**National Commission for Academic Accreditation & Assessment**

**Course Specification**

Dental Public Health and Community Dentistry, PDS612, Academic year 2014/15

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| Institution: University of Dammam |
| College/Department: College of Dentistry |

**A Course Identification and General Information**

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| 1. Course title and code: Dental Public Health and Community Dentistry, PDS612 |
| 2. Credit hours: 3 |
| 3. Program(s) in which the course is offered. (If general elective available in many programs indicate this rather than list programs): Bachelor of Dental Surgery |
| 4. Name of faculty member responsible for the course: Dr Maha ElTantawi |
| 5. Level/year at which this course is offered: 6th year |
| 6. Pre-requisites for this course (if any): none |
| 7. Co-requisites for this course (if any): none |
| 8. Location if not on main campus: College of Dentistry |

**B Objectives**

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| 1. Summary of the main learning outcomes for students enrolled in the course.  The course aims at giving the students an introduction to the skills needed by a Public Health practitioners including development of a research proposal, collection and analysis of data in addition to reporting findings. Students also work in the field to promote oral health. |
| 2. Briefly describe any plans for developing and improving the course that are being implemented:   1. Revising poster guidelines and marking scheme. 2. Supervision of data analysis for all groups by course director to ensure standardization. 3. Stressing the reflection aspect of the course. |

**C. Course Description**

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| 1 Topics to be Covered | | | |
| List of topics | N Weeks | Contact hrs  lectures | Contact hrs  Applied |
| Principles of Dental Public Health | 1 | 1 | 0 |
| Team skills | 1 | 1 | 0 |
| Oral health education and promotion and preparation for health education activities | 4 | 1 | 12 |
| Community preventive measures | 2 | 2 | 0 |
| Planning for community dental programs | 1 | 1 | 0 |
| Survey design | 1 | 1 | 0 |
| Delivery and evaluation of health care | 2 | 2 | 0 |
| Biostatistics | 2 | 2 | 8 |
| Projects’ preparation | 7 | 0 | 21 |
| Data collection for Research Project, writing and presentation | 12 | 0 | 36 |
|  | - | 11 | 77 |

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| 2 Course components (total contact hours per semester): | | | | |
| Lecture: 11 | Tutorial: 71 | Laboratory: 3 (computer lab) | Practical/ Field / Internship: 3 | Other: 0 |

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| 3. Additional private study/learning hours expected for students per week. 2 |

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| 4. Development of Learning Outcomes in Domains of Learning |
| **a. Knowledge** |
| **Program outcomes covered:**  **I.25. Discuss features of epidemiologic studies.**  **I.28. Discuss the steps for evidence-based decision making.**  **I.29. Discuss the prevention of oral diseases at individual and community levels.**  (i) Description of the knowledge to be acquired   1. Enumerate the main activities of dental public health practitioners 2. Discuss the principles, theories and techniques used in health education and promotion 3. Describe the main steps required to plan a community program and to evaluate it. |
| (ii) Teaching strategies to be used to develop that knowledge   1. Lectures delivered by instructors 2. Class discussions |
| (iii) Methods of assessment of knowledge acquired   1. Exams (two exams in continuous assessment and one as final assessment) |
| **b. Cognitive Skills** |
| (i) Description of cognitive skills to be developed  b.i.1. develop a scientific report based on the analysis of collected data |
| (ii) Teaching strategies to be used to develop these cognitive skills  b.ii.1. Class discussions |
| (iii) Methods of assessment of students cognitive skills  b.iii.1. Written publishable report (group activity)  b.iii.2. Poster presentation of Project findings (group activity) |
| **c. Interpersonal Skills and Responsibility** |
| **Program outcomes covered:**  IV.4. Describe characteristics of successful teams.  (i) Description of the interpersonal skills and capacity to carry responsibility to be developed   1. Recognize limitations and strengths through reflective thinking 2. Describe the stages of team formation. 3. Identify the characteristics of successful teams. 4. Employ team skills to manage a project. |
| (ii) Teaching strategies to be used to develop these skills and abilities   1. Class discussions 2. Lectures |
| (iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility   1. Journal for reflection and critique of progress 2. Oral presentation of Health Education activities (group activity) |
| **d. Communication, Information Technology and Numerical Skills** |
| **Program outcomes covered:**  V.2. Use bivariate statistical tests to analyze data.  (i) Description of the skills to be developed in this domain.   1. Communicate oral health information to defined groups to promote health 2. Present ideas to colleagues 3. Use Information Technology to search for and retrieve information 4. Select suitable parametric statistical tests and interpret them 5. Prepare a scientific report to disseminate research findings. |
| (ii) Teaching strategies to be used to develop these skills   1. Lectures 2. Class discussions |
| (iii) Methods of assessment of students numerical and communication skills   1. Written publishable report (group activity) 2. Poster presentation of Project findings (group activity) |
| **e. Psychomotor Skills (if applicable)** |
| **Program outcomes covered:**  (i) Description of the psychomotor skills to be developed   1. Implement a health education program at the community level. |
| (ii) Teaching strategies to be used to develop these skills   1. Field trips |
| (iii) Methods of assessment of students psychomotor skills   1. Oral presentation of Health Education activities (group activity) |

