



ORAL11003 *Introduction to Oral Disease*

Term 2 - 2024

Profile information current as at 06/12/2024 06:00 pm

All details in this unit profile for ORAL11003 have been officially approved by CQUUniversity 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

On completion of this unit you will gain knowledge and understanding of the aetiology and pathogenesis of oral and systemic diseases as a foundation for clinical practice in Years 2 and 3. You will develop an understanding of the impact of systemic disease on the health of the oral cavity, dental management and treatment planning, the importance of patient medical history and the role of the oral health therapist within the dental team. You will learn the principles of intra-oral and extra-oral examination and screening for hard and soft tissue pathologies, as well as examination procedures in the detection of caries, changes in the tooth surface, pulpal and periapical tissues, and periodontal assessment. This knowledge will provide you with the foundations to recognise and describe oral pathological conditions in the clinical situation. You will learn to communicate information regarding oral health in oral and written forms and gain relevant interpersonal and team communication skills, professional attitudes and ethical behaviours.

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. Prerequisites: ORAL11001 Introduction to Oral Health Therapy and BMSC11010 Human Anatomy and Physiology 1. Corequisites: ORAL11005 Oral Anatomy 2 and BMSC11011 Human Anatomy and Physiology 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. **On-campus Activity**

Weighting: Pass/Fail

2. **Presentation**

Weighting: 30%

3. **Online Quiz(zes)**

Weighting: 20%

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

Weighting: 50%

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 By email and in class.

Feedback

Students who regularly sent their answers for practice questions to the unit coordinator for feedback felt that they were well prepared for the written in-class test assessments and their grades improved as a result.

Recommendation

It is recommended that students continue to be encouraged to seek feedback from the teaching team on the practice questions.

Feedback from Email and face to face

Feedback

When working in pairs for the oral presentation assessment, some students felt that they completed the majority of work and this extra workload was detrimental to their other assessments.

Recommendation

It is recommended that the oral presentation group size be reviewed, and the group encouraged to share with the unit coordinator a progress report on the teams' tasks delegation and progress.

Feedback from Face to face

Feedback

Many students rely on the power points, which accompany the lectures, in their revision however some students reported that it was difficult to find information they were looking for as the power points were very long.

Recommendation

It is recommended that the power point slides supporting the lectures be reviewed. Slides will be reorganised and displayed as short topics with clear content outlines, learning outcomes and accompanying review questions to improve the usability for revision.

Feedback from By email and face to face

Feedback

Students liked the Quiz Time sessions in lectures and used the questions to help them prepare for assessments.

Recommendation

It is recommended that the Quiz Time in lectures be retained.

Unit Learning Outcomes

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

1. Demonstrate and describe the procedures involved in intra-oral and extra-oral examinations
2. Recognize and describe pathological lesions in hard and soft tissues of the oral cavity
3. Describe common and significant oral and systemic diseases and discuss the impact of these diseases on dental treatment and management by the dental team and oral health therapist
4. Describe the aetiology and pathogenesis of dental caries, periodontal diseases, and pulp and periapical disease
5. Demonstrate appropriate oral and written communication skills, professional attitudes and ethical behaviours as required of an Oral Health Therapist.

The learning outcomes of this unit are part of the overall learning outcomes in the BOralHlth course at CQUniversity. They will form part of the annual report documentation which is submitted to the Australian Dental Council for accreditation.

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 - On-campus Activity - 0%	•	•			•
2 - Presentation - 30%			•		•
3 - Online Quiz(zes) - 20%		•		•	
4 - In-class Test(s) - 50%	•		•	•	

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

ORAL11003

Prescribed

General and Oral Pathology for the Dental Hygienist

3rd Edition (2019)

Authors: Leslie DeLong and Nancy W Burkhardt

Jones & Bartlett Learning (now BPS)

Philadelphia, PA, USA

ISBN: 9781496354525

Binding: Paperback

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

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

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

For further information, see the Assessment Tasks.

