



# **ORAL12003 *Oral Health Clinical Practice 1***

## **Term 1 - 2022**

Profile information current as at 20/04/2024 07:17 am

All details in this unit profile for ORAL12003 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 gain theoretical knowledge in periodontal and dental hygiene diagnosis, treatment planning and treatment procedures. You will translate and integrate knowledge and skills learnt throughout the Bachelor of Oral Health course through work-integrated learning clinical practice. You must comply with clinical policies and procedures while undertaking clinical practice. You will improve your clinical reasoning skills in a supportive environment aimed to increase your confidence through reflective and self-directed learning. On successful completion of this unit, you will be able to demonstrate clinical judgment and practical skills in oral examination and diagnosis of dental conditions in adults of all ages. You will also be able to demonstrate safety and competence in patient care over a range of periodontal and dental hygiene clinical procedures, including referral of patients for complex care outside your scope of practice. You will be able to communicate information regarding oral health in oral and written forms utilising appropriate interpersonal and team communication skills, professional attitudes and ethical behaviours. You will be required to attend a two-week compulsory intensive program immediately prior to the commencement of Term 1.

### 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: ORAL11006 Introduction to Oral Health Practice; AND ORAL11005 Dental Morphology and Microscopic Anatomy; AND ORAL11003 Oral Pathology and Diagnosis; AND BIOH11006 Advanced Anatomy and Physiology; AND HLTH12031 Community Engaged Learning Co-requisites: ORAL12002 Oral Health Pre Clinical Practice; AND ORAL12001 Oral Disease Prevention and Management

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 - 2022

- 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).

### Residential Schools

This unit has a Compulsory Residential School for distance mode students and the details are:

Click here to see your [Residential School Timetable](#).

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

Weighting: 40%

#### 2. **Reflective Practice Assignment**

Weighting: Pass/Fail

#### 3. **Practical Assessment**

Weighting: Pass/Fail

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

Weighting: 60%

### 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 Feedback via the "Have Your Say" survey.

**Feedback**

Students wished to know their clinical partners earlier than a few days before clinical placement commenced.

**Recommendation**

It is recommended that the unit coordinator advise students that it is not possible to confirm clinical partners earlier in the term, as this is dependent on students first passing a barrier exam. Students will continue to be advised at the beginning of term the day, time and location of their clinical placement sessions.

#### Feedback from Student Feedback via the "Have Your Say" survey.

**Feedback**

Students wished all tutorials were recorded.

**Recommendation**

It is recommended that the unit coordinator advise students that best efforts are made to record Zoom tutorials. However, as this is an on-campus program, there is an expectation that students should attend learning activities live and recordings should be used as a backup only. This is due to the possibility of technical problems affecting recordings.

#### Feedback from Student Feedback via the "Have Your Say" survey.

**Feedback**

Students suggested catch up sessions due to sessions missed for public holidays.

**Recommendation**

It is recommended that the unit coordinator advise students that simulation sessions are scheduled over the whole term, taking public holidays into account. Therefore, catch-up sessions as such are not needed and are taken into account when formulating the term program.

#### Feedback from Student Feedback via the "Have Your Say" survey.

**Feedback**

Students enjoyed the clinical peer learning sessions, clinical workbook and patient-based clinical placements.

**Recommendation**

It is recommended that these components will continue in future.

#### Feedback from Teaching staff reflection and discussion.

**Feedback**

There was a change in teaching staff in 2021, leading to some disconnect between lectures, tutorials and quizzes.

**Recommendation**

It is recommended that lectures and quizzes be re-designed for 2022.

## Unit Learning Outcomes

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

1. Discuss the theoretical basis of oral health practice and dental procedures for the diagnosis, prevention and management of oral diseases
2. Implement processes for the assessment, prevention and management of dental diseases including non-carious tooth structure loss, dental caries (including root caries) and periodontal diseases in a clinical environment
3. Formulate a diagnosis and appropriate treatment plan for adult patients in a clinical environment, including identification of patients who require referral for care outside one's scope of practice
4. Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats
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.