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| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
| N | Assessment task | Week due (Date) | % of Assessment |
| 1 | Exam 1, semester 1 | 22/ 10/ 2014 | 10% |
| 2 | Exam 2, semester 1 | 26/ 11/ 2014 | 10% |
| 3 | Oral presentation of Health Education activities (group activity), semester 1 | 4/ 12/ 2014 | 10% |
| 4 | Final written exam, semester 1 | 28/ 12/ 2014 to 12/ 1/ 2015 as scheduled | 15% |
| 5 | Written publishable report (group activity), semester 2 | End of semester 2 | 30% |
| 6 | Journal for reflection on and critique of progress (individual activity), semester 2 | Weekly submissions delivered each Sunday @noon | 15% |
| 7 | Poster presentation of Project findings, semester 2 | End of semester 2 | 10% |

**D. Student Support**

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| 1. Arrangements for availability of teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)   * Office hours: Monday 9-11, Tuesday 9-11 * Email: mmtantawy@ud.edu.sa |

##### E Learning Resources

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| * + - 1. Required Text(s): None |
| * + - 1. Essential References: * Gluck GM, Morganstein WM. Jong’s Community Dental Health. 5th ed. St. Louis: Mosby, 2003. * Gluck GM, Morganstein WM. Jong’s community dental health. 4th ed. St. Louis: Mosby, c1998. * Hulley: Hulley SB, Cummings SR, Browner WS, Grady DG, Newman TB. Designing Clinical Research. 3rd ed. Philadelphia, PA: Lippincott Williams & Wilkins, 2007. * Mason: Mason J. Concepts in Dental Public Health. 2nd ed. Lippincott, Williams & Wilkins, 2010. * Pine: Pine C, Harris R. Community Oral Health. 2nd ed. London; Chicago: Quintessence books, 2007. |
| * + - 1. Recommended Books and Reference Material (Journals, Reports, etc) (Attach List): None |
| * + - 1. Electronic Materials, Web Sites etc: None |
| * + - 1. Other learning material eg computer-based programs/CD, professional standards/ regulations: None |

**F. Facilities Required**

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| Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.) |
| * + - 1. Accommodation (Lecture rooms, laboratories, etc.): class room with adequate seats for 25 students with chairs that can be arranged in a circle/ semi-circle. |
| * + - 1. Computing resources: Computer lab with access to the internet and to the digital library of the University of Dammam |
| * + - 1. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list) : None |

**G Course Evaluation and Improvement Processes**

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| * + - 1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching: End of semester course and teacher evaluation survey. |
| * + - 1. Other Strategies for Evaluation of Teaching by the Instructor or by the Department: Student feedback during sessions. |
| * + - 1. Processes for Improvement of Teaching: student grades and feedback will be checked against course objectives and teaching team self-assessment and weaknesses acted upon in future improvement plans. |
| * + - 1. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent member teaching staff of a sample of student work, periodic exchange and remarking of tests or a sample of assignments with staff at another institution): Course content, assessment methods and students’ achievement will be periodically reviewed whenever possible with experts in subject matter visiting the College from national and international organizations. |
| * + - 1. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement: reviewing end of semester student feedback and grades with development of future plans for teaching course in next semesters/ academic years. |

**Appendix 1**

**Semester 1**

Lectures schedule, Thursday (8-9)

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| N | Session topic | Instructor | Date |
| 1 | Introduction and Principles of Dental Public Health | Dr ElTantawi | 4/ 9 |
| 2 | Team skills | Dr.ElTantawi | 11/ 9 |
| 3 | Oral health Education and Promotion | Dr. Gaffar | 18/ 9 |
| 4 | Community preventive measures I | Dr. Gaffar | 25/ 9 |
| 5 | Community preventive measures II | Dr. Gaffar | 16/ 10 |
|  | Exam 1 |  | 22/10 |
| 6 | Planning for community dental programs | Dr. Al-Ansari | 30/ 10 |
| 7 | Survey design | Dr. Al-Ansari | 6/ 11 |
| 8 | Program evaluation in healthcare | Dr. Al-khalifa | 13/ 11 |
| 9 | Principles of delivery of oral healthcare | Dr. Al-Khalifa | 20/ 11 |
|  | Exam 2 |  | 26/ 11 |
| 10 | Biostatistics I | Dr. Nazir | 11/ 12 |
| 11 | Biostatistics II | Dr. Nazir | 18/ 12 |

