

**Courtesy of Catherine Snelling, School of Dentistry, University of Adelaide
BOH2 Operative Techniques Assessment Criteria – Semester 2 2008**

Criteria	Good Standard	Satisfactory Standard	Unsatisfactory Standard
Knowledge Base			
<p>Demonstrates knowledge needed for technical skills and professional behaviour, inc. use of dental terminology & contents of all streams</p> <p>Demonstrates evidence of acquisition, including pre-reading; integration and application</p>	<ul style="list-style-type: none"> Evidence of pre-reading and completing required exercises accurately prior to every session Accurate use and understanding of key and some additional dental terminology during most sessions. 	<ul style="list-style-type: none"> Satisfactory evidence of pre-reading and some exercises completed prior to session; needs improvement Satisfactory use and understanding of key dental terminology; needs improvement 	<ul style="list-style-type: none"> No/very minimal pre-reading prior to sessions or failure to complete required exercises prior to the session; regularly; needs major improvement Poor use and understanding of key dental terminology; regularly; needs major improvement
Skills			
<p>Self-directed learning</p> <p>Self-evaluates own performance and identifies and implements strategies for improvement</p>	<ul style="list-style-type: none"> Consistently and accurately completes self-assessment; able to identify goals, strengths or areas that need improvement and implements these strategies with minor tutor assistance 	<ul style="list-style-type: none"> Regularly completes self-assessment/not always accurate in self assessment (under or over evaluating); needs tutor to assist with identifying goals/strengths/strategies to improve performance and needs improvement in implementing strategies for improvement 	<ul style="list-style-type: none"> Inconsistently, inaccurately, inappropriately completes self-assessment (under or over evaluating); unable to identify strengths, goals and strategies to improve performance/has not implemented strategies for improvement; regularly; needs major improvement
<p>Manual dexterity and use of correct finger rests and indirect vision</p>	<ul style="list-style-type: none"> Appropriate & consistent use of finger rests and indirect vision. 	<ul style="list-style-type: none"> Regular use of finger rests and indirect vision, usually consistent, occasionally needs tutor guidance; 	<ul style="list-style-type: none"> Inconsistent/inappropriate use of finger rests, indirect vision; regularly; still needs improvement

Thoroughness in performing tasks	<ul style="list-style-type: none">• Able to complete tasks to a good standard each session with appropriate tutor assistance for particular procedure.	<ul style="list-style-type: none">• Usually able to complete tasks at satisfactory level each session with occasional tutor assistance	<ul style="list-style-type: none">• Not completing tasks thoroughly; rushing; missing important detail, requiring tutor assistance to complete tasks regularly; needs major improvement
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Clinical Procedures	Good	Satisfactory	Unsatisfactory
Rubber dam application and moisture control	Rubber dam isolation consistently effective; tutor assistance rarely required	RD consistently effective; tutor assistance occasionally req'd for clamp selection/clamp or dam placement	Rubber dam isolation not 100% effective, tutor assistance regularly req'd in clamp selection/clamp or dam application; not at required standard
Fissure sealant application	Fissure sealant placed well and no adjustment required	Fissure sealant placed satisfactorily; occasional minor adjustment req'd.	Fissure sealant not adequately and adjustment regularly required.
Simple direct restorative procedures (eg pit and/or small occ or buccal rest'ns)	Able to complete simple pit preps without assistance; placement of linings, bases and restorations consistently achieved.	Requires occasional tutor assistance for simple preps, but is usually able to complete restoration to a satisfactory standard	Requires considerable tutor assistance for simple preps, is usually able to complete restoration
Complex restorative procedures (eg site 2: slot and occ with prox extension)	Usually able to complete more complex preps with minimal assistance; placement of linings, bases and restorations consistently achieved. Demonstrates independence and learning from previous mistakes	Requires some tutor assistance for more complex preps, but is generally able to complete restorations to an acceptable standard. Independence developing satisfactorily	Requires significant tutor assistance for complex preps, and is generally unable to complete restoration independently.

