



ORAL13001 Oral Health Clinical Placement 1

Term 1 - 2021

Profile information current as at 04/05/2024 10:26 am

All details in this unit profile for ORAL13001 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 capstone unit you will integrate your knowledge, skills and professional experience in a range of environments in preparation for employment as an oral health therapist. In addition to treating children and adolescents, this course is approved by the National Board to train and educate you to treat adults of all ages. You will be required to attend a two-week compulsory intensive / residential school prior to the commencement of clinical placement. You will have the opportunity to demonstrate safety and competence in total patient care over a range of preventive and operative clinical procedures with patients including those who are medically compromised, with special needs and the elderly. You will also consolidate your clinical judgment skills in identifying patients who require referral for complex care outside your scope of practice. You will improve your clinical reasoning skills in a supportive environment aimed to increase your confidence through reflective and self-directed learning. On successful completion of this unit you will be able to 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 3*

Credit Points: *18*

Student Contribution Band: *9*

Fraction of Full-Time Student Load: *0.375*

Pre-requisites or Co-requisites

Pre-requisite: ORAL12004 Orthodontics, Prosthodontics and Pharmacology, ORAL12005 Oral Health Pre Clinical Practice 2 and ORAL12006 Oral Health Clinical Practice 2. Co-requisite: HLTH13031 Population Health Epidemiology unless previously successfully completed by the student.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

Offerings For Term 1 - 2021

- Rockhampton

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Residential Schools

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

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

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 18-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 37.5 hours of study per week, making a total of 450 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. **Presentation**

Weighting: 40%

2. **Online Quiz(zes)**

Weighting: 60%

3. **Reflective Practice Assignment**

Weighting: Pass/Fail

4. **Professional Practice Placement**

Weighting: Pass/Fail

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 and Teaching Evaluations

Feedback

The Moodle site needs updating and organising.

Recommendation

It is recommended that the layout of the unit Moodle page be updated to the new Moodle tile theme and resources reviewed to remove unnecessary content.

Unit Learning Outcomes

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

1. Integrate and apply knowledge, skills and clinical judgement of assessment, preventive and operative procedures with child, adolescent and adult patients in a range of environments
2. Provide safe and competent oral health clinical care for patients including identifying patients who require referral pathways for complex care outside your scope of practice
3. Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats
4. Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas.

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

Alignment of Learning Outcomes, Assessment and Graduate Attributes



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Presentation - 40%	•		•	
2 - Reflective Practice Assignment - 0%		•		•
3 - Online Quiz(zes) - 60%	•			•
4 - Professional Practice Placement - 0%		•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Presentation - 40%	•	•	•	•		•	•	•	•	
2 - Reflective Practice Assignment - 0%	•	•	•	•		•		•		
3 - Online Quiz(zes) - 60%	•	•	•	•				•	•	
4 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	•	•	

Textbooks and Resources

Textbooks

ORAL13001

Prescribed

Diagnosis and Treatment Planning in Dentistry

Edition: 3rd (2017)

Authors: Stefanac, S.J. and Nesbit, S.P.

Elsevier Saunders

St Louis , Missouri , USA

ISBN: 9780323287302

Binding: Paperback

ORAL13001

Prescribed

Modern Dental Assisting

Edition: 12th (2018)

Authors: Bird, D.L. and Robinson, D.S.

Elsevier

St Louis , Missouri , United States of America

ISBN: 9780323430302

Binding: Hardcover

ORAL13001

Prescribed**Therapeutic Guidelines Oral and Dental**

Edition: Version 3 (2019)

Authors: Oral and Dental Expert Group

Therapeutic Guidelines Limited

Melbourne , Victoria , Australia

ISBN: 9780980825312

Binding: Paperback

ORAL13001

Supplementary**Clinical Textbook of Dental Hygiene and Therapy**

Edition: Second (2012)

Authors: Noble, S

Wiley Blackwell

London , United Kingdom

ISBN: 978-0-470-65837-6

Binding: Hardcover

ORAL13001

Supplementary**Darby and Walsh Dental Hygiene**

Edition: 5th (2020)

Authors: Bowen, D.M. and Pieren, J.A.

