



ORAL12006 Oral Health Clinical Practice 2

Term 2 - 2023

Profile information current as at 09/04/2024 02:23 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 study the clinical implications of diagnostic radiography and pharmacology in oral health practice. You will have the opportunity to practise and further develop competency in a range of skills including patient assessment, hygiene, 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 patients across the lifespan. You will be able to communicate information regarding oral health in oral and written forms utilising appropriate interpersonal and team communication skills, professional attitudes and ethical behaviours.

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; AND ALLH12006 Evidence Based Practice for Health Professionals 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 - 2023

- 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. **Professional Practice Placement**

Weighting: Pass/Fail

2. **Reflective Practice Assignment**

Weighting: Pass/Fail

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

Weighting: 50%

4. **Online Quiz(zes)**

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 Unit Teaching Evaluation

Feedback

Students indicated they would have benefited from face to face lectures for this unit.

Recommendation

It is recommended that the students are aware this is predominately a work-integrated learning unit and a weekly tutorial is scheduled to discuss applying knowledge and skills in the clinical environment.

Feedback from Teaching team, students

Feedback

There is a good variety of work-integrated learning experiences in this clinical unit that students found beneficial to their learning.

Recommendation

It is recommended the variety of clinical placements on and off campus be continued in 2023.

Feedback from Teaching team, students

Feedback

The self-paced theory content should be updated with newer technology.

Recommendation

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

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 patient history taking, dental examination, dental radiography, screening for oral pathologies and risk assessment for patients in a clinical environment, including identification of patients who require referral for care outside of 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. Integrate knowledge of basic pharmacokinetics and pharmacotherapy of the major classes of drugs used in dental treatment and drugs taken by children, adolescents and adult patients, relative to oral complications and alterations in dental management
5. Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats
6. Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional and regulatory bodies in Australia and overseas

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

Alignment of Learning Outcomes, Assessment and Graduate Attributes

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

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes					
	1		2		3	4 5 6
1 - Communication						
2 - Problem Solving						
3 - Critical Thinking						
4 - Information Literacy						
5 - Team Work						
6 - Information Technology Competence						
7 - Cross Cultural Competence						
8 - Ethical practice						
9 - Social Innovation						
10 - Aboriginal and Torres Strait Islander Cultures						

Textbooks and Resources

Textbooks

ORAL12006

Supplementary

Applied Pharmacology for the Dental Hygienist

Edition: 8th (2019)

Authors: Elena Bablenis Haveles

Mosby Elsevier

St Louis , Missouri , USA

ISBN: 978-0-323-17111-3

Binding: eBook

ORAL12006

Supplementary

Mosby's Dental Drug Reference

Edition: 13th (2021)

Authors: Arthur Jeske

Mosby

St, Louis , Missouri , USA

ISBN: 9780323779364

Binding: eBook

ORAL12006

Supplementary

Therapeutic Guidelines Oral and Dental

Edition: Version 3 (2019)

Authors: Oral and Dental Expert Group

Therapeutic Guidelines Limited

Melbourne , Victoria , Australia

Binding: eBook

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Webcam and headset for on-line sessions.

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Kelly Hennesy Unit Coordinator

k.a.hennesy@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

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

Lecture:

Diagnostic Radiography:

- Introduction to Radiographic

Diagnosis

- Periodontal Tissues, Periodontal Disease and Implants

Work-Based Learning:

Clinical sessions providing diagnostic, prevention and management of oral diseases

Whaites, E., & Drage, N. (2013). Essentials of dental radiography and radiology 5th ed., Chapter 19, 22, 23. Edinburgh: Churchill Livingstone Elsevier.

Weekly Personal Reflective Blog Submission

Tutorial:

Yarning circle to integrate theoretical and clinical learnings

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
<p><u>Lecture:</u> Diagnostic Radiography: • Assessing Restorations • Assessing for Dental Caries</p> <p><u>Work-Based Learning:</u> Clinical sessions providing diagnostic, prevention and management of oral diseases</p> <p><u>Tutorial:</u> Yarning circle to integrate theoretical and clinical learnings</p>	<p>Whaites, E., & Drage, N. (2013). Essentials of dental radiography and radiology 5th ed., Chapter 20. Edinburgh: Churchill Livingstone Elsevier.</p>	<p>Weekly Personal Reflective Blog Submission</p>

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
<p><u>Lecture:</u> Diagnostic Radiography: • The Periapical Tissues • Developmental Abnormalities</p> <p><u>Work-Based Learning:</u> Clinical sessions providing diagnostic, prevention and management of oral diseases</p> <p><u>Tutorial:</u> Yarning circle to integrate theoretical and clinical learnings</p>	<p>Whaites, E., & Drage, N. (2013). Essentials of dental radiography and radiology 5th ed., Chapter 21, 24, 25. Edinburgh: Churchill Livingstone Elsevier.</p>	<p>Weekly Personal Reflective Blog Submission</p>

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
No content due to ORAL12004 intensive		Online Test Part A (25%) 1am Thu 27 July 2023 - 11.55pm Sun 06 Aug 2023

Week 5 - 07 Aug 2023

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

Lecture:

Pharmacology

- General principles of pharmacology
- Pharmacodynamics
- Pharmacokinetics
- Routes of administration
- Adverse Drug Effects
- Drug legislation and information sources

Haveles, E.B. (2016) Applied Pharmacology for the Dental Hygienist, 7th Ed. Chapter 1-3,9, Mosby Elsevier.