Professional Standards	Good	Satisfactory	Unsatisfactory
Acceptance of feedback	Actively involved in the feedback process; displays a positive acceptance of tutor's suggestions for improvement and implements these suggestions.	Usually accepts tutor feedback in a positive way; has shown on occasion to implement suggestions for improvement in their subsequent lab work.	Consistently displays negative response to unfavourable feedback. Does not display evidence of implementation of previous suggestions for improvement.
Attitude to learning	Uses positive body language in the lab; displays attentiveness during lab demonstrations and tutor feedback. Participates in discussion; answers questions	Has participated in lab discussion on a moderate basis. Usually is attentive during lab demonstrations and tutor feedback. Could contribute more to discussion.	Inattentive in lab demonstrations and tutor feedback. Does not contribute to lab discussions.

<p>Personal Attributes</p>	<ul style="list-style-type: none"> ▪ Motivated; demonstrates self-confidence ▪ self reliance in managing new and repetitive tasks at all times ▪ initiative taken to identify learning goals and manage new tasks ▪ consistent performance for each session; always attends and is punctual to sessions • clean and ironed clinic coat; 	<ul style="list-style-type: none"> • Adequately motivated each session; confidence needs improving (over/under confident) • Sometimes reliant on tutor/team members to guide student during session for management of assigned tasks • some initiative taken to identify learning goals but occasionally reliant on tutors or others • acceptable level of performance for each session but can be improved; attends and is punctual to most sessions • clean and ironed clinic coat on most occasions 	<ul style="list-style-type: none"> • Poor motivation each session; lacking confidence/over confident; no improvement over semester • reliant on tutor or other group members as to what tasks to do and how to do all assigned tasks • lack of initiative taken to identify learning goals and manage new tasks • Poor level of performance during session(s); missed numerous sessions. Late/leaves early to/from sessions, does not inform staff or provide appropriate reasons • unironed or dirty clinic coat;
<p>Infection Control</p> <ul style="list-style-type: none"> • knowledge and consistent use of standard precautions 	<ul style="list-style-type: none"> • Consistent application of standard precautions during all sessions; good understanding of infection control principles. 	<ul style="list-style-type: none"> • Satisfactory understanding of infection control principles; inconsistencies in the application of standard precautions during session. 	<ul style="list-style-type: none"> • Regularly breaches infection control requirements;
<p>Safe work practices</p> <ul style="list-style-type: none"> • ergonomics; operator and patient position 	<ul style="list-style-type: none"> • Sound and consistent seating position and posture (straight head, neck, back) when working in all quadrants; • Sound patient position in all quadrants incl optimal visibility and access. 	<ul style="list-style-type: none"> • Satisfactory seating position and posture (straight head, neck, back) when working in all quadrants; occasional tutor assistance • Satisfactory patient position in most quadrants, occasionally needs adjustment 	<ul style="list-style-type: none"> • Consistently adopts poor posture; needs constant reminders to adjust chair height etc.

<ul style="list-style-type: none"> • Time management 	<ul style="list-style-type: none"> • Time management is consistently good. • Sets realistic and achievable goals for patient scenarios. 	<ul style="list-style-type: none"> • Time management adequate (completes exercises just over allocated time) • Usually sets realistic goals for sessions. • Recognises when and why goals have not been met 	<ul style="list-style-type: none"> • Frequently not able to complete the required tasks in the session • Is unable to set realistic time goals.
<ul style="list-style-type: none"> • Interpersonal skills, e.g. behaviour management, communication skills, stress management, team work. 	<ul style="list-style-type: none"> • Clear, effective communication with team, staff and peers • Effective stress management during most sessions; effective use of coping strategies as required • Consistently working well as part of the team; involving & assisting others. 	<ul style="list-style-type: none"> • Satisfactory communication with team, staff and peers • Adequate stress management during sessions; adequate coping strategies utilised with tutor assistance • Satisfactorily works as part of the team but could involve and/or assist others more 	<ul style="list-style-type: none"> • Poor communication; needs major improvement.