Saunders, Evolve

St Louis , Missouri , USA

ISBN: 9780323477192

Binding: Hardcover

ORAL13001

Supplementary**Essentials of Dental Caries**

4th Edition (2016)

Authors: Kidd, Edwina A.M. and Ole Fejerskov

Oxford University Press

Oxford , United Kingdom

ISBN: ISBN: 978-0-19-873826-8

Binding: Paperback

ORAL13001

Supplementary**Foundations of Periodontics for the Dental Hygienist**

Edition: 5th (2018)

Authors: Gehrig, J.S, Shin, D.E. and Willmann D.E.

Lippincott Williams & Wilkins

Philadelphia , Pennsylvan , USA

ISBN: 9781496384027

Binding: Paperback

ORAL13001

Supplementary**Mosby's Dental Drug Reference**

Edition: 12th (2017)

Authors: Arthur Jeske

Elsevier Saunders

St Louis , Missouri , USA

ISBN: 9780323481113

Binding: Paperback

ORAL13001

Supplementary

Preservation and Restoration of Tooth Structure

Edition: 3rd (2016)

Authors: Graham J. Mount (Editor), Wyatt R. Hume (Editor), Hien C. Ngo (Editor), Mark S. Wolff (Editor)

Wiley-Blackwell

Chichester, United Kingdom

ISBN: 9781118766590

Binding: Hardcover

[View textbooks at the CQUniversity Bookshop](#)

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing styles below:

- [Harvard \(author-date\)](#)
- [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

Schedule

SELF-PACED: Individual learning modules - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Individual Learning Modules	Sutures	Suture and tooth whitening practical sessions during the intensive/residential school
	Tooth Whitening	
	Infection Control (online)	
	Aboriginal and Torres Strait Islander Cultural Practice eLearning Program (online)	Links to online individual learning modules are provided on Moodle, evidence of completion must be uploaded.
	Medical Emergencies in the Dental Setting (online)	
	Brief Interventions eModule (online)	
	Shisha eModule (online)	Dietary diary and analysis - submit two (2) completed dietary diaries with analysis, including patient information advice (<i>Due date: see details on Moodle</i>)
	Dementia Training (online)	
	Diet Analysis in the Dental Clinic	

SELF-PACED: Advocating for and promoting oral health - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats	Noble (2012) Clinical Textbook of Dental Hygiene and Therapy, Chapter 4 Dental Caries and Pulpitis.	Development of oral health education lesson plans and social media content
	Bird and Robinson (2018) Modern Dental Assisting, Chapters 48 and 57.	Additional details are available on Moodle.

Cariology - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Cariology	Noble (2012) Clinical Textbook of Dental Hygiene and Therapy, Chapter 4 Dental Caries and Pulpitis.	Work-integrated learning experiences in public, private general and specialist dental practices
	Kidd and Fejerskov (2016) Essentials of Dental Caries.	Lectures
	Mount, Hume, Ngo and Wolf (2016) Preservation and Restoration of Tooth Structure, Chapters 1-6.	Case studies
	Bird and Robinson (2018) Modern Dental Assisting, Chapters 48 and 57.	Individual learning module - ICCMS revision (online)

Periodontology - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Periodontology		Intensive/residential school
	Noble (2012) Clinical Textbook of Dental Hygiene and Therapy, Chapter 4 Dental Caries and Pulpitis.	Work-integrated learning experiences in public, private general and specialist dental practices
	Bird and Robinson (2018) Modern Dental Assisting, Chapter 55.	Lectures
		Case studies

Restorative Dentistry - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Restorative Dentistry		Intensive/residential school
	Noble (2012) Clinical Textbook of Dental Hygiene and Therapy.	Work-integrated learning experiences in public, private general and specialist dental practices
	Bird and Robinson (2018) Modern Dental Assisting.	Lectures
		Case studies

Acute phase treatment planning and management - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Pulp and periapical disease and treatment considerations for the permanent and primary dentition	Noble (2012) Clinical Textbook of Dental Hygiene and Therapy, Chapter 4 Dental Caries and Pulpitis.	Work-integrated learning experiences in public, private general and specialist dental practices
	Scheid and Weiss (2017) Woelfels Dental Anatomy, Chapter 8 Application of Root and Pulp Morphology Related to Endodontic Therapy.	Lectures
		Case studies
	Bird and Robinson (2018) Modern Dental Assisting Chapter 54.	

