



ORAL12002 Oral Health Pre Clinical Practice 1

Term 1 - 2023

Profile information current as at 08/05/2024 12:15 am

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

General Information

Overview

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

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 9

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

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

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

Offerings For Term 1 - 2023

- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

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

Class Timetable

[Regional Campuses](#)

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

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Group Work**

Weighting: 30%

2. **Reflective Practice Assignment**

Weighting: Pass/Fail

3. **Practical Assessment**

Weighting: Pass/Fail

4. **Online Quiz(zes)**

Weighting: 70%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from SUTE Unit Comments

Feedback

It was suggested that radiography could have been placed during the intensive weeks, to make it easier to transition into clinic, as well as lessening stress towards the end of term.

Recommendation

As part of a course review, the radiography component has been moved from ORAL12002 to ORAL11001 and so will no longer be offered in ORAL12002 from 2023.

Feedback from SUTE Unit Comments

Feedback

Students raised some concerns regarding different educator's having differing expectations in the simulation sessions.

Recommendation

It is recommended that the unit coordinator provide additional detail in the simulation sessions content to enable more consistency between educators.

Unit Learning Outcomes

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

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

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

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Group Work - 30%	•			
2 - Reflective Practice Assignment - 0%				•
3 - Practical Assessment - 0%		•	•	•
4 - Online Quiz(zes) - 70%	•			

Alignment of Graduate Attributes to Learning Outcomes

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

Textbooks and Resources

Textbooks

ORAL12002

Prescribed

Preservation and Restoration of Tooth Structure

Edition: 3 (2016)

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

Wiley Blackwell

Chichester , West Suffe , UK

ISBN: 9781118766590

Binding: Hardcover

Additional Textbook Information

Textbooks can be accessed online at the CQUniversity Library website. If you prefer your own copy, you can purchase either paper or eBook versions at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

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

For further information, see the Assessment Tasks.

Teaching Contacts

Kelly Hennessy Unit Coordinator

k.a.hennessy@cqu.edu.au

Schedule

Intensive and Week 1 - 20 Feb 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Restorative Dentistry Lectures and Simulation Activities:

- Class II Cavity Preparation and Restoration
- Restorative Open Sandwich Technique
- Restorative Closed Sandwich Technique
- Restorative Matrix Systems

Local Anaesthesia Lectures:

- Pharmacology of local anaesthetics
- Pharmacology of vasoconstrictors
- Clinical action of specific agents
- Local and Systemic complications

Haveles, E.B. (2016) *Applied Pharmacology for the Dental Hygienist* (7th Ed. Chapter 9). Mosby Elsevier.

Malamed, SF. (2012) *Hand Book Of Local Anaesthesia* (6th Ed., Chapter 3-4, 17-18). Mosby Elsevier.

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

Including sessions held in 2 week intensive 20 Feb - 03 Mar 2023

Pre-SIM MCQ Quiz

Weekly Personal Reflective Blog Submission

Week 2 - 13 Mar 2023

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

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<u>Restorative Dentistry Lectures and Simulation Activities:</u> <ul style="list-style-type: none">• Pulpal Considerations• Class III Cavity Preparation and Restoration• Restoration Composite Finishing and Polishing• Shade Selection	Malamed, SF. (2012) <i>Hand Book Of Local Anaesthesia</i> (6th Ed., Chapter 11). Mosby Elsevier.	Pre-SIM MCQ Quiz
<u>Local Anaesthesia Lectures and Simulation Activities:</u> <ul style="list-style-type: none">• Basic Atraumatic Injection Technique• Management of the anaesthetised patient	Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). <i>Preservation and Restoration of Tooth Structure</i> (3rd ed., Chap 7, 10, 12). Wiley Blackwell.	Weekly Personal Reflective Blog Submission

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<u>Restorative Dentistry Lectures and Simulation Activities:</u> <ul style="list-style-type: none">• Class IV Cavity Preparation and Restoration• Pulp Capping• Temporary Restorations• Failures of Individual Restorations and Their Management	Malamed, SF. (2012) <i>Hand Book Of Local Anaesthesia</i> (6th Ed., Chapter 13). Mosby Elsevier.	Pre-SIM MCQ Quiz
<u>Local Anaesthesia Lectures and Simulation Activities:</u> <ul style="list-style-type: none">• Local Anaesthetic Techniques - Maxillary Anaesthesia	Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). <i>Preservation and Restoration of Tooth Structure</i> (3rd ed., Chap 7, 12). Wiley Blackwell.	Weekly Personal Reflective Blog Submission

