



# ORAL12003 Oral Health Clinical Practice 1

## Term 1 - 2024

Profile information current as at 13/07/2025 05:26 pm

All details in this unit profile for ORAL12003 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

In this unit you will gain theoretical knowledge in periodontal and dental hygiene diagnosis, treatment planning and treatment procedures. You will translate and integrate knowledge and skills learnt throughout the Bachelor of Oral Health course through work-integrated learning clinical practice. You must comply with clinical policies and procedures while undertaking clinical 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 demonstrate clinical judgment and practical skills in oral examination and diagnosis of dental conditions in adults of all ages. You will also be able to demonstrate safety and competence in patient care over a range of periodontal and dental hygiene clinical procedures, including referral of patients for complex care outside your scope of practice. You will be able to apply the principles of radiation biology and protection when producing diagnostic intra-oral and extra-oral radiographic images in the clinic. 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. You will be required to attend a two-week compulsory intensive program prior to the commencement of Term 1.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 9

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

Prerequisites: ORAL11006 Introduction to Oral Health Practice; AND ORAL11005 Oral Anatomy 2; AND ORAL11003 Introduction to Oral Disease; AND BMSC11011 Human Anatomy and Physiology 2; AND Co-requisites: ORAL12002 Oral Health Pre Clinical Practice; AND ORAL12001 Oral Disease Prevention and Management; AND ALLH12006 Evidence Based 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 - 2024

- Rockhampton

#### Attendance Requirements

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

#### Website

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

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Quiz(zes)**

Weighting: 20%

#### 2. **Reflective Practice Assignment**

Weighting: Pass/Fail

#### 3. **Practical Assessment**

Weighting: Pass/Fail

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

Weighting: 80%

### 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 SUTE Comments and In-Person Feedback

##### **Feedback**

Some students found the pre-recorded lectures confusing at times as well as difficult to hear.

##### **Recommendation**

It is recommended that lectures be reviewed and redeveloped. It is also recommended to upload the recordings into Echo360.

#### Feedback from SUTE Comments and In-Person Feedback

##### **Feedback**

Students felt the weekly quiz questions were not well designed and sometimes confusing.

##### **Recommendation**

It is recommended that weekly quizzes be reviewed and redeveloped.

#### Feedback from SUTE Comments and In-Person Feedback

##### **Feedback**

Students found the tutorials engaging and well-organised.

##### **Recommendation**

It is recommended to continue tutorials and further develop content to make it more engaging and useful.

## Unit Learning Outcomes

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

























1. Discuss the theoretical basis of oral health practice and dental procedures for the diagnosis, prevention and management of oral diseases
2. Implement processes for the assessment, prevention and management of dental diseases including non-carious tooth structure loss, dental caries (including root caries) and periodontal diseases in a clinical environment
3. Formulate a diagnosis and appropriate treatment plan for adult patients in a clinical environment, including identification of patients who require referral for care outside one's scope of practice
4. Apply the principles of radiation biology and protection when producing diagnostic intra-oral and extra-oral radiographic images in the clinic
5. Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats
6. Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas

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

## Alignment of Learning Outcomes, Assessment and Graduate Attributes

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

### Alignment of Assessment Tasks to Learning Outcomes

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

## Textbooks and Resources

### Textbooks

ORAL12003

#### Prescribed

#### Foundations of Periodontics for the Dental Hygienist

Edition: Fifth (2018)

Authors: Jill S. Gehrig, Daniel E. Shin and Donald E. Willmann

Lippincott Williams & Wilkins

Philadelphia , Pennsylvan , USA

ISBN: 9781496384027

Binding: Other

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#### Supplementary

#### Darby and Walsh dental hygiene : theory and practice

Edition: Fifth (2020)

Authors: Bowen, Denise M.

