



ORAL12006 Oral Health Clinical Practice 2

Term 2 - 2022

Profile information current as at 24/04/2024 11:07 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 - 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).

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 Self-reflection, Student Feedback via the "Have Your Say" survey.

Feedback

The theory content is self-paced and could be updated with newer technology.

Recommendation

It is recommended to assess and explore what technology is available to better deliver the self-paced content.

Feedback from Self-reflection, Student Feedback via the "Have Your Say" survey.

Feedback

Student suggested progress quizzes throughout the term.

Recommendation

It is recommended to implement progress quizzes throughout the term.

Feedback from Self-reflection, Student Feedback via the "Have Your Say" survey.

Feedback

Move tutorials on-campus rather than on Zoom, as attendance and engagement was low.

Recommendation

It is recommended to consider scheduling tutorials on-campus.

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

Feedback

Students enjoyed the local anaesthetic and radiography tutorials.

Recommendation

It is recommended to continue the local anaesthetic and radiography tutorials.

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-cariou 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

Karen Smart Unit Coordinator

k.smart@cqu.edu.au

Libby Warlow Unit Coordinator

e.warlow@cqu.edu.au

Schedule

Week 1- Local Anaesthetic - 11 Jul 2022

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.	

Week 2 - Local Anaesthetic - 18 Jul 2022

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.	

Week 3 - Diagnostic Radiography - 25 Jul 2022

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 4 - Work Integrated Learning - 01 Aug 2022

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 5 - Diagnostic Radiography - 08 Aug 2022

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.	

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - Periodontal Systemic Disease Association - 22 Aug 2022

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 - Work Integrated Learning - 29 Aug 2022

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 - Work Integrated Learning - 05 Sep 2022

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 - Work Integrated Learning - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term. Tutorial discussion weekly to discuss clinical learnings.	See Moodle resources	Thursday - Hands on workshop in clinic for all students. Details on the student roster on Google drive,

Week 10 - Work Integrated Learning - 19 Sep 2022

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 - Work Integrated Learning - 26 Sep 2022

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 - Work Integrated Learning - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Practice continued from last term. Tutorial discussion weekly to discuss clinical learnings.	See Moodle resources	Clinical Practice Assessment Due: Week 12 Friday (7 Oct 2022) 11:45 pm AEST Viva Due: Week 12 Thursday (6 Oct 2022) 9:00 am AEST

Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 17 Oct 2022

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

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.

Clinical Resources the student is responsible for providing: All students are responsible for the purchase of additional resources such as specialised face shields, plastic tubs for carrying personal items in the CQUniversity Oral Health Clinic, and typodont teeth to complete simulation activities whilst on clinical placement during the term.

Assessment Tasks

1 Clinical Practice Assessment

Assessment Type

Practical Assessment

Task Description

Conditions: This is a Pass/Fail assessment.

There are four 3 hour clinical practice sessions per week. Clinical practice will consolidate, apply and extend the theory learnt throughout your Bachelor of Oral Health course.

Placement sites may include:

- CQUniversity Oral Health Clinic
- SACCR at CQUniversity Health Clinic
- Residential Care Facilities
- Oral Health Education at community groups, childcare centres, schools and community health centres.
- 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).

Assessment Due Date

Week 12 Friday (7 Oct 2022) 11:45 pm AEST

Tasks are ongoing throughout the term and will be completed by the end of Week 12.

Return Date to Students

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

Weighting

Pass/Fail

Assessment Criteria

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

Component 1 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
Pocket depths and recession	More than 6 measurements inaccurate. OR Measurements inaccurate by more than 4mm.	Up to 6 measurements inaccurate. Less than 2 sites by 2-4mm.	Up to 4 measurements inaccurate. No sites 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)
Mobility and Furcation	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
Suppuration and BOP	Not measured OR 3 or more teeth inaccurate	2 sites inaccurate (missed or incorrect classification)	1 site inaccurate (missed or incorrect classification)	All charted accurately
Periodontal Diagnosis and Maintenance	Unable to determine accurate periodontal diagnosis AND review schedule.	Needs assistance with determining accurate periodontal diagnosis AND review schedule.	Needs minor assistance with determining accurate periodontal diagnosis. OR 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)
Oral Health Education and Disease Control/Prevention** Note: This is to be reviewed at EVERY appointment.	Oral Health Education and Disease Control/Prevention not reviewed	Oral Health Education and Disease Control/Prevention adequately reviewed
Infection Control and WPHS Note: Operator is responsible for dental assistant's infection control procedures	Breach of infection control or WPHS Unnecessary removal of sound tooth structure Unnecessary trauma to soft tissues or adjacent teeth Incorrect tooth/procedure Mechanical pulp exposure	Demonstrates appropriate infection control and WPHS - Student may request assistance
Communication, Teamwork and Professionalism *** see details in workbook	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
Ergonomic – Operator & Patient	Poor positioning of the patient or operator in the chair. Student required significant assistance from the supervisor (1 major or 3 minor adjustments)	Appropriate positioning of the patient/chair and operator for good ergonomics and patient comfort – minor assistance may be given