Teaching Contacts

Ceinwen Fay Unit Coordinator

c.m.fay@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to general and oral pathology: <ul style="list-style-type: none">• Classification of diseases• Cellular basis of disease• Introduction to the Immune system	DeLong, L., and Burkhardt, N. W. (2018). <i>General and oral pathology for the dental hygienist</i> (3rd ed.,) Wolters Kluwer. Philadelphia, Pennsylvania, USA. Chapters 1,2 and 3.	

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Inflammation and Repair	DeLong, L., and Burkhardt, N. W. (2018). <i>General and oral pathology for the dental hygienist</i> (3rd ed.,) Wolters Kluwer. Philadelphia, Pennsylvania, USA. Chapters 4 and 5.	

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Introduction to Neoplasia
Soft tissue lesions of the oral mucosa

DeLong, L., and Burkhardt, N. W. (2018). *General and oral pathology for the dental hygienist* (3rd ed.,) Wolters Kluwer. Philadelphia, Pennsylvania, USA. Chapters 10 - 19
Robinson, D. S. (2023) *Modern dental assisting* (14th ed.,) Elsevier. St Louis, Missouri, US. Chapter 17.

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Plaque and the pathophysiology of periodontal disease.	Egelberg, J and Badersten, A., (1999). <i>Periodontal examination</i> (1st ed.,) Odon to Science, Malmo, Sweden. Chapters 1 and 2.	

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Enlargements of hard and soft tissues of the orofacial structures.	DeLong, L., and Burkhardt, N. W. (2018). <i>General and oral pathology for the dental hygienist</i> (3rd ed.,) Wolters Kluwer. Philadelphia, Pennsylvania, USA. Chapters 10-19. Robinson, D. S. (2023) <i>Modern dental assisting</i> (14th ed.,) Elsevier. St Louis, Missouri, US. Chapter 17.	In-Class test. A written assessment for weeks 1-4. On-Campus Clinical Activity

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Systemic diseases 1 • Developmental, hereditary and congenital disorders • Endocrine disorders • Cardiovascular diseases • Infectious diseases.	DeLong, L., and Burkhardt, N. W. (2018). <i>General and oral pathology for the dental hygienist</i> (3rd ed.,) Wolters Kluwer. Philadelphia, Pennsylvania, USA. Chapters 6 and 7. Bird, D.L., & Robinson, D. S. (2021) <i>Modern dental assisting</i> (13th ed.,) Elsevier. St Louis, Missouri, US. Chapter 29 and 30.	

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Systemic diseases 2: • Blood disorders • Respiratory disorders • Gastrointestinal disorders • Neurological disorders • Skeletal disorders.	DeLong, L., and Burkhardt, N. W. (2018). <i>General and oral pathology for the dental hygienist</i> (3rd ed.,) Wolters Kluwer. Philadelphia, Pennsylvania, USA. Chapters 8 and 9. Robinson, D. S. (2023) <i>Modern dental assisting</i> (14th ed.,) Elsevier. St Louis, Missouri, US. Chapter 29 and 30.	On-Campus Clinical Activity On-Campus Clinical Activity Due: Week 7 Friday (30 Aug 2024) 11:45 pm AEST

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Medical emergencies in dental practice.

DeLong, L., and Burkhardt, N. W. (2018). *General and oral pathology for the dental hygienist* (3rd ed.) Wolters Kluwer. Philadelphia, Pennsylvania, USA.
 Robinson, D. S. (2023) *Modern dental assisting* (14th ed.) Elsevier. St Louis, Missouri, US. Chapters Chapter 27 and 31.

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to dental caries: <ul style="list-style-type: none"> • Aetiology of dental caries • Progression of the caries lesion in enamel and dentine • Dentine and pulp response to caries. 	Resources on Moodle.	Presentation Due: Week 9 Monday (9 Sept 2024) 5:00 pm AEST

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Pulp inflammation and its sequela: <ul style="list-style-type: none"> • Aetiology of pulp and periapical disease. • Pulp and dentine response to injury • Apical and peri radicular lesions. 	Resources on Moodle	

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Clinical examination: <ul style="list-style-type: none"> • Medical and dental histories • Clinical examination procedures and oral cancer screening • Radiographic examination revision. 	DeLong, L., and Burkhardt, N. W. (2018). <i>General and oral pathology for the dental hygienist</i> (3rd ed.) Wolters Kluwer. Philadelphia, Pennsylvania, USA. Chapter 1. Robinson, D. S. (2023) <i>Modern dental assisting</i> (14th ed.) Elsevier. St Louis, Missouri, US. Chapters 26 and 28.	

