

-SQA-SCOTTISH QUALIFICATIONS AUTHORITY

**Hanover House
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NATIONAL CERTIFICATE MODULE DESCRIPTOR

-Module Number- 0069146 -Session-1986-87
-Superclass- PF

-Title- DENTURE REPAIR AND REBUS/RELINE

-DESCRIPTION-

Type and Purpose A Specialist Module which is designed for Dental Technology students who require a knowledge of the construction and principles of denture repairs and rebuses.

Preferred Entry Level 09142 Dental Casts

Learning Outcomes The student should:

1. know the causes of fractured and loose fitting dentures;
2. carry out the procedure for repairing dentures;
3. carry out the procedure for rebating/relining dentures;
4. know and use safe working practice in the laboratory.

Content/ Context Corresponding to Learning Outcomes 1-4:

- 1 (a) Constructional Faults:
 - 1.1 teeth set off ridge;
 - 1.2 incorrect occlusion;
 - 1.3 insufficient thickness;
 - 1.4 reduced strength due to incorrect, polymerization and dough consistency;
 - 1.5 cracking of porcelain teeth due to excessive grinding.

(b) Causes in the Mouth:

- 1.6 excessive force applied in the mouth during mastication;
- 1.7 resorption of alveolar bone;
- 1.8 labial fraenum excessively relieved;
- 1.9 inadequate relief of raised palatal torus;
- 1.10 excessive pressure during cleaning;
- 1.11 accidents - dropping.

(c) Causes of teeth coming off denture, but not broken:

- 1.12 insufficient packing of acrylic resin;
- 1.13 film of grease, separating medium or wax on resin teeth;
- 1.14 packing past snap dough stage with insufficient free monomer to unite with resin teeth.

(d) Loose fitting dentures:

- 1.15 reason for loose fitting dentures;
- 1.16 resorption of the alveolar bone.

- 2. Standard procedure for repairs.
- 3. Standard procedure for rebasing/relining.
- 4. Safe use of bunsen, wax, hand piece, monomer and acrylic dust with particular reference to safety precautions needed to protect eyes.

Suggested
Learning and
Teaching
Approaches

Corresponding to Learning Outcomes 1-4:

This is a practical-based module in which the majority of the time will be spent in practising skills to achieve a satisfactory standard of work.

- 1. A collection of demonstration faults could be used to ask the student to suggest possible reasons for faults. These could be discussed by the tutor and the group and the tutor could point out the correct reasons. The student could then complete a chart to match up faults and reasons.
- 2-3 The whole procedure for a repair could be demonstrated by the use of a series of pre-prepared repairs at different stages in their construction, so that the time factor is eliminated and the student can gain an overview of the tasks they will be required to carry out.

This procedure could be repeated using incomplete handouts which the student could fill in after oral questioning and discussion.

Using the completed handouts and with constant guidance, the student will subsequently make several repairs and rebases/relines.

The student should be kept informed of his/her progress and formative assessment should accompany each practical activity so that remedial action can be undertaken by oral questioning and observation of practical work. There should also be a discussion of the restraint imposed by industry with regard to the time allocated to this task.

4. The safety procedure should be demonstrated and subsequently discussed frequently throughout the module.

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 if necessary.
2. Observation of performance during practical work and the use of a checklist to indicate that satisfactory repair has been made on at least three occasions.

Checklist:

1. assemble parts of denture together with a sticky wax,
2. cast locating model,
3. prepare parts of denture, cut away 2 mm and half thicken,
4. apply separating medium to model,
5. relocate parts of denture on model and stick down with sticky wax, 6. apply auto polymerizing acrylic resin to repair areas,
6. place in hydroflash under warm water and apply 30 lb/in² pressure,
7. trim and polish.

3. Observation of performance in practical work and inspection of finished work, using a check- list to indicate that a satisfactory rebase/reline has been made on at least two occasions

Checklist:

1. cast model,
 2. articulate denture and model to checkbite,
 3. remove denture from model,
 4. trim peripheries and cut out palate (if upper),
 5. cut postdam (if upper), lay relief if required,
 6. relocate denture in checkbite, articulate with model and wax in spaces,
 7. invest denture and model in flask,
 8. flask pack and finish.
4. Observation during practical activities and the use of a checklist.

Safe procedure observed for:

hot wax;
electrical equipment;
bunsen burner;
hand piece;
eye protection;
face protection.

Performance Criteria.

Learning Outcome 1:

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

Learning Outcome 2 and 3:

The student can carry out all the requirements of the Learning Outcomes to a satisfactory standard. This will be indicated by completion of all the items on the respective checklist. The repairs and rebases/relines 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 will depend on satisfactory achievement of all the Learning Outcomes.

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