



ORAL11001 *Introduction to Oral Health Therapy*

Term 1 - 2017

Profile information current as at 17/05/2022 02:45 pm

All details in this unit profile for ORAL11001 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

This unit will be the first in the Bachelor of Oral Health course to prepare you for employment as a registered dental practitioner in oral health therapy. It will introduce you to knowledge, skills and attitudes required for clinical work in a dental surgery and health promotion activities in the community. It will also provide an orientation into the oral health therapy profession itself. On completion of this unit, you should be able to identify the dentition for children and adults; features of normal occlusion, tooth structure and periodontium; understand the basic disease processes and prevention of common oral diseases; recognize dental diseases and oral pathology on radiographs; demonstrate the principles of workplace health and safety, record management and practice management; and the legislative framework for members of the dental team; communicate oral health information; identify dental instruments and equipment and develop relevant interpersonal / team communication skills and professional attitudes and ethical behaviors. You are required to complete 32 hours of clinical placement (unless you have recognition of prior learning such as a Certificate III in Dental Assisting), fulfill the Clinical Requirements Prior to Placement which include immunization for Hep B etc. and attend a compulsory residential school.

Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 9

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Condition: Students must be enrolled in CB29 Oral Health Course to enrol in this unit.

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 - 2017

- Distance
- 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).

Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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: 20%

2. **Portfolio**

Weighting: 20%

3. **On-campus Activity**

Weighting: Pass/Fail

4. **Examination**

Weighting: 60%

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 Course evaluations and in-class

Feedback

Many students found the weekly quizzes were very helpful and relevant to their study.

Recommendation

Quizzes will continue to be part of the weekly schedule, and updated regularly to reflect current issues in the dental workforce and practice.

Action

Quizzes continued to be part of the weekly schedule. Quizzes were updated and revised to reflect current issues in the dental workforce and practice.

Feedback from Course evaluations

Feedback

Student suggested a mid-term assessment on the learning material to give feedback on their progress and contribute to their final mark.

Recommendation

We are mindful of the current number of assessments in this course. Previously the course included an online assessment quiz in week 3, however this online multiple choice quiz has been incorporated into formative study. Students are encouraged strongly to complete the weekly formative quizzes. An in- class quiz at residential school, would provide the opportunity to give immediate feedback.

Action

An in- class OSCE multi-choice quiz was included in residential school as a formative assessment. Immediate feedback was given

Feedback from Course evaluation and in-class

Feedback

Students found the residential school to be of great benefit by gaining an overview of the dental world and a helpful insight to students who weren't sure if they were ready to make the move to Rockhampton. Students felt it was a good introduction to second and third years. Some students felt they could benefit more from increase staff and student ratio for the activities in the simulation laboratory at residential school.

Recommendation

The residential school will continue with a similar format to previous years. The difficulties with staff /student ratios for practical tasks are recognized and more help will be given.

Action

The residential school continued with a similar format to previous years. Extra help was organized to assist student in practical tasks from teaching staff and third years students. The third year students were very helpful as they have had recent experience in operating the simulation units in second year of the course.

Feedback from Course evaluations and in-class

Feedback

Students found the oral presentations were a great way to learn while listening to each other's presentations and a good way to make friends while studying by flexible delivery. Some students felt they would benefit from more directions as to the requirements of the presentations

Recommendation

Oral presentations will continue to be part of the residential school. Students will be given directions as to the target audience for the presentations and the venue for the presentation.

Action

Oral presentations continue to be part of the residential school. Students were given directions as to the target audience for the presentations and the venue for the presentation. The marking criteria for the oral presentations was revised to give clearer directions.

