients' levels of anxiety, experience and expectations in respect of dental care

**1.2.7** Discuss the importance of each component of the patient assessment process

**1.5.2** Obtain valid consent from the patient before starting treatment, explaining all the relevant options and possible costs

**1.5.3** Carry out care as prescribed by the dentist and plan the delivery in the most appropriate way for the patient

**1.5.4** Identify where patients' needs may differ from the treatment plan and refer patients for advice when and where appropriate

**1.5.5** Discuss the role of the dental therapist and other members of the dental team in the treatment plan

**1.7.1** Treat all patients with equality, respect and dignity

**1.7.2** Explain the impact of medical and psychological conditions in the patient

**1.7.3** Recognise the need to monitor and review treatment outcomes

**1.7.4** Manage patient anxiety and pain through effective communication, reassurance and relevant behavioural techniques

**1.7.5** Manage patient pain through the appropriate use of analgesia

**1.7.6** Explain the risks and benefits of treatment under general anaesthesia and conscious sedation

**1.7.7** Refer to other healthcare professionals as prescribed by the dentist

**1.7.8** Recognise the need for and make arrangements for appropriate follow-up care

**1.7.10** Discuss the role of the dental therapist and other members of the dental team in the patient management process

**1.8.1** Recognise the risks around the clinical environment and manage these in a safe and efficient manner

**1.8.2** Implement and perform effective decontamination and infection control procedures according to current guidelines

**1.8.3** Recognise and take responsibility for the quality of care provided to the patient

**1.8.4** Take responsibility for ensuring compliance with current best practice guidelines

**1.8.5** Recognise and manage medical emergencies

**1.8.6** Explain the importance of and maintain accurate, contemporaneous and comprehensive patient records in accordance with legal and statutory requirements and best practice

**1.8.7** Recognise the signs of abuse or neglect and describe local and national systems and raise concerns where appropriate

**1.9.1** Recognise and manage patients with acute oral conditions ensuring involvement of appropriate dental team members

**1.10.1** Recognise the responsibilities of the dental team as an access point to and from wider healthcare

**1.10.2** Provide patients with comprehensive and accurate preventive education and instruction in a manner which encourages self-care and motivation

**1.10.3** Underpin all patient care with a preventive approach that contributes to the patient's long-term oral health and general health

**1.10.4** Advise on and apply a range of preventive materials and treatments

**1.10.5** Assess the results of treatment and provide appropriate aftercare and on-going preventive advice

**1.10.6** Describe the health risks of diet, drugs and substance misuse, and substances such as tobacco and alcohol on oral and general health and provide appropriate advice, referral and support

**1.11.1** Assess and manage the health of periodontal and soft tissues taking into account risk and lifestyle factors

**1.11.2** Explain and take account of the impact of the patient's periodontal and general health on the overall treatment plan and outcomes

**1.11.4** Monitor and record changes in periodontal health as necessary using appropriate indices

**1.11.6** Recognise and appropriately manage the complications associated with periodontal therapy

**1.11.7** Recognise the role of surgical management of periodontal diseases, apply antimicrobials and provide appropriate patient care

**1.12.1** Explain the risks, indications and complications of extractions

**1.12.2** Extract erupted deciduous teeth under local anaesthetic

**1.13.1** Identify normal and abnormal facial growth, physical, mental and dental development and explain their significance

**1.14.1** Assess and manage caries, occlusion, and tooth wear, and, where appropriate, restore the dentition using the principle of minimal intervention, maintaining function and aesthetics

**1.14.2** Restore teeth using a wide range of treatments and materials appropriate to the patient including permanent and temporary direct restorations, maintaining function and aesthetics

**1.14.3** Provide pulp treatment for deciduous teeth

**1.14.4** Restore deciduous teeth using preformed crowns

**1.14.5** Explain the role of the dental therapist in the restoration of teeth

**2.4** Explain evidence-based prevention and apply appropriately

**3.1** Communicate appropriately, effectively and sensitively at all times with and about patients, their representatives and the general public and in relation to:

- patients with anxious or challenging behaviour
- referring patients to colleagues, particularly where patients are from diverse backgrounds or there are barriers to patient communication
- difficult circumstances, such as when breaking bad news, and when discussing issues, such as alcohol consumption, smoking or diet

**3.2** Recognise the importance of non-verbal communication, including listening skills, and barriers to effective communication

**3.3** Explain and check patients' understanding of treatments, options, costs and valid, informed consent

**3.4** Obtain informed consent

**4.1** Communicate appropriately with colleagues from dental and other healthcare professions in relation to the direct care of individual patients, including oral health promotion

**4.2** Explain the role of appraisal, training and review of colleagues, giving and receiving effective feedback

- 4.3** Give and receive feedback effectively to and from other members of the team
- 5.1** Communicate appropriately, effectively and sensitively by spoken, written and electronic methods and maintain and develop these skills
- 5.2** Explain the importance of and maintain accurate, contemporaneous and comprehensive patient records in accordance with legal and statutory requirements and best practice
- 5.3** Recognise the use of a range of communication methods and technologies and their appropriate application in support of clinical practice\*
- 6.1** Put patients' interests first and act to protect them
- 6.2** Act with integrity and be trustworthy
- 6.3** Respect patients' dignity and choices
- 6.4** Maintain and protect patients' information
- 6.5** Recognise and respect the patient's perspective and expectations of care and the role of the dental team, taking into account issues relating to equality and diversity
- 7.1** Recognise and act within the GDC's standards and within other professionally relevant laws, ethical guidance and systems
- 7.2** Recognise and act upon the legal and ethical responsibilities involved in protecting and promoting the health of individual patients
- 7.3** Act without discrimination and show respect for patients, colleagues and peers and the general public
- 7.4** Recognise the importance of candour and effective communication with patients when things go wrong, knowing how and where to report any patient safety issues which arise
- 7.5** Take responsibility for and act to raise concerns about your own or others' health, behaviour or professional performance as described in Standards for the Dental Team, Principle 8 Raise concerns if patients are at risk
- 8.1** Describe and respect the roles of dental and other healthcare professionals in the context of learning and working in a dental and wider healthcare team
- 8.2** Ensure that any team you are involved in works together to provide appropriate dental care for patients
- 8.3** Explain the contribution that team members and effective team working makes to the delivery of safe and effective high-quality care
- 9.1** Recognise and demonstrate own professional responsibility in the development of self and the rest of the team
- 9.2** Utilise the provision and receipt of effective feedback in the professional development of self and others
- 9.4** Develop and maintain professional knowledge and competence and demonstrate commitment to lifelong learning
- 9.6** Accurately assess own capabilities and limitations in the interest of high-quality patient care and seek advice from supervisors or colleagues where appropriate
- 9.7** Describe and demonstrate the attributes of professional attitudes and behaviour in all environments and media
- 10.1** Put patients' interests first and act to protect them
- 10.2** Effectively manage own time and resources
- 10.3** Recognise the impact of personal behaviour and manage this professionally
- 10.4** Recognise the range of skills and knowledge that contribute to effective management and leadership
- 10.5** When appropriate act as an advocate for patient needs

