

Dental and Health Science 1 Semester 2 Wiki assignment plan

Facet of inquiry	Wiki 1 Formative Level of inquiry: criterion • Task specific example	Wiki 2a summative Level of inquiry: criterion • Task specific example	Wiki 2b summative Level of inquiry: criterion • Task specific example
<p>A Students embark on inquiry and determine a need for knowledge understanding</p>	<p>I. Respond to questions/tasks arising explicitly from a closed enquiry</p> <ul style="list-style-type: none"> • <i>Consider how the problems in the scenario could be prevented and/or effectively managed</i> • <i>These objectives to be developed:</i> <ol style="list-style-type: none"> 1. <i>problem-oriented or emotion-focussed approaches to stress management - apply</i> 2. <i>specific types of coping strategies?</i> 3. <i>which specific aspects of scenario?</i> 4. <i>from whose perspective (ie dentist only or dental team?)</i> <p>Assessment standards: HD/D/Cr: Responded to all questions/tasks P: Responded to most questions/tasks B/L: Responded to only some questions/tasks F: Did not respond to questions/tasks</p>	<p>I. Respond to questions/tasks arising explicitly from a closed enquiry</p> <ul style="list-style-type: none"> • <i>Consider how to approach oral health for Peter:</i> <ol style="list-style-type: none"> 1. <i>Explain why previous OHI was unsuccessful</i> 2. <i>Identify further information needed</i> 3. <i>Suggest how to motivate Peter</i> 4. <i>Develop a management plan</i> <p>Assessment standards: HD/D/Cr: Responded to all questions/tasks P: Responded to most questions/tasks B/L: Responded to only some questions/tasks F: Did not respond to questions/tasks</p> <p>and</p> <p>II. Respond to questions/tasks required by and implicit in a closed inquiry</p> <ul style="list-style-type: none"> • <i>Previous OHI: identify weaknesses and relate to theory</i> • <i>Further info: generate questions that need responses</i> <p>Assessment standards: HD/D/Cr: Generated and responded to all questions/tasks required by the inquiry P: Generated and responded to most questions/tasks B/L: Responded to only some questions/tasks F: Did not respond to questions/tasks</p>	<p>III. Respond to questions/tasks generated from a closed inquiry</p> <ul style="list-style-type: none"> • <i>Consider how to explain and respond to the ethical and professional issues arising in the scenario</i> <ol style="list-style-type: none"> 1. <i>Each group has a specific aspect of the scenario to consider, students will generate their own questions for inquiry related to that issue (refer to scenario)</i> <p>Assessment standards: HD/D/Cr: Generated and responded to all questions/tasks required by the inquiry P: Generated and responded to most questions/tasks B/L: Responded to only some questions/tasks F: Did not respond to questions/tasks</p>

<p>B Students find/generate needed information/data using appropriate methodology</p>	<p>I. Collect and record required information from prescribed source in which info/data is clearly evident</p> <ul style="list-style-type: none"> • <i>Use recommended resources to collect info about approaches and strategies for stress management</i> <p>Assessment standards: HD/D: Used all recommended resources; required information is complete and accurate Cr: Used most recommended resources; required information is mostly complete and accurate P: Used most recommended resources; required information is complete but superficial, or partly complete, or contains some inaccuracies B/L: Only used one or two recommended resources; required information is lacking or inaccurate F: Required information is mostly lacking</p>	<p>II. Collect and record required information from prescribed source in which info/data is not clearly evident</p> <ul style="list-style-type: none"> • <i>Use recommended resources to gather info about theoretical principles of patient motivation/education re health behaviour</i> <p>Assessment standards: HD/D: Used all recommended resources; required information is complete and accurate Cr: Used most recommended resources; required information is mostly complete and accurate P: Used most recommended resources; required information is complete but superficial, or partly complete, or contains some inaccuracies B/L: Only used one or two recommended resources; required information is lacking or inaccurate F: Required information is mostly lacking</p>	<p>II./III. Collect and record information from self-selected sources</p> <ul style="list-style-type: none"> • <i>Use recommended and self-selected resources to gather info about relevant ethical practice and decision-making</i> • <i>Use recommended and self-selected resources to gather info about processes and organisations related to maintaining professional standards and managing patient complaints</i> <p>Assessment standards: HD/D: Selected a broad range of resources; required information is complete and accurate Cr: Selected a moderate range of resources;; required information is mostly complete and accurate P: Selected a narrow range of resources; required information is complete but superficial, or partly complete, or contains some inaccuracies B/L: Only used one or two resources; required information is lacking or inaccurate F: Required information is mostly lacking</p>