Graduate Attributes	Learning Outcomes								
	1	2	3	4	5	6	7	8	
6 - Information Technology Competence								•	
7 - Cross Cultural Competence								•	
8 - Ethical practice									•
9 - Social Innovation									
10 - Aboriginal and Torres Strait Islander Cultures									

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Presentation - 20%	•	•	•	•	•	•				
2 - Portfolio - 20%	•	•	•	•	•	•				
3 - On-campus Activity - 0%							•			
4 - Examination - 60%	•	•	•	•	•	•	•	•		

Textbooks and Resources

Textbooks

ORAL11001

Prescribed

Modern Dental Assisting

11th edition revised (2015)

Authors: Bird, DL & Robinson, DS

Elsevier Health Sciences

Philadelphia, PA, USA

ISBN: 9781455774517

Binding: Hardcover

Additional Textbook Information

This textbook will also be used as a reference text in Years 2 and 3 of your Bachelor of Oral Health program.

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Bird, D. and Robinson, D. 2014 (11th Edition) Torres and Ehrlich Modern Dental Assisting. St Louis: Saunders Elsevier.

Referencing Style

All submissions for this unit must use the referencing styles below:

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Ceinwen Fay Unit Coordinator
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Schedule

Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Overview of the Course and of the BOralHlth (CQU) program. <ul style="list-style-type: none">• Oral Health Therapy as a career• Dental Therapy, Dental Hygiene and Oral Health Therapy• Members of the Dental Healthcare Team	Tsang (2010) Chapters 1 and 2 Course Resource Online (CRO). Bird and Robinson (2014) Chapters 1 and 3	Formative Assessment - Online Quiz

Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
The Legislative Framework for Members of the Dental Healthcare Team <ul style="list-style-type: none">• The Australian Context• Dental Ethics• Dentistry and the Law	Bird and Robinson (2014) Chapters 4 and 5. Resources on Moodle	Formative Assessment - Online Quiz

Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Oral Anatomy Part 1 <ul style="list-style-type: none">• Introduction to the bones and landmarks of the skull• Surface anatomy of the head and neck• Facial changes from infancy to adulthood• Facial differences by gender• Surface anatomical features of the oral cavity	Bird and Robinson (2014) Chapters 8, 9 and 10. Resources on Moodle	Formative Assessment - Online Quiz

Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Oral Anatomy Part 2 <ul style="list-style-type: none">• The Deciduous dentition• The Mixed Dentition phase• The Permanent Dentition• Basic tooth morphology, structure and function• Nomenclature and Notation• Introduction to Occlusion and Malocclusion	Bird and Robinson (2014) Chapter 11 and 12. Resources on Moodle	Formative Assessment - Online Quiz

Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Workplace Health and Safety Dental Instruments and Equipment	Bird and Robinson (2014) Chapters 18-25,32-37. Relevant sections for Australian dental practice to be advised in the lecture notes. Resources on Moodle.	Formative Assessment - Online Quiz

Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Vacation	Vacation	Vacation

Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Compulsory Residential School 20th-22nd April 2017 • Student Oral Presentation Assessment • Simulation Laboratory exercises • Practice OSCE • Presentations by Dental Representatives	Compulsory Residential School. Bird and Robinson (2014) Chapters 18-25,32-37.	Compulsory Residential School 20th-22nd April Mandatory Checks will be monitored by the Work Integrated Learning Officer at residential school to ensure checks are completed before commencing the clinical placements. Practical and Written Assessment Due: Week 6 Friday (21 Apr 2017) 5:00 pm AEST

Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Dental Caries and Prevention • What is dental caries? • What causes dental caries? • Introduction to enamel and dentine structure • Classification of dental caries by affected site and progression • The role of saliva, oral hygiene and diet. • Diagnosis and detection • Introduction to methods of prevention	Bird and Robinson (2014) Chapter 13 and 14 Resources on Moodle	Formative Assessment - Online Quiz

Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Periodontal Diseases and Prevention • Introduction to the periodontal tissues • Plaque and calculus • Periodontal examination • Symptoms and signs of periodontal diseases • Classification of periodontal diseases • Risk factors • The non-surgical management of periodontal diseases • Periodontal disease and Systemic Health	Bird and Robinson (2014) Chapter 14 and 15. Resources on Moodle	Formative Assessment - Online Quiz

Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to Dental Examination Procedures

- Medical and dental histories
- Extra-Oral and Intra-Oral clinical examination
- Examination of the teeth
- Periodontal charting
- Radiographic examination
- Caries Risk Assessment
- Further diagnostic procedures

Bird and Robinson (2014) Chapter 28.
Resources on Moodle.

