

# Chy Liz (1463086)

## Item Summary

Date	Role	Items	No. of Patients
20-01-2025	Operator	022, 061, 221, 024, 011	1
22-01-2025	Operator	022, 114, 221, 019, 013	2
23-01-2025	Support Operator		0
23-01-2025	Operator	141, 114	1
29-01-2025	Operator		Patient FTA
30-01-2025	Operator	022, 121, 123, 061, 024, 011	1
30-01-2025	Observation		0
03-02-2025	Operator	121, 935, 012, 141, 221	2
03-02-2025	Support Operator		0
05-02-2025	Operator		Patient FTA

# Form 1: 20-01-2025

## Role: Operator

### Patient 1

Details for Patient 1 - Pt.1 Details #1 - Patient 1 - Pt ID: 6367920  
Details for Patient 1 - Pt.1 Details #2 - Patient 1 - Pt Age: 47.0  
Details for Patient 1 - Pt.1 Details #3 - Patient 1 - Visit #: 1  
Details for Patient 1 - Procedure Difficulty - Patient 1: Routine  
Details for Patient 1 - Priority Group - Patient 1: No

### Student Reflection

Today was the first day of clinic of the year. It was a great appointment to ease me back into the routine of things. I was a bit slow doing the 011 but I know that I will progressively get better. I'm very happy with what I have completed today.

### Edu Feedback

Time was managed well overall. Lots to examine and treatment plan for this patient. Needs to review theory to help with clinical practice. Some areas Liz was unsure about but able to get support operator involved to have these discussions. When treatment planning and assessing for caries, discussed with Liz to think about what's within her SOP and if any further investigations are required. For example ICCMS C lesion - needed prompting to help Liz to complete further radiographs and a Co2 test.

### Entrustment

Lvl 2: Student can be trusted to perform this task with direct supervision

### Clinical Incident

No

### Edu Name

Elise Vo

### Evaluation

Key Competency	Marking Checklist	Student	Educator
Knowledge	Demonstrates the scientific and clinical knowledge requires throughout the session	No	No
Competence	Treatment undertaken at a standard that is consistent with the student's level of education	Yes	Yes
Patient-Centered Care	Provides patient-centered care including through shared decision making	Yes	Yes
Timeliness	Manages time to complete clinical procedures and dental records within the allocated timeframe	Yes	Yes
Patient Communication	Communicates clearly and effectively by adapting verbal and non-verbal communication cues based on cultural, contextual and/or personal factors	Yes	Yes
Staff/Peer Communication	Is respectful towards colleagues and peers. Consults and seeks advice from colleagues/supervisors where appropriate	Yes	Yes
Professional behaviour and ethical conduct	Upholds professional standards of behaviour which includes but is not limited to: being punctual, organised and prepared for appointments, complying with dress code and PPE requirements. Maintains clear and accurate health records	Yes	Yes
Minimising risk	Complies with OHS and infection control standards. Minimises risks to clients, team members and themselves in practice. Seeks the appropriate approvals to carry out care as per agency requirements.	Yes	Yes

# Form 2: 22-01-2025

***Role: Operator***

## ***Patient 1***

Details for Patient 1 - Pt.1 Details #1 - Patient 1 - Pt ID: 1050199

Details for Patient 1 - Pt.1 Details #2 - Patient 1 - Pt Age: 48.0

Details for Patient 1 - Pt.1 Details #3 - Patient 1 - Visit #: 5

Details for Patient 1 - Procedure Difficulty - Patient 1: Routine

Details for Patient 1 - Priority Group - Patient 1: No

## ***Patient 2***

Details for Patient 2 - Pt.2 Details #1 - Patient 2 - Pt ID: 6337593

Details for Patient 2 - Pt.2 Details #2 - Patient 2 - Pt Age: 34.0

Details for Patient 2 - Pt.2 Details #3 - Patient 2 - Visit #: 3

Details for Patient 2 - Procedure Difficulty - Patient 2: Routine

Details for Patient 2 - Priority Group - Patient 2: No

## ***Student Reflection***

Today's session was great as I was able to see two patients in the morning block. I am very happy with my pace when perio charting, regularly confirming with my DA that I am on the right tooth to avoid delays. I still need to work on writing notes more quickly. Next time I will be more efficient by not getting distracted.