- 10.6** Take responsibility for personal development planning, recording of evidence and reflective practice
- 10.7** Ensure that all aspects of practice comply with legal and regulatory requirements
- 11.1** Take a patient-centred approach to working with the dental and wider healthcare team
- 11.2** Recognise and respect own and others' contribution to the dental and wider healthcare team and demonstrate effective team working
- 11.3** Recognise and demonstrate personal accountability to the regulator, the team and wider community
- 11.4** Recognise and comply with the team working requirements in the *Scope of Practice* and *Standards* documents
- 11.5** Describe the impact of Direct Access on each registrant group's scope of practice and its effect on dental team working
- 11.6** Recognise, take responsibility for and act to raise concerns about their own or others' health, behaviour or professional performance as described in Standards for the Dental Team Principle 8
- 12.1** Recognise and comply with systems and processes to support safe patient care

## Assessment

**Assessment weighting (%) = *Essay, case study 3000 words - 50% module weighting*  
*Unseen Case Presentation - 50% module weighting***

### Assessment Strategy

**Overview:** Please see the Course Handbook on Moodle for further general information on guidance, support, and rules of assessment.

#### Formative:

25 x Clinical Logs and associated Reflective Tracker document are carried out during the term to provide supplementary evidence of underpinning knowledge.

#### Summative

- Work based portfolio containing 3 case-based discussions, 10 direct observations of procedures (DOP, one for each WBA learning outcome) and the modular overall summative assessment. Please note DOPs 3.4 and 3.6 have been removed.
- Essay, Case Study, 3000-words - *(40% pass mark) - 50% module weighting*
- 40-minute Unseen Case Presentation (20 minutes preparation, 5 minutes presentation, 15 minutes questions) - *(60% pass mark) -50% module weighting*

The summative assessment for the module comprises an assignment in the form of a case study, a case presentation and a work-based assessment

#### Assessment weighting

##### 1. Assignment – Case Study 3000 words maximum

Students are required to undertake an assignment of 3000 words (maximum) based on a child patient that the student has undertaken restorative treatment on, from the student's clinical practice.

Feedback will be provided during the timetabled feedback session and students will have an opportunity to submit 500 words to receive feedback on. This formative assessment is due **by 12 Noon on the Thursday 28<sup>th</sup> September 2023.**

Final assignments must be submitted through Faser **by 12 noon on Thursday 16<sup>th</sup> November 2023**

No hard copy is required to be submitted to SHSC reception by the same deadline. Feedback on the case study will be available to students by **4 weeks following the submission date – Thursday 14<sup>th</sup> December 2023**

This is a standalone assessment and forms 50% of the final module mark.

## 2. **Unseen Case Presentation - 40 minutes**

Candidates will be presented with case notes 20 minutes prior to the oral examination and be able to answer questions around this case over 20 minutes with internal examiners. Candidates will be asked to assess, diagnose, provide a treatment plan. Student should prepare to comment on all aspects of a management plan for patients with dental needs. Further information will be provided subject to university policies in respect to COVID-19, and the case presentation may be carried out via video call or face-to-face.

This is a standalone assessment and forms 50% of the final module mark.

Date of unseen case presentation: **Thursday 23<sup>rd</sup> November 2023**

## 3. **Work based assessment**

Work-based assessments comprise clinical logs and associated reflective tracker; case-based discussions and direct observations of procedure (DOP). Additionally, students must pass all summative assessments that can be found in the Handbook. These need to be posted onto Moodle and submitted in the portfolio.

Minimum modular pass mark is 50%

*Please contact the module lead, Aayen Dervish, if you have any questions regarding the above.*

### **Assessment Criteria**

See below for the marking guides for the work-based summative assessments relative to this module and the marking grids for the Case Study Essay.

### **Reassessment strategy**

The deadline for the resubmission of failed assignments will be four weeks after the assignment feedback is released. The resubmission deadline will be confirmed when feedback for the first attempt assignment is ready to be released.

The resubmission date for both case study and unseen case presentation is likely to be **Thursday 11<sup>th</sup> January 2024**.

The feedback date for resubmission for both case study and case presentation is likely to be **Thursday 8<sup>th</sup> February 2024**.

Please see the Board of Examiners and Extenuating Circumstances documentation on the '**Information for current students**' Moodle page for scheduled Boards. The documents are in the 'Information for all students' section.

<https://moodle.essex.ac.uk/course/view.php?id=7113>

Please also see Rules of Assessment for your programme of study:

<https://www1.essex.ac.uk/students/exams-and-coursework/ppg/ug/default.aspx>

### **Assessment statement (plagiarism, originality etc)**

#### **Confidentiality and Anonymity**

Any breaches of confidentiality will be managed through the Academic Offences procedures (<https://www1.essex.ac.uk/students/exams-and-coursework/academic-offences.aspx>). If you are unclear about how to manage an aspect of confidentiality, please contact the Module Lead who will



advise you before you submit your work.

### Plagiarism And Other Academic Offences

The work you submit for assessment must be your original work. It will be subjected to electronic screening which helps to detect plagiarism (i.e. identifying work that has been taken from other sources, such as other student's work, electronic journals or pages from the Internet, without appropriately referencing and acknowledging the source).

If you are uncertain what plagiarism is please read the information provided on **the Talent Development Centre's [Moodle page on Academic Integrity, Authorship and Plagiarism](#)** – and in the relevant Undergraduate or Postgraduate Student Handbook. If you are still uncertain, please speak to your tutor.

There are a variety of other academic offences (forms of cheating) which it is important to avoid, such as re-using work you previously submitted for another assignment without full acknowledgement or falsifying data or evidence. Further details can be found on the **University's webpage: <https://www1.essex.ac.uk/students/exams-and-coursework/academic-offences.aspx>**

### Resources Required

A full reading list can be accessed via module page on Moodle.

Please refer to University of Essex Library referencing guidelines:

<https://library.essex.ac.uk/searchskills/ref>

#### Essential

1. Welbury R., Duggal M., Hosey M. (2018). *Paediatric Dentistry*. Oxford: Oxford University Press
2. Kidd, E., Fejerskov, O. (2016). *Essentials of Dental Caries*. Oxford: Oxford University Press
3. Noble, S (ed.) (2012). *Clinical Textbook of Dental Hygiene and Therapy*. Hoboken: John Wiley & Sons, Incorporated.