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Revision lecture.		Prerecorded Oral presentations presented in class and on Moodle .

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		In-Class test written assessment for week 5 -11.

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 On-Campus Clinical Activity

Assessment Type

On-campus Activity

Task Description

There are three On-Campus activities

An On-Campus activity on Vital signs - You will be advised of the time and location for this assessment, which will be prior to the end of week 7. There is an online component which needs to be completed before the On-Campus training.

An On Campus activity on Salivary Flow testing - This will be conducted in the clinic in week 5.

An On Campus clinical activity will take place week 5 and 7 in the Oral Health Clinic. You will be examining and identifying normal anatomical features in an extra oral and intra oral examination as the first step in being able to recognise pathology . Clinical supervisors will be assisting you in this task. You will find the activity described in the workbook and be expected to complete questions and patient notes.

The following exercises will be completed. Students will rotate as patient, assistant and operator.

- Medical history
- Consent
- Extra-oral examination
- Intraoral examination of soft and hard tissues
- Changeover procedure.

Assessment Due Date

Week 7 Friday (30 Aug 2024) 11:45 pm AEST

Activities are outlined in the workbook for this unit. Submit a copy of your workbook activities as a word document by Friday week 7.

Return Date to Students

Week 10 Wednesday (18 Sept 2024)

Feedback will be given online.

Weighting

Pass/Fail

Assessment Criteria

This activity is a Pass/Fail assessment. You must complete the tasks and workbook questions to pass this assessment. You must complete the tasks with appropriate standards of professionalism, infection control and workplace health and safety and complete the tasks as described in the workbook. Performance standard rubric for the intra-oral and extra-oral examination is provided in the Moodle assessment page.

Referencing Style

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

Submission

Offline Online

Submission Instructions

Workbook notes and questions maybe submitted online. Word document template will be provided.

Learning Outcomes Assessed

- Demonstrate and describe the procedures involved in intra-oral and extra-oral examinations
- Recognize and describe pathological lesions in hard and soft tissues of the oral cavity
- Demonstrate appropriate oral and written communication skills, professional attitudes and ethical behaviours as required of an Oral Health Therapist.

Graduate Attributes

2 Presentation

Assessment Type

Presentation

Task Description

For this assessment, you will work in small groups (3-4 students) to present a short oral presentation (10-12mins). To prepare for this assessment, you will research a topic and create a short concise power point presentation and record the presentation. Topics relate to case histories of oral diseases and students will be able to choose from a list displayed on Moodle. Each student must prepare and present an equal amount of the presentation. It is expected that the presentation will be an academic level presentation with the aim of being a learning experience for the student audience. Marking criteria will supply information on the framework of the presentation and the standards required. The prerecorded talk will be presented to the class group in the last week of term.

There is also an individual component to this assessment:

Self and Peer Assessment (SPA) - A link will be sent to you via Moodle to complete the SPA. The SPA is feedback to the unit coordinator regarding the group work. This must be completed by due date in Week 11.

Assessment Due Date

Week 9 Monday (9 Sept 2024) 5:00 pm AEST

The due date is for the submission of the recording, power points and copy of the script. Self and peer evaluation (SPA) due date is Friday 27th September 2024.

Return Date to Students

Week 12 Monday (30 Sept 2024)

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Assessment criteria for the oral presentation is displayed below. There will be two examiners for the oral presentations and the final mark will be an average of the two marks. The presentation is worth 25%.

The Self and Peer Assessment (SPA) criteria is available on Moodle. This individual component will be marked by one examiner. Self and Peer Assessment (SPA) is worth 5%.

The total percentage of your final mark is 30%. You must obtain a mark of at least 50% in order to pass this assessment. You must pass this assessment to pass this unit overall.

