



# ORAL11006 *Introduction to Oral Health Practice*

## Term 2 - 2023

Profile information current as at 29/04/2024 07:01 pm

All details in this unit profile for ORAL11006 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit will prepare you for clinical practice in Oral Health Therapy. You will continue to develop your knowledge, skills and attitudes required for clinical work in oral health clinics and health promotion activities in the community. You must comply with clinical policies and procedures while undertaking clinical practice. In this unit you will begin learning theoretical knowledge in patient assessment, dental materials, simple restorative procedures and hygiene procedures. You will also translate and integrate this knowledge in a simulated environment while fulfilling workplace health and safety, equipment maintenance and record management requirements.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 1*

Credit Points: 6

Student Contribution Band: 9

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisites: ALLH11009: Research Methods for Health Professionals; AND BMSC11010 Human Anatomy and Physiology 1; AND ORAL11001 Introduction to Oral Health Therapy; AND ORAL11004 Introduction to Oral Anatomy Co-requisites: BMSC11011 Human Anatomy and Physiology 2; AND ORAL11003 Introduction to Oral Disease; AND ORAL11005 Advanced Oral Anatomy

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 2 - 2023

- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Portfolio**

Weighting: Pass/Fail

#### 2. **In-class Test(s)**

Weighting: 50%

#### 3. **Online Quiz(zes)**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student evaluation of teaching survey.

**Feedback**

Students felt there was too much summative assessment and not enough feedback/formative assessment in the pass/fail portfolio.

**Recommendation**

It is recommended to re-evaluate the summative and formative assessments. In addition, it is recommended to explain to students that as this is a practical assessment piece, there are multiple artefacts that combine into the portfolio.

#### Feedback from Student evaluation of teaching survey.

**Feedback**

Students suggested reducing the number and/or time of clinical placement sessions.

**Recommendation**

It is recommended to reduce the number and/or time of clinical placement sessions.

#### Feedback from Student evaluation of teaching survey.

**Feedback**

Students suggested more of a tutorial style session at the beginning of practical classes to consolidate theory before moving to practical skills.

**Recommendation**

It is recommended to integrate a tutorial style session at the beginning of practical classes to consolidate theory before moving to practical skills.

## Unit Learning Outcomes

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

1. Discuss the theoretical basis of oral health practice including patient assessment, examination, dental hygiene and dental restorative procedures
2. Understand and apply the principles of infection control, workplace health and safety, record management and practice management
3. Apply knowledge and skills in dental procedures including patient assessment, examination, dental hygiene and dental restorative procedures in the simulated environment
4. Demonstrate appropriate oral and written communication skills and professional attitudes required of an oral health therapist
5. Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas

The learning outcomes of this unit are part of the overall learning outcomes in the BOralHlth course at CQUniversity. They will form part of the annual report documentation which is submitted to the Australian Dental Council for accreditation.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Portfolio - 0%			•	•	•
2 - In-class Test(s) - 50%	•	•		•	
3 - Online Quiz(zes) - 50%	•	•			•

### Alignment of Graduate Attributes to Learning Outcomes

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

## Textbooks and Resources

### Textbooks

ORAL11006

#### Prescribed

**Darby and Walsh Dental Hygiene**

Edition: 5th (2020)

Authors: Bowen, D.M and Pieren, J.A

Saunders, Evolve  
St Louis , Missouri , USA  
ISBN: 9780323477192  
Binding: eBook  
ORAL11006

**Prescribed**

**Fundamentals of Periodontal Instrumentation and Advanced Root Instrumentation, Enhanced.**

Edition: 8 (2020)  
Authors: Gehrig,J., Sroda, R., & Saccuzzo, D.  
Jones & Bartlett Learning, LLC.  
Burlington , MA , USA  
ISBN: 9781284222890  
Binding: eBook  
ORAL11006

**Prescribed**

**Preservation and Restoration of Tooth Structure**

Edition: 3rd ed (2016)  
Authors: Mount, Graham J ; Hume, Wyatt R ; Ngo, Hien C ; Wolff, Mark S  
John Wiley & Sons, Incorporated  
Hoboken , New Jersey , USA  
ISBN: 9781118766590  
Binding: eBook  
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**Supplementary**

