



ORAL12005 *Paediatric Dentistry for the Oral Health Therapist*

Term 2 - 2022

Profile information current as at 25/04/2024 03:20 pm

All details in this unit profile for ORAL12005 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit you will gain theoretical knowledge in diagnosis, treatment planning and treatment procedures in paediatric and adolescent patients. You will also gain knowledge on the assessment, prevention and management of dental trauma and emergencies for patients of all ages. You will translate and integrate this knowledge in a simulated and clinical environment while fulfilling workplace health and safety, equipment maintenance and record management requirements. On successful completion of this unit, you will be able to demonstrate practical skills in paediatric patients, as well as foundational dental trauma management skills. You will be able to communicate information regarding oral health in oral and written forms utilising appropriate interpersonal / team communication skills, professional attitudes and ethical behaviours.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 9

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prereq: ORAL12001 Oral Disease Prevention and Management and ORAL12002 Oral Health Pre Clinical Practice 1 and ORAL12003 Oral Health Clinical Practice 1 Coreq: ORAL12004 Orthodontics, Prosthodontics and Pharmacology and ORAL12006 Oral Health Clinical Practice 2

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

Offerings For Term 2 - 2022

- 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. **Portfolio**

Weighting: Pass/Fail

2. **Online Quiz(zes)**

Weighting: 60%

3. **Presentation**

Weighting: 30%

4. **Reflective Practice Assignment**

Weighting: 10%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from Student Unit and Teaching Evaluations

Feedback

The student simulation clinic session instructions require reviewing to follow a similar format to the pre-requisite unit ORAL12002.

Recommendation

It is recommended to introduce pre-simulation activities and quizzes prior to each simulation session to have a consistent format with the pre-requisite unit ORAL12002.

Feedback from Student Unit and Teaching Evaluations

Feedback

Assessment tasks and timings were scattered throughout the term. Students stated this helped with learning.

Recommendation

It is recommended to continue scaffolding assessment timing and tasks in this unit.

Unit Learning Outcomes

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

1. Discuss the theoretical basis of oral health practice and dental procedures for the diagnosis, prevention and management of oral diseases in paediatric and adolescent patients
2. Implement processes for the assessment, prevention and management of dental diseases in the primary dentition including extractions, pulpotomies, stainless steel crowns and strip crowns in the simulated and clinical environments
3. Implement processes for the assessment, prevention and management of dental trauma and emergencies, within the scope of an oral health therapist, in the simulated environment
4. Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats
5. Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas.

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

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Presentation - 30%	•			•	
2 - Portfolio - 0%		•	•	•	•
3 - Reflective Practice Assignment - 10%					•
4 - Online Quiz(zes) - 60%	•				

Alignment of Graduate Attributes to Learning Outcomes

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

Textbooks and Resources

Textbooks

ORAL12005

Prescribed

Pediatric Dentistry

Edition: 6th (2019)

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

London , England

ISBN: 9780323608268

Binding: Hardcover

Additional Textbook Information

Dental equipment will need to be purchased at an approximate cost of \$400. The unit coordinator will communicate with students during their term 1 units.

[View textbooks at the CQUniversity Bookshop](#)

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

Carol Tran Unit Coordinator

c.tran@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Lectures

Introduction to ORAL12005
Caries Management in Children and Adolescent Clients

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

Conservative Adhesive Restoration (CAR)

Simulation Activities

Dental Isolation – Rubber Dam Application

Local Anaesthesia Techniques
Management and restoration of early childhood caries

Conservative Adhesive Restorations
Class I & II Cavity Preparation and Adhesive Restoration

ADA Codes for Adhesive Restorations

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

Pre-SIM MCQ Quiz
Weekly Personal Reflective Blog Submission

Week 2 - 18 Jul 2022

Module/Topic

Chapter

Events and Submissions/Topic

Lectures

Restorative Dentistry 1:

- Rubber dam for paediatric and adolescent clients
- Cavity preparation
- Dental restorative materials
- Atraumatic Restorative Technique (ART)
- Pit and fissure sealants

Simulation Activities

Dental Isolation – Rubber Dam Application

Local Anaesthesia Techniques
Class II Cavity Preparation and Adhesive Restoration on primary and permanent dentition

Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) *Pediatric Dentistry*. 6th ed. Philadelphia: Elsevier. Chapters 20, 21, 22, 33, 40.