Formative Assessment - Online Quiz

Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Record Management and Communication in the Dental Office	Bird and Robinson (2014) Chapter 26, 61 and 62. Relevant sections to be advised in lecture notes. Resources on Moodle.	Formative Assessment - Online Quiz

Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Practice Management	Bird and Robinson (2014) Chapters 62 and 63. Relevant sections to be advised in lecture notes. Resources on Moodle.	Formative Assessment - Online Quiz

Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Revision and preparation for the written examination. Time available to complete 32 hours Clinical Placement.	Bird and Robinson (2014) Chapter 33. Delivering Dental Care.	

Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review week. Standard examination period commences 8th June 2017		

Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
Examination week		Portfolio Due: Exam Week Friday (16 June 2017) 5:00 pm AEST

Term Specific Information

All clinical placements for this course are compulsory - failure to attend clinical placement opportunities will lead to failure in the course.

Clinical attire: All students are required to wear their oral health polo or an outer protective garment such as a theatre gown or clinic coat. The outer protective garment 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 cannot be worn in the Oral Health Prosthetic Laboratory or Simulation Laboratory. All students must wear trousers and low-heeled closed-in shoes, wear their protective eye-wear, have their hair tied back and wear no jewellery on their hands or arms except for a simple wedding ring.

Students must abide by infection control policies, guidelines and procedures at each clinical placement.

Assessment Tasks

1 Oral Presentation

Assessment Type

Presentation

Task Description

Communication skills are important to the Oral Health Therapist, for their role in oral health promotion, the delivery of care to patients and to be able to communicate effectively with other dental professionals. To develop these skills a number of the core units for the Bachelor of Oral Health will include presentations as part of the assessment. Initially, these will be as part of a group and short in duration. In final year you will be asked to deliver a case presentation to internal and external examiners by yourself.

During Residential School in week 6, you and a partner will be asked to present a five minute presentation. To prepare for this assessment, you will research a selected topic, and create a short concise power point presentation. You must choose from a list of topics listed on the Moodle site which relate to the roles and responsibilities of an Oral Health Therapist in a variety of dental practices.

Your presentation will describe one type of general or specialty dental practice. In your description you will explain the dental treatment provided and the patients treated in this type of practice. You will describe the different roles and interactions of the dental team members. Specifically, you will describe the role of the OHT and procedures performed by the OHT. Your talk should include the legislation applicable to this practice, the requirements for registration and education of the OHT, practice management issues (such as eligibility for CDBS, Veterans Affairs, Health Care etc), opportunities for employment and job satisfaction.

Your presentation should consider the level of knowledge of the student audience. You should take into consideration the size of the room and the audiovisual resources available. Please note, the size, colour and font used in your slides will need to be clearly visible in a large lecture theatre.

It is advised to choose your student partner early in the term. You may use the discussion forum to ask for a partner. Select a topic from the list available on the assessment task in Moodle. When you have selected a topic and partner, please advise the class via the discussion forum and email the Unit Coordinator.

Please submit a draft copy of your power point presentation at the beginning of week 6. This should include the brief outline of the content which will assist the lecturers marking your presentation.

Upload the final power point presentation on the day of the presentation.

This assessment is worth 20% of the overall mark. The minimum mark is 50% to pass and you must pass this assessment to pass the unit overall .

Assessment Due Date

This assessment will be conducted at the compulsory residential school on the final day Saturday 22nd April. Students are requested to submit a draft copy of their presentation at the beginning of week 6.

Return Date to Students

Week 8 Friday (5 May 2017)

Students will receive feedback on the oral presentations by Friday Week 8.

