



ORAL12001 Oral Disease Prevention and Management

Term 1 - 2024

Profile information current as at 12/05/2024 01:36 am

All details in this unit profile for ORAL12001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, you will study current approaches for the prevention, treatment and management of dental diseases such as dental caries (including root caries), periodontal diseases and non carious tooth structure loss. By recording and considering the patient's medical, dental and social history you will be able to diagnose dental diseases and develop an appropriate treatment plan. You will use your clinical judgment skills with a wide range of patients, including children and adults, medically compromised patients, people with special needs and the elderly.

Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 9

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Prerequisites: ORAL11003 Introduction to Oral Disease ORAL11005 Oral Anatomy 2; AND ORAL11006 Introduction to Oral Health Practice; AND Co-requisites: ORAL12002 Oral Health Pre Clinical Practice 1; AND ORAL12003 Oral Health Clinical Practice 1; AND ALLH12006 Evidence Based Practice for Health Professionals BMSC11001 Human Anatomy and Physiology 2

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

Offerings For Term 1 - 2024

- 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. **Group Work**

Weighting: 20%

2. **Case Study**

Weighting: 40%

3. **Online Quiz(zes)**

Weighting: 40%

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 Unit and Teaching Evaluation

Feedback

Students indicated that the number of learning resources was overwhelming.

Recommendation

It is recommended that resources be reviewed annually to ensure they are appropriate.

Feedback from Student Unit Teaching Evaluation

Feedback

Student feedback indicated the case study tutorials and the assignment were very valuable and engaging. Students appreciated the they learnt a lot from this, especially having the extra contact time.

Recommendation

It is recommended that the combined case study tutorials continue in 2024.

Feedback from Student Unit and Teaching Evaluation

Feedback

Students reported being overall happy with the unit and the assessment as it helped with developing clinical reasoning skills.

Recommendation

It is recommended the assessment tasks continue in the current format.

Unit Learning Outcomes

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

1. Explain the processes of assessment, prevention and management of dental diseases, including non-carious tooth structure loss, dental caries (including root caries), and periodontal diseases on patients of all ages
2. Develop a diagnosis and appropriate treatment plan for patients of all ages, including medical compromised and special needs patients
3. Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats
4. Recognise and act upon the legal, ethical, and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas.

All unit profiles in the Bachelor of Oral Health are made available to the Australian Dental Council for on-going accreditation purposes.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

| | | | | | |
|---|--|--|--|--|--|
|  N/A Level |  Introductory Level |  Intermediate Level |  Graduate Level |  Professional Level |  Advanced Level |
|---|--|--|--|--|--|

Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | |
|----------------------------|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 1 - Group Work - 20% | • | | • | |
| 2 - Online Quiz(zes) - 40% | • | • | • | • |
| 3 - Case Study - 40% | | • | | • |

Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | |
|---|-------------------|---|---|---|
| | 1 | 2 | 3 | 4 |
| 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

ORAL12001

Prescribed

Diagnosis and Treatment Planning in Dentistry 3rd

Edition: 3rd (2017)

Authors: Stephen J. Stefanac and Samuel P. Nesbit

Elsevier

St Louis , Missouri , USA

ISBN: ISBN -978-0-323-28730-2

Binding: eBook

ORAL12001

Prescribed

Therapeutic Guidelines Oral and Dental

Edition: Version 3 (2019)

Authors: Oral and Dental Expert Group

Therapeutic Guidelines Limited

Melbourne , Victoria , AUSTRALIA

ISBN: 9780980825312

Binding: Paperback

ORAL12001

Supplementary

Foundations of Periodontics for the Dental Hygienist

Edition: 5th (2018)

Authors: Gehrig, J.S, Shin, D.E. and Willmann D.E.

Lippincott Williams & Wilkins

Philadelphia , Pennsylvania , USA

ISBN: 9781496384027

Binding: eBook

ORAL12001

Supplementary

Modern Dental Assisting

Edition: 12th (2018)

Authors: Doni L. Bird and Debbie S. Robinson

Elsevier

St Louis , Missouri , USA

ISBN: 9780323430302

Binding: eBook

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 styles below:

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

For further information, see the Assessment Tasks.