Elsevier

St Louis , Missouri , USA

ISBN: 9780323676762; 0323676766; 9780323477192; 0323477194

Binding: eBook

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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: Other

ORAL12003

### **Supplementary**

#### **Fundamentals of Periodontal Instrumentation and Advanced Root Instrumentation, Enhanced**

Edition: Eighth (2020)

Authors: Gehrig, Jill S ; Sroda, Rebecca ; Saccuzzo, Darlene

Jones & Bartlett Learning, LLC

Burlington , Vermont , USA

ISBN: 9781284456752

Binding: eBook

ORAL12003

### **Supplementary**

#### **Modern Dental Assisting**

Edition: Twelve (2017)

Authors: Bird, DL & Robinson, DS

Elsevier Health Sciences

Philadelphia , Pennsylvan , USA

ISBN: 9780323430302

Binding: Other

ORAL12003

### **Supplementary**

#### **Mosby's Dental Drug Reference**

Edition: Twelve (2017)

Authors: Arthur Jeske

Elsevier Saunders

St Louis , Missouri , USA

ISBN: 9780323481113

Binding: Other

ORAL12003

### **Supplementary**

#### **Therapeutic Guidelines Oral and Dental**

Edition: Version 2 (2012)

Authors: Oral and Dental Expert group

Therapeutic Guidelines Limited

Melbourne , Victoria , Australia

Binding: Other

## **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

**Stacey Billingham** Unit Coordinator  
[s.billinghurst@cqu.edu.au](mailto:s.billinghurst@cqu.edu.au)

## Schedule

### Intensive Week 1 - 12 Feb 2024

| Module/Topic  | Chapter  | Events and Submissions/Topic |
|---|--|------------------------------|
| <b>Lectures:</b> <ul style="list-style-type: none"><li>• Classification of Periodontal and Peri-implant Diseases and Conditions</li></ul> <b>Clinical Sessions:</b> <ul style="list-style-type: none"><li>• Start and end of day procedure</li><li>• COVID-specific infection control procedure</li></ul> | Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5th Ed.) Wolters Kluwer/Lippincott Williams & Wilkins. Chapter 4 | Changeover Assessment Task   |

### Intensive Week 2 - 19 Feb 2024

| Module/Topic  | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------|
| <b>Lectures:</b> <ul style="list-style-type: none"><li>• Nil</li></ul> <b>Clinical Sessions:</b> <ul style="list-style-type: none"><li>• A-Dec dental chair demonstration and familiarisation</li><li>• Hygiene refresher</li><li>• Clinical Examination Part 1</li><li>• Radiography refresher</li><li>• Clinical Examination Part 2</li></ul> |         | Weekly Reflective Blog       |

### Week 1 - 04 Mar 2024

| Module/Topic  | Chapter  | Events and Submissions/Topic          |
|---|--|---------------------------------------|
| <b>Lectures:</b> <ul style="list-style-type: none"><li>• Overview of Diseases of the Periodontium</li><li>• Periodontal Health, Gingival Diseases and Conditions</li><li>• Dentinal Hypersensitivity</li></ul> <b>Clinical Sessions:</b> <ul style="list-style-type: none"><li>• Comprehensive examination – Part 2</li><li>• Dentition assessment – charting existing restorations, ICDAS carious lesions, prosthodontic appliances</li><li>• Tooth wear risk assessment</li><li>• Caries risk assessment</li><li>• Oral Health Education</li></ul> <b>Further investigations</b> <ul style="list-style-type: none"><li>• Saliva testing</li><li>• Comprehensive Periodontal Charting</li><li>• Begin the treatment planning process</li></ul> | Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5th Ed.) Wolters Kluwer/Lippincott Williams & Wilkins. Chapters 3, 6 | Weekly Quiz<br>Weekly Reflective Blog |

**Week 2 - 11 Mar 2024**

| Module/Topic   | Chapter   | Events and Submissions/Topic          |
|--|---|---------------------------------------|
| <b>Lectures:</b> <ul style="list-style-type: none"> <li>Clinical Periodontal Assessment</li> <li>Periodontitis</li> </ul> <b>Clinical Sessions:</b> <ul style="list-style-type: none"> <li>Plaque Disclosing</li> <li>Oral Health Education Review</li> <li>Toothbrushing Instructions</li> <li>Interdental Cleaning instructions</li> <li>Prophylaxis</li> <li>Typodonts – periodontal instrumentation</li> <li>Patient Education Tutorial</li> </ul> | Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5th Ed.) Wolters Kluwer/Lippincott Williams & Wilkins. Chapters 7, 20 | Weekly Quiz<br>Weekly Reflective Blog |