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



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	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					

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Online Quiz(zes) - 40%	•	•	•	•						
2 - Reflective Practice Assignment - 0%	•					•		•		
3 - Practical Assessment - 0%	•	•	•	•	•	•	•			
4 - In-class Test(s) - 60%	•	•	•	•						

## Textbooks and Resources

### Textbooks

ORAL12003

#### Prescribed

**Foundations of Periodontics for the Dental Hygienist**

Edition: Fifth (2018)

Authors: Jill S. Gehrig, Daniel E. Shin and Donald E. Willmann  
Lippincott Williams & Wilkins  
Philadelphia , Pennsylvan , USA  
ISBN: 9781496384027  
Binding: Other  
ORAL12003

### **Supplementary**

#### **Diagnosis and Treatment Planning in Dentistry**

Edition: Third (2017)  
Authors: Stephan J Stefanac and Samuel P Nesbit  
Elsevier Saunders  
St Louis , Missouri , USA  
ISBN: 9780323287302  
Binding: Other  
ORAL12003

### **Supplementary**

#### **Modern Dental Assisting**

Edition: Twelve (2017)  
Authors: Bird, DL & Robinson, DS  
Elsevier Health Sciences  
Philadelphia , Pennsylvan , USA  
ISBN: 9780323430302  
Binding: Other  
ORAL12003

### **Supplementary**

#### **Mosby's Dental Drug Reference**

Edition: Twelve (2017)  
Authors: Arthur Jeske  
Elsevier Saunders  
St Louis , Missouri , USA  
ISBN: 9780323481113  
Binding: Other  
ORAL12003

### **Supplementary**

#### **Therapeutic Guidelines Oral and Dental**

Edition: Version 2 (2012)  
Authors: Oral and Dental Expert group  
Therapeutic Guidelines Limited  
Melbourne , Victoria , Australia  
Binding: Other

[View textbooks at the CQUniversity Bookshop](#)

## 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

**Kelly Hennessy** Unit Coordinator

[k.a.hennessy@cqu.edu.au](mailto:k.a.hennessy@cqu.edu.au)

**Libby Warlow** Unit Coordinator

[e.warlow@cqu.edu.au](mailto:e.warlow@cqu.edu.au)

## Schedule

### Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures:</u> <ul style="list-style-type: none"><li>• Introduction to Periodontology and periodontal health</li><li>• Clinical periodontal assessment and diagnosis</li><li>• Periodontitis, staging and grading</li></ul>		
<u>Clinical tutorial:</u> <ul style="list-style-type: none"><li>• Equipment Maintenance</li><li>• Infection Control &amp; PPE</li><li>• Ergonomics and Patient positioning</li><li>• Hygiene Refresher (Simulation laboratory)</li><li>• Communication</li><li>• History taking</li><li>• Comprehensive Oral examination</li><li>• Oral Health Education</li></ul>	Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5th Ed., Chap 1, 2, 3, 4, 7, 20). Wolters Kluwer/Lippincott Williams & Wilkins.	Including sessions held in 2 week intensive 21 Feb - 04 Mar 2022. Weekly Quiz Weekly Reflective Blog

### Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures:</u> <ul style="list-style-type: none"><li>• Dental plaque induced gingival conditions</li><li>• Non plaque induced gingival conditions</li></ul>		
<u>Clinical Tutorial:</u> <ul style="list-style-type: none"><li>• Saliva testing</li><li>• Comprehensive Periodontal Charting</li><li>• Oral Health Education</li><li>• Plaque Disclosing</li><li>• Prophylaxis</li></ul>	Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5th Ed., Chap 6). Wolters Kluwer/Lippincott Williams & Wilkins.	Weekly Quiz Weekly Reflective Blog

### Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures:</u> <ul style="list-style-type: none"><li>• Host response to biofilm</li><li>• Necrotizing Periodontal Diseases</li><li>• Dental4Windows software training</li></ul>		
<u>Clinical Tutorial:</u> <ul style="list-style-type: none"><li>• Periodontal Instrumentation</li><li>• History taking</li><li>• Comprehensive Oral Examination</li><li>• Treatment Planning</li></ul>	Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5 <sup>th</sup> Ed., Chap 7, 15). Wolters Kluwer/Lippincott Williams & Wilkins.	Weekly Quiz Weekly Reflective Blog

