



ORAL12005 *Paediatric Dentistry for the Oral Health Therapist*

Term 2 - 2024

Profile information current as at 29/07/2024 03:55 pm

All details in this unit profile for ORAL12005 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 diagnosis, treatment planning and treatment procedures in paediatric and adolescent patients. You will also gain knowledge on the assessment, prevention and management of dental trauma and emergencies for patients of all ages. You will 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 paediatric patients, as well as foundational dental trauma management skills. You will be able to communicate information regarding oral health in oral and written forms utilising appropriate interpersonal / team communication skills, professional attitudes and ethical behaviours.

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

Prereq: ORAL12001 Oral Disease Prevention and Management and ORAL12002 Oral Health Pre Clinical Practice 1 and ORAL12003 Oral Health Clinical Practice 1 Coreq: ORAL12004 Advanced Oral Health Practice and ORAL12006 Oral Health Clinical Practice 2

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 2 - 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. **Presentation**

Weighting: 30%

2. **Practical Assessment**

Weighting: Pass/Fail

3. **Reflective Practice Assignment**

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 Student discussion and SUTE comments.

Feedback

Students felt more time spent on silver fluoride, pulpotomies and extractions would be beneficial.

Recommendation

It is recommended that the unit coordinator review the simulation laboratory schedule to ensure adequate time is spent on the range of procedures needed to be taught in this unit.

Feedback from Student discussion and SUTE comments.

Feedback

The students felt that having the oral presentations at the end of term was not beneficial.

Recommendation

It is recommended that the unit coordinator review the due date of the oral presentations.

Feedback from Student discussion and SUTE comments.

Feedback

Students felt the local anaesthetic practice in the simulation laboratory was not necessary.

Recommendation

It is recommended that the unit coordinator remove local anaesthetic from the simulation laboratory schedule.

Unit Learning Outcomes

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

1. Discuss the theoretical basis of oral health practice and dental procedures for the diagnosis, prevention and management of oral diseases in paediatric and adolescent patients
2. Implement processes for the assessment, prevention and management of dental diseases in the primary dentition including extractions, pulpotomies, stainless steel crowns and strip crowns in the simulated and clinical environments
3. Implement processes for the assessment, prevention and management of dental trauma and emergencies, within the scope of an oral health therapist, in the simulated environment
4. Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats
5. 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	5
1 - Presentation - 30%	•			•	
2 - Practical Assessment - 0%		•	•	•	•
3 - Reflective Practice Assignment - 0%					•
4 - In-class Test(s) - 70%	•				

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
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

ORAL12005

Prescribed

Pediatric Dentistry

Edition: 6th (2019)

Authors: Arthur Nowak, DMD, John R. Christensen, Tad R. Mabry, Janice Alisa Townsend and Martha H. Wells
Elsevier

London , England

ISBN: 9780323608268

Binding: Hardcover

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

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Lectures

Introduction to ORAL12005
Caries Management in Children and Adolescent Clients

- Caries risk assessment
- Early childhood caries
- Prevention and oral health education

Conservative Adhesive Restoration (CAR)

Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) *Pediatric Dentistry*. 6th ed. Philadelphia: Elsevier. Chapters 12, 15, 20, 32, 39

Week 1 Oral Presentations

Pre-SIM MCQ Quiz

Weekly Personal Reflective Blog Submission

Simulation Activities

Dental Isolation - Rubber Dam Application
Local Anaesthesia Techniques
Management and restoration of early childhood caries
Conservative Adhesive Restorations
Class I & II Cavity Preparation and Adhesive Restoration
ADA Codes for Adhesive Restorations

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p><u>Lectures</u> Restorative Dentistry 1:</p> <ul style="list-style-type: none">• Rubber dam for paediatric and adolescent clients• Cavity preparation• Dental restorative materials• Atraumatic Restorative Technique (ART)• Pit and fissure sealants	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) <i>Pediatric Dentistry</i> . 6th ed. Philadelphia: Elsevier. Chapters 20, 21, 22, 33, 40.	Week 2 Oral Presentations
<p><u>Simulation Activities</u> Dental Isolation - Rubber Dam Application Local Anaesthesia Techniques Class II Cavity Preparation and Adhesive Restoration on primary and permanent dentition</p>		Pre-SIM MCQ Quiz
		Weekly Personal Reflective Blog Submission

