



ORAL12002 Oral Health Pre Clinical Practice 1

Term 1 - 2024

Profile information current as at 29/07/2024 03:41 pm

All details in this unit profile for ORAL12002 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will gain theoretical knowledge in dental materials, restorative procedures and local anaesthetic pharmacology and techniques. You will also translate and integrate this knowledge in a simulated environment while fulfilling workplace health and safety, equipment maintenance and record management requirements. On successful completion of this unit, you will be able to demonstrate practical skills in local anaesthetic techniques and dental restorations in adults of all ages in a simulated environment. You will be able to display appropriate interpersonal / team communication skills, professional attitudes and ethical behaviours. You will be required to attend a two-week compulsory intensive program prior to the commencement of Term 1.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 9

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Pre-requisites: BMSC11011 Human Anatomy and Physiology 2 and ORAL11003 Introduction to Oral Disease and ORAL11005 Oral Anatomy 2 and ORAL11006 Introduction to Oral Health Practice Co-requisites: ORAL12001 Oral Disease Prevention and Management and ORAL12003 Oral Health Clinical Practice 1

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2024

- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Work**

Weighting: 30%

2. **Reflective Practice Assignment**

Weighting: Pass/Fail

3. **Practical Assessment**

Weighting: Pass/Fail

4. **In-class Test(s)**

Weighting: 70%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from SUTE Comments and In-Person Feedback

Feedback

Students felt the dental materials group assignment was not a beneficial assessment. Feedback has been sought from the cohort to improve this assessment for 2024.

Recommendation

It is recommended that the unit coordinator review the dental materials learning content and group assignment for 2024 to make it a more meaningful learning activity.

Feedback from SUTE Comments and In-Person Feedback

Feedback

The newly developed local anaesthetic tutorials were well received by students, who commented they found them an enjoyable and helpful learning experience.

Recommendation

It is recommended that the local anaesthetic tutorials continue.

Unit Learning Outcomes

On successful completion of this unit, you will be able to:

1. Discuss the theoretical basis of dental materials, restorative procedures, and local anaesthetic pharmacology and techniques in the management of oral diseases
2. Apply the principles of local anaesthetic pharmacology and techniques in the simulated environment
3. Apply knowledge and skills of dental materials and cavity preparation for dental restorations in the simulated environment
4. Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas

All unit profiles in the Bachelor of Oral Health are made available to the Australian Dental Council for on-going accreditation purposes.

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Group Work - 30%	•			
2 - Reflective Practice Assignment - 0%				•
3 - Practical Assessment - 0%		•	•	•
4 - In-class Test(s) - 70%	•			

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•			•
2 - Problem Solving	•	•	•	
3 - Critical Thinking	•	•	•	
4 - Information Literacy	•	•	•	•
5 - Team Work	•			
6 - Information Technology Competence				•
7 - Cross Cultural Competence				
8 - Ethical practice				•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks

ORAL12002

Prescribed

Handbook of local anesthesia

Edition: Seventh (2020)

Authors: Malamed, Stanley F.,

Elsevier

St. Louis , Missouri , USA

ISBN: 0-323-58209-5

Binding: eBook

ORAL12002

Prescribed

Local Anesthesia for the Dental Hygienist

Edition: Third (2022)

Authors: Demetra D. Logothetis

Elsevier

St. Louis , Missouri , USA

ISBN: 978-0-323-71856-1

Binding: eBook

ORAL12002

Prescribed

Preservation and Restoration of Tooth Structure

Edition: 3 (2016)

Authors: G J Mount, W R Hume, H Ngo, M S Wolff

Wiley Blackwell

Chichester , West Suffe , UK

ISBN: 9781118766590

Binding: Hardcover

Additional Textbook Information

Textbooks are likely to be available as eBooks through the library.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Webcam and headset for on-line sessions.

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Kelly Hennessy Unit Coordinator

k.a.hennessy@cqu.edu.au

Schedule

Intensive Week 1 - 12 Feb 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Restorative Dentistry Lectures and Simulation Activities:</u> <ul style="list-style-type: none"> • Composite Resin Adhesion to Enamel and Dentine • Composite Resin • Glass Ionomer Cement • Pros and Sim Lab Induction 	Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). Preservation and Restoration of Tooth Structure (3rd ed., Chap 9-10). Wiley Blackwell.	

