

BACHELOR OF DENTAL SURGERY

2009

Dental Clinical Practice 2

Assessment Criteria & Standards





School of Dentistry

DENTAL CLINICAL PRACTICE 2 (BDS) ASSESSMENT CRITERIA AND STANDARDS

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<p>Knowledge Base</p>	<ul style="list-style-type: none"> • Demonstrates knowledge needed for skills, patient management, professional behaviour including use of dental terminology and contents of all streams • Demonstrates evidence of acquisition, including pre-reading; integration and application
<p>Skills</p>	<ul style="list-style-type: none"> • Self-directed learning • Self-evaluates own performance and identifies and implements strategies for improvement • Manual dexterity and use of correct finger rests and indirect vision • Powers of observation/thoroughness in performing tasks
<p>Patient Management</p>	<ul style="list-style-type: none"> • Uses appropriate diagnostic tests • Treatment planning, including maintenance/recall • Treatment plan discussed with tutor and signed by tutor • Commences and dismisses patient after tutor approval gained • Manages patients appropriately - organises appointments and manages patients who cancel/FTA • Has tutor check all stages of treatment
<p>Professional Behaviour</p>	<ul style="list-style-type: none"> • Professional standards and ethical considerations; obtaining informed consent, maintaining patient confidentiality; duty of care and respect for patient; accurate patient record keeping • Personal attributes and orientation to learning; level of confidence; initiative; consistency in clinical practice performance; attendance; punctuality; dress standards; seeks tutor advice as required • Infection control; knowledge and consistent use of standard precautions as operator/assistant and safe work practices • Ergonomics; operator and patient position • Practice and time management • Interpersonal skills: <ul style="list-style-type: none"> • behaviour management, e.g. identifies patient fear/anxiety and uses behavioural strategies to reduce fear/anxiety • communication skills, e.g. establishes and maintains rapport and cooperation with patient, provides relevant patient education info; uses assertive communication with tutor as opposed to passive/aggressive • stress management, e.g. maintains optimum stress level during sessions for peak performance • team work

Simple Restorative Treatment

<p>Knowledge Base</p>	<ul style="list-style-type: none"> • Demonstrates knowledge needed for skills, patient management, professional behaviour including use of dental terminology and contents of all streams • Demonstrates evidence of acquisition, including pre-reading; integration and application
<p>Skills</p>	<ul style="list-style-type: none"> • Self-directed learning • Self-evaluates own performance and identifies and implements strategies for improvement • Manual dexterity and use of correct finger rests and indirect vision • Powers of observation/thoroughness in performing tasks <p>Simple direct restorative procedures (CR, GIC and amalgam cavity preps/liners/restorations)</p> <p>Cavity Preparation adjacent tooth protected</p> <ul style="list-style-type: none"> • provides appropriate access to dental caries; dental caries removed (consistent with Minimal Intervention Principles); provides appropriate outline form; placement of final margins • as conservative as possible (consistent with Minimal Intervention Principles) e.g. position of cavity in relation to caries; size of cavity (depth, width) • ensures restoration/tooth will not fail - the cavity design should be suited to the chosen restorative material, e.g. resistance and mechanical retention form for amalgam restorations; available enamel at margins (+/- bevelling) for micromechanical retention (via acid etching) <p>Linings/Bases/Dentine sealants</p> <ul style="list-style-type: none"> • appropriate choice; correctly manipulated and applied to appropriate part(s) of cavity <p>Restoration</p> <ul style="list-style-type: none"> • restores the tooth as closely as practicable to its original form and function: anatomy; contact with adjacent tooth, surface and marginal finish • restores aesthetics • demonstrates correct handling/manipulation of the chosen dental material
<p>Patient 'Manikin' Management</p>	<ul style="list-style-type: none"> • Has tutor check all stages of treatment
<p>Professional Behaviour</p>	<ul style="list-style-type: none"> • Professional standards and ethical considerations; obtaining informed consent, maintaining patient confidentiality; duty of care and respect for patient; accurate patient record keeping • Personal attributes and orientation to learning; level of confidence; initiative; consistency in clinical practice performance; attendance; punctuality; dress standards; seeks tutor advice as required • Infection control; knowledge and consistent use of standard precautions as operator/assistant and safe work practices (handling of instruments and dental materials) • Ergonomics; operator and patient position • Practice and time management • Interpersonal skills: <ul style="list-style-type: none"> • behaviour management, e.g. identifies patient fear/anxiety and uses behavioural strategies to reduce fear/anxiety • communication skills, e.g. establishes and maintains rapport and cooperation with patient, provides relevant patient education info; uses assertive communication with tutor as opposed to passive/aggressive • stress management, e.g. maintains optimum stress level during sessions for peak performance • team work

DCP 2 Assessment standards

Level of achievement	Descriptor
Excellent	Fulfils and exceeds all the criteria (K, S, PB, PM) with an excellent level of overall performance
Good	Fulfils most of the criteria (K, S, PB, PM) with a good level of overall performance
Pass	Fulfils most of the criteria (K, S, PB, PM) with a pass level of overall performance
Borderline	Does not fulfil some of the criteria (K, S, PB, PM) to a pass level – does not achieve a pass level of overall performance
Unsatisfactory	Fulfils most of the criteria (K, S, PB, PM) for a fail level – unsatisfactory level of overall performance

Criteria	Related Standards (describes mid-range of E level of performance)
Knowledge Base	
<ul style="list-style-type: none"> • Demonstrates knowledge needed for skills, patient management and professional behaviour, including use of dental terminology and contents of all streams 	<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 additional dental terminology during all sessions
<ul style="list-style-type: none"> • Demonstrates evidence of acquisition, including pre-reading; integration and application 	<ul style="list-style-type: none"> • Consistently identifies, relates and applies knowledge/theory from all streams to clinical practice • Able to extend knowledge in new situations and maintain standard
Skills	
<ul style="list-style-type: none"> • Self-directed learning • Self-evaluates own performance and identifies and implements strategies for improvement 	<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
<ul style="list-style-type: none"> • Manual dexterity and use of correct finger rests and indirect vision 	<ul style="list-style-type: none"> • Appropriate and consistent use of finger rests and indirect vision, each session
<ul style="list-style-type: none"> • Thoroughness in performing tasks 	<ul style="list-style-type: none"> • Completes tasks thoroughly each session without tutor assistance
Clinical Procedures	
<ul style="list-style-type: none"> • Patient history taking 	<ul style="list-style-type: none"> • Medical, dental and social history taken accurately at all times
<ul style="list-style-type: none"> • Examination 	<ul style="list-style-type: none"> • Thorough and complete examination procedure; accurate charting; all details recorded accurately at all times
<ul style="list-style-type: none"> • Radiography 	<ul style="list-style-type: none"> • Excellent standard of radiographs taken and accurate diagnosis made from radiographs at all times
<ul style="list-style-type: none"> • Diagnosis 	<ul style="list-style-type: none"> • Accurate diagnoses made
<ul style="list-style-type: none"> • Treatment planning 	<ul style="list-style-type: none"> • Treatment planning in sequential order and related to patient's problems, at all times
<ul style="list-style-type: none"> • Alginate impression taking 	<ul style="list-style-type: none"> • Alginate impressions taken within 1-2 attempts and capture all features required to construct study models
<ul style="list-style-type: none"> • Rubber dam application and moisture control 	<ul style="list-style-type: none"> • Rubber dam isolation 100% effective; no soft tissue trauma; no tutor assistance required
<ul style="list-style-type: none"> • Fissure sealant application 	<ul style="list-style-type: none"> • Fissure sealant placed well and no adjustment required
<ul style="list-style-type: none"> • Simple perio: detection of calculus and its removal 	<ul style="list-style-type: none"> • Excellent ability to manipulate perio instruments in all quadrants including correct adaptation of cutting edge to appropriate tooth surface and use of correct scaling action • Atraumatic and complete calculus removal
<ul style="list-style-type: none"> • Simple direct restorative procedures, e.g. CR, GIC and amalgam cavity preps/liners/restorations 	<ul style="list-style-type: none"> • For simple restorative procedures, see criteria for Laboratory Technique Work, pages 14 - 21

