

# Module Guide

**Name of Module: Comprehensive Oral Healthcare**

**Campus: Southend and Colchester**

**Full Module Code: HS747- 6 - AU**

**Module Dates: 16 May, 2023 – 8 Dec, 2023**

**Academic Year: 2022/23**

**Student Number: TBC**

## Contents

| Contents   | Page |
|--|------|
| Module Specification   | 4    |
| Module Aims, Background & Context  | 5    |
| Content  | 5    |
| Module Learning and Teaching methods                                     | 8    |
| Module Outcomes  | 10   |
| Mapping to Regulatory Body Standards                                     | 10   |
| Assessment   | 13   |
| Confidentiality, Anonymity & Plagiarism statements                       | 14   |
| Resources Required<br>Essential<br>Recommended<br>Journals<br>Electronic | 14   |
| Marking grids  | 15   |
| Timetable  | 47   |

## 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>

|   |   |                      |         |
|---|---|----------------------|---------|
| <b>Module Title</b>   | <b>Comprehensive Oral Healthcare</b>  |                      |         |
| <b>Module Code</b>  | HS747 -6-AU   | <b>JACS code</b>     | B751    |
| <b>Date of introduction</b>                                 | 2014  | <b>Academic Year</b> | 2022/23 |
| <b>School</b>   | School of Health and Social Care  |                      |         |
| <b>Terms module taught</b>                                  | Summer/Autumn   |                      |         |
| <b>Module Descriptor (Used for online Module Directory)</b> | 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. |                      |         |
| <b>Keywords</b>   | Oral health, oral disease, prevention, plaque related diseases, dental therapist.   |                      |         |
| <b>Module Leader</b>  | Mick O'Regan,<br>SHSC, University of Essex. Elmer Approach. Southend on Sea. SS1 1LW.<br><a href="mailto:moregan@essex.ac.uk">moregan@essex.ac.uk</a>   |                      |         |
| <b>Module Tutors</b>  | Mick O'Regan; Bryan Paddison; Liz Halsey; Jennifer Hagan; Lisa-Jane Coxshall; Amalia Khodr; Mayra Crean; Stephen Pitt; Arabella Valadas Marques; Aylen Dervish; Charlie Greensmith  |                      |         |
| <b>Module Administrators</b>                                | Lizzie Norris, SHSC. University of Essex. Elmer Approach. Southend on Sea. SS1 1LW.<br><br>Southend: <a href="mailto:hsohlth@essex.ac.uk">hsohlth@essex.ac.uk</a><br>Colchester, Emily Moore: <a href="mailto:colohlth@essex.ac.uk">colohlth@essex.ac.uk</a>  |                      |         |
| <b>External Examiners</b>                                   | Joanne Beveridge, University of Edinburgh   |                      |         |

|   |   |               |    |                       |     |
|---|---|---------------|----|-----------------------|-----|
| <b>Module Values</b>                            |   |               |    |                       |     |
| <b>NQF Level</b>                                | 6 | <b>Credit</b> | 30 | <b>Learning Hours</b> | 300 |
| <b>Available as Distance Learning?</b><br>(y/n) |   |               | N  |                       |     |

|   |     |                             |    |
|---|-----|-----------------------------|----|
| <b>Module Delivery Mode</b> (✓) Including total hours per delivery mode |     |                             |    |
| <b>Lecture</b>  | 50  | <b>Tutorial/Seminar</b>     |    |
| <b>Skills/IT Laboratory</b>   | 30  | <b>Independent Learning</b> | 80 |
| <b>Practice</b>   | 140 | <b>Distance Learning</b>    |    |

|                                       |
|---------------------------------------|
| <b>Requisites</b>                     |
| <b>Pre-Requisites</b>                 |
| HS740: Extending Oral Health Practice |

|  |
|--|
|  |
| <b>Co-Requisites</b>   |
| HS 741:Developing Professional Practice<br>HS 744: Managing the Care of Children and Adolescents |
| <b>Other / Entry Requirements</b>  |
|  |
| <b>Additional Comments</b>   |
|  |
| <b>Programme Award</b>   |
| BSc (Hons) Oral Health Science   |

