



ORAL13002 Oral Health Clinical Placement 2

Term 2 - 2022

Profile information current as at 26/04/2024 11:39 pm

All details in this unit profile for ORAL13002 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 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 - 2022

- Rockhampton

Attendance Requirements

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

Website

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

Class and Assessment Overview

Recommended Student Time Commitment

Each 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 Teaching Evaluation.

Feedback

Additional online case study quizzes would be great.

Recommendation

It is recommended that the development of online case studies continue in 2022.

Feedback from Student Unit Teaching Evaluation and teaching team discussions.

Feedback

Guest lecturers were fantastic, such a great opportunity to hear from them on various topics.

Recommendation

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

Feedback from Teaching team

Feedback

Students were not guaranteed adequate clinical time due to COVID-19 restrictions to collate a completed clinical case study for their assessment task.

Recommendation

It is recommended that the assessment tasks' be redesigned to ensure suspension or cancellation of work-integrated learning does not delay the assessment tasks completion.

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%	•		•	

Assessment Tasks	Learning Outcomes			
	1	2	3	4
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	•	•	•	•
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 - 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

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

ORAL13002

Supplementary

Darby and Walsh Dental Hygiene

Edition: 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

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Supplementary

Diagnosis and Treatment Planning in Dentistry

Edition: Third (2017)

Authors: Stephan J Stefanac and Samuel P Nesbit

Elsevier Saunders

St Louis , Missouri , USA

ISBN: 9780323287302

Binding: Paperback

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Supplementary

Foundations of Periodontics for the Dental Hygienist

Edition: Fifth (2018)

Authors: Jill S. Gehrig and Donald E. Willmann

Lippincott Williams & Wilkins

Philadelphia , Pennsylvan , USA

ISBN: 9781496384027

Binding: eBook

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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

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Supplementary

Mosby's Dental Drug Reference

Edition: 13th (2021)

Authors: Arthur Jeske

Elsevier Saunders

St Louis , Missouri , USA

ISBN: 9780323779364

Binding: Paperback

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Supplementary

Preservation and Restoration of Tooth Structure

Edition: Third (2016)

Authors: Graham J Mount, Wyatt R Hume, Hien Ngo and Mark S Wolff

Wiley Blackwell

Chichester , United Kingdom

ISBN: 9781118766590

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

Libby Warlow Unit Coordinator

e.warlow@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to ORAL13002 Social Determinants of Health and Oral Health	See Moodle for links to additional resources	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Preparation for practice	See Moodle for links to additional resources	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Adult Restorative Dentistry for an Oral Health Therapist	<p>See Moodle for links to additional resources. Mount, GM., Hume, W.R., Ngo, H.C. and Wolff, M.S. (2016) Preservation and Restoration of Tooth Structure, 3rd Edition. Wiley Blackwell. Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) Pediatric Dentistry. 6th ed. Philadelphia: Elsevier. Stefanac and Nesbit (2017) Diagnosis and Treatment Planning in Dentistry, 3rd Ed, St Louis, Mosby.</p>	<p>Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies</p>
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Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Person Centred Care Paediatric Dentistry for an Oral Health Therapist Orthodontics for an Oral Health Therapist	<p>See Moodle for links to additional resources 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.</p>	<p>Work integrated learning experiences in public, private general and specialist dental practices Case studies</p>

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Periodontology	<p>See Moodle for links to additional resources Gehrig, J.S., Shin, D.E & Willmann, D.E. (2018) Foundations of Periodontics for the Dental Hygienist, 5th Ed., Wolters Kluwer/Lippincott Williams & Wilkins.</p>	<p>Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies</p>

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Person centred care Oncology clients Oral Pathology	<p>See Moodle for links to additional resources Noble, S. (2012). <i>Clinical textbook of dental hygiene and therapy</i>. 2nd ed. Chichester, West Sussex: Wiley-Blackwell, Chapters 2 and 3 Stefanac and Nesbit (2017) Diagnosis and Treatment Planning in Dentistry, 3rd Ed, St Louis, Mosby.</p>	<p>Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies</p>

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Dental Profession	<p>See Moodle for links to additional resources Holden, A., Shaban, R.Z. and Spallek, H. 2020 COVID-19 and the Dental Profession: Professional Tensions and Ethical Quandaries, A COVID-19 Sydney Policy Paper In Depth Sydney: The University of Sydney</p>	<p>Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies</p>

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Dental Trauma Clinical Case based learning discussions	See Moodle for links to additional resources http://www.dentaltraumaguide.org/	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Rural and Remote Dentistry Resilience	See Moodle for links to additional resources Nathe, C.N. (2011) <i>Dental Public Health and Research, Contemporary Practice for the Dental Hygienist</i> . 3rd ed. Boston: Pearson Podcasts Library database	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
The Dental Profession Inter Professional Practice Leadership Living Stories	See Moodle for links to additional resources	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 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Professional responsibilities APHRA Dental Board of Australia Radiation Licences Getting ready to register Professional Indemnity Insurance Accounting and employment contracts	See Moodle for links to additional resources Noble, S. (2012). <i>Clinical textbook of dental hygiene and therapy</i> . 2nd ed. Chichester, West Sussex: Wiley-Blackwell, Chapter 17, 20 http://www.dentalboard.gov.au/ http://adohta.net.au/ http://www.dhaa.info/	