Intensive Week 2 - 19 Feb 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Restorative Dentistry Lectures and Simulation Activities:</u> <ul style="list-style-type: none"> • The Restorative 'Sandwich' Technique • Rubber Dam Placement • Class I Cavity Preparation • Restorative Closed Sandwich Technique 	Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). Preservation and Restoration of Tooth Structure (3rd ed., Chap 7, 9, 10). Wiley Blackwell.	<ul style="list-style-type: none"> • Pre-SIM MCQ Quiz • Weekly Personal Reflective Blog Submission

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Restorative Dentistry Lectures and Simulation Activities:</u> <ul style="list-style-type: none"> • Rubber Dam Placement • Class II Cavity Preparation • Restorative Closed Sandwich Technique <u>Local Anaesthesia Lectures:</u> <ul style="list-style-type: none"> • Pharmacology of local anaesthetics • Pharmacology of vasoconstrictors • Clinical action of specific agents • Local and Systemic complications 	Malamed, SF. (2012) Hand Book Of Local Anaesthesia (6th Ed., Chapter 3-4, 17-18). Mosby Elsevier. Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). Preservation and Restoration of Tooth Structure (3rd ed., Chap 7, 9, 10). Wiley Blackwell.	<ul style="list-style-type: none"> • Pre-SIM MCQ Quiz • Weekly Personal Reflective Blog Submission

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Restorative Dentistry Lectures and Simulation Activities:</u> <ul style="list-style-type: none"> • Rubber Dam Placement • Class II Cavity Preparation • Restorative Matrix Systems • Restorative Closed Sandwich Technique <u>Local Anaesthesia Lectures and Simulation Activities:</u> <ul style="list-style-type: none"> • The armamentarium 	Malamed, SF. (2012) Hand Book Of Local Anaesthesia (6th Ed., Chapter 5-9). Mosby Elsevier. Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). Preservation and Restoration of Tooth Structure (3rd ed., Chap 7, 9, 10). Wiley Blackwell.	<ul style="list-style-type: none"> • Pre-SIM MCQ Quiz • Weekly Personal Reflective Blog Submission • Assessment 1: Component B - Group Work Step 1 Submission Due Sunday

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic

Restorative Dentistry Lectures and Simulation Activities:

- Removal of defective restorative material and/or caries
- Pulpal Considerations
- Rubber Dam Placement
- Class I Cavity Preparation
- Restorative Closed Sandwich Technique
- Fissure Sealants
- Class III Cavity Preparation
- Shade Selection
- Composite Finishing and Polishing

Malamed, SF. (2012) Hand Book Of Local Anaesthesia (6th Ed., Chapter 11, 15). Mosby Elsevier.
 Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). Preservation and Restoration of Tooth Structure (3rd ed., Chap 2, 7, 9, 10, 12). Wiley Blackwell.

- Pre-SIM MCQ Quiz
- Weekly Personal Reflective Blog Submission

Local Anaesthesia Lectures and Simulation Activities:

- Basic Atraumatic Injection Technique
- Management of the anaesthetised patient
- Supplementary Techniques including Oraqix

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Restorative Dentistry Lectures and Simulation Activities:</u> <ul style="list-style-type: none"> • Rubber Dam Placement • Restorative Matrix Systems • Class III Cavity Preparation and Restoration • Class IV Cavity Preparation and Restoration 	Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). Preservation and Restoration of Tooth Structure (3rd ed., Chap 7, 9, 10). Wiley Blackwell.	<ul style="list-style-type: none"> • Pre-SIM MCQ Quiz • Weekly Personal Reflective Blog Submission

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Restorative Dentistry Lectures and Simulation Activities:</u> <ul style="list-style-type: none"> • Amalgam Cavity Preparation Design • Amalgam Placement • Complex Amalgam Restorations • Pulp Capping • Temporary Restorations 	Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). Preservation and Restoration of Tooth Structure (3rd ed., Chap 7, 11, 12,). Wiley Blackwell.	<ul style="list-style-type: none"> • Pre-SIM MCQ Quiz • Weekly Personal Reflective Blog Submission

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<ul style="list-style-type: none"> • Assessment 1: Component A - Individual Work Submission Due Sunday

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

Restorative Dentistry Lectures and Simulation Activities:

- Amalgam Restorations
- Complex Amalgam Restorations
- Rubber Dam Placement
- Restorative Matrix Systems
- Class II Cavity Preparation
- Restorative Closed Sandwich Technique

Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). Preservation and Restoration of Tooth Structure (3rd ed., Chap 7, 9, 10). Wiley Blackwell.