Week 5 - 03 Apr 2023

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

Break Week - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Break Week - no Lectures or Simulation Activities		FeedbackFruits Submission Due FeedbackFruits Peer Review Due First Self and Peer Assessment Due

Week 6 - 17 Apr 2023

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

Week 7 - 24 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
<u>Restorative Dentistry Lectures and Simulation Activities:</u> <ul style="list-style-type: none"> Dental Impressions 		Dental Materials Group Assignment Submission Due Pre-SIM MCQ Quiz Weekly Personal Reflective Blog Submission

Week 8 - 01 May 2023

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

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
<u>Restorative Dentistry Lectures and Simulation Activities:</u> <ul style="list-style-type: none"> Amalgam Polishing Amalgam Removal Bonded amalgams Class II Cavity Preparation and Restoration 	Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). <i>Preservation and Restoration of Tooth Structure</i> (3rd ed., Chap 11). Wiley Blackwell.	Individual MCQ Development Assignment Due Group Video Presentation Due Dental Materials Presentation Second Self and Peer Assessment Due Pre-SIM MCQ Quiz Weekly Personal Reflective Blog Submission

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
<u>Restorative Dentistry Lectures and Simulation Activities:</u> <ul style="list-style-type: none"> • Class I Cavity Preparation and Restoration • Class II Cavity Preparation and Restoration 	Malamed, SF. (2012) <i>Hand Book Of Local Anaesthesia</i> (6th Ed., Chapter 14). Mosby Elsevier.	Pre-SIM MCQ Quiz
<u>Local Anaesthesia Lectures and Simulation Activities:</u> <ul style="list-style-type: none"> • Local Anaesthetic Techniques - Mandibular Anaesthesia 	Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). <i>Preservation and Restoration of Tooth Structure</i> (3rd ed., Chap 7, 10). Wiley Blackwell.	Weekly Personal Reflective Blog Submission
Week 11 - 22 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
<u>Restorative Dentistry Lectures and Simulation Activities:</u> <ul style="list-style-type: none"> • Silver Fluoride • Atraumatic Restoration Technique • Class I, II, III and IV Cavity Preparation and Restoration 	Malamed, SF. (2012) <i>Hand Book Of Local Anaesthesia</i> (6th Ed., Chapter 15). Mosby Elsevier.	Pre-SIM MCQ Quiz
<u>Local Anaesthesia Lectures and Simulation Activities:</u> <ul style="list-style-type: none"> • Local Anaesthetic Techniques - Supplementary Techniques including Oraqix 	Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016). <i>Preservation and Restoration of Tooth Structure</i> (3rd ed., Chap 7, 10). Wiley Blackwell.	Weekly Personal Reflective Blog Submission
Week 12 - 29 May 2023		
Module/Topic	Chapter	Events and Submissions/Topic
<u>Simulation Activities:</u> <ul style="list-style-type: none"> • Safety Audit 		
Exam Week 1 - 05 Jun 2023		
Module/Topic	Chapter	Events and Submissions/Topic
		End of Term Online Assessment

Term Specific Information

Clinical Attire in the Oral Health Clinics and Off-Campus Placements: All students are required to wear their oral health polo plus an outer protective garment - theatre gowns are required for this purpose and gowns will be provided at Queensland Health placements. The outer protective garment (theatre gown) 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 (theatre gown) cannot be worn in the Oral Health Prosthetic Laboratory or Simulation Laboratory. All students must wear 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. Faces are required to be clean-shaven. A student can be sent home if the clinical attire is not adequate.

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 wear black long pants and low-heeled closed-in shoes, their protective eyewear, have their hair tied back and wear no jewellery on their hands or arms. A student can be sent home if the laboratory attire is not adequate.

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

Assessment Tasks

1 Dental Materials Assignment

Assessment Type

Group Work

Task Description

The dental materials assignment has 4 components:

- Group Presentation
- Feedback Fruits Peer Review
- Self and Peer Assessments
- Individual MCQ Development

Group Presentation

You will be placed into groups, and each group will be given a designated topic on dental materials. You are to research your topic and present it back to the class in the Week 9 lecture timeslot. Each student must prepare and present an equal amount of the presentation. How you divide it, however, is up to your group.

It is expected that this will be an academic level presentation i.e. PowerPoint "lecture". The presentation should be referenced using APA 7th ed. Prior to the presentation, a marker will assess your content and provide feedback, so that you present correct information to the class. Each group will have 20 minutes for the presentation and 10 mins for class discussion/questions.