Teaching Contacts

Karen Smart Unit Coordinator
k.smart@cqu.edu.au

Schedule

Week 1 - 04 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| Ethical and legal considerations Patient evaluation and assessment | See Moodle for links to additional resources. Stefanac, Stephen J. & Nesbit, Samuel P. (2017) <i>Diagnosis and Treatment Planning in Dentistry</i> 3rd Ed., Mosby Elsevier. • Chapter 6 - Ethical and legal considerations when treatment planning. • Chapter 1 - Patient evaluation and assessment. • Chapter 3 - Evidence based treatment planning Gehrig, J.S., Shin, D.E & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> , 5th Ed., Chap 19. p 321 and Chapter 23. Wolters Kluwer/Lippincott Williams & Wilkins. | Compulsory two week residential intensive (2 weeks prior to the commencement of Term 1) |

Week 2 - 11 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Detecting Dental Disease • Caries management system • Risk assessment tools | See Moodle for links to additional resources. | |

Week 3 - 18 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Developing a problems list and diagnosis Common diagnoses in dentistry Introduction to diagnostic radiography | See Moodle for links to additional resources. Stefanac, Stephen J. & Nesbit, Samuel P. (2017) <i>Diagnosis and Treatment Planning in Dentistry</i> 3rd Ed., Mosby Elsevier. • Chapter 2 - Common Diagnoses in Dentistry | |

Week 4 - 25 Mar 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Developing the Treatment Plan Interprofessional Practice | See Moodle for links to additional resources. Stefanac, Stephen J. & Nesbit, Samuel P. (2017) <i>Diagnosis and Treatment Planning in Dentistry</i> 3rd Ed., Mosby Elsevier. • Chapter 4 - Developing the treatment plan • Chapter 5 - Interprofessional treatment planning • Chapter 7 to 11 - Phases of the treatment plan | |

Week 5 - 01 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|--|------------------------------|
| Communication for behaviour change <ul style="list-style-type: none"> • Health education • Health promotion | See Moodle for links to additional resources. Stefanac, Stephen J. & Nesbit, Samuel P. (2017) <i>Diagnosis and Treatment Planning in Dentistry</i> 3rd Ed., Mosby Elsevier. • Chapter 18 - Patients who are motivational compromised or financially limited. | Online Quiz - Part 1 |

Break Week - 08 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 6 - 15 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------|--|------------------------------|
| Systemic Phase Considerations | See Moodle for links to additional resources. Stefanac, Stephen J. & Nesbit, Samuel P. (2017) <i>Diagnosis and Treatment Planning in Dentistry</i> 3rd Ed., Mosby Elsevier. • Chapter 12 - Patients with special needs Oral and Dental Expert Group (2019) <i>Therapeutic Guidelines: Oral and Dental</i> Version 3. Melbourne: Therapeutic Guidelines Limited. | |

Week 7 - 22 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---|------------------------------|
| Treatment planning for the client experiencing substance abuse | See Moodle for links to additional resources. Stefanac, Stephen J. & Nesbit, Samuel P. (2017) <i>Diagnosis and Treatment Planning in Dentistry</i> 3rd Ed., Mosby Elsevier. • Chapter 13 - Patients who are substance dependent | |

Week 8 - 29 Apr 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|------------------------------|
| Treatment planning for the elderly client | See Moodle for links to additional resources. Stefanac, Stephen J. & Nesbit, Samuel P. (2017) <i>Diagnosis and Treatment Planning in Dentistry</i> 3rd Ed., Mosby Elsevier. • Chapter 17 - Geriatric patients | |

Week 9 - 06 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|--|------------------------------|
| Treatment planning for the child and adolescent client | See Moodle for links to additional resources. Stefanac, Stephen J. & Nesbit, Samuel P. (2017) <i>Diagnosis and Treatment Planning in Dentistry</i> 3rd Ed., Mosby Elsevier. • Chapter 16 - Adolescents patients. | |

Week 10 - 13 May 2024

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

| | | |
|--|--|--|
| Treatment planning for clients of all ages | See Moodle for links to additional resources. Stefanac, Stephen J. & Nesbit, Samuel P. (2017) <i>Diagnosis and Treatment Planning in Dentistry</i> 3rd Ed., Mosby Elsevier. | Group Work assessment due for submission Group Work Due: Week 10 Monday (13 May 2024) 11:45 pm AEST |
| Week 11 - 20 May 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Treatment planning for clients of all ages | See Moodle for links to additional resources. | Case study assessment due for submission Individual Case Study Due: Week 11 Monday (20 May 2024) 11:45 pm AEST |
| Week 12 - 27 May 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Revision | | Online quiz - Part 2 |
| Review/Exam Week - 03 Jun 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Exam Week - 10 Jun 2024 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |

Assessment Tasks

1 Group Work

Assessment Type

Group Work

Task Description

Component A - Group Work (20 marks)

Work as a group (4-5 students in each group) to:

- Research a specific topic and its impact on oral health and the systemic phase management considerations in the provision of dental care. The list of references should be in a consistent style.
- Present the research findings in a recorded 20 minute rapid-fire oral/visual presentation to your peers and 2 examiners. All students must speak. There will be time allocated after the submission of the oral presentation to allow for questions from the audience.