Oral Pathology - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Oral Pathology with Specialist Oral Pathologist	Noble (2012) Clinical Textbook of Dental Hygiene and Therapy, Chapter 3 Oral Medicine and Pathology.	Work-integrated learning experiences in specialist clinics with the oral pathologist and the oral surgeon
	Bird and Robinson (2018) Modern Dental Assisting, Chapter 17.	Lectures Case studies

Indigenous, Rural and Remote Oral Health. - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Indigenous, Rural and Remote	https://www.aihw.gov.au/reports-statistics/health-conditions-disability-deaths/dental-oral-health/overview	Work-integrated learning experiences
	http://www.coaghealthcouncil.gov.au/Portals/0/Australia%27s%20National%20Oral%20Health%20Plan%202015-2024_uploaded%20170216.pdf	Case studies Oral Health Promotion planning Individual learning Module

Special Needs, Paediatric and Adolescent Patients - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Special Needs, Paediatric and Adolescent Patients	Noble (2012) Clinical Textbook of Dental Hygiene and Therapy, Chapter 12 Paediatric Dentistry.	Work-integrated learning experiences in public, private and specialist clinics, Endeavour Foundation in Rockhampton, childcare centres and schools
	Bird and Robinson (2018) Modern Dental Assisting, Chapters 29 and 37.	Lectures Case studies

Brief Interventions in the Dental Clinic - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Diet and Nutrition	Noble (2012) Clinical Textbook of Dental Hygiene and Therapy, Chapter 7 Diet and Nutrition.	Work-integrated learning experiences in public and private general and specialist dental practice
	Bird and Robinson (2018) Modern Dental Assisting, Chapter 16.	Lectures
Substance Abuse		Case studies
		Individual Learning Modules

The Geriatric Patient - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
The Geriatric Patient	Noble (2012) Clinical Textbook of Dental Hygiene and Therapy, Chapter 15 Gerodontology.	Work-integrated learning experiences in public and private general and specialist dental practices and aged care facilities.
	Bird and Robinson (2018) Modern Dental Assisting, Chapter 29.	Lectures Case studies Individual learning Modules

Preparation for Practice and the Dental Workforce - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Preparation for Practice and the Dental Workforce	Noble (2012) Clinical Textbook of Dental Hygiene and Therapy, Chapter 20 Law, Ethics and Professionalism.	Work-integrated learning experiences in public, private general and specialist dental practices
	http://www.dentalboard.gov.au/News/2017-03-20-video.aspx Bird and Robinson (2018) Modern Dental Assisting, Chapter 3,4 and 5.	Lectures Case studies

ONGOING: Evidence Based Practice - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Evidence Based Practice

Podcasts
Library database
Clinical Resources

Submission of weekly activities set by the unit coordinator in the tutorials

Review/Exam Week - 07 Jun 2021

Module/Topic

Chapter

Events and Submissions/Topic

Case Presentation Due:

Review/Exam Week Tuesday (8 June 2021) 11:45 pm AEST

Term Specific Information

Attendance: All clinical placements for this unit are compulsory - failure to attend clinical placement opportunities will lead to failure in the unit. All absences must be covered with a medical certificate which should be sent to the Unit Coordinator within one week of each absence. Moreover, you need to seek approval by the Unit Coordinator prior to any planned absence from any on- or off-campus clinical, community or educational placement. Furthermore, all absences must be made up at operational convenience before the end of the term.

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. The theatre gown is also a requirement of Queensland Health. 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 trousers and low-heeled closed-in shoes, wear their protective eyewear, have their hair tied back and wear no jewellery on their hands or arms except for a simple wedding ring. 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 trousers and low-heeled closed-in shoes, wear their protective eyewear, have their hair tied back and wear no jewellery on their hands or arms except for a simple wedding ring. 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 Practical Component: In each clinical and laboratory session, you are required to complete all the clinical oral health practice and laboratory exercises. These practical components are designed to consolidate, apply and extend the theory learnt in lectures into clinical practice. All activities are graded by the supervisor using criterion-referenced assessment rubrics.

Clinical Practical Component: In each clinical and laboratory session, you are required to complete all the clinical oral health practice and laboratory exercises. These practical components are designed to consolidate, apply and extend the theory learnt in lectures into clinical practice. All activities are graded by the supervisor using criterion-referenced assessment rubrics.