|  |
|--|
| <b>Background / Context</b>  |
| <p>This is a core module of the BSc (Hons) Oral Health Sciences programme. This module enables the student dental therapist to integrate knowledge of tooth morphology, pulpal physiology and clinical radiology with cavity design, restorative techniques and dental materials and builds on existing knowledge gained from previous experience and modules to an advanced level to enable students to provide clinical restorative treatment to a broad range of adults with various needs. This module develops a comprehensive, patient-centered, problem-solving approach to clinical assessment and treatment planning stressing the development of critical thinking and clinical judgment. The range of procedures increases in complexity as the module and the student progresses. Key skills such as communication, anxiety management and dealing sensitively with patients will be enhanced.</p> |
| <b>Module Aims</b>   |
| <p>By the end of this module the student should have:</p> <ol style="list-style-type: none"> <li>1. demonstrated an understanding of the complex nature of healthcare delivery for adults in the provision of treatment, working within the General Dental Council's Scope of Practice guidance document.</li> <li>2. developed competency to manage a broad range of restorative procedures in adults presenting with a variety of medical and oral needs</li> <li>3. promoted a patient-centred approach within the student's clinical environment.</li> </ol>   |
| <b>Overview</b>  |
| <p>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 literatur</p>   |
| <b>Indicative Content</b>  |
| <p>The module comprises the following content:</p>   |

- Medical Histories & systemic conditions
- History taking & clinical examinations
- Ionising Radiography
- Restoring permanent teeth
  - Diagnosis and treatment planning
  - Techniques involved in restoration of permanent teeth
  - Complications following restoration of teeth
  - Advanced restorative procedures
- Dental Materials
- Oral Therapeutics
- Oral Pathology
- Oral Medicine
- From adolescence to old age
  - Social aspects of aging
  - Common medical and dental conditions affecting the elderly
  - Essential aspects of domiciliary care
- Individual needs
  - Motivational needs factors
  - Psychosocial
  - Self concept and self esteem
  - Apply the concepts of self-care, motivation and compliance
  - Understand the role of sociological and psychological factors that contribute to poor oral health
  - Developing communication skills
  - Working as a team member and independently

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

#### **Introduction to the modules aims and assessments**

- ❖ 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

#### **Clinical photography.**

- ❖ Understand the benefits of an accurate clinical photograph
- ❖ Develop techniques for clinical digital photographs
- ❖ Understand the medico-legal aspects of taking, storing and using clinical photographs

#### **Case study development.**

- ❖ Identifying suitable cases.
- ❖ The importance of the back-up case study.
- ❖ General guidance on presenting.
- ❖ The importance of the Evidence Base and linking this to clinical practice.

#### **The oral cavity in health and disease and the referral process.**

- ❖ Be familiar with normal oral anatomy
- ❖ Be aware of the prevalence of the common dental conditions in the UK
- ❖ Demonstrate knowledge of the principles of recording oral conditions
- ❖ Be aware of the appropriate referral procedure and be able to support patients through this
- ❖ Demonstrate competence at writing a referral letter

#### **Systemic Diseases and their impact on management**

- ❖ Build upon previous knowledge and skills, review a range of case studies and discuss how to treat individuals with complex medical histories
- ❖ Explore the growth of Periodontal Medicine as a speciality

### **Developing diagnostic and treatment planning skills II.**

- ❖ Review previous knowledge gained regarding how to formulate a differential diagnosis, utilising additional tests to assist in the decision making process
- ❖ Review how to utilise findings to produce an ordered treatment plan for adult patients with a variety of restorative needs.
- ❖ Be able to discuss possible diagnoses and treatment options with colleagues, using case studies.

### **Physical and sensory disabilities and their impact on oral health.**

- ❖ Define and describe common physical and sensory disabilities and the implications for provision of oral health care.
- ❖ Be aware of the prevalence of common physical and sensory disabilities
- ❖ Understand their impact on both general and oral health.
- ❖ Discuss how these may be overcome in practice.

### **Practical aspects of treating those with special needs – clinical skills session**

- ❖ Consider how hands-on treatment may have to be modified depending on the patient's circumstances.
- ❖ Practice the provision of treatment in less than ideal situations.

### **Common learning difficulties and mental disabilities and their impact on oral care**

- ❖ Identify common learning difficulties and mental disabilities and recognize indicators of individuals presenting with these difficulties
- ❖ Develop a better understanding of the general and oral health needs of adults with these difficulties
- ❖ Identify abnormal patient behaviour (including anxiety)
- ❖ Continue to develop communication skills to meet the needs of adults with these difficulties
- ❖ Be aware of the policy, law and ethics in treating individuals with these difficulties
- ❖ Recognise psychological and sociological factors that contribute to poor oral health
- ❖ Discuss how these may impact on access to oral care and consider strategies to overcome these in practice.