Oral Presentation OHL11003		
Student names and Topic:		
Organization 5.0 <ul style="list-style-type: none"> Introduction explains the situation of the case history. Body of the presentation follows a logical order and supports the listener's understanding. Conclusion summarizes and emphasises the main points of the presentation. 		
Unsatisfactory 0-----2	Satisfactory 2.5-----5.5	Outstanding 4.0-----5
The framework of the presentation is not explained or evident. Information presented is not in a logical sequence. No summary of the potential weaknesses and challenges and implications to OHT practice. No conclusions drawn from the material presented. Talk is poorly prepared and disorganised.	Introduction establishes the framework of the presentation. The information is mostly presented in a logical sequence. Attempts to summarize the implications for OHT practice. Talk prepared and rehearsed. Attempts to draw conclusions from the material presented/ draws conclusions that are not based on the evidence presented.	Introduction establishes the framework of the presentation. The information is presented in a logical sequence – the listener can follow the 'story line' Summarizes the implications for OHT practice. Reaches a conclusion based on the evidence presented. Talk well prepared and rehearsed.
Content 15 <ul style="list-style-type: none"> Content relevant to the topic: Definition, Clinical Features, Aetiology, Pathogenesis, Prognosis, Diagnosis, Prevalence, Medical Management, Impact on oral health, Dental management and treatment. Content is focused on the role of the Oral Health Therapist Referencing correct format and appropriate sources. 		
Unsatisfactory 0-----7	Satisfactory 7.5-----11.5	Outstanding 12-----15
Does not cover essential aspects of the topic. Major inaccuracies in the information supplied. Information not current. Insufficient information prepared or too much information supplied without regard to what is relevant or important. Main implications to dental practice were not identified. Student fails to demonstrate a clear understanding of the topic. Technical terms poorly defined or used inappropriately. Main issues of this topic poorly identified. Referencing is not complete or absent. References used are not from appropriate sources	Attempts to cover relevant aspects of the topic. Minor inaccuracies in the information supplied. Information mostly current. Appropriate amount of material is prepared for the given time. Presentation keeps mostly to information which is relevant and in keeping with the time limit. Technical terms are defined in language appropriate for the target audience. Implications to dental practice were identified. Student demonstrated understanding of the topic. Referencing is used but some facts are not referenced. Some references are not from appropriate sources.	Covers all relevant aspects of the topic. Presentation contains accurate and current information. Appropriate amount of material and detail prepared for the given time. Material is relevant to the topic and case history. Technical terms are well defined in language appropriate for the target audience. Implications to dental practice were clearly identified and explained. Student demonstrated a clear understanding of the topic. Student provided essential information for the audience to understand the topic. Appropriate Reference sources. Referencing is consistently used and accurate. All facts are referenced in-text.
Presentation 5.0 <ul style="list-style-type: none"> The talk is clearly understood by the student audience and engaging. Delivered within the time limits. Visual aids support the main features of the talk 		
Unsatisfactory 0-----2	Satisfactory 2.5-----5.5	Outstanding 4.0-----5.0
Speaker did not engage the audience. Poorly audible voice. Speaks at a fast pace. Frequent filler words. Inappropriate grammar and pronunciation. Poor language fluency and pronunciation. Read from notes exclusively. Visual aids are poorly prepared and ineffective. Text is too small to see. Visual components distract the main points of the talk. Length of the presentation too short or too long. Student in dress or behaviour is inappropriate for a professional presentation.	Speaker attempts to engage the audience. Mostly clear audible voice. Speaks at an understandable pace but occasionally too fast or too slow. Some filler words. Minor grammar and pronunciation errors. Language fluency and pronunciation adequate. Visual aids are mostly well prepared and effective. Text is mostly readable and clear. Visual components attempt to support the main points of the talk. Length of the presentation is within the time limits.	Speakers maintain audience engagement. Clear audible voice. Speaks at an understandable pace. Limited filler words. Appropriate grammar and pronunciation. Good language fluency and pronunciation. Visual aids are well prepared and effective. Text is readable and clear. Visual components support the main points of the talk. Length of the presentation is within the time limits. Appropriate professional presentation.
Examiner		Total Grade /25
Further comments/notes		