Applied session schedule, Thursday (9-12)

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| --- | --- | --- | --- |
| N | Session topic | Instructor | Date |
| 1 | Introduction to project: topics selection | Course Team | 4/ 9 |
| 2 | Literature search exercise | Dr ElTantawi | 11/ 9 |
| 3 | Topic selection | Course Team | 18/ 9 |
| 4 | Project Proposal Introduction: draft | Course Team | 25/ 9 |
| 5 | Plagiarism and feedback | Dr ElTantawi | 16/ 10 |
| 6 | Project Proposal Materials and Methods: draft | Course Team | 23/10 |
| 7 | Project Proposal Appendices: Questionnaires/ examination sheet and drafting letters/ requests for approval 1 | Course Team | 30/ 10 |
| 8 | Securing approvals and sponsors’ funds | Students in the field | 6/ 11 |
| 9 | Health Education resources development and review | Course Team | 13/ 11 |
| 10 | Health Education: Field | Students in the field | 20/ 11 |
| 11 | Health Education Activities presentation | Students & Course Team | 4/ 12 |
| 12 | Biostatistics application I | Dr. Nazir | 11/ 12 |
| 13 | Biostatistics application II | Dr. Nazir | 18/ 12 |

**Semester 2**

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| --- | --- | --- | --- | --- |
| Wk | N sessions | Date | Session topic | Instructor |
| 1 | 1 |  | Project data collection (Field) | ----------- |
| 2 | 2 |  | Project data collection (Field) | ----------- |
| 3 | 3 |  | Project data collection (Field) | ----------- |
| 4 | 4 |  | Project data collection (Field) | ----------- |
| 5 | 5 |  | Report Writing: Introduction | Course Team |
| 6 | 6 |  | Report Writing: Introduction | Course Team |
| 7 | 7 |  | Report Writing: Materials and Methods | Course Team |
| 8 | 8 |  | Report Writing: Materials and Methods | Course Team |
| 9 | 9 |  | Report Writing: Results | Course Team |
| 10 | 10 |  | Report Writing: Discussion | Course Team |
| 11 | 11 |  | Report Writing: References List | Course Team |
| 12 | 12 |  | Report Writing: Reviewing | Course Team |
| 13 | 13 |  | Report Writing: Reviewing | Course Team |
| 14 | 14 |  | Summing up | Course Team |

**Appendix 2**

**Evaluation methods**

**Topic weight in written exams (35 marks for all three exams)**

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| Topic | N marks allocated to questions on topic |
| Introduction and Principles of Dental Public Health | 2 |
| Team skills | 5 |
| Oral health Education and Promotion | 6 |
| Community preventive measures | 5 |
| Planning for community dental programs | 2 |
| Survey design | 4 |
| Program evaluation in healthcare | 2 |
| Principles of delivery of oral healthcare | 2 |
| Biostatistics | 7 |

**Criteria for grading the oral presentation of Health Education (HE) activities (10 marks)**

Your group is required to prepare a presentation about your Health Education activities during the semester. You are required to get the approval of your group supervisor for the objectives/ theme of these activities. You work in the presentation as a group and must demonstrate through the content and presenting that you worked as a team. You need to give an idea about your activities as regards what group you targeted, the setting the activities were conducted in, what you aimed to achieve through these activities and what actually happened. In the design of the presentation, you get one mark for being creative and/ or making your presentation attractive. You also get one mark for sticking to the time limit (<20 minutes). The criteria for grading your presentation are as follows:

|  |  |
| --- | --- |
| Item | Marks |
| Description of target group | 1 |
| Description of setting | 1 |
| HE objective(s) / theme | 1 |
| Health education activities overview | 4 |
| Creativity in use of graphics and layout in presentation | 1 |
| Time limit (stick to 15-20 minutes) | 1 |
| Demonstration of team work | 1 |

**Criteria for grading the written publishable report of project (30 marks)**

The main outcome of your research project is a publishable report written following the IMRaD format. The report is a group activity so you all need to contribute to it. Several occasions are set for consultation with your group supervisor starting from the original selection of topic, writing of the proposal to the final report. You need to take advantage of these occasions because the standards of the grading criteria will be high.