### **Ageing and oral health: the need for gerodontology.**

- ❖ Be aware of the epidemiology of aging in the UK and the likely trends in the future
- ❖ Understand the effect of ageing on oral health and the common general health issues for older people
- ❖ Discuss treatment needs of older people, including the provision of domiciliary care
- ❖ Discuss the challenges inherent in treating elderly patients and how these can be overcome in practice
- ❖ Discuss treatment planning issues specific to older people
- ❖ Consider logistical arrangements of delivering care to older people, including available equipment to support care within the patient's own home or residential environment
- ❖ Understand how members of the dental team can collaborate with other healthcare workers for the benefit of the patient

### **Dental pathology of teeth**

- ❖ Reviewing acute oral conditions utilising case studies
- ❖ Recognise common abnormalities of the hard tissues of the teeth
- ❖ Review the current evidence with regards to the management of dental hypersensitivity

### **Mouth ulcers, soreness and oro-facial pain.**

- ❖ Demonstrate knowledge of the biological mechanisms of pain and inflammation, control of pain and inflammation and their relevance to dental pain
- ❖ Demonstrate knowledge of the clinical aspects of pain – acute, chronic and neurological
- ❖ Develop the skills to accurately assess orofacial pain
- ❖ Review knowledge of the presentation and management of oral ulceration

### **Common oral and dental diseases affecting the older adult**

- ❖ Discuss the oral and dental diseases that an older person may experience
- ❖ Discuss barriers to oral healthcare which may be associated with the older adult
- ❖ Discuss how these may impact on access to oral care and consider strategies to overcome these in practice.
- ❖ Demonstrate knowledge of the importance of psychological and social factors in the delivery and acceptance of dental care by these individuals

### **Oral manifestations of infectious and systemic diseases**

- ❖ Demonstrate knowledge of the oral side effects of common drugs and be able to recognise these
- ❖ Be competent at recognising common oro-facial manifestations of infectious and systemic disease
- ❖ Be confident in the management of patients who present with complex histories

### **Lumps, bumps, lesions and cysts.**

- ❖ Have knowledge of the clinical presentation of oral mucosal diseases,
- ❖ Have knowledge of how to manage these, including effective screening of the oral cavity through an intra oral examination
- ❖ Be able to accurately document lesions or abnormalities of the oral cavity and know how to refer to a specialist
- ❖ Be familiar with effective referral processes and when to refer the common red and white oral lesions

### **Oral Cancer**

- ❖ Identify the significance of oral cancer, its prevalence and overall survival.
- ❖ Be familiar with the oral complications of cancer treatment, including head and neck cancer
- ❖ Be aware of the importance of routine opportunistic screening for oral cancer
- ❖ Be able to identify patients at particular risk and provide appropriate support and advice
- ❖ Be able to identify suspicious lesions
- ❖ Know the appropriate referral procedure and have an understanding of the possible management options following this

### **Portfolio development**

- ❖ Review own portfolio to identify areas for personal development planning, recording of evidence and reflective practice

### **Open clinical sessions.**

- ❖ Demonstrate competence at caries removal, cavity preparation, pulpal protection as well as placement, finishing and maintenance of restorations
- ❖ Demonstrate knowledge of the role of Occlusion in successful restorative dentistry.

### **Assessment of clinical skills & feedback**

- ❖ Demonstrate competency in undertaking a range of procedures using the full range of materials available, to a high standard
- ❖ Demonstrate a reflective approach to the clinical experience gained to date and identify future learning needs

### **Linking the evidence: Non-carious tooth surface loss- Guided Learning**

- ❖ Appreciate the role evidence-based dentistry plays in providing patients with optimal care.
- ❖ Evaluate published clinical and basic science research around non carious tooth surface loss and discuss how to integrate this information into clinical practice to improve the oral health of the patient
- ❖ Discuss the BEWE and Smith & Knight Indices and evaluate the usefulness of these

### **Oral Therapeutics- Guided Learning**

- ❖ Demonstrate knowledge of the principles of pharmacology and pharmacodynamics
- ❖ Understand the impact on oral health of certain medications

### **Motivation theory and change- Guided Learning**

- ❖ Develop an understanding of different theories of motivation.
- ❖ Develop an understanding of different models of behaviour change and the reasons for resistance to change.
- ❖ Develop an appreciation for different motivational techniques used in practice.
- ❖ Develop an understanding of motivational interviewing.