Grade: Excellent

Criteria	Related Standards (describes mid-range of E level performance)
Patient Management	
<ul style="list-style-type: none"> • Uses appropriate diagnostic tests • Treatment planning – including discussions with tutor; signed by tutor; gaining informed consent from patient • Commences and dismisses patient and checks each stage of treatment in consultation with tutor • Manages patients – organises appointments and manages patients who cancel/FTA 	<ul style="list-style-type: none"> • Appropriate and accurate use of diagnostic tools at all times • Treatment plan formulated after all appropriate diagnostic tests results obtained • Treatment plan is logical and thorough and any consultations are arranged and followed up, no tutor-recommended changes required • Tutor signature is always obtained once treatment plan is discussed and finalised • Discusses treatment options/plan/risks and benefits of treatment plan with patient • Discusses all procedures with tutor prior to commencement and seeks prompt advice during procedure as required • Brings patient into clinic when tutor present; dismisses patient after tutor has checked • Patient given appointments in advance to complete treatment in the shortest time frame possible • Manages patients who FTA (sends out ADH 1 form promptly and records this in case note). A few patient cancellations.
Professional Behaviour	
<ul style="list-style-type: none"> • Professional standards and ethical considerations 	<ul style="list-style-type: none"> • Always obtains informed consent from all patients and maintains patient confidentiality; always respectful of patient; all relevant details recorded succinctly
<ul style="list-style-type: none"> • Personal attributes and orientation to learning 	<ul style="list-style-type: none"> • Highly motivated each session; appropriate confidence in oneself and abilities; self reliance in managing new and repetitive tasks at all times; initiative taken to identify learning goals and manage new tasks at all times; consistent performance for each session; always attends and is punctual to session; clean and ironed clinic coat; clearly seeks, discusses and accepts tutor advice or feedback
<ul style="list-style-type: none"> • Infection control; knowledge and consistent use of standard precautions as operator/assistant and safe work practices 	<ul style="list-style-type: none"> • Consistent application of standard precautions during all sessions as operator/dental assistant; excellent understanding of infection control principles; does not pass instruments over patient's face; appropriate manipulation of patient soft tissues without causing patient discomfort and at same time allowing clear access to the working field
<ul style="list-style-type: none"> • Ergonomics; operator and patient position 	<ul style="list-style-type: none"> • Ideal and consistent seating position and posture (straight head, neck, back) when working in all quadrants; ideal patient position in all quadrants including optimal visibility and access during all sessions
<ul style="list-style-type: none"> • Practice and time management 	<ul style="list-style-type: none"> • Excellent time management; completes all routine and some complicated exercises in less than allocated time for all sessions
<ul style="list-style-type: none"> • Interpersonal skills, e.g. behaviour management, communication skills, stress management, team work 	<ul style="list-style-type: none"> • Able to identify patient's fear/anxiety and implements appropriate patient behaviour management • Always establishes and maintains patient empathy and rapport ; always provides clear, appropriate and relevant patient education; clear and effective communication with team, staff and peers • Always has effective stress management during all sessions; effective use of coping strategies as required • Always working well as part of the team; involving and assisting others

Criteria	Related Standards (describes mid-range of G level of performance)
Knowledge Base	
<ul style="list-style-type: none"> • Demonstrates knowledge needed for skills, patient management and professional behaviour, including use of dental terminology and contents of all streams • Demonstrates evidence of acquisition, including pre-reading; integration and application 	<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 • Regularly identifies, relates and applies knowledge/theory from all streams to clinical practice
Skills	
<ul style="list-style-type: none"> • Self-directed learning • Self-evaluates own performance and identifies and implements strategies for improvement 	<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"> • Manual dexterity and use of correct finger rests and indirect vision 	<ul style="list-style-type: none"> • Appropriate and consistent use of finger rests and indirect vision during most sessions
<ul style="list-style-type: none"> • Thoroughness in performing tasks 	<ul style="list-style-type: none"> • Completes tasks thoroughly each session with minor tutor assistance during most sessions
Clinical Procedures	
<ul style="list-style-type: none"> • Patient history taking 	<ul style="list-style-type: none"> • Medical, dental and social history mostly accurately
<ul style="list-style-type: none"> • Examination 	<ul style="list-style-type: none"> • Examination procedure mostly accurate; charting mostly accurate; most details recorded accurately
<ul style="list-style-type: none"> • Radiography 	<ul style="list-style-type: none"> • Good standards of radiographs taken and mostly accurate diagnoses made
<ul style="list-style-type: none"> • Diagnosis 	<ul style="list-style-type: none"> • Mostly accurate diagnosis and use of some diagnostic tools
<ul style="list-style-type: none"> • Treatment planning 	<ul style="list-style-type: none"> • Treatment planning in sequential order and related to patient's problems, on most occasions
<ul style="list-style-type: none"> • Alginate impression taking 	<ul style="list-style-type: none"> • Alginate impressions taken within 2-3 attempts and capture most essential features required to construct study models
<ul style="list-style-type: none"> • Rubber dam application and moisture control 	<ul style="list-style-type: none"> • Rubber dam isolation 100% effective; no accidental soft tissue trauma; no tutor assistance required
<ul style="list-style-type: none"> • Fissure sealant application 	<ul style="list-style-type: none"> • Fissure sealant placed well and no adjustment required
<ul style="list-style-type: none"> • Simple perio: detection of calculus and its removal 	<ul style="list-style-type: none"> • Good ability to manipulate perio instruments in all quadrants including correct adaptation of cutting edge to appropriate tooth surface and use of correct scaling action, during most sessions • Atraumatic and near complete calculus removal during all sessions