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
<p><u>Lectures</u> Cognitive and Psychological Developments Communication with Children and Behaviour Management Normal Growth and Development of Children Clients with Special Health Care Needs</p>	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) <i>Pediatric Dentistry</i> . 6th ed. Philadelphia: Elsevier. Chapters 13, 18, 30, 37	Week 3 Oral Presentations
<p><u>Simulation Activities</u> Dental Isolation - Rubber Dam Application Local Anaesthesia Techniques Class II Cavity Preparation and Adhesive Restoration on primary dentition Pit and Fissure Sealants ADA Codes for Adhesive Restorations and Sealants</p>		Pre-SIM MCQ Quiz
		Weekly Personal Reflective Blog Submission

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
No content due to ORAL12004 intensive		

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures</u> Primary Tooth Morphology and Eruption: <ul style="list-style-type: none"> • Review morphology of primary teeth pulp chambers. • Review development of primary teeth. • Review eruption dates and sequence for permanent teeth and primary teeth. • Abnormalities in tooth morphology and eruption including factors which influence this. Common Diagnosis in Paediatric Dentistry: <ul style="list-style-type: none"> • Pulp and peri-apical pathology • Malocclusions particularly for children with dental and oro-facial abnormalities • Space management and common causes of space loss in primary and mixed dentitions • Pericoronitis and eruption cysts • Ankylosed primary teeth <u>Simulation Activities</u> Dental Isolation - Rubber Dam Application Local Anaesthesia Techniques Class II Cavity Preparation and Adhesive Restoration on primary dentition ADA Codes for Adhesive Restorations	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) <i>Pediatric Dentistry</i> . 6th ed. Philadelphia: Elsevier. Chapters 3, 13, 17, 26	Week 5 Oral Presentations Pre-SIM MCQ Quiz Weekly Personal Reflective Blog Submission

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures</u> Local anaesthetic for Paediatric Clients Atraumatic Primary Tooth Extraction: <ul style="list-style-type: none"> • Pre assessment • Local anaesthesia and pain management • Extraction procedures and instruments • Treatment planning for extractions - when to extract and space maintenance • Difficult extractions - when to refer <u>Simulation Activities</u> Local Anaesthesia Techniques Deciduous Tooth Extraction Techniques (including use of elevators) ADA Codes for Extractions	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) <i>Pediatric Dentistry</i> . 6th ed. Philadelphia: Elsevier. Chapters 7, 26, 29.	Week 6 Oral Presentations Pre-SIM MCQ Quiz Weekly Personal Reflective Blog Submission

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
No lecture <u>Simulation Activities</u> Pre-Clinical Safety Audit		Pre-Clinical Practice Assessment: Pre-Clinical Safety Audit

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures</u> Traumatic Injuries for the Child and Adolescent Client: • Dental trauma first aid • Management of the avulsed tooth • Management and referral of dental trauma	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) <i>Pediatric Dentistry</i> . 6th ed. Philadelphia: Elsevier. Chapters 16, 35, 40, 41	Week 8 Oral Presentations
<u>Simulation Activities</u> Dental Isolation - Rubber Dam Application Local Anaesthesia Techniques Management of Dental Trauma - Splinting Related ADA Codes		Pre-SIM MCQ Quiz
		Weekly Personal Reflective Blog Submission

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures</u> Strip Crowns for Anterior Deciduous Teeth	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) <i>Pediatric Dentistry</i> . 6th ed. Philadelphia: Elsevier. Chapters 22.	Week 9 Oral Presentations
<u>Simulation Activities</u> Dental Isolation - Rubber Dam Application Local Anaesthesia Techniques Placement of Adhesive Resin-Based Composite Crowns "Strip Crowns" on Anterior Deciduous Teeth Related ADA Codes		Pre-SIM MCQ Quiz
		Weekly Personal Reflective Blog Submission

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures</u> Pulp Therapy 1: • Diagnosis • Direct pulp capping and indirect pulp capping • Reversible and irreversible pulpitis	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) <i>Pediatric Dentistry</i> . 6th ed. Philadelphia: Elsevier. Chapters 23, 34.	Week 10 Oral Presentations
Pulp Therapy 2: • Pulpotomy • Management of the necrotic pulp in primary teeth • Management decisions: pulpotomy, extraction or referral for pulpectomy		Pre-SIM MCQ Quiz
Stainless Steel Crowns <u>Simulation Activities</u> Management of Dental Trauma - Placement and Removal of splint Related ADA Codes		Weekly Personal Reflective Blog Submission

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Lectures

Silver Fluoride
Periodontal Diseases in the Paediatric Population

Simulation Activities

Dental Isolation - Rubber Dam Application

Local Anaesthesia Techniques
Pulpotomy for the Primary Dentition
Placement of Stainless-Steel Crowns (Hall Technique)
Related ADA Codes

Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) *Pediatric Dentistry*. 6th ed. Philadelphia: Elsevier. Chapters 25, 38.