Component B - Individual Work (21 marks)

- Individually develop a one-page fact sheet for patients. This could be a particular component of your researched topic. The focus of the fact sheet must be approved by the unit coordinator.
- Peer evaluation - The individual will be assessed on their ability to give constructive feedback (strategies for improvement) to other student groups. This is completed individually after viewing the oral presentation and attending the tutorial session in Week 11, the peer evaluation template is available on the unit Moodle page.
- Self and Peer Assessment (SPA) - A link will be sent to you via Moodle to complete the SPA. The SPA is feedback to the unit coordinator regarding the group work. This must be completed prior to the due date in Week 10.

Assessment Due Date

Week 10 Monday (13 May 2024) 11:45 pm AEST

Return Date to Students

Results will be made available on certification of grades day.

Weighting

20%

Minimum mark or grade

50%

Assessment Criteria

The final grade for this assessment comprises your group grade and the individual grade. There will be two examiners for the rapid-fire research oral presentation, the grade for the research and oral presentation will be an average of the 2 examiners marks. The individual component will be marked by one examiner.

The assessment criteria for your group and individual components are defined on the rubrics below.

| GROUP: | | | | |
|--|--|--|---|--|
| GROUP research rapid fire PRESENTATION | Unacceptable (0) | Acceptable (2) | Good (4) | Exemplary (6) |
| Content: Identifies and concisely explains the topic/issue to the target audience | Fails to identify, summarize, or explain the main topic or question. Represents the topic/issues inaccurately or inappropriately. | Identifies main issues but does not summarize or explain them clearly or sufficiently | Successfully identifies and summarizes the main issues, but does not explain why/how they are problems or create questions | Clearly identifies and summarizes main issues and successfully explains the topic; and identifies embedded or implicit issues, addressing their relationships to each other |
| CRITICAL ANALYSIS-Evaluation the literature/ research-Identify relevant literature/research | There are virtually no sources that are professionally reliable. The audience seriously doubts the value of the material presented. Fails to identify data and information that counts as evidence for truth-claims and fails to evaluate its credibility. | Majority of the references are not peer reviewed professional journals or other approved sources. References from questionable sources (e.g., trade books, internet sources, popular magazines). Successfully identifies data and information that counts as evidence but fails to thoroughly evaluate its credibility | References are primarily from peer reviewed professional journals or other approved sources. Identifies all important evidence and rigorously evaluates it. | References are from peer reviewed professional journals or other approved sources. The audience is confident that the information and ideas can be trusted. Not only identifies and rigorously evaluates all important evidence offered, but also provides new data or information for consideration |
| GROUP research rapid fire PRESENTATION | Unacceptable (1) | Acceptable (2) | Good (3) | |
| Visual Presentation COMPONENTS 1. Layout & flow 2. Font size 3. Colour scheme and background 4. Correct acknowledgement of images | Difficult to read the text on the presentation, inappropriate background, and colour selection Limited (0 to 1) aspects were considered | Acceptable visual presentation. Some aspects were considered | Good visual presentation. All aspects were considered | |
| COMMUNICATION Structure and Organisation | Group Presentation demonstrates limited organisation. | Group Presentation is mostly coherent and cohesive manner with minor gaps evident. | Group Presents ideas in coherent (logical, sequenced) and cohesive (linked) manner. | |
| Limiting factor: LENGTH OF PRESENTATION | Within +/- 3 minutes of allocated time | Within +/- 1 minute of allocated time | | |
| Research rapid fire presentation GRADE (Out of 20) | | | | |
| EXAMINER: | | | | |

Any of the following will result in a grade of fail or serious fail:

