



ORAL12006 Oral Health Clinical Practice 2

Term 2 - 2020

Profile information current as at 26/05/2022 08:33 pm

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.

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 - 2020

- 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. **Written Assessment**

Weighting: 10%

3. **Oral Examination**

Weighting: 40%

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

Weighting: 50%

Assessment Grading

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

CQUniversity Policies

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

You may wish to view these policies:

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

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

Previous Student Feedback

Feedback, Recommendations and Responses

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

Feedback from student evaluation

Feedback

Although most students found the ILMs helpful, some students felt that it did not encourage learning and could have been completed during tutorial session or a 3-hour lecture rather than splitting it up into many weeks.

Recommendation

It would be good for the unit coordinator to explain to students the expectations of the Individual Learning Modules and review the content.

Feedback from student evaluation

Feedback

Some students felt that 1-hour tutorial would not be enough for their learning purposes, lecture should also be scheduled for this unit. Some students also felt that lecture is required to revise last term contents in order to implement them more in a clinical setting.

Recommendation

Lectures for this unit may not be appropriate as the academic availability is a restricting factor on timetabling for this unit. Instead lectures remained online, and it is recommended that two or more tutorial sessions be set aside for revision of previous unit contents, so the students can implement them better in a clinical setting. Advocate for group reflection in the general discussion on the unit Moodle page.

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 - Written Assessment - 10%	•	•	•			•		•		
3 - Oral Examination - 40%	•	•	•	•				•		
4 - In-class Test(s) - 50%	•	•	•	•				•		

Textbooks and Resources

Textbooks

There are no required textbooks.

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

Schedule

Week 1 - 13 Jul 2020

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

Week 2 - 20 Jul 2020

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

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term. Tutorial discussion weekly to discuss clinical learnings.	See Moodle resources	

Week 4 - 03 Aug 2020

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.
Oral and Dental Expert Group (2012) Therapeutic Guidelines: Oral and Dental Version 3, Melbourne: Therapeutic Guidelines Limited.

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Local anaesthesia	Malamed, S. (2013). Handbook of local anesthesia. St. Louis, Miss.: Elsevier/Mosby. Oral and Dental Expert Group (2012) Therapeutic Guidelines: Oral and Dental Version 3, Melbourne: Therapeutic Guidelines Limited.	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Periodontal Systemic Associations	Gehrig, J., & Willmann, D. (2015). Foundations of Periodontics for the Dental Hygienist 4th ed., Chapter 32. Philadelphia: Wolters-Kluwer.	

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term. Tutorial discussion weekly to discuss clinical learnings.	See Moodle resources	

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term. Tutorial discussion weekly to discuss clinical learnings.	See Moodle resources	

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term. Tutorial discussion weekly to discuss clinical learnings.	See Moodle resources	

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term. Tutorial discussion weekly to discuss clinical learnings.	See Moodle resources	

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term. Tutorial discussion weekly to discuss clinical learnings.	See Moodle resources	

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Oral Health Practice continued from last term. Tutorial discussion weekly to See Moodle resources discuss clinical learnings.

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
		In-Class Test

Term 3 Week 4 - 30 Nov 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Reflective Essay due

Term 3 Week 5 - 14 Dec 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Oral Examination

Term Specific Information

Due to COVID-19 impacts at the time of preparing this unit profile, clinical placement dates for Term 2 2020 will continue into Term 3: From Monday 09 November until Friday 18 December 2020. (Note there will be no term break 07-11 December 2020).

Further details will be made available on the unit Moodle site in due course.

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.

Detailed rubrics are available. Each mark contributes to an overall piece of pass/fail assessment. You must obtain at least 60% in this assessment task in order to pass.

Assessment Due Date

Tasks are ongoing throughout the term and will be completed by 18 December 2020.

Return Date to Students

Results will returned to students with end of unit results, however feedback will be ongoing.

Weighting

Pass/Fail

Minimum mark or grade

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

Assessment Criteria

A criterion-reference analytical assessment rubric for evaluation of student performance of procedures is provided in the Online Real-time Assessment System (ORAS).

As an example:

	Unsatisfactory	Not Yet Competent	Approaching Competent	Competent
	0	1	2	3

Debridement technique	Student did not know which instrument to use. / Excessive tissue trauma	Student required major assistance to use correct instrumentation eg required assistance with supragingival areas or easy to access subgingival areas	Student required minor assistance to use correct instrumentation without tissue trauma. Eg. Requested assistance with difficult areas (furcations, difficult to access areas)	Student appropriately used correct instrumentation without tissue trauma
Removal of calculus and plaque and stain	Supra gingival calculus, plaque or staining remaining. Large deposits of subgingival calculus remaining.	Small deposits of subgingival calculus remaining	Completely removed all supra and sub-gingival calculus deposits, but did not complete the required region within the allocated timeframe OR	Independently completely removed all supra and sub-gingival calculus deposits in the required region within the allocated timeframe
Recontouring and polishing of restorations	Could not successfully recontour and polish restorations	Required significant assistance to recontour and polish (many) restorations	Required some assistance to recontour and polish some restorations	Independently recontoured and polished all restorations

Referencing Style

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

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 Assignment

Assessment Type

Written Assessment

Task Description

Self-reflection is an important practice for personal and professional development. There are 2 components to this assessment:

1. A reflective online blog must be completed weekly (by midnight Sunday night for the preceding week).
2. An 800 word self-reflective essay based on your practical experiences, submitted Sunday 06 December 2020.

The online blog and self-reflective essays will be monitored and graded by a supervisor. A pass grade is 60%.

Assessment Due Date

Weekly online blog submissions. Reflective Essay due Sunday 06 December.

Return Date to Students

Results will returned to students with end of term results, however feedback will be ongoing.

Weighting

10%

Minimum mark or grade

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

Assessment Criteria

The Reflective Online Blog is pass/fail. To achieve a pass a blog entry must be completed weekly (by midnight Sunday night for the preceding week). 100% participation is required to pass this component.

The 2 self-reflective essays are graded according to the below rubric:

	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 7th Edition \(APA 7th edition\)](#)

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

An 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.

Assessment Due Date

Thursday 17 December 2020

Return Date to Students

Results will be added to final results..

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 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
- 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

4 End of term Online Examination

Assessment Type

In-class Test(s)

Task Description

An end of term written examination in the online environment.

Assessment Due Date

During the University examination period

Return Date to Students

Results will returned to students with end of term results

Weighting

50%

Minimum mark or grade

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

Assessment Criteria

Critical thinking and application of the theoretical basis of oral health practice and dental procedures for the diagnosis, prevention and management of oral diseases.

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
- Ethical practice

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