## **Learning and teaching methods**

### **Overview:**

The module will combine a number of 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 /<br>Work based learning     |
| 3                  | Performance (show how) | Academic dental clinic /<br>Work based learning     |
| 2                  | Competence (know how)  | Skills lab  |
| 1 (The lowest)     | Knowledge – (knowing)  | E.g. Face to face teaching,<br>seminars, e-learning |

## Module Outcomes

On successful completion of this module, the student will be able to:

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

1. explain and discuss the underlying concepts, principles, processes and mechanisms of the body and the oral cavity in health and disease.
2. demonstrate knowledge of human progression from adolescence to old age.
3. demonstrate knowledge of dental disorders and systemic diseases which may affect patient management.
4. demonstrate knowledge of occlusion and how poorly contoured restorations may affect occlusion.
5. demonstrate an understanding of the principles of advanced restorative procedures.
6. demonstrate competency in the broad range of restorative clinical skills within the General Dental Council's Scope of Practice guidance document, by skilfully manipulating restorative dental materials and deciding upon their appropriate use, and referring patients when necessary.
7. interpret radiographs used in the management of oral disease.
8. undertake and interpret a comprehensive history and examination of adult patients, recognising abnormalities, contributing to special tests, and raising concerns as appropriate.
9. develop the clinical skills needed to diagnose dental caries, non-carious tooth surface loss and periodontal disease plans, in conjunction with dentists.
10. demonstrate appropriate communication skills when relating to patients from different communities, their families and associates, dental team members and other health professionals.
11. demonstrate key skills with regard to anxiety management and dealing sensitively with a broad range of patients and their differing needs.
12. tailor treatment to meet the needs of individual patients with regard to medical, dental and social history, taking into account risk and lifestyle factors.
13. understand how the provision of dentistry is affected by medical, social, psychological and demographic factors
14. recognise the limitations of their clinical skills, reflecting on the clinical experience gained to date and develop strategies to promote self awareness and continuing professional development.

## 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 drugs and therapeutic agents and discuss their application to patient management
- 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** Undertake 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** Plan the delivery of, and carry out, care in the best interests of 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
- 1.7.7** Refer to other members of the dental team or other health professionals
- 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 contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice
- 1.8.7** Recognise the signs of abuse or neglect, describe local and national systems that safeguard welfare and understand how to raise concerns and act accordingly
- 1.9.1** Recognise and manage patients with acute oral conditions ensuring involvement of appropriate dental team members
- 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
- 1.14.1** 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
- 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 consent
- 3.4** Obtain valid consent
- 4.1** Communicate effectively with colleagues from dental and other healthcare professions in relation to the direct care of individual patients, including oral health promotion
- 4.3** Give and receive feedback effectively to and from other members of the team
- 5.1** Communicate effectively and sensitively by spoken, written and electronic methods and maintain and develop these skills
- 5.2** Explain the importance of and maintain contemporaneous, complete and accurate patient records in accordance with legal requirements and best practice
- 6.1** Put patients' interests first and act to protect them
- 6.2** Be honest and act with integrity
- 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 dental care and the role of the dental team taking into account current equality and diversity legislation, noting that this may differ in England, Scotland, Wales and Northern Ireland
- 7.1** Be familiar with 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
- 7.5** 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
- 8.2** Ensure that any team you are involved in works together to provide appropriate dental care for patients

- 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
- 10.1 Put patients' interests first and act to protect them
- 10.2 Effectively manage their own time and resources
- 10.3 Recognise the impact of personal behaviour and manage this professionally
- 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
- 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 patients, 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
- 11.6 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*

## 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.

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

*Essay, case study 3000 words (40% pass mark) - 50% module weighting*

## *Unseen Case Presentation 50% module weighting*

### *Work based assessment (compulsory pass grade)*

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

#### **1. Assignment- Case Study 3000 words maximum**

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

Assignments must be submitted through Faser **by 12 noon on Thurs Nov 16, 2023.**

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

Results will be released no later than Dec 14<sup>th</sup>.

#### **2. Unseen Case Presentation- 20 minutes oral presentation**

Unseen case - candidates will be presented with case notes 20 minutes prior to the oral examination, and should 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 and be prepared to comment on all aspects of a management plan for patients with dental needs.