After the presentation, completed presentations will be shared between groups to enable cross-learning and to provide a community resource. Remember that when you are preparing your presentation, you are presenting to a non-expert group of people (other students!). Your classmates should be able to view your presentation as a standalone piece to learn about the topic you have been given. Content of presentations is examinable in the End of Term Online Assessment.

It is compulsory to attend the whole designated lecture time, as each group will be watching the other groups presentation as a learning activity. Failure to attend the lecture time will result in failure of this assessment piece. The group presentation forms part of your summative assessment. See group presentation assessment rubric.

FeedbackFruits Peer Review

As a group, decide how to divide the work evenly amongst you. Each student must prepare for, and present, an equal amount of the presentation.

As an individual, research and prepare your component of the presentation. Compose your presentation in a PowerPoint presentation. Ensure you include comprehensive speaker notes.

Record your presentation.

Upload your recording ONLY into Feedback Fruits by **11.59pm Wednesday 12 April 2023**.

Once everyone loads their presentation onto FeedbackFruits, the formative Peer Review process can commence.

Reviewers will be allocated by **midday on Thursday 13 April 2023**.

In FeedbackFruits, you will have an anonymous avatar. Each person is designated two people to peer review – one from within your group, and one from another group. This means that your own presentation will be peer reviewed by two people.

You must provide feedback via Feedback Fruits by **11.59pm Sunday 16 April 2023**.

When you complete a peer review:

- Ensure you provide at least 3 pieces of feedback.
- You are a non-expert reviewer. Therefore, your focus is on if the presentation makes sense. Provide constructive feedback that will assist the person to improve their presentation.

When you receive your two pieces of feedback, you should use this information to improve your presentation.

Self and Peer Assessments

There will be two self and peer assessments (SPAs). In each, a short 12 question self and peer assessment is completed to evaluate yourself and your group peers. It is important to be honest in your feedback, as this will assist each other to become valuable team members – a skill that will carry you forward on your degree and your careers. Please be assured that your classmates **CANNOT** see the individual feedback you give them. SPA forms part of your summative assessment.

The first SPA is formative and is open on **7am - 10pm Thursday 13 April 2023**.

The second SPA is summative and is open from **5pm Wednesday 10 May 2023 to 5pm Thursday 11 May 2023**.

The second SPA forms part of your summative assessment. See group presentation assessment rubric.

Individual MCQ Development

For your component of the presentation, create 3 multiple choice questions. You must submit the correct answer and 3 plausible distractors for each question. These questions will be used during the group presentation as formative Kahoot

quizzes.

For information on how to write multiple-choice questions, read this article:

<https://www.adinstruments.com/blog/tips-educators-how-write-multiple-choice-questions>

The MCQ creation forms part of your summative assessment. See individual MCQ Development assessment rubric.

Submission: **11.59am Sunday 07 May 2023**

OVERVIEW AND TIMELINE

STEP 1: As a group, decide how to divide the work evenly amongst you. Each student must prepare for, and present, an equal amount of the presentation.

STEP 2: As an individual, research and prepare your component of the presentation. Compose your presentation in a PowerPoint presentation. Ensure you include speaker notes. Record your presentation.

STEP 3: Upload your presentation into Feedback Fruits by **11.59pm Wednesday 12 April 2023**. Your presentation will be reviewed by two peers. Complete the first SPA on **Thursday 13 April 2023**.

STEP 4: You will be designated two presentations to provide feedback on. You must provide feedback via Feedback Fruits by **11.59pm Sunday 16 April 2023**.

STEP 5: Review and improve your component of the presentation using the peer feedback you've received. Consolidate individual components into one group PowerPoint presentation.

STEP 6: Group Assignment submission: Submit your group presentation in a PowerPoint presentation. Ensure you include comprehensive speaker notes. A marker will review your presentation and correct any errors. This submission will form part of the summative assessment. See group presentation assessment rubric. **Due 11.59pm Sunday 30 April 2023**.

STEP 7: In your presentation, correct errors as identified by the markers. Then using this corrected version, record your group presentation using a method of your choice. Please ensure you are in a quiet space and that speaker volumes are similar. Review your recording prior to submitting it.

STEP 8: Submit your Group Video Presentation by **11.59pm Wednesday 10 May 2023**:

- Upload the recording to YouTube (as unlisted).
- Enter the YouTube link onto the first slide speaker notes of your PowerPoint document. Ensure your PowerPoint document includes your speaker notes.
- Upload the PowerPoint presentation to Moodle. One student per group should submit the group PowerPoint presentation via Moodle 'Assessment 1 - Dental Materials Group Presentation Submission'.