<p>C Students critically evaluate information/data and the process used to generate it</p>	<p>II. Evaluate the <i>relevance of the textual</i> information using prescribed criteria</p> <ul style="list-style-type: none"> • <i>Identify relevant coping strategies from the range presented in the resources that are applicable to the scenario</i> <p>Assessment standards: HD/D: Only relevant information used Cr: Mostly relevant information used, minor irrelevant information P: Not all relevant information used; some irrelevant information used B/L: Lack of distinction between relevant and irrelevant material F: Mostly or large amount of irrelevant information</p>	<p>III. Evaluate <i>relevance of the textual</i> information using criteria related to the aims of the inquiry</p> <ul style="list-style-type: none"> • <i>Identify the aspects of health behaviour theory and patient motivation/education that apply to Peter and how</i> <p>Assessment standards: HD/D: Only relevant information used Cr: Mostly relevant information used, minor irrelevant information P: Not all relevant information used; some irrelevant information used B/L: Lack of distinction between relevant and irrelevant material F: Mostly or large amount of irrelevant information</p>	<p>III. Evaluate information using criteria related to the aims of the inquiry</p> <ul style="list-style-type: none"> • <i>Identify which ethical principles are relevant to the scenario</i> • <i>Identify which professional processes and organisations are relevant to the particular situation</i> <p>Assessment standards: HD/D: Only relevant information used Cr: Mostly relevant information used, minor irrelevant information P: Not all relevant information used; some irrelevant information used B/L: Lack of distinction between relevant and irrelevant material F: Mostly or large amount of irrelevant information</p>
<p>D Students organise information/data</p>	<p>II. Organise information using a simple prescribed structure</p> <ul style="list-style-type: none"> • <i>Clearly identify the issues to be responded to and managed in the situation and organise the information in relation to the analysis of the situation</i> • <i>Organise the information in a table to link scenario and info from literature</i> <p>Assessment standards: HD: Very well-organised information at the level of detail (eg all sentences and paragraphs make sense, information all related); very coherent response (eg all the parts are organised logically and all are linked and related) D: Well-organised information at the level of detail (eg all sentences and paragraphs make sense, information all related); coherent response (eg all the parts are organised</p>	<p>II. Organise information using a recommended structure/IV structure suggested by provided guidelines</p> <ul style="list-style-type: none"> • <i>Clearly identify the issues to be responded to and managed in the situation and organise the information in relation to the analysis of the situation</i> • <i>Clearly set out information using guiding questions as a framework; organisation of information within each section is self-generated</i> <p>Assessment standards: HD: Very well-organised information at the level of detail (eg all sentences and paragraphs make sense, information all related); very coherent response (eg all the parts are organised logically and all are linked and related) D: Well-organised information at the level of</p>	<p>III. Organise information using recommended structure/IV structure suggested by provided guidelines</p> <ul style="list-style-type: none"> • <i>Clearly identify the issues to be responded to and managed in the situation and organise the information in relation to the analysis of the situation</i> • <i>Clearly set out an ethical decision-making process for choosing an option to manage the situation</i> • <i>Clearly organise an approach to managing the situation</i> <p>Assessment standards: HD: Very well-organised information at the level of detail (eg all sentences and paragraphs make sense, information all related); very coherent response (eg all the parts are organised logically and all are linked and related)</p>

	<p>logically and mostly linked and related) Cr: Mostly well-organised information at the level of detail (eg most sentences and paragraphs make sense, information mostly related); mostly coherent response (eg most parts are organised logically and mostly linked and related) P: Organised information at the level of detail but some weaknesses (eg some sentences and paragraphs do not sense, some information not related); generally coherent response with some weaknesses (eg some parts are not organised logically and/or not linked and related) B/L: Poorly organised information at the level of detail but some weaknesses (eg sentences and paragraphs do not sense, information not or poorly related); non-coherent response (eg parts are not organised logically and not