



# ORAL13002 Oral Health Clinical Placement 2

## Term 2 - 2021

Profile information current as at 26/10/2021 01:09 pm

All details in this unit profile for ORAL13002 have been officially approved by CQUUniversity 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 have the opportunity to demonstrate safety and competence in total patient care over a range of preventive and operative clinical procedures with patients including medically compromised patients, people 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: ORAL13001 Oral Health Clinical Placement 1 and HLTH13031 Population Health Epidemiology or with approval from the Head of Course for Oral Health.

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 - 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).

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

Weighting: 40%

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

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 and Teaching Evaluations

##### Feedback

Moodle resources and navigation could be improved.

##### Recommendation

It is recommended to review the Moodle resources and navigation.

#### Feedback from Student Unit and Teaching Evaluations

##### Feedback

Student feedback indicated appreciation for the variety in clinical placements.

##### Recommendation

It is recommended to continue the clinical placements on and off-campus.

## 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 and the Dental Board of Australia 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 - In-class Test(s) - 40%	•		•	
2 - Reflective Practice Assignment - 0%		•		•
3 - In-class Test(s) - 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	•	•	•	•

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes								
	1	2	3	4	5	6	7	8	9
1 - In-class Test(s) - 40%	•	•	•	•		•	•	•	•
2 - Reflective Practice Assignment - 0%	•	•	•	•		•		•	
3 - In-class Test(s) - 60%	•	•	•	•				•	•
4 - Professional Practice Placement - 0%	•	•	•	•	•	•	•	•	•

## Textbooks and Resources

### Textbooks

ORAL13002

#### Prescribed

#### Diagnosis and Treatment Planning in DentistryThird (2017)

Authors: Stephan J Stefanac and Samuel P Nesbit

Elsevier Saunders

St Louis , Missouri , USA

ISBN 9780323287302

Binding: Paperback

ORAL13002

#### Prescribed

#### Modern Dental Assisting12th (2018)

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

Elsevier  
St Louis , Missouri , United States of America  
ISBN 9780323430302  
Binding: Hardcover  
ORAL13002

### **Prescribed**

#### **Therapeutic Guidelines Oral and Dental Version 3 (2019)**

Authors: Oral and Dental Expert Group  
Therapeutic Guidelines Limited  
Melbourne , Victoria , Australia  
ISBN 9780980825312  
Binding: Paperback  
ORAL13002

### **Supplementary**

#### **Clinical Textbook of Dental Hygiene and Therapy 2nd edn Revised (2012)**

Authors: Suzanne L. Noble (Editor)  
John Wiley and Sons  
Chichester , United Kingdom  
ISBN 9780470658376  
Binding: Paperback  
ORAL13002

### **Supplementary**

#### **Darby and Walsh Dental Hygiene Fifth (2020)**

Authors: Denise M. Bowen, RDH, MS and Jennifer A Pieren, RDH, MS  
Saunders, Evolve  
St Louis , Missouri , United States of America  
ISBN 9780323477192  
Binding: Hardcover  
ORAL13002

### **Supplementary**

#### **Foundations of Periodontics for the Dental Hygienist Fifth (2018)**

Authors: Jill S. Gehrig and Donald E. Willmann  
Jones & Bartlett ( now BPS )  
Philadelphia , Pennsylvan , USA  
ISBN 9781496384027  
Binding: Other  
ORAL13002

### **Supplementary**

#### **Mosby's Dental Drug Reference 12th (2017)**

Authors: Arthur Jeske  
Elsevier Saunders  
St Louis , Missouri , USA  
ISBN 9780323481113  
Binding: Paperback  
ORAL13002

### **Supplementary**

#### **Preservation and Restoration of Tooth Structure Third (2016)**

Authors: Graham J Mount, Wyatt R Hume, Hien Ngo and Mark S Wolff  
Wiley Blackwell  
Chichester , United Kingdom  
ISBN 9781118766590  
Binding: Paperback

### **Additional Textbook Information**

Copies can be purchased at the CQUni Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code).