STEP 9: Submit your Individual MCQ assignment by **11.59am Wednesday 10 May 2023**.

STEP 10: Group Presentation: **1pm - 4pm Thursday 11 May 2023**

- Recordings will be shown during the lecture.
- Each student must present an equal amount of the presentation.
- Each group will have 20 minutes for the presentation and 10 mins for class discussion/questions.
- It is compulsory to attend the whole designated lecture time: 1pm - 4pm
- Content of presentations is examinable in the End of Term Online Assessment.

We will also do the Kahoot quizzes during the presentations - this does not contribute towards your grades.

STEP 11: After the presentation, complete your second SPA by **5pm Friday 12 May 2023**.

Assessment Due Date

See task description for due dates

Return Date to Students

Weighting

30%

Minimum mark or grade

50%

Assessment Criteria

Group Presentation ASSESSMENT RUBRIC

STUDENT NAME:

GROUP PERFORMANCE	The below criteria relate to the entire group's performance			
CONTENT	All assessment topics were covered accurately, with major errors or omissions OR More than 2 topics were missed in the presentation 0-2 marks	All assessment topics were covered accurately, with moderate errors or omissions OR 1-2 topics were missed in the presentation 3-4 marks	All assessment topics were covered accurately, with minor errors or omissions 5-6 marks	All assessment topics were covered accurately and without errors 7-8 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. 3-4 marks	
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 Limited (0 to 1) aspects were considered 0-1 mark	Acceptable standard of visual presentation 2 to 3 aspects were considered 2 marks	Good standard of visual presentation All aspects were considered 3 marks	
TIMING LENGTH OF PRESENTATION	Within +/- 3 minutes of allocated time 0 marks	Within +/- 1minute of allocated time 1 mark		

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 1-2 marks	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 3-4 marks	
INDIVIDUAL PERFORMANCE	The below criteria relate to the individual's performance in the group presentation			
COMMUNICATION Verbal and Non-verbal skills, audience response, eye contact	Inaudible or too loud, rate is too slow or too fast. Audience lost interest, could not determine point of the presentation, no eye contact. 0-2 marks	Lost topic or attention mostly presented fact, without engagement, minimal eye contact, reads from notes. Clear on all points but not as polished. 3-4 marks	Involves and holds audience's attention most of the time. Poised, clear, articulate, volume, steady, pacing, confidence. 5-6 marks	
TEAMWORK & SELF-REFLECTION	Mark will be taken from the final Self and Peer Assessment activity on Moodle 5 marks			
Examiner:	TOTAL GRADE (out of 30)			

Individual MCQ Development ASSESSMENT RUBRIC

STUDENT NAME:			
For information on how to write multiple-choice questions, read this article: https://www.adinstruments.com/blog/tips-educators-how-write-multiple-choice-questions Assessment criteria below relate to information from this article.			
	0 marks	½ mark	1 mark
QUESTION STEM	Less than 2/3 question stems are unclear and/or poorly defined.	At least 2/3 question stems are somewhat meaningful by themselves and/or present a partially definite problem.	All question stems are meaningful and present a definite problem.
CORRECT ANSWER	Less than 2/3 correct answers are very unclear OR give away the correct answer.	At least 2/3 correct answers are clear and concise. Format doesn't accidentally give away the correct answers.	All correct answers are clear and concise. Format doesn't accidentally give away the correct answers.
DISTRACTORS	Less than 2/3 distractors are plausible and suitable.	At least 2/3 distractors are plausible and suitable.	All distractors are plausible and suitable.
ENCOURAGE HIGHER ORDER THINKING	Less than 2/3 questions are formulated to encourage higher order thinking.	At least 2/3 questions are formulated to encourage higher order thinking.	All questions are formulated to encourage higher order thinking.
SPELLING AND GRAMMAR	Major and/or frequent lapses in spelling and/or grammar.	Minor, infrequent lapses in spelling or grammar.	Correct spelling and grammar.
MARKER:	TOTAL GRADE (out of 5)		

Referencing Style

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

Submission

Offline Online Group

Submission Instructions

See task description for submission details

Learning Outcomes Assessed

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

2 Personal Reflective Blog

Assessment Type

Reflective Practice Assignment

Task Description

You are to use critical and reflective practice to enrich your learning experience. Self-reflection is an important practice for personal and professional development. You will be required to write a self-reflective blog based on your simulation laboratory experiences. Weekly reflections are to be recorded on a personalised blog. [The Gibbs' Reflective Cycle](#) is an example of a reflective model you could use.

