

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 0069141 **-Session-1986-87**
-Superclass- PF

-Title- DENTAL IMPRESSIONS

-DESCRIPTION-

Type and Purpose A Specialist Module which is designed for Dental Technology students.

Preferred Entry Level Standard Grade Science at 3 or 09013 Applied Science 3

Learning Outcomes The student should:

1. know the properties, methods of handling, storage and uses of elastic and non-elastic impression materials;
2. know the difference between mucostatic, mucocompressive and fully functional impressions;
3. prepare impressions and use separators where appropriate;
4. demonstrate safe practices in the working environment.

Content/Context Corresponding to Learning Outcomes 1 - 4:

1. Impression Materials

Type: Example:

rigid - plaster of paris; zinc oxide; euglenol;
elastic - hydrocolloids/rubber base;
plastic - composition/wax.

The physical properties of being either rigid, plastic or elastic in the "set" state.

The storage and handling of specifically hydrocolloidal materials, but in general all impression materials in order to maintain dimensional stability prior to and during casting.

Uses:

plaster of paris edentulous cases;

hydrocolloids edentulous and dentate;

silicone/rubber base edentulous, dentate crown and bridge and indirect inlays;

composition preliminary impressions and impressions in copper band for recording tooth and for cavity preparations;

zinc oxide, eugenol relines/rebases.

2. The different types of impressions.

- (a) Mucostatic: recorded with the mucosa unstressed and under no compression. Plaster of paris, hydrocolloid, zinc oxide, eugenol.
- (b) Mucocompressive: recorded with the mucosa slightly compressed. Composition, silicone/rubber base.
- (c) Fully functional: records the detail and maximum denture bearing area - the adaptation during function determines the peripheral borders. A combination of mucostatic and non- compressive materials.

Some dental anatomy related only to the denture bearing area could be included here to underline the influence of anatomical landmarks and related musculature in defining the denture bearing area.

3. Preparation for casting, coating with separating or "fixing" medium where appropriate.

The preparation of impressions according to type. The importance of accurate re-assembly of the fractured pieces of plaster impressions and filling in of slight imperfection with pink wax. The need to use some form of separating or fixing medium and the selection of the appropriate medium.

Not all separating media can be used on impressions - the medium must not interfere with the accurate reproduction of fine detail.

4. The importance of cleanliness and tidiness. Safety procedures.

Suggested Learning and Teaching Approaches

Relating to Learning Outcomes 1 - 4:

1&2 Some investigatory experimental work could be backed up by informal lectures outlining the properties and uses of elastic and non-elastic impression materials.

The indications for, and the limitations of, the different types of impressions could be discussed by the tutor and the group

3. Resources: a "mock up" demonstration on how impressions are obtained can be staged using different impression materials on pre-prepared casts. It would be to the student's advantage if the resource-based input was backed up by a visit to a dental clinic to give the student an appreciation of chairside procedures in impression- taking.

The use of a separating medium could be discussed.

Small group demonstrations will enable the student to observe and question. He/she should then be given the opportunity to prepare impressions and use the separators.

4. The importance of maintaining a clean and tidy work area should be stressed throughout the module.

There should be frequent formative assessment by observation of performance in practical work, and, by oral questioning concerning both the practical procedures and the safety precautions.

Assessment Procedures

Relating to Learning Outcomes 1 - 4:

1. Short oral or written test or tests (objective or short answer) held when appropriate during the module but allowing time for remediation and retesting.
2. Short oral or written test or tests (objective or short answer) held when appropriate during the module but allowing time for remediation and retesting.

3. Observation of performance during practical work and inspection of the impression prepared for casting or "boxing in" prior to casting.

4. Observation of behaviour in practical work and the use of a checklist which is ticked to indicate satisfactory behaviour:
 - 4.1 safe procedure is observed for:

electrical equipment,
face equipment,
eye protection;

 - 4.2 maintaining a tidy work bench.

Performance Criteria.

Learning Outcomes 1 and 2:

The performance in the respective tests should indicate that the student has mastered the content required for the Learning Outcomes. The exact score required will depend on the difficulty and extent of the tests and cannot be fully judged in advance, it is however unlikely to be less than 70% correct response.

Learning Outcome 3:

The student can carry out all the requirements of the Learning Outcome to a consistently satisfactory standard. As soon as formative assessment shows that the student can satisfactorily prepare three impressions taken in different material ready for casting, he/she should be credited with the Learning Outcome. The dental impressions to be used for summative assessment should be retained.

Learning Outcome 4:

The student observes the correct procedure for each item on the checklist before he/she is credited with achievement of the Learning Outcome.

For Learning Outcomes 1,2,3, and 4 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 satisfactory achievement of all the Learning Outcomes

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