**Foundations of Periodontics for the Dental Hygienist**

Edition: 4th (2015)  
Authors: Gehrig, J.S. and Willmann, D.E.  
Jones and Bartlett Learning (now BPS)  
Philadelphia , Pennsylvan , USA  
ISBN: 9781451194159  
Binding: Paperback  
ORAL11006

**Supplementary**

**Modern Dental Assisting**

Edition: 12th (2018)  
Authors: Bird, D.L. and Robinson, D.S.  
Elsevier  
St Louis , Missouri , USA  
ISBN: 9780323430302  
Binding: Hardcover

## IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Webcam and headset for on-line sessions.

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Stacey Billingham** Unit Coordinator  
[s.billinghurst@cqu.edu.au](mailto:s.billinghurst@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
<b>Lectures:</b> <ul style="list-style-type: none"><li>• Clinical practical skills COVID19</li><li>• Incident reporting</li><li>• Infection Control Lecture and Module online</li><li>• Understanding Sexual Orientation and Gender Diversity</li><li>• Module Online Infection Control</li></ul>		
<b>Clinical Session:</b> <ul style="list-style-type: none"><li>• Dental Software training</li></ul>		
<b>Hygiene Simulation Activities:</b> <ul style="list-style-type: none"><li>• Equipment Introduction</li><li>• Introduction to instruments: debridement kits</li><li>• Instrument grips and use of fulcrums</li><li>• Clock positions for debridement and periodontal probing</li><li>• Use of mouth mirror, WHO Probe, Sickle Probe</li><li>• Ergonomic review</li></ul>	See Moodle	<ul style="list-style-type: none"><li>• Infection Prevention and Control Modules</li><li>• Understanding Sexual Orientation and Gender Diversity Module</li><li>• Weekly Quiz</li><li>• Weekly Personal Reflective Blog Submission</li></ul>
<b>Restorative Dentistry Simulation Activities:</b> <ul style="list-style-type: none"><li>• Instrumentation - dental handpieces and burs</li><li>• W&amp;H handpieces video</li><li>• Dentaprac Introduction</li><li>• Benchtop Dentaprac model exercises</li></ul>		

### Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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**Lectures:**

- Introduction to Communication
- Motivational Interviewing
- Modern Concepts in Biofilm Control

**Clinical Session:**

- Clinical Placement Observation/Assisting

**Hygiene Simulation Activities:**

- Identification of the parts of the Sickle scaler and their use
- Removal of calculus using the Sickle scaler
- Sharpening of Universal hand instruments using Arkansas Stone
- Flossing review

See Moodle

- Weekly Quiz
- Weekly Personal Reflective Blog Submission

**Restorative Dentistry Simulation Activities:**

- Introduction to Operative Dentistry
- Introduction to Dental Materials
- Physical and Mechanical Properties of Dental Materials
- Operative Dentistry Instrumentation and Terminology
- Benchtop Dentaprac model exercises

**Week 3 - 24 Jul 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Lectures:**

- Calgary-Cambridge Model
- Collection and Collation of Patient History

**Clinical Session:**

- Clinical Placement Observation/Assisting
- Pre-clinical Role Play

**Hygiene Simulation Activities:**

- Introduce PSR
- PSR Activity
- Review periodontal probing and use of scales
- Review use of sickle scaler
- Identification of the parts of the Universal Curettes and their use
- Removal of calculus on anteriors using Universal Curettes
- Sharpening of Universal hand instruments using Arkansas Stone

See Moodle

- Weekly Quiz
- Weekly Personal Reflective Blog Submission

**Restorative Dentistry Simulation Activities:**

- Intraoral Dentaprac model exercises

**Week 4 - 31 Jul 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Lectures:**

- Clinical Examination and Further Tests

**Clinical Session:**

- Clinical Placement Observation/Assisting

**Hygiene Simulation Activities:**

- Saliva Testing
- Lecture GC Minimal Intervention Dentistry
- Saliva testing kits practical activity

**Restorative Dentistry Simulation Activities:**

- Dental Isolation - Rubber Dam Application
- Pit and Fissure Sealants
- Class I Cavity Preparation
- Conservative Adhesive Restorations
- Glass Ionomer Cement: GC Fuji® VIII, GC Fuji® VII
- ADA Codes for Adhesive Restorations and Fissure Sealants