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

#### **3. Work based assessment**

Work-based assessments comprise clinical logs, Direct Observation of Procedures (DOP) case based discussions (CBD). 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 50

### **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.

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**

Please refer to University of Essex Library referencing guide

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

#### **Essential**

1. Brunton PA. (2002) Decision-Making in Operative Dentistry. Quintessence Publishing Co. Ltd., London
2. Jacobsen P. (2008) Restorative Dentistry – An Integrated Approach Balckwell Munksgaard
3. Lynch C (2008) Successful Posterior Composites. Quintessence Publishing Co Ltd
4. McCabe JF, Walls A (2008) Applied Dental Materials. Wiley Blackwell.
5. Odell EW (2004) Clinical Problem Solving in Dentistry. Churchill Livingstone
6. Whaites E. (2003) Essentials of Dental Radiography and Radiology. Churchill Livingstone

#### **Recommended**

1. Addy M., Embery G. et al. (2000). Tooth Wear and Sensitivity: Clinical Advances in Restorative Dentistry. London: Martin Dunitz Ltd
2. Allen PF. (2002) Teeth for Life for Older Adults. Quintessence Publishing Co. Ltd., London
3. Bartolomucci LR (2003) Dental Instruments: A Pocket Guide. Saunders WB Co Ltd
4. Hollins C. (2008) Basic Guide to Dental Procedures. Blackwell Publishing

5. Kidd EAM, Smith BGN, Watson TF (2003) Pickard's Manual of Operative Dentistry. Oxford University Press
6. Kidd EAM (2003) Essential of Dental Caries. Oxford University Press
7. Mossey PA, Holsgrove GJ, Stirrups, DR Davenport ES (2006) Essential Skills for Dentists. Oxford University Press
8. Noble S. (2012) Clinical Textbook of Dental Hygiene and Therapy Blackwell Munksgaard
9. Van Beek GC (1983) Dental Morphology- An Illustrated Guide. Butterworth-Heinemann
10. Walmsley AD, Walsh TF, Burke FJT, Lumley P, Hayes-Hall R, Shortall AC (2002) Restorative Dentistry. Churchill Livingstone

### Journals

Dental Health; British Dental Journal;

### Electronic

See Moodle and individual sessions for recommended electronic reading.

## 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.

## Case Study Marking Grid

School of Health & Social Care  
University of Essex

### 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</b><br>(Maximum 30%) | <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</b><br>(Maximum 30%)                    | <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</b><br>(Maximum 10%)                        | <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</b><br><br><b>(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</b><br><br><b>(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:<br><br>1 <sup>st</sup> Marker's mark:<br><br>2 <sup>nd</sup> Marker's name:<br><br>2 <sup>nd</sup> Marker's mark: | Date:<br><br>Moderator name:                           | Date:<br><br>1 <sup>st</sup> Marker's mark:<br><br>2 <sup>nd</sup> Marker's name:<br><br>2 <sup>nd</sup> Marker's mark: |

|   |  |  |
|---|--|--|
| Record of reconciliation of grades where required:  |  | 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><br/> <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> |  |  |

## **Case Study Marking Grid – Assignment Guide**

| Criteria  | What you should demonstrate to pass this assignment  |
|---|--|
| <b>Knowledge &amp; Critical Understanding<br/>(Maximum 30%)</b> | <p>Utilise relevant terminology to coherently describe a course of treatment undertaken on an adult presenting with dental caries and/or non-carious tooth surface loss and/or periodontal disease.</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> |
| <b>Application of Data<br/>(Maximum 30%)</b>                    | <p>Evaluate the evidence base for employing a particular technique or intervention.</p> <p>Utilise existing data or sources of evidence to</p>   |

|  |   |
|--|---|
|  | develop appropriate judgements or solutions.  |
| <b>Problem solving<br/>(Maximum 10%)</b>                             | Utilise literature and sources of evidence effectively to explore a topic and draw appropriate conclusions.<br><br>Make appropriate justifications for interventions undertaken and future needs of the individual under discussion |
| <b>Communication &amp; References<br/>(Maximum 20%)</b>              | Use appropriate referencing system.<br><br>Construct an assignment submission that is fluent and effective in communication   |
| <b>Personal Learning &amp; Transferable Skills<br/>(Maximum 10%)</b> | Seek help and guidance as needed in a timely and appropriate manner.<br><br>Identify areas of strength and weakness in own work.  |

## Comprehensive Oral Healthcare: Taking a Pain History

4.1

**Learning outcomes** The student is able to take a pain history and contribute to relevant and appropriate special investigations and diagnostic procedures, such as pulp vitality and identification of swellings and sinuses; they are able to differentiate and undertake appropriate preventive treatment and knows when and how to refer to other members of the dental team when this is outside of their Scope of Practice.

