ORAL13001 *Oral Health Clinical Placement 1*
Term 1 - 2023

Profile information current as at 30/04/2024 10:55 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 OR ALLH13011 Rural and Remote Practice for Health Professionals.
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 - 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).

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. **Reflective Practice Assignment**
Weighting: Pass/Fail
2. **Professional Practice Placement**
Weighting: Pass/Fail
3. **Presentation**
Weighting: 40%
4. **Online Quiz(zes)**
Weighting: 60%

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

Feedback about in-class test results via an online session would have been helpful to further knowledge about areas needing improvement.

Recommendation

It is recommended to run feedback sessions online after the closing of the in-class tests throughout the term.

Feedback from Student Unit Teaching Evaluation

Feedback

Student feedback indicated appreciation to the teaching team for managing late changes to clinical placements.

Recommendation

It is recommended to maintain clear standard operating procedure on student absences and student rostering.

Feedback from Student Unit Teaching Evaluation and teaching team discussions.

Feedback

Guest lecturers were excellent, a good opportunity to hear from specialists in their field.

Recommendation

It is recommended that the scheduling of guest lecturers who are specialists in their field continue.

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

| — 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
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				

Textbooks and Resources

Textbooks
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

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

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

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

Supplementary

Mosby's Dental Drug Reference
Edition: 13th (2021)
Authors: Arthur Jeske
Elsevier Saunders
St Louis , Missouri , USA
ISBN: 9780323779364
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
ORAL13001

Supplementary

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

[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

Week 1 - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to ORAL13001 Preparation for clinical placements Professional Responsibilities of the OHT Sutures Tooth Whitening Orthodontic tasks	See Moodle for links to additional resources Kidd and Fejerskov (2016) Essentials of Dental Caries. Mount, Hume, Ngo and Wolf (2016) Preservation and Restoration of Tooth Structure, Chapters 1-6. Bird and Robinson (2018) Modern Dental Assisting, Chapters 48 and 57.	Practical sessions during the intensive/residential school (completion of the safety audit task) Work-integrated learning experiences in public, private general and specialist dental practices Lectures Case studies Individual learning module - Infection Control (online) - upload evidence of completion

Week 2 - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic

		Work-integrated learning experiences in public, private general and specialist dental practices
Restorative Dentistry	See Moodle for links to additional resources Library database Clinical Resources	Lectures Case study yarning circle

Week 3 - 20 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Practical sessions during the intensive/residential school
Periodontology	See Moodle for links to additional resources	Work-integrated learning experiences in public, private general and specialist dental practices
		Lectures and case study yarning circle

Week 4 - 27 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
Oral Pathology with Specialist Oral Pathologist	See Moodle for links to additional resources Bird and Robinson (2018) Modern Dental Assisting, Chapter 17.	Work-integrated learning experiences in public, private general and specialist dental practices Lectures and case study yarning circle

Week 5 - 03 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Practical sessions during the intensive/residential school
Contemporary Orthodontics		Work-integrated learning experiences in public, private general and specialist dental practices Lectures and case study yarning circle

Week 6 - 10 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Oral Health Education for Individuals and Groups Brief Interventions in the Dental Clinic	See Moodle for links to additional resources http://www.dentalboard.gov.au/News/2017-03-20-video.aspx	Development of oral health education lesson plans and social media content Work-integrated learning experiences in public, private and specialist clinics, outreach clinics, community groups, childcare centres and schools Lectures and case study yarning circle Individual learning modules - upload evidence of completion • Brief Interventions eModule (online) • Shisha eModule (online) • Dietary diary and analysis - submit two(2) completed dietary diaries with analysis, including patient information advice *(Due date: see details on Moodle)*

Week 7 - 17 Apr 2023

Module/Topic	Chapter	Events and Submissions/Topic
Developmental Dental Defects	See Moodle for links and additional resources	Work-integrated learning experiences in public, private and specialist clinics, outreach clinics, community groups, childcare centres and schools Lectures and case study yarning circle

Week 8 - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Acute phase treatment planning and management • Pulp and periapical disease and treatment considerations for the permanent and primary dentition • Trauma management	See Moodle for links to additional resources Scheid and Weiss (2017) Woelfels Dental Anatomy, Chapter 8 Application of Root and Pulp Morphology Related to Endodontic Therapy. Bird and Robinson (2018) Modern Dental Assisting Chapter 54.	Work-integrated learning experiences in public and private general and specialist dental practice Lectures and case study yarning circle Individual learning modules