Criteria	Related Standards (describes mid-range of G level of performance)
Patient Management	
<ul style="list-style-type: none"> • Uses appropriate diagnostic tests • Treatment planning – including discussions with tutor; signed by tutor; gaining informed consent from patient • Commences and dismisses patient and checks each stage of treatment in consultation with tutor • Manages patients – organises appointments and manages patients who cancel/FTA 	<ul style="list-style-type: none"> • On most occasions, appropriate and accurate use of diagnostic tools • Treatment plan formulated after all appropriate diagnostic tests results obtained • Treatment plan is logical and thorough and any consultations are arranged and followed-up; some tutor changes required • Tutor signature is always obtained once treatment plan is discussed and finalised • Discusses treatment options/plan/risks and benefits of treatment plan with patient • Discusses all procedures with tutor prior to commencement and seeks prompt advice during procedure as required • Brings patient into clinic when tutor present; dismisses patient after tutor has checked • Patient given appointments in advance to complete treatment in the shortest time frame possible • Manages patients who FTA (sends out ADH 1 form promptly and records this in case note). A few patient cancellations.
Professional Behaviour	
<ul style="list-style-type: none"> • Professional standards and ethical considerations 	<ul style="list-style-type: none"> • Always obtains informed consent from all patients and maintains patient confidentiality; always respectful of patient; all relevant details recorded succinctly
<ul style="list-style-type: none"> • Personal attributes and orientation to learning 	<ul style="list-style-type: none"> • Well motivated; confident in oneself and abilities; self reliance in managing new and repetitive tasks at all times; initiative taken to identify learning goals and manage new tasks regularly; consistent performance for each session; always attends and is punctual to sessions; clean and ironed clinic coat; clearly seeks, discusses and accepts tutor advice or feedback during most sessions
<ul style="list-style-type: none"> • Infection control; knowledge and consistent use of standard precautions as operator/assistant and safe work practices 	<ul style="list-style-type: none"> • Consistent application of standard precautions during all sessions as operator/dental assistant; good understanding of infection control principles; does not pass instruments over patient's face; appropriate manipulation of patient soft tissues without causing patient discomfort and at same time allowing clear access to the working field
<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 including optimal visibility and access during most sessions
<ul style="list-style-type: none"> • Practice and time management 	<ul style="list-style-type: none"> • Very good time management; completes all routine exercises in less than allocated time for most sessions
<ul style="list-style-type: none"> • Interpersonal skills, e.g. behaviour management, communication skills, stress management, team work 	<ul style="list-style-type: none"> • Always establishes and maintains patient empathy and rapport • Always provides clear, appropriate and relevant patient education; clear and 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 and assisting others, on most occasions

Grade: Pass (P)

Criteria	Related Standards (describes mid-range of P level of performance)
Knowledge Base	
<ul style="list-style-type: none"> Demonstrates knowledge needed for skills, patient management and professional behaviour, including use of dental terminology and contents of all streams 	<ul style="list-style-type: none"> Evidence of pre-reading prior to sessions; requires improvement in accuracy and detail Satisfactory use and understanding of key dental terminology; needs improvement
<ul style="list-style-type: none"> Demonstrates evidence of acquisition, including pre-reading; integration and application 	<ul style="list-style-type: none"> Identifies, relates and applies knowledge/theory from all streams to clinical practice; needs improvement in depth of knowledge, integration and detail
Skills	
<ul style="list-style-type: none"> Self-directed learning Self-evaluates own performance and identifies and implements strategies for improvement 	<ul style="list-style-type: none"> Regularly completes self-assessment/not always accurate in self assessment (under or over evaluating); initially needs tutor assistance with identifying strengths, goals or strategies to improve performance and needs improvement in implementing strategies; improvement demonstrated during semester
<ul style="list-style-type: none"> Manual dexterity and use of correct finger rests and indirect vision 	<ul style="list-style-type: none"> Regular use of safe finger rests and indirect vision but not always consistent or needs tutor guidance; improvement demonstrated during the semester; further improvement required
<ul style="list-style-type: none"> Thoroughness in performing tasks 	<ul style="list-style-type: none"> Completes tasks at basic level each session with some tutor assistance
Clinical Procedures	
<ul style="list-style-type: none"> Patient history taking 	<ul style="list-style-type: none"> Medical, dental and social history – some minor details omitted; improvement demonstrated; needs further improvement
<ul style="list-style-type: none"> Examination 	<ul style="list-style-type: none"> Examination procedure and charting; some details not recorded or inaccurately recorded; needs improvement
<ul style="list-style-type: none"> Radiography 	<ul style="list-style-type: none"> Satisfactory standard of radiographs; some errors but diagnosis value retained and mostly accurate diagnoses made; improvement demonstrated during semester
<ul style="list-style-type: none"> Diagnosis 	<ul style="list-style-type: none"> Some oral/dental problems not diagnosed or misdiagnosed; improvement demonstrated during semester
<ul style="list-style-type: none"> Treatment planning 	<ul style="list-style-type: none"> Treatment planning is somewhat sequential and mostly related to patient's problems but needs improvement
<ul style="list-style-type: none"> Alginate impression taking 	<ul style="list-style-type: none"> Alginate impressions taken with tutor assistance and captures most essential features required to construct clinically useable study models; improvement demonstrated
<ul style="list-style-type: none"> Rubber dam application and moisture control 	<ul style="list-style-type: none"> Rubber dam isolation produces effective moisture control; no accidental soft tissue trauma; minor tutor assistance required for clamp selection/clamp or dam placement; improvement demonstrated ;
<ul style="list-style-type: none"> Fissure sealant application 	<ul style="list-style-type: none"> Fissure sealant placed satisfactorily (may have been slightly too much or not enough) and minor adjustment required; able to identify areas of concern; needs further improvement
<ul style="list-style-type: none"> Simple perio: detection of calculus and its removal 	<ul style="list-style-type: none"> Ability to manipulate perio instruments in all quadrants needs improvement; not consistently adapting correct cutting edge to appropriate tooth surface and incorrect scaling action used; significant improvement demonstrated during semester; needs further improvement Minor trauma during scaling; not all calculus removed; not able to identify some remaining calculus without tutor assistance and prompting; needs further improvement