### The scope

Adults

The older person

Patient whose medication may affected their ability to communicate

Patient with special needs

Non English speaker

| 1  | 2   | 3  |
|--|---|--|
| <p>Is unable to undertake a pain history, without significant guidance and support.</p> <p>Can undertake appropriate preventive treatment.</p> | <p>Undertakes a pain history but is not consistent in data collection or record keeping.</p> <p>Is able to undertake pulp vitality testing and identify swellings and sinuses and apply preventive treatments but requires supervision of some aspects.</p> | <p>Undertake and records a comprehensive history of the pain, including severity and character of the pain, duration, frequency, exacerbating and relieving factors.</p> <p>Is able to undertake pulp vitality testing, identify swellings and sinuses and apply appropriate preventive treatments within their scope of practice.</p> |

| Summative Assessment                                      |           |       |         |
|---|-----------|-------|---------|
| 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>Taking a pain history 4.1</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<br>Does not requires prompts for thinking or action.                          |
| 2      | Infrequently assisted and satisfactory performance<br>Requires and seeks infrequent prompts for thinking or action. |
| 1      | Dependent & unsatisfactory performance<br>Requires frequent verbal and physical prompts and direction.              |

## Comprehensive Oral Healthcare: Extra and intra-oral Radiographs

4.2

**Learning outcomes** The student is able to take both extra and intra-oral radiographs, identify pathology and incorporate radiographs into their clinical practice and apply the principles of ionising radiation and statutory regulations into practice

### The scope

Children

Adults

The older person

Patient with special needs

Non English speaker

| 1   | 2   | 3   |
|---|---|---|
| <p>Able to take acceptable radiographs ensuring appropriate protection for the patient and operator</p> <p>Able to recognise radiographic faults and abnormalities with prompting</p> | <p>Explains the procedure to patient to gain informed consent and co-operation prior to taking the film</p> <p>Controls the quality of the film</p> <p>Demonstrates an understanding of the scientific principles of ionising radiation and statutory regulations</p> | <p>Recognises and reports abnormal structures, records findings and action taken</p> <p>Practice within the scope of DCPs and own competence, aware of own limitation</p> <p>Is able to recognise the limitations of various radiographic films</p> |



**Summative Assessment**

| 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>Extra and intra-oral radiographs 4.2</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  |   |   |   |
| <b>Overall performance</b>  |   |   |   |
| Areas for further development:  |   |   |   |

Please ensure that all boxes are checked.

Key:

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

## Comprehensive Oral Healthcare: Acute Oral Conditions

4.3

**Learning outcomes** The student is able to recognise and manage patients presenting with a range of acute oral conditions, referring to other dental team members as appropriate; these may include periodontal problems, pulpitis, ulceration and dentinal hypersensitivity.

### The scope

Adults

The older person

Patient whose medication may affected their ability to communicate

Patient with special needs

Non English speaker

| 1  | 2  | 3   |
|--|--|---|
| <p>Is able to recognise and manage a range of acute conditions but requires continued support.</p> <p>Is able to refer to other members of the dental team with continued support.</p> | <p>Is able to recognise a range of acute conditions and is able to manage some of these appropriately.</p> <p>Is able to refer to other members of the dental team majority of the time.</p> | <p>Is able to recognise a broad range of acute conditions and demonstrates a firm grasp of the management of these within Scope of Practice</p> <p>Recognises the need, and is able to, refer appropriately to other members of the dental team</p> |

**Summative Assessment**

| 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>Acute oral conditions 4.3</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  |   |   |   |
| <b>Overall performance</b>  |   |   |   |
| Areas for further development:  |   |   |   |

Please ensure that all boxes are checked.

Key:

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

## Comprehensive Oral Healthcare: Assess and manage tooth wear

4.4

**Learning outcomes** The student is able to recognise and manage the various forms of tooth wear, namely attrition, abrasion, erosion and abfraction

### The scope

Children

Adults

The older person

Patient whose medication may affected their ability to communicate

Patient with special needs

Non English speaker

| 1   | 2  | 3  |
|---|--|--|
| Is able to gather information and identify the cause but is unable to provide appropriate management strategies for the specific tooth wear presented | <p>Gathers information systematically, make appropriate use of existing information about the patient and the problem</p> <p>Identify the implications of findings</p> <p>Provides a full explanation to patient and enable patient to understand what to expect</p> | <p>Recognise the situations when one approach is more appropriate than the other</p> |

| Summative Assessment                                      |           |       |         |
|---|-----------|-------|---------|
| 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>Assess and manage toothwear 4.4</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<br>Does not requires prompts for thinking or action.                          |
| 2      | Infrequently assisted and satisfactory performance<br>Requires and seeks infrequent prompts for thinking or action. |
| 1      | Dependent & unsatisfactory performance<br>Requires frequent verbal and physical prompts and direction.              |



## Comprehensive Oral Healthcare: Identifying Active Dental Caries

4.5

**Learning outcomes** The student is competent at making an assessment of the caries risk of an adult and identifying active caries in the permanent dentition, formulating an appropriate treatment plan based on the individual needs of patient.