#### Journals

British Dental Journal (BDJ), International Journal of Paediatric Dentistry,

#### Electronic Essential

\*The site addresses are correct at the time of submission but are subject to change.

1. [Caries in children | Scottish Dental Clinical Effectiveness \(sdcep.org.uk\)](#)
2. [Policy Statements \(bspd.co.uk\)](#) British Society of Paediatric Dentistry Resources
3. [Dental Trauma UK - Guidelines](#)
4. [EAPD](#) European Academy of Paediatric Dentistry

## **Marking Criteria**

The following marking grids are written with reference to the HEQF Framework:

<https://www.qaa.ac.uk/en/quality-code/qualifications-and-credit-frameworks>

For full details of the “HE qualification descriptors” and “Relevant Skills” please refer to the Module Moodle site.

**Learning outcomes** The student is able to obtain a detailed history and undertake a clinical examination of the child or adolescent patient which enables a judgement of the child's behaviour, the ability of the child to understand and co-operate, and the assessment of caries risk, involving the parent or guardian as required.

**The scope**

Children  
Adolescents

1	2	3
<p>Obtains information that is broadly in line with the patient's problem</p> <p>Focuses on the problem rather than the person</p>	<p>Gathers information systematically, makes appropriate use of existing information about the patient and the problem</p> <p>Elicits psychological and social information to place the patient's problem in context</p> <p>Identifies the implications of findings</p>	<p>Flexible and efficient in information gathering from patient, explore patient's understanding of the process and outcome of the appointment</p> <p>Use communication techniques and materials to adapt explanation to the needs of the patient</p>

**Summative Assessment**

Date	Placement	Grade	CE Name
		1   2   3	

Comments including evidence of performance and competence

**Learning outcomes** The student is competent at making an assessment of the caries risk of a child or adolescent and identifying active caries in the deciduous and developing dentitions, formulating an appropriate treatment plan based on the individual needs of the child and parent.

**The scope**

Children

Adolescents

1	2	3
<p>Is not competent in identifying the patient's risk to dental caries and is unable to clinically detect dental caries through visual means or through appropriate radiographs</p> <p>Is unable to develop a treatment plan in conjunction with a dentist that considers a broad range of factors that would have an effect on the delivery of this</p>	<p>Is competent in identifying the type, location, extent and activity of dental caries using various diagnostic tools such as clinical examination and appropriate radiographs, and assessing the caries risk of the patient</p> <p>Is competent to formulate an appropriate treatment plan for the child patient taking into account the longevity of the teeth</p> <p>Recognises the factors that have an effect on treatment planning and implementation</p>	<p>Is competent in developing comprehensive and integrated treatment and preventive plans, taking into account diagnosis, social, medical and psychological influencing factors for a child.</p>

<b>Summative Assessment</b>			
Date	Placement	Grade	CE Name
		1   2   3	

Comments including evidence of performance and competence

**Learning outcomes** The student is able to assess and manage fear and anxiety through reassurance and behavioural techniques and empathise with patients in stressful situations, in children and adolescents

**The scope**

Children  
Adolescents

1	2	3
<p>Unable to recognise the need for behavioural techniques when required and needs continued support</p> <p>Little evidence of understanding of the relevant psychosocial theory relating to anxiety management</p>	<p>Calm, and reassuring in manner, acknowledging patient's feeling in a non-judgemental way</p> <p>Responding to patient's immediate concerns</p> <p>Use culturally appropriate non-verbal communication to reassure patient</p>	<p>Enable patient to recognise their own emotion and the effect of their emotion on their behaviour</p> <p>Thorough linking behaviour to emotion, enable patient to manage their fear and anxiety</p> <p>Employs a range of behavioural techniques appropriate for the situation</p>

**Summative Assessment**

Date	Placement	Grade	CE Name
		1   2   3	

Comments including evidence of performance and competence

**Learning outcomes** The student is able undertake local infiltration and inferior dental block anaesthesia competently and safely on children and adolescents to ensure pain-free dentistry

**The scope**

Children  
Adolescents

1	2	3
<p>Has limited awareness of the anatomy, procedure and analgesia required and requires prompting</p> <p>Needs continued supervision in order to provide safe anaesthesia.</p>	<p>Able to provide infiltration and inferior dental block anaesthesia appropriately and demonstrates empathy</p> <p>Able to select appropriate analgesic agent considering the medical history</p> <p>Provides appropriate post-operative instructions</p> <p>Records local anaesthetic agent but with limited detail</p>	<p>Administers topical gel prior to infiltration consistently</p> <p>Able to provide infiltration and inferior dental block anaesthesia appropriately in difficult and complex situations</p> <p>Able to record local anaesthetic agent used including dose, site and batch number</p>

**Summative Assessment**

Date	Placement	Grade	CE Name
		1   2   3	

Comments including evidence of performance and competence including evidence of performance

**Learning outcomes** The student is able to restore posterior teeth through appropriate caries removal using a minimal intervention approach, designing cavities in relation to tooth anatomy and the characteristics of the chosen restorative material, selects the appropriate material and finishes the restoration to a high standard.

**The scope**

Children  
Adolescents

1	2	3
<p>Is able to restore teeth by appropriate caries removal and cavity design with significant supervision</p> <p>Limited understanding of material science and is unable to identify correct materials and medicaments for the procedure</p>	<p>Is able to restore teeth by appropriate caries removal and cavity design on teeth, using the principles of minimal intervention, with minimal supervision</p> <p>Selects appropriate material for the situation</p> <p>Ensures a stress-free dental experience</p>	<p>Utilises dental radiographs for a successful outcome</p> <p>Selects appropriate material for the situation and manipulates this to a high standard providing a high quality aesthetic finish</p> <p>Is aware of the role of monitoring restoration over time</p>

**Summative Assessment**

Date	Placement	Grade	CE Name
		1   2   3	

Comments including evidence of performance and competence

**Learning outcomes** The student is able to undertake incisal tip and approximal restorations on anterior teeth through appropriate caries removal using a minimal intervention approach, uses adhesive systems and materials and finishes the restoration to a high standard.