Criteria	Related Standards (describes mid-range of P level of performance)
Patient Management	
<ul style="list-style-type: none"> • Uses appropriate diagnostic tests • Treatment planning – including discussions with tutor; signed by tutor; gaining informed consent from patient • Commences and dismisses patient and checks each stage of treatment in consultation with tutor • Manages patients – organises appointments and manages patients who cancel/FTA 	<ul style="list-style-type: none"> • Treatment plan formulated after some appropriate diagnostic tests results obtained, e.g. radiographs, vitality tests, study models obtained but further information needs to be gathered or taken into account before treatment plan finalised • Treatment plan could be more logical (would result in treatment difficulties) and could be more tailored to patient’s medical, social and dental history; addresses chief complaint, diagnoses; long term outcomes and recall period not identified without tutor assistance • Some treatment options, consultations considered but has not identified others; consultations made but not followed up • Obtains tutor signature once treatment plan is discussed and finalised with tutor • Discusses treatment options/plan/risks and benefits of treatment • Prior to commencing treatment during given sessions, discusses with tutor procedures to be undertaken; checks all stages of treatment with tutor but could seek more prompt advice from tutor during procedure so as not to compromise patient; carries out treatment according to formulated and signed treatment plan • Brings patient into clinic when tutor present; dismisses patient after tutor has checked; patient not offered series of appointments to complete treatment in the shortest time frame possible; does not manage patients who FTA (not sending out ADH 1 form promptly or recording this in case note) and has small number of consistent cancellations
Professional Behaviour	
<ul style="list-style-type: none"> • Professional standards and ethical considerations 	<ul style="list-style-type: none"> • Obtains informed consent from all patients with tutor guidance and maintains patient confidentiality; always respectful of patient; most relevant details recorded but more information added after guidance from tutor
<ul style="list-style-type: none"> • Personal attributes and orientation to learning 	<ul style="list-style-type: none"> • Adequately motivated each session; confidence needs improving (over or under confident); reliant on tutor/team members to guide student frequently during session for management of assigned tasks; some initiative taken to identify learning goals but reliant on tutors or others; improvement demonstrated during the semester; adequate level of performance for each session but can be improved; attends and is punctual to most sessions; punctuality needs improvement; clean and ironed clinic coat on most occasions (can be improved); could be more accepting of tutor advice or feedback
<ul style="list-style-type: none"> • Infection control; knowledge and consistent use of standard precautions as operator/assistant and safe work practices 	<ul style="list-style-type: none"> • Satisfactory understanding of infection control principles; minor inconsistencies in the application of standard precautions during session as operator/dental assistant but is able to identify breaches; improvement demonstrated; same errors not repeated; manipulation of patient soft tissues needs improvement; occasionally passes instruments over patient’s face; improvement demonstrated during the semester; manipulation of patient soft tissues needs improvement (i.e. too hesitant or slightly over stretching)
<ul style="list-style-type: none"> • Ergonomics; operator and patient position 	<ul style="list-style-type: none"> • Satisfactory seating position and posture (straight head, neck, back) when working in most quadrants gained with tutor assistance; needs further improvement; satisfactory patient position in most quadrants; needs further improvement
<ul style="list-style-type: none"> • Practice and time management 	<ul style="list-style-type: none"> • Time management adequate (completes routine exercises in just over allocated time); needs some improvement

Criteria	Related Standards (describes mid-range of P level of performance)
<ul style="list-style-type: none"> • Interpersonal skills, e.g. behaviour management, communication skills, stress management, team work 	<ul style="list-style-type: none"> • Able to identify patient's fear/anxiety and implements appropriate patient behaviour management with tutor guidance; needs improvement • Adequately establishes and maintains patient empathy, rapport and mostly implements appropriate patient behaviour management; needs improvement • Provides appropriate patient education – advice could be clearer or more relevant; needs tutor guidance; needs improvement. • Satisfactory communication with team, staff and peers; needs improvement. • Adequate stress management during sessions; adequate coping strategies utilised with tutor assistance; needs improvement. • Satisfactorily works as part of the team but could involve and/or assist others more; needs improvement

Grade: Unsatisfactory (U)

Criteria	Related Standards
Knowledge Base	
<ul style="list-style-type: none"> • Demonstrates knowledge needed for skills, patient management and professional behaviour, including use of dental terminology and contents of all streams 	<ul style="list-style-type: none"> • minimal pre-reading prior to sessions or failure to complete required exercises prior sessions; inconsistent improvement demonstrated during the semester • Poor use and understanding of key dental terminology; needs major improvement
<ul style="list-style-type: none"> • Demonstrates evidence of acquisition, including pre-reading; integration and application 	<ul style="list-style-type: none"> • Inconsistent evidence of the ability to relate and apply knowledge/theory from all streams to clinical practice; needs major improvement
Skills	
<ul style="list-style-type: none"> • Self-directed learning • Self-evaluates own performance and identifies and implements strategies for improvement 	<ul style="list-style-type: none"> • Inconsistently, inaccurately or inappropriately completes self-assessment (under or over evaluating); unable to identify strengths, goals and strategies to improve performance without tutor assistance; minimal improvement demonstrated; has not implemented successful strategies for improvement
<ul style="list-style-type: none"> • Manual dexterity and use of correct finger rests and indirect vision 	<ul style="list-style-type: none"> • Inconsistent/inappropriate use of finger rests, indirect vision; regularly needs tutor assistance; minimal improvement demonstrated during the semester
<ul style="list-style-type: none"> • Thoroughness in performing tasks 	<ul style="list-style-type: none"> • Not completing tasks thoroughly; rushing; key details omitted, requiring tutor assistance to complete tasks with minimal improvement demonstrated
Clinical Procedures	
<ul style="list-style-type: none"> • Patient history taking 	<ul style="list-style-type: none"> • Medical, dental, social history not taken satisfactorily; details omitted; minimal improvement demonstrated
<ul style="list-style-type: none"> • Examination 	<ul style="list-style-type: none"> • Examination procedure and charting inaccuracies; details not recorded or inaccurately recorded ; minimal improvement demonstrated during the semester
<ul style="list-style-type: none"> • Radiography 	<ul style="list-style-type: none"> • Poor standard of radiographs taken; inaccurate diagnosis of radiographic films; minimal improvement demonstrated
<ul style="list-style-type: none"> • Diagnosis 	<ul style="list-style-type: none"> • Oral/dental problems not diagnosed or misdiagnosed; minimal improvement demonstrated
<ul style="list-style-type: none"> • Treatment planning 	<ul style="list-style-type: none"> • Treatment planning poorly set out; does not address all of patient's problems; minimal improvement demonstrated during the semester
<ul style="list-style-type: none"> • Alginate impression taking 	<ul style="list-style-type: none"> • Alginate impressions not satisfactorily taken; needing tutor assistance to take a final satisfactory impression; minimal improvement demonstrated
<ul style="list-style-type: none"> • Rubber dam application and moisture control 	<ul style="list-style-type: none"> • Rubber dam isolation not 100% effective, leakage present; inappropriate soft tissue trauma, tutor assistance required in clamp selection/clamp or dam application; minimal improvement demonstrated during the semester
<ul style="list-style-type: none"> • Fissure sealant application 	<ul style="list-style-type: none"> • Fissure sealant not placed well (e.g. not all fissures sealed or too much sealant placed) and adjustment required; needing tutor assistance to identify correct procedure and errors in application and technique
<ul style="list-style-type: none"> • Simple perio: detection of calculus and its removal 	<ul style="list-style-type: none"> • Inconsistent and/or poor ability to manipulate perio instruments; inappropriate instrument used; incorrectly adapting correct of cutting edge to appropriate tooth surface and incorrect scaling action used; needing tutor assistance regularly to use instruments correctly; minimal improvement demonstrated • Trauma to gingival tissues whilst scaling; not all calculus removed, unable to identify remaining calculus without tutor assistance; minimal improvement demonstrated