Week 9 - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Patient Centred Needs	See Moodle for links to additional resources Bird and Robinson (2018) Modern Dental Assisting, Chapter 29.	Work-integrated learning experiences in pubic and private general and specialist dental practices and aged care facilities Lectures and case study yarning circle Individual learning module - Dementia Training (online) - upload evidence of completion

Week 10 - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Pharmacology	See Moodle for links to additional resources	Work-integrated learning experiences in pubic and private general and specialist dental practices and aged care facilities Lectures and case study yarning circle

Week 11 - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Cultural Competency Highs and lows of working remotely	See Moodle for links to additional resources https://www.aihw.gov.au/reports-statistics/health-conditions-disability-deaths/dental-oral-health/overview http://www.coaghealthcouncil.gov.au/Portals/0/Australia%27s%20National%20Oral%20Health%20Plan%202015-2024_uploaded%20170216.pdf	Work-integrated learning experiences in public, private general and specialist dental practices Lectures and case study yarning circle Individual learning module - Aboriginal and Torres Strait Islander Cultural Practice eLearning Program (online)

Week 12 - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
Working in the public sector	See Moodle for links to additional resources	Work-integrated learning experiences in public, private general and specialist dental practices Lectures and case study yarning circle

Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
		Case Presentation Due: Review/Exam Week Monday (5 June 2023) 11:45 pm AEST

Assessment Tasks

1 Self Reflective Practice - ePortfolio

Assessment Type
Reflective Practice Assignment

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,
Reflections are to be uploaded on the ePortfolio Site on Google Drive and should also include your reflection on 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.
This should 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. 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.
The completion of the personal reflective blog in your ePortfolio is a compulsory assessment and each entry must be completed to a satisfactory standard. Daily reflections must be submitted by midnight each Sunday for the previous week you are rostered at a work-integrated learning placement. Reflections for the term must be finalised by Sunday Week 12.

Assessment Due Date

Weekly by midnight Sunday night.

Return Date to Students

Results will be added to final assessments, however feedback will be ongoing.

Weighting
Pass/Fail

Minimum mark or grade
Pass/Fail - A student must pass this assessment item in order to pass the course overall.

Assessment Criteria
The assessment criteria for the self-reflective practice.

	Satisfactory	Unsatisfactory
Clarity	The language is clear and expressive. Explanation of concepts makes sense to an uninformed reader. There may be minor 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 explained or are presented inaccurately OR not attempted
Relevance	The learning experiences being reflected upon is relevant and meaningful to student and unit learning goals.	Most of the reflection is irrelevant to student and/or unit learning goals OR 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.	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 not attempted.

Referencing Style

- Harvard (author-date)
- American Psychological Association 7th Edition (APA 7th edition)

Submission
No submission method provided.

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

- 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

2 Professional Practice Placement

Assessment Type
Professional Practice Placement

Task Description
The clinical experiences in ORAL13001 are to consolidate, apply and extend the theory learned in lectures and practical sessions during years 1, 2, and 3 of the course (CB29 - Bachelor Oral Health). Specific hours are determined by each placement site but generally, you are required to be on clinical placement from 8am to 5pm 4 days per week.

The placement site may include

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

Completed via the Online Real-time Assessment System.

Return Date to Students

Weighting
Pass/Fail

Minimum mark or grade
Pass/Fail - A student must pass this assessment item in order to pass the course overall.

Assessment Criteria
There are a number of components in the Professional Practice Placement. Each component must be passed in order to pass the assessment.

Component 1 Safety Audit Task:
This task is scheduled to be completed by the end of the compulsory 2-week intensive prior to the commencement of Term 1. This task is to ensure public safety in clinical procedures prior to re-entering the clinical environment in the third year. Students are graded against a criterion-referenced rubric. Students must achieve a satisfactory score in all criteria to pass the safety audit.