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Revision	See Moodle for links to additional resources	

Term Specific Information

Clinical Attire in the Oral Health Clinics and Residential and Aged Care Facilities: All students are required to wear their oral health polo plus an outer protective garment - theatre gowns are required for this purpose and gowns will be provided at Queensland Health placements. The outer protective garment (theatre gown) must be placed in a plastic bag after the session or day and washed appropriately. All garments must be freshly laundered and ironed. The outer protective garment (theatre gown) cannot be worn in the Oral Health Prosthetic Laboratory or Simulation Laboratory. All students must wear black long pants and low-heeled closed-in shoes, their protective eyewear, have their hair tied back and wear no jewellery on their hands or arms. Males are required to be clean-shaven. A student can be sent home if the clinical attire is not adequate.

Laboratory Attire in the Oral Health Simulation and Prosthetic Laboratories: All students are required to wear their oral health polo plus an outer protective garment - short laboratory tops or jackets are required for this purpose. The outer protective garment (short laboratory top or jacket) must be placed in a plastic bag after the session or day and washed appropriately. All garments must be freshly laundered and ironed. The outer protective garment (short laboratory top or jacket) cannot be worn in Oral Health Clinics. All students must wear black long pants and low-heeled closed-in shoes, their protective eyewear, have their hair tied back and wear no jewellery on their hands or arms. A student can be sent home if the laboratory attire is not adequate.

Workplace Health and Safety: Students must abide by infection control policies, guidelines and procedures at each clinical placement. All mandatory requirements for clinical practice must be met before and during the term. Failure to comply will lead to withdrawal from the clinical placements and failure in the Unit.

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

Assessment Tasks

1 Self Reflective Practice Blog (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. You will be required to write a self-reflective blog based on your experiences for each work-integrated learning placement day. 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 which you were graded as not yet competent, performed poorly or in which your performance could be improved. Your reflection should also contain the following components.

- Include a brief summary of procedures OR a brief summary of placement
- Which procedures were performed well? OR Expectation of learning on the placement.
- What procedures could be improved? OR What did you learn today on placement?
- Strategies for improvement OR Strategies to enhance learning on placement.
- What did I learn today?

[The Gibbs' Reflective Cycle](#) is an example of a reflective model.

The completion of the personal reflective blog is a compulsory assessment and each entry must be completed to a satisfactory standard. Reflections must be submitted by midnight each Sunday for the previous week you are rostered at a work-integrated learning placement.

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

Assessment Criteria

The assessment criteria for the self-reflective practice is consistent with Gibb's reflective cycle.

	Reflective practitioner 4/4	Aware practitioner 3/4	Reflection novice 2/4	Unacceptable 1/4	Not attempted 0/4
Clarity	The language is clear and expressive. The reader can create a mental picture of the situation being described. Explanation of concepts makes sense to an uninformed reader. No lapses in clarity, accuracy, spelling and grammar.	Minor, infrequent lapses in clarity, accuracy, spelling and grammar.	There are frequent lapses in clarity or accuracy or spelling and grammar.	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately. There are frequent lapses in clarity, accuracy, spelling and grammar.	Not attempted
Relevance	Multiple learning experiences are reflected upon and are relevant and meaningful to student and unit learning goals.	The learning experience being reflected upon is relevant and meaningful to student and unit learning goals.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	Most of the reflection is irrelevant to student and/or unit learning goals.	Not attempted
Analysis	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or unit concepts.	Some analysis of how the experience contributed to student understanding of self, others, and/or unit concepts. but analysis lacks depth.	Limited analysis of how the experience contributed to student understanding of self, others, and/or unit concepts. and analysis lacks depth. .	Reflection does not move beyond description of the learning experience(s).	Not attempted
Strategies for Improvement	There is development of comprehensive strategies for improvement as well as evidence of success with these strategies.	There is development of some strategies for improvement as well as evidence of success with these strategies.	There is development of some comprehensive strategies for improvement but no evidence of success with these strategies.	There is limited development of comprehensive strategies for improvement.	Not attempted

Referencing Style

- [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 ORAL13002 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 of Oral Health). Specific hours are determined by each placement site but generally, you are required to be on clinical placement from 8 am to 5 pm 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

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 Clinical Performance:

A criterion-referenced analytical assessment rubric for evaluation of student performance of procedures is provided in the Online Real-time Assessment System (ORAS). ORAS records all work-integrated learning experiences, including a number of assessed student-client interactions and performance of procedures. Placement supervisors are required to complete an entry into ORAS for each student-client interaction assessed.

Each student-client interaction is graded on a rubric, which will reflect a grade of Not Yet Competent (0), Approaching Competent (1), Competent (2), and Highly Competent (3) for each procedure part (see example below). An average grade is given at the end of each student-client interaction assessment for all procedures completed.