**Week 4 - 28 Mar 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures:</u> <ul style="list-style-type: none"> <li>Etiologic Factors: Risk for Periodontal Disease</li> <li>Systemic Risk Factors That Amplify Susceptibility to Periodontal Disease</li> <li>Local Factors Contributing to Periodontal Disease</li> </ul>	Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5 <sup>th</sup> Ed., Chap 12, 16, 17). Wolters Kluwer/Lippincott Williams & Wilkins.	Weekly Quiz
<u>Clinical Tutorial:</u> <ul style="list-style-type: none"> <li>Debridement using ultrasonic and hand instrumentation</li> <li>Saliva Testing</li> <li>Disclosing</li> </ul>		Weekly Reflective Blog

**Week 5 - 04 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures:</u> <ul style="list-style-type: none"> <li>Clinical Decision-Making for Periodontal Care</li> <li>Shared Decision-Making for Periodontal Care</li> </ul>	Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5 <sup>th</sup> Ed., Chap 10, 11). Wolters Kluwer/Lippincott Williams & Wilkins.	Safety Audit Task
<u>Clinical Tutorial:</u> <ul style="list-style-type: none"> <li>History taking</li> <li>Comprehensive Oral Examination</li> <li>Treatment Planning</li> <li>Oral Health Education</li> </ul>		Weekly Quiz Weekly Reflective Blog

**Week 6 - 11 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lectures:</u> <ul style="list-style-type: none"> <li>Tobacco, Smoking and Periodontal Disease</li> <li>Non-Surgical Periodontal Therapy</li> <li>Epidemiology</li> </ul>	Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5 <sup>th</sup> Ed., Chap 19, 24). Wolters Kluwer/Lippincott Williams & Wilkins.	Weekly Quiz
<u>Clinical Tutorial:</u> <ul style="list-style-type: none"> <li>History taking</li> <li>Comprehensive Oral Examination</li> <li>Treatment Planning</li> <li>Oral Health Education</li> <li>Safety Audit</li> </ul>		Weekly Reflective Blog

**Break Week - 18 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic
No Lectures or Clinical Tutorial		

**Week 7 - 25 Apr 2022**

Module/Topic	Chapter	Events and Submissions/Topic

Lectures:

- Maintenance for the Periodontitis Patient
- Chemical Agents in Periodontal Care and Dentinal Hypersensitivity

Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) *Foundations of Periodontics for the Dental Hygienist* (5<sup>th</sup> Ed., Chap 27, 33). Wolters Kluwer/Lippincott Williams & Wilkins.

Weekly Quiz

Weekly Reflective Blog

Clinical Session:

Treating Patients

**Week 8 - 02 May 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Lectures:

- Case Study Prep

Weekly Reflective Blog

Clinical Session:

Treating Patients

**Week 9 - 09 May 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Lectures:

- Case Study Prep

Weekly Reflective Blog

Clinical Session:

- Treating Patients

**Week 10 - 16 May 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Lectures:

- Case Study Prep

Weekly Reflective Blog

Clinical Session:

Treating Patients

**Week 11 - 23 May 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Lectures:

- Case Study Prep

Weekly Reflective Blog

Clinical Session:

Treating Patients

**Station-Based Assessment Due:**  
Week 11 Wednesday (25 May 2022)  
11:45 pm AEST

**Week 12 - 30 May 2022**

**Module/Topic**

**Chapter**

**Events and Submissions/Topic**

Lectures:

None

End of Term Online Quiz

Clinical Session:

- Treating Patients
- Dental Impressions

Reflective Blog

## Term Specific Information

### CHANGES TO TERM DATES

In 2022, it has been agreed that break week will change FROM 11-15 April TO 18-22 April 2022.

