

**جامعــة أم القــرى**

**كلية طب الأسنان**

**وكالة الكلية للتطوير الأكاديمي وخدمة المجتمع**

وحدة تطوير المناهج

**Curriculum Development Unit**

**Umm Al-Qura University**

**Faculty of Dentistry**

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

**Kingdom of Saudi Arabia**

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

**Course Specifications**

**(CS)**

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| **Course Name** | Dental Ethics and Professionalism | |
| **Course Code** | 190241302 | |
| **Academic Level** | 4th Level | |
| **Semester** | 1st term | |
| **Study Plan No** | 33 | |
| **Department** | Preventive Dentistry | |
| **Division** | Community Dentistry | |
| **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 | |

UQU-DENT:F0401-01/02

**Course Specifications**

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| **Institution:** Umm Al Qura University **Date of Report:** 6/3/2018 |
| **College/Department:** College of Dentistry/Department of Preventive Dentistry. |

**A. Course Identification and General Information**

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| **1. Course title and code:** Dental Ethics and Professionalism /190241302 |
| **2.** **Credit hours:** 2 credit hours. |
| **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:**  **Course Director (Coordinator)** : Dr. Wahdan Mohammad Abdulghany Elkwatehy |
| **5. Level/year at which this course is offered:**  Fourth year (1st semester). |
| **6. Pre-requisites for this course:**  Successful completion of the 3rd year courses. |
| **7. Co-requisites for this course:**  Cariology II, Oral Medicine II, Periodontology, Preclinical Endodontic, Preclinical Removable Prosthodontics, Preclinical Fixed Prosthodontics & Pain Control and Anesthesia |
| **8. Location if not on main campus:**  This course is offered in the main campus at Al-Abedia Area. |
| **9. Mode of Instruction:**  a. Traditional classroom What percentage?  b. Blended (traditional and online) What percentage?  90%  c. e-learning What percentage?  Yes  10%  d. Correspondence What percentage?  Yes  e. Other What percentage?    Comments: e-learning including teaching of this theoretical course, interactive learning and searching for topics related to this course.  Correspondence including assignment correction and feedback. |

**B Objectives**

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| **1. What is the main purpose for this course?**  This course introduces ethics and professionalism in dentistry, ethical theories, principles of ethics, and code of professional conduct. Also, selected ethical issues will be illustrated and the process of ethical decision making will be discussed. The principles of ethics and their relationship to clinical care will be examined. What is taught in this course will be applied to moral problems in dentistry and dental research, often through the medium of case studies. |
| **2. Briefly describe any plans for developing and improving the course that are being implemented.**  2.1. More focusing on electronic learning through using King Abdullah Digital Library.  2.2. Implementing interactive online learning & increasing the time for discussion with students.  2.3. Implementing assessment methods that depends on student self directed learning.  2.4. Using rubrics as objective assessment tools for evaluating students' assignments.  2.5. Using a variety of assessment methods (quizes, essay, work-based problem). |

**C. Course Description:**

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| **1. Topics to be Covered** | | | |
| **No** | **List of Topics** | **No. of**  **Weeks** | **Contact Hours** |
| 1 | Introduction to dental ethics | 1 | 2 |
| 2 | Code of ethics in dentistry | 1 | 2 |
| 3 | ADEA tool for action on professionalism in dental education | 2 | 4 |
| 4 | Ethical theories | 1 | 2 |
| 5 | Ethical decision making | 1 | 2 |
| 6 | Decision elements , decision models , ethical decision | 1 | 2 |
| 7 | Ethical dilemmas in dentistry (including ethical dilemma resolution framework) | 2 | 4 |
| 8 | Dentist / patient relationship (responsibilities to patients ) | 2 | 4 |
| 9 | Dentist and colleague / employee (responsibilities to profession , responsibilities to colleagues ) | 2 | 4 |
| Total | | 13 | 26 |