Assessment Tasks

1 Case Presentation

Assessment Type

Presentation

Task Description

You will be required to present a 15 minutes oral presentation case study (variation of +/-1 minute) at a time during the review/exam weeks allocated by the unit coordinator. At the completion of your oral presentation, the examiners will question you on a selection of clinical content relevant overall to oral health therapy practice, but not limited to the case you've presented. The panel will consist of three CQUniversity academics / clinical supervisors. This Term 1 assessment

task will assist you in preparing for the Term 2 assessment.

With the support of a Powerpoint presentation, you will be required to present a case presentation for either a child, adolescent, or adult patient who has presented with soft tissue pathology (periodontitis) and/or hard tissue pathology (dental caries) and/or a medical condition which may or may not impede on the treatment you can provide. You are required to treatment plan and justify the appropriate treatment modalities. Your treatment plan must include the determinants of oral health for your patient, i.e. consideration of the social and cognitive abilities of the patient, in particular, you need to relate this to the way your in-clinic and at-home treatment and preventive strategies are planned and managed. This must be a patient whom you have provided dental treatment during your ORAL13001 clinical placement. Each case presentation must include justification on your disease risk assessment, prognosis, diagnosis and treatment plan. The patient case study must be de-identified and include clinical documentation (clinical photos, radiographs, and further investigation results, if appropriate). Failure to comply with de-identifying the patient is in breach of patient privacy and will result in a fail grade for this assessment. You must also have a slide at the beginning of the presentation which states a declaration that you have accessed the dental records in keeping with CQUniversity and the clinical placement sites clinic protocols. You must engage with, and look at, the examiners – reading from large notes with little or no eye contact is unacceptable.

The learning objectives of this assessment are:

- Critically appraise published scientific literature and apply the relevant knowledge to oral health practice
- Apply entry-level proficiencies in all scopes of oral health therapy practice with an emphasis on prevention skills in performing an extensive range of treatment and preventive procedures within the scope of the oral health practitioner.
- Assess and implement critical preventive strategies for high need communities including Aboriginal and Torres Strait Islander communities be able to demonstrate entry-level skill in working cooperatively with dental and allied health care professionals to meet the holistic needs of the patient
- Apply advanced educational, preventative and therapeutic oral health care
- Consistently demonstrate clinical proficiency in all areas of oral health practice.
- Demonstrate professional behaviour and attitudes at a level ready to be registered as a health professional in all learning environments including the patient and simulation clinics.

Referencing: References will be both in-text and in a reference list at the end of the PowerPoint presentation.

<https://www.cqu.edu.au/student-life/services-and-facilities/referencing/cquniversity-referencing-guides>. must cover all aspects of oral care provided, in relation to the points made above.

Questions and Comments: At the end of your presentation, you will be asked a short series of clinical questions by a small panel (3) of examiners. They will also comment on what you have said and how you have presented the case presentation.

Assistance: For assistance with this task, please look at the information available on the Academic Learning Centre's website – <http://www.cqu.edu.au/about-us/service-and-facilities/academic-learning-centre>

Assessment Due Date

Review/Exam Week Tuesday (8 June 2021) 11:45 pm AEST

Return Date to Students

10 July 2021

Weighting

40%

Minimum mark or grade

You must obtain an overall mark for the assessment of at least 50%, or an overall grade of 'pass' in order to pass the Unit. You must also meet any minimum mark requirements

Assessment Criteria

The assessment criteria for your case presentation is included on the marking sheet.

This assessment will be marked on the following criteria headings:

- Patient history analysis
- Problem list/diagnosis
- Risk assessment
- Clinical reasoning
- Critical thinking
- Organisation
- Self-Reflection and Relevance
- Communication

- Visual Presentation
- Timing
- Referencing

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. You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section in order to pass the unit overall.

Referencing Style

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

Submission

Online

Submission Instructions

Students must submit their PowerPoint slides on Moodle and share a link on Google Drive with the Unit Co-ordinator by the due date. Marks will be deducted at a penalty of 5% or equivalent of the total available marks for the assessment for each calendar day (full or part) it is overdue.

Learning Outcomes Assessed

- Integrate and apply knowledge, skills and clinical judgement of assessment, preventive and operative procedures with child, adolescent and adult patients in a range of environments
- Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice
- Social Innovation

2 End of Term Online Assessment

Assessment Type

Online Quiz(zes)

Task Description

- The end of term online assessment time and date will be confirmed on the News Forum on the unit Moodle site.
- Your online 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. The online assessment must be completed within the allocated timeframe.
- Open attempts are submitted automatically. This means that if you have technical difficulties, it will save any questions you have already answered.