linked and related) F: No organisation or coherence</p>	<p>detail (eg all sentences and paragraphs make sense, information all related); coherent response (eg all the parts are organised logically and mostly linked and related) Cr: Mostly well-organised information at the level of detail (eg most sentences and paragraphs make sense, information mostly related); mostly coherent response (eg most parts are organised logically and mostly linked and related) P: Organised information at the level of detail but some weaknesses (eg some sentences and paragraphs do not sense, some information not related); coherent response with some weaknesses (eg some parts are not organised logically and/or not linked and related) B/L: Poorly organised information at the level of detail but some weaknesses (eg sentences and paragraphs do not sense, information not or poorly related); non-coherent response (eg parts are not organised logically and not linked and related) F: No organisation or coherence</p>	<p>D: Well-organised information at the level of detail (eg all sentences and paragraphs make sense, information all related); coherent response (eg all the parts are organised logically and mostly linked and related) Cr: Mostly well-organised information at the level of detail (eg most sentences and paragraphs make sense, information mostly related); mostly coherent response (eg most parts are organised logically and mostly linked and related) P: Organised information at the level of detail but some weaknesses (eg some sentences and paragraphs do not sense, some information not related); coherent response with some weaknesses (eg some parts are not organised logically and/or not linked and related) B/L: Poorly organised information at the level of detail but some weaknesses (eg sentences and paragraphs do not sense, information not or poorly related); non-coherent response (eg parts are not organised logically and not linked and related) F: No organisation or coherence</p>
<p>E Students apply new knowledge [<i>to explain or manage an authentic clinical scenario</i>] with an awareness of ethical, social, and cultural issues</p>	<p>I. Apply information to reproduce existing knowledge in prescribed formats. Asks questions of clarification, curiosity</p> <ul style="list-style-type: none"> • <i>Apply knowledge of stress coping strategies to specific, identified aspects of the scenario</i> • <i>Each specific coping strategy should be designed to either prevent or manage the stressor</i> • <i>Application demonstrates understanding of ethical, social, and cultural issues</i> <p>Assessment standards: HD: Clearly and completely applies knowledge to all aspects of scenario/questions; [whole is</p>	<p>II. Apply information to reorganise existing knowledge in standard formats</p> <ul style="list-style-type: none"> • <i>Apply knowledge of health behaviour theories to explain Peter's current situation</i> • <i>Apply knowledge of patient education to develop a management plan to help Peter change his behaviour in the short-term (approx 3months)</i> • <i>Application demonstrates understanding of ethical, social, and cultural issues</i> <p>Assessment standards: HD: Clearly and completely applies knowledge to all aspects of scenario/questions; [whole is</p>	<p>II. Apply information to reorganise knowledge in standard formats</p> <ul style="list-style-type: none"> • <i>Apply knowledge of ethics to identify the ethical principles relevant to the scenario and link this to an explanation of options of action available and a decision regarding an option</i> • <i>Apply knowledge of professional approaches to maintaining standards and complaint to show the role and purpose of the professional processes and organisations in responding to and managing the situation</i> • <i>Application demonstrates understanding of ethical, social, and</i>

	<p>greater than sum of parts – how to express?] D: Clearly and mostly completely applies knowledge to all aspects of scenario/questions; [whole is greater than sum of parts – how to express?] Cr: Clearly applies knowledge to most aspects of scenario/questions P: Applies knowledge to some aspects of scenario but includes limited and/or some errors in application; knowledge may be simply re-stated from sources B/L: Very limited or erroneous application of knowledge to scenario; knowledge re-stated/plagiarised F: Erroneous or absent application of knowledge to scenario</p>	<p>greater than sum of parts – how to express?] D: Clearly and mostly completely applies knowledge to all aspects of scenario/questions; [whole is greater than sum of parts – how to express?] Cr: Clearly applies knowledge to most aspects of scenario/questions P: Applies knowledge to some aspects of scenario but includes limited and/or some errors in application; knowledge may be simply re-stated from sources B/L: Very limited or erroneous application of knowledge to scenario; knowledge re-stated/plagiarised F: Erroneous or absent application of knowledge to scenario</p>	<p><i>cultural issues</i></p> <p>Assessment standards: HD: Clearly and completely applies knowledge to all aspects of scenario/questions; [whole is greater than sum of parts – how to express?] D: Clearly and mostly completely applies knowledge to all aspects of scenario/questions; [whole is greater than sum of parts – how to express?] Cr: Clearly applies knowledge to most aspects of scenario/questions P: Applies knowledge to some aspects of scenario but includes limited and/or some errors in application; knowledge may be simply re-stated from sources B/L: Very limited or erroneous application of knowledge to scenario; knowledge re-stated/plagiarised F: Erroneous or absent application of knowledge to scenario</p>