## ***Edu Feedback***

Re S/C - remember to adjust the power setting of the EMS.

## ***Entrustment***

Lvl 2: Student can be trusted to perform this task with direct supervision

## ***Clinical Incident***

No

## ***Edu Name***

Abella Huynh

## ***Evaluation***

Key Competency	Marking Checklist	Student	Educator
Knowledge	Demonstrates the scientific and clinical knowledge requires throughout the session	No	No
Competence	Treatment undertaken at a standard that is consistent with the student's level of education	Yes	No
Patient-Centered Care	Provides patient-centered care including through shared decision making	Yes	Yes
Timeliness	Manages time to complete clinical procedures and dental records within the allocated timeframe	No	Yes
Patient Communication	Communicates clearly and effectively by adapting verbal and non-verbal communication cues based on cultural, contextual and/or personal factors	Yes	Yes
Staff/Peer Communication	Is respectful towards colleagues and peers. Consults and seeks advice from colleagues/supervisors where appropriate	Yes	Yes
Professional behaviour and ethical conduct	Upholds professional standards of behaviour which includes but is not limited to: being punctual, organised and prepared for appointments, complying with dress code and PPE requirements. Maintains clear and accurate health records	Yes	Yes
Minimising risk	Complies with OHS and infection control standards. Minimises risks to clients, team members and themselves in practice. Seeks the appropriate approvals to carry out care as per agency requirements.	Yes	Yes

# Form 3: 23-01-2025

## *Role: Support Operator*

### ***SO Feedback***

Patient 1: The initial plan for the appointment was to complete Q1 perio chart, BPE and start debridement. We did the Q1 perio chart first and then did the BPE. After finding a few score 3s, we decided to do a FM perio chart so we did not have time to begin the debridement. To save time and work more systematically as an operator, I will conduct BPE first. Patient 2: Some EMS tips are more blunt than others so it is important to always use the test stick before commencing debridement.

### ***SO Edu Feedback***

Thanks for all the help Liz.

### ***SO Edu Name***

Elise Vo

# Form 4: 23-01-2025

## Role: Operator

### Patient 1

Details for Patient 1 - Pt.1 Details #1 - Patient 1 - Pt ID: 6367920  
Details for Patient 1 - Pt.1 Details #2 - Patient 1 - Pt Age: 42.0  
Details for Patient 1 - Pt.1 Details #3 - Patient 1 - Visit #: 2  
Details for Patient 1 - Procedure Difficulty - Patient 1: Routine  
Details for Patient 1 - Priority Group - Patient 1: No

### Student Reflection

Today I used the GC Tri Plaque ID Gel for the first time and it was amazing to visually analyse where the plaque resided in the patient's mouth. Often it can feel robotic to explain oral hygiene instructions to patients so by integrating disclosing gel, it gives them much more insight about the impact and results of their efforts at home. I did struggle debriding the interproximal spaces of sextant 1 today but I will use more lateral pressure next time so the strokes are more impactful. I also learnt that if there is continued BOP after debridement, it may be a sign that calculus may still be present. I realised the importance of recording the severity of bleeding, presence of plaque and calculus. It was the first time I have completed a plaque score so I am excited to see the patient's progress over time.

### Edu Feedback

A really good learning experience today, it was great to see you use the tri gel and understand its benefits and how it can benefit the patient. I think it's really important to develop your knowledge of different products and the benefits/cons of the different products that are available to you. We also spoke about the important of prioritising OHI, this is addressing the cause which is the key to fixing the problem in the long term and something that needs to be carefully factored into your treatment plan.