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

The presentation will be assessed on the following criteria:

1. Content. The Presentation contains accurate information and is supported by references. 45%
2. Communication. The mode of delivery is appropriate for the audience with use of effective visual aids and clear and audible speech. 40%
3. Organization. The information must be presented in a logical sequence 15%

Marking Criteria and Rubric are included in the Oral Presentation Assessment page on Moodle.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Offline Online

Submission Instructions

Please submit a draft copy of the presentation 18th April 2017 and final copy of the presentation by Saturday 22nd April. 2017

Learning Outcomes Assessed

- Examine and differentiate the pathogenesis and prevention of common oral diseases including the role of diet and nutrition.
- Explain the legislative framework for members of the dental team.
- Communicate information regarding oral health in oral and written forms.
- Satisfy the requirements of an evolving dental practitioner utilising appropriate interpersonal / team communication skills, professional attitudes and ethical behaviours.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

2 Portfolio

Assessment Type

Portfolio

Task Description

A portfolio is a collection of documents that represent your skills and accomplishments. Upon your graduation and throughout your career in Oral Health Therapy, it will be necessary to collect certain documents for your employment such as a copy of your degree, a copy of your registration, your membership of professional organizations and a copy of your work experience, continuing education and special skills. A Reflective Journal is part of this Portfolio as it is an important part of the learning experience as student and continuing education in your professional career.

There are three parts to your Portfolio:

1. Evidence of completed Mandatory Checks, which must be completed prior to Clinical Placement.
2. A record of your 32 hour Clinical Placement, including Student Self-Assessment, Supervisors record of attendance and feedback. Please note: You may be exempt from this placement if you have a Certificate II or IV in Dental Assisting or equivalent qualifications. In this situation you should apply for recognition of prior learning (RPL). The details can be found on the Moodle site for this unit. However you must complete the mandatory requirements and reflective journal as part of this portfolio assessment.
3. A Reflective Journal. You are asked to write 600 words on how your experience in the Clinical Placement (or as a Certificate III or IV Dental Assistant) will inform your practice as a student and Oral Health Therapist in the future. Further information on writing a Reflective Journal is included on Moodle in the assessment page.

Important notes on Mandatory Checks and the Clinical Placement:

The Mandatory Checks for all Oral Health students are displayed beneath the general information box on Moodle and must be completed before you begin your clinical placement.

Before commencing your Clinical Placement the Clinical Placement agreement form must be signed and approved. The necessary documents are available on Moodle .

Documents for Mandatory Checks and the Clinical Placement agreement must be uploaded online in SONIA. The link is available on Moodle.

Assessment Due Date

Exam Week Friday (16 June 2017) 5:00 pm AEST

Mandatory Checks are due by Week 6 Friday 21st April. 2017. These Checks must be complete or in the process of completion (i.e relevant forms completed and submitted and immunizations in progress). Attendance Record of the Student Placement, Student Self-Assessment, Supervisors comments and the reflective journal are due on the last week of exams. However, the due date will be extended for students completing the clinical practicum after the examination period to 30th June. Permission by the Unit Coordinator is required for this extension. Please be aware that if you complete the placement after the examination period and fail the final examination you will not be eligible for a supplementary examination.

Return Date to Students

Feedback on the reflective journal will be given one week after the journal has been submitted online.

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

1. Mandatory Checks must be completed to pass this unit and continue in the Oral Health program. This is a pass/fail assessment. Submission of Mandatory Checks are via SONIA.
2. 32 hours Clinical Placement is a pass/ fail assessment and must be completed in order to pass this unit. The Student Self-Assessment and Record of Attendance and Supervisors comments must be completed submitted online when the placement has been completed.
3. The Reflective Journal comprises 20% of your overall grade and 100% of this assessment mark. You will be assessed on structure or organisation of your thoughts, correct spelling and grammar awareness of your personal and professional growth during the period of your clinical work experience. There is a 600 word limit. Submit your journal online via Turn It In. In the case of students with an exemption to clinical placement (Certificate III or IV Dental Assisting), students are advised to submit the journal as early as possible in the term.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Online

Submission Instructions

Details for submission in SONIA for the Mandatory Checks are included on Moodle. Details for submission of forms for the Clinical Placement are on moodle. The completed and signed Clinical Agreement form must be uploaded to SONIA. Student Self-Assessment and Supervisor's feedback comments and Record of Attendance should be submitted online. The reflective journal should be submitted online.

