



ORAL12006 Oral Health Clinical Practice 2

Term 2 - 2018

Profile information current as at 20/04/2024 07:44 am

All details in this unit profile for ORAL12006 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.

Corrections

Unit Profile Correction added on 02-08-18

Written Examination duration is 180 minutes.

General Information

Overview

In this unit you will translate and integrate knowledge and skills learnt in Years 1 and 2 into the clinical setting through work-integrated learning clinical practice. You will have the opportunity to practise and further develop competency in a range of skills including hygiene, periodontal, restorative, radiography and other dental procedures. On completion of this unit, you will be able to demonstrate higher level clinical judgment and practical skills in the diagnosis and treatment of dental conditions in adults. You will be able to communicate information regarding oral health in oral and written forms utilising appropriate interpersonal / team communication skills, professional attitudes and ethical behaviours.

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

Prereq: ORAL12003 Oral Hlth Clinical Prac 1 and ORAL12001 Oral Hlth Disease Prevention & Management and ORAL12002 Oral Hlth Pre Clinical Prac 1 Coreq: ORAL12004 Orthodontics, Prosthodontics & Pharm and ORAL12005 Oral Hlth Pre Clinical Prac 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 2 - 2018

- 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. **Practical Assessment**

Weighting: Pass/Fail

2. **Reflective Practice Assignment**

Weighting: 10%

3. **Oral Examination**

Weighting: 40%

4. **Examination**

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 Feedback via the "Have Your Say" survey. Verbal student feedback. Unit coordinator reflection.

Feedback

We have constraints in the timetable, and students were not keen to attend campus 8-9am on a Thursday morning for a lecture. Students were consulted for preference of face-to-face or pre-recorded lectures and unanimously voted for pre-recorded lectures. In retrospect many students, as well as the unit coordinator feel that face-to-face delivery is preferable. Some students appreciated the flexibility of recorded lectures.

Recommendation

Consideration will be given to options of different lecture delivery times to facilitate delivery of face-to-face lectures. Alternatively, lectures could be delivered via Zoom.

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

Feedback

Improved consistency between supervisors regarding clinical information.

Recommendation

Professional opinions differ, however unit coordinators and supervisors need further collaboration to ensure content is aligned.

Feedback from Student Feedback via the "Have Your Say" survey. Verbal student feedback. Unit coordinator reflection.

Feedback

Queensland Health manages appointment books for student clinical sessions. At times, appointments were not filled to capacity. There were also relatively high failure to attend rates.

Recommendation

CQUniversity is taking over management of appointment books for 2 out of 4 days per week in 2018. This will improve patient numbers and failure to attend rates. More guidance will be given to Queensland Health regarding requirements for the remaining 2 days.

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. Integrate medical and dental history taking, dental examination, screening for oral pathologies and risk assessment for adult patients in a clinical environment, including identification of patients who require referral for care outside one's scope of practice.
3. Diagnose, prevent and manage non-carious tooth structure loss, dental caries (including root caries) and periodontal diseases in a clinical environment.
4. Implement effective pain management and administer dental local anaesthesia.
5. Manage patients with fixed and removable prosthodontic appliances including implant-related pathology.
6. Effectively utilise extra-oral and intra-oral diagnostic radiography in the clinical situation.
7. Communicate information regarding oral health in oral and written formats.
8. Satisfy the requirements of an evolving dental practitioner utilising appropriate interpersonal / team communication skills, professional attitudes, appropriate reflective practices and ethical behaviours.

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	6	7	8	
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 - Practical Assessment - 0%	•	•	•	•	•		•	•		
2 - Reflective Practice Assignment - 10%	•	•	•			•		•		
3 - Oral Examination - 40%	•	•	•	•				•		
4 - Examination - 50%	•	•	•	•				•		

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

Students are required to have all textbooks previously required for all first and second year ORAL units.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Kelly Hennessy Unit Coordinator
k.a.hennessy@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Radiographic Interpretation	Ch 19-21: Whaites, E., & Drage, N. (2013). Essentials of dental radiography and radiology (5th ed.). Edinburgh: Churchill Livingstone Elsevier.	

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Radiographic Interpretation	Ch 21-25: Whaites, E., & Drage, N. (2013). Essentials of dental radiography and radiology (5th ed.). Edinburgh: Churchill Livingstone Elsevier.	

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term	See Moodle resources	

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Local anaesthesia
 Malamed, S. (2013). Handbook of local anesthesia. St. Louis, Miss.: Elsevier/Mosby. Therapeutic Guidelines Oral and Dental Version 2. (2012) (2nd ed.).

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Local anaesthesia	Malamed, S. (2013). Handbook of local anesthesia. St. Louis, Miss.: Elsevier/Mosby. Therapeutic Guidelines Oral and Dental Version 2. (2012) (2nd ed.).	