Pre-SIM MCQ Quiz
Weekly Personal Reflective Blog Submission

Week 3 - 25 Jul 2022

Module/Topic

Chapter

Events and Submissions/Topic

Lectures

Cognitive and Psychological Developments
Communication with Children and Behaviour Management
Normal Growth and Development of Children

Clients with Special Health Care Needs

Simulation Activities

Dental Isolation – Rubber Dam Application

Local Anaesthesia Techniques
Class II Cavity Preparation and Adhesive Restoration on primary dentition

Pit and Fissure Sealants

ADA Codes for Adhesive Restorations and Sealants

Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) *Pediatric Dentistry*. 6th ed. Philadelphia: Elsevier. Chapters 13, 18, 30, 37

Pre-SIM MCQ Quiz
Weekly Personal Reflective Blog Submission

Week 4 - 01 Aug 2022

Module/Topic

Chapter

Events and Submissions/Topic

No content due to ORAL12004 intensive

Week 5 - 08 Aug 2022

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

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
--------------	---------	------------------------------

Week 6 - 22 Aug 2022

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

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
No lecture Simulation Activities Pre-Clinical Safety Audit		Portfolio Assessment: Pre-Clinical Safety Audit

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures</u> Traumatic Injuries for the Child and Adolescent Client: <ul style="list-style-type: none"> • Dental trauma first aid • Management of the avulsed tooth • Management and referral of dental trauma <u>Simulation Activities</u> Dental Isolation - Rubber Dam Application Local Anaesthesia Techniques Management of Dental Trauma - Splinting Related ADA Codes	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) <i>Pediatric Dentistry</i> . 6th ed. Philadelphia: Elsevier. Chapters 16, 35, 40, 41	Pre-SIM MCQ Quiz Weekly Personal Reflective Blog Submission

Week 9 - 12 Sep 2022

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

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures</u> Pulp Therapy 1: <ul style="list-style-type: none"> • Diagnosis • Direct pulp capping and indirect pulp capping Pulp Therapy 2: <ul style="list-style-type: none"> • Reversible and irreversible pulpitis • Pulpotomy • Management of the necrotic pulp in primary teeth • Management decisions: pulpotomy, extraction or referral for pulpectomy <u>Simulation Activities</u> Management of Dental Trauma - Placement and Removal of splint Related ADA Codes	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) <i>Pediatric Dentistry</i> . 6th ed. Philadelphia: Elsevier. Chapters 23, 34.	Pre-SIM MCQ Quiz Weekly Personal Reflective Blog Submission

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures</u> Stainless Steel Crowns Periodontal Diseases in the Paediatric Population <u>Simulation Activities</u> Dental Isolation - Rubber Dam Application Local Anaesthesia Techniques Pulpotomy for the Primary Dentition Placement of Stainless-Steel Crowns (Hall Technique) Related ADA Codes	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) <i>Pediatric Dentistry</i> . 6th ed. Philadelphia: Elsevier. Chapters 25, 38.	Pre-SIM MCQ Quiz Weekly Personal Reflective Blog Submission Oral Presentation Due: Week 11 Friday (30 Sept 2022) 11:59 pm AEST

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures</u> Oral Presentations <u>Simulation Activities</u> Dental Isolation - Rubber Dam Application Local Anaesthesia Techniques Pulpotomy for the Primary Dentition Placement of Stainless Steel Crowns (Traditional Technique) Related ADA Codes		Pre-SIM MCQ Quiz Weekly Personal Reflective Blog Submission Oral Presentations

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
		End of term online assessment Reflective Practice Assignment

Exam Week - 17 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
		Reflective Practice Assignment Due: Exam Week Monday (17 Oct 2022) 12:00 am AEST

Term Specific Information

Second year students will be required to purchase equipment at an approximate cost of \$400.

All students must comply with clinical and uniform requirements of the oral health clinic and simulation laboratory as promulgated.

Students must abide by infection control policies, guidelines and procedures at the simulation laboratory. All mandatory requirements for clinical practice must be met before and during the term. Failure to comply will lead to withdrawal from the pre-clinical practice and failure in the Unit.