Learning Outcomes Assessed

- Demonstrate and review the principles of workplace health and safety, record management and practice management.
- Communicate information regarding oral health in oral and written forms.
- Satisfy the requirements of an evolving dental practitioner utilising appropriate interpersonal / team communication skills, professional attitudes and ethical behaviours.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence

3 Practical and Written Assessment

Assessment Type

On-campus Activity

Task Description

Practical and written exercises will be undertaken at the Compulsory Residential School in the Oral Health Simulation Laboratory. At this residential school, you will be tested on the operation of the dental simulation units and the performance of a number of practical tasks and written exercises. You must complete all the tasks and have a peer and supervisor assess your work. You will be expected to write reflective comments and strategies for improvement. All written and practical exercises and marking criteria are included in the Workbook. The Workbook will also provide you a place to record **Self and Peer Evaluation, Student Reflective Practice, Grades** and place to **Sign off the task** with the Supervisor. You will use similar workbooks in all Oral Health courses with a practical component. The process of self and peer evaluation, marking criteria and the reflective practice are similar for all pre-clinical and clinical procedures in the Bachelor of Oral Health program.

A printed and bound copy of the Workbook will be provided for you at Residential school. It is also available on Moodle. Information about the compulsory Residential School can be found on Moodle in Week 6.

Assessment Due Date

Week 6 Friday (21 Apr 2017) 5:00 pm AEST

The workbook will be submitted on the last day of the simulation laboratory activities at Residential School.

Return Date to Students

Week 8 Friday (5 May 2017)

Workbook results will be communicated to students by Week 8 Friday 5th May

Weighting

Pass/Fail

Minimum mark or grade

You must obtain at least 50% in this assessment task in order to pass the course overall.

Assessment Criteria

The Practical and Written exercises are a Pass/Fail assessment, however each exercise is graded and you must gain at least 50% to pass this assessment. The workbooks will be collected at the completion of the simulation laboratory sessions at residential school.

You will be instructed and assessed on:

1. Hand washing technique.
2. Personal protective equipment.
3. Ergonomic posture and position of the simulator manikin.
4. Identification of dental instruments and accessory items for examination restoration and hygiene therapy.
5. Attachment of rotary instruments.
6. Methods of isolation and maintaining a dry field using high volume evacuator, cotton rolls and mouth rinse on the simulation units.
7. Methods of toothbrushing , floss and mouth rinse and recommendations for different needs.
8. Identification of anatomical landmarks on the face and oral cavity of your peers peers.
9. Tooth and surface identification on charts.
10. Function and maintenance of hand pieces.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)
- [Harvard \(author-date\)](#)

Submission

Offline

Submission Instructions

Practical and written exercises are recorded in the Workbook. The workbook is submitted offline at the completion of the residential school

Learning Outcomes Assessed

- Describe tooth structure, periodontal tissue and dentition for children and adults, and describe and recognise stages of development in occlusion and malocclusion.
- Examine and differentiate the pathogenesis and prevention of common oral diseases including the role of diet and nutrition.
- Detect and describe dental diseases and oral pathology on radiographs.
- Demonstrate and review the principles of workplace health and safety, record management and practice management.
- Categorise, assemble and demonstrate dental instruments and equipment.
- Satisfy the requirements of an evolving dental practitioner utilising appropriate interpersonal / team communication skills, professional attitudes and ethical behaviours.

Graduate Attributes

- Cross Cultural Competence

Examination

Outline

Complete an invigilated examination

Date

During the examination period, at a CQUniversity examination centre

Weighting

60%

Length

180 minutes

Minimum mark or grade

A Student must obtain at least 50% in this assessment task in order to pass the course overall.

Details

No calculators permitted

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

Closed Book

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