- Pre-SIM MCQ Quiz
- Weekly Personal Reflective Blog Submission

Week 7 - 22 Apr 2024

Module/Topic

Chapter

Events and Submissions/Topic

Restorative Dentistry Lectures and Simulation Activities:

- Dental Impressions
- Rubber Dam Placement
- Restorative Matrix Systems
- Class III Cavity Preparation and Restoration

Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). Preservation and Restoration of Tooth Structure (3rd ed., Chap 7, 10). Wiley Blackwell.

- Pre-SIM MCQ Quiz
- Weekly Personal Reflective Blog Submission

Week 8 - 29 Apr 2024

Module/Topic

Chapter

Events and Submissions/Topic

Restorative Dentistry Lectures and Simulation Activities:

- Amalgam Polishing
- Amalgam Removal
- Bonded Amalgams
- Rubber Dam Placement
- Restorative Matrix Systems
- Class III Cavity Preparation and Restoration

Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). Preservation and Restoration of Tooth Structure (3rd ed., Chap 7, 10, 11). Wiley Blackwell.

- Pre-SIM MCQ Quiz
- Weekly Personal Reflective Blog Submission

Week 9 - 06 May 2024

Module/Topic

Chapter

Events and Submissions/Topic

Restorative Dentistry Lectures and Simulation Activities:

- Class I Cavity Preparation
- Class II Cavity Preparation
- Rubber Dam Placement
- Restorative Matrix Systems
- Restorative Closed Sandwich Technique
- Restorative Open Sandwich Technique

Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). Preservation and Restoration of Tooth Structure (3rd ed., Chap 7, 9, 10). Wiley Blackwell.

- Weekly Personal Reflective Blog Submission
- Assessment 1: Component B - Group Work Step 2 Submission Due Monday
- Assessment 1: Component C - Self and Peer Assessment Submission Due Tuesday

Week 10 - 13 May 2024

Module/Topic

Chapter

Events and Submissions/Topic

Restorative Dentistry Lectures and Simulation Activities:

- Silver Fluoride
- Atraumatic Restoration Technique
- Rubber Dam Placement
- Restorative Matrix Systems
- Class IV Cavity Preparation and Restoration

Malamed, SF. (2012) Hand Book Of Local Anaesthesia (6th Ed., Chapter 13, 14). Mosby Elsevier.
Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). Preservation and Restoration of Tooth Structure (3rd ed., Chap 7, 9, 10). Wiley Blackwell.

- Pre-SIM MCQ Quiz
- Weekly Personal Reflective Blog Submission

Local Anaesthesia Lectures and Simulation Activities:

- Local Anaesthetic Techniques - Maxillary Anaesthesia
- Local Anaesthetic Techniques - Mandibular Anaesthesia

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Restorative Dentistry Lectures and Simulation Activities:</u> <ul style="list-style-type: none">• Safety Audit Practice:<ul style="list-style-type: none">◦ Rubber Dam Placement◦ Restorative Matrix Systems◦ Class I, II and III Cavity Preparation and Restoration	Malamed, SF. (2012) Hand Book Of Local Anaesthesia (6th Ed., Chapter 13, 14). Mosby Elsevier.	
<u>Local Anaesthesia Lectures and Clinical Activities:</u> <ul style="list-style-type: none">• Local Anaesthetic Techniques - Maxillary AnaesthesiaLocal Anaesthetic Techniques - Mandibular Anaesthesia	Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). Preservation and Restoration of Tooth Structure (3rd ed., Chap 7, 9, 10). Wiley Blackwell.	

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Restorative Dentistry Lectures and Simulation Activities:</u> <ul style="list-style-type: none">• Safety Audit:<ul style="list-style-type: none">◦ Rubber Dam Placement◦ Restorative Matrix Systems◦ Class I, II and III Cavity Preparation and Restoration	Malamed, SF. (2012) Hand Book Of Local Anaesthesia (6th Ed., Chapter 13, 14). Mosby Elsevier.	
<u>Local Anaesthesia Lectures and Clinical Activities:</u> <ul style="list-style-type: none">• Local Anaesthetic Techniques - Maxillary AnaesthesiaLocal Anaesthetic Techniques - Mandibular Anaesthesia	Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). Preservation and Restoration of Tooth Structure (3rd ed., Chap 7, 9, 10). Wiley Blackwell.	

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
		In Class Test Due: Review/Exam Week Friday (7 June 2024) 9:00 am AEST

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Laboratory Attire in the Oral Health Simulation and Prosthetic Laboratories: All students are required to wear their oral health polo plus an outer protective garment - short laboratory tops or jackets are required for this purpose. The outer protective garment (short laboratory top or jacket) must be placed in a plastic bag after the session or day and washed appropriately. All garments must be freshly laundered and ironed. The outer protective garment (short laboratory top or jacket) cannot be worn in Oral Health Clinics. All students must black long pants and low-heeled closed-in shoes, their protective eyewear, have their hair tied back and wear no jewellery on their hands or arms. A student can be sent home if the laboratory attire is not adequate.