**The scope**  
Children  
Adolescents

1	2	3
<p>Is able to restore teeth by appropriate caries removal and cavity design with significant supervision</p> <p>Limited understanding of material science and is unable to identify correct materials and medicaments for the procedure</p>	<p>Is able to restore teeth by appropriate caries removal and cavity design on teeth, using the principles of minimal intervention, with minimal supervision</p> <p>Selects appropriate adhesive system and material for the situation</p> <p>Ensures a stress-free dental experience</p>	<p>Utilises dental radiographs for a successful outcome</p> <p>Selects appropriate materials for the situation and manipulates this to a high standard providing a high quality aesthetic finish</p> <p>Is aware of the role of monitoring restorations over time</p>

**Summative Assessment**

Date	Placement	Grade	CE Name
		1   2   3	

Comments including evidence of performance and competence



**Learning outcomes** The student is able to provide pulp therapy for deciduous teeth

**The scope**  
Children  
Adolescents

1	2	3
<p>Limited understanding of the process of pulp therapy and is unable to identify correct materials and medicaments for the procedure</p> <p>Is able to undertake pulp therapy on deciduous teeth with significant supervision</p> <p>Limited awareness of the role dental radiographs play in this procedure</p>	<p>Is able to provide pulp therapy on deciduous teeth with minimal supervision</p> <p>Provides appropriate post-operative instructions</p>	<p>Is able to identify the pulpal status from clinical signs and symptoms</p> <p>Utilises dental radiographs for a successful outcome</p> <p>Able to recognise when a pulp treatment has failed and able to refer as appropriate</p>

**Summative Assessment**

Date	Placement	Grade	CE Name
		1   2   3	

Comments including evidence of performance and competence

**Learning outcomes** The student is able to restore deciduous teeth using preformed crowns

**The scope**

Children  
Adolescents

1	2	3
<p>Is able to apply preformed crowns on deciduous teeth with significant supervision</p> <p>Limited understanding of the process of using preformed crowns and is unable to identify correct materials and medicaments for the procedure</p>	<p>Is able to place preformed crowns on deciduous teeth with minimal supervision</p> <p>Ensures local analgesia provides a stress-free dental experience</p> <p>Provides appropriate post-operative instructions</p>	<p>Utilises dental radiographs for a successful outcome</p> <p>Is aware of the role of monitoring over time</p>

**Summative Assessment**

Date	Placement	Grade	CE Name
		1   2   3	

Comments including evidence of performance and competence

**Learning outcomes** The student is able to extract deciduous teeth under local anaesthetic; able to advise regarding the options of extractions being undertaken under general anaesthetic or by sedation by obtaining informed consent prior to the procedure

**The scope**  
Children  
Adolescents

1	2	3
Limited understanding of the process of an extraction and is unable to identify correct forceps for the procedure	Able to gain informed consent following discussion re extraction options	Is able to extract deciduous teeth with no supervision and manages routine complications within Scope of Practice
Is able to extract deciduous teeth with minimal supervision	Ensures local analgesia provides a stress-free dental experience	
Limited awareness of the role dental radiographs play in this procedure	Provides appropriate post-operative instructions	
	Utilises dental radiographs for a successful outcome	

**Summative Assessment**

Date	Placement	Grade	CE Name
		1   2   3	

Comments including evidence of performance and competence

**Learning outcomes** The student is able to select, manipulate and place dental biomaterials commonly used by the dental therapist for restorative procedures, based on a sound knowledge of their composition and physical properties, and taking into account patient risk factors

**The scope**  
Children  
Adolescents

1	2	3
Able to mix selected dental materials under close supervision but unaware of best choice of material for the procedure and patient	Anticipates and manipulate materials demonstrating understanding of the conditions where biomaterials are commonly used, and is aware of the limitation of such biomaterials	Competent at making a choice of materials to restore the tooth in the most appropriate manner in view of the longevity of the tooth

<b>Summative Assessment</b>			
Date	Placement	Grade	CE Name
		1   2   3	

Comments including evidence of performance and competence

## Direct Observation of Procedural/Communication Skill

Student name:			
Observer name:			
Placement:			
Procedure/communication: <b>3.1 Managing the Oral Care of Children &amp; Adolescents: History Taking and Clinical Examination</b>			
Date:			
Performance	1	2	3
Demonstrates understanding of indications, relevant anatomy, technique of procedure			
Obtains informed consent			
Demonstrates appropriate preparation pre-procedure			
Technical ability			
Aseptic technique (if appropriate)			
Seeks help where appropriate			
Post procedure management			
Communication skills throughout the procedure			
Consideration of patient/professionalism			
Overall performance			
Areas for further development:			

Please ensure that all boxes are checked.

Key:

Rating	Explanation
3	Independent high standard performance Does not require prompts for thinking or action.
2	Infrequently assisted and satisfactory performance Requires and seeks infrequent prompts for thinking or action.
1	Dependent & unsatisfactory performance Requires frequent verbal and physical prompts and direction.

## Direct Observation of Procedural/Communication Skill

Student name:			
Observer name:			
Placement:			
Procedure/communication: <b>3.2 Managing the Oral Care of Children &amp; Adolescents: Identifying Active Dental Caries</b>			
Date:			
Performance	1	2	3
Demonstrates understanding of indications, relevant anatomy, technique of procedure			
Obtains informed consent			
Demonstrates appropriate preparation pre-procedure			
Technical ability			
Aseptic technique (if appropriate)			
Seeks help where appropriate			
Post procedure management			
Communication skills throughout the procedure			
Consideration of patient/professionalism			
Overall performance			
Areas for further development:			

Please ensure that all boxes are checked.

Key:

Rating	Explanation
3	Independent high standard performance Does not require prompts for thinking or action.
2	Infrequently assisted and satisfactory performance Requires and seeks infrequent prompts for thinking or action.
1	Dependent & unsatisfactory performance Requires frequent verbal and physical prompts and direction.

## Direct Observation of Procedural/Communication Skill

Student name:			
Observer name:			
Placement:			
Procedure/communication: <b>3.3 Managing the Oral Care of Children &amp; Adolescents: Managing Anxiety</b>			
Date:			
Performance	1	2	3
Demonstrates understanding of indications, relevant anatomy, technique of procedure			
Obtains informed consent			
Demonstrates appropriate preparation pre-procedure			
Technical ability			
Aseptic technique (if appropriate)			
Seeks help where appropriate			
Post procedure management			
Communication skills throughout the procedure			
Consideration of patient/professionalism			
Overall performance			
Areas for further development:			

Please ensure that all boxes are checked.

Key:

Rating	Explanation
3	Independent high standard performance Does not require prompts for thinking or action.
2	Infrequently assisted and satisfactory performance Requires and seeks infrequent prompts for thinking or action.
1	Dependent & unsatisfactory performance Requires frequent verbal and physical prompts and direction.