### The scope

Adults

The older person

Patient whose medication may affected their ability to communicate

Patient with special needs

Non English speaker

| 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 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 an adult.</p> |

**Summative Assessment**

| 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>Identifying active dental caries 4.5</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  |   |   |   |
| <b>Overall performance</b>  |   |   |   |
| Areas for further development:  |   |   |   |

Please ensure that all boxes are checked.

Key:

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

## Comprehensive Oral Healthcare: Restoring posterior teeth in the permanent dentition

4.6

**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

Adults

The older person

Patient whose medication may affected their ability to communicate

Patient with special needs

Non English speaker

| 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

## Direct Observation of Procedural/Communication Skill

|  |   |   |   |
|--|---|---|---|
| Student name:  |   |   |   |
| Observer name:   |   |   |   |
| Placement:   |   |   |   |
| Procedure/communication: <b>Restoring posterior teeth in the permanent dentition 4.6</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   |   |   |   |
| <b>Overall performance</b>   |   |   |   |
| Areas for further development:   |   |   |   |

Please ensure that all boxes are checked.

Key:

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

## Comprehensive Oral Healthcare: Restoring anterior teeth in the permanent dentition

4.7

**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

Adults

The older person

Patient whose medication may affected their ability to communicate

Patient with special needs

Non English speaker

| 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 restoration over time</p> |

**Summative Assessment**

| 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>Restoring anterior teeth in the permanent dentition 4.7</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<br>Does not requires prompts for thinking or action.                          |
| 2      | Infrequently assisted and satisfactory performance<br>Requires and seeks infrequent prompts for thinking or action. |
| 1      | Dependent & unsatisfactory performance<br>Requires frequent verbal and physical prompts and direction.              |

## Comprehensive Oral Healthcare: Special Needs

4.8

**Learning outcomes** The student is able to demonstrate understanding of the special needs of patients with physical or learning disabilities, patients with mental health problems, the old and frail person, medically compromised patients and terminally ill patients, and assist in the care of such patients.

### The scope

Children

Adults

The older person

Medically compromised patients and terminally ill patients

| 1   | 2   | 3   |
|---|---|---|
| Unable to identify the agencies and professionals involved in the care of these client groups | Apply understanding of the special needs of these client group to establish effective communication   | Reflect the complexity of needs and complicated support structure in care planning  |
| Unable to work in a multi-agency and multi-professional context                               | Take special needs into consideration in assessment and treatment planning<br><br>Identify other professionals and informal carers involved in the care of these client groups, and where appropriate, establish channel of communication | Aware of own limitation and the limitation of a uni-professional approach to care of these client group<br><br>Identify appropriate support in PCT and Social Service where appropriate |

### Summative Assessment

| 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>Special Needs 4.8</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:

## Case Based Discussion Form

|                                      |                       |                          |            |            |
|--------------------------------------|-----------------------|--------------------------|------------|------------|
| Student name:                        |                       |                          |            |            |
| Assessor name:                       |                       |                          |            |            |
| Date:                                |                       | Practice:                |            |            |
| Summary of case discussed:           |                       |                          |            |            |
|                                      | Insufficient evidence | Need further development | Competence | Excellence |
| Practising holistically              |                       |                          |            |            |
| Data gathering and interpretation    |                       |                          |            |            |
| Making decisions                     |                       |                          |            |            |
| Clinical management                  |                       |                          |            |            |
| Working with colleagues and in teams |                       |                          |            |            |
| Maintaining an ethical approach      |                       |                          |            |            |
| Fitness to practice                  |                       |                          |            |            |
| Overall performance                  |                       |                          |            |            |
| Areas for further development:       |                       |                          |            |            |

### Key:

| Rating                    | Explanation  |
|---------------------------|--|
| Insufficient evidence     | The student's performance during the discussion shows no evidence to justify being placed on a higher point of this developmental scale.                               |
| Needs further development | Rigid adherence to taught rules or plans. Superficial grasp of unconnected facts. Unable to apply knowledge. Little situational perception or discretionary judgement. |
| Competent                 | Accesses and applies coherent and appropriate chunks of knowledge. Able to see actions in terms of longer-term goals. Demonstrates conscious and                       |

|                                   |   |
|-----------------------------------|---|
|                                   | deliberate planning with increased level of efficiency. Copes with complexities and able to prioritise.   |
| 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 own limitation and seeks help appropriately                                       |