Grade: Unsatisfactory (U)

Criteria	Related Standards
Patient Management	
<ul style="list-style-type: none"> • Uses appropriate diagnostic tests • Treatment planning – including discussions with tutor; signed by tutor; gaining informed consent from patient • Commences and dismisses patient and checks each stage of treatment in consultation with tutor • Manages patients – organises appointments and manages patients who cancel/FTA 	<ul style="list-style-type: none"> • Treatment plan formulated with only basic diagnostic test results obtained; has not considered radiographs, vitality tests, study models • Treatment plan not logical and doesn't take into account patient's medical, social, dental history; chief complaint, diagnoses; long term outcomes and recall period not identified; minimal improvement demonstrated • Limited treatment options considered and consultations not considered; consultations not made or not followed up; minimal improvement demonstrated • Has not obtained tutor signature once treatment plan discussed and finalised with tutor • Has not discussed treatment options/plan/risks and benefits of treatment; minimal improvement demonstrated • Prior to commencing treatment during given session, did not discuss with tutor procedure to be undertaken; not all stages of treatment checked with tutor • Did not seek prompt advice from tutor during procedure compromising patient; care • Carried out treatment without having formulated a treatment plan or having an unsigned treatment plan • Alteration of treatment plan without tutor permission or carrying a procedure not listed on a signed treatment plan • Permission not gained from tutor to allow patient into clinic and/or to be dismissed from clinic; minimal improvement demonstrated • Patient not offered a series of appointments to complete treatment within shortest time frame possible; minimal improvement demonstrated • Did not manage patients who FTA (i.e. did not send out ADH 1 form promptly and record this in case note) and numerous cancelled appointments
Professional Behaviour	
<ul style="list-style-type: none"> • Professional standards and ethical considerations 	<ul style="list-style-type: none"> • Does not obtain informed consent from patients and has breached patient confidentiality; not always respectful of patient; relevant details/or lack of details recorded; needs to be being guided by tutor; minimal improvement demonstrated
<ul style="list-style-type: none"> • Personal attributes and orientation to learning 	<ul style="list-style-type: none"> • Poor motivation during sessions; lacking confidence or over confident with minimal improvement over the 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; unironed or dirty clinic coat; does not seek/accept tutor advice as required and as a result tasks inadequately or incompletely carried out; minimal improvement demonstrated

Grade: Unsatisfactory

Criteria	Related Standards
<ul style="list-style-type: none"> Infection control; knowledge and consistent use of standard precautions as operator/assistant and safe work practices 	<ul style="list-style-type: none"> Poor understanding of infection control principles; inability to maintain consistent infection control procedures as operator/dental assistant; passes instruments over patient's face; heavy handed, i.e. over stretching patient soft tissues or very hesitant to retract soft tissues adequately thus obscuring field of vision and impairing ability to complete task adequately
<ul style="list-style-type: none"> Ergonomics; operator and patient position 	<ul style="list-style-type: none"> Inconsistent/inappropriate seating position and posture (bending head, neck, twisting back, sitting on edge of chair); inappropriate patient positioning; continues to need significant tutor assistance to gain appropriate positions
<ul style="list-style-type: none"> Practice and time management 	<ul style="list-style-type: none"> Poor time management; taking longer or unable to complete routine exercises/procedures; tutor needing to complete procedures
<ul style="list-style-type: none"> Interpersonal skills, e.g. behaviour management, communication skills, stress management, team work 	<ul style="list-style-type: none"> Unable to identify patient's fear/anxiety and does not implement appropriate patient behaviour; needs major improvement Inadequately establishes and does not maintain patient empathy/rapport; does not provide clear and/or appropriate and/or relevant patient education; needs major improvement Inadequate stress management during sessions; adequate coping strategies utilised with tutor assistance; needs improvement; Ineffective (passive/aggressive) communication with team and/or staff/peers Not working effectively as part of the team on a regular basis; needs major improvement

Simple Restorative Treatment

Grade: Excellent

Criteria	Related Standards (describes mid-range of E level of performance)
Knowledge Base	
<ul style="list-style-type: none"> Demonstrates knowledge needed for skills, patient management and professional behaviour, including use of dental terminology and contents of all streams 	<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 additional dental terminology during all sessions
<ul style="list-style-type: none"> Demonstrates evidence of acquisition, including pre-reading; integration and application 	<ul style="list-style-type: none"> Consistently identifies, relates and applies knowledge/theory from all streams to clinical practice Able to extend knowledge in new situations and maintain standard
Skills	
<ul style="list-style-type: none"> Self-directed learning Self-evaluates own performance and identifies and implements strategies for improvement 	<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
<ul style="list-style-type: none"> Manual dexterity 	<ul style="list-style-type: none"> Appropriate and consistent use of finger rests and indirect vision, each session
<ul style="list-style-type: none"> Thoroughness in performing tasks 	<ul style="list-style-type: none"> Completes tasks thoroughly each session without tutor assistance
<ul style="list-style-type: none"> Rubber dam application and moisture control 	<ul style="list-style-type: none"> Rubber dam isolation 100% effective; no soft tissue trauma; no tutor assistance required, on all occasions
<p>Simple direct restorations</p> <p>Cavity preparation</p> <ul style="list-style-type: none"> adjacent tooth protected and undamaged provides appropriate access; dental caries removed (consistent with Minimal Intervention Principles); to provide appropriate outline form; placement of final margins as conservative as possible (consistent with Minimal Intervention Principles) ensures restoration/tooth will not fail. The cavity design should be suited to the chosen restorative material. <p>Linings/Bases/Dentine sealants</p> <ul style="list-style-type: none"> appropriate choice; correctly manipulated and applied to appropriate part(s) of cavity <p>Restoration</p> <ul style="list-style-type: none"> restores the tooth as closely as practicable to its original form and function: anatomy; contact with adjacent tooth, surface and marginal finish restores aesthetics demonstrates correct handling/manipulation of the chosen dental material 	<p>Simple direct restorations</p> <p>Cavity preparation</p> <ul style="list-style-type: none"> No damage to adjacent tooth Access and placement of margins well positioned; all caries and defective tooth structure removed; no adjustments required Conservative cavity prep; depth, width, position appropriate and consistent with material of chosen and MI principles; no adjustments required Cavity design has appropriate resistance, retention form in relation to material to be used; no adjustments required <p>Lining</p> <ul style="list-style-type: none"> Correct lining chosen and correctly manipulated and applied; no adjustments required <p>Restoration</p> <ul style="list-style-type: none"> Correct manipulation of dental material; well contoured; no overhangs; smooth margins; tight prox contact formed; very good aesthetic No adjustment needed <p>Overall: quality of cavity preparations; linings and restorations on all occasions during the semester have been of excellent standard, with no or minimal tutor assistance and minor improvements regularly made.</p>