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Periodontal Systemic Associations	Chapter 32: Gehrig, J., & Willmann, D. (2015). Foundations of periodontics for the dental hygienist (4th ed.). Philadelphia: Wolters-Kluwer.	Essay 1 due - See Moodle for details

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term	See Moodle resources	

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term	See Moodle resources	

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term	See Moodle resources	

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term	See Moodle resources	

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term	See Moodle resources	

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term	See Moodle resources	Essay 2 due - See Moodle for details Practical Assessment - Clinical Practice Due: Week 12 Friday (5 Oct 2018) 6:00 pm AEST Reflective Practice Assignments Due: Week 12 Friday (5 Oct 2018) 6:00 pm AEST Oral Examination Due: Week 12 Tuesday (2 Oct 2018) 4:00 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Term Specific Information

Dr Kelly Waters

Building 14 Room 1.19

CQUniversity Oral Health Clinic

Berrill Lane NORTH ROCKHAMPTON QLD 4702

Tel: 0401 335 197

Email: k.waters@cqu.edu.au

Other contacts:

Ms Karen Smart

Tel: 0411 437 901

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 - Clinical Practice

Assessment Type

Practical Assessment

Task Description

In each clinical session, you are required to treat patients. Clinical practice will consolidate, apply and extend the theory learnt throughout your Bachelor of Oral Health course.

All treatments are graded by a supervisor using criterion-referenced assessment rubrics.

Assessment Due Date

Week 12 Friday (5 Oct 2018) 6:00 pm AEST

Return Date to Students

Results will be added to final assessments.

Weighting

Pass/Fail

Minimum mark or grade

You must obtain at least 60% in this assessment task in order to pass the course overall.

Assessment Criteria

There is a detailed assessment rubric for evaluation of student performance provided in the workbooks.

You must obtain at least 60% in this assessment task in order to pass the course overall. This is a pass/fail piece of assessment. Failure to pass this assessment will result of failure in the unit.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Offline

Learning Outcomes Assessed

- Integrate medical and dental history taking, dental examination, screening for oral pathologies and risk assessment for adult patients in a clinical environment, including identification of patients who require referral for care outside one's scope of practice.
- Diagnose, prevent and manage non-carious tooth structure loss, dental caries (including root caries) and periodontal diseases in a clinical environment.
- Implement effective pain management and administer dental local anaesthesia.
- Manage patients with fixed and removable prosthodontic appliances including implant-related pathology.
- Effectively utilise extra-oral and intra-oral diagnostic radiography in the clinical situation.
- Communicate information regarding oral health in oral and written formats.
- Satisfy the requirements of an evolving dental practitioner utilising appropriate interpersonal / team communication skills, professional attitudes, appropriate reflective practices and ethical behaviours.

Graduate Attributes

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

2 Reflective Practice Assignments

Assessment Type

Reflective Practice Assignment

Task Description

Self-reflection is an important practice for personal and professional development. You will be required to submit two 800 word self-reflective essays based on your practical experiences. These essays will be graded by a supervisor. A pass grade is 60%.

Assessment Due Date

Week 12 Friday (5 Oct 2018) 6:00 pm AEST

Assignment 1 and Assignment 2 submission dates will be provided on Moodle - Week 6 and Week 12.

Return Date to Students

Exam Week Friday (19 Oct 2018)

Results will be added to final assessments.

Weighting

10%

Minimum mark or grade

You must obtain at least 50% in this assessment task in order to pass the course overall.

Assessment Criteria

	Reflective practitioner 4/4	Aware practitioner 3/4	Reflection novice 2/4	Unacceptable 1/4	Not attempted 0/4
Clarity	The language is clear and expressive. The reader can create a mental picture of the situation being described. Explanation of concepts makes sense to an uninformed reader. No lapses in clarity, accuracy, spelling and grammar.	Minor, infrequent 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 discussed or are presented inaccurately. There are frequent lapses in clarity, accuracy, spelling and grammar.	Not attempted
Relevance	Multiple learning experiences are reflected upon and are relevant and meaningful to student and unit learning goals.	The learning experience being reflected upon is relevant and meaningful to student and unit learning goals.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	Most of the reflection is irrelevant to student and/or unit learning goals.	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.	Some analysis of how the experience contributed to student understanding of self, others, and/or unit concepts. but analysis lacks depth.	Limited analysis of how the experience contributed to student understanding of self, others, and/or unit concepts. and analysis lacks depth. .	Reflection does not move beyond description of the learning experience(s).	Not attempted
Strategies for Improvement	There is development of comprehensive strategies for improvement as well as evidence of success with these strategies.	There is development of some strategies for improvement as well as evidence of success with these strategies.	There is development of some comprehensive strategies for improvement but no evidence of success with these strategies.	There is limited development of comprehensive strategies for improvement.	Not attempted

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

Online

Learning Outcomes Assessed

- Satisfy the requirements of an evolving dental practitioner utilising appropriate interpersonal / team communication skills, professional attitudes, appropriate reflective practices and ethical behaviours.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Technology Competence
- Ethical practice

3 Oral Examination

Assessment Type

Oral Examination

Task Description

A *viva voce* or oral examination. Students are required to assemble in one room and proceed into an adjoining room for the oral examination on an individual basis.