**Week 3 - 18 Mar 2024**

| Module/Topic   | Chapter  | Events and Submissions/Topic          |
|--|--|---------------------------------------|
| <b>Lectures:</b> <ul style="list-style-type: none"> <li>Clinical Decision-Making for Periodontal Care</li> <li>Shared Decision-Making for Periodontal Care</li> </ul> <b>Clinical Sessions:</b> <ul style="list-style-type: none"> <li>History taking – social, medical, dental, diet, OH routine, alcohol and smoking status</li> <li>Comprehensive examination – Complete (Part 1, 2 &amp; 3)</li> <li>Treatment planning</li> </ul> | Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5th Ed.) Wolters Kluwer/Lippincott Williams & Wilkins. Chapters 10, 11 | Weekly Quiz<br>Weekly Reflective Blog |

**Week 4 - 25 Mar 2024**

| Module/Topic   | Chapter  | Events and Submissions/Topic          |
|--|--|---------------------------------------|
| <b>Lectures:</b> <ul style="list-style-type: none"> <li>Etiologic Factors: Risk for Periodontal Disease</li> <li>Host Immune Response to Biofilm</li> </ul> <b>Clinical Sessions:</b> <ul style="list-style-type: none"> <li>Saliva testing, disclosing, activity of student's choice.</li> <li>SUMMATIVE PERIOD BEGINS</li> </ul> | Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5th Ed.) Wolters Kluwer/Lippincott Williams & Wilkins. Chapters 12, 15 | Weekly Quiz<br>Weekly Reflective Blog |

**Week 5 - 01 Apr 2024**

| Module/Topic  | Chapter  | Events and Submissions/Topic                                       |
|---|--|--|
| <b>Lectures:</b> <ul style="list-style-type: none"> <li>Systemic Risk Factors that Amplify Susceptibility to Periodontal Disease</li> <li>Local Factors Contributing to Periodontal Disease</li> </ul> <b>Clinical Sessions</b> <ul style="list-style-type: none"> <li>History taking – social, medical, dental, diet, OH routine, alcohol and smoking status</li> <li>Comprehensive examination – Complete (Part 1, 2 &amp; 3)</li> <li>Treatment Planning</li> <li>Debridement using ultrasonic and hand instrumentation</li> </ul> | Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5th Ed.) Wolters Kluwer/Lippincott Williams & Wilkins. Chapters 16, 17 | Weekly Quiz<br>Weekly Reflective Blog<br>Hygiene Safety Audit Task |

**Vacation Week - 08 Apr 2024**

| Module/Topic                     | Chapter | Events and Submissions/Topic |
|----------------------------------|---------|------------------------------|
| No lectures or clinical sessions |         |                              |

**Week 6 - 15 Apr 2024**

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

|   |   |                                       |
|---|---|---------------------------------------|
| <b>Lectures:</b><br><ul style="list-style-type: none"> <li>• Nonsurgical Periodontal Therapy</li> </ul> <b>Clinical Sessions:</b><br><ul style="list-style-type: none"> <li>• Patients</li> </ul> | Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5th Ed.) Wolters Kluwer/Lippincott Williams & Wilkins. Chapter 24 | Weekly Quiz<br>Weekly Reflective Blog |
|---|---|---------------------------------------|

#### Week 7 - 22 Apr 2024

| Module/Topic  | Chapter   | Events and Submissions/Topic          |
|---|---|---------------------------------------|
| <b>Lectures:</b><br><ul style="list-style-type: none"> <li>• Acute Periodontal Conditions</li> </ul> <b>Clinical Sessions</b><br><ul style="list-style-type: none"> <li>• Patients</li> </ul> | Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5th Ed.) Wolters Kluwer/Lippincott Williams & Wilkins. Chapter 30 | Weekly Quiz<br>Weekly Reflective Blog |