### Entrustment

Lvl 2: Student can be trusted to perform this task with direct supervision

### Clinical Incident

No

### Edu Name

Monica Ramzy

### Evaluation

Key Competency	Marking Checklist	Student	Educator
Knowledge	Demonstrates the scientific and clinical knowledge requires throughout the session	No	No
Competence	Treatment undertaken at a standard that is consistent with the student's level of education	Yes	No
Patient-Centered Care	Provides patient-centered care including through shared decision making	No	Yes
Timeliness	Manages time to complete clinical procedures and dental records within the allocated timeframe	Yes	Yes
Patient Communication	Communicates clearly and effectively by adapting verbal and non-verbal communication cues based on cultural, contextual and/or personal factors	Yes	Yes
Staff/Peer Communication	Is respectful towards colleagues and peers. Consults and seeks advice from colleagues/supervisors where appropriate	Yes	Yes
Professional behaviour and ethical conduct	Upholds professional standards of behaviour which includes but is not limited to: being punctual, organised and prepared for appointments, complying with dress code and PPE requirements. Maintains clear and accurate health records	Yes	Yes
Minimising risk	Complies with OHS and infection control standards. Minimises risks to clients, team members and themselves in practice. Seeks the appropriate approvals to carry out care as per agency requirements.	Yes	Yes

# Form 5: 29-01-2025

## Role: Operator

### Student Reflection

Today my first patient did a no show and the second one cancelled. With this, I thought my session today would not be productive. However, I learnt how to manage a patient who has FTA'd repeatedly and i assisted two of my colleagues. Next time I will improve on my time management skills by arriving at least 30 minutes before the appointment time so I am organised and prepared. I also failed to remember to put on my safety glasses during suctioning which poses a infection control risk. Next time I will make sure I have the proper PPE equipment on beforehand. It was great to observe my colleague apply superfloss under the patient's bridges so I know in future for my patients.

### Edu Feedback

Thanks for assisting today. Please be on time to clinic, 30 mins before to present. Please also remember to wear your safety glasses even whilst assisting. Keep challenging yourself with your clinical knowledge.

### Entrustment

Lvl 2: Student can be trusted to perform this task with direct supervision

### Clinical Incident

No

### Edu Name

Abella Huynh

### Evaluation

Key Competency	Marking Checklist	Student	Educator
Knowledge	Demonstrates the scientific and clinical knowledge requires throughout the session	Yes	NA
Competence	Treatment undertaken at a standard that is consistent with the student's level of education	NA	NA
Patient-Centered Care	Provides patient-centered care including through shared decision making	Yes	NA
Timeliness	Manages time to complete clinical procedures and dental records within the allocated timeframe	Yes	Yes
Patient Communication	Communicates clearly and effectively by adapting verbal and non-verbal communication cues based on cultural, contextual and/or personal factors	NA	NA
Staff/Peer Communication	Is respectful towards colleagues and peers. Consults and seeks advice from colleagues/supervisors where appropriate	Yes	Yes
Professional behaviour and ethical conduct	Upholds professional standards of behaviour which includes but is not limited to: being punctual, organised and prepared for appointments, complying with dress code and PPE requirements. Maintains clear and accurate health records	No	No
Minimising risk	Complies with OHS and infection control standards. Minimises risks to clients, team members and themselves in practice. Seeks the appropriate approvals to carry out care as per agency requirements.	No	No

# Form 6: 30-01-2025

## Role: Operator

### Patient 1

Details for Patient 1 - Pt.1 Details #1 - Patient 1 - Pt ID: 973584  
Details for Patient 1 - Pt.1 Details #2 - Patient 1 - Pt Age: 70.0  
Details for Patient 1 - Pt.1 Details #3 - Patient 1 - Visit #: 1  
Details for Patient 1 - Procedure Difficulty - Patient 1: Routine  
Details for Patient 1 - Priority Group - Patient 1: No

### Student Reflection

I gained so much experience just from this one session. The patient came in with a PC of reported pain of 45. Based on the symptoms I took the initiative to discuss what diagnostic treatments I would conduct in order to form a diagnosis. It was an odd case as the radiograph displayed no abnormalities which did not align with the patient's reported symptoms. Though we asked a senior dentist for a second opinion, it was interesting to see how the management of the patient was moving. Today I also applied silver diamide fluoride for the first time today which was scary at first as I did not want to accidentally apply it on the soft tissues. I had some issues with my loupes today as it was the first time I have used it in a while. I will make sure I adjust it right before commencing treatment so it does not fall down midway through. Overall, I am really happy with how I went today as I completed a lot and my communication with the patient and my supervisor was quite smooth.