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| --- | --- |
| Item | Marks |
| **Project proposal (submitted on specified date)** | **5** |
| Title | 0.5 |
| Introduction and Objective | 1 |
| Materials and Methods | 1 |
| References | 1 |
| Appendices and letters for accessing study sites | 1.5 |
| **Final project report (submitted on specified date)** | **25** |
| Title | 2 |
| Relevant | 0.5 |
| Concise | 0.5 |
| Accurate | 1 |
| Introduction | 5 |
| Background and literature review (what is known) | 0.5 |
| Identification of knowledge gap and statement of problem (what is not known) | 0.5 |
| Significance and rationale (why the study is important) | 1.5 |
| Statement of purpose | 1.5 |
| Grammar, punctuation and spelling | 1 |
| Materials and Methods | 5 |
| Sample | 1 |
| Setting | 0.5 |
| Identification of dependent and independent variables | 0.5 |
| Data collection methods | 1.5 |
| Methods of analysis | 1 |
| Grammar, punctuation and spelling | 0.5 |
| Results\* | 5 |
| Descriptive statistics of sample | 2 |
| Univariate analysis of independent and dependent variables | 2 |
| Bivariate analysis | 1 |
| Discussion | 5 |
| Study limitations | 1 |
| Generalizability of study findings | 1 |
| Comparison with other studies | 1.5 |
| Implications, conclusions and recommendations | 1 |
| Grammar, punctuation and spelling | 0.5 |
| References | 3 |
| Updated references | 1 |
| Proper in- text citation | 1 |
| Proper formatting of Reference List | 1 |

\*: marks allocation may differ by study type so students need to consult with course team during sessions to verify items required for the Results section

**Themes for research projects**

The aim/ objective/ purpose of your study proposal must align with the following themes:

**Screening for oral diseases**

Screening is intended to detect diseases with public health importance so they can be timely diagnosed and treated. Not all oral diseases are included in oral health surveillance systems or can be screened. Some diseases are included although the usefulness of this screening is being currently questioned. Of concern is whether screening has adequate accuracy to justify it, whether screened individuals respond to the results of screening and seek further tests to confirm or rule out the disease or go for treatment. The cost effectiveness of the process as a whole needs investigation in terms of the effort and time dedicated to conduct screening and the perceived and actual improvement in oral health and saving in treatment cost that result from these activities.

**e- health**

The latest Saudi census showed that one third of Saudis are ≤ 15 years of age. This portion of the population has been born well after the age of the internet and its extension into various aspects of life. The dramatic change occurring because of the internet has included education and health. Practicing dentistry and ensuring the well-being of our patients needs to cope with all the changes happening because of this. Of interest is the use of technology to seek health advice from friends and/ or professionals, using technology to monitor patient health at individual and community levels, disseminate health information in addition to seeking and giving feedback to health problems.

**Culture and health**

Environmental impact on health has long been studied and the effect is acknowledged at various levels. The cultural profile of a society is one aspect of the environment that can affect oral health either through habits that promote or prevent disease, seeking of care and compliance with professional instructions in addition to interaction with the health care system especially professionals. The cultural profile of the Saudi Arabian society and its multi-ethnic/ cultural nature pose a challenge to professionals to identify and manage the existing problems of oral health.

**Dentist and patient safety**

Increasing attention is given to the safety and well-being of dentist while providing care to patients. The demanding nature of dental care can and does affect dentist’ health psychologically and physically. Safety is also an important issue for patients. Recent focus on error in health care in the medical field and its cost and implications for restructuring the health care system highlight the lack of studies in this area in dentistry.

**Criteria for grading the journal (10 marks \* 1.5= 15 marks)**

|  |  |
| --- | --- |
| Item | Marks |
| 1. Time sequence across entire course duration (number of posts related to session/ activity) | 2 |
| 1. Demonstration of role within team and interaction with other members | 1 |
| 1. Impression about experiences, activities and people related to project | 1 |
| 1. Impression about own actions in relation to project | 1 |
| 1. Identification of mistakes/ experiences to be avoided | 1 |
| 1. Corrections of / plans for negative experiences | 1 |
| 1. Identification of positive experiences | 1 |
| 1. Plans to build on positive experiences | 1 |
| 1. Plans for future activities | 1 |

**Criteria for grading the poster (10 marks)**

*Poster guidelines:* prepare a poster to present the findings of the study. Use the following specifications for the size (A1; 70 X 100 cm or A3, 100 X 140 cm, in vertical form (portrait layout). The poster should include the following sections (Abstract, Background and Objectives, Materials and Methods, Results and Conclusions, and, References), these are 5 sections with the indicated headings. You can find templates for the poster @ www.posterpresentations.com

*Poster evaluation*: see attached form.