Assessment Tasks

1 Portfolio

Assessment Type

Portfolio

Task Description

Task Description

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

Component 1 Pre-Clinical Practice:

There are two 3-hour pre-clinical sessions per week. In each pre-clinical session, you are required to complete tasks. These exercises are designed to introduce you to 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 ***	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.

*** Communication, Teamwork and Professionalism	
1. Dress and behaviour is in compliance with placement and CQU Dental Clinic Professional Practice	
2. Accurate completion of documentation in the simulation clinic.	
3. Does not proceed until all indicated steps are checked by the supervisor	
4. Required supplies and materials are readily available	
5. Professional language in communicating with supervisor	
6. A willingness to learn and accept feedback	
7. Compliance with CQU Student Charter expectations on students	

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 7.

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

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

Re-attempt:

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

If you do not pass the safety audit, you will be given an opportunity to re-attempt the safety audit within a week. Note that only one opportunity to do a re-attempt will be given. If you do not pass the re-attempt, you will be unable to pass ORAL12005.

Component 3 Personal Reflective Blog:

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.

	Satisfactory	Unsatisfactory
Clarity	The language is clear and expressive. Explanation of concepts makes sense to an uninformed reader. There may be minor lapses in clarity, accuracy, spelling and grammar.	There are frequent lapses in clarity or accuracy or spelling and grammar. Language is unclear and confusing throughout. Concepts are either not explained or are presented inaccurately OR not attempted
Relevance	The learning experiences being reflected upon is 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, others, and/or unit concepts.	Reflection does not move beyond description of the learning experience(s) OR not attempted.
Strategies for Improvement	There is development of comprehensive strategies for improvement as well as evidence of success with these strategies.	There is limited development of strategies for improvement OR not attempted.

Component 4 Attendance:

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

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

A pass for satisfactory attendance is defined as maintaining and fulfilling the 95% clinical and pre-clinical placement attendance for the days rostered during the term. Not meeting attendance requirements may result in a placement outstanding until the next available unit offering, which may delay your progress through the course and graduation.

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

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

Assessment Criteria

See information in Task Description, which includes assessment criteria.

Referencing Style

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

Submission

Offline Online

Learning Outcomes Assessed

- Implement processes for the assessment, prevention and management of dental diseases in the primary dentition including extractions, pulpotomies, stainless steel crowns and strip crowns in the simulated and clinical environments
- Implement processes for the assessment, prevention and management of dental trauma and emergencies, within the scope of an oral health therapist, in the simulated environment
- Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats
- Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas.

2 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 60% 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 exam period SAQ quiz results will be added to final results.

Weighting

60%

Minimum mark or grade

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

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

3 Oral Presentation

Assessment Type

Presentation

Task Description

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

Students will record and submit the presentation by the date above. All students must then be present at the Week 12 lecture time for the oral presentations.

The unit coordinator will provide a list of topics. Students are to email their lecturer with at least two preferred topics. Student names will then be displayed next to their topic on the list when allocated. The final decision for the allocation of topics is at the discretion of the lecturer.

NOTE: It is the responsibility of the student to view ALL presentations (available in the lecture recording link on the top of the Moodle page) in preparation for the end of term online assessment.

Assessment Due Date

Week 11 Friday (30 Sept 2022) 11:59 pm AEST

Submission of recording on Moodle: Friday 30th September 2022 at 11:59pm. Presentations in class are in Week 12 lecture time.

Return Date to Students

Results will returned to students with end of term results.

