

**جامعــة أم القــرى**

**كلية طب الأسنان**

**وكالة الكلية للتطوير الأكاديمي وخدمة المجتمع**

**Umm Al-Qura University**

**Faculty of Dentistry**

**Vice Deanship of Academic Development & Community Service**

وحدة تطوير المناهج

**Curriculum Development Unit**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Course Specifications**

**(CS)**

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| **Course Name** | Oral Medicine II  |
| **Course Code** | 190145 204 |
| **Academic Level** | 4th Level |
| **Semester** |  1st & 2nd  |
| **Study Plan No** | 33 |
| **Department** | Basic & Clinical Oral Science |
| **Division** | Oral Medicine, Oral Biology, BMS (Pharmacology) |
| **Academic Year** | 2018-2019 AD – 1439 -1440 AH |
| **Contact hours** | Theoretical | 4 / week |
| Practical | Non / week |
| Clinical | Non / week |
| **Total Contact Hrs** | 4 / week |
| **Total Credit Hrs** | 8 |

 UQU-DENT:F0401-01/02

**Course Specifications**

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| Institution: Um Al Qura University Date of Report: 2/6/2018  |
| College/Department: College of Dentistry/ Department of Basic and Clinical Oral Sciences |

**A. Course Identification and General Information**

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| 1. Course title and code: Oral medicine IICode: 190145 204 |
| 2. Credit hours: 8 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. Hesham Sami Sadek, Associate Professor of Oral Medicine |
| 5. Level/year at which this course is offered: Fourth year, first and second semesters |
| 6. Pre-requisites for this course (if any): Successful completion of third year |
| 7. Location if not on main campus:  At main campus  |
| 8. Mode of Instruction (mark all that apply) a. Traditional classroom √ What percentage? 90% b. Blended (traditional and online) What percentage?  c. e-learning √ What percentage? 10% d. Correspondence What percentage? e. Other What percentage? Comments:1. Traditional classroom: in the form of interactive lectures.
2. E-learning: in the form of computer based group assignments.
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**B Objectives**

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| 1. What is the main purpose for this course?This course aims to familiarize students with diagnosis and management of diseases involving soft tissues of the head and neck and their possible systemic manifestations. It also focuses on the diagnosis of systemic diseases that have oral manifestations or dental implications which may modify dental intervention. It also introduces the student to the differential diagnosis and management of common oral complains e.g. halitosis and xerostomia. The course also covers basic topics of forensic dentistry.  |
| 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)Specifying assignment to students based on searches on electronic scientific journals related to the course.2.1 Specifying assignment to students based on searches on electronic scientific journals related to the course.2.2Using rubrics (analytic scoring rubrics) as objective assessment tools for evaluating students' assignments & presentations.2.3Implementing OSPE in practical exams.2.4change in course content based on new research in the field. |

**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. ofWeeks | Contact Hours |
| 1- Ulcerative and vesiculobullous lesions | 24hs over 6ws | 24 hrs |
| 2- Red and white lesions of the oral mucosa |  24hs over 6ws | 24 hrs |
| 3- Oral pigmentation |  2hs over 1w | 2 hrs |
| 4- Diseases of the tongue |  2hs over 1w | 2 hrs |
| 5- Group assignments presentation.  |  4hs over 1w | 4 hrs |
| 6- Endocrine disorders & Diabetes Mellitus | 8hs over 2ws |  8 hrs |
| 7- Salivary gland diseases |  2hs over 1w | 2 hrs |
| 8- Orofacial pain |  2hs over 1w | 2 hrs |
| 9- Management of patients with systemic Diseases  |  8hs over 2ws  | 8 hrs |
| 10- Blood diseases |  24hs over 6w | 24 hrs |
|  11- Immunological diseases & Allergy |  6hrs over 2ws | 6 hrs |
|  12- Focal infection & Halitosis |  2hrs over 1w | 2 hrs |
| 13- Forensic dentistry  | 2hrs over 1w | 2hrs |
| 14- Revision | 2hrs over 1w | 2hrs |
| Total | 28 | 112 hrs |

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| 2. Course components (total contact hours and credits per 2 semesters):  |
|  | Lecture | Tutorial | Laboratory | Practical (clinical) | Other: | Total |
| ContactHours | 112 hrs |  |  |  |  | 112 hrs |
| Credit | 8  |  |  |  |  | 8 Credits |

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| 3. Additional private study/learning hours expected for students per week. 4 hrs/week  |

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| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |

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.