Number of Quizzes

Frequency of Quizzes

Assessment Due Date

The final examination will be conducted online in the examination period. You will be advised on the date and time.

Return Date to Students

Weighting

60%

Minimum mark or grade

You must obtain an overall mark for the assessment of at least 50%, or an overall grade of 'pass' in order to pass the Unit. You must also meet any minimum mark requirements

Assessment Criteria

The end of the term assessment will be conducted online within the examination week. It will assess the integration of knowledge, skills and experience in oral health clinical practice. The assessment 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

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

Submission

Online

Submission Instructions

Individual online quiz/zes via Moodle.

Learning Outcomes Assessed

- Integrate and apply knowledge, skills and clinical judgement of assessment, preventive and operative procedures with child, adolescent and adult patients in a range of environments
- Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas.

Graduate Attributes

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

3 Open University Personal Blog - Daily Self Reflection

Assessment Type

Reflective Practice Assignment

Task Description

Students will be required to complete an online Open University Personal Blog of daily self reflections. The personal blog will cover all twelve (12) weeks of the term.

Assessment Due Date

Week 12 Friday (4 June 2021) 11:45 pm AEST

Please complete the online Open University Personal Blog on Moodle by midnight Week 12 Friday.

Return Date to Students

Friday 9th July 2021

Weighting

Pass/Fail

Minimum mark or grade

Weighting is Pass/Fail A student must 'pass' this assessment item in order to pass the unit overall.

Assessment Criteria

The assessment criteria for the Reflective Journal (Open University Personal Blog) will be consistent with Gibbs' 6 stages of the reflective cycle. An assessment rubric by Jones (and modified by Plath, Short and and Smart) is available

- Clarity,
- Relevance,
- Analysis,
- Self-criticism, and
- Strategies for improvement

The Reflective Journal must be completed for each clinical placement day and uploaded on the OU Blog on Moodle at least once per week. It must include your reflection on the feedback from the clinical supervisor from a procedure or placement should you fail, performed poorly or in which your performance could be improved.

- 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?

Referencing Style

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

Submission

Online

Submission Instructions

Ensure all entries are submitted to the online Open University Personal Blog on Moodle by midnight Week 12 Friday.

Learning Outcomes Assessed

- Provide safe and competent oral health clinical care for patients including identifying patients who require referral pathways for complex care outside your scope of practice
- Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas.

Graduate Attributes

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

4 Professional Practice Placement

Assessment Type

Professional Practice Placement

Task Description

Clinical Supervisors are required to complete a entry into the online real-time assessment system (ORAS) for each patient interaction assessed. The supervisors have an obligation to provide feedback to the student. Attendance is at work integrated learning experiences is compulsory - students need to be present at every on- and off-campus clinical, community or educational placement. If you are absent, you must obtain a Medical Certificate and submit this to the Unit Coordinator. Moreover, you need to seek approval from the Unit Coordinator prior to any planned absence from any on- or off-campus clinical, community or educational placement. Furthermore, all absences must be made up at operational convenience before the end of the term.

Assessment Due Date

Week 12 Friday (4 June 2021) 11:45 pm AEST
Completed via the Online Real-time Assessment System.

Return Date to Students

Friday 9th July 2021

Weighting

Pass/Fail

Minimum mark or grade

Pass/Fail - A student must pass this assessment item in order to pass the course overall. A pass in the Online Real-time Assessment System is equal to or greater than 67%.

Assessment Criteria

Online Real-time Assessment System (ORAS): The clinical and off-campus procedure/s assessment criteria/s are outlined in the Online Real-time Assessment System (ORAS). A Pass/Fail result will be determined from information collated on the student's ORAS results in the summary sheet.

Attendance: The assessment criteria also take into account all time (hours or days) lost during the term - this includes sick leave with a medical certificate, leave negotiated with the Unit Coordinator in advance and leave with no supporting evidence. Furthermore, all absences must be made up at operational convenience before the end of the term. A Pass for satisfactory attendance is defined as maintaining as fulfilling the 100% attendance record.

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Online Real-time Assessment system. Clinical educators will completed assessment of clinical tasks and off campus placements.

Learning Outcomes Assessed

- Provide safe and competent oral health clinical care for patients including identifying patients who require referral pathways for complex care outside your scope of practice
- Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats

Graduate Attributes

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

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