

GDA-CD Graduate Diploma in Clinical Dentistry (Advanced)

Year and Campus:	2016 - Parkville																				
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees																				
Level:	Graduate/Postgraduate																				
Duration & Credit Points:	100 credit points taken over 12 months full time. This course is available as full or part time.																				
Coordinator:	Professor David Manton																				
Contact:	<p>Specialist Coordinator Implants - Dr Jaafar Abduo Currently enrolled students:</p> <ul style="list-style-type: none"> # General information: https://ask.unimelb.edu.au (https://ask.unimelb.edu.au/) # Contact Stop 1 (http://students.unimelb.edu.au/stop1) <p>Future students:</p> <ul style="list-style-type: none"> # Further information: Graduate Diploma in Clinical Dentistry (Advance) Webpage (http://www.dent.unimelb.edu.au/study/courses/graduate-diploma-in-clinical-dentistry-advanced/overview) # Email: Enquiry Form 																				
Course Overview:	<p>Please note: this course has been discontinued, there will be no further intakes after 2015.</p> <p>Currently this course focuses on developing your knowledge and skills in implant dentistry. This only available part-time so international students are not eligible to apply because the international student visa requires enrolment in a full-time course. However, this course is ideal for local general dentists who wish to remain in private practice while learning.</p>																				
Learning Outcomes:	<ul style="list-style-type: none"> # To provide appropriate clinical experience to enable you to further your knowledge and skills in implant dentistry. # To develop your capacity for contemporary professional practice. # To provide some specialist knowledge and theory. # To give you the opportunity to sample postgraduate study and possibly inspire you towards specialist study in the Doctor of Clinical Dentistry. 																				
Course Structure & Available Subjects:	<p>The course comprises of 100 points delivered part time over two years.</p> <p>http://www.dent.unimelb.edu.au/study/courses/graduate-diploma-in-clinical-dentistry-advanced/course-structure#course-structure</p>																				
Subject Options:	<p>Semester One</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>DENT90031 Research Design 1</td> <td>Semester 1</td> <td>12.5</td> </tr> <tr> <td>DENT90035 Advanced Clinical Practice 1</td> <td>Semester 1</td> <td>12.5</td> </tr> </tbody> </table> <p>Semester Two</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>DENT90032 Research Design 2</td> <td>Semester 2</td> <td>12.5</td> </tr> <tr> <td>DENT90036 Advanced Clinical Practice 2</td> <td>Semester 2</td> <td>12.5</td> </tr> </tbody> </table> <p>Semester Three</p>			Subject	Study Period Commencement:	Credit Points:	DENT90031 Research Design 1	Semester 1	12.5	DENT90035 Advanced Clinical Practice 1	Semester 1	12.5	Subject	Study Period Commencement:	Credit Points:	DENT90032 Research Design 2	Semester 2	12.5	DENT90036 Advanced Clinical Practice 2	Semester 2	12.5
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	Subject	Study Period Commencement:	Credit Points:
	DENT90033 Research Project 1	Semester 1	6.25
	DENT90037 Advanced Clinical Practice 3	Semester 1	18.75
Semester Four			
	Subject	Study Period Commencement:	Credit Points:
	DENT90034 Research Project 2	Semester 2	6.25
	DENT90038 Advanced Clinical Practice 4	Semester 2	18.75
Entry Requirements:	<p>1 In order to be considered for entry, applicants must have completed:</p> <ol style="list-style-type: none"> 1 an undergraduate degree in Dentistry; and • two years of documented relevant clinical work experience; and 2 Nomination of two referees. <p>Meeting these requirements does not guarantee selection.</p> <p>1 In ranking applications, the Selection Committee will consider:</p> <ol style="list-style-type: none"> 1 prior academic performance; and 2 the professional experience; and 3 The referee reports. <p>2 The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Academic Board rules (http://about.unimelb.edu.au/_data/assets/pdf_file/0007/1413727/Use-of-Selection-Instruments-Rules-of-the-Academic-Board-23-March-2015.pdf) on the use of selection instruments.</p> <p>3 Applicants are required to satisfy the university's English language requirements for postgraduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance band 7 (http://about.unimelb.edu.au/academicboard/resolutions) is required.</p>		
Core Participation Requirements:	<p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for the GRADUATE DIPLOMA IN CLINICAL DENTISTRY - IMPLANTS are articulated in the Course Description, Course Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Student Equity Disability Support website: http://www.services.unimelb.edu.au/disability/ The Melbourne Dental School policy outlining requirements in relation to student disability for entry to and progression within the GRADUATE DIPLOMA IN CLINICAL DENTISTRY - IMPLANTS are outlined below. Melbourne Dental School Policy in Relation to Students with Disabilities</p> <p>The curriculum of the GRADUATE DIPLOMA IN CLINICAL DENTISTRY - IMPLANTS has been developed using graduate attribute statements in six domains (professionalism, scientific knowledge, patient care, dental profession, systems of health care and the society). Students entering the Melbourne GRADUATE DIPLOMA IN CLINICAL DENTISTRY - IMPLANTS must therefore have the aptitude to achieve these attributes during the course. Compassion, integrity, concern for others, interpersonal skills, interest, insight into the effects of their own behaviour, and motivation are all personal qualities that will be assessed during the admissions and education processes. The Melbourne Dental School welcomes applications from students with disabilities. It is University and Faculty policy to take all reasonable steps to minimise the impact of disability upon academic study. Appropriate adjustments will be made to enhance the participation of students with a disability in the dental course. A prospective student with a disability is advised to discuss with the staff in the student service centre issues related to his or her ability to successfully meet all the course requirements. All students of the GRADUATE DIPLOMA IN CLINICAL DENTISTRY - IMPLANTS must possess the intellectual, ethical, physical and emotional capabilities required to participate in the full curriculum and to achieve the levels of competence at graduation required by the faculty and the Australian Health Practitioner Regulation agency. A student with a disability may be asked to provide independent medical or other clinical assessments of the disability and its possible impact on the ability of the student to successfully complete the course, before being accepted into the course. This statement would be treated in confidence with only those on the admissions committee and the Student Equity Disability Support having access to the document. Deliberate</p>		