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 before you can progress to new learning or participate in subsequent learning activities.
You may be given the opportunity to re-attempt the safety audit under the following conditions:

- A maximum of two cavity preparations and/or restorations are unsatisfactory
- Note that no re-attempt is possible for the hygiene component, as it is expected that you maintain your debridement skills at home over Term 3 when you transition from second to third year.
- Note that only one opportunity to do a re-attempt will be given

If you do not pass the safety audit, you will be unable to continue clinical practice in ORAL13001.

Component 2 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.

Total average score for this sheet:

		Not Yet Competent (NYC)	Approaching Competent (AC)	Competent (C)	Highly Competent (HC)
		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 right		Unprofessional conduct and/or unethical behaviour 3C's or consent not completed Unapproved use of mobile phone/device Poor communication with patient Poor patient management	Appropriate professional conduct and/or ethical behaviour 3C's and consent sticker completed Good communication with patient Good patient management
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
Medical Update		Omission in medical history or did not understand implications for treatment	Accurately completed/updated medical history and understood clinical implications
Patient Records		Failed to document 3C's OR Failed to provide critical information regarding the procedure, or wrote incorrect information OR Difficult to read and interpret notes	Documentation of 3C's Wrote records in a legible, logical and sequential manner. Minor assistance may be given Student may request assistance
Time management		Student arrived late OR Student did not manage available time well **Supervisor must write in comments time frames and what was not managed well**	Student completed treatment in a timely manner given constraints and type of procedure performed. Managed all components of the appointment within an appropriate time frame. Student had patient seated on time.

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:

1. Achieve a minimum score of Competent (2) in no less than 90% of the total number of student-client interaction assessments.
2. Achieve an average minimum score of Competent (2) in each procedural category. Procedure categories are examinations, hygiene, and restorative procedures.

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 before you can progress to new learning or participate in subsequent learning activities.

If you achieve a minimum score of Competent (2) in 87-90% of all student-client interactions, you will be offered a re-attempt:

- Five 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 Competent (2) in ALL five 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 ORAL13001.
- If you achieve a minimum score of Competent (2) in 90% of all student-client interactions, however, you do not achieve an average minimum score of Competent (2) in one procedural category, you will be offered a re-attempt as per the conditions above. The five additional student-client interactions will be offered in the procedural category you did not achieve.

If you achieve a minimum score of Competent (2) in 90% of all student-client interactions, however, you do not achieve an average minimum score of Competent (2) in more than one procedural category, you will NOT be offered a re-attempt.

Component 3 Attendance:
Full attendance at the intensive sessions, 2 weeks prior to university official commencement is compulsory. If attendance requirements for the compulsory 2 week intensive are not met you will be unable to proceed into term 1 clinical placement.

Attendance at clinical placements is compulsory. You are required to attend a minimum of 95% of rostered clinical placement days. This allows you approximately 2-3 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 coordinators (via email) and Libby Warlow (via phone) and the contact for the placement site on the day. The placement site will provide you with the name and details of the contact person.
If you require an extension for this assessment please refer to the [Assessment Policy and Procedure (Higher Education Coursework)](#)

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

3 Case Presentation

Assessment Type
Presentation

Task Description
You will be required to present a 15-minute 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 clinical content relevant to oral health therapy practice, but not limited to the case you've presented. The panel will consist of two CQUniversity academics / clinical supervisors.
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. Ideally, this should be a patient whom you have provided dental treatment during your ORAL13001 clinical placement. If you have problems finding a case study that meets this criterion, with approval from the unit coordinator you can select a patient whom you treated during 2nd year. 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 such as 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. It is expected that you 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.

Online Submission: The PowerPoint and recording documents must be uploaded on Moodle with the following file name (FULL NAME CS ORAL13001) eg. Karen Smart CS ORAL13001 and the recording shared with the Unit Coordinators on Google Drive.

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 panel 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 Monday (5 June 2023) 11:45 pm AEST
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.

Return Date to Students

11 July 2023

Weighting
40%

Minimum mark or grade
50%

Assessment Criteria
The assessment criteria is defined on the rubric below.

ORAL EXAM	1	2	3	4	Examiner grade
PATIENT HISTORY ANALYSIS	Clinical notes were not analysed to integrate salient points into the case management plan.	Clinical notes were summarised and integrated into the case management plan.	Clinical notes were analysed, and the best information incorporated into the case management.	Provides a critical analysis of clinical notes with the best information synthesised into the case management	
DIAGNOSIS	Cannot formulate a problem list/diagnosis for the patient.	Identifies some (not all) problems/diagnosis.	Identifies problems/diagnosis	Identifies problem list and diagnosis without unnecessary information included.	
RISK ASSESSMENT	Risk Assessment incomplete	Risk Assessment partially completed	Risk Assessment accurately completed with creditable resources.		