## Direct Observation of Procedural/Communication Skill

Student name:			
Observer name:			
Placement:			
Procedure/communication: <b>3.5 Managing the Oral Care of Children &amp; Adolescents: Local Anaesthesia: Infiltration and Inferior Dental Block</b>			
Date:			
Performance	1	2	3
Demonstrates understanding of indications, relevant anatomy, technique of procedure			
Obtains informed consent			
Demonstrates appropriate preparation pre-procedure			
Technical ability			
Aseptic technique (if appropriate)			
Seeks help where appropriate			
Post procedure management			
Communication skills throughout the procedure			
Consideration of patient/professionalism			
Overall performance			
Areas for further development:			

Please ensure that all boxes are checked.

Key:

Rating	Explanation
3	Independent high standard performance Does not require prompts for thinking or action.
2	Infrequently assisted and satisfactory performance Requires and seeks infrequent prompts for thinking or action.
1	Dependent & unsatisfactory performance Requires frequent verbal and physical prompts and direction.



## Direct Observation of Procedural/Communication Skill

Student name:			
Observer name:			
Placement:			
Procedure/communication: <b>3.7 Managing the Oral Care of Children &amp; Adolescents: Restoring posterior teeth in the deciduous dentition</b>			
Date:			
Performance	1	2	3
Demonstrates understanding of indications, relevant anatomy, technique of procedure			
Obtains informed consent			
Demonstrates appropriate preparation pre-procedure			
Technical ability			
Aseptic technique (if appropriate)			
Seeks help where appropriate			
Post procedure management			
Communication skills throughout the procedure			
Consideration of patient/professionalism			
Overall performance			
Areas for further development:			

Please ensure that all boxes are checked.

Key:

Rating	Explanation
3	Independent high standard performance Does not require prompts for thinking or action.
2	Infrequently assisted and satisfactory performance Requires and seeks infrequent prompts for thinking or action.
1	Dependent & unsatisfactory performance Requires frequent verbal and physical prompts and direction.

## Direct Observation of Procedural/Communication Skill

Student name:			
Observer name:			
Placement:			
Procedure/communication: <b>3.8 Managing the Oral Care of Children &amp; Adolescents: Restoring anterior teeth in the deciduous dentition</b>			
Date:			
Performance	1	2	3
Demonstrates understanding of indications, relevant anatomy, technique of procedure			
Obtains informed consent			
Demonstrates appropriate preparation pre-procedure			
Technical ability			
Aseptic technique (if appropriate)			
Seeks help where appropriate			
Post procedure management			
Communication skills throughout the procedure			
Consideration of patient/professionalism			
Overall performance			
Areas for further development:			

Please ensure that all boxes are checked.

Key:

Rating	Explanation
3	Independent high standard performance Does not require prompts for thinking or action.
2	Infrequently assisted and satisfactory performance Requires and seeks infrequent prompts for thinking or action.
1	Dependent & unsatisfactory performance Requires frequent verbal and physical prompts and direction.

## Direct Observation of Procedural/Communication Skill

Student name:			
Observer name:			
Placement:			
Procedure/communication: <b>3.9 Managing the Oral Care of Children &amp; Adolescents: Pulp Therapy for Deciduous Teeth</b>			
Date:			
Performance	1	2	3
Demonstrates understanding of indications, relevant anatomy, technique of procedure			
Obtains informed consent			
Demonstrates appropriate preparation pre-procedure			
Technical ability			
Aseptic technique (if appropriate)			
Seeks help where appropriate			
Post procedure management			
Communication skills throughout the procedure			
Consideration of patient/professionalism			
Overall performance			
Areas for further development:			

Please ensure that all boxes are checked.

Key:

Rating	Explanation
3	Independent high standard performance Does not require prompts for thinking or action.
2	Infrequently assisted and satisfactory performance Requires and seeks infrequent prompts for thinking or action.
1	Dependent & unsatisfactory performance Requires frequent verbal and physical prompts and direction.

## Direct Observation of Procedural/Communication Skill

Student name:			
Observer name:			
Placement:			
Procedure/communication: <b>3.10 Managing the Oral Care of Children &amp; Adolescents: Restoring deciduous teeth using preformed crowns</b>			
Date:			
Performance	1	2	3
Demonstrates understanding of indications, relevant anatomy, technique of procedure			
Obtains informed consent			
Demonstrates appropriate preparation pre-procedure			
Technical ability			
Aseptic technique (if appropriate)			
Seeks help where appropriate			
Post procedure management			
Communication skills throughout the procedure			
Consideration of patient/professionalism			
Overall performance			
Areas for further development:			

Please ensure that all boxes are checked.

Key:

Rating	Explanation
3	Independent high standard performance Does not require prompts for thinking or action.
2	Infrequently assisted and satisfactory performance Requires and seeks infrequent prompts for thinking or action.
1	Dependent & unsatisfactory performance Requires frequent verbal and physical prompts and direction.

## Direct Observation of Procedural/Communication Skill

Student name:			
Observer name:			
Placement:			
Procedure/communication: <b>3.11 Managing the Oral care of Children &amp; Adolescents: Extraction of Deciduous Teeth</b>			
Date:			
Performance	1	2	3
Demonstrates understanding of indications, relevant anatomy, technique of procedure			
Obtains informed consent			
Demonstrates appropriate preparation pre-procedure			
Technical ability			
Aseptic technique (if appropriate)			
Seeks help where appropriate			
Post procedure management			
Communication skills throughout the procedure			
Consideration of patient/professionalism			
Overall performance			
Areas for further development:			

Please ensure that all boxes are checked.

Key:

Rating	Explanation
3	Independent high standard performance Does not require prompts for thinking or action.
2	Infrequently assisted and satisfactory performance Requires and seeks infrequent prompts for thinking or action.
1	Dependent & unsatisfactory performance Requires frequent verbal and physical prompts and direction.

## Direct Observation of Procedural/Communication Skill

Student name:			
Observer name:			
Placement:			
Procedure/communication: <b>3.12 Managing the Oral Care of Children &amp; Adolescents: Using Dental Biomaterials</b>			
Date:			
Performance	1	2	3
Demonstrates understanding of indications, relevant anatomy, technique of procedure			
Obtains informed consent			
Demonstrates appropriate preparation pre-procedure			
Technical ability			
Aseptic technique (if appropriate)			
Seeks help where appropriate			
Post procedure management			
Communication skills throughout the procedure			
Consideration of patient/professionalism			
Overall performance			
Areas for further development:			

Please ensure that all boxes are checked.

Key:

Rating	Explanation
3	Independent high standard performance Does not require prompts for thinking or action.
2	Infrequently assisted and satisfactory performance Requires and seeks infrequent prompts for thinking or action.
1	Dependent & unsatisfactory performance Requires frequent verbal and physical prompts and direction.