Simple Restorative Treatment

Grade: Excellent

Criteria	Related Standards (describes mid-range of E level of performance)
Patient (Manikin) Management	
<ul style="list-style-type: none"> Has tutor check all stages of every restoration 	<ul style="list-style-type: none"> All stages checked with tutor, on all occasions
Professional Behaviour	
<ul style="list-style-type: none"> Professional standards and ethical considerations 	<ul style="list-style-type: none"> Always respectful of patient (manikin); all relevant details recorded succinctly, on all occasions
<ul style="list-style-type: none"> Personal attributes and orientation to learning 	<ul style="list-style-type: none"> Highly motivated each session; appropriate confidence in oneself and abilities; self reliance in managing new and repetitive tasks at all times; initiative taken to identify learning goals and manage new tasks at all times; consistent performance for each session; always attends and is punctual to session; clean and ironed coat; clearly seeks, discusses and accepts tutor advice or feedback; during all sessions
<ul style="list-style-type: none"> Infection control; knowledge and consistent use of standard precautions as operator/assistant and safe work practices 	<ul style="list-style-type: none"> Consistent application of standard precautions during all sessions as operator/dental assistant; excellent understanding of infection control principles; does not pass instruments over manikin's face; appropriate manipulation of manikin soft tissues without causing patient discomfort and at same time allowing clear access to the working field; safely handled all instruments and dental materials at all times
<ul style="list-style-type: none"> Ergonomics; operator and patient (manikin) position 	<ul style="list-style-type: none"> Ideal and consistent seating position and posture (straight head, neck, back) when working in all quadrants; ideal patient (manikin) position in all quadrants including optimal visibility and access during all sessions
<ul style="list-style-type: none"> Practice and time management 	<ul style="list-style-type: none"> Excellent time management; completes all routine and some complicated exercises in less than allocated time for all sessions
<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 and effective communication with team, staff and peers Always has effective stress management during all sessions; effective use of coping strategies as required

Simple Restorative Treatment

Grade: Good (G)

Criteria	Related Standards (describes mid-range of G level of performance)
Knowledge Base	
<ul style="list-style-type: none"> Demonstrates knowledge needed for skills, patient management and professional behaviour, including use of dental terminology and contents of all streams 	<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"> Demonstrates evidence of acquisition, including pre-reading; integration and application 	<ul style="list-style-type: none"> Regularly identifies, relates and applies knowledge/theory from all streams to clinical practice
Skills	
<ul style="list-style-type: none"> Self-directed learning Self-evaluates own performance and identifies and implements strategies for improvement 	<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"> Manual dexterity and use of correct finger rests and indirect vision 	<ul style="list-style-type: none"> Appropriate and consistent use of finger rests and indirect vision during most sessions
<ul style="list-style-type: none"> Thoroughness in performing tasks 	<ul style="list-style-type: none"> Completes tasks thoroughly each session with minor tutor assistance during most sessions
<ul style="list-style-type: none"> Rubber dam application and moisture control 	<ul style="list-style-type: none"> Rubber dam isolation 100% effective; no accidental soft tissue trauma; no tutor assistance, on most occasions
<p>Simple direct restorations</p> <p>Cavity preparation</p> <ul style="list-style-type: none"> adjacent tooth protected and undamaged provides appropriate access; dental caries removed (consistent with Minimal Intervention Principles); to provide appropriate outline form; placement of final margins as conservative as possible (consistent with Minimal Intervention Principles) ensures restoration/tooth will not fail. The cavity design should be suited to the chosen restorative material. <p>Linings/Bases/Dentine sealants</p> <ul style="list-style-type: none"> appropriate choice; correctly manipulated and applied to appropriate part(s) of cavity <p>Restoration</p> <ul style="list-style-type: none"> restores the tooth as closely as practicable to its original form and function: anatomy; contact with adjacent tooth, surface and marginal finish restores aesthetics demonstrates correct handling/manipulation of the chosen dental material 	<p>Simple direct restorations</p> <p>Cavity preparation</p> <ul style="list-style-type: none"> No damage to adjacent tooth Access and placement of margins well positioned, all caries and defective tooth structure removed; minor adjustments required Conservative cavity prep; depth, width, position appropriate and consistent with material of chosen and MI principles; minor adjustments required Cavity design has appropriate resistance, retention form in relation to material to be used Minor adjustments required <p>Lining</p> <ul style="list-style-type: none"> Correct lining chosen and correctly manipulated and applied; minor adjustments required <p>Restoration</p> <ul style="list-style-type: none"> Correct manipulation of dental material; well contoured; no overhangs; smooth margins; tight prox contact formed; very good aesthetic Minor readjustment needed <p>Overall: quality of cavity preparations; linings and restorations on most occasions during the semester have been of a good standard, with minor tutor assistance and minor improvements regularly made.</p>

Simple Restorative Treatment

Grade: Good (G)