Workplace Health and Safety: Students must abide by infection control policies, guidelines and procedures at each clinical placement. All mandatory requirements for clinical practice must be met before and during the term. Failure to comply will lead to withdrawal from the clinical placements and failure in the Unit.

Assessment Tasks

1 Dental Materials Assignment

Assessment Type

Group Work

Task Description

The objective of this assessment is to apply your knowledge of dental direct restorative materials, including their properties, indications, and techniques. This assignment will help you demonstrate your understanding of the materials used in restorative dentistry and their practical applications.

Component A - Individual Work (10 marks)

Create a short video demonstrating the complete restorative technique for a designated restoration.

There are two restorative tasks to choose from below, including the requirements for each task.

You must record the task during the designated SIM session on Monday of Week 4.

- Please prepare your cavity preparation and do the restoration on the benchtop rather than intraorally.
- As you will need to buddy with someone to assist with recording, you must choose a different task to your buddy. The supervisor must approve your task before you commence.
- The cavity prep should be a large enough size for demonstration, but not excessive. The cavity preparation is not assessed, but check suitability for the task with the unit coordinator on the day.
- As it will be too noisy in the SIM lab to record effectively, it is best to record your narration over the video separately afterwards. You may create this using any software of your choosing, however the output needs to be a video file natively supported by browsers *.fmp4 .m4v .mov .mp4 .ogv .webm*
- Ensure your video has comprehensive narration and clear visibility of all procedural steps. There is no need to discuss rationale in the video narration, it should simply be a narration of the steps performed eg Placement of the dentine conditioner to the entire cavity. This will be left in place for xx seconds and rinsed..... etc. You do not need to actually leave the materials in place for the designated time, as this will make the video long and dull!
- Your video should not exceed 5 minutes. You are allowed to edit to remove "dead time", however you must not alter the speed.

Task Option 1: 17MO Closed Sandwich Technique using Vitrebond Plus, Flowable Composite and Composite Resin.

Vitrebond Plus Placement:

How will you prepare the cavity surface for placement of the Vitrebond Plus? As relevant, include in your answer:

- Product name
- Active ingredient including %
- What surfaces you place it on
- Time on tooth
- Removal of product

Vitrebond Plus Placement:

- What surfaces you place it on
- Thickness of product
- Setting procedure

Composite Resin (including flowable composite) placement:

How will you prepare the cavity surface for placement of the composite resin? As relevant, include in your answer:

Product name #1

- Active ingredient including %
- What surfaces you place it on
- Time on tooth
- Removal of product

Product name #2

- What surfaces you place it on
- Additional steps prior to placement of composite resin

Flowable Composite Placement:

- What surfaces you place it on
- Thickness of product
- Setting procedure

Composite Resin Placement:

Demonstrate your incremental layering technique including setting procedure. There is no need to demonstrate

polishing and finishing.

Task Option 2: 17MO Open Sandwich Technique using Fuji 8 and Composite Resin.

Fuji 8 Placement:

How will you prepare the cavity surface for placement of the Fuji 8? As relevant, include in your answer:

- Product name
- Active ingredient including %
- What surfaces will you place it on
- Time on tooth
- Removal of product

Fuji 8 Placement:

- What surfaces you place it on
- Thickness of product (and how you determine thickness)
- Setting procedure

Composite Resin placement:

How will you prepare the cavity surface for placement of the composite resin? As relevant, include in your answer:

Product name #1

- Active ingredient including %
- What surfaces will you place it on
- Time on tooth
- Removal of product

Product name #2

- What surfaces will you place it on
- Additional steps prior to placement of composite resin

Composite Resin Placement:

Demonstrate your incremental layering technique including setting procedure. There is no need to demonstrate polishing and finishing.

Component B - Group Work (17 marks)

Work as a group (3-4 students in each group - unit coordinator to allocate groups).

Step 1: Your group will be designated a clinical scenario. From this clinical scenario, determine your choice of restorative material/s and techniques (eg open/closed sandwich if relevant). If GIC/RMGIC is a material selection, you should also include which one you would use from the Fuji range of products. Submit your choice via the assignment task in Moodle. This step is ungraded, however is necessary to ensure you complete Step 2 correctly.