## Direct Observation of Procedural/Communication Skill

|   |   |   |   |
|---|---|---|---|
| Student name:   |   |   |   |
| Observer name:  |   |   |   |
| Placement:  |   |   |   |
| Procedure/communication:  |   |   |   |
| 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<br>Does not requires prompts for thinking or action.                          |
| 2      | Infrequently assisted and satisfactory performance<br>Requires and seeks infrequent prompts for thinking or action. |
| 1      | Dependent & unsatisfactory performance<br>Requires frequent verbal and physical prompts and direction.              |

Reflective learning log form

|  |  |
|--|--|
| Date:  |  |
| Student name:  |  |
| Placement:   |  |
| Supervisor:  |  |
| What happened (e.g. who is the patient and why did the patient attend, i.e. social, medical and dental background and reason for attending)? |  |
| What happened subsequently (event after the patient arrived at the surgery)  |  |
| What did you learn (from participating and reflecting on the event)  |  |
| What will you do differently in the future?  |  |
| What further learning needs did you identify and how and when will you address these   |  |
| Supervisor comment   |  |

Clinical Log Form:  
 Relating to Learning Objectives:

|                                       |         |      |           |
|---------------------------------------|---------|------|-----------|
| Date:                                 |         |      |           |
| Student name:                         |         |      |           |
| Placement:                            |         |      |           |
| Supervisor:                           |         |      |           |
| Procedure/<br>Communication<br>Skills |         |      |           |
| Patient details:                      | Gender: | Age: | Language: |
| Social history                        |         |      |           |
| Medical history                       |         |      |           |
| Dental history                        |         |      |           |
| Procedure/skill                       |         |      |           |
| CE comment                            |         |      |           |



## UNSEEN CASE PRESENTATION, MARKING CRITERIA

| Candidate number.....                                    |    | Mark allocation  |   |   |  |  |   |
|--|----|--|---|---|--|--|---|
|  |    | < 39%  | 40 – 59%  | 60 – 69%  | 70– 79%  | 80-89%   | 90-100%   |
| Total mark   |    | Unacceptable   | Unacceptable  | Satisfactory  | Good   | Excellent  | Exceptional   |
|  |    | 0-3  | 4-5   | 6   | 7  | 8  | 9-10  |
| Interpersonal Skills:                                    | 10 | 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.                      |
| Rationale for treatment planning and treatment provided: | 30 | 0-11<br>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. | 12-17<br>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. | 18-20<br>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. | 21-23<br>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. | 24-26<br>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. | 27-30<br>There is excellent evidence for the justification of the clinical work proposed with exceptional understanding of the clinical issues. Thorough understanding of all aspects.        |
| Reflective & independent thinking skills:                | 30 | 0-11<br>Demonstrates very limited ability of reflective practice, and unable to apply own experience to future work. Does not demonstrate ability to think independently.  | 12-17<br>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.                                      | 18-20<br>Demonstrates moderate ability of reflective practice, by discussing potential problems and how these inform future practice. Demonstrates moderate ability to think independently.   | 21-23<br>Demonstrates good skills of reflective practice by discussing potential problems and how these inform future practice. Demonstrates good ability to think independently.                            | 24-26<br>Demonstrates very good skills of reflective practice by discussing potential problems and how these inform future practice. Demonstrates good ability to think independently.   | 27-30<br>Demonstrates exceptional skills of reflective practice by discussing potential problems and how these inform future practice. Demonstrates excellent ability to think independently. |
| Supplemental answers relating to the specific module:    | 30 | 0-11<br>Does not demonstrate level of safe beginner. Answers majority of questions incorrectly or inadequately demonstrates poor know knowledge and understanding.   | 12-17<br>Does not demonstrate level of safe beginner. Answers few questions correctly. Demonstrates some deficiencies with knowledge and understanding.   | 18-20<br>Demonstrates level of safe beginner. Answers the majority of questions well, demonstrating a satisfactory level of knowledge and understanding.  | 21-23<br>Answers most questions correctly; able to expand on some areas demonstrating a good level of knowledge and understanding.   | 24-26<br>Answers questions correctly. Able to expand on areas demonstrating a high level of knowledge and understanding.   | 27-30<br>Questions are answered accurately and fluently and the discussion to be extended with confidence.  |

## Timetable

TBC







