ORAL12005 *Paediatric Dentistry for the Oral Health Therapist*

Term 2 - 2023

Profile information current as at 12/10/2024 04:08 pm

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

General Information

Overview

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

Details

Career Level: *Undergraduate*
Unit Level: *Level 2*
Credit Points: *6*
Student Contribution Band: *9*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

Prereq: ORAL12001 Oral Disease Prevention and Management and ORAL12002 Oral Health Pre Clinical Practice 1 and ORAL12003 Oral Health Clinical Practice 1 Coreq: ORAL12004 Advanced Oral Health Practice and ORAL12006 Oral Health Clinical Practice 2
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 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. **Presentation**
Weighting: 30%
2. **Practical Assessment**
Weighting: Pass/Fail
3. **Reflective Practice Assignment**
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 Student discussion and SUTE comments.

Feedback

The students found that some guest lecturers' information was inconsistent with internal lecturers.

Recommendation

It is recommended that the unit coordinator communicate and collaborate with guest lecturers to ensure consistency of messaging for students.

Feedback from Self-reflection

Feedback

Tutorial content needs development to better consolidate content delivered in recorded lectures.

Recommendation

It is recommended that tutorial content be developed to better consolidate content delivered in recorded lectures.

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

— N/A Level | • Introductory Level | • Intermediate Level | • Graduate Level | ∘ Professional Level | ∘ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Presentation - 30%	•			•	
2 - Practical Assessment - 0%		•	•	•	•
3 - Reflective Practice Assignment - 0%					•
4 - Online Quiz(zes) - 70%	•				

Alignment of Graduate Attributes to Learning Outcomes

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

Textbooks and Resources

Textbooks

ORAL12005

Prescribed

Pediatric Dentistry
Edition: 6th (2019)
Authors: Arthur Nowak, DMD, John R. Christensen, Tad R. Mabry, Janice Alisa Townsend and Martha H. Wells
Elsevier
London , England
ISBN: 9780323608268
Binding: Hardcover

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

Schedule

Week 1 - 10 Jul 2023

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 - 17 Jul 2023

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 - 24 Jul 2023

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 - 31 Jul 2023

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

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lectures Primary Tooth Morphology and Eruption: • 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: • 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 Simulation Activities Dental Isolation – Rubber Dam Application Local Anaesthesia Techniques Class II Cavity Preparation and Adhesive Restoration on primary dentition ADA Codes for Adhesive Restorations	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) *Pediatric Dentistry*. 6th ed. Philadelphia: Elsevier. Chapters 3, 13, 17, 26	Pre-SIM MCQ Quiz Weekly Personal Reflective Blog Submission

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lectures Local anaesthetic for Paediatric Clients Atraumatic Primary Tooth Extraction: • 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 Simulation Activities Local Anaesthesia Techniques Deciduous Tooth Extraction Techniques (including use of elevators) ADA Codes for Extractions	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) *Pediatric Dentistry*. 6th ed. Philadelphia: Elsevier. Chapters 7, 26, 29.	Pre-SIM MCQ Quiz Weekly Personal Reflective Blog Submission

Week 7 - 28 Aug 2023

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

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lectures Traumatic Injuries for the Child and Adolescent Client: • Dental trauma first aid • Management of the avulsed tooth • Management and referral of dental trauma Simulation Activities 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) *Pediatric Dentistry*. 6th ed. Philadelphia: Elsevier. Chapters 16, 35, 40, 41	Pre-SIM MCQ Quiz Weekly Personal Reflective Blog Submission

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lectures Strip Crowns for Anterior Deciduous Teeth Silver Fluoride Simulation Activities 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) *Pediatric Dentistry*. 6th ed. Philadelphia: Elsevier. Chapters 22.	Pre-SIM MCQ Quiz Weekly Personal Reflective Blog Submission

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Lectures Pulp Therapy 1: • Diagnosis • Direct pulp capping and indirect pulp capping • Reversible and irreversible pulpitis Pulp Therapy 2: • Pulpotomy • Management of the necrotic pulp in primary teeth • Management decisions: pulpotomy, extraction or referral for pulpectomy Simulation Activities Management of Dental Trauma – Placement and Removal of splint Related ADA Codes	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) *Pediatric Dentistry*. 6th ed. Philadelphia: Elsevier. Chapters 23, 34.	Pre-SIM MCQ Quiz Weekly Personal Reflective Blog Submission **Oral Presentation** Due: Week 10 Friday (22 Sept 2023) 11:59 pm AEST

Week 11 - 25 Sep 2023

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

Week 12 - 02 Oct 2023

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

Review/Exam Week 1 and 2 - 09 Oct 2023

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

Assessment Tasks

1 Oral Presentation

Assessment Type
Presentation

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

PART A:
You are to submit a PowerPoint presentation with comprehensive speaker notes by Friday of Week 10.
The marker will review the presentation and provide factual corrections by Wednesday of Week 11.

PART B:
You are to make corrections as suggested by the marker. You are to then record the presentation and submit by Sunday Week 11.