Criteria	Related Standards (describes mid-range of G level of performance)
Patient (Manikin) Management	
<ul style="list-style-type: none"> Has tutor check all stages of restoration 	<ul style="list-style-type: none"> All stages checked with tutor, on all occasions
Professional Behaviour	
<ul style="list-style-type: none"> Professional standards and ethical considerations 	<ul style="list-style-type: none"> Always respectful of patient (manikin); all relevant details recorded succinctly, on most occasions
<ul style="list-style-type: none"> Personal attributes and orientation to learning 	<ul style="list-style-type: none"> Well motivated; confident in oneself and abilities; self reliance in managing new and repetitive tasks at all times; initiative taken to identify learning goals and manage new tasks regularly; consistent performance for each session; always attends and is punctual to sessions; clean and ironed coat; clearly seeks, discusses and accepts tutor advice or feedback during most sessions
<ul style="list-style-type: none"> Infection control; knowledge and consistent use of standard precautions as operator/assistant and safe work practices 	<ul style="list-style-type: none"> Consistent application of standard precautions during all sessions as operator/dental assistant; good understanding of infection control principles; does not pass instruments over patient's face; appropriate manipulation of patient soft tissues without causing patient discomfort and at same time allowing clear access to the working field; safely handled all instruments and dental materials at all times
<ul style="list-style-type: none"> Ergonomics; operator and patient (manikin) position 	<ul style="list-style-type: none"> Sound and consistent seating position and posture - straight head (manikin) neck, back - when working in all quadrants; sound patient position in all quadrants including optimal visibility and access during most sessions
<ul style="list-style-type: none"> Practice and time management 	<ul style="list-style-type: none"> Very good time management; completes all routine exercises in less than allocated time for most sessions
<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 and effective communication with team, staff and peers Effective stress management during most sessions; effective use of coping strategies as required

Simple Restorative Treatment

Grade: Pass (P)

Criteria	Related Standards (describes mid-range of P level of performance)
Knowledge Base	
<ul style="list-style-type: none"> • Demonstrates knowledge needed for skills, patient management and professional behaviour, including use of dental terminology and contents of all streams 	<ul style="list-style-type: none"> • Evidence of pre-reading prior to sessions; requires improvement in accuracy and detail • Satisfactory use and understanding of key dental terminology; needs improvement
<ul style="list-style-type: none"> • Demonstrates evidence of acquisition, including pre-reading; integration and application 	<ul style="list-style-type: none"> • Identifies, relates and applies knowledge/theory from all streams to clinical practice; needs improvement in depth of knowledge, integration and detail
Skills	
<ul style="list-style-type: none"> • Self-directed learning • Self-evaluates own performance and identifies and implements strategies for improvement 	<ul style="list-style-type: none"> • Regularly completes self-assessment/not always accurate in self assessment (under or over evaluating); initially needs tutor assistance with identifying strengths , goals or strategies to improve performance and needs improvement in implementing strategies; improvement demonstrated during semester
<ul style="list-style-type: none"> • Manual dexterity and use of correct finger rests and indirect vision 	<ul style="list-style-type: none"> • Regular use of safe finger rests and indirect vision but not always consistent or needs tutor guidance; improvement demonstrated during the semester; further improvement required
<ul style="list-style-type: none"> • Thoroughness in performing tasks 	<ul style="list-style-type: none"> • Completes tasks at basic level each session with some tutor assistance
<ul style="list-style-type: none"> • Rubber dam application and moisture control 	<ul style="list-style-type: none"> • Rubber dam isolation produces effective moisture control; no accidental soft tissue trauma; minor tutor assistance required for clamp selection/clamp or dam placement; improvement demonstrated ;
<p>Simple direct restorations Cavity preparation</p> <ul style="list-style-type: none"> • adjacent tooth protected and undamaged • provides appropriate access; dental caries removed (consistent with Minimal Intervention Principles); to provide appropriate outline form; placement of final margins • as conservative as possible (consistent with Minimal Intervention Principles) • ensures restoration/tooth will not fail. The cavity design should be suited to the chosen restorative material. <p>Linings/Bases/Dentine sealants</p> <ul style="list-style-type: none"> • appropriate choice; correctly manipulated and applied to appropriate part(s) of cavity <p>Restoration</p> <ul style="list-style-type: none"> • restores the tooth as closely as practicable to its original form and function: anatomy; contact with adjacent tooth, surface and marginal finish • restores aesthetics • demonstrates correct handling/manipulation of the chosen dental material 	<p>Simple direct restorations Cavity preparation</p> <ul style="list-style-type: none"> • No damage to adjacent tooth • Access and placement of margins, not ideal but is retrievable, i.e. narrow/wide; cusps undermined • Not all of caries and defective tooth structure removed • Cavity prep could be more conservative, i.e. shallow/deep; narrow/wide; cusps undermined; sloping cavity floors, close to pulp; not entirely consistent with material of chosen and MI principles; may compromise final restoration without some modification • Cavity design resistance, retention form in relation to material to be used not ideal, i.e. sloping cavity floors, undermined enamel, lacks retention form, bevel may be smaller or larger than needed • May compromise final restoration without some modification <p>Lining</p> <ul style="list-style-type: none"> • Tutor guidance required in choosing lining; not well manipulated; has applied more/less than required or applied to some unnecessary areas • Needed to be reapplied <p>Restoration</p> <ul style="list-style-type: none"> • Satisfactory manipulation of dental material; contours, under contoured; minor overhangs but can be removed; margins under carved and needs improvement; satisfactory contact formed but could be improved (i.e. tighter); adequate aesthetics, needs further polishing/better shade matching • May compromise final restoration without some modification; <p>Overall: quality of cavity preparations; linings and restorations on most occasions during the semester have been of a satisfactory standard; tutor assistance has been required to improve some aspects of the cavity prep/lining/restoration; has demonstrated improvement during the semester and needs further improvement.</p>

Simple Restorative Treatment

Grade: Pass (P)

Criteria	Related Standards (describes mid-range of P level of performance)
Patient (Manikin) Management	
<ul style="list-style-type: none"> Has tutor check all stages of every restoration 	<ul style="list-style-type: none"> Mostly has had all stages checked with tutor
Professional Behaviour	
<ul style="list-style-type: none"> Professional standards and ethical considerations 	<ul style="list-style-type: none"> Always respectful of patient (manikin); most relevant details recorded but more information added after guidance from tutor
<ul style="list-style-type: none"> Personal attributes and orientation to learning 	<ul style="list-style-type: none"> Adequately motivated each session; confidence needs improving (over or under confident); reliant on tutor/team members to guide student frequently during session for management of assigned tasks; some initiative taken to identify learning goals but reliant on tutors or others; improvement demonstrated during the semester; adequate level of performance for each session but can be improved; attends and is punctual to most sessions; mostly clean and ironed coat (can be improved); punctuality needs improvement
<ul style="list-style-type: none"> Infection control; knowledge and consistent use of standard precautions as operator/assistant and safe work practices 	<ul style="list-style-type: none"> Satisfactory understanding of infection control principles; minor inconsistencies in the application of standard precautions during session as operator but is able to identify breaches; improvement demonstrated; same errors not repeated ; manipulation of manikin's soft tissues needs improvement; improvement demonstrated during the semester; occasionally passes instruments over manikin's face; handling of instruments and dental materials needs improvement
<ul style="list-style-type: none"> Ergonomics; operator and patient (manikin) position 	<ul style="list-style-type: none"> Satisfactory seating position and posture (straight head, neck, back) when working in most quadrants gained with tutor assistance; needs further improvement; satisfactory patient (manikin) position in most quadrants; needs further improvement
<ul style="list-style-type: none"> Practice and time management 	<ul style="list-style-type: none"> Time management adequate (completes routine exercises in just over allocated time); needs some improvement
<ul style="list-style-type: none"> Interpersonal skills, e.g. behaviour management, communication skills, stress management, team work 	<ul style="list-style-type: none"> Satisfactory communication with team, staff and peers; needs improvement. Adequate stress management during sessions; adequate coping strategies utilised with tutor assistance; needs improvement.