- Unprofessional practice/conduct.
- Failure to attend the presentation unless the unit coordinator has granted prior permission.
- The poster and presentation did not relate to the group topic

| Student: | | | | |
|--|--|---|--|--|
| INDIVIDUAL COMPONENT ONE PAGE FACT SHEET FOR PATIENTS | (0) | (1) | (2) | (3) |
| CONTENT: Identifies and concisely explains the topic/issue to the target audience and links back to oral health *0 in this section, the visual presentation and grammar criteria will not be graded | Fails to identify, summarize, or explain the main topic or question. AND Fails to link to Oral Health* | Represents the topic/issues inaccurately or inappropriately. OR Fails to link back to Oral Health * | Identifies main issues but does not summarize or explain them clearly or sufficiently. | Clearly identifies and summarizes main issues and successfully explains the topic. AND Identifies embedded or implicit issues, addressing their relationships to each other. |
| VISUAL PRESENTATION COMPONENTS 1. Layout & flow 2. Font size 3. Colour scheme and background 4. Correct acknowledgement of images | 0 aspects considered | Difficult to read the text on the presentation, inappropriate background, and colour selection Limited (1) aspects were considered | Acceptable visual presentation. Majority of (2 to 3) aspects were considered | Good visual presentation. All (4) aspects were considered. |

| | | | | |
|--|---|---|---|--|
| GRAMMER, SPELLING, WRITING MECHANICS | There are so many errors that meaning is obscured. | There are occasional errors, but they don't represent a major distraction or obscure the meaning. | The writing is free or almost free of errors. | |
| <i>Individual evaluation grade (out of 8)</i> | | | | |
| Individual ORAL PRESENTATION communication grade: | (0) | (1) | (2) | (3) |
| Attendance at the Q & A session is mandatory | Did not attend ** | | | |
| COMMUNICATION Non-verbal skills (Clear voice; volume, pace, tone, pronunciation, Eye contact, Clarity and Timing). | Significant lapses in non-verbal communication rendering the message unclear. Manner towards the audience is unprofessional. | Lapses in non-verbal communication elements such that the message is ambiguous at times. Creates a connection with the audience (examiners). | Minor lapses in non-verbal communication elements, however the message remains clear. Creates a connection with the audience (examiners). | All elements of non-verbal communication are attended to. Creates a connection with the audience (examiners). |
| COMMUNICATION Structure and Organisation of individual oral presentation | Individual oral presentation demonstrates limited organisation. | Individual oral presentation is mostly coherent and cohesive manner with minor gaps evident. | Individual present oral ideas in coherent (logical, sequenced) and cohesive (linked) manner. | |
| <i>Individual oral presentation GRADE (out of 5)</i> | | | | |
| INDIVIDUAL PEER EVALUATION | | (1) | (2) | (3) |
| The individual's ability to give constructive (positive and ideas for improvement) feedback to other student group(s) | Unable to provide any constructive written feedback to peers. Failure to attend the Face to face Q & A session.** | Feedback lacked constructive ideas for improvement. | The student was able to provide constructive feedback, including positive and negative feedback and ideas for improvement, to other student group(s). | Exemplary ability to provide constructive feedback, including positive and negative feedback and ideas for improvement, to other student group(s). |
| PEER Grade (out of 3) | | | | |
| SPA (out of 5) <i>Graded in Moodle</i> | | | | |
| TOTAL GRADE for Part B (Out of 21) | | | | |
| Examiner: | | | | |

**Any of the following will result in a grade of fail or serious fail:

- Unprofessional practice/conduct.
- Failure to attend the presentation unless the unit coordinator has granted prior permission.
- The poster and presentation did not relate to the group topic.

Referencing Style

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

Submission

Online Group

Submission Instructions

Marks will be deducted at a penalty of 5% or equivalent of the total available marks for the assessment for each calendar day (full or part) it is overdue.

Learning Outcomes Assessed

- Explain the processes of assessment, prevention and management of dental diseases, including non-carious tooth structure loss, dental caries (including root caries), and periodontal diseases on patients of all ages
- Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats

2 Individual Case Study

Assessment Type

Case Study

Task Description

Each student will analyse and write a report on a patient case history provided by the unit coordinator. The report should include:

- An overview of the patient case history.
- Identify disease risk factors.
- Formulate a risk assessment, problems list and diagnosis/diagnoses.
- Develop a treatment plan considering further investigations, prognosis, patient and clinician modifiers, treatment goals and objectives.
- Explain the rationale for risk assessment, prognosis, diagnosis, and treatment plan according to the treatment phases.

- Provide information regarding consultation with other professionals and /or referrals.

When preparing the report the student is required to appraise published literature and apply evidence-based knowledge in terms of justifying the treatment decisions as well as relevant pathways, protocols and guidelines.

