

ORAL12005 *Paediatric Dentistry for the Oral Health Therapist*

Term 2 - 2025

Profile information current as at 08/06/2026 02:32 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 - 2025

- 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. In-class Test(s)

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 Self-reflection. Discussion with the entire cohort in a tutorial.

Feedback

The oral presentation assessment should be revised to provide a more meaningful assessment task.

Recommendation

It is recommended to revise the oral assessment to a different type of assessment task.

Feedback from Student Unit Teaching Evaluation response.

Feedback

Some students felt that 70% weighting for one assessment was too much.

Recommendation

It is recommend to revise assessment weightings.

Feedback from Student Unit Teaching Evaluation response.

Feedback

The students enjoyed the simulated activities and teaching team.

Recommendation

It is recommended to retain the simulated activities and, as much as possible, the teaching team.

Unit Learning Outcomes

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

1. Articulate 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, pulpomies, 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 - Written Assessment - 30%	●			●	
2 - Practical Assessment - 0%		●	●	●	●

Assessment Tasks

Learning Outcomes

	1	2	3	4	5
3 - Reflective Practice Assignment - 0%					•
4 - In-class Test(s) - 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 - First Nations Knowledges					
11 - Aboriginal and Torres Strait Islander Cultures					

Textbooks and Resources

Textbooks

There are no required textbooks.

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

Libby Warlow Unit Coordinator
e.warlow@cqu.edu.au

Schedule

Week 1 - 14 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures</u>		
Introduction to ORAL12005		
Caries Management in Children and Adolescent Clients		
<ul style="list-style-type: none">• Caries risk assessment• Early childhood caries• Prevention and oral health education		
Conservative Adhesive Restoration (CAR)	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) <i>Pediatric Dentistry</i> . 6th ed. Philadelphia: Elsevier. Chapters 12, 15, 20, 32, 39	Pre-SIM MCQ Quiz
<u>Simulation Activities</u>		
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		

Week 2 - 21 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures</u>		
Restorative Dentistry 1:		
<ul style="list-style-type: none">• Rubber dam for paediatric and adolescent clients• Cavity preparation• Dental restorative materials• Atraumatic Restorative Technique (ART)• Pit and fissure sealants		
	Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) <i>Pediatric Dentistry</i> . 6th ed. Philadelphia: Elsevier. Chapters 20, 21, 22, 33, 40.	Pre-SIM MCQ Quiz
<u>Simulation Activities</u>		
Dental Isolation - Rubber Dam Application		
Local Anaesthesia Techniques		
Class II Cavity Preparation and Adhesive Restoration on primary and permanent dentition		

Week 3 - 28 Jul 2025

Module/Topic	Chapter	Events and Submissions/Topic
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Lectures

Cognitive and Psychological Developments
Communication with Children and Behaviour Management
Normal Growth and Development of Children
Clients with Special Health Care Needs

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

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

Weekly Personal Reflective Blog Submission

Week 4 - 04 Aug 2025

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

Week 5 - 11 Aug 2025

Module/Topic	Chapter	Events and Submissions/Topic
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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

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

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

Vacation Week - 18 Aug 2025

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 25 Aug 2025

Module/Topic	Chapter	Events and Submissions/Topic
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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

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

Pre-Clinical Skills assessment

Simulation Activities

Local Anaesthesia Techniques

Deciduous Tooth Extraction

Techniques (including use of elevators)

ADA Codes for Extractions

Week 7 - 01 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures</u> Traumatic Injuries for the Child and Adolescent Client: Dental trauma first aid Management of the avulsed tooth Management and referral of dental trauma		Pre-SIM MCQ Quiz Weekly Personal Reflective Blog Submission Pre-Clinical Skills assessment
<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	Written Assessment Due: Week 7 Friday (5 Sept 2025) 11:45 pm AEST

Week 8 - 08 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic
No lecture - Case study Tutorial Simulation Activities		In-class test Part A In-class tests Due: Week 8 Thursday (11 Sept 2025) 11:45 pm AEST

Week 9 - 15 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures</u> Strip Crowns for Anterior Deciduous Teeth		
<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 - 22 Sep 2025

Module/Topic	Chapter	Events and Submissions/Topic
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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

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

Stainless Steel Crowns

Simulation Activities

Management of Dental Trauma - Placement and Removal of splint
Related ADA Codes

Week 11 - 29 Sep 2025

Module/Topic

Chapter

Events and Submissions/Topic

Lectures

Silver Fluoride

Periodontal Diseases in the Paediatric Population

Simulation Activities

Dental Isolation - Rubber Dam Application

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

Local Anaesthesia Techniques

Pulpotomy for the Primary Dentition
Placement of Stainless-Steel Crowns (Hall Technique)
Related ADA Codes

Week 12 - 06 Oct 2025

Module/Topic

Chapter

Events and Submissions/Topic

Lectures

No new content

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 - 13 Oct 2025

Module/Topic

Chapter

Events and Submissions/Topic

Exam Week - 20 Oct 2025

Module/Topic

Chapter

Events and Submissions/Topic

In-class test Part B

Assessment Tasks

1 Written Assessment

Assessment Type
Presentation

Task Description

Assignment: AI-Generated Fact Sheet and Critical Evaluation for Dental Practitioners

Overview

In this assignment, you will use an AI tool (such as ChatGPT, Gemini, or a similar platform) to generate a fact sheet intended for dental practitioners on a topic that will be allocated in ORAL12005. After creating the fact sheet, you will critically evaluate the accuracy, relevance, and reliability of the AI-generated information, reflecting on both its strengths and limitations.