Week 11 Oral Presentations

Pre-SIM MCQ Quiz

Weekly Personal Reflective Blog Submission

Week 12 - 30 Sep 2024

Module/Topic

Chapter

Events and Submissions/Topic

Lectures

No new content

Week 12 Oral Presentations

Simulation Activities

Dental Isolation - Rubber Dam Application
Local Anaesthesia Techniques
Pulpotomy for the Primary Dentition
Placement of Stainless Steel Crowns (Traditional Technique)
Related ADA Codes

Pre-SIM MCQ Quiz

Weekly Personal Reflective Blog Submission

Review/Exam Week 1 and 2 - 07 Oct 2024

Module/Topic

Chapter

Events and Submissions/Topic

In-class test Due: Review/Exam Week Thursday (10 Oct 2024) 9:00 am AEST

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 Oral Presentation

Assessment Type

Presentation

Task Description

In this task, you will demonstrate your knowledge in paediatric dentistry for the child and adolescent client. You will choose a topic from a list provided and deliver a recorded 5-minute presentation on that topic to your peers and an assessment panel. Presentations will be shown during the weekly tutorials.

The unit coordinator will provide a list of topics, along with dates of submission for Part A and Part B. Students are to complete a survey nominating three preferred topics. Student names will then be displayed next to their topic on the list

when allocated. The final decision for the allocation of topics is at the discretion of the lecturer.

PART A:

You are to submit a PowerPoint presentation with comprehensive speaker notes at least one week prior to your presentation date (due dates displayed on topics list).

The marker will review the presentation and provide factual corrections by the COB on the Friday before your presentation.

PART B:

You are to make corrections to your PowerPoint as suggested by the marker in Part A. You are to then record the presentation and submit both the corrected PowerPoint and the presentation by the night before the presentation date.

NOTE: There will be Moodle submissions for each week's presentations (Part A and Part B). If you are unable to submit by your due date/s 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

As per the dates provided in the list of topics document and the Moodle Submission Due Dates

Return Date to Students

As per the dates provided in the list of topics document

Weighting

30%

Minimum mark or grade

A minimum grade of 50% is required in this assessment item in order to pass the unit.

Assessment Criteria

Marking Criteria – Oral Presentation PART A

CONTENT	Fails to identify, summarize, or explain the main topic or question. Major inaccuracies or omissions in content. 0-2 marks	Identifies main issues but does not summarize or explain them clearly or sufficiently. Some inaccuracies or omissions in content. 3-4 marks	Clearly identifies and summarizes main issues and successfully explains the topic without errors or omissions. 5 marks
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. 0 mark	Components are usually clearly linked to each other. For the most part, the audience can follow the line of reasoning. 1-2 marks	Components flow smoothly from one to another and are clearly linked to each other. The audience can follow the line of reasoning. 3 marks
REFERENCING	Incorrect or inconsistent use of APA format in-text, acknowledgement of images, and in end of presentation "References" list. No use of resources, or use of unsuitable resources, to support the report 0 marks	Mostly accurately and consistent use of APA format in-text, acknowledgement of images, and in end of presentation "References" list. Basic use of resources to support the report 1 mark	Accurate and consistent use of APA format in-text, acknowledgement of images, and in end of presentation "References" list. A wide range of well-selected resources supporting the report where relevant 2 marks
CRITICAL ANALYSIS	There are virtually no sources that are professionally reliable. The audience seriously doubts the value of the material presented. Fails to identify data and information that provides insights into evidence-based reasons for clinical decision-making. 0 marks	Majority of the references are not peer reviewed professional journals or other approved sources. References from questionable sources (e.g., trade books, internet sources, popular magazines). Successfully identifies data and information that counts as evidence but fails to provide insight into evidence-based reasons for clinical decision-making 1 mark	References are primarily from peer reviewed professional journals or other approved sources. Identifies all important evidence and rigorously evaluates it. Audience gains insight into evidence-based reasons for clinical decision-making. 2 marks

Marking Criteria – Oral Presentation PART B

PRESENTATION Aspects to consider – 1. Layout & flow 2. Font size 3. Colour scheme and background 4. Correct spelling and grammar	Poor standard of visual presentation 0-1 mark	Acceptable standard of visual presentation 2 marks	Good standard of visual presentation 3 marks
COMMUNICATION Verbal skills: Pace Variation in tone Volume Clarity Professional language	Inaudible or too loud, rate is too slow or too fast. Audience lost interest, could not determine point of the presentation. 0-1 marks	Mostly presented fact, without engagement Clear on all points but not as polished. 2-4 marks	Involves and holds audience's attention most of the time. Poised, clear, articulate, volume, steady pacing, confident. 5 marks
TIMING LENGTH OF PRESENTATION	More than +/- 1minute of allocated time 0 marks	Within +/- 1minute of allocated time 1 mark	

Referencing Style

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

Submission

Offline Online

Learning Outcomes Assessed

- Discuss the theoretical basis of oral health practice and dental procedures for the diagnosis, prevention and management of oral diseases in paediatric and adolescent patients
- Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats

2 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 pre-clinical sessions per week. In each pre-clinical session, you are required to complete tasks. These exercises are designed to introduce you to paediatric 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.