### Edu Feedback

Reallt work on thinking about what is stain and what needs to be restored. Well done working through pain history and discussing the pain with senior dentist

### Entrustment

Lvl 2: Student can be trusted to perform this task with direct supervision

### Clinical Incident

No

### Edu Name

keira venables

### Evaluation

Key Competency	Marking Checklist	Student	Educator
Knowledge	Demonstrates the scientific and clinical knowledge requires throughout the session	Yes	No
Competence	Treatment undertaken at a standard that is consistent with the student's level of education	Yes	Yes
Patient-Centered Care	Provides patient-centered care including through shared decision making	No	Yes
Timeliness	Manages time to complete clinical procedures and dental records within the allocated timeframe	Yes	Yes
Patient Communication	Communicates clearly and effectively by adapting verbal and non-verbal communication cues based on cultural, contextual and/or personal factors	Yes	Yes
Staff/Peer Communication	Is respectful towards colleagues and peers. Consults and seeks advice from colleagues/supervisors where appropriate	Yes	Yes
Professional behaviour and ethical conduct	Upholds professional standards of behaviour which includes but is not limited to: being punctual, organised and prepared for appointments, complying with dress code and PPE requirements. Maintains clear and accurate health records	Yes	Yes
Minimising risk	Complies with OHS and infection control standards. Minimises risks to clients, team members and themselves in practice. Seeks the appropriate approvals to carry out care as per agency requirements.	Yes	Yes



# Form 7: 30-01-2025

## *Role: Observation*

### ***Obs Feedback***

Today I had the Orthodontics observation today. It has been the most engaging and exciting observation so far. I had orthodontic work as a kid which was why I fell in love with dentistry. It was amazing to revisit that world today. I observed a few second and final year students doing a range of things (e.g bonding brackets, invisalign). These students were so lovely and happy to answer any questions I had. I have so much respect for them and their passion for orthodontics. It has really brought back my motivation for dentistry and would love to observe more orthodontic work in the future. Now I may want to look into the short unimelb orthodontics course for oral health therapists!

### ***Obs Edu Feedback***

great attitude

### ***Obs Edu Name***

nicola wong

# Form 8: 03-02-2025

***Role: Operator***

## ***Patient 1***

Details for Patient 1 - Pt.1 Details #1 - Patient 1 - Pt ID: 626487

Details for Patient 1 - Pt.1 Details #2 - Patient 1 - Pt Age: 70.0

Details for Patient 1 - Pt.1 Details #3 - Patient 1 - Visit #: 8

Details for Patient 1 - Procedure Difficulty - Patient 1: Routine

Details for Patient 1 - Priority Group - Patient 1: No

## ***Patient 2***

Details for Patient 2 - Pt.2 Details #1 - Patient 2 - Pt ID: 949545

Details for Patient 2 - Pt.2 Details #2 - Patient 2 - Pt Age: 73.0

Details for Patient 2 - Pt.2 Details #3 - Patient 2 - Visit #: 5

Details for Patient 2 - Procedure Difficulty - Patient 2: Routine

Details for Patient 2 - Priority Group - Patient 2: No

## ***Student Reflection***

Patient 1: It was great to see that their probing depths have improved in the 6M recall today. I think my communication has definitely improved with patients requiring an interpreter as it can often not feel smooth. Really happy with my time management with this appointment as I finished early, making things less stressful as I have more time to prepare for the next patient. For the first time, I saw how interdental brushes can cause traumatic injuries to the interdental papilla when not used properly. This will enable me to detect it better in the future. Patient 2: This recall mainly had one PC about pain when eating sweets. I am improving my flow of pain hx questions and doing diagnostic tests and provisional diagnosis independently. Next time I hope to explain the patient's PC to my supervisor in a more systemic way.