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

Assessment Due Date
Week 10 Friday (22 Sept 2023) 11:59 pm AEST

Return Date to Students
Week 12 Friday (6 Oct 2023)

Weighting
30%

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

Assessment Criteria
Marking Criteria — Oral Presentation PART A

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

Marking Criteria — Oral Presentation PART B

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

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Offline Online

assessmentOutcome

- 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

assessmentGradAttribute

2 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 paediatric practice as an Oral Health Therapist.
A criterion-referenced analytical assessment rubric for evaluation of student performance of procedures is provided in the Online Real-time Assessment System (ORAS). ORAS records all work-integrated learning experiences, including a number of assessed student-client interactions and performance of procedures. Placement supervisors are required to complete an entry into ORAS for each student-client interaction assessed.
Each student-client interaction is graded on a rubric, which will reflect a grade of Not Yet Competent (0), Approaching Competent (1), Competent (2), and Highly Competent (3) for each procedure part (see example below). An average

grade is given at the end of each student-client interaction assessment for all procedures completed.

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

In each student-client interaction assessment there are also Critical Competencies. A Not Yet Competent (NYC) in one or more of the Critical Competencies results in a mark of 0 overall for that student-client interaction.

NOTE: A NYC in one or more of the below Critical Competencies results in a mark of 0 overall for this student-client interaction regardless of average score.			
CRITICAL COMPETENCIES		Not Yet Competent (NYC)	Competent (C)
Infection Control and WPHS Note: Operator is responsible for dental assistant's infection control procedures		Breach of infection control Or WPHS Unnecessary removal of sound tooth structure Unnecessary trauma to soft tissues or adjacent teeth Incorrect tooth/procedure	Demonstrates appropriate infection control and WPHS Student may request assistance
Communication, Teamwork and Professionalism*** see details right		Unprofessional conduct and/or unethical behaviour Unapproved use of mobile phone/device	Appropriate professional conduct and/or ethical behaviour
Ergonomic – Operator & Patient, Use of Dental Instruments		Student cannot demonstrate, or requires significant assistance, appropriate use of dental instruments, ergonomics & positioning as per Competent.	Demonstrate appropriate use of dental instruments. Forearms parallel to the floor. Weight evenly balanced. Thighs parallel to the floor. Hip angle of 90°. Seat height positioned to enable to rest the heels on the floor. Elbow angle 90° when instruments are in mouth of patient. Legs are under the back of the patient's chair. Appropriate clock position. MInor assistance may be given. Student may request assistance.
Rubber dam application and removal Criteria: 1. Appropriate armementarium 2. Appropriate assembly and application 3. Adequate isolation of correct area 4. Successful removal		Student independently met 2 or less criteria.	Student independently and successfully met 3 or 4 criteria. MInor assistance may be given. Student may request assistance.

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

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

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 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

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

assessmentOutcome

- 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.

assessmentGradAttribute

3 Personal Reflective Blog

Assessment Type
Reflective Practice Assignment

Task Description
Self-reflection is an important practice for personal and professional development. You will be required to write daily self-reflective entries in your ePortfolio based on your work-integrated learning experiences (SIM).

- Include a brief summary of procedures OR A brief summary of placement.
- Which procedures were performed well? OR Expectation of learning on the placement.
- What procedures could be improved? OR What did you learn today on placement?
- Strategies for improvement OR Strategies to enhance learning on placement.
- What did I learn today?

The completion of the personal reflective blog is a compulsory assessment, and each entry must be completed to a satisfactory standard. A separate reflection entry for each placement day is to be recorded. Reflections must be submitted by midnight each Sunday at the end of each week you are rostered at a work-integrated learning placement. For example, if you are in SIM Monday and Friday in Week 8, you are to write an entry for Wednesday and a separate entry for Friday. All are to be submitted by midnight Sunday at the end of Week 8.

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

	Satisfactory	Unsatisfactory
Range of topics (including relevance)	Over the course of the term, student reflects on a range of topics that reflect the ADC Professional competencies of the newly qualified dental practitioner. The learning experiences being reflected upon are relevant and meaningful to student and unit learning goals.	Insufficient breadth of topics over the course of the term. Most of the reflection is irrelevant to student and/or unit learning goals OR not attempted
Content	Entries are factual. Discussions of clinical decision making reflects current best practice and evidence-based decision making.	Entries do not reflect current best practice and/or evidence-based decision making OR not attempted
Structure	Portfolio entries are well structured, explaining the situation, event, action taken and reflection. The language is clear and expressive, with accurate spelling and grammar. The language used is appropriate for the audience. Explanation of concepts makes sense to an uninformed reader.	There are frequent lapses in clarity or accuracy or spelling and grammar. Language is unclear and confusing throughout. Concepts are either not explained or are presented inaccurately OR not attempted
Perceptive analysis	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self and development of strategies for improvement. May relate to: • Decision making, clinical reasoning, problem solving skills • Attitudes, biases, assumptions, intentions • Awareness of feelings and thoughts about the patient • Emotions, self-concept, confidence • Capacities: compassion, mindfulness, integrity, respect	Reflection does not move beyond description of the learning experience(s) OR not attempted.
Strategies for Improvement	There is development of comprehensive strategies for improvement as well as evidence of success with these strategies.	There is limited development of strategies for improvement or evidence of success OR not attempted.
Submission Deadlines	Meets submission deadlines each week (maximum 2 reminders needed). AND Consistently meets quality standards for entries (as per above criteria).	Repeatedly fails to meet weekly submission deadlines (3 or more deadlines not met) OR Does not consistently meet quality standards for entries (as per above criteria). 3 or more reminders are given to improve the quality of submissions.

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
No submission method provided.

assessmentOutcome

- 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.

assessmentGradAttribute

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 70% 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
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

assessmentOutcome

- 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

assessmentGradAttribute

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