



Umm Al-Qura University
Faculty of Dentistry
Vice Deanship
of Academic Development
& Community Service

وحدة تطوير المناهج
Curriculum Development Unit

جامعة أم القرى
كلية طب الأسنان
وكالة الكلية للتطوير الأكاديمي
وخدمة المجتمع



Kingdom of Saudi Arabia

The National Commission for Academic Accreditation & Assessment

Course Specifications
(CS)

Course Name	Introduction to clinical experience	
Course Code	190138002	
Academic Level	3 rd Level	
Semester	2 nd	
Study Plan No	33	
Department	Basic & Clinical Oral Science	
Division	Oral Medicine	
Academic Year	2018-2019 AD – 1439 -1440 AH	
Contact hours	Theoretical	2 / week
	Practical	Non / week
	Clinical	Non / week
Total Contact Hrs	2 / week	
Total Credit Hrs	2	



Course Specifications

Institution: Um Al Qura University	Date of Report: 1/6/2018
College/Department: Faculty of Dentistry/Department of Basic and Clinical Oral Sciences	

A. Course Identification and General Information

1. Course title and code: Introduction to Clinical Experience/Code 190138002			
2. Credit hours: 2 Credits			
3. Program(s) in which the course is offered: Bachelor Degree of Dental Medicine and Surgery (B.D.S)			
4. Name of faculty member responsible for the course: Dr. Fatma Fathy, Assistant Prof. of Oral Medicine			
5. Level/year at which this course is offered: Third year, 2 nd Semester.			
6. Pre-requisites for this course (if any): Successful completion of second year			
7. Location if not on main campus At main campus			
8. Mode of Instruction (mark all that apply)			
a. Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="80%"/>
b. Blended (traditional and online)	<input type="checkbox"/>	What percentage?	<input type="text"/>
c. e-learning	<input checked="" type="checkbox"/>	What percentage?	<input type="text" value="20%"/>
d. Correspondence	<input type="checkbox"/>	What percentage?	<input type="text"/>
e. Other	<input type="checkbox"/>	What percentage?	<input type="text"/>
Comments:			
a. Traditional classroom: in the form of face to face interactive lectures.			
b. e-learning using strategies of computer based group assignments and presentations.			



B Objectives

<p>1. What is the main purpose for this course? This course aims to introduce the student to the basic steps of diagnosis. The student will be able to take personal, chief complaint, medical and dental history. The student will be also familiar with the normal anatomical landmarks as well as the basic clinical diagnostic techniques. Basic ethical and communication issues are also introduced to the course.</p>
<p>2. Briefly describe any plans for developing and improving the course that are being implemented. (e.g. increased use of IT or web based reference material, changes in content as a result of new research in the field)</p> <p>2.1. Specifying assignment to students based on searches on electronic scientific journals related to the course.</p> <p>2.2. Using rubrics (analytic scoring rubrics) as objective assessment tools for evaluating students' assignments & presentations.</p> <p>2.3 Change in course content based on new research in the field.</p>

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

1. Topics to be Covered			
	List of Topics	No. of Weeks	Contact Hours
1	Introduction lecture (Ethics)	1	2
2	Initial interview	1	2
3	Case history	1	2
4	Examination techniques	2	4
5	Extra oral examination	2	4
6	Lymph node examination	1	2
7	Intra oral examination	2	4
8	Oral biopsy	1	2
9	Laboratory aids to diagnosis	2	4
10	Total	13 weeks	26 hrs



2. Course components (total contact hours and credits per semester):						
	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	26 hrs					26 hrs
Credit	2					2 Credits

3. Additional private study/learning hours expected for students per week.	2 hrs/week
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4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy
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Course Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning, assessment, and teaching.

The *National Qualification Framework* provides five learning domains. Course learning outcomes are required. Normally a course has should not exceed eight learning outcomes which align with one or more of the five learning domains. Some courses have one or more program learning outcomes integrated into the course learning outcomes to demonstrate program learning outcome alignment. The program learning outcome matrix map identifies which program learning outcomes are incorporated into specific courses.

On the table below are the five NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable course learning outcomes required in the appropriate learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each course learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process. **Fourth**, if any program learning outcomes are included in the course learning outcomes, place the @ symbol next to it.

Every course is not required to include learning outcomes from each domain.



	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
1.0	Knowledge		
1.1	Identify common terms, definitions, and steps of diagnosis as well as their ethical considerations.	-Interactive lectures. -Groups assignments.	-Quiz -Midyear written exam. - Midyear OSPE. -Final written exam. - Final OSPE. -Assessment of the group assignment presentation using rubric.
1.2	Describe the art of personal, medical, dental and family history.		
1.3	Recognize most common patients' chief complaint, history of chief complaint as well their significance.		
1.4	Recognize basic clinical and laboratory diagnostic techniques.		
2.0	Cognitive Skills		
3.0	Interpersonal Skills & Responsibility		
3.1	Demonstrate responsibility in both scientific & professional contexts	Groups assignments.	-Assessment of the group assignment presentation using rubric.
3.2	Work effectively with colleagues and supervisors to complete the assigned tasks.		
4.0	Communication, Information Technology, Numerical		
4.1	Use information technology as a mean of communication.	Groups assignments.	-Assessment of the group assignment presentation using rubric.
5.0	Psychomotor		

Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching

NQF Learning Domains	Suggested Verbs
Knowledge	list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write
Cognitive Skills	estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise



Interpersonal Skills & Responsibility	demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write
Communication, Information Technology, Numerical	demonstrate, calculate, illustrate, interpret, research, question, operate, appraise, evaluate, assess, and criticize
Psychomotor	demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct

Suggested **verbs not to use** when writing measurable and assessable learning outcomes are as follows:

Consider Maximize Continue Review Ensure Enlarge Understand
Maintain Reflect Examine Strengthen Explore Encourage Deepen

Some of these verbs can be used if tied to specific actions or quantification.