Weekly Personal Reflective Blog Submission

Work-Based Learning:

Clinical sessions providing diagnostic, prevention and management of oral diseases

Tutorial:

Yarning circle to integrate theoretical and clinical learnings

Vacation Week - 14 Aug 2023

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

Week 6 - 21 Aug 2023

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

Lecture:

Pharmacology:

- Drugs with the potential to alter dental treatment

Work-Based Learning:

Clinical sessions providing diagnostic, prevention and management of oral diseases

Haveles, E.B. (2016) Applied Pharmacology for the Dental Hygienist, 7th Ed. Chapter 1-3,9, Mosby Elsevier.

Weekly Personal Reflective Blog Submission

Tutorial:

Yarning circle to integrate theoretical and clinical learnings

Week 7 - 28 Aug 2023

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

No lecture or tutorial

Work-Based Learning:

Clinical sessions providing diagnostic, prevention and management of oral diseases

Weekly Personal Reflective Blog Submission

Week 8 - 04 Sep 2023

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

Lecture:

Pharmacology - Drugs used in Dentistry

- Autonomic drugs
- Non-opioid and opioid analgesics
- Anti-microbials
- Fluoride

Haveles, E.B. (2016) Applied Pharmacology for the Dental Hygienist, 7th Ed. Chapter 4-8, Mosby Elsevier.

Weekly Personal Reflective Blog Submission

Work-Based Learning:

Clinical sessions providing diagnostic, prevention and management of oral diseases

Tutorial:

Yarning circle to integrate theoretical and clinical learnings

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lecture:</u> Impact of Periodontitis on Systemic Health		
<u>Work-Based Learning:</u> Clinical sessions providing diagnostic, prevention and management of oral diseases	Gehrig, J., Shin, D. E., & Willmann, D. (2020). Foundations of Periodontics for the Dental Hygienist 5th ed., Chapter 34. Philadelphia: Wolters-Kluwer.	Weekly Personal Reflective Blog Submission
<u>Tutorial:</u> Yarning circle to integrate theoretical and clinical learnings		

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lecture:</u> • Understanding Sexual Orientation and Gender Diversity • Revision		
<u>Work-Based Learning:</u> Clinical sessions providing diagnostic, prevention and management of oral diseases	Be Different Online Learning Module	Weekly Personal Reflective Blog Submission Online Test Part B (25%) 1am Thu 21 Sep 2023 - 11.55pm Mon 25 Sep 2023
<u>Tutorial:</u> Yarning circle to integrate theoretical and clinical learnings		

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
<u>Lecture:</u> Revision		
<u>Work-Based Learning:</u> Clinical sessions providing diagnostic, prevention and management of oral diseases	See Moodle resources	Weekly Personal Reflective Blog Submission
<u>Tutorial:</u> Yarning circle for revision		

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
No lecture or tutorial		Weekly Personal Reflective Blog Submission
<u>Work-Based Learning:</u> Clinical sessions providing diagnostic, prevention and management of oral diseases	See Moodle resources	Clinical Practice Due: Week 12 Friday (6 Oct 2023) 11:45 pm AEST Station-Based Assessment Due: Week 12 Tuesday (3 Oct 2023) 11:45 pm AEST

Term Specific Information

Clinical Attire in the Oral Health Clinics and External Placement sites: 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. 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 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. 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 Type

Professional Practice Placement

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 (6 Oct 2023) 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 be 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).

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

No submission method provided.

Learning Outcomes Assessed

- Integrate patient history taking, dental examination, dental radiography, screening for oral pathologies and risk assessment for patients in a clinical environment, including identification of patients who require referral for care outside of 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
- Integrate knowledge of basic pharmacokinetics and pharmacotherapy of the major classes of drugs used in dental treatment and drugs taken by children, adolescents and adult patients, relative to oral complications and alterations in dental management
- Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats
- Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional and regulatory bodies in Australia and overseas

2 Personal Reflective Blog

Assessment Type

Reflective Practice Assignment

Task Description

Self-reflection is an important practice for personal and professional development. You will be required to write daily self-reflective entries in your ePortfolio based on your work-integrated learning experiences (clinic).

- Include a brief summary of procedures OR A brief summary of placement.
- Which procedures were performed well? OR Expectation of learning on the placement.
- What procedures could be improved? OR What did you learn today on placement?

- Strategies for improvement OR Strategies to enhance learning on placement.
- What did I learn today?

The completion of the personal reflective blog is a compulsory assessment, and each entry must be completed to a satisfactory standard. A separate reflection entry for each placement day is to be recorded. Reflections must be submitted by midnight each Sunday at the end of each week you are rostered at a work-integrated learning placement. For example, if you are in clinic Monday and Friday in Week 8, you are to write an entry for Wednesday and a separate entry for Friday. Entries must be completed for every placement day, including DA and FTAs. All are to be submitted by midnight Sunday at the end of Week 8.

