**National Commission for Academic Accreditation & Assessment**

**Course Specification**

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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:ORAL DIAGNOSIS – I, BDS -351 |
| 2. Credit hours: 2 |
| 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. Suresh Chandrasekharan |
| 5. Level/year at which this course is offered: 3rd Year/ 2nd Semester |
| 6. Pre-requisites for this course (if any): PHYL -221; ANAT – 222; DTEDU – 252 |
| 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 is designed to introduce the method of collection & evaluation of diagnostic data related to patient's medical & dental history. It assists the students in discussing the significance of specific questions and responses in patient questionnaires. It enables the students to differentiate between signs and symptoms and to relate the link between review of systems & different systemic diseases with the commonly used medications to determine whether a medical consultation is needed before proceeding with dental treatment. On completing the course, the student should be competent to take proper medical & dental history of a patient. |
| 2. Briefly describe any plans for developing and improving the course that are being implemented. (eg increased use of IT or web based reference material, changes in content as a result of new research in the field)  In order to improve students' learning abilities, case based discussions are introduced in the practical part of the course, in which students will be exposed to different clinical scenarios. Group based discussion is employed to facilitate more student involvement. The students are encouraged to extract, interpret and organize the data collected and discuss their conclusions with their supervisors and colleagues and respond to questions and comments. A structured check list is used for evaluating case related assignments given to students towards the end of each session. Towards the end of the course, students are introduced to the clinics to have an orientation on how to describe and perform physical examination of a patient. |

**C. Course Description** (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

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| 1 Topics to be Covered | | | | | | |
| List of Topics | | | | No of  Weeks | | Contact hours  (Lectures &  Practicals) |
| 1. Introduction to the course | | | | **1** | | **3** |
| 2. Review of Cardiovascular system diseases I | | | | **1** | | **3** |
| 3. Review of Cardiovascular system diseases II | | | | **1** | | **3** |
| 4. Review of Endocrine & Metabolic diseases | | | | **1** | | **3** |
| 5. Review of Pulmonary diseases | | | | **1** | | **3** |
| 6. Review of Hematologic disorders | | | | **1** | | **3** |
| 7. Review of Chronic renal failure & dialysis | | | | **1** | | **3** |
| 8. Review of Liver diseases | | | | **1** | | **3** |
| 9. Review of Sexually transmitted diseases & AIDS | | | | **1** | | **3** |
| 10. Review of Gastrointestinal diseases | | | | **1** | | **3** |
| 11. Pregnancy & breast feeding | | | | **1** | | **3** |
| 12. Physical examination: Overall assessment &  examination of the patient | | | | **1** | | **3** |
| 13. Review of Cancer & Oral care of the patient | | | | **1** | | **3** |
| 14. Review of Allergy & Organ transplantation | | | | **1** | | **3** |
| 15. Review of Neurological, Behavioral and  Psychiatric disorders | | | | **1** | | **3** |
| Total | | | | **15** | | **45** |
| 2 Course components (total contact hours per semester): | | | | | | |
| Lecture:  15 | Tutorial:  N/A | Laboratory  30 | Practical/Field work/Internship  N/A | | Other:  ....... | |

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| 3. Additional private study/learning hours expected for students per week. (This should be an average for the semester not a specific requirement in each week)  1 hour |