Suggested assessment methods and teaching strategies are:

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including web-based student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

5. Schedule of Assessment Tasks for Students During the Semester			
	Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.)	Week Due	Proportion of Total Assessment
1	Mid semester written examination (MCQ's)	23 rd Week	30%
2	Assignment and Presentation	26 th Week	10%
3	Quiz	30 th Week	10%



4	Final semester written examination	38 th Week	40%
5	Final (OSPE's)	38 th Week	10%

D. Student Academic Counseling and Support

1. Arrangements for availability of faculty and teaching staff for individual student consultations and academic advice. (include amount of time teaching staff are expected to be available each week)

Minimum 1 staff to 5 students
Academic advice: 3 hrs/week

E. Learning Resources

1. List Required Textbooks

1.1. Greenberg MS, Glick M. Burkett's Oral Medicine & Diagnoses, 11th ed., Philadelphia P.C Decker. Inc., 2008.

2. List Essential References Materials (Journals, Reports, etc.)

2.1. Steven L. Bricker, Robert P. Langlais, Craig S. Miller. Oral Diagnosis, Oral Medicine, and Treatment Planning, 2nd ed., BC Decker Inc., 2002.

3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)

3.1. Oliver R J, et al: Oral biopsies: methods and applications; British Dental Journal 2004;196:329-333.

3.2. Ram rez A M, Francisco J S, J M: Oral biopsy in dental practice, Med Oral Patol Oral Cir Bucal. 2007 Nov 1; 12 (7):E504-10.

3.3. American Dental Association, Council on Ethics, Bylaws and Judicial Affairs. Principles of Ethics and Code of Professional Conduct. Chicago, American Dental Association, 2005.

4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)

4.1. Dentistry / Oral Diagnosis, available at <http://www.us.elsevierhealth.com/oral-diagnosis/spe-759/>.

4.2. Oral diagnosis and treatment planning, available at <http://www.bda.org> > Shop.

5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.

F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (i.e. number of seats in classrooms and laboratories, extent of computer access etc.)

1. Accommodation (Classrooms, laboratories, demonstration rooms/labs, etc.)

1.1. Classrooms:



Each teaching classroom in the faculty is large enough to accommodate 60 students at one time & it includes enough number of comfortable seats arranged in rows with spaces between them. These classrooms are supplied with audiovisual equipments, data show, a large screen, screen pointers & other equipments needed for the PowerPoint presentation of lectures.

2. Computing resources (AV, data show, Smart Board, software, etc.)

All students have the opportunity to use computer with internet access in a comfortable place. This will enable the students to search for the learning issues of the SDL tutorials.

3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)

equipped with necessary instruments to allow students to measure vital signs accurately (blood pressure, pulse, respiratory rate, glucose levels, weight and height, BMI calculation)

G Course Evaluation and Improvement Processes

1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching

1.1. A course evaluation questionnaire is designed to assess the effectiveness of the course regarding objectives, teaching facilities, instructor, assessment process and resources. It is distributed to all the students at the end of the course, data is analysed, interpreted and discussed by the course director or committee in order to issue an improvement plan for any difficulties facing the students.

1.2. Focus group discussion with the students to validate the questionnaire results.

2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor

2.1. A course evaluation questionnaire is designed to assess the effectiveness office course. It is distributed to instructors who participated in teaching the course at the end of the semester, data is analysed, interpreted and discussed by the course director or committee.

2.2. An annual course report is compiled by the course director or committee in light of the results of students' performance as well the results of the course evaluation questionnaire by students.

3. Processes for Improvement of Teaching

3.1. Attending training sessions & workshops for staff development.

3.2. Self & student assessment of the teaching methods.

3.3. Scheduling regular meetings with other colleagues where problems are discussed & solutions are given.

3.4. Discussing the challenges in the classroom with colleagues & department members.

3.5. Encouraging faculty members to attend conferences on professional development.

3.6. Keeping up to date with referred articles & books related to the topics of the course.



4. Processes for Verifying Standards of Student Achievement (e.g. 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)

4.1. Double checking of the students answers by two raters or evaluators.

4.2. External examiners recruitment is helpful for verifying students' performance.

5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.

Planning arrangements for periodically reviewing the course; the course is revised annually after its delivery in light of the results of students' performance (students' grades) and the results of the course evaluation questionnaire by both students and teaching staff. The course director or committee discusses these issues and put an improvement plan for each spotted problem. They revise the course content and intended learning objectives. Any changes in objectives, teaching strategies or assessment methods should be documented in the course specification of the next year. Major changes should not be considered except after being approved by the curriculum committee.

Faculty or Teaching Staff:

Dr. Hesham Sami Sadek

Signature:.....

Dr. Lama El-Marssafy

Dr. Fatma Fathy

Signature:.....

Dr. Lugain Hemaida

Dr. Fathy M. Elfasakhany

Signature:.....

Dean/Department Head

Signature:.....

Received by:

Signature:.....

Date: 1/6/2018