See Moodle

- Weekly Quiz
- Weekly Personal Reflective Blog Submission

**Week 5 - 07 Aug 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Lectures:</b> <ul style="list-style-type: none"> <li>• Oral Hygiene Products and Education 1</li> <li>• Chemotherapeutics in Dentistry</li> </ul> <b>Clinical Session:</b> <ul style="list-style-type: none"> <li>• Clinical Placement Observation/Assisting</li> </ul> <b>Hygiene Simulation Activities:</b> <ul style="list-style-type: none"> <li>• Identification of the parts of the Universal Curettes and their use</li> <li>• Removal of calculus using Universal Curettes</li> <li>• Sharpening of Universal hand instruments using Arkansas Stone</li> <li>• PSR Activity</li> </ul> <b>Restorative Dentistry Simulation Activities:</b> <ul style="list-style-type: none"> <li>• Dental Isolation - Rubber Dam Application</li> <li>• Class I Cavity Preparation and Restoration</li> <li>• Glass Ionomer Cement: GC Fuji® II LC</li> </ul>	See Moodle	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Personal Reflective Blog Submission</li> </ul>

**Vacation Week - 14 Aug 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 21 Aug 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Lectures:**

- Oral Hygiene Products and Education 2

**Clinical Session:**

- Clinical Placement Observation/Assisting

**Hygiene Simulation Activities:**

- Identification of the parts of the Gracey Curettes and their use
- Removal of calculus using Gracey Curettes
- Sharpening of Universal hand instruments using Arkansas Stone
- PSR Activity

See Moodle

- Weekly Quiz
- Weekly Personal Reflective Blog Submission
- Oral Hygiene Education Resources and Instructional Videos Submissions

**Restorative Dentistry Simulation Activities:**

- Dental Isolation - Rubber Dam Application
- Class I Cavity Preparation and Restoration
- Class I Closed Sandwich Restorative Technique - Vitrebond and Composite Resin

**Week 7 - 28 Aug 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Lectures:</b> <ul style="list-style-type: none"> <li>• Patient Assessment Skills</li> </ul> <b>Clinical Session:</b> <ul style="list-style-type: none"> <li>• Clinical Placement Observation/Assisting</li> </ul> <b>Hygiene Simulation Activities:</b> <ul style="list-style-type: none"> <li>• Identification of the parts of the Gracey Curettes and their use</li> <li>• Removal of calculus using Gracey Curettes on posterior teeth</li> <li>• Sharpening of Universal hand instruments using Arkansas Stone</li> <li>• PSR Activity</li> </ul> <b>Restorative Dentistry Simulation Activities:</b> <ul style="list-style-type: none"> <li>• Dental Isolation - Rubber Dam Application</li> <li>• Class I Cavity Preparation and Restoration</li> <li>• Glass Ionomer Cement: GC Fuji® IX</li> </ul>	See Moodle	<ul style="list-style-type: none"> <li>• Weekly Quiz</li> <li>• Weekly Personal Reflective Blog Submission</li> <li>• Vital Signs</li> </ul>

**Week 8 - 04 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Lectures:**

- Smoking Cessation

**Clinical Session:**

- Clinical Placement Observation/Assisting

**Hygiene Simulation Activities:**

- Introduction to Powered Instrumentation
- Powered Instrumentation activity
- Review Sickle, Universal and Gracey cures See Moodle
- Periodontal probing
- PSR Activity

**Restorative Dentistry Simulation****Activities:**

- Dental Isolation - Rubber Dam Application
- Class I Cavity Preparation and Restoration - Composite Resin

- Weekly Quiz
- Weekly Personal Reflective Blog Submission

**Week 9 - 11 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Lectures:**

- Nutrition Considerations in Oral Health

**Clinical Session:**

- Extra-oral Examination
- Clinical Placement Observation/Assisting

**Hygiene Simulation Activities:**

- Naber's Probe Activity
- Removal of calculus with hand and ultrasonic instruments See Moodle

**Restorative Dentistry Simulation****Activities:**

- Dental Isolation - Gingival Retraction Cord, Cotton Roll and Dry Tip Isolation
- Conservative Adhesive Restorations
- Class V Cavity Preparation
- Glass Ionomer Cement: GC Fuji® VIII, GC Fuji® IX

- Weekly Quiz
- Weekly Personal Reflective Blog Submission

**Week 10 - 18 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Lectures:**

- Cultural Safety

**Clinical Session:**

- Intra-oral Examination
- Clinical Placement Observation/Assisting

**Hygiene Simulation Activities:**

- Removal of calculus with hand and ultrasonic instruments See Moodle
- Diet diary analysis