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

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| **3. Additional private study/learning hours expected for students per week**. 2 hrs per 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:** By the end of the course the student should be able to : | | |
| 1.1 | Describe ethical theories, decision elements, decision models, ethical decision. | Online sessions  Online assignments  Problem solving. | Online quizzes  Assessment of the assignment using rubric |
| 1.2 | Identify duties and rights of patients and dentists. @ |
| 1.3 | Recall examples of classical cases of ethical concerns in the medical and dental field. |
| **2.0** | **Cognitive Skills:** By the end of the course the student should be able to: | | |
| 2.1 | Analyse criteria of professionalism and ethical dilemmas in dentistry. @ | Online sessions  Online assignments  Problem solving.  Case studies | Online quizzes  Assessment of the assignment using rubric |
| 2.2 | Evaluate some of the classic cases in dental ethics. |
| **3.0** | **Interpersonal Skills & Responsibility:**  By the end of the course the student should be able to: | | |
| 3.1 | Work toward becoming professional and efficient in his learning. | 1. Problem solving  2. Case studies  3. Online assignments | Online quizzes  Assessment of the assignment using rubric |
| 3.2 | Interact and participate in lectures and in debates, Accept, and give constructive feedback to his peers. |
| **4.0** | **Communication, Information Technology, Numerical Skills:**  By the end of the course the student should be able to: | | |
| 4.1 | Gather authorized and reliable medical information from medical web sites. Use CD & E- textbooks and other medical software. | 1. Problem solving  2. Case studies  3. Online assignments | 1 Online quizzes  Assessment of the assignment using rubric |
| **5.0** | **Psychomotor:** Non applicable | | |

**Suggested Guidelines for Learning Outcome Verb, Assessment, and Teaching**

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| **NQF Learning Domains** | **Suggested Verbs** |
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| **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 |

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| 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 | 1st Quiz | 3rd week | 5% |
| 2 | 2nd Quiz | 4th week | 5% |
| 3 | 3rd Quiz | 5th week | 5% |
| 4 | 4th Quiz and assignment | 6th week | 5% |
| 5 | 5th Quiz | 7th week | 5% |
| 6 | 6th Quiz and assignment | 8th week | 5% |
| 7 | 7th Quiz | 9th week | 5% |
| 8 | 8th Quiz and assignment | 10th week | 5% |
| 9 | 9th Quiz | 11th week | 5% |
| 10 | 10th Quiz and assignment | 12th week | 5% |
| 11 | Final exam | 13th week | 50% |
| Total | | | 100% |

**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**.  Staff members of this course are available for individual student counseling and advice. An average of 2hrs/week is allocated for each staff member teaching the course. The schedule is arranged in accordance to the faculty time table and is announced to all students. |

**E. Learning Resources**

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| **1. List Required Textbooks**  1.1. FDI World Dental Federation: Dental Ethics Manual, 2007.  1.2. Brian A., Stephen A. Dental Practice and Community. 6th ed. 2010  1.3. Ozar D T., Sokol D J. Dental Ethics at Chair side: professional principles and practical applications. 2nd ed. 2002. |
| **2. List Essential References Materials (Journals, Reports, etc.)**  2.1. Berk NW. Teaching Ethics in Dental Schools: Trends, Techniques, and Targets. J Dent Educ. 65(8), 2001.  2.2. Dental Association, Council on ethics, Bylaws and Judicial Affairs. Principles of ethics and code of professional conduct. Chicago, American Dental Association, 2005. |
| **3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)**  3.1. Joseph J.: Preventive and Community Dentistry .2nd ed. 2006.  3.2. Christensen, Gordon J. The perception of professionalism in dentistry: further reflections on a lively topic. JADA, 133, 2002. |
| **4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)**  4.1. American Dental Association. Principles of ethics and code of professional conduct, 2003. Available at: "[http://www.csda.com/ada\_code.pdf. " Accessed. Dec. 27](http://www.csda.com/ada_code.pdf.%20%22%20Accessed.%20Dec.%2027), 2013.  4.2. American Student Dental Association.White Paper on Ethics and Professionalism in Dental Education. Chicago: 2009. Available at:  "<http://asdanet.org/uploadedFiles/The_Issues/ASDA%20White%20Paper%20Final-Newcomb.pdf>". Accessed Jan. 5, 2014.  4.3. ADEA Statement on Professionalism in Dental Education.2009, Available at: "www.csda.com/ada\_code.pdf*‏*." Accessed Sep. 7, 2013. |

**F. Facilities Required**

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| **1. Accommodation :**  Teaching computer lab in the faculty should be large enough to accommodate 60 students at one time & it includes enough number of comfortable seats arranged in rows with spaces between them. These computer lab are supplied with audiovisual equipments, data show, a large screen, screen pointers & other equipments needed for the PowerPoint presentation of lectures. |
| **2. Computing resources:**  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. |

**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 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 of the 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 student performances as well the results of the course evaluation questionnaire by students. |
| **3 Processes for Improvement of Teaching:**  3.1. Self and student assessment of the teaching methods.  3.2. Review of recommended teaching strategies. |
| **4. Processes for Verifying Standards of Student Achievement :**  4.1. Double checking of the students answers by two ratters or evaluators.  4.2. External examiners recruitment is helpful for verifying students' performance. |

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| **5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement:**  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. Wahdan Mohammad Abdulghany Elkwatehy

Dr. Rabab Ibrahim Salama

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Report Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Received by Department Head:** Dr. Walid Tago

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