Part 1: AI-Generated Fact Sheet

Instructions:

- Select a relevant topic from the list provided in ORAL12005 (e.g., caries detection, digital radiography, dental implants, infection control, Indigenous patient care).
- Use an AI tool to generate a concise fact sheet (1-2 pages) aimed at informing dental practitioners about your chosen topic.
- Ensure the fact sheet is clear, well-structured, and covers key points that would be useful for dental professionals.

Tips:

- Ask the AI to include definitions, current best practices, recent advances, and any relevant statistics or guidelines.
- Request the AI to structure the fact sheet with headings, bullet points, and references where possible.

Part 2: Critical Evaluation of AI Output

Instructions:

After producing your fact sheet, write a critique (500-700 words) addressing the following points:

- **Accuracy and Reliability:** Assess whether the information provided by the AI is accurate, up-to-date, and supported by current dental literature or guidelines. Compare at least two facts from the AI output with reputable sources (e.g., peer-reviewed articles, professional association guidelines).
- **Relevance and Applicability:** Evaluate if the content is relevant and fit-for-purpose for dental practitioners. Consider whether the information is practical and addresses real-world needs in oral health.
- **Clarity and Structure:** Comment on the organization, readability, and clarity of the AI-generated fact sheet. Did the AI present the information in a logical and accessible way for the intended audience?
- **Bias and Limitations:** Identify any potential biases, inaccuracies, or gaps in the AI output. Discuss whether the AI omitted important information, presented outdated practices, or showed any signs of bias or misrepresentation.
- **Ethical Considerations:** Reflect on the ethical implications of using AI in dental education and practice. Consider issues such as misinformation, data privacy, and the responsible use of AI-generated content.
- **Improvement Suggestions:** Suggest specific ways the fact sheet could be improved with human input or further research.

Level of GenAI use allowed: Level 3: You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.

Assessment Due Date

Week 7 Friday (5 Sept 2025) 11:45 pm AEST

Return Date to Students

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

- Completeness and accuracy of the AI-generated fact sheet.
- Depth and insightfulness of the critique, including use of external sources to verify AI output.
- Ability to identify strengths, weaknesses, and ethical considerations in AI-generated content.
- Clarity, organization, and professionalism in both the fact sheet and critique.

	Inadequate (0 mark)	Competent (1 mark)	Proficient (2 marks)	Exceptional (3 marks)	Mark
AI-Generated Fact Sheet	Fact sheet is incomplete, inaccurate, poorly structured, or irrelevant. Lacks clarity and/or current information.	Fact sheet covers basic points but may lack depth, detail, or some accuracy. Structure is adequate. Some outdated or missing information.	Fact sheet is mostly accurate and relevant, with minor omissions or errors. Structure and clarity are good. Most information is current.	Fact sheet is highly relevant, accurate, and comprehensive. Well-structured, clear, and tailored to dental practitioners. Includes up-to-date information and appropriate references.	
Accuracy & Reliability (Critique)	Little or no attempt to verify facts. Critique is superficial or unsupported.	Critique attempts verification but lacks depth or clear examples. Some unsupported claims.	Critique checks most facts and provides good analysis, with some supporting evidence.	Critique thoroughly verifies AI facts against authoritative sources. Identifies strengths and weaknesses with clear, well-supported examples.	
Relevance & Applicability (Critique)	Relevance not discussed or poorly addressed.	Basic comments on relevance, but lacks detail or depth.	Good discussion of relevance and applicability, with minor gaps.	Insightful evaluation of the fact sheet's relevance and practical value for dental practitioners.	
Clarity & Structure (Critique)	No or minimal discussion of clarity/structure.	Brief or general comments on clarity/structure.	Addresses clarity and structure with some detail.	Critique clearly assesses organization, readability, and suitability for the audience.	
Bias, Limitations & Ethics (Critique)	Little or no discussion of bias, limitations, or ethics.	Mentions some biases/limitations or ethics, but lacks depth.	Identifies most biases/limitations and discusses ethics.	Comprehensive identification and discussion of AI biases, limitations, omissions, and ethical considerations.	
Improvement Suggestions	No or poor suggestions for improvement.	Suggestions are basic or general, with little support.	Provides good suggestions, some supported by reasoning.	Offers insightful, specific, and actionable suggestions for improvement, supported by evidence or reasoning.	
Presentation & Referencing	Poor presentation, many errors, or missing references.	Some issues with organisation or referencing.	Well-presented with minor errors. Most sources referenced using APA 7 th Edition	Submission is well-organised, professionally presented, and free of errors. All sources correctly referenced using APA 7 th Edition.	
TOTAL GRADE					/21

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

2 Pre-Clinical Practice

Assessment Type
Practical Assessment

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 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 armamentarium 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).