**Restorative Dentistry Simulation****Activities:**

- Dental Isolation - Dry Tip Isolation
- Glass Ionomer Cement: GC Fuji® IX
- Resin Pit and Fissure Sealants

- Weekly Quiz
- Weekly Personal Reflective Blog Submission
- Cultural Practice Program Training

**Week 11 - 25 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
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**Lectures:**

- Revision

**Hygiene Simulation Activities:**

- Practice for safety audit

**Restorative Dentistry Simulation****Activities:**

- Practice for Safety Audit

See Moodle

- Weekly Personal Reflective Blog Submission

**Week 12 - 02 Oct 2023****Module/Topic****Chapter****Events and Submissions/Topic****Lectures:**

- In-class test

**Hygiene Simulation Activities:**

- Safety Audit

**Restorative Dentistry Simulation****Activities:**

- Safety Audit

See Moodle

- Weekly Personal Reflective Blog Submission
- Hygiene Safety Audit
- Restorative Safety Audit

**In-class Test(s)** Due: Week 12  
Tuesday (3 Oct 2023) 9:00 am AEST

**Review/Exam Weeks - 09 Oct 2023****Module/Topic****Chapter****Events and Submissions/Topic**

- End-of-Term Online Assessment
- Hygiene Safety Audit resit if required
- Restorative Safety Audit resit if required

**Exam Week - 16 Oct 2023****Module/Topic****Chapter****Events and Submissions/Topic**

## Term Specific Information

**Equipment Purchase:**

**All students are required to purchase equipment for this unit at a cost of approximately \$1300 (subject to change).**

**Uniform and clinical attire:**

**All students are to comply with clinical and uniform requirements of the oral health clinic as promulgated. All students must comply with Queensland Health and Work-Integrated Learning mandatory requirements. Students must abide by infection control policies, guidelines, and procedures at each clinical placement. All mandatory requirements for clinical practice must be met before and during the term. Failure to comply will lead to withdrawal from the clinical practice and failure in the Unit.**

## Assessment Tasks

### 1 Practical Assessment

**Assessment Type**

Portfolio

**Task Description**

There are four components in this Practical Assessment. Each component must be passed in order to pass the assessment.

**Component 1 Pre-Clinical Safety Audit:**

Students will undergo safety audits during Week 12.

The safety audit is an assessment of your hygiene and simple restorative dentistry clinical skills to ensure you are safe to commence treatment on patients from the general public.

Students are graded against a criterion-referenced rubric. Students must achieve a satisfactory score in all criteria to pass the safety audit.

**Re-attempt:**

Re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities.

If you do not pass the safety audit, you will be given an opportunity to re-attempt the safety audit within a week. Note that only one opportunity to do a re-attempt will be given. If you do not pass the re-attempt, you will be unable to pass ORAL11006.

**Pre-Clinical Practice Formative Assessment (ORAS):**

Pre-clinical sessions are held twice weekly throughout term. The activities in these sessions are designed to introduce you to practice as an oral health therapist. These activities will prepare you for your pre-clinical safety audit in Week 12. A criterion-referenced analytical assessment rubric for evaluation of student performance of procedures is provided in the Online Real-time Assessment System (ORAS). ORAS records all work-integrated learning experiences, including a number of assessed student-client interactions and performance of procedures. Placement supervisors are required to complete an entry into ORAS for each student-client interaction assessed.

Each student-client interaction is graded on a rubric, which will provide formative feedback to students via a grade of Not Yet Competent (0), Approaching Competent (1), Competent (2), and Highly Competent (3) for each procedure part (see example below). An average grade is given at the end of each student-client interaction assessment for all procedures completed.