Step 2: Based on the above, prepare a written report including the following:

- Detailed step-by-step procedure e.g. placement of etch, conditioner, bond etc.
- Rationale for why you would recommend the selected restorative material and techniques for this specific case. Include here why you use conditioner, prime, bond, incremental technique etc.
- Discuss the material's properties that make it suitable and the advantages it offers.
- Mention any other restorative materials that could be considered for the same case and explain why you have not chosen these alternatives.

Your report should be concisely written in an academic style and should not exceed 3 pages. You are welcome to use images as appropriate, however these should be original to demonstrate your understanding. You are not expected to do an in-depth literature search, as the resources provided in ORAL11006 and ORAL12002 should be sufficient to answer the majority of this assessment. However, ensure that you review and cite the original sources in your written report i.e. don't put Kelly Hennessy as a source!

Component C - Self and Peer Assessment (5 marks)

The self and peer assessment involves completing a questionnaire form, presented in a set of questions. Students are to evaluate their own and peer's contributions during group-work exercises. The completed evaluations will NOT be provided to other students. Evaluation responses will ONLY be accessible by teaching staff, conducting the Self and Peer Assessment activity. The purpose for which the responses will be used is to assess teamwork performance.

Assessment Due Date

Component A - Individual Work Break Week Sunday 14 April 2024 5pm; Component B - Group Work Step 1 Week 2 Sunday 17 March 2024 5pm; Component B - Group Work Step 2 Week 9 Monday 06 May 2024 5pm; Component C - Self and Peer Assessment Week 9 Tuesday 07 May 2024 5pm

Return Date to Students

All work will be returned within 2 weeks from the component due date.

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

The final grade for this assessment comprises the combined grade of all three components. The assessment criteria for your group and individual components are defined on the rubrics below.

ORAL12002 Component A - Individual Work ASSESSMENT RUBRIC

STUDENT NAME:					
	Inadequate (0 mark)	Basic (1 mark)	Competent (2 marks)	Proficient (3 marks)	Exceptional (4 marks)
Content	Fails to demonstrate a basic understanding of the assigned task.	Demonstrates limited understanding of the assigned task, missing key components and steps.	Adequately covers the assigned task with some omissions or unclear presentation of certain components.	Shows a good understanding of the assigned task, covering most required components and steps.	Demonstrates clear understanding of the assigned task, including all required components and steps.
Organisation	The presentation is not logically organised. Frequently, ideas fail to make sense together. The audience cannot identify a line of reasoning and loses interest.	Components are often not clearly linked to each other. The audience has difficulty following the line of reasoning.	Components are usually clearly linked to each other. For the most part, the audience can follow the line of reasoning.	Components flow smoothly from one to another and are clearly linked to each other. The audience can follow the line of reasoning.	
Video Quality and Narration	Video has significant clarity issues, making it difficult to follow procedural steps. Narration is unprofessional, unclear or inconsistent.	Video quality is satisfactory, with some areas of unclear visibility. Narration is professional and audible but may lack some clarity or coherence.	Video is clear, well-lit, and provides a comprehensive view of all procedural steps. Narration is professional, articulate, audible, and synchronised with the video. Edits remove dead time without compromising clarity.		
Length of Presentation	>1 minute of allocated time	Within +/- 1 minute of allocated time			
TOTAL GRADE (out of 10)					