Simple Restorative Treatment

Grade: Unsatisfactory

Criteria	Related Standards
Knowledge Base	
<ul style="list-style-type: none"> Demonstrates knowledge needed for skills, patient management and professional behaviour, including use of dental terminology and contents of all streams 	<ul style="list-style-type: none"> Minimal pre-reading prior to sessions or failure to complete required exercises prior sessions; inconsistent improvement demonstrated during the semester Poor use and understanding of key dental terminology; regularly; needs major improvement
<ul style="list-style-type: none"> Demonstrates evidence of acquisition, including pre-reading; integration and application 	<ul style="list-style-type: none"> Inconsistent evidence of the ability to relate and apply knowledge/theory from all streams to clinical practice; needs major improvement
Skills	
<ul style="list-style-type: none"> Self-directed learning Self-evaluates own performance and identifies and implements strategies for improvement 	<ul style="list-style-type: none"> Inconsistently, inaccurately or inappropriately completes self-assessment (under or over evaluating); unable to identify strengths, goals and strategies to improve performance without tutor assistance; minimal improvement demonstrated; has not implemented successful strategies for improvement
<ul style="list-style-type: none"> Manual dexterity and use of correct finger rests and indirect vision 	<ul style="list-style-type: none"> Inconsistent/inappropriate use of finger rests, indirect vision; regularly needs tutor assistance; minimal improvement demonstrated during the semester
<ul style="list-style-type: none"> Thoroughness in performing tasks 	<ul style="list-style-type: none"> Not completing tasks thoroughly; rushing; key details omitted, requiring tutor assistance to complete tasks with minimal improvement demonstrated
<ul style="list-style-type: none"> Rubber dam application and moisture control 	<ul style="list-style-type: none"> Rubber dam isolation not 100% effective, leakage present; inappropriate soft tissue trauma, tutor assistance required in clamp selection/clamp or dam application; minimal improvement demonstrated during the semester
<p>Simple direct restorations</p> <p>Cavity preparation</p> <ul style="list-style-type: none"> adjacent tooth protected and undamaged provides appropriate access; dental caries removed (consistent with Minimal Intervention Principles); to provide appropriate outline form; placement of final margins as conservative as possible (consistent with Minimal Intervention Principles) ensures restoration/tooth will not fail. The cavity design should be suited to the chosen restorative material. <p>Linings/Bases/Dentine sealants</p> <ul style="list-style-type: none"> appropriate choice; correctly manipulated and applied to appropriate part(s) of cavity <p>Restoration</p> <ul style="list-style-type: none"> restores the tooth as closely as practicable to its original form and function: anatomy; contact with adjacent tooth, surface and marginal finish restores aesthetics demonstrates correct handling/manipulation of the chosen dental material 	<p>Simple direct restorations</p> <p>Cavity preparation</p> <ul style="list-style-type: none"> Damage to adjacent tooth Poor access and placement of margins and is irretrievable, i.e. too wide; cusps severely undermined; regularly Remaining caries and defective tooth structure not identified or removed; Cavity prep not conservative and is irretrievable, i.e. too deep or too wide; cusps severely undermined; poorly sloping cavity floors, pulp exposure; cavity design not consistent with material of chosen and MI principles; Poor cavity design ie; poor resistance, retention form in relation to material to be used and is irretrievable, i.e. sloping cavity floors, undermined enamel, lacks retention form, bevel larger than needed; <p>Lining</p> <ul style="list-style-type: none"> Tutor guidance needed in choosing lining and has applied more/less than required or applied to some unnecessary areas needed to be reapplied; <p>Restoration</p> <ul style="list-style-type: none"> Poor manipulation of dental material; contours over/under contoured; large overhangs and can't be removed; margins over carved; open prox contact formed; voids or marginal gaps; poor aesthetics Compromised final restoration; needs to be replaced <p>Overall: quality of cavity preparations; linings and restorations on most occasions during the semester have regularly been of an unsatisfactory or satisfactory standard; tutor assistance has been required on a regular basis to improve most aspects of the cavity prep/lining/restoration; has demonstrated minimal improvement during the semester and needs significant further improvement</p>

Simple Restorative Treatment

Grade: Unsatisfactory

Criteria	Related Standards
Patient (Manikin) Management	
<ul style="list-style-type: none"> Has tutor check all stages of every restoration 	<ul style="list-style-type: none"> Consistently does not have all stages checked with tutor
Professional Behaviour	
<ul style="list-style-type: none"> Professional standards and ethical considerations 	<ul style="list-style-type: none"> Not always respectful of patient (manikin); relevant details/or lack of details recorded - needs to be being guided by tutor; minimal improvement demonstrated
<ul style="list-style-type: none"> Personal attributes and orientation to learning 	<ul style="list-style-type: none"> Poor motivation during sessions; lacking confidence or over confident with minimal improvement over the 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 and does not inform staff; unironed or dirty coat; does not seek/accept tutor advice as required and as result tasks inadequately or incompletely carried out; regularly; minimal improvement demonstrated
<ul style="list-style-type: none"> Infection control; knowledge and consistent use of standard precautions as operator/assistant and safe work practices 	<ul style="list-style-type: none"> Poor understanding of infection control principles; inability to maintain consistent infection control procedures as operator/dental assistant; passes instruments over patient's face; heavy handed, i.e. over stretching patient soft tissues or very hesitant to retract soft tissues adequately thus obscuring field of vision and impairing ability to complete task adequately
<ul style="list-style-type: none"> Ergonomics; operator and patient (manikin) position 	<ul style="list-style-type: none"> Inconsistent/inappropriate seating position and posture (bending head, neck, twisting back, sitting on edge of chair); inappropriate patient positioning; continues to need significant tutor assistance to gain appropriate positions
<ul style="list-style-type: none"> Practice and time management 	<ul style="list-style-type: none"> Poor time management; taking longer or unable to complete routine exercises/procedures; tutor needing to complete procedures
<ul style="list-style-type: none"> Interpersonal skills, e.g. behaviour management, communication skills, stress management, team work 	<ul style="list-style-type: none"> Ineffective (passive /aggressive) communication with team, staff and peers; ineffective stress management during sessions, often overly anxious or aggressive; ineffective use of coping strategies; minimal improvement demonstrated