## Clinical Log Form

Relating to Learning Objectives:

Date:			
Student name:			
Placement:			
Supervisor:			
Patient details:	Gender:	Age:	Language:
<b>Social history</b>			
<b>Medical history</b>			
<b>Dental history</b>			
<b>Procedure/skill carried out</b>	<i>What happened?</i>		
<b>Reflection on action - What three things can you take away from this encounter?</b>	<i>So what?</i>		
<b>Reflection for action - What further learning experience do you feel you need?</b>	<i>Now what? Make your plan SMART</i>		

## Case Based Discussion Form

<b>Student name:</b>			
<b>Assessor name:</b>			
<b>Date:</b>		<b>Practice:</b>	
<b>Summary of case discussed:</b>			
	<b>1</b>	<b>2</b>	<b>3</b>
<b>Practising holistically</b>			
<b>Data gathering and interpretation</b>			
<b>Making decisions</b>			
<b>Clinical management</b>			
<b>Working with colleagues and in teams</b>			
<b>Maintaining an ethical approach</b>			
<b>Fitness to practice</b>			
<b>Overall performance</b>			
<b>Areas for further development:</b>			

<b>Rating</b>	<b>Explanation</b>
Practising holistically	The student considers the psychosocial needs of the patient
Data gathering and interpretation	The student contributes to the collection of clinical data and is able to make sense of clinical findings
Making decisions	The student is able to make relevant and appropriate decisions
Clinical management	The student makes appropriate contribution to clinical management
Team working	The student works well in a team context
Maintaining an ethical approach	The student maintain an ethical approach at all time
Fitness to practice	The student is aware of their own limitation and seeks help appropriately

<b>Rating</b>	<b>Explanation</b>
3	Independent high standard performance Does not requires prompts for thinking or action.
2	Infrequently assisted and satisfactory performance Requires and seeks infrequent prompts for thinking or action.
1	Dependent & unsatisfactory performance Requires frequent verbal and physical prompts and direction.



## LEVEL 6 MARKING GRID

<b>Student number</b>			
<b>Programme</b>		<b>Academic level</b>	<b>6</b>
<b>Module Title</b>			
<b>Assignment title</b>			
<b>Assessor</b>		<b>Date</b>	
<b>MARK (%)</b>			

	✓	
Either <ul style="list-style-type: none"> <li>• Your submission adheres to current published professional and regulatory codes applicable to your programme (or)</li> <li>• Your submission adheres to the University of Essex Equality, Diversity Inclusion Policy 2019-2025.</li> </ul>		Satisfactory
		Areas of concern – in future you must:
		Unsatisfactory - This submission is graded as a 0%. Your work contravenes Code/Policy in the following areas:

Criteria	What you should demonstrate.	Comments, as required	Mark
<b>Knowledge &amp; Critical Understanding (Maximum 30%)</b>	<ul style="list-style-type: none"> <li>• You have shown systematic understanding of relevant concepts and principles in your field of study.</li> <li>• You have shown critical understanding of data and analysed these to formulate and sustain an argument.</li> </ul>		
<b>Application of Data (Maximum 30%)</b>	<ul style="list-style-type: none"> <li>• You have evaluated and interpreted different data relevant to the assignment task.</li> <li>• You have made critical judgements based on the available data recognising uncertainty, ambiguity and limits of knowledge.</li> </ul>		
<b>Problem solving (Maximum 10%)</b>	<ul style="list-style-type: none"> <li>• You have critically evaluated different approaches to solving problems relevant to the assignment task.</li> </ul>		

<b>Communication &amp; References (Maximum 20%)</b>	<ul style="list-style-type: none"> <li>You have communicated clearly, accurately and reliably showing a good attention to detail.</li> <li>You have used references accurately and consistently.</li> </ul>		
<b>Personal Learning &amp; Transferable Skills (Maximum 10%)</b>	<ul style="list-style-type: none"> <li>You have applied the knowledge and skill that you possess in a safe, ethical and critically reflective manner.</li> <li>You have highlighted how your personal learning needs may be met and the impact of learning on your practice.</li> </ul>		
<b>General Observations (optional)</b>			

<b>If this module is 2<sup>nd</sup> marked:</b>	<b>If this submission was selected for moderation:</b>	<b>If this submission was awarded a fail grade:</b>
Date: 1 <sup>st</sup> Marker's mark: 2 <sup>nd</sup> Marker's name: 2 <sup>nd</sup> Marker's mark: Record of reconciliation of grades where required:	Date: Moderator name:	Date: 1 <sup>st</sup> Marker's mark: 2 <sup>nd</sup> Marker's name: 2 <sup>nd</sup> Marker's mark: Record of reconciliation of grades where required:
<p><i>The pass mark for level 6 assignments is 40% unless otherwise stated in your module guide.</i></p> <p><i>If this is a resubmission assignment; normal capping of marks will be applied by the relevant Examination Board, including, where relevant, any adjustment approved due to extenuating circumstances.</i></p> <p><i>If you believe there has been an error in calculating your final mark or have any questions or concerns about the feedback provided, please contact the module lead in the first instance to discuss this. Policies and procedures in relation to requesting a re-mark can be found here:</i></p> <p><a href="https://www.essex.ac.uk/student/exams-and-coursework/assessment-and-marking-policies">https://www.essex.ac.uk/student/exams-and-coursework/assessment-and-marking-policies</a></p>		

## HS744 Management the oral care of children and adolescents case study assignment

\*\*\* How to be successful in your assignment \*\*\*\*

1. Case Study 3000 words - This is a standalone assessment and forms 50% of the final module mark.

Students are required to undertake an assignment of 3000 words (maximum) based on a child patient that the student has undertaken oral health care planning and management including restorative treatment on, from the student's clinical practice. You must keep all work areas and names of people involved anonymous.

Use of appendices to present descriptive information or images (e.g., consent form) can be helpful to support the information in the main text. The appendices and the contents of the appendices will not contribute toward the final word count.

Feedback will be provided during the timetabled feedback session.

Final assignments must be submitted through Faser by:

**Thursday 16th November 2023 at 12:00 midday.**

No hard copy is required to be submitted to SHSC reception by the same deadline.

### Expectations on formatting:

- Typed or word processed
- 1.5- or double-spaced lines
- 12pt font – Arial font
- Line space between paragraphs
- No bullet points
- No numbering of paragraphs
- Any appendices need to be a part of the word document.
- All sources of material to be referenced using the Harvard Referencing System
- Stick to the word limit of 3000 words.
- All work to be submitted online using FASer.

Ensure that your candidate number is the **ONLY** means of identification on your submission. Please avoid using names.