[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

**Libby Warlow** Unit Coordinator

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**Karen Smart** Unit Coordinator

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## Schedule

### Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Diet and Nutrition Dietary information delivery strategies	see Moodle for links	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

### Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Paediatric Dentistry for an Oral Health Therapist Dental Trauma Developmental Dental Defects Patients with Special Needs	<ul style="list-style-type: none"><li>• Noble, S. (2012). <i>Clinical textbook of dental hygiene and therapy</i>. 2nd ed. Chichester, West Sussex: Wiley-Blackwell, Chapter 12.</li><li>• Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) <i>Pediatric Dentistry</i>. 6th ed. Philadelphia: Elsevier.</li><li>• Stefanac and Nesbit (2017) <i>Diagnosis and Treatment Planning in Dentistry</i>, 3rd Ed, St Louis, Mosby.</li><li>• <a href="http://www.dentaltraumaguide.org/">http://www.dentaltraumaguide.org/</a></li></ul>	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

### Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Periodontal Health and General Health Guided Biofilm Therapy and Managing Biofilm	<ul style="list-style-type: none"> <li>• Noble, S. (2012). <i>Clinical textbook of dental hygiene and therapy</i>. 2nd ed. Chichester, West Sussex: Wiley-Blackwell, Chapter 5.</li> <li>• Gehrig, J.S., Shin, D.E &amp; Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i>, 5th Ed., Wolters Kluwer/Lippincott Williams &amp; Wilkins.</li> </ul>	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies
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#### Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Adult Restorative Dentistry for an Oral Health Therapist Occlusion for the Oral Health Therapist Gerodontology Cancer Care	<ul style="list-style-type: none"> <li>• Noble, S. (2012). <i>Clinical textbook of dental hygiene and therapy</i>. 2nd ed. Chichester, West Sussex: Wiley-Blackwell, Chapters 13 and 15</li> <li>• Stefanac and Nesbit (2017) <i>Diagnosis and Treatment Planning in Dentistry</i>, 3rd Ed, St Louis, Mosby.</li> <li>• Mount, G.M., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016) <i>Preservation and Restoration of Tooth Structure</i>, 3rd Edition. Wiley Blackwell.</li> </ul>	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

#### Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
The Dental Profession Interprofessional Practice Rural and Remote Dentistry	<ul style="list-style-type: none"> <li>• Holden, A., Shaban, R.Z. and Spallek, H. 2020 <i>COVID-19 and the Dental Profession: Professional Tensions and Ethical Quandaries, A COVID-19 Sydney Policy Paper In Depth</i> Sydney: The University of Sydney</li> </ul>	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

#### Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Developing skills for evidence lead practice	<ul style="list-style-type: none"> <li>• Nathe, C.N. (2011) <i>Dental Public Health and Research, Contemporary Practice for the Dental Hygienist</i>. 3rd ed. Boston: Pearson</li> <li>• Podcasts</li> <li>• Library database</li> </ul>	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

#### Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Oral Pathology for an Oral Health Therapist	<ul style="list-style-type: none"> <li>• Noble, S. (2012). <i>Clinical textbook of dental hygiene and therapy</i>. 2nd ed. Chichester, West Sussex: Wiley-Blackwell, Chapters 2 and 3</li> </ul>	Work integrated learning experiences in public, private general and specialist dental practices Case studies Submission of activity set by the unit coordinator in the tutorials

#### Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Orthodontics for an Oral Health Therapist

- Liu, Z., McGrath, C. and Hägg, U. (2011). Changes in oral health-related quality of life during fixed orthodontic appliance therapy: An 18-month prospective longitudinal study. *American Journal of Orthodontics and Dentofacial Orthopedics*, 139(2), pp.214-219.
- Zhang, M., McGrath, C. and Hägg, U. (2008). Changes in oral health-related quality of life during fixed orthodontic appliance therapy. *American Journal of Orthodontics and Dentofacial Orthopedics*, 133(1), pp.25-29.