Procedure relating to ORAS omissions or errors:

Students are responsible for checking ORAS daily. If there are any errors or omissions, they should contact the clinical assessor within 2 working days. If the clinical assessor does not resolve the issue within a further 2 working days, the student should contact the unit coordinator.

To maintain academic integrity, modifications or additions after more than 5 working days will not be considered.

Component 2: Weekly 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.

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.

In order to achieve a grade of pass in this component, you are required to achieve a minimum cumulative score of 60%.

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 Libby Warlow (via phone).

Component 4 Pre-Clinical Skills assessment:

Students will undergo a skills assessment during Week 6-7.

The skills assessment 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 skills assessment.

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 any component of the skills assessment, you will be given an opportunity to re-attempt the skills assessment 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.

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

Level of GenAI use allowed: Level 1: You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.

The 72 hour grace period does not apply to this assessment.

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

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.

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 (clinic).

Your reflections over the course of the term must cover the full range of topics. The range of topics for your self-reflection could be:

- pre-clinical / clinical reflections, and
- communication, teamwork and professionalism reflections

Please ensure you structure your reflections with headings. What to include in your daily reflections:

- Link to ORAS sheet/s (copy and paste in the whole link.)
- Areas scored 0 or 1: <detail which criteria you had a score of 0 or 1 in. Or write N if there weren't any>
- 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?

Also include photos for every session. At a minimum, you need to include a photo of every cavity prep and every completed restoration.

To ensure the photos are high quality:

- Remove the typodont from the manikin (with rubber dam still attached in the case of the cavity prep)
- Place it on the bench
- Take the photo from directly above
- Ensure it is in focus and can be seen clearly

These photos are to be added to both your ePortfolio, as well as the Moodle weekly submissions.

The completion of the personal reflective blog is a compulsory assessment, and each entry must be completed to a satisfactory standard.

There are two places you are to enter your reflective blog.

1. ePortfolio: Firstly, in your ePortfolio, complete a separate reflection entry for each placement day. Entries must be completed for every placement day, including DA and FTAs.

2. Moodle Submission: Then at the end of the week, copy these entries into the Moodle submission for the week eg "Week 1 Reflective Blog Entry". NOTE: There is no need to copy these onto and upload a word document. You can simply copy and paste directly into the Moodle assignment. These Moodle Submissions are due by 11.59pm Sunday night each week. A reviewer will view these each week on Moodle and assign a satisfactory/unsatisfactory for each week.

At the end of the term, there will be a final check of your submissions on your ePortfolio to ensure all assessment criteria have been met.

Level of GenAI use allowed: Level 1: You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.

The 72 hour grace period does not apply to this assessment.

Assessment Due Date

Reflections must be submitted by midnight each Sunday at the end of each week you are rostered at a work-integrated learning placement.

Return Date to Students

Results will be returned with end of term grades, 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 Australian Dental Council (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
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: <ul style="list-style-type: none"> • 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 • Evidence-based practice • Management of self in conflict 	Little to no attempt made to analyse how the experience contributed to the students' own learning.
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 deadlines missed). 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 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.

4 In-class tests

Assessment Type

In-class Test(s)

Task Description

In week 8, you will complete Part A of the in-class short-answer assessment. This is a short answer assessment relating to all lecture/tutorial content from term to date. You will have 90 minutes to complete the assessment.

In the first week of the exam period, you will complete Part B of the in-class short-answer assessment. This is a short answer assessment relating to all lecture/tutorial content from the entire term. You will have 90 minutes to complete the assessment.

You will be given an answer booklet in which to write your responses to the exam questions. At the end of the assessment, your answer booklet must be returned to the assessor. The in-class tests are closed book, so the only items you will be allowed to have on you are pens (black ink only) and your answer booklet. Only those answers that have been written in your answer booklet will be marked.

NOTE: You are also able to bring your own noise-cancelling head/earphones if you prefer.

If you are unable to undertake the In-class tests at the set location, 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.

Level of GenAI use allowed: Level 1: You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.

The 72 hour grace period does not apply to this assessment.

Assessment Due Date

Week 8 Thursday (11 Sept 2025) 11:45 pm AEST

Part A - week 8, Part B - exam week 2

Return Date to Students

Results will be added to final results.

Weighting

70%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed on your competence through short answer questions, based on the linked content.

Referencing Style

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

Submission

Offline

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

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