All coursework submitted electronically is subjected to 'Turn it in' the plagiarism system used by the University.

Essay Guidance:

Approaching the case study:

Select a patient: (it is always good to have a back-up patient)

- Choose a patient; in deciding who to choose, you need to bear in mind the learning outcomes, you are trying to meet. We would advise the following criteria:

- Patient to present with primary or mixed dentition and be under the age of 12
- Patient to be compliant or potentially compliant with regards to treatment
- Be able to develop the treatment plan in conjunction with your CE
- There will be no prescriptive number of procedures that you must complete.

However, the approach, to treatment must be justified and appropriate, for example the correct preventative program must be in place and the appropriate treatment should have been provided.

- Check with your Clinical Educator to establish if you need to ask them for permission to write about them. Explain that their identity and that of the practice will be protected.

Read around the challenges, problems and treatment:

- In order to achieve the learning outcomes, you need to have provided a range of treatments for the patient.

Consider:

What was your role as a dental therapist in the oral health management plan?

What advice have you provided and what treatment did you deliver?

What problems/challenges did you encounter and how did you overcome them?

- Read around the procedure, the problems that necessitate the procedure, and the role of the dental therapist. Your reading will provide the evidence base for your writing in the form of references.

#### Write the report:

- You may like to organise your report under headings such as: history and examination; treatment planning; management; reflection; Conclusion.
- Include a short statement to say that you have not used real names of people or places within this assignment
- For example, you may wish to consider the following:

#### History and examination:

- Justify why you felt this was a suitable patient to present
- Include the background of the patient with a full medical, dental and social history and information about their oral healthcare regime when you first saw them
- Describe your findings at the initial examination
- Include your caries risk assessment and any conclusions drawn from your periodontal screening if you undertook one
- Comment if your patient has any growth or development issues, such as late eruption or dental disorders

#### Treatment (oral health) planning:

- Describe the treatment planning process you went through with your CE and include any special considerations relevant to your patient
- State what the plan included with justification for each procedure
- The value of the patients radiographs or special investigations in the treatment planning process

### Management:

- Explain and justify the order of the procedures undertaken
- Comment on the justification of materials used
- Comment on any management techniques used

### Reflection:

- Comment on aspects that went well, discuss anything you would change if you were to repeat the same procedures in the future, what you have learnt from the provision of treatment for your patient

### Conclusion:

- Summarize and conclude your assignment

### References

- Harvard referencing to be applied for this assignment

### Appendix

Criteria	What you should demonstrate to be successful in this assignment
<p><b>Knowledge &amp; Critical Understanding</b> <b>(Maximum 30%)</b></p>	<p>Utilise relevant terminology to coherently describe a course of treatment undertaken on a paediatric presenting with dental disease which requires appropriate oral health planning and management.</p> <p>Demonstrate the use of safe and effective techniques in delivering this care.</p> <p>Highlight key areas of importance in relation to a particular clinical aspect.</p>
<p><b>Application of Data</b> <b>(Maximum 30%)</b></p>	<p>Evaluate the evidence base for employing a particular technique or intervention.</p> <p>Utilise existing data or sources of evidence to develop appropriate judgements or solutions.</p>
<p><b>Problem solving</b> <b>(Maximum 10%)</b></p>	<p>Utilise literature and sources of evidence effectively to explore a topic and draw appropriate conclusions.</p> <p>Make appropriate justifications for interventions undertaken and future needs of the individual under discussion</p>
<p><b>Communication &amp; References</b> <b>(Maximum 20%)</b></p>	<p>Use appropriate referencing system.</p> <p>Construct an assignment submission that is fluent and effective in communication</p>

<p><b>Personal Learning &amp; Transferable Skills</b> <b>(Maximum 10%)</b></p>	<p>Seek help and guidance as needed in a timely and appropriate manner.</p> <p>Identify areas of strength and weakness in own work.</p> <p>Reflection on yourself as a clinician and the care you have delivered.</p>



## UNSEEN CASE PRESENTATION MARKING CRITERIA

Candidate number.....		Mark allocation					
Total mark		< 39%	40 – 59%	60 – 69%	70– 79%	80-89%	90-100%
		Unacceptable	Unacceptable	Satisfactory	Good	Excellent	Exceptional
		0-3	4-5	6	7	8	9-10
<b>Interpersonal Skills:</b>	<b>10</b>	Limited communication skills; unable to summarise and communicate the key features of the case study. Verbal and non-verbal communication is limited with significant weaknesses evident.	Poor level of verbal and non-verbal communication skills; presentation of the case study is unstructured and difficult to follow.	Able to communicate the key features of the case study to a satisfactory standard, with acceptable structure and detail. Weaknesses are few.	Verbalises the essence of the case study fluently. There is an appropriate structure and detail. Can communicate well and consistently.	Presented the case study fluently and in an engaging manner, with appropriate structure and detail. Can communicate professionally and consistently.	Presented the case study in an eloquent and engaging manner, with appropriate structure and detail. Can communicate with an exceptionally high level of professionalism.
<b>Rationale for treatment planning and treatment provided:</b>	<b>30</b>	<b>0-11</b> Does not demonstrate level of safe beginner. There is limited and/or inaccurate evidence for the justification of clinical work proposed with inadequate understanding of the clinical issues. Unable to make relevant links between theory and clinical practice.	<b>12-17</b> Does not demonstrate level of safe beginner. There is inconsistent evidence for the justification of clinical work proposed with limited understanding of clinical issues. Has the ability to make relatively simple links between theory and clinical practice.	<b>18-20</b> Demonstrates level of safe beginner. There is sufficient evidence for the justification of clinical work proposed with satisfactory understanding of the clinical issues. Some ability to extend the discussion so as to make relevant links between theory and clinical practice.	<b>21-23</b> There is good evidence for the justification of clinical work proposed with good understanding of the clinical issues. Has the ability to make relevant links between theory and clinical practice.	<b>24-26</b> There is strong evidence for the justification of the clinical work proposed with excellent understanding of the clinical issues. Has the ability to make relevant links between theory and clinical practice & extend the discussion into difficult or unfamiliar areas.	<b>27-30</b> There is excellent evidence for the justification of the clinical work proposed with exceptional understanding of the clinical issues. Thorough understanding of all aspects.
<b>Reflective &amp; independent thinking skills:</b>	<b>30</b>	<b>0-11</b> Demonstrates very limited ability of reflective practice, and unable to apply own experience to future work. Does not demonstrate ability to think independently.	<b>12-17</b> Demonstrates limited ability of reflective practice, by discussing problems and/or with little consideration of how to apply own experience to future work. Demonstrates limited ability to undertake independent thinking.	<b>18-20</b> Demonstrates moderate ability of reflective practice, by discussing potential problems and how these inform future practice. Demonstrates moderate ability to think independently.	<b>21-23</b> Demonstrates good skills of reflective practice by discussing potential problems and how these inform future practice. Demonstrates good ability to think independently.	<b>24-26</b> Demonstrates very good skills of reflective practice by discussing potential problems and how these inform future practice. Demonstrates good ability to think independently.	<b>27-30</b> Demonstrates exceptional skills of reflective practice by discussing potential problems and how these inform future practice. Demonstrates excellent ability to think independently.
<b>Supplemental answers relating to the specific module:</b>	<b>30</b>	<b>0-11</b> Does not demonstrate level of safe beginner. Answers majority of questions incorrectly or inadequately demonstrates poor know knowledge and understanding.	<b>12-17</b> Does not demonstrate level of safe beginner. Answers few questions correctly. Demonstrates some deficiencies with knowledge and understanding.	<b>18-20</b> Demonstrates level of safe beginner. Answers the majority of questions well, demonstrating a satisfactory level of knowledge and understanding.	<b>21-23</b> Answers most questions correctly; able to expand on some areas demonstrating a good level of knowledge and understanding.	<b>24-26</b> Answers questions correctly. Able to expand on areas demonstrating a high level of knowledge and understanding.	<b>27-30</b> Questions are answered accurately and fluently and the discussion to be extended with confidence.