Class I preparation		Not Yet Competent (NYC)	Approaching Competent (AC)	Competent (C)	Highly Competent (HC)
		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.

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

CRITICAL COMPETENCIES		Not Yet Competent (NYC)	Competent (C)
Infection Control and WPHS Note: Operator is responsible for dental assistant's infection control procedures		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*** see details right		Unprofessional conduct and/or unethical behaviour Unapproved use of mobile phone/device	Appropriate professional conduct and/or ethical behaviour
Ergonomic – Operator & Patient, Use of Dental Instruments		Student cannot demonstrate, or requires significant assistance, appropriate use of dental instruments, ergonomics & positioning as per Competent.	Demonstrate appropriate use of dental instruments. Forearms parallel to the floor. Weight evenly balanced. Thighs parallel to the floor. Hip angle of 90°. Seat height positioned to enable to rest the heels on the floor. Elbow angle 90° when instruments are in mouth of patient. Legs are under the back of the patient's chair. Appropriate clock position. Minor assistance may be given. Student may request assistance.
Rubber dam application and removal Criteria: 1. Appropriate armamentarium 2. Appropriate assembly and application 3. Adequate isolation of correct area 4. Successful removal		Student independently met 2 or less criteria.	Student independently and successfully met 3 or 4 criteria. Minor assistance may be given. Student may request assistance.

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).

Procedure relating to ORAS omissions or errors:

Students are responsible for checking ORAS daily. If there are any errors or omissions, they should contact the clinical assessor within 2 working days. If the clinical assessor does not resolve the issue within a further 2 working days, the student should contact the unit coordinator.

To maintain academic integrity, modifications or additions after more than 5 working days will not be considered.

Component 2: Weekly 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 Attendance:

Attendance at all clinical and pre-clinical placements is compulsory. You are required to attend a minimum of 95% of clinical and pre-clinical placement days. This allows you approximately 2 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.

A pass for satisfactory attendance is defined as maintaining and fulfilling the 95% clinical and 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: The unit coordinator (via email) and Kelly Hennessy (via phone).

Component 4 Pre-Clinical Safety Audit:

Students will undergo a safety audit during Week 7.

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 any component of 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 ORAL12005.

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

Return Date to Students

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

Weighting

Pass/Fail

Assessment Criteria

See information in Task Description, which includes assessment criteria.

Referencing Style

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

Submission

Offline

Learning Outcomes Assessed

- Implement processes for the assessment, prevention and management of dental diseases in the primary dentition including extractions, pulpotomies, stainless steel crowns and strip crowns in the simulated and clinical environments
- Implement processes for the assessment, prevention and management of dental trauma and emergencies, within the scope of an oral health therapist, in the simulated environment
- Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats
- 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 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).

Your reflections over the course of the term must cover the full range of topics. The range of topics for your self-reflection could be:

- pre-clinical / clinical reflections, and
- communication, teamwork and professionalism reflections

Please ensure you structure your reflections with headings. What to include in your daily reflections:

- Link to ORAS sheet/s (copy and paste in the whole link.)
- Areas scored 0 or 1: <detail which criteria you had a score of 0 or 1 in. Or write N if there weren't any>
- 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?

Also include photos for every session. At a minimum, you need to include a photo of every cavity prep and every completed restoration.

To ensure the photos are high quality:

- Remove the typodont from the manikin (with rubber dam still attached in the case of the cavity prep)
- Place it on the bench
- Take the photo from directly above
- Ensure it is in focus and can be seen clearly

These photos are to be added to both your ePortfolio, as well as the Moodle weekly submissions.

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.
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

Reflections must be submitted by midnight each Sunday at the end of each week you are rostered at a work-integrated learning placement.

Return Date to Students

Results will be returned with end of term grades, 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 Australian Dental Council (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 deadlines missed). 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

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.

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. This is a short answer assessment relating to all lecture/tutorial content from the entire term, as well as content from the oral presentations. You will have 3 hours to complete the assessment.

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. The In-Class Test is 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 location, 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 Thursday (10 Oct 2024) 9:00 am AEST

Return Date to Students

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 oral health practice and dental procedures for the diagnosis, prevention and management of oral diseases in paediatric and adolescent patients

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