The completion of the personal reflective blog is a compulsory assessment and each entry must be completed to a satisfactory standard. Reflections must be submitted by midnight each Sunday for the previous week you are in SIM.

Assessment Due Date

Weekly by midnight Sunday night.

Return Date to Students

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

Weighting

Pass/Fail

Assessment Criteria

	Pass	Fail
Clarity	The language is clear and expressive. Explanation of concepts makes sense to an uninformed reader. There may be minor, infrequent lapses in clarity, accuracy, spelling and grammar.	There are frequent lapses in clarity and accuracy Language is unclear and confusing throughout. Frequent spelling or grammatical errors. Concepts are either not explained or are presented inaccurately OR Not attempted
Relevance	The learning experiences being reflected upon are relevant and meaningful to student and unit learning goals.	Most of the reflection is irrelevant to student and/or unit learning goals OR Not attempted
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.	Reflection does not move beyond description of the learning experience(s) OR Not attempted
Strategies for Improvement	There is development of strategies for improvement as well as evidence of success with these strategies.	There is limited development of strategies for improvement OR Not attempted
Submission Deadlines	Meets submission deadlines each week (maximum 2 reminders needed).	Repeatedly fails to meet weekly submission deadline (3 or more deadlines not met)

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Submission is via a personalised Google Sites blog.

Learning Outcomes Assessed

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

3 Pre-Clinical Practice

Assessment Type

Practical Assessment

Task Description

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

In each student-client interaction assessment there are also Critical Competencies. A Not Yet Competent (NYC) in one or

more of the Critical Competencies results in a mark of 0 overall for that student-client interaction.

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

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

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

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

Component 2 Pre-Clinical Safety Audit:

Students will undergo a safety audit during Week 12.

The safety audit is an assessment of your restorative dentistry skills to ensure you are safe to commence treatment on patients from the general public.

Students are graded against a criterion-referenced rubric. Students must achieve a satisfactory score in all criteria to pass the safety audit.

Re-attempt:

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

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

Component 3 Attendance:

Attendance at pre-clinical placements is compulsory. You are required to attend a minimum of 95% of pre-clinical placement days. This allows you approximately 2-3 days of absence without penalty. Absences are required to be supported with a medical certificate or negotiated with the Unit Coordinator/s in advance.

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

The 2-week intensive requires 100% attendance.

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

Who to contact if you are sick: The unit coordinator (via email) and Kelly Hennessy (via phone).

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

Assessment Due Date

Weekly by midnight Sunday night.

Return Date to Students

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

Weighting

Pass/Fail

Minimum mark or grade

60%

Assessment Criteria

See information in Task Description, which includes assessment criteria.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

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

4 Online Quizzes

Assessment Type

Online Quiz(zes)

Task Description

There are 2 components to the online quizzes.

Component 1 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.

Component 2 End of term online assessment:

In the first week of the exam period, you will complete an online short-answer quiz.

Weighting: The results from these quizzes are aggregated to become a mark out of 50% for this assessment task. The end of term online assessment will be worth 80% of the total marks for this piece of assessment. The remaining 20% will be from the pre-SIM MCQ quizzes.

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.

Your assessment is to be your own individual work and not a result of collaboration with other students. Any identified cases of potential collusion will result in a breach of academic integrity case being raised.

There are a number of support and technology mechanisms of which you need to be aware.

- If you experience any technical difficulties accessing or during the in class test, please contact TASAC (Moodle assistance option) on 1300 666 620.
- Notify the unit coordinator as soon as physically possible (same day) with details of the technical issues. If you are able, take a screenshot of any error message received and include that in your email to the unit coordinator.
- If you are unable to undertake the in class test at the set time and date you will need to apply for an extension in Moodle (in the support area on the top of the page and supply supporting documentation as per normal extension requests).

Number of Quizzes**Frequency of Quizzes**

Weekly

Assessment Due Date

There are weekly quizzes throughout the term.

Return Date to Students

The score for the pre-SIM MCQ quizzes will be available on-line after the completion of each quiz. The end of term online assessment results will be added to final results.

Weighting

70%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed on your competence through quizzes that consist of multiple choice or short answer questions. Each quiz will be based on the linked content.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

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

Academic Integrity Statement

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

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

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

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

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

What is a breach of academic integrity?

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

Why is academic integrity important?

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

Where can I get assistance?

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

What can you do to act with integrity?



Be Honest

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



Seek Help

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



Produce Original Work

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