ORAL12002 Component B - Group Work ASSESSMENT RUBRIC

GROUP:					
	Inadequate (0 mark)	Basic (1 mark)	Competent (2 marks)	Proficient (3 marks)	Exceptional (4 marks)
Procedure Steps	There are many errors in accuracy and/or detail.	Some steps are inaccurate or lacking moderate amounts of detail.	All steps are accurate, however lacking some detail.	All steps are accurately detailed.	
Justification of Restorative Material	Fails to provide a convincing justification for the selected restorative material/s, lacking depth or clarity in discussing properties and advantages.	Attempts to justify the selected restorative material but may lack depth or clarity. Limited explanation of the use of conditioner, prime, bond, incremental technique, etc.	Presents a basic explanation of the selected restorative material/s, discussing some properties and advantages in the context of the given case.	Offers a clear explanation of the selected restorative material/s, discussing their properties and advantages in the context of the given case	Provides a thorough and well-structured explanation of the selected restorative material/s, discussing their properties and advantages in the context of the given case.
Consideration of Alternative Materials	Fails to adequately consider alternative restorative materials or provides insufficient justification for not choosing them.	Mentions alternative restorative materials and provides a basic explanation of why they were not chosen for the specific case. Limited comparisons with the chosen material.	Acknowledges alternative restorative materials and provides a solid explanation of why they were not chosen for the specific case. Offers some comparisons with the chosen material.	Demonstrates a comprehensive understanding of alternative restorative materials and effectively explains why they were not chosen for the specific case. Provides insightful comparisons with the chosen material.	
Organisation	The report is not logically organised. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.	Components are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	Components flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.		
Grammar, Spelling and Writing Mechanics	There are so many errors that meaning is obscured.	There are occasional errors, but they don't represent a major distraction or obscure the meaning.	The writing is free or almost free of errors.		
Length of Report	Report is excessive in length (more than 3 pages)	Report is concise and no more than 3 pages			
Referencing	Incorrect or inconsistent use of APA format in-text, acknowledgement of images, and at the end of presentation "References" list. No use of resources, or use of unsuitable resources, to support the report	Mostly accurately and consistent use of APA format in-text, acknowledgement of images, and at the end of presentation "References" list. Basic use of resources to support the report	Accurate and consistent use of APA format in-text, acknowledgement of images, and at the end of presentation "References" list. A wide range of well-selected resources supporting the report where relevant		
TOTAL GRADE (out of 17)					

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online Group

Submission Instructions

All submissions are to be made through the relevant tasks on Moodle.

Learning Outcomes Assessed

- Discuss the theoretical basis of dental materials, restorative procedures, and local anaesthetic pharmacology and techniques in the management of oral diseases

2 Personal Reflective Blog

Assessment Type

Reflective Practice Assignment

Task Description

Self-reflection is an important practice for personal and professional development. You will be required to write daily self-reflective entries in your ePortfolio based on your work-integrated learning experiences (clinic).

Include a brief summary of procedures OR A brief summary of placement.

Which procedures were performed well? OR Expectation of learning on the placement.

What procedures could be improved? OR What did you learn today on placement?

Strategies for improvement OR Strategies to enhance learning on placement.

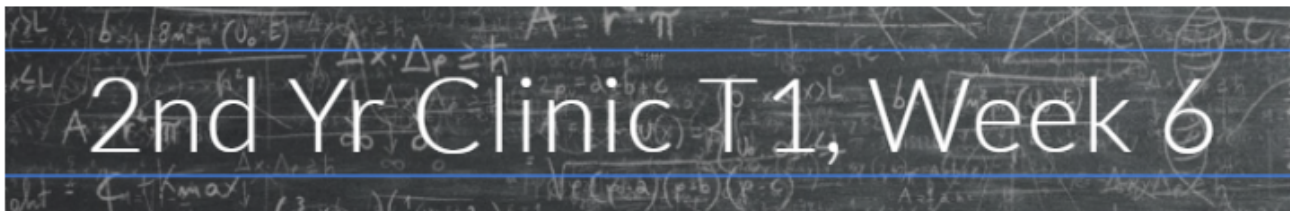
What did I learn today?

The completion of the personal reflective blog is a compulsory assessment, and each entry must be completed to a satisfactory standard.

There are two places you are to enter your reflective blog.

1. **ePortfolio:** Firstly, in your ePortfolio, complete a separate reflection entry for each placement day. Entries must be completed for every placement day, including DA and FTAs.

Here is an example of an entry in the ePortfolio for week 6:



DAY 1 Monday

Describe what you learned and why it's important. Describe what you learned and why it's important. Describe what you learned and why it's important.

Describe what you learned and why it's important.

Describe what you learned and why it's important.

DAY 2 Friday

Describe what you learned and why it's important.

Describe what you learned and why it's important.

Describe what you learned and why it's important.

2. **Moodle Submission:** Then at the end of the week, copy these entries into the Moodle submission for the week eg "Week 1 Reflective Blog Entry". NOTE: There is no need to copy these onto and upload a word document. You can simply copy and paste directly into the Moodle assignment. These Moodle Submissions are due by 11.59pm Sunday night each week. A reviewer will view these each week on Moodle and assign a satisfactory/unsatisfactory for each week.

At the end of the term, there will be a final check of your submissions on your ePortfolio to ensure all assessment criteria have been met.

Assessment Due Date

Weekly by midnight Sunday night.

Return Date to Students

Results will be added to final assessments, however feedback will be ongoing.