**Clinical Attire in the Oral Health Clinics and Residential and Aged Care Facilities:** All students are required to wear their oral health polo plus an outer protective garment - theatre gowns are required for this purpose and gowns will be provided at Queensland Health placements. The outer protective garment (theatre gown) must be placed in a plastic bag after the session or day and washed appropriately. All garments must be freshly laundered and ironed. The outer protective garment (theatre gown) cannot be worn in the Oral Health Prosthetic Laboratory or Simulation Laboratory. All students must wear black long pants and low-heeled closed-in shoes, their protective eyewear, have their hair tied back and wear no jewellery on their hands or arms. Males are required to be clean-shaven. A student can be sent home if the clinical attire is not adequate.

**Laboratory Attire in the Oral Health Simulation and Prosthetic Laboratories:** All students are required to wear their oral health polo plus an outer protective garment - short laboratory tops or jackets are required for this purpose. The outer protective garment (short laboratory top or jacket) must be placed in a plastic bag after the session or day and washed appropriately. All garments must be freshly laundered and ironed. The outer protective garment (short laboratory top or jacket) cannot be worn in Oral Health Clinics. All students must black long pants and low-heeled closed-in shoes, their protective eyewear, have their hair tied back and wear no jewellery on their hands or arms. A student can be sent home if the laboratory attire is not adequate.

**Workplace Health and Safety:** 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 placements and failure in the Unit.

## Assessment Tasks

### 1 Online Quizzes

#### Assessment Type

Online Quiz(zes)

#### Task Description

Each week, you will complete a multiple-choice online quiz related to the learning material for that week. In Week 12, you will complete an online short-answer quiz. 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 weeks.

The results from these quizzes are combined towards the 40% weighting for this assessment task.

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

#### Number of Quizzes

#### Frequency of Quizzes

Weekly

#### Assessment Due Date

There are weekly quizzes throughout the term. The online quiz times are available under the assessment tile on Moodle.

#### Return Date to Students

The score for the weekly MCQ quizzes will be available on-line after the completion of each quiz. The Week 12 SAQ quiz results will be added to final results.

#### Weighting

40%

#### 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 and dental procedures for the diagnosis, prevention and management of oral diseases

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## 2 Personal Reflective Blog

### Assessment Type

Reflective Practice Assignment

### Task Description

You are to use critical and reflective practice to enrich your learning experience. Self-reflection is an important practice for personal and professional development. You will be required to write a self-reflective blog based on your practical experiences. Weekly reflections are to be recorded on a personalised blog on ORAL12003 Moodle. [The Gibbs' Reflective Cycle](#) is an example of a reflective model you could use.

The completion of the personal reflective blog is a compulsory assessment and each entry must be completed to a satisfactory standard. Reflections must be submitted by midnight each Sunday for the previous week you are in clinic.

### Assessment Due Date

Weekly by midnight Sunday night.

### Return Date to Students

Results will be added to final assessments, however feedback will be ongoing.

### Weighting

Pass/Fail

### Assessment Criteria

	Satisfactory	Unsatisfactory
Clarity	The language is clear and expressive. Explanation of concepts makes sense to an uninformed reader. There may be minor lapses in clarity, accuracy, spelling and grammar.	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
Relevance	The learning experiences being reflected upon is relevant and meaningful to student and unit learning goals.	Most of the reflection is irrelevant to student and/or unit learning goals OR not attempted
Analysis	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or unit concepts.	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 not attempted.

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- 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.

## Graduate Attributes

- Communication
- Information Technology Competence
- Ethical practice

# 3 Clinical Practice Assessment

## Assessment Type

Practical Assessment

## Task Description

There are two 3 hour clinical practice sessions per week. Clinical sessions include:

Peer learning activities designed to consolidate, apply and extend the theory learnt in years 1 and 2 into clinical practice.

Examination and treatment of dental hygiene patients.

- Placement sites may include:
- CQUniversity Oral Health Clinic
- SACCR at CQUniversity Health Clinic
- Residential Care Facilities
- Oral Health Education at child care centres, schools, community health centres, community groups
- Private Hospitals
- Private Dental Clinics
- Specialist Dental Clinics
- Public Health Districts

A list of contacts and placement site addresses is at the bottom of the Google Drive Student Roster (link on unit Moodle page).