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).

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.

If you achieve a minimum average score of 1.8-1.99, you will be offered a re-attempt:

- Three additional student-client interactions will be offered on a mutually agreeable day.
- This task is to be completed no later than one week before the release of grades.
- You must achieve an average minimum score of 2 in ALL three student-client interactions.
- These additional sessions will be offered at the CQUniversity Oral Health Clinic based in Rockhampton. It is your responsibility to arrange transport and accommodation if needed to attend these additional sessions.
- Note that only one opportunity to do a re-attempt will be given.
- If you do not pass the re-attempt, you will be unable to pass ORAL12003.

Component 2 Attendance:

Attendance at clinical placements is compulsory. You are required to attend a minimum of 95% 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.

A pass for satisfactory attendance is defined as maintaining and fulfilling the 95% 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/s (via email), Libby Warlow (via phone/text) and Kelly Hennessy (via phone/text).

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

Referencing Style

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

Submission

Offline

Submission Instructions

Online Real-Time Assessment System

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

You are to use critical and reflective practice to enrich your learning experience. Self-reflection is an important practice for personal and professional development. This requires you to document your work-integrated learning experience through daily self-reflections. The daily self-reflections in the ePortfolio and self-reflective essays will be monitored and graded by the unit teaching team.

There are 2 components to this assessment:

Component 1: Daily reflective practice (ePortfolio)

A reflective entry must be uploaded on the ePortfolio Site on Google Drive weekly (by midnight Sunday night for the preceding week). Entries can include evidence of application of knowledge and skills for example a set of radiographs with the radiographic findings, photos or recording of simulation tasks, and/or videos. Please ensure you have gained the patient's consent to use the dental clinical records and the records are de-identified prior to placing on the personal blog). You should also include in the reflection the feedback from the clinical supervisor from a procedure or placement in which you were graded as not yet competent, performed poorly or in which your performance could be improved. [The Gibbs' Reflective Cycle](#) is an example of a reflective model you could use. The completion of the personal reflective blog in your ePortfolio is a compulsory assessment and each entry must be completed to a satisfactory standard.

Component 2: Written self-reflective essay

An 800 word self-reflective essay based on your practical experiences, submitted Sunday Week 12.

Assessment Due Date

Weekly online blog submissions. Reflective Essay due Sunday Week 12.

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, every week, is required to pass this component.

The self-reflective essay is 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

Submission Instructions

Ensure all entries for the term are submitted to the ePortfolio Site on Google Drive by midnight Week 12 Sunday.

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 Viva

Assessment Type

Oral Examination

Task Description

An oral assessment. Students are required to assemble in one room and proceed into an adjoining room for the oral assessment 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

Week 12 Thursday (6 Oct 2022) 9:00 am AEST

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 tasks

Each oral assessment 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 assessment.

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 Online quiz(zes)

Assessment Type

In-class Test(s)

Task Description

All students must complete this assessment. The online quiz(zes) will be a **three-part** assessment. The times and dates will be confirmed on the News Forum and under the assessment tile on the unit Moodle site.

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

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

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

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

Assessment Due Date

The online quiz times are available under the assessment tile on Moodle.

Return Date to Students

The online quiz results will be available 2 weeks after the close of each quiz and the final quiz results made available on certification of grades day.

Weighting

50%

Minimum mark or grade

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

Assessment Criteria

The online quiz/zes will assess the integration of knowledge, skills and experience in oral health clinical practice. The quiz/zes will consist of multiple-choice, short answer questions that require a paragraph or short answers to a list of questions relating to one topic and case studies.

Referencing Style

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

Submission

Online

Submission Instructions

Individual online quiz/zes via Moodle.

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