misinformation about the student's ability to successfully complete the course will be regarded as unprofessional practice and treated as such. While the Melbourne Dental School will make reasonable adjustments to minimise the impact of a disability, all students must be able to participate in the program in an independent manner. It is not reasonable for students to use an intermediary as an adjustment to compensate for a disability impacting on any of the five categories. In the clinical environment there is a primary duty of care to the patients and the needs of students cannot compromise this. It is expected that all students will be able to participate fully in all classroom based learning activities and to successfully fulfil the self-study requirements of the course. The presence of a disability will not automatically entitle the student to preferential treatment in clinical place allocation. A candidate for the Melbourne GRADUATE DIPLOMA IN CLINICAL DENTISTRY - IMPLANTS must have abilities and skills in the following five categories: • observation; • communication; • motor; • conceptual, integrative, and quantitative; • behavioural and social.

I. Observation: Practical Classes The student must be able to observe mandatory demonstrations and experiments in the designated subjects. **Clinical Work** The student must be able to observe a patient accurately at a distance and close at hand. Observation necessitates the functional use of the senses of vision, hearing and somatic sensation. It is enhanced by the functional use of the sense of smell.

II. Communication: Practical Classes The student must be able to hear and comprehend instructions in laboratories and practical sessions and be able to clearly and independently communicate knowledge and application of the principles and practices of the subject during assessment tasks. **Clinical Work** A student must be able to hear, to speak, and to observe patients in order to elicit information, describe changes in mood, activity, and posture and perceive nonverbal communications. A student must be able to communicate effectively and sensitively with patients in both oral and written modalities. The student must also be able to communicate effectively and efficiently in both oral and written modes with all members of the health care team, including using telephones and computers.

III. Motor: Practical Classes A student must be able to undertake the motor requirements for any mandatory practical sessions. Such actions require coordination of both gross and fine muscular movements, equilibrium, and functional use of the senses of touch and vision. **Clinical Work** Students should have good motor function to elicit information from patients by physical examination; for example palpation, percussion, and other diagnostic manoeuvres. Students should possess sufficient manual dexterity to be able to perform procedures required as a dental practitioner. The student should be able to execute motor movements reasonably required to provide general dental care and emergency treatment to patients. Such actions require coordination of both gross and fine muscular movements, equilibrium, hand eye coordination and functional use of the senses of touch and vision.

IV. Intellectual-Conceptual, Integrative and Quantitative Abilities: Practical Classes The student is expected to have the ability to develop problem-solving skills and demonstrate this ability in practical sessions. These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving requires all of these intellectual abilities. **Clinical Work** The student is expected to have the ability to develop problem-solving skills and demonstrate the ability to establish oral health care plans and priorities. These abilities include measurement, calculation, reasoning, analysis, and synthesis. Problem solving requires all of these intellectual abilities.

V. Behavioural and Social Attributes: Practical Classes A student must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgement, the prompt completion of all required tasks. **Clinical Work** A student must possess the emotional health required for full utilization of his/her intellectual abilities, the exercise of good judgement, the prompt completion of all responsibilities attendant to the diagnosis and care of patients, and the development of mature, sensitive, and effective relationships with patients and colleagues. It is a requirement of the course that students will be expected to physically examine their peers (of all genders) in classroom settings and patients (of all genders) in clinics.