	Not Yet Competent	Approaching Competent	Competent	Highly Competent
	0	1	2	3
Pocket depths and recession	More than 6 measurements inaccurate. OR Measurements inaccurate by more than 4mm.	Up to 6 measurements inaccurate. Less than 2 sites by 2-4mm.	Up to 4 measurements inaccurate. No sites by more than 2mm. Consideration given if difficult case (poor patient compliance/medical conditions leading to poor visibility and access)	All charted accurately (measurements within 1mm of supervisor)
Mobility and Furcation	Not measured OR 3 or more teeth inaccurate	2 teeth inaccurate (missed or incorrect classification)	1 tooth inaccurate (missed or incorrect classification)	All charted accurately
Suppuration and BOP	Not measured OR 3 or more teeth inaccurate	2 sites inaccurate (missed or incorrect classification)	1 site inaccurate (missed or incorrect classification)	All charted accurately
Periodontal Diagnosis and Maintenance	Unable to determine accurate periodontal diagnosis AND review schedule.	Needs assistance with determining accurate periodontal diagnosis AND review schedule.	Needs minor assistance with determining accurate periodontal diagnosis. OR Accurately proposes review schedule.	Independently determines accurate periodontal diagnosis AND proposed review schedule

In each student-client interaction assessment, there are also Critical Competencies. A Not Yet Competent (NYC) in one or more of the Critical Competencies results in a mark of 0 overall for that student-client interaction.

CRITICAL COMPETENCIES	Not Yet Competent (NYC)	Competent (C)	
Oral Health Education and Disease Control/Prevention** Note: This is to be reviewed at EVERY appointment.	Oral Health Education and Disease Control/Prevention not reviewed	Oral Health Education and Disease Control/Prevention adequately reviewed	
Infection Control and WPHS Note: Operator is responsible for dental assistant's infection control procedures	Breach of infection control Or WPHS Unnecessary removal of sound tooth structure Unnecessary trauma to soft tissues or adjacent teeth Incorrect tooth/procedure Mechanical pulp exposure	Demonstrates appropriate infection control and WPHS -Student may request assistance	
Communication, Teamwork and Professionalism*** see details below	3C's or consent not completed Unapproved use of mobile phone/device Poor communication with patient Poor patient management Poor positioning of the patient or operator in the chair. Student required significant assistance from the supervisor (1 major or 3 minor adjustments)	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 provide critical information regarding the procedure, or wrote incorrect information OR Difficult to read and interpret notes	Wrote records in a legible, logical and sequential manner – minor assistance may be given	
Time management	Student arrived late or ran more than 15 minutes over time OR Student did not manage available time well	Student completed treatment in a timely manner given constraints Student had patient seated on time and completed within appointment time	

NOTE: A NYC in one or more of the above Critical Competencies results in a mark of 0 overall for this student-client interaction regardless of average score.

The data is collated over the term to monitor performance and as a “log” of the procedures and student-client assessments completed by the student. The unit teaching team will assess the data aggregated in ORAS over the period of the term to form a longitudinal comprehensive picture of the achievement and development of competence by the student.

In order to achieve a grade of a pass in this component, you are required to:

- Achieve a minimum score of Competent (2) in no less than 90% of the total number of student-client interaction assessments.
- 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 87-89% 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 ORAL13002.

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 2 Attendance:

Attendance at clinical placements is compulsory. You are required to attend a minimum of 95% of rostered clinical placement days. This allows you approximately 2-3 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.

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 Oral Examination

Assessment Type

In-class Test(s)

Task Description

Students will be provided with a patient history and clinical examination documentation 60 minutes prior to their exam time. They should use this time to form a problems list, risk assessment, diagnosis and treatment plan. At the end of the 60 minutes the student will enter a zoom room with 3 examiners (2 external examiners and one internal examiner) for 15 minutes to present problems list, diagnosis and treatment plan. Students will be asked questions relating to the allocated case study.

The case study will be provided to the student by the teaching team. It may have soft tissue pathology and/or hard tissue pathology and/or a medical condition which may or may not impede on the treatment you propose. Students are required to plan a 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. Each case presentation must include justification on your disease risk assessment, prognosis, diagnosis, and treatment plan.

The learning objectives of this assessment are:

- 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.

Assessment Due Date

Students will be allocated a time by the Unit Coordinator in the examination period

Return Date to Students

The results will be available on the certification of grades date

Weighting

40%

Minimum mark or grade

You must obtain an overall mark for the assessment of at least 50%

Assessment Criteria

A criterion reference rubric will be used with the following categories.

1. Clinical examination analysis
2. Problems List/Diagnosis
3. Risk Assessment
4. Interpretation of Investigations
5. Organisation
6. Clinical Reasoning and Critical Thinking (Case Study)
7. Treatment Planning
8. Clinical Reasoning and Critical Thinking (Questioning from the assessors)
9. Communication

Referencing Style

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

Submission

No submission method provided.

Submission Instructions

Students will be allocated a time by the Unit Coordinator in the examination period

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 Quizzes

Assessment Type

In-class Test(s)

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.

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

You must obtain an overall mark for the assessment of at least 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