## Timetable: Term 2

Module: SKILLS      Key: Lectures– Green; Exam – Mauve; Lab - Orange

<p>Tuesday 16th May 2023</p>	<p><b>MOCCA/COHC:</b> Introduction to the modules, aims and assessments.</p> <p><b>Southend: MOR</b></p>	<p><b>MOCCA:</b> Children as a special needs group: General considerations.</p> <p><b>Southend: AD</b></p>
	<p><b>MOCCA: CLINICAL SKILLS:</b> Managing caries in the deciduous dentition I.</p> <p><b>Southend: MOR + Phil Cannell</b> <b>Colchester: I</b></p>	<p><b>MOCCA: CLINICAL SKILLS:</b> Management of the pulp.</p> <p><b>Southend: MOR+ Phil Cannell</b> <b>Colchester: I</b></p>
	<p><b>MOCCA: CLINICAL SKILLS:</b> Preformed crowns.</p> <p><b>Southend: AD + MOR</b> <b>Colchester: SP</b></p>	<p><b>MOCCA: CLINICAL SKILLS:</b> Managing caries in the deciduous dentition II/Open clinical session.</p> <p><b>Southend: AD+ LH</b> <b>Colchester: SP</b></p>
	<p><b>MOCCA: CLINICAL SKILLS:</b> Management of dental injuries and incisal edge restorations I.</p> <p><b>Southend: JH + BP</b> <b>Colchester: SP</b></p>	<p><b>MOCCA: CLINICAL SKILLS:</b> Extraction techniques.</p> <p><b>Southend: JH + BP</b> <b>Colchester: SP</b></p>

22nd May 2023	<b>MOCCA/COHC:</b> Behaviour Management I  <b>Colchester: AD</b>	<b>MOCCA:</b> Local anaesthesia in children.  <b>Colchester: AD</b>	<b>MOCCA:</b> Behaviour management II: Scenarios. <b>Colchester: AK</b>	<b>DPP:</b> Determinants of health.  <b>Colchester: AK</b>
29th May 2023	<b>GUIDED LEARNING AND WORK-BASED LEARNING</b>			
5th June 2023	<b>MOCCA:</b> Management of dental injuries and incisal edge restorations II.  <b>Southend: LH + JH</b> <b>Colchester: SP</b>	<b>MOCCA/COHC:</b> Clinical photography.  <b>Southend: MOR + JH</b> <b>Colchester: SP</b>	<b>MOCCA:</b> Gateway exam extraction SSC and pulpotomies.  <b>Southend: MOR + JH</b> <b>Colchester: SP</b>	
12th June 2023	<b>DPP:</b> Consent workshop.  <b>Southend: JH</b>	<b>DPP:</b> Inequalities of health.  <b>Southend: MC</b>	<b>DPP:</b> Protecting vulnerable adults and safeguarding children I.  <b>Social Work Team? (S)</b> <b>Southend:</b> <b>Colchester:</b>	<b>DPP:</b> Protecting vulnerable adults and safeguarding children II.  <b>Social Work Team ? (S)</b> <b>Southend:</b> <b>Colchester:</b>
19th June 2023	<b>GUIDED LEARNING AND WORK-BASED LEARNING</b>			
26th June 2023	<b>GUIDED LEARNING AND WORK-BASED LEARNING</b>			
3rd July 2023	<b>DPP:</b> Handling Complaints. Raising concerns.  <b>Southend: BP</b>	<b>DPP:</b> Disabilities, diversity and equal opportunity.  <b>Southend: LH</b>	<b>MOCCA:</b> Open clinical session.*  <b>Southend: BP + MOR</b> <b>Colchester: SP</b>	<b>MOCCA:</b> Open clinical session.*  <b>Southend: BP + MOR</b> <b>Colchester: SP</b>
10th July 2023	<b>MOCCA:</b> Reviewing dental caries patterns in children and adolescents.  <b>Colchester: AD</b>	<b>MOCCA:</b> Review of embryology and human development.  <b>Colchester: EXT</b>	<b>DPP:</b> Cultural and communication barriers to oral care.  <b>Colchester: SP</b>	<b>MOCCA:</b> Interpreting radiographs in paediatric dentistry.  <b>Colchester: SP</b>

17th July 2023	<b>DPP:</b> Planning and evaluating the role of health promotion.  <b>Southend: MC</b>	<b>MOCCA:</b> Child developmental disorders, behavioural and emotional issues.  <b>Southend: AD</b>	<b>MOCCA:</b> Complex child cases.  <b>Southend: BP</b>	<b>DPP:</b> Revision.  <b>Southend: BP</b>
24th July 2023	<b>GUIDED LEARNING AND WORK-BASED LEARNING</b>			
31 <sup>st</sup> July 2023	<b>DPP:</b>  <b>SAT</b>	<b>MOCCA:</b> Open clinical session.*  <b>Southend: MC + MOR</b> <b>Colchester: AD + SP</b>	<b>MOCCA:</b> Open clinical session.*  <b>Southend: AK+ BP</b> <b>Colchester PK</b>	<b>MOCCA:</b> Open clinical session.*  <b>Southend: AK+ BP</b> <b>Colchester PK</b>

**Timetable: Term 3: TBC**