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|  | **NQF Learning Domains** **And Course Learning Outcomes** | **Course Teaching****Strategies** | **Course Assessment****Methods** |
| **1.0** | **Knowledge** |
| 1.1 | Describe etiology, clinical, radiographic and laboratory findings of diseases involving soft tissues of the head and the neck. | -Interactive lectures.-Groups assignments. -Case based learning. | -Quiz 1-Midyear written exam.- Midyear OSPE. -Quiz 2-Final written exam.- Final OSPE.-Assessment of the group assignment presentation using rubric. |
| 1.2 | Recognize etiology, clinical, radiographic and laboratory findings of systemic disorders that have oral manifestations or dental implications. |
| **2.0** | **Cognitive Skills** |
| 2.1 | Interpret diagnostic findings to reach differential and definitive diagnosis as well as individual identification. | -Interactive lectures.-Groups assignments. -Case based learning. |  -Quiz 1-Midyear written exam.- Midyear OSPE. -Quiz 2-Final written exam.- Final OSPE.-Assessment of the group assignment presentation using rubric.  |
| 2.2 | Correlate between the etiology, clinical features, as well as local and systemic accompanying conditions to design the proper treatment plan.  |
| **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. |

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| 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 | 1st Quizz | Week 13 | 5% |
| 2 | Mid-year written examination  | Week 15 |  20% |
| 3 | Mid-year OSPE | Week 15 | 10% |
| 4 | Group assignment assessment | Week 20 | 5% |
| 5 | Group assignment presentation assessment | Week 20 | 5% |
| 6 | 2nd Quizz | Week 22 |  5% |
| 7 | Final written examination | Week 38 | 40% |
|  8 | Final year (OSPE) | Week 38 | 10% |

**D. Student Academic Counseling and Support**

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| 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) Academic advice: 4 hrs/week |

**E. Learning Resources**

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| 1. List Required Textbooks* 1. Greenberg MS, Glick M. Burket's Oral Medicine& Diagnoses, 11th ed., Philadelphia P.C Decker. Inc.2008.
	2. Silverman J E, Eversole RL, Truelove LE. Essentials of oral medicine, second edition, BC Decker Inc, Hamilton London, 2001.
	3. Laskaris G. Pocket Atlas of Oral Disease. Second edition. Thieme Publisher Inc, 2006.
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| 2. List Essential References Materials (Journals, Reports, etc.)* 1. Greenberg MS, Glick M. Burket's Oral Medicine& Diagnoses, 11th ed., Philadelphia P.C Decker. Inc.2008
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| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)3.1. Wiley Online Library, Journal of Oral Diseases. Vol. 1-20, 1995-2014. * 1. Wiley Online Library, Journal of Oral Pathology & Medicine. Vol. 33-43, 2004-2014.
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| 4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)* 1. Wiley Online Library. Journal of Oral pathology & medicine, Updated Feb., 2014, available at "http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1600-0714/issues‎". Accessed Feb. 19, 2014.
	2. Wiley Online Library. Journal of Oral Diseases, Updated March, 2014 available at "[http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1601-0825](http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291601-0825)". Accessed Feb. 19, 2014.
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| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

**F. Facilities Required**

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| 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.) The accommodation required for the teaching of this course includes the following:* 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. Clinics:Each student has his own clinic to treat patients. * 1. Sterilization Room:

Where all dental instruments are being sterilized, handed to and received from students.  |
| 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 PBL and SDL tutorials. |
| 3. Other resources (specify, e.g. if specific laboratory equipment is required, list requirements or attach list)  |

**G Course Evaluation and Improvement Processes**

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| 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 analyzed, 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 of the course. It is distributed to instructors who participated in teaching the course at the end of the semester; data is analyzed, 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 Teaching3.1. 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:**

**Associate Prof. Hesham Sadek Signature: …………………………..**

**Dr. Lama El-Marssafy**

**Dr. Fatma Fathy Signature: …………………………..**

**Dr. Lugain Hemaida**

**Dr. Sherif Hassan Signature:…………………………...**

 **Signature:……………………………**

**Date Report Completed:**

**Received by:……………………………… Department Head of Basic and Clinical Oral Sciences**

 **Signature:……………………………**

 **Date:**