Assessment Due Date

Reflections must be submitted by midnight each Sunday for the previous week you are rostered at a work-integrated learning placement.

Return Date to Students

Results will be returned with end of term grades, however feedback will be ongoing.

Weighting

Pass/Fail

Assessment Criteria

	Satisfactory	Unsatisfactory
Range of topics (including relevance)	Over the course of the term, student reflects on a range of topics that reflect the ADC Professional competencies of the newly qualified dental practitioner. The learning experiences being reflected upon are relevant and meaningful to student and unit learning goals.	Insufficient breadth of topics over the course of the term. Most of the reflection is irrelevant to student and/or unit learning goals OR not attempted
Content	Entries are factual. Discussions of clinical decision making reflects current best practice and evidence-based decision making.	Entries do not reflect current best practice and/or evidence-based decision making OR not attempted
Structure	Portfolio entries are well structured, explaining the situation, event, action taken and reflection. The language is clear and expressive, with accurate spelling and grammar. The language used is appropriate for the audience. Explanation of concepts makes sense to an uninformed reader.	There are frequent lapses in clarity or accuracy or spelling and grammar. Language is unclear and confusing throughout. Concepts are either not explained or are presented inaccurately OR not attempted
Perceptive analysis	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self and development of strategies for improvement. May relate to: <ul style="list-style-type: none"> • Decision making, clinical reasoning, problem solving skills • Attitudes, biases, assumptions, intentions • Awareness of feelings and thoughts about the patient • Emotions, self-concept, confidence • Capacities: compassion, mindfulness, integrity, respect 	Reflection does not move beyond description of the learning experience(s) OR not attempted.
Strategies for Improvement	There is development of comprehensive strategies for improvement as well as evidence of success with these strategies.	There is limited development of strategies for improvement or evidence of success OR not attempted.
Submission Deadlines	Meets submission deadlines each week (maximum 2 reminders needed). AND Consistently meets quality standards for entries (as per above criteria).	Repeatedly fails to meet weekly submission deadlines (3 or more deadlines not met) OR Does not consistently meet quality standards for entries (as per above criteria). 3 or more reminders are given to improve the quality of submissions.

Referencing Style

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

Submission

No submission method provided.

Learning Outcomes Assessed

- Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional and regulatory bodies in Australia and overseas

3 Station-Based Assessment

Assessment Type

In-class Test(s)

Task Description

In this assessment, clinically-based questions and activities will be drawn from all learning materials in ORAL12006 (Lectures, Tutorials, Textbooks, Readings and Clinical experiences) in order for the student to be able to demonstrate a comprehensive and deep understanding of the area of enquiry.

This assessment consists of stations set up around the room, each with a set of questions and/or activities that must be answered within a set time period. After the time period has lapsed, you will rotate to the next station and repeat this until you have been to all stations.

There will be a maximum of one (1) student per station at a time. This assessment is closed book so the only things you will be allowed to have on you are pens (black ink only).

Assessment Due Date

Week 12 Tuesday (3 Oct 2023) 11:45 pm AEST

During the rostered clinical sessions

Return Date to Students

Results will be returned with end of term grades.

Weighting

50%

Minimum mark or grade

50%

Assessment Criteria

Critical thinking and application of learnt basic clinical concepts into real life situations.

Referencing Style

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

Submission

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 patient history taking, dental examination, dental radiography, screening for oral pathologies and risk assessment for patients in a clinical environment, including identification of patients who require referral for care outside of 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
- Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats

4 Online Tests

Assessment Type

Online Quiz(zes)

Task Description

There are 2 parts to the online tests.

Part A:

Content: This quiz will assess content from Week 1-3.

Weighting: 25%

Time and Date: The quiz will be open from 1am Thu 27 July 2023 - 11.55pm Sun 06 Aug 2023

Part B:

Content: This quiz will assess content from Week 5-9.

Weighting: 25%

Time and Date: The quiz will be open from 1am Thu 21 Sep 2023 - 11.55pm Mon 25 Sep 2023

You must complete each quiz in a limited time within the quiz open period. Your attempt for each quiz will be submitted automatically, but no more questions can be answered once the time limit expires.

To prepare for this assessment you can study the learning resources for the relevant weeks.

The results from these quizzes are combined towards the 50% weighting for this assessment task.
If you are unable to complete the quiz by the due date, you must apply for an extension before the due date.

Number of Quizzes

2

Frequency of Quizzes**Assessment Due Date**

Part A: Sun 06 Aug 2023; Part B: Mon 25 Sep 2023

Return Date to Students**Weighting**

50%

Minimum mark or grade

50%

Assessment Criteria

You will be assessed on your competence through quizzes that consist of multiple choice or short answer questions.
Each quiz will be based on the linked content.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Discuss the theoretical basis of oral health practice and dental procedures for the diagnosis, prevention and management of oral diseases
- Integrate knowledge of basic pharmacokinetics and pharmacotherapy of the major classes of drugs used in dental treatment and drugs taken by children, adolescents and adult patients, relative to oral complications and alterations in dental management

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