

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 0069152 -Session-1986-87
-Superclass- PF

-Title- IMMEDIATE DENTURES (x 2)

-DESCRIPTION-

Type and Purpose A Specialist Module (2) which is designed for the student who has already completed the basic Dental Technology Modules.

Preferred Entry Level 09146 Denture Repair and Rebase/Reline

Learning Outcomes The student should

1. know the types of immediate dentures;
2. remove teeth from the cast and prepare sockets;
3. set up and wax up open faced immediate dentures;
4. set up and wax up flanged immediate dentures and prepare and construct a clear template;
5. apply safe practices in the working environment.

Content/Context Corresponding to Learning Outcomes 1-5:

1. Dentures constructed pre-and post-extraction of natural teeth.

Open faced immediate dentures.

Indications and contra-indications for immediate dentures.

Advantages and disadvantages of the different types.

Flanged immediate dentures constructed when alveolectomy has/has not to be carried out.

2. Record of the position of the teeth prior to removal, outlining of the teeth, removal of teeth using a fine fret saw.

Preparation of sockets as prescribed.

3. Removal of alternate anterior teeth and replacement with artificial teeth - waxing up without a labial flange.

Construction of one open faced denture to the waxed up stage using a) laboratory teeth b) stock teeth.

Methods for copying natural teeth if requested by patient.

4. (a) Without alveolectomy;

setting up replacement teeth and waxing up with a labial flange.

- (b) With alveolectomy;

preparation of anterior gumwork and construction of clear acrylic template;

setting up and waxing up a flanged immediate denture;

preparation of a cast and construction of a clear template.

5. Safe use of electrical equipment in tooth preparation.

Use of protective clothing, tidiness and cleanliness.

Suggested
Learning
and Teaching
Approaches

Relating to Learning Outcomes 1-5:

This is a practical-based module which will require some formal/informal tuition to introduce the student to the types, the reasons for, and limitations of immediate dentures.

Practical exercises should involve the student in learning the procedures and applying the techniques.

Resource input should include pre-prepared casts, examples of types of immediate dentures and OHP on immediate denture construction (available from Graves Audio-Visual).

1. Informal lecture backed up by slide programme and discussion on immediate dentures. Resources input should include examples of the types of immediate dentures.
2. Small group demonstration on the correct procedure for removing teeth and preparing sockets.

Pre-prepared casts at different stages should be available to the class for examination and discussion on the importance of socket preparation. It would also be helpful if a cast showing mouth damage due to badly prepared cast and/or poorly constructed immediate denture could be shown to the student.

3. The techniques for constructing open faced immediate dentures should be discussed and demonstrated, using (a) laboratory made teeth and (b) stock teeth:
 - (a) the laboratory made teeth can be made using:-
 - (1) wax moulds obtained from the patient's impression;
 - (2) cut-off teeth with extensions to compensate for size reduction during removal.
 - (b) stock teeth should be chosen to match the patient's mould and shape.

When the patient requests that the denture should copy, as far as possible, his/her natural teeth the class should discuss which of the construction methods would achieve this objective.

4. The basic technique used in Learning Outcome 3 would apply here with the inclusion in the design of a labial flange. Some clinical input would be helpful for alveolectomy, as in practice the dental surgeon would be involved in the trimming of the labial aspect of the cast so that a clear acrylic template could be constructed.

If clinical input is not possible the OHP should give the students an understanding of flanged immediate dentures constructed when alveolectomy will/will not be carried out, and the function of the acrylic template during surgery. Publications with photographic evidence are available illustrating the aesthetic improvement which is possible when alveolectomy has been carried out.

5. Safety procedures should be demonstrated and subsequently discussed frequently throughout the module and the importance of maintaining a clean and tidy work area stressed.

Formative assessment by observation of practical work and oral questioning should accompany all activities.

Assessment
Procedure

Relating to Learning Outcomes 1-5:

1. A written, objective or short answer test and/or oral test carried out as soon as the student requires it but not later than 80% through the module.
2. Observation of the student carrying out the tasks, using a checklist to indicate satisfactory performance e.g.:
 - 2.1 outline teeth to be removed - long axis, etc;
 - 2.2 removal of teeth;
 - 2.3 preparation of sockets - depth and shape.
3. Observation of performance and examination of waxed-up finished work, using a checklist to indicate the successful accomplishment of stages in the construction of immediate dentures e.g.
 - 3.1 preparation of artificial replacement teeth;
 - 3.2 setting of replacement teeth;
 - 3.3 construction of one open faced denture to the waxed up stage using;
 - (a) laboratory teeth,
 - (b) stock teeth,
 - 3.4 ability to copy patient's natural teeth.

4. Observation of performance and examination of finished work, using a checklist to indicate the satisfactory achievement of the following skills e.g.
 - 4.1 wax-up with labial flange;
 - 4.2 wax-up without labial flange;
 - 4.3 preparation of model when alveolectomy will be carried out;
 - 4.4 construction of clear acrylic template.
5. Observation of performance in practical activities using a checklist to indicate satisfactory performance, e.g.

Safe working practice observed for:

electrical equipment, wax, bunsen burner, eye protection, face protection.

Performance criteria.

Learning Outcome 1:

The performance should indicate that the student has mastered the content required. The exact score will depend on the difficulty and extent of the test and cannot be fully judged in advance, it is however unlikely to be less than 75%.

Learning Outcome 2:

As soon as formative assessment shows that the student can satisfactorily carry out the tasks he/she should be credited with the Learning Outcome.

Learning Outcome 3:

Once the student has satisfied the tutor of the quality of the finished products on three occasions then he/she may be credited with the Learning Outcome.

Learning Outcome 4:

Once the student has satisfied the tutor of the quality of the finished products on three occasions then he/she may be credited with the Learning Outcome.

Learning Outcome 5:

The tutor must be satisfied that the student observes the correct procedure for each item on the checklist before he/she is credited with the Learning Outcome.

Examples of the student's finished work should be retained for assessment purposes.

For Learning Outcomes 1, 2, 3, 4 and 5 the standard to be achieved will be a matter for the professional judgement of the tutor aided by the Council's assessor.

Award of the module depends on the satisfactory achievement of all the Learning Outcomes.

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