ORAL EXAM	0-1	2-3	4-5	6-7	
CLINICAL REASONING	Cannot formulate treatment plan or provides incorrect treatment plan. Recommendations are vague, confusing and /or irrelevant. Clinical reasoning is vague or not evident in terms of evidence based reasons for clinical decision making.	Provides basic recommendations that are applicable to every case, however, are not individualised to this specific case. Clinical reasoning is basic or general in terms of evidence based reasons for clinical decision making.	Displays good evidence of clinical reasoning of a specific case. Recommendations are comprehensive and case specific in terms of evidence based reasons for clinical decision making.	Complete treatment planning presented in a thoughtful and in depth manner. Provides highly individualised recommendations in terms of evidence based reasons for clinical decision making.	
CRITICAL THINKING	No evidence of critically appraised published scientific literature AND no application of the relevant evidence based knowledge in terms of justification of treatment decisions and choices	Provided minimal evidence of critically appraised published scientific literature AND /OR Minimal application of the relevant evidence based knowledge in terms of justification of treatment decisions and choices AND/OR over reliance on textbooks	Provided evidence of critically appraised published scientific literature	Independently critically appraised published scientific literature. Applied the relevant evidence based knowledge in terms of justification of treatment decisions and choices, as well as relevant pathways, protocols and guidelines.	

ORAL EXAM	1	2	3	4	
ORGANISATION	The treatment plan is not logically organised. Frequently, ideas fail to make sense together. Cannot identify a line of reasoning and loses interest.	In general, the treatment plan is arranged logically, although occasionally Components are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.	The phased treatment plan is arranged logically to support the purpose or goal of treatment. Components flow smoothly from one to another and are clearly linked to each other.		
SELF-REFLECTION & RELEVANCE	Reflection does not move beyond description of the learning experience(s). Most of the reflection is irrelevant to student and/or unit learning goals.	Student makes attempts at applying the learning experience to understanding of self, others, and/or unit concepts but fails to demonstrate depth of analysis. Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	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. The learning experiences being reflected upon are relevant and meaningful to the student.		
COMMUNICATION Verbal and Non-verbal skills, audience response, eye contact	Inaudible or too loud, rate is too slow or too fast. Audience lost interest, could not determine point of the presentation, no eye contact	Lost topic or attention mostly presented fact, without engagement, minimal eye contact, reads from notes Clear on all point but not as polished	Involves and holds audience's attention most of the time; hold audience attention Poised, clear, articulate, volume, steady, pacing, confidence		
VISUAL PRESENTATION Aspects to consider – 1. Layout & flow 2. Font size 3. Colour scheme and background 4. Correct acknowledgement of image	Difficult to read the text on the presentation Inappropriate background AND/OR colour selection Limited (0 to 1) aspects were considered	Acceptable visual presentation. 2 to 3 aspects were considered	Good visual presentation. All aspects were considered		
TIMING - LENGTH OF PRESENTATION	Within +/ 3 minutes of allocated time	Within +/ 2 minute of allocated time	Within +/ 1minute of allocated time		
REFERENCING	Incorrect referencing Lack of referencing on the slides	Correct referencing throughout the visual presentation			
ABILITY TO RESPOND TO QUESTIONS	Incomplete or incorrect answers Difficulty responding to examiner questions. Responses are incomplete or at time irrelevant Frequently requires or relies on prompting from examiners.	Superficial response to questions Needs to be more complete with answers May have struggled with some answers. require minimal prompting	Answered questions mostly directly, needs to be more confident or complete in answers May use compensation communication strategies such May require minimal prompting	Answered questions directly, accurately, and completely Effective communication strategies Required no prompting	
TOTAL GRADE (out of 45)					0

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

4 Online Quiz/zes

Assessment Type
Online Quiz(zes)

Task Description
All students must complete this assessment. The online quiz(zes) will be a four-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.

Number of Quizzes
4

Frequency of Quizzes

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
60%

Minimum mark or grade
50%

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

- [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

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