## ***Edu Feedback***

Dr Abella's feedback (as came in halfway through the session to replace Dr Carol): - Practice presentation of patient to supervisor in a logical and systematic manner as it will assist you with later case report writing. You got there in the end :)

## ***Entrustment***

Lvl 3: Student can be trusted to perform this task with indirect supervision

## ***Clinical Incident***

No

## ***Edu Name***

Abella Huynh

## ***Evaluation***

Key Competency	Marking Checklist	Student	Educator
Knowledge	Demonstrates the scientific and clinical knowledge requires throughout the session	No	No
Competence	Treatment undertaken at a standard that is consistent with the student's level of education	Yes	Yes
Patient-Centered Care	Provides patient-centered care including through shared decision making	Yes	Yes
Timeliness	Manages time to complete clinical procedures and dental records within the allocated timeframe	Yes	Yes
Patient Communication	Communicates clearly and effectively by adapting verbal and non-verbal communication cues based on cultural, contextual and/or personal factors	Yes	Yes
Staff/Peer Communication	Is respectful towards colleagues and peers. Consults and seeks advice from colleagues/supervisors where appropriate	Yes	Yes
Professional behaviour and ethical conduct	Upholds professional standards of behaviour which includes but is not limited to: being punctual, organised and prepared for appointments, complying with dress code and PPE requirements. Maintains clear and accurate health records	Yes	Yes
Minimising risk	Complies with OHS and infection control standards. Minimises risks to clients, team members and themselves in practice. Seeks the appropriate approvals to carry out care as per agency requirements.	Yes	Yes

# Form 9: 03-02-2025

## *Role: Support Operator*

### ***SO Feedback***

Today I assisted two of my peers. I learnt a lot about management of patients with severe dental anxiety and the techniques used to calm them down (e.g. doing segments of quadrant to allow them breaks)

### ***SO Edu Feedback***

student was very helpful and attentive, very good note taking

### ***SO Edu Name***

Dr Carol

Form 10: 05-02-2025  
Role: Operator

Student Reflection

Today my only patient FTA'd their appointment so I assisted my peer for a 36D resto. Although I was a bit upset that I was not able to operate today, it was interesting to see caries being removed. I also used my time in this session to confirm their appointments tomorrow to ensure they arrive. Clinical time in this rotation is relatively more limited than other placements so I am striving to use my time as well as I can.

Edu Feedback

provided assistance to colleagues when pt FTA,

Entrustment

Lvl 4: Student can be trusted to perform this task independently

Clinical Incident

No

Edu Name

doug mckinlay

Evaluation

Key Competency	Marking Checklist	Student	Educator
Knowledge	Demonstrates the scientific and clinical knowledge requires throughout the session	NA	NA
Competence	Treatment undertaken at a standard that is consistent with the student's level of education	NA	NA
Patient-Centered Care	Provides patient-centered care including through shared decision making	NA	NA
Timeliness	Manages time to complete clinical procedures and dental records within the allocated timeframe	NA	NA
Patient Communication	Communicates clearly and effectively by adapting verbal and non-verbal communication cues based on cultural, contextual and/or personal factors	NA	Yes
Staff/Peer Communication	Is respectful towards colleagues and peers. Consults and seeks advice from colleagues/supervisors where appropriate	NA	Yes
Professional behaviour and ethical conduct	Upholds professional standards of behaviour which includes but is not limited to: being punctual, organised and prepared for appointments, complying with dress code and PPE requirements. Maintains clear and accurate health records	NA	Yes
Minimising risk	Complies with OHS and infection control standards. Minimises risks to clients, team members and themselves in practice. Seeks the appropriate approvals to carry out care as per agency requirements.	NA	NA