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<p>F Students communicate knowledge <i>and understanding appropriately</i></p>	<p>III. Use mostly discipline specific language and appropriate genre to demonstrate knowledge and understanding within a field from a scholarly (ie dental science) perspective and for a specified audience (dental students and educators)</p> <ul style="list-style-type: none"> • <i>Use appropriate behavioural and dental science terminology</i> • <i>Use academic language</i> • <i>Use appropriate formatting/presentation formats</i> • <i>Use Harvard referencing</i> <p>Assessment standards: HD: Used appropriate behavioural and dental science terminology, no lay terms, no errors; academic language, expression clear; appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; accurate Harvard referencing D: Used appropriate behavioural and dental science terminology, no lay terms, a few minor errors; academic language, expression clear; appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; accurate Harvard referencing Cr: Used generally appropriate behavioural and dental science terminology, a few lay terms, some errors; mostly academic language, expression mostly clear; generally appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; mostly accurate Harvard referencing P: Used some behavioural and dental science terminology and terms, some errors; some weaknesses in academic language and clarity, some appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; some errors in Harvard referencing</p>	<p>III. Use mostly discipline specific language and appropriate genre to demonstrate knowledge and understanding within a field from a scholarly (ie dental science) perspective and for a specified audience (dental students and educators)</p> <ul style="list-style-type: none"> • <i>Use appropriate behavioural and dental science terminology</i> • <i>Use academic language</i> • <i>Use appropriate formatting/presentation formats</i> • <i>Use Harvard referencing</i> <p>Assessment standards: HD: Used appropriate behavioural and dental science terminology, no lay terms, no errors; academic language, expression clear; appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; accurate Harvard referencing D: Used appropriate behavioural and dental science terminology, no lay terms, a few minor errors; academic language, expression clear; appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; accurate Harvard referencing Cr: Used generally appropriate behavioural and dental science terminology, a few lay terms, some errors; mostly academic language, expression mostly clear; generally appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; mostly accurate Harvard referencing P: Used some behavioural and dental science terminology and terms, some errors; some weaknesses in academic language and clarity, some appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; some errors in Harvard referencing</p>	<p>III. Use mostly discipline specific language and appropriate genre to demonstrate knowledge and understanding within a field from a scholarly (ie dental science) perspective and for a specified audience (dental students and educators)</p> <ul style="list-style-type: none"> • <i>Use appropriate behavioural and dental science terminology</i> • <i>Use academic language</i> • <i>Use appropriate formatting/presentation formats</i> • <i>Use Harvard referencing</i> <p>Assessment standards: HD: Used appropriate behavioural and dental science terminology, no lay terms, no errors; academic language, expression clear; appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; accurate Harvard referencing D: Used appropriate behavioural and dental science terminology, no lay terms, a few minor errors; academic language, expression clear; appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; accurate Harvard referencing Cr: Used generally appropriate behavioural and dental science terminology, a few lay terms, some errors; mostly academic language, expression mostly clear; generally appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; mostly accurate Harvard referencing P: Used some behavioural and dental science terminology and terms, some errors; some weaknesses in academic language and clarity, some appropriate presentation format (eg headings, tables, charts, diagrams as required); fits word limit; some errors in Harvard referencing</p>
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