#### Week 8 - 29 Apr 2024

| Module/Topic   | Chapter  | Events and Submissions/Topic          |
|--|--|---------------------------------------|
| <b>Lectures:</b><br><ul style="list-style-type: none"> <li>• Chemical Agents in Periodontal Care</li> <li>• Maintenance for the Periodontal Patient</li> </ul> <b>Clinical Sessions:</b><br><ul style="list-style-type: none"> <li>• Patients</li> </ul> | Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5th Ed.) Wolters Kluwer/Lippincott Williams & Wilkins. | Weekly Quiz<br>Weekly Reflective Blog |

#### Week 9 - 06 May 2024

| Module/Topic   | Chapter | Events and Submissions/Topic          |
|--|---------|---------------------------------------|
| <b>No lecture</b><br><b>Clinical Sessions:</b><br><ul style="list-style-type: none"> <li>• Patients</li> </ul> | Nil     | Weekly Quiz<br>Weekly Reflective Blog |

#### Week 10 - 13 May 2024

| Module/Topic  | Chapter   | Events and Submissions/Topic          |
|---|---|---------------------------------------|
| <b>Lectures:</b><br><ul style="list-style-type: none"> <li>• Tobacco Smoking and Periodontal Disease</li> <li>• Peri-implant Health and Diseases</li> </ul> <b>Clinical Sessions:</b><br><ul style="list-style-type: none"> <li>• Patients</li> </ul> | Gehrig, J.S, Shinn, D.E. & Willmann, D.E. (2018) <i>Foundations of Periodontics for the Dental Hygienist</i> (5th Ed.) Wolters Kluwer/Lippincott Williams & Wilkins. Chapters 9, 19 | Weekly Quiz<br>Weekly Reflective Blog |

#### Week 11 - 20 May 2024

| Module/Topic   | Chapter | Events and Submissions/Topic          |
|--|---------|---------------------------------------|
| <b>COIL Project</b><br><ul style="list-style-type: none"> <li>• Collaborative Online International Learning – Joint Case Study with Auckland University of Technology Bachelor of Oral Health students.</li> </ul> <b>Clinical Sessions:</b><br><ul style="list-style-type: none"> <li>• Patients</li> </ul> | Nil     | Weekly Quiz<br>Weekly Reflective Blog |

#### Week 12 - 27 May 2024

| Module/Topic   | Chapter | Events and Submissions/Topic          |
|--|---------|---------------------------------------|
| <b>No Lecture</b><br><b>Clinical Sessions:</b><br><ul style="list-style-type: none"> <li>• Patients</li> </ul> | Nil     | Weekly Quiz<br>Weekly Reflective Blog |

#### Review/Exam Week - 03 Jun 2024

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



## Term Specific Information

### **Clinical Attire in the Oral Health Clinics and Off-Campus Placements:**

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. Faces 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.

## Assessment Tasks

### 1 Online Quiz(zes) 20%

#### **Assessment Type**

Online Quiz(zes)

#### **Task Description**

Each week you will complete an online quiz related to the learning material for that week.

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

To prepare for this assessment you can study the learning resources for the relevant quiz - this includes lectures and relevant textbook readings.

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 quiz, 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 quiz at the set time and date you will need to apply for an extension in Moodle (in the support area at the top of the page) and supply supporting documentation as per normal extension requests.

#### **Number of Quizzes**

#### **Frequency of Quizzes**

Weekly

#### **Assessment Due Date**

There are weekly quizzes throughout the term. The online quiz times are available under the assessment tile on Moodle.

#### **Return Date to Students**

The score for the weekly quizzes will be available on-line after the completion of each quiz.

#### **Weighting**

20%

#### **Minimum mark or grade**

50%

## Assessment Criteria

You will be assessed on your competence through online quizzes. Each quiz will be based on the linked content.

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Discuss the theoretical basis of oral health practice and dental procedures for the diagnosis, prevention and management of oral diseases
- Apply the principles of radiation biology and protection when producing diagnostic intra-oral and extra-oral radiographic images in the clinic

## 2 Personal Reflective Blog

### Assessment Type

Reflective Practice Assignment

### Task Description

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

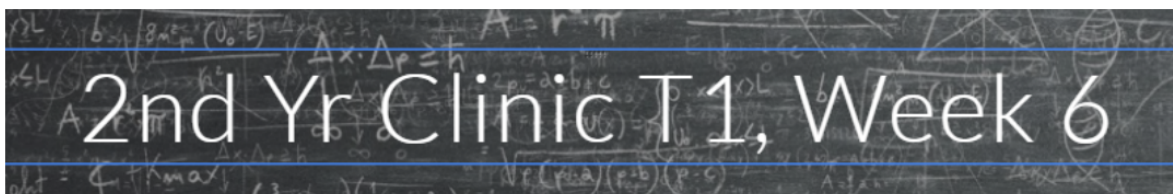
- Include a brief summary of procedures OR A brief summary of placement.
- Which procedures were performed well? OR Expectation of learning on the placement.
- What procedures could be improved? OR What did you learn today on placement?
- Strategies for improvement OR Strategies to enhance learning on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

The completion of the personal reflective blog is a compulsory assessment, and each entry must be completed to a satisfactory standard.

There are two places you are to enter your reflective blog.

1. **ePortfolio:** Firstly, in your ePortfolio, complete a separate reflection entry for each placement day. Entries must be completed for every placement day, including DA and FTAs.

Here is an example of an entry in the ePortfolio for week 6:



### DAY 1 Monday

*Describe what you learned and why it's important. Describe what you learned and why it's important. Describe what you learned and why it's important.*

*Describe what you learned and why it's important.*

*Describe what you learned and why it's important.*

2. **Moodle Submission:** Then at the end of the week, copy these entries into the Moodle submission for the week eg "Week 1 Reflective Blog Entry". NOTE: There is no need to copy these onto and upload a word document. You can simply copy and paste directly into the Moodle assignment. These Moodle Submissions are due by 11.59pm Sunday night each week. A reviewer will view these each week on Moodle and assign a satisfactory/unsatisfactory for each week.

If you have been asked to resubmit a reflection, this is due at 11:59 pm Wednesday night.

At the end of the term, there will be a final check of your submissions on your ePortfolio to ensure all assessment criteria have been met.

## Assessment Due Date

Weekly by 11:59 PM 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 unit overall.

### Assessment Criteria

#### Assessment Criteria

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

### Referencing Style

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

### Submission

Online

### Learning Outcomes Assessed

- 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

## 3 Clinical Practice Assessment

### Assessment Type

Practical Assessment

### Task Description

#### Component 1 Safety Audit:

The safety audit is an assessment of your oral hygiene education and basic hygiene clinical skills, to ensure you are safe to commence treatment on patients from the general public.

There are 2 parts to the safety audit.

**PART A:** Patient advice on preventative home care

**VIDEO UPLOADS Due Date:** Monday 1st April 2024, 11:59 PM

This component will be assessed via video upload. For each of the below topics, you are to upload a video to Moodle.

- Periodontal Disease diagnosis, prevention and management
- Caries diagnosis, prevention and management
- Non-carious tooth loss diagnosis, prevention and management

### A few guidelines:

- Use terminology relevant to ADULT patients
- Keep it brief and to the point. Remember a patient's attention span is only 2-3 minutes long
- Have a peer check it!
- You do not need to go into detail about actual biofilm disruption (toothbrushing/interdental cleaning) techniques

A tutorial will be held during the clinical sessions on Friday, Week 2 2024, to provide an opportunity for students to explore the topics listed above, ask questions and seek guidance for this assessment task.

Feedback will be provided in time for the pre-clinical safety audit. If needed, you will have the opportunity for a resubmission, within a week.

Students are graded against criterion-referenced rubrics. Please review the rubrics when preparing for your assessments.

#### Video: Periodontitis

| Competent  | Not Yet Competent  |
|--|--|
| Video and sound quality was clear  | Video and sound quality was unclear  |
| Video showed a clear view of the presenter and demonstration area  | Video did not show a clear view of the presenter and demonstration area  |
| Speech was well-paced  | Speech was very fast or very slow  |
| Layman's language was used   | Professional language was used which could be misunderstood by patients  |
| Demonstration was well-organised and easy to understand  | Demonstration was not well-organised and difficult to understand   |
| Content was accurate and included information on: <ul style="list-style-type: none"><li>• Irreversible and reversible conditions</li><li>• bacterial infection</li><li>• host response</li><li>• management of control of biofilm and risk factors</li><li>• ongoing monitoring for life</li></ul> | Content was not accurate and was missing information on one or more of the following: <ul style="list-style-type: none"><li>• Irreversible and reversible conditions</li><li>• bacterial infection</li><li>• host response</li><li>• management of control of biofilm and risk factors</li><li>• ongoing monitoring for life</li></ul> |
| Timing appropriate (2-4 minutes)   | Excessive length or too brief  |

#### Comments:

#### Video: Caries

| Competent   | Not Yet Competent   |
|---|---|
| Video and sound quality was clear   | Video and sound quality was unclear   |
| Video showed a clear view of the presenter and demonstration area   | Video did not show a clear view of the presenter and demonstration area   |
| Speech was well-paced   | Speech was very fast or very slow   |
| Layman's language was used  | Professional language was used which could be misunderstood by patients   |
| Demonstration was well-organised and easy to understand   | Demonstration was not well-organised and difficult to understand  |
| Content was accurate and included information on: <ul style="list-style-type: none"><li>• aetiology</li><li>• carious process (4 factors)</li><li>• prevention, management</li><li>• outcome if not managed</li></ul> | Content was not accurate and was missing information on one or more of the following: <ul style="list-style-type: none"><li>• aetiology</li><li>• carious process (4 factors)</li><li>• prevention, management</li><li>• outcome if not managed</li></ul> |
| Timing appropriate (2-4 minutes)  | Excessive length or too brief   |

### Video: Non-Carious Tooth Structure Loss

| Competent  | Not Yet Competent  |
|--|--|
| Video and sound quality was clear  | Video and sound quality was unclear  |
| Video showed a clear view of the presenter and demonstration area  | Video did not show a clear view of the presenter and demonstration area  |
| Speech was well-paced  | Speech was very fast or very slow  |
| Layman's language was used   | Professional language was used which could be misunderstood by patients  |
| Demonstration was well-organised and easy to understand  | Demonstration was not well-organised and difficult to understand   |
| Content was accurate and included information on the following: <ul style="list-style-type: none"><li>• Aetiology of abrasion, attrition, erosion (extrinsic and intrinsic), abfraction</li><li>• Where in mouth each condition generally presents</li><li>• Prevention of each condition</li><li>• Management of each condition</li></ul> | Content was not accurate and was missing information on one or more of the following: <ul style="list-style-type: none"><li>• Aetiology of abrasion, attrition, erosion (extrinsic and intrinsic), abfraction</li><li>• Where in mouth each condition generally presents</li><li>• Prevention of each condition</li><li>• Management of each condition</li></ul> |
| Timing appropriate (2-4 minutes)   | Excessive length or too brief  |

### PART B: Hygiene Skills Safety Audit.

This pre-clinical safety audit will occur during your clinical session on **Friday 5th April, 2024**.

The safety audit is an assessment of your basic hygiene clinical skills to ensure you are safe to commence treatment on patients from the general public.

There will be 2 periodontal typodont stations set up. At these stations, we will be assessing:

- Periodontal probing technique
- Use of powered and hand debridement instruments.

Feedback will be provided by the end of the next day. If needed, you will have the opportunity for a resit within a week. Students are graded against criterion-referenced rubrics. Please review the rubrics when preparing for your assessments.

| TASK   | Competent / Not Yet Competent  |
|--|--|
|  | <i>A competent must be achieved for each instrument assessed in the safety audit</i>   |
| HAND DEBRIDEMENT INSTRUMENTATION<br><br>Sickle Scaler<br>Universal<br>Gracey<br><br><i>NOTE: Each of these instruments will be assessed separately and a competent must be achieved for each instrument.</i> | Ergonomics – operator and pt positioning<br>Instrument selection incl correct end (student must get this correct before being assessed on technique)<br>Fulcrum/finger rest<br>Modified Pen Grasp<br>Mirror Placement<br>Insertion<br>Adaption – engage cutting edge<br>Activation – working stroke<br>Time Management |
| ULTRASONIC   | Ergonomics – operator and pt positioning<br>Appropriate Setting<br>Fulcrum/finger rest<br>Modified Pen Grasp<br>Mirror Placement<br>Insertion<br>Adaption to correct surface<br>Motion and Pressure<br>Time Management   |
| PERIODONTAL PROBE  | Ergonomics – operator and pt positioning<br>Fulcrum/finger rest<br>Modified Pen Grasp<br>Mirror Placement<br>Correct Probing Angle<br>Correct Probing Technique  |

**STUDENTS MUST ACHIEVE A SATISFACTORY SCORE IN ALL CRITERIA TO PASS THE SAFETY AUDIT.**

**Re-attempt for Safety Audit:**

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 do not pass the safety audit, you will be given an opportunity to re-attempt the safety audit within a week. 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 continue clinical practice in ORAL12003.

**Component 2 Clinical Performance:**

There are two 3-hour clinical sessions per week.

**Weeks 1-5** consist of peer learning activities designed to consolidate, apply and extend the theory learnt in years 1 and 2 into clinical practice.

**Weeks 6-12** consist of seeing patients for dental hygiene treatments.

Attendance at all clinical sessions is compulsory. Failure to provide a medical certificate to the unit coordinator for missed sessions will result in failure of this unit component.

All clinical sessions are graded by the supervisor on the Online Realtime Assessment System (ORAS).

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 by 2-4mm.                                     | Up to 4 measurements inaccurate. None 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 Furcations               | 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 sites 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 or review schedule.            | Needs some assistance with determining accurate periodontal diagnosis and review schedule. | Needs some assistance with determining accurate periodontal diagnosis. 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)  |
|--|--|--|
| <b>Infection Control and WPHS Note:</b><br>Operator is responsible for dental assistant's infection control procedures | Breach of infection control or WPHS<br>Unnecessary removal of sound tooth structure<br>Unnecessary trauma to soft tissues or adjacent teeth<br>Incorrect tooth/procedure<br>Mechanical pulp exposure | Demonstrates appropriate infection control and WPHS - Student may request assistance             |
| <b>Communication, Teamwork and Professionalism</b><br>*** see details in workbook                                      | Unprofessional conduct and/or unethical behaviour.<br>3C's or consent sticker not completed<br>Unapproved use of mobile phone/device   | Appropriate professional conduct and/or ethical behaviour.<br>3C's and consent sticker completed |

**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.

Summative assessment for this component commences Monday of Week 4. Prior to that, clinical performance is completed on a formative basis.

In order to achieve a grade of pass in this component, you are required to achieve a minimum average score of Competent (2).

#### Re-attempt:

Re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes.

If you achieve a minimum average score of 1.8-1.99, you will be offered a re-attempt:

- Three additional student-client interactions will be offered on a mutually agreeable day.
- This task is to be completed no later than one week before the release of grades.
- You must achieve an average minimum score of 1.8 in ALL three student-client interactions.
- These additional sessions will be offered at the CQUniversity Oral Health Clinic based in Rockhampton. It is your responsibility to arrange transport and accommodation if needed to attend these additional sessions.
- Note that only one opportunity to do a re-attempt will be given.
- If you do not pass the re-attempt, you will be unable to pass ORAL12003.

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.

Summative assessment for this component commences Monday of Week 4. Prior to that, clinical performance is completed on a formative basis.

In order to achieve a grade of pass in this component, you are required to achieve a minimum average score of Competent (2).

### **Component 3 Attendance:**

Attendance at clinical placements is compulsory. You are required to attend a minimum of 90% of 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 in advance.

Note that ALL peer-on-peer tasks must be completed for the term. If you miss a session, it is your responsibility to contact the unit coordinator and make an arrangement to complete the missed tasks. Absences are to be made up at operational convenience.

The 2-week intensive requires 100% attendance.

A pass for satisfactory attendance is defined as 100% attendance at the 2-week intensive, as well as maintaining and fulfilling the 90% pre-clinical placement attendance for the days rostered during the term. Not meeting attendance requirements may result in a placement outstanding until the next available unit offering, which may delay your progress through the course and graduation.

**Who to contact if you are sick:** The unit coordinator (via email) and Libby Warlow (via phone).

### **Assessment Due Date**

Completed via the Online Real-time Assessment System.

### **Return Date to Students**

Completed via the Online Real-time Assessment System.

### **Weighting**

Pass/Fail

### **Minimum mark or grade**

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

### **Assessment Criteria**

See information in Task Description, which includes assessment criteria.

### **Referencing Style**

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

### **Submission**

Offline Online

### **Learning Outcomes Assessed**

- Implement processes for the assessment, prevention and management of dental diseases including non-carious tooth structure loss, dental caries (including root caries) and periodontal diseases in a clinical environment
- Formulate a diagnosis and appropriate treatment plan for adult patients in a clinical environment, including identification of patients who require referral for care outside one's scope of practice
- Apply the principles of radiation biology and protection when producing diagnostic intra-oral and extra-oral radiographic images in the clinic
- Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats
- Recognise and act upon the legal, ethical and safeguarding issues involving dental practitioners and patients as defined by the relevant professional regulatory bodies in Australia and overseas

## **4 In-Class Test(s) 80%**

### **Assessment Type**

In-class Test(s)

### **Task Description**

There will be TWO (2) in-class tests for ORAL12003.

These in-class tests will assess the knowledge you will develop in ORAL12003. You will be given an answer booklet in



which to write your responses to the exam questions. At the end of the assessment, your answer booklet must be returned to the assessor. These in-class tests are closed book, so the only items you will be allowed to have on you are pens (black ink only) and your answer booklet.

Only those answers that have been written in your answer booklet will be marked.

NOTE: You are also able to bring your own noise-cancelling head/earphones if you prefer.

### **In-class Test A**

Topics that may be covered:

1. Management of dentine hypersensitivity
2. Dietary analysis and advice
3. Saliva testing and subsequent advice
4. Periodontal diagnosis NOTE: Staging and Grading clinical reference tool will be provided
5. Caries Risk Assessment NOTE: CAMBRA risk assessment clinical reference tool will be provided
6. Plaque Disclosing
7. In-clinic and at-home Fluoride/remineralisation therapy and other home oral hygiene products (Duraphat, MI Varnish, Neutrafluor 5000, Tooth Mousse, Tooth Mousse Plus, Savacol, Listerine):

- Active ingredients
- Indications
- Contra-indications
- Instructions for use
- Side-effects

8. Self-Applied Desensitising Products as per the self-paced activity:

- active desensitising ingredient/s
- mode of action of desensitising ingredient/s

### **In-class Test B**

This in-class test will consist of questions requiring detailed, written responses, and will cover content from all lecture, tutorial and textbook readings for this term.

### **Assessment Due Date**

Exam Week 1 2024. In-class Test A will be held on Monday 3 June 2024, In-class Test B will be held on Wednesday June 5 2024.

### **Return Date to Students**

Results will returned to students with end of term results.

### **Weighting**

80%

### **Minimum mark or grade**

50%

### **Assessment Criteria**

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

### **Referencing Style**

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

### **Submission**

Offline

### **Learning Outcomes Assessed**

- Discuss the theoretical basis of oral health practice and dental procedures for the diagnosis, prevention and management of oral diseases
- Advocate for, and promote, oral health to individuals and groups across diverse community settings in a variety of formats

## 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