Weighting

Pass/Fail

Assessment Criteria

	Satisfactory	Unsatisfactory
Range of topics (including relevance)	Over the course of the term, student reflects on a range of topics that reflect the ADC Professional competencies of the newly qualified dental practitioner. The learning experiences being reflected upon are relevant and meaningful to student and unit learning goals.	Insufficient breadth of topics over the course of the term. Most of the reflection is irrelevant to student and/or unit learning goals OR not attempted
Content	Entries are factual. Discussions of clinical decision making reflects current best practice and evidence-based decision making.	Entries do not reflect current best practice and/or evidence-based decision making OR not attempted
Structure	Portfolio entries are well structured, explaining the situation, event, action taken and reflection. The language is clear and expressive, with accurate spelling and grammar. The language used is appropriate for the audience. Explanation of concepts makes sense to an uninformed reader.	There are frequent lapses in clarity or accuracy or spelling and grammar. Language is unclear and confusing throughout. Concepts are either not explained or are presented inaccurately OR not attempted
Perceptive analysis	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self and development of strategies for improvement. May relate to: <ul style="list-style-type: none"> Decision making, clinical reasoning, problem solving skills Attitudes, biases, assumptions, intentions Awareness of feelings and thoughts about the patient Emotions, self-concept, confidence Capacities: compassion, mindfulness, integrity, respect 	Reflection does not move beyond description of the learning experience(s) OR not attempted.
Strategies for Improvement	There is development of comprehensive strategies for improvement as well as evidence of success with these strategies.	There is limited development of strategies for improvement or evidence of success OR not attempted.
Submission Deadlines	Meets submission deadlines each week (maximum 2 reminders needed). AND Consistently meets quality standards for entries (as per above criteria).	Repeatedly fails to meet weekly submission deadlines (3 or more deadlines not met) OR Does not consistently meet quality standards for entries (as per above criteria). 3 or more reminders are given to improve the quality of submissions.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submission is via Moodle and a personalised Google Sites blog.

Learning Outcomes Assessed

- Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas

3 Pre-Clinical Practice

Assessment Type

Practical Assessment

Task Description

There are four components in this Practical Assessment. Each component must be passed in order to pass the assessment.

Component 1 Pre-Clinical Practice:

There are two 3 hour operative pre-clinical sessions per week. In each pre-clinical session, you are required to complete tasks. These exercises are designed to introduce you to practice as an Oral Health Therapist.

A criterion-referenced analytical assessment rubric for evaluation of student performance of procedures is provided in the Online Real-time Assessment System (ORAS). ORAS records all work-integrated learning experiences, including a number of assessed student-client interactions and performance of procedures. Placement supervisors are required to complete an entry into ORAS for each student-client interaction assessed.

Each student-client interaction is graded on a rubric, which will reflect a grade of Not Yet Competent (0), Approaching Competent (1), Competent (2), and Highly Competent (3) for each procedure part (see example below). An average grade is given at the end of each student-client interaction assessment for all procedures completed.

Summative assessment for this component commences Monday of Week 4. Prior to that, performance is completed on a formative basis.

Class I	Not Yet Competent	Approaching Competent	Competent	Highly Competent
	0	1	2	3
Cavity shape and location	Incorrect prep placement	Large deviation from fissure pattern	Small deviation from fissure pattern	Follows fissure pattern precisely
Width (convenience form)	Greater than twice the prescribed width	Excessive width - approx double the prescribed width OR too narrow - cannot fit plugger	Slightly too large, but less than twice the prescribed width	Width as prescribed for the activity
Outline form	3 or more sharp corners	2 sharp corners	1 sharp corner	No sharp corners
Cavity depth	Depth greater than 1mm from prescribed depth	Depth within 0.5-1mm of the prescribed depth	Depth within 0.5mm of the prescribed depth	Depth as prescribed for the activity
Walls and floor	All irregular	More than half are irregular	Mostly smooth, straight/flat and even	All are smooth, straight/flat and even.
Cavosurface margins	Gross deviation from 90 degrees	Slight deviation in more than 2 areas	Slight deviation from 90 degrees in 1-2 areas	90 degree cavo surface margins

In each student-client interaction assessment there are also Critical Competencies. A Not Yet Competent (NYC) in one or more of the Critical Competencies results in a mark of 0 overall for that student-client interaction.

CRITICAL COMPETENCIES	Not Yet Competent (NYC)	Competent (C)
Infection Control and WPHS 1. Demonstrates adherence to strict infection control protocols 2. Maintains a tidy and ordered work area 3. Demonstrates understanding of sharps protocols	Breach of infection control or WPHS Unnecessary removal of sound tooth structure Unnecessary trauma to soft tissues or adjacent teeth Incorrect tooth/procedure	Demonstrates appropriate infection control and WPHS Student may request assistance
Communication, Teamwork and Professionalism ***	Unprofessional conduct and/or unethical behaviour. Unapproved use of mobile phone/device	Appropriate professional conduct and/or ethical behaviour.