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| 4. Development of Learning Outcomes in Domains of Learning  For each of the domains of learning shown below indicate:   * A brief summary of the knowledge or skill the course is intended to develop; * A description of the teaching strategies to be used in the course to develop that knowledge or skill; * The methods of student assessment to be used in the course to evaluate learning outcomes in the domain concerned. |
| **a. Knowledge** |
| 1. Description of the knowledge to be acquired:   \*List the different methods of collecting data from the patients – Open & closed questionnaires- and the significance of specific questions & responses in patient health questionnaire.  \* Record the different components of patient's history taking:  - Personal data  - Chief complaint & its history  - Past medical & dental history mentioning any history of hospitalization and trauma.  - History of allergy & current medications  - Family history  - Systemic review  - Cardiovascular; Respiratory; Hematopoetic; Endocrine; Metabolic; Musculoskeletal; Neurologic; Gastrointestinal; Genitourinary & Immune systems.  - Extra-oral & intra –oral findings.  \*Recall the signs and symptoms of common systemic diseases with the commonly used medications that may have its effect on dental treatment. |
| (ii) Teaching strategies to be used to develop that knowledge  **\*** Lectures  \* Group discussion  \* Small projects |
| (iii) Methods of assessment of knowledge acquired  **Formative & Summative assessments:**  **\***  MCQs  \* Short answer questions  \* Evaluation of group discussion and small projects with check list and grading. |
| **b. Cognitive Skills** |
| (i) Description of cognitive skills to be developed  **After completing this course the students will be able to:**  \* Employ open & closed questionnaires & organize patient interview to collect the  necessary diagnostic data.  \* Differentiate between signs and symptoms of different systemic diseases.  \* Assemble & link the data obtained from the patient's history including the commonly  used medications with the related systemic disease. |
| (ii) Teaching strategies to be used to develop these cognitive skills  \* Lectures  \* Group discussion |
| (iii) Methods of assessment of students cognitive skills  \* MCQs  \* Short answer questions  \* Evaluation of group discussion and small projects with check list.  \* Problem based questions |
| **c. Interpersonal Skills and Responsibility - NA** |
| (i) Description of the interpersonal skills and capacity to carry responsibility to be developed |
| (ii) Teaching strategies to be used to develop these skills and abilities |
| (iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility |
| **d. Communication, Information Technology and Numerical Skills - NA** |
| (i) Description of the skills to be developed in this domain. |
| (ii) Teaching strategies to be used to develop these skills |
| (iii) Methods of assessment of students numerical and communication skills |
| **e. Psychomotor Skills (if applicable) - NA** |
| (i) Description of the psychomotor skills to be developed and the level of performance required |
| (ii) Teaching strategies to be used to develop these skills |
| (iii) Methods of assessment of students psychomotor skills |

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| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
| Assessment | Assessment task (eg. essay, test, group project, examination etc.) | Week due | Proportion of Final Assessment |
| 1 | Pop quizzes | Weekly | 10% |
| 2 | 1st Quiz | 5th | 10% |
| 3 | 2nd Quiz | 10th | 10% |
| 4 | Practical assessment ( including group & individual assignments / E-search | Through out the semester | 30% |
| 5 | Final practical exam | 15th  week | 10 % |
| 6 | Final written exam | 16th  week | 30 % |
| Total | |  | 100 % |

**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)  Faculty members are available 4 hours /week for individual student consultations and academic advice.  Special sessions can be arranged for additional student support whenever necessary by the course director and approved by the department chairman. |

##### E Learning Resources

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| 1. Required Text(s)  Dental Management of Medically Compromised Patients. JW Little, DA Falace, CS Miller and NL Rhodus, 8th edition, 2009, Mosby. |
| 2. Essential References:  Mosby’s Dental Drug Reference. TW Gage, FA Pickett, 7th edition, 2005, Elsevier, Mosby. |
| 4-.Electronic Materials, Web Sites etc  1. Journal of Oral Pathology and Medicine.  <http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1600-0714>  2. Oral Surgery, Oral Medicine, Oral Pathology, Oral Radiology and Endodontology.  http://www.sciencedirect.com/science/journal/10792104 |
| 5- Other learning material such as computer-based programs/CD, professional standards/regulations  N/A |

**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.)  1. Lecture rooms with a data show projector.  2. Internet access. |
| 2. Computing resources - NA |
| 3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)  N/A |

**G Course Evaluation and Improvement Processes**

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  Confidential feedback questionnaire from students |
| 2 Other Strategies for Evaluation of Teaching by the Instructor or by the Department  Assistance from colleagues, independent assessment of standards achieved by students.  Student feedback by the quality assurance unit. |
| 3 Processes for Improvement of Teaching  Constant reviewing and updating of recommended teaching methodologies.  Attending more staff development programs and increasing the frequency of formative assessment. |
| 4. 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)  Quizzes conducted as a part of continuous assessment.  Small group discussion under faculty supervision on rotation.  Students' evaluation by external examiners is not available |
| 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.  Updating the course contents with the new developments in the subject.  Periodic feedback from colleagues and students.  Subject –specialty discussion using questionnaires, seminars and assessments. |