		Not Yet Competent (NYC) 0	Approaching Competent (AC) 1	Competent (C) 2	Highly Competent (HC) 3
Periodontal probing angle		Student could not demonstrate correct probing angle OR Major soft tissue trauma	Student required major assistance to use correct probing angle. OR Significant soft tissue trauma	Student required minor assistance to use correct probing angle. OR Minimal soft tissue trauma	Student used correct probing angle. No soft tissue trauma
Periodontal probing technique		Student could not use correct probing technique OR Major soft tissue trauma	Student required major assistance to use correct probing technique. OR Significant soft tissue trauma	Student required minor assistance to use correct probing technique. OR Minimal soft tissue trauma	Student used correct probing technique. No soft tissue trauma

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

**NOTE: A NYC in one or more of the below Critical Competencies results in a mark of 0 overall for this student-client interaction regardless of average score.**

CRITICAL COMPETENCIES		Not Yet Competent (NYC)	Competent (C)
<b>Infection Control and WPHS</b> Note: Operator is responsible for dental assistant's infection control procedures		Breach of infection control Or WPHS Unnecessary removal of sound tooth structure Unnecessary trauma to soft tissues or adjacent teeth Incorrect tooth/procedure	Demonstrates appropriate infection control and WPHS  Student may request assistance
<b>Communication, Teamwork and Professionalism*** see details right</b>		Unprofessional conduct and/or unethical behaviour  Unapproved use of mobile phone/device	Appropriate professional conduct and/or ethical behaviour

**\*\*\* Communication, Teamwork and Professionalism**

1. Dress and behaviour is in compliance with placement and CQU Dental Clinic Professional Practice
2. Accurate completion of documentation in the simulation clinic.
3. Does not proceed until all indicated steps are checked by the supervisor
4. Required supplies and materials are readily available
5. Professional language in communicating with supervisor
6. A willingness to learn and accept feedback
7. Compliance with CQU Student Charter expectations on students

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

This ongoing feedback via ORAS is to be used by students throughout the term and as preparation for the safety audit tasks.

**Component 2 Clinical Placement:**

During your clinical placement throughout the term, you will complete a series of tasks designed to introduce you to clinical practice as an Oral Health Therapist:

- Completing dental assisting duties
- Completion of an observational workbook
- Creating Oral Hygiene Videos and Resources

These activities are pass/fail. Students must complete all tasks to pass this component.

**Component 3 Attendance:**

Attendance at clinical and pre-clinical placements is compulsory. You are required to attend a minimum of 90% of clinical and pre-clinical placement days. This allows you approximately 2-3 days of absence without penalty. Absences are required to be supported with a medical certificate or negotiated with the Unit Coordinator/s in advance.

Note that ALL tasks must be completed for the term. If you miss a session, it is your responsibility to contact the unit coordinator and make an arrangement to complete the missed tasks. Absences are to be made up at operational convenience.

A pass for satisfactory attendance is defined as maintaining and fulfilling the 90% clinical and pre-clinical placement attendance for the days rostered during the term. Not meeting attendance requirements may result in a placement outstanding until the next available unit offering, which may delay your progress through the course and graduation.

**Who to contact if you are sick:** The unit coordinator (via email) and Stacey Billingham (via phone).

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

**Component 4 Reflective Blog:**

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

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

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

**Assessment Due Date**

Assessment Due Date: Weekly by midnight Sunday night.

**Return Date to Students**

Return Date to Students: Results will be added to final assessments, however feedback will be ongoing.

**Weighting**

Pass/Fail

**Assessment Criteria**

	Satisfactory	Unsatisfactory
Range of topics (including relevance)	Over the course of the term, student reflects on a range of topics that reflect the ADC Professional competencies of the newly qualified dental practitioner. The learning experiences being reflected upon are relevant and meaningful to student and unit learning goals.	Insufficient breadth of topics over the course of the term. Most of the reflection is irrelevant to student and/or unit learning goals OR not attempted
Content	Entries are factual. Discussions of clinical decision making reflects current best practice and evidence-based decision making.	Entries do not reflect current best practice and/or evidence-based decision making OR not attempted
Structure	Portfolio entries are well structured, explaining the situation, event, action taken and reflection. The language is clear and expressive, with accurate spelling and grammar. The language used is appropriate for the audience. Explanation of concepts makes sense to an uninformed reader.	There are frequent lapses in clarity or accuracy or spelling and grammar. Language is unclear and confusing throughout. Concepts are either not explained or are presented inaccurately OR not attempted
Perceptive analysis	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self and development of strategies for improvement. May relate to: <ul style="list-style-type: none"> <li>Decision making, clinical reasoning, problem solving skills</li> <li>Attitudes, biases, assumptions, intentions</li> <li>Awareness of feelings and thoughts about the patient</li> <li>Emotions, self-concept, confidence</li> <li>Capacities: compassion, mindfulness, integrity, respect</li> </ul>	Reflection does not move beyond description of the learning experience(s) OR not attempted.
Strategies for Improvement	There is development of comprehensive strategies for improvement as well as evidence of success with these strategies.	There is limited development of strategies for improvement or evidence of success OR not attempted.
Submission Deadlines	Meets submission deadlines each week (maximum 2 reminders needed). AND Consistently meets quality standards for entries (as per above criteria).	Repeatedly fails to meet weekly submission deadlines (3 or more deadlines not met) OR Does not consistently meet quality standards for entries (as per above criteria). 3 or more reminders are given to improve the quality of submissions.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Offline Online