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

### Component 1 Safety Audit Task:

Students will undergo a safety audit during the Friday clinical session in Week 5.

The safety audit is an assessment of your basic hygiene 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 continue clinical practice in ORAL12003.

### Component 2 Clinical Performance:

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 reflect 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	Approaching Competent	Competent	Highly Competent
	0	1	2	3
<b>Pocket depths and recession</b>	More than 6 measurements inaccurate, or measurements inaccurate by more than 4mm.	Up to 6 measurements inaccurate. Less than 2 by 2-4mm.	Up to 4 measurements inaccurate. None by more than 2mm. Consideration given if difficult case (poor patient compliance/medical conditions leading to poor visibility and access)	All charted accurately (measurements within 1mm of supervisor)
<b>Mobility and Furcations</b>	Not measured or 3 or more teeth inaccurate	2 teeth inaccurate (missed or incorrect classification)	1 tooth inaccurate (missed or incorrect classification)	All charted accurately
<b>Suppuration and BOP</b>	Not measured or 3 or more sites inaccurate	2 sites inaccurate (missed or incorrect classification)	1 site inaccurate (missed or incorrect classification)	All charted accurately
<b>Periodontal Diagnosis and Maintenance</b>	Unable to determine accurate periodontal diagnosis or review schedule.	Needs some assistance with determining accurate periodontal diagnosis and review schedule.	Needs some assistance with determining accurate periodontal diagnosis. Accurately proposes review schedule.	Independently determines accurate periodontal diagnosis and proposed review schedule

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.

CRITICAL COMPETENCIES	Not Yet Competent (NYC)	Competent (C)
<b>Infection Control and WPHS Note: Operator is responsible for dental assistant's infection control procedures</b>	Breach of infection control or WPHS Unnecessary removal of sound tooth structure Unnecessary trauma to soft tissues or adjacent teeth Incorrect tooth/procedure Mechanical pulp exposure	Demonstrates appropriate infection control and WPHS - Student may request assistance
<b>Communication, Teamwork and Professionalism *** see details in workbook</b>	Unprofessional conduct and/or unethical behaviour. 3C's or consent sticker not completed Unapproved use of mobile phone/device	Appropriate professional conduct and/or ethical behaviour. 3C's and consent sticker completed

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

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.

In order to achieve a grade of pass in this component, you are required to achieve a minimum average score of Competent (2).

Summative assessment for this component commences Monday of Week 4. Prior to that, clinical performance is completed on a formative basis.

### **Component 3 Attendance:**

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

at operational convenience. The 2-week intensive requires 100% attendance.

A pass for satisfactory attendance is defined as 100% attendance at the 2-week intensive, as well as maintaining and fulfilling the 90% 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 Libby Warlow (via phone).

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

### **Assessment Due Date**

Completed via the Online Real-time Assessment System.

### **Return Date to Students**

Completed via the Online Real-time Assessment System.

### **Weighting**

Pass/Fail

### **Minimum mark or grade**

Pass/Fail - A student must pass this assessment item in order to pass the course overall.

### **Assessment Criteria**

See information in Task Description, which includes assessment criteria.

### **Referencing Style**

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

### **Submission**

Offline

### **Learning Outcomes Assessed**

- Implement processes for the assessment, prevention and management of dental diseases including non-carious tooth structure loss, dental caries (including root caries) and periodontal diseases in a clinical environment
- Formulate a diagnosis and appropriate treatment plan for adult patients in a clinical environment, including identification of patients who require referral for care outside one's scope of practice
- 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.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence

## **4 Station-Based Assessment**

### **Assessment Type**

In-class Test(s)

### **Task Description**

This assessment consists of stations set up around the room, each with a set question/s that must be answered within a set time period. After the time period has lapsed, you will rotate to the next station and repeat this until you have been to all stations. There will be a maximum of one (1) student per station at a time. 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 11 Wednesday (25 May 2022) 11:45 pm AEST

**Return Date to Students**

Results will returned to students with end of term results.

**Weighting**

60%

**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 and dental procedures for the diagnosis, prevention and management of oral diseases
- Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy

## 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