Clinically-based questions will be drawn from all learning materials in ORAL12006 (Lectures, Tutorials, Textbooks, Readings and Clinical experiences). An internal examination panel will ask a series of questions in order for the student to be able to demonstrate a comprehensive and deep understanding of the area of enquiry.

The aim of the *viva voce* is not to 'trick' students; the aim is to provide a platform in which students can demonstrate competence and conviction in addressing all aspects of the questions.

Assessment Due Date

Week 12 Tuesday (2 Oct 2018) 4:00 pm AEST

Once the date and venue has been confirmed, students will be notified accordingly.

Return Date to Students

Results will be added to final assessments.

Weighting

40%

Minimum mark or grade

You must obtain at least 50% in this assessment task in order to pass the unit overall.

Assessment Criteria

Standards for oral assessment/examination tasks

Each oral examination is marked according to how well the student has met the specified requirements for the assessment task, and in accordance with the assessment standards outlined below. An Assessment Feedback Sheet is provided for each oral examination.

A high distinction oral response to questions demonstrates competence and shows conviction in addressing all aspects of the questions and area of inquiry. The response is highly relevant and valid throughout, and provides clear evidence of mastery of the subject matter. It is coherent, flows clearly from point to point, and drawn from extensive research that is creative and thorough in its use of supporting evidence. The oral response exhibits a high level of critical thought, using extensive analysis, explanation and interpretation as bases for formulating arguments. It includes some original thinking throughout, based on clearly evaluated evidence and logical carefully framed assertions.

A distinction oral response to questions demonstrates competence, and thoughtfully and critically addresses the questions and area of inquiry. Discussion is relevant and valid. The response is presented in a logical, coherent manner and uses supporting evidence accurately. Depth of knowledge of subject matter is evident i.e., it demonstrates high level of critical thinking in the way points of view are presented through sound explanations and analyses. While the work is focused, some areas lack creativity and/or originality in the interpretations of ideas.

A credit oral response to questions demonstrates competence, and attempts to address critical points purposely. Discussion is mostly relevant and valid. The oral response shows critical thought and coherence in most parts, i.e., discussion contains some critical analysis of the subject matter and of the relevant evidence presented. Some areas of discussion have marginal value and/or relevance. Balance between critical appraisal and mere description of ideas is not consistently evident. Some potential connections between ideas are not established clearly and/or are overlooked.

A pass oral response to questions demonstrates developing competence, and a conscientious effort to address the

questions adequately. Discussion has some degree of relevance and validity. The oral response shows minimal or no critical thought and, while it is generally coherent in some parts, the lack of clarity in expressions in other parts causes confusion and ambiguity. The oral response may demonstrate some evidence of research and/or may contain several erroneous assertions and/or irrelevant materials. The approach is mostly descriptive and reproductive; it provides little or no evidence of analysis or synthesis.

A fail oral response to questions demonstrates lack of competence, and little or no attempt to address the questions. The discussion is poorly conceived, shows minimal or no relevance to the task at hand and fails to establish validity for the work. The oral response contains too many significant faults to be regarded as a University standard piece of work. The oral response does not demonstrate engagement in and understanding of coursework materials and shows little or no evidence of research.

Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

Submission

No submission method provided.

Learning Outcomes Assessed

- Discuss the theoretical basis of oral health practice and dental procedures for the diagnosis, prevention and management of oral diseases.
- Integrate medical and dental history taking, dental examination, screening for oral pathologies and risk assessment for adult patients in a clinical environment, including identification of patients who require referral for care outside one's scope of practice.
- Diagnose, prevent and manage non-carious tooth structure loss, dental caries (including root caries) and periodontal diseases in a clinical environment.
- Implement effective pain management and administer dental local anaesthesia.
- Manage patients with fixed and removable prosthodontic appliances including implant-related pathology.
- Effectively utilise extra-oral and intra-oral diagnostic radiography in the clinical situation.
- Communicate information regarding oral health in oral and written formats.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

Examination

Outline

Complete an invigilated examination.

Date

During the examination period at a CQUniversity examination centre.

Weighting

50%

Length

180 minutes

Minimum mark or grade

50% - You must obtain at least 50% in this assessment task in order to pass the unit overall.

Exam Conditions

Closed Book.

Materials

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

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