Weighting

30%

Minimum mark or grade

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

Assessment Criteria

ORAL PRESENTATION:	1	2	3	4
FORMAT (organisation)	The presentation is not logically organized. Frequently, ideas fail to make sense together. Audience is confused or may be misinformed about evidence-based reasons for clinical decision-making.	In general, the presentation is arranged logically, although occasionally ideas fail to make sense together. The audience is fairly clear about what the speaker intends. Audience gains few insights into evidence-based reasons for clinical decision-making.	The ideas are arranged logically to support the purpose. They are usually clearly linked to each other. For the most part, the audience can follow the presentation Audience gains some insights into evidence-based reasons for clinical decision-making.	The ideas are arranged logically to support the purpose. They flow smoothly from one to another and are clearly linked to each other. The audience can follow the presentation and gains important insights into the topic/issue
CONTENT: - Identifies and concisely explains the topic/issue	Fails to identify, summarize, or explain the main topic or question. Represents the topic/issues inaccurately or inappropriately.	Identifies main issues but does not summarize or explain them clearly or sufficiently	Successfully identifies and summarizes the main issues, but does not explain why/how they are problems or create questions	Clearly identifies and summarizes main issues and successfully explains the topic; and identifies embedded or implicit issues, addressing their relationships to each other.
CRITICAL ANALYSIS - Evaluation the literature/ research - Identify relevant literature/research	There are virtually no sources that are professionally reliable. The audience seriously doubts the value of the material presented. Fails to identify data and information that counts as evidence for truth-claims and fails to evaluate its credibility.	Majority of the references are not peer reviewed professional journals or other approved sources. References from questionable sources (e.g., trade books, internet sources, popular magazines). Successfully identifies data and information that counts as evidence but fails to thoroughly evaluate its credibility.	References are primarily from peer reviewed professional journals or other approved sources. Identifies all important evidence and rigorously evaluates it.	References are from peer reviewed professional journals or other approved sources. The audience is confident that the information and ideas can be trusted. Not only identifies and rigorously evaluates all important evidence offered, but also provides new data or information for consideration.
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	Lost topic or attention mostly presented fact, without engagement, minimal eye contact, reads from notes Clear on all point but not as polished	Involves and holds audience's attention most of the time; some eye contact Poised, clear, articulate, volume, steady, pacing, confidence	
VISUAL PRESENTATION Aspects to consider – 1. layout & flow 2. font size 3. colour scheme and background 4. correct acknowledgement of images	Difficult to read the text on the presentation, inappropriate background and colour selection Limited (0 to 1) aspects were considered	Acceptable visual presentation. Some aspects were considered	Good visual presentation. Majority of aspects were considered	Very high standard of visual presentation. All aspects were considered.
Limiting factor: TONE/LANGUAGE	The tone/language is unprofessional. It is not appropriate for an academic presentation	The tone/language is not consistently professional	The tone/language is consistently professional and appropriate for an academic presentation.	
Limiting factor: LENGTH OF PRESENTATION	Within +/- 3 minutes of allocated time	Within +/- 1minute of allocated time		
TOTAL MARK: (out of 24)	0			

Referencing Style

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

Submission

Offline Online

Learning Outcomes Assessed

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

4 Reflective Practice Assignment

Assessment Type

Reflective Practice Assignment

Task Description

The self-reflective written assessment of approximately 1000 words is worth 10% of the total marks for ORAL12005. You must show evidence of daily self-reflection of your performance of assigned tasks in the simulation laboratory and clinic through reference to particular challenges and learning outcomes documented in your personal blog, on which you base your reflective journal.

Assessment Due Date

Exam Week Monday (17 Oct 2022) 12:00 am AEST

Sunday 16 October 2022.

Return Date to Students

Results will returned to students with end of term results.

Weighting

10%

Assessment Criteria

	Reflective practitioner 4/4	Aware practitioner 3/4	Reflection novice 2/4	Unacceptable 1/4	Not attempted 0/4
Clarity	The language is clear and expressive. The reader can create a mental picture of the situation being described. Explanation of concepts makes sense to an uninformed reader. No lapses in clarity, accuracy, spelling and grammar.	Minor, infrequent lapses in clarity, accuracy, spelling and grammar.	There are frequent lapses in clarity or accuracy or spelling and grammar.	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately. There are frequent lapses in clarity, accuracy, spelling and grammar.	Not attempted
Relevance	Multiple learning experiences are reflected upon and are relevant and meaningful to student and unit learning goals.	The learning experience being reflected upon is relevant and meaningful to student and unit learning goals.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	Most of the reflection is irrelevant to student and/or unit learning goals.	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, others, and/or unit concepts.	Some analysis of how the experience contributed to student understanding of self, others, and/or unit concepts. but analysis lacks depth.	Limited analysis of how the experience contributed to student understanding of self, others, and/or unit concepts. and analysis lacks depth. .	Reflection does not move beyond description of the learning experience(s).	Not attempted
Strategies for Improvement	There is development of comprehensive strategies for improvement as well as evidence of success with these strategies.	There is development of some strategies for improvement as well as evidence of success with these strategies.	There is development of some comprehensive strategies for improvement but no evidence of success with these strategies.	There is limited development of comprehensive strategies for improvement.	Not attempted

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

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

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