NOTE: A NYC in one or more of the above Critical Competencies results in a mark of 0 overall for this student-client interaction regardless of average score.

The data is collated over the term to monitor performance and as a “log” of the procedures and student-client assessments completed by the student. The unit teaching team will assess the data aggregated in ORAS over the period of the term to form a longitudinal comprehensive picture of the achievement and development of competence by the student.

In order to achieve a grade of pass in this component, you are required to achieve a minimum average score of Competent (2).

Component 2 Pre-SIM MCQ quizzes:

Prior to each simulation session, you will complete a multiple-choice online quiz related to the learning material for that session.

You must complete each quiz in a limited time within the quiz open period. Your attempt for each quiz will be submitted automatically, but no more questions can be answered once the time limit expires.

To prepare for this assessment you can study the learning resources for the relevant quiz.

If you are unable to complete the quiz by the due date, you must apply for an extension before the due date.

In order to achieve a grade of pass in this component, you are required to achieve a minimum cumulative score of 60%.

Component 3 Pre-Clinical Safety Audit:

Students will undergo a safety audit during Week 12. The safety audit is an assessment of your restorative dentistry skills to ensure you are safe to commence treatment on patients from the general public. Students are graded against a criterion-referenced rubric. Students must achieve a satisfactory score in all criteria to pass the safety audit.

Re-attempt:

Re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit’s learning outcomes before you can progress to new learning or participate in subsequent learning activities.

If you do not pass the safety audit, you will be given an opportunity to re-attempt the safety audit within a week. Note that only one opportunity to do a re-attempt will be given. If you do not pass the re-attempt, you will be unable to pass ORAL12002.

Component 4 Attendance:

Attendance at pre-clinical placements is compulsory. You are required to attend a minimum of 90% of pre-clinical placement days. This allows you approximately 2-3 days of absence without penalty. Absences are required to be supported with a medical certificate or negotiated with the Unit Coordinator/s in advance.

Note that ALL tasks must be completed for the term. If you miss a session, it is your responsibility to contact the unit coordinator and make an arrangement to complete the missed tasks. Absences are to be made up at operational convenience.

The 2-week intensive requires 100% attendance.

A pass for satisfactory attendance is defined as 100% attendance at the 2-week intensive, as well as maintaining and fulfilling the 90% pre-clinical placement attendance for the days rostered during the term. Not meeting attendance requirements may result in a placement outstanding until the next available unit offering, which may delay your

progress through the course and graduation.

[Who to contact if you are sick](#)

If you require an extension for this assessment please refer to the Assessment Policy and Procedure (Higher Education Coursework)

Assessment Due Date

Weekly by midnight Sunday night.

Return Date to Students

Results will be added to final assessments, however feedback will be ongoing.

Weighting

Pass/Fail

Minimum mark or grade

60%

Assessment Criteria

See information in Task Description, which includes assessment criteria.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Offline Online

Learning Outcomes Assessed

- Apply the principles of local anaesthetic pharmacology and techniques in the simulated environment
- Apply knowledge and skills of dental materials and cavity preparation for dental restorations in the simulated environment
- Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas

4 In Class Test

Assessment Type

In-class Test(s)

Task Description

In the first week of the exam period, you will complete an in class short-answer assessment. To prepare for this assessment, you should study all content from the Dental Materials and Local Anaesthesia Tiles in Moodle.

You will be given an answer booklet in which to write your responses to the exam questions. At the end of the assessment, your answer booklet must be returned to the assessor. These in-class tests are closed book, so the only items you will be allowed to have on you are pens (black ink only) and your answer booklet. Only those answers that have been written in your answer booklet will be marked.

NOTE: You are also able to bring your own noise-cancelling head/earphones if you prefer.

If you are unable to undertake the in class test at the set time and date you will need to apply for an extension in Moodle (in the support area on the top of the page) and supply supporting documentation as per normal extension requests.

Assessment Due Date

Review/Exam Week Friday (7 June 2024) 9:00 am AEST

Exam Week 1 Fri 07 Jun 9am - 12pm; ROK 10/G.18-19

Return Date to Students

Assessment results will be added to final results.

Weighting

70%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed on your competence through short answer questions, based on the linked content.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Offline

Learning Outcomes Assessed

- Discuss the theoretical basis of dental materials, restorative procedures, and local anaesthetic pharmacology and techniques in the management of oral diseases

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem