



# ORAL13002 Oral Health Clinical Placement 2

## Term 2 - 2024

Profile information current as at 06/07/2025 02:24 am

All details in this unit profile for ORAL13002 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

In this capstone unit you will integrate your knowledge, skills and professional experience in a range of environments in preparation for employment as an oral health therapist. In addition to treating children and adolescents, this course is approved by the National Board to train and educate you to treat adults of all ages. You will have the opportunity to demonstrate safety and competence in total patient care over a range of preventive and operative clinical procedures with patients including medically compromised patients, people with special needs and the elderly. You will also consolidate your clinical judgment skills in identifying patients who require referral for complex care outside your scope of practice. You will improve your clinical reasoning skills in a supportive environment aimed to increase your confidence through reflective and self-directed learning. On successful completion of this unit you will be able to communicate information regarding oral health in oral and written forms utilising appropriate interpersonal and team communication skills, professional attitudes and ethical behaviours.

#### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: *18*

Student Contribution Band: *9*

Fraction of Full-Time Student Load: *0.375*

#### Pre-requisites or Co-requisites

Pre-requisites: ORAL13001 Oral Health Clinical Placement 1 ALLH13011 Rural and Remote Practice for Health Professionals OR HLTH13031 Population Health Epidemiology

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 - 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 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. **Oral Examination**

Weighting: 40%

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

Weighting: Pass/Fail

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

Weighting: 60%

#### 4. **Professional Practice Placement**

Weighting: Pass/Fail

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student Unit Teaching Evaluation and In Person Feedback

**Feedback**

Feedback about in-class test results was still considered inadequate.

**Recommendation**

It is recommended a new feedback strategy be implemented.

#### Feedback from Student Unit Teaching Evaluation

**Feedback**

The teaching team are supportive and provide students with a good learning experience.

**Recommendation**

It is recommended that the teaching team continue to implement initiatives to ensure students have a good learning experience.

## 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

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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### Alignment of Assessment Tasks to Learning Outcomes

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

### Alignment of Graduate Attributes to Learning Outcomes

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

## Textbooks and Resources

### Textbooks

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

ORAL13002

**Supplementary****Diagnosis and Treatment Planning in Dentistry**

Edition: Fifth (2024)

Authors: Stephan J Stefanac and Samuel P Nesbit

Elsevier Saunders

St Louis , Missouri , USA

Binding: Paperback

ORAL13002

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

Edition: 6th (2024)

Authors: Jill S. Gehrig and Donald E. Willmann

Lippincott Williams & Wilkins

Philadelphia , Pennsylvania , USA

Binding: eBook

ORAL13002

**Supplementary****Modern Dental Assisting**

Edition: 14th (2024)

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

Elsevier

St Louis , Missouri , United States of America

ISBN: 9780323824408

Binding: Hardcover

ORAL13002

**Supplementary****Mosby's Dental Drug Reference**

Edition: 13th (2021)

Authors: Arthur Jeske

Elsevier Saunders

St Louis , Missouri , USA

ISBN: 9780323779364

Binding: Paperback

ORAL13002

**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

### Additional Textbook Information

Textbooks may be available as eBooks through the library and eReading lists.

[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 style: [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](mailto:k.smart@cqu.edu.au)

## Schedule

### Week 1 - 08 Jul 2024

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

### Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Person centred care Interprofessional practice • Periodontology • Oral Pathology Case Based Yarning Circle	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.	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

### Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Social Determinants of Health Interprofessional practice Case Based Yarning Circle	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. Stefanac and Nesbit (2017) Diagnosis and Treatment Planning in Dentistry, 3rd Ed, St Louis, Mosby.	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

### Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Person centred care Interprofessional practice Case Based Yarning Circle	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. <i>American Journal of Orthodontics and Dentofacial Orthopedics</i> , 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. <i>American Journal of Orthodontics and Dentofacial Orthopedics</i> , 133(1), pp.25-29. Nowak, A., Christensen, J., Mabry, T., Townsend, J. and Wells, M., (2019) <i>Pediatric Dentistry</i> . 6th ed. Philadelphia: Elsevier.	Work integrated learning experiences in public, private general and specialist dental practices Case studies
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#### Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Person centred care • Dental Trauma management Case Based Yarning Circle	See Moodle for links to additional resources <a href="http://www.dentaltraumaguide.org/">http://www.dentaltraumaguide.org/</a>	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

#### Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Person centred care Interprofessional practice Case Based Yarning Circle	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) <i>Diagnosis and Treatment Planning in Dentistry</i> , 3rd Ed, St Louis, Mosby.	Work integrated learning experiences in public, private general and specialist dental practices Lectures Case studies

#### Week 7 - 26 Aug 2024

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

#### Week 8 - 02 Sep 2024

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

#### Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Resilience Working in various dental settings - yarning circle with future colleagues	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
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#### Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
The dental profession, leadership and alternative careers outside the clinic Case Based Yarning Circle	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 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Professional responsibilities, regulatory bodies and boards Case Based Yarning Circle	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 <a href="http://www.dentalboard.gov.au/">http://www.dentalboard.gov.au/</a> <a href="https://www.ahpra.gov.au/">https://www.ahpra.gov.au/</a>	

#### Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Preparing to enter the workforce <ul style="list-style-type: none"> <li>• Radiation Licenses</li> <li>• Getting ready to register</li> <li>• Professional Indemnity Insurance</li> <li>• Accounting and employment contract</li> </ul> Case Based Yarning Circle	See Moodle for links to additional resources <a href="http://adohta.net.au/">http://adohta.net.au/</a> <a href="http://www.dhaa.info/">http://www.dhaa.info/</a>	<b>Professional Practice Placement</b> Due: Week 12 Friday (4 Oct 2024) 11:45 pm AEST

#### Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
		<b>Oral Examination</b> Due: Review/Exam Week Monday (7 Oct 2024) 11:45 pm AEST <b>Reflective Practice</b> Due: Review/Exam Week Friday (11 Oct 2024) 11:45 pm AEST



## 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. 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 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 Oral Examination

#### Assessment Type

Oral Examination

#### 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, prognosis and treatment plan. At the end of the 60 minutes the student will enter a zoom room with 2 examiners (1 external examiners and 1 internal examiner) for 15 minutes to present problems list, diagnosis, prognosis and treatment plan. Students will be asked questions relating to the allocated case study. The case study provided to the student by the teaching team 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 in-clinic and at-home treatment and preventive strategies planned. Each case presentation must include justification on your disease risk assessment, prognosis, diagnosis, and treatment plan.

#### Assessment Due Date

Review/Exam Week Monday (7 Oct 2024) 11:45 pm AEST

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

	0	1	2	3	Examiner grade
ANALYSIS Patient history	Patient history references were not analysed to integrate salient points into the case management plan.	Patient history references were partially summarised and/or integrated into the case management plan.	Patient history references were analysed, and the best information incorporated into the case management.	Provides a critical analysis of patient history references with the best information synthesised into the case management.	
ANALYSIS Clinical Examination	Clinical examination findings were not analysed to integrate salient points into the case management plan.	Clinical examination findings were partially summarised and integrated into the case management plan.	Clinical examination findings were analysed, and the best information incorporated into the case management.	Provides a critical analysis of clinical examination findings with the best information synthesised into the case management.	
ANALYSIS Further Investigations	Further investigations interpretation grossly inaccurate or not attempted AND/OR incomplete	Further investigations interpretation partially accurate and/or partially completed	Further investigations interpretation mostly accurate and/or partially completed	Further investigations interpretation accurate and complete.	
DIAGNOSIS	Problem list of diagnoses not presented	Incomplete summary of patient problems and diagnoses	Identifies key problems and diagnoses. May include unnecessary information	Identifies problem list, diagnosis without unnecessary information included.	
RISK ASSESSMENT - Caries risk assessment - NCTSL risk assessment - Periodontal risk assessment - Oral cancer risk assessment	Does not complete risk assessment	Risk Assessment completed with significant inaccuracies  Student unable to explain decision making and resources used	Risk assessment completed with minor (1-2) inaccuracies.  Explanation of decision making and resources logical with minor inaccuracies	Risk Assessment accurately completed.  Explanation of decision making and resources logical.	
TREATMENT PLANNING Treatment Options	Treatment options are not provided or not related to diagnoses.  Prognosis poorly discussed.	Treatment options relate to a minority of the diagnoses. Treatment planning omits significant evidence-based options  Prognosis vaguely discussed	Treatment options relate to diagnoses with minor inaccuracies or omissions  Prognosis discussed with minor inaccuracies	Provides comprehensive, evidence-based treatment options for each diagnosis AND Prognosis comprehensively covered.	
TREATMENT PLANNING Phasing	Little to no attempt made to phasing of the treatment plan.	Phasing of the treatment plan has been partially considered	Treatment phasing suggestions are mostly logical.	Treatment planning phasing is logical and complete.	
TREATMENT PLAN Patient centred care	Treatment plan suggested does not incorporate patient modifiers  Recommendations are inappropriate.	Treatment plan suggested contains limited consideration of patient modifiers.  Recommendations are generic and not specific to this case study patient	Treatment plan suggested contains partial consideration of patient modifiers.  The recommendations given are mostly appropriate for the case-study patient	Treatment plan suggested contains ideal consideration of patient modifiers.  Recommendations are appropriate for the case-study patient	
COMMUNICATION Structure and Organisation	Significant errors in use of discipline specific language.  Presentation is not logically organised.	Discipline specific language demonstrates some inaccuracies  Presentation demonstrates limited organisation	Discipline specific language mostly used correctly  Presentation is mostly coherent and cohesive manner with minor gaps evident.	Discipline specific language used correctly.  Presents ideas in coherent (logical, sequenced) and cohesive (linked) manner.	
COMMUNICATION Non-verbal skills Clear voice; volume, pace, tone, pronunciation Eye contact Clarity Timing.	Significant lapses in non-verbal communication rendering the message is unclear.  Manner towards the audience is unprofessional	Lapses in non-verbal communication elements such that the message is ambiguous at times.  Creates a connection with the audience (examiners)	Minor lapses in non-verbal communication elements, however the message remains clear.  Creates a connection with the audience (examiners)	All elements of non-verbal communication are attended to  Creates a connection with the audience (examiners)	
TOTAL GRADE (out of 30) Examiner:					0

## Referencing Style

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

## Submission

No submission method provided.

## Submission Instructions

No submission required

## 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

## 2 Reflective Practice

### Assessment Type

Reflective Practice Assignment

### Task Description

## Component 1 - Self-reflection

Self-reflection is an important practice for personal and professional development as an independent practitioner. You will be required to write daily self-reflective entries in your ePortfolio Site on Google Drive. The reflections should be based on your work-integrated learning experiences in ORAL13002.

- Link to ORAS sheet/s:
- ORAS score/s:
- Areas scored 0 or 1:
- 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. Reflections must be submitted by midnight each Sunday at the end of each week you are rostered at a work-integrated learning placement. This is mandatory for Term 2 of third year. All submissions must be submitted on time.

### Component 2 - Recorded ePortfolio Presentation

You will be required to record a 5-10 minute presentation of your ePortfolio. This will be a presentation of your learning journey throughout the course and how you believe you have reached your learning goal of meeting the ADC Professional competencies of a newly qualified dental practitioner in the division of oral health therapy.

### Assessment Due Date

Review/Exam Week Friday (11 Oct 2024) 11:45 pm AEST

### Return Date to Students

### Weighting

Pass/Fail

### 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 Australian Dental Council (ADC) Professional competencies of the newly qualified dental practitioner. 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 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. 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 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. 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) 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 AND Consistently meets quality standards for entries (as per above criteria).	Repeatedly fails to meet weekly submission deadlines (2 or more deadlines not met) OR Does not consistently meet quality standards for entries (as per above criteria). 2 or more reminders are given to improve the quality of submissions.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Self reflective entries for the term are submitted to the ePortfolio Site on Google Drive. A link to the ePortfolio presentation recording must be uploaded to Moodle.

### 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.

### 3 Online Quiz(zes)

**Assessment Type**

Online Quiz(zes)

**Task Description**

All students must complete this assessment. The online quiz(zes) will be a four-part assessment. The times and dates will be confirmed on the News Forum and under the assessment tile on the unit Moodle site. Your assessment is to be your own individual work and not a result of collaboration with other students. Any identified cases of potential collusion will result in a breach of academic integrity case being raised.

- You are allowed one attempt only at each summative online quiz(zes) and must be completed within the allocated time frame
- Open attempts are submitted automatically. This means that if you have technical difficulties, it will save any questions you have already answered

There are a number of support and technology mechanisms of which you need to be aware.

- If you experience any technical difficulties accessing or during the in-class test, please contact TASAC (Moodle assistance option) on 1300 666 620.
- Notify the unit coordinator as soon as physically possible (same day) with details of the technical issues. If you are able, take a screenshot of any error message received and include that in your email to the unit coordinator.
- If you are unable to undertake the online quiz at the set time and date you will need to apply for an extension in Moodle (in the support area on the top of the page and supply supporting documentation as per normal extension requests.

**Number of Quizzes**

4

**Frequency of Quizzes****Assessment Due Date**

The online quiz times are available under the assessment tile on Moodle.

**Return Date to Students**

The online quiz results will be available 2 weeks after the close of each quiz and the final quiz results made available on certification of grades day.

**Weighting**

60%

**Minimum mark or grade**

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**

- [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.

## 4 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
- CQUniversity Dental Outreach Program
- 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

Week 12 Friday (4 Oct 2024) 11:45 pm AEST

## 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)	
<b>Oral Health Education and Disease Control/Prevention**</b> <b>Note: This is to be reviewed at EVERY appointment.</b>	Oral Health Education and Disease Control/Prevention not reviewed	Oral Health Education and Disease Control/Prevention adequately reviewed	
<b>Infection Control and WPHS</b> <b>Note: Operator is responsible for dental assistant's infection control procedures</b>	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	
<b>Communication, Teamwork and Professionalism*** see details below</b>	3C's or consent not completed Unapproved use of mobile phone/device Poor communication with patient Poor patient management	conduct and/or ethical behaviour 3C's and consent sticker completed Good communication with patient Good patient management	
<b>Ergonomic – Operator &amp; Patient</b>	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	
<b>Medical Update</b>	Omission in medical history or did not understand implications for treatment	Accurately completed/updated medical history and understood clinical implications	
<b>Patient Records</b>	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	
<b>Time management</b>	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 93% 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.

*Procedure relating to ORAS omissions or errors:*

Students are responsible for checking ORAS daily. If there are any errors or omissions, they should contact the clinical assessor within 2 working days. If the clinical assessor does not resolve the issue within a further 2 working days, the student should contact the unit coordinator.

To maintain academic integrity, modifications or additions after more than 5 working days will not be considered.

*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 90-93% of all student-client interactions, you will be offered a reattempt:

- 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 93% 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 93% 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 reattempt.

### **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**

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

### **Submission**

No submission method provided.

### **Submission Instructions**

Completed by clinical educators via the Online Real-time Assessment System

### **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



## 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