Assessment Due Date

Week 11 Monday (20 May 2024) 11:45 pm AEST

Return Date to Students

Individual written feedback will be provided by the certification of grades date.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

The assessment criteria for your case study is defined in the rubric.

| STUDENT NAME: | | | | |
|--------------------------------------|--|--|---|---|
| INDIVIDUAL CASE MANAGEMENT PLAN | 0-1 | 2-3 | 4-5 | 6-7 |
| PATIENT HISTORY ANALYSIS | Clinical notes were not analysed to integrate salient points into the case management plan. | Clinical notes were summarised and integrated into the case management plan. | Clinical notes were analysed, and the best information incorporated into the case management. | Provides a critical analysis of clinical notes with the best information synthesised into the case management |
| PROBLEM LIST/ DIAGNOSIS/PROGNOSIS | Cannot formulate a problem list/diagnosis or prognosis for the patient. | Identifies some (not all) problems/diagnosis/prognosis. | Identifies problems/diagnosis/prognosis | Identifies a complete problem list and diagnosis without unnecessary information included. |
| RISK ASSESSMENT | No or very limited attempt to complete the risk assessments | Risk assessments are partially complete | Risk Assessment completed with creditable resources | |
| CLINICAL REASONING | Cannot formulate treatment plan or provides incorrect treatment plan. Recommendations/options are vague, confusing and /or irrelevant. Clinical reasoning is vague or not evident in terms of evidence-based reasons for clinical decision-making. | Provides basic recommendations/options that are applicable to every case, however, are not individualised to this specific case. Clinical reasoning is basic or general in terms of evidence-based reasons for clinical decision-making. | Displays good evidence of clinical reasoning of a specific case. Recommendations/options are case justified and and evidence based. | Complete treatment planning presented in a thoughtful and in-depth manner. Provides highly individualised recommendations/options in terms of evidence-based reasons for clinical decision-making. |
| CRITICAL THINKING | No evidence of critically appraised published scientific literature and no application of the relevant evidence-based knowledge in terms of justification of treatment decisions and choices | Provided minimal evidence of critically appraised published scientific literature and /or minimal application of the relevant evidence-based knowledge in terms of justification of treatment decisions of choices | Provided evidence of critically appraised published scientific literature and minimal application of the relevant evidence-based knowledge in terms of justification of treatment decisions and choices | Independently critically appraised published scientific literature. Applied the relevant evidence-based knowledge in terms of justification of treatment decisions and choices, as well as relevant pathways, protocols and guidelines. |
| ORGANISATION | The treatment plan is not logically organised. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest. | In general, the treatment plan is arranged logically, although occasionally ideas fail to make sense together. The reader is fairly clear about what writer intends. | The treatment plan is arranged logically to support appropriate management. Components are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning. | The treatment plan is arranged logically to support the purpose or goal of treatment. Components flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning. |
| GRAMMAR, SPELLING, WRITING MECHANICS | 1 | 2 | 3 | |
| Case study grade (out of 43) | There are so many errors that meaning is obscured. | There are occasional errors, but they don't represent a major distraction or obscure the meaning. | The writing is free or almost free of errors. | |

Referencing Style

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

Submission

Online

Submission Instructions

Marks will be deducted at a penalty of 5% or equivalent of the total available marks for the assessment for each calendar day (full or part) it is overdue.

Learning Outcomes Assessed

- Develop a diagnosis and appropriate treatment plan for patients of all ages, including medical compromised and special needs patients
- Recognise and act upon the legal, ethical, and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas.

3 Online quizzes

Assessment Type

Online Quiz(zes)

Task Description

All students must complete this assessment. The online quiz(zes) will be a two-part assessment. The time and date will be confirmed on the News Forum on the unit Moodle site.

1. Part A - Week 5
2. Part B - Week 12

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.

- You are allowed one attempt only at each summative online quiz(zes) and must be completed within the allocated time frame.
- Open attempts are submitted automatically. This means that if you have technical difficulties, it will save any questions you have already answered.

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

2

Frequency of Quizzes

Other

Assessment Due Date

Week 5 and Week 12. Time and date to be advised by unit coordinator.

Return Date to Students

The Week 5 quiz results will be available at the end of Week 8 and the final quiz results made available on certification of grades day.

Weighting

40%

Minimum mark or grade

50%

Assessment Criteria

This online quiz(zes) will cover all learning material from ORAL12001. The questions relate to applying knowledge to the treatment planning and the management of dental conditions. The question format will be a combination of a multiple choice and short response question which require a paragraph or short answers relating to oral disease, prevention and management.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Explain the processes of assessment, prevention and management of dental diseases, including non-carious tooth structure loss, dental caries (including root caries), and periodontal diseases on patients of all ages
- Develop a diagnosis and appropriate treatment plan for patients of all ages, including medical compromised and special needs patients
- Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats
- Recognise and act upon the legal, ethical, and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas.

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