Referencing Style

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

Submission

Online

Submission Instructions

Each student will upload two documents: 1. Copy of the power point. 2. A script of the speech, including a link sharing the recording with the unit coordinator, and references in either Harvard or APA formats in word document. Each student will complete a Self and Peer Assessment (SPA)

Learning Outcomes Assessed

- Describe common and significant oral and systemic diseases and discuss the impact of these diseases on dental treatment and management by the dental team and oral health therapist
- Demonstrate appropriate oral and written communication skills, professional attitudes and ethical behaviours as required of an Oral Health Therapist.

Graduate Attributes

3 Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

Knowledge and use of medical and dental terminology is essential to communication within oral health and medical professions. To assess your knowledge and application of medical and dental terminology, you will complete two online quizzes. To prepare for each quiz, create a list of terminology each week and upload new terms and meanings in the Glossary activity on Moodle.

This is not a multiple choice quiz. All answers require you to type in one or two words for your answer. Questions are chosen randomly from a bank of questions.

You are allowed only one attempt for each quiz and must complete the quizzes in a limited time. Your attempts for each quiz will be submitted automatically, but no more questions can be answered once the time limit expires. No attempts are allowed after the quizzes are closed. If you are unable to complete the quizzes by the due date, you must apply for an extension before the due date.

The first quiz opens Friday 2nd August 8.00am and closes Monday 12th August 5.00pm. This quiz tests learning material in weeks 1-4. This quiz is worth 10%.

The second quiz opens Thursday 19th September 8.00am and closes Wednesday 2nd October 5.00pm. This quiz tests learning material in weeks 5-10. This quiz is worth 10%.

Number of Quizzes

2

Frequency of Quizzes

Other

Assessment Due Date

The first quiz opens Friday 2nd August 8.00am and closes Monday 12th August 5.00pm. The second quiz opens Thursday 19th September 8.00am and closes Wednesday 2nd October 5.00pm.

Return Date to Students

Results are made available a week after after each quiz closes.

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

This assessment is two short answer quizzes on medical and dental terminology, which will require you to fill in the missing word or answer a question relating to terminology studied in this unit.

The combined total of this assessment is worth 20% of the final grade for this unit. It is a must-pass assessment, therefore you must achieve 50% of the combined total of the two quizzes to pass this unit.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Recognize and describe pathological lesions in hard and soft tissues of the oral cavity
- Describe the aetiology and pathogenesis of dental caries, periodontal diseases, and pulp and periapical disease

Graduate Attributes

4 In Class Tests

Assessment Type

In-class Test(s)

Task Description

You will complete two closed-book written In-class tests

The first test will be conducted in Week 5 during lecture time. The first test will cover learning material in weeks 1-4 and is worth 20% of your final grade.

The second test will be conducted in Exam week, Thursday 10th October 2024. The second test will cover learning material in weeks 5-11 and is worth 30% of your final grade.

Both tests will include both short answer and longer paragraph questions.

Assessment Due Date

The first In-class test is due 5.00pm Monday 5th August, 2024. The second in-class test is due 12.00noon Thursday 10th October, 2024.

Return Date to Students

Results of the first test will be returned Monday 19th August. Results of the second test will be available on Release of Grades day.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

The first In-Class test is worth 20% and the second In-Class test is worth 30%. The combined marks are worth 50% of the total grade for this unit. This is a must pass assessment. You must achieve 50% of the cumulative score of both tests.

The combined In-Class tests will cover all content in lectures, tutorials, study guides and required readings.

Referencing Style

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

Submission

Offline

Submission Instructions

The question and answer sheet for both In-Class tests will be submitted offline in class.

Learning Outcomes Assessed

- Demonstrate and describe the procedures involved in intra-oral and extra-oral examinations
- Describe common and significant oral and systemic diseases and discuss the impact of these diseases on dental treatment and management by the dental team and oral health therapist
- Describe the aetiology and pathogenesis of dental caries, periodontal diseases, and pulp and periapical disease

Graduate Attributes

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