Work integrated learning experiences in public, private general and specialist dental practices  
Case studies

### Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Professional Indemnity Insurance Professional Responsibilities Associations Notifications Accounting and employment contracts	<ul style="list-style-type: none"> <li>• Noble, S. (2012). <i>Clinical textbook of dental hygiene and therapy</i>. 2nd ed. Chichester, West Sussex: Wiley-Blackwell, Chapter 17, 20</li> <li>• <a href="http://www.dentalboard.gov.au/">http://www.dentalboard.gov.au/</a></li> <li>• <a href="http://adohta.net.au/">http://adohta.net.au/</a></li> <li>• <a href="http://www.dhaa.info/">http://www.dhaa.info/</a></li> </ul>	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

### Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Resilience and Leadership Living Stories	see Moodle for links	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

### Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Practice Management Equipment Maintenance ADA Schedules	see Moodle for links	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

### Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
APHRA Dental Board of Australia Radiation Licences Getting ready to register	see Moodle for links	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies  <b>Professional Practice Placement</b> Due: Week 12 Friday (8 Oct 2021) 11:45 pm AEST

### Review/Exam Weeks - 11 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic
Final Online Assessment and Case Presentations		<b>Open University Personal Blog - Daily Self Reflection</b> Due: Review/Exam Week Monday (11 Oct 2021) 11:45 pm AEST <b>Case Presentation</b> Due: Review/Exam Week Monday (11 Oct 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. 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. 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.

**Work Integrated Learning:** Work-based learning takes place in a variety of settings 4 days per week per the term. This includes general dental practices, special dental practices, child and adolescent dental clinics, public sector oral health clinics, oral health clinic on campus and residential care facilities. These clinical placements may be in Central Queensland, in other areas of Queensland and in other states and territories of Australia. Student travel is required.

## Assessment Tasks

### 1 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 or weekly self reflections. The personal blog will cover all twelve (12) weeks of the term.

**Assessment Due Date**

Review/Exam Week Monday (11 Oct 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 5 November 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 Smart) is available on Moodle.

- 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**

All entries must be submitted to the online Open University Personal Blog on Moodle by the due date.

**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**

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 (8 Oct 2021) 11:45 pm AEST  
Completed via the Online Real-time Assessment System.

**Return Date to Students**

Friday 5 November 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 students ORAS results summary sheet.

**Attendance:** The assessment criteria also takes 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 supervisors 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

In-class Test(s)

### 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 co-ordinator. . At 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 one internal CQUniversity academic and two external examiners. All presentations will be recorded via ZOOM. The Chair, will admit you into the ZOOM meeting when the panel is ready for your presentation. We could be running late - please be patient.

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 ORAL13002 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 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.

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 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>

**Questions and Comments:** At the end of your presentation, you will be asked a short series of clinical questions by the 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 (11 Oct 2021) 11:45 pm AEST

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.

### Return Date to Students

6 November 2021

### Weighting

40%

### Minimum mark or grade

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

### Assessment Criteria

The assessment criteria for your case presentation is included on the marking sheet. The assessment criteria for the case presentation will be the similar to that utilised in Term 1 in ORAL13001 Oral Health Clinical Placement 1.

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 will submit a copy of their PowerPoint slides to Moodle as well as to Google Drive.

### 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 End of Term Online Assessment

### Assessment Type

In-class Test(s)

### 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.

### Assessment Due Date

The end of term assessment will be conducted online during the university examination period.

## **Return Date to Students**

End of term assessment will returned to students with end of term results.

## **Weighting**

60%

## **Minimum mark or grade**

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

## **Assessment Criteria**

Critical thinking and 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 a topic and/or case studies.

## **Referencing Style**

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

## **Submission**

Online

## **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