## Learning Outcomes Assessed

- Apply knowledge and skills in dental procedures including patient assessment, examination, dental hygiene and dental restorative procedures in the simulated environment
- Demonstrate appropriate oral and written communication skills and professional attitudes required of an oral health therapist
- Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas

## 2 In-class Test(s)

### Assessment Type

In-class Test(s)

### Task Description

This In-Class Test assesses the knowledge you will develop in the clinical and SIM sessions. You will be given an answer booklet in which to write your answers. At the end of the assessment, your answer booklet must be returned to the assessor. This assessment is closed book so the only things you will be allowed to have on you are pens (black ink only) and your answer booklet.

### Assessment Due Date

Week 12 Tuesday (3 Oct 2023) 9:00 am AEST

### Return Date to Students

Results will returned to students with end of term results.

### Weighting

50%

### Minimum mark or grade

50%

## Assessment Criteria

Critical thinking and application of learnt basic clinical concepts into real life situations.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Offline

## Learning Outcomes Assessed

- Discuss the theoretical basis of oral health practice including patient assessment, examination, dental hygiene and dental restorative procedures
- Understand and apply the principles of infection control, workplace health and safety, record management and practice management
- Demonstrate appropriate oral and written communication skills and professional attitudes required of an oral health therapist

## 3 Online assessments

### Assessment Type

Online Quiz(zes)

### Task Description

There are 2 components to the online quizzes.

#### Component 1 Pre-SIM MCQ quizzes:

Prior to each simulation session, you will complete a multiple-choice online quiz related to the learning material for that session.

#### Component 2 End of term online assessment:

In the first week of the exam period, you will complete an online short-answer quiz.

**Weighting:** The results from these quizzes are aggregated to become a mark out of 50% for this assessment task. The pre-SIM MCQ quizzes will be worth 20% of the total marks for this piece of assessment. The remaining 80% will be from the end of term online assessment.

You must complete each quiz in a limited time within the quiz open period. Your attempt for each quiz will be submitted automatically, but no more questions can be answered once the time limit expires.

To prepare for this assessment you can study the learning resources for the relevant quiz.

If you are unable to complete the quiz by the due date, you must apply for an extension before the due date.

Your assessment is to be your own individual work and not a result of collaboration with other students. Any identified cases of potential collusion will result in a breach of academic integrity case being raised.

There are a number of support and technology mechanisms of which you need to be aware.

- If you experience any technical difficulties accessing or during the in class test, please contact TASAC (Moodle assistance option) on 1300 666 620.
- Notify the unit coordinator as soon as physically possible (same day) with details of the technical issues. If you are able, take a screenshot of any error message received and include that in your email to the unit coordinator.
- If you are unable to undertake the in class test at the set time and date you will need to apply for an extension in Moodle (in the support area on the top of the page and supply supporting documentation as per normal extension requests.

### Number of Quizzes

### Frequency of Quizzes

Weekly

### Assessment Due Date

There are weekly quizzes throughout the term, along with an end of term online quiz.

### Return Date to Students

The score for the pre-SIM MCQ quizzes will be available on-line after the completion of each quiz. The end of term online assessment results will be added to final results.

### Weighting

50%

### Minimum mark or grade

50%

### Assessment Criteria

You will be assessed on your competence through quizzes that consist of multiple choice or short answer questions. Each quiz will be based on the linked content.

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Discuss the theoretical basis of oral health practice including patient assessment, examination, dental hygiene and dental restorative procedures
- Understand and apply the principles of infection control, workplace health and safety, record management and practice management
- Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?





**Be Honest**

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



**Seek Help**

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



**Produce Original Work**

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem