

**Umm Al-Qura University**

**Faculty of Dentistry**

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

وحدة تطوير المناهج

**Curriculum Development Unit**

**جامعــة أم القــرى**

**كلية طب الأسنان**

**وكالة الكلية للتطوير الأكاديمي وخدمة المجتمع**

**Kingdom of Saudi Arabia**

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

**Course Specifications**

**(CS)**

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| **Course Name** | Clinical Periodontology | |
| **Course Code** | 190146005 | |
| **Academic Level** | 4th Level | |
| **Semester** | 1st & 2nd | |
| **Study Plan No** | 33 | |
| **Department** | Basic & Clinical Oral Science | |
| **Division** | Periodontology | |
| **Academic Year** | 2018-2019 AD – 1439 -1440 AH | |
| **Contact hours** | Theoretical | 2/ week |
| Practical | Non / week |
| Clinical | 3 / week |
| **Total Contact Hrs** | 5 / week | |
| **Total Credit Hrs** | 7 | |

UQU-DENT:F0401-01/02

**Course Specifications**

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| Institution: Umm AlQura University |
| 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: Clinical Periodontology / code: 190146005 |
| 2. Credit hours: 7 Credits |
| 3. Program(s) in which the course is offered.  (If general elective available in many programs indicate this rather than list programs)  Bachelor Degree of Dental Medicine and Surgery (B.D.S) |
| 4. Name of faculty member responsible for the course: Assistant professor : Ahmed Mohamed Dardir |
| 5. Level/year at which this course is offered: 4th year (1st & 2nd semesters) |
| 6. Pre-requisites for this course (if any): Successful completion of 3rd year. |
| 7. Location if not on main campus: The course is offered in the main campus |
| 8. Mode of Instruction (mark all that apply)  Yes  35%  a. Traditional classroom What percentage?  b. Blended (traditional and online) What percentage?  Yes  5%  c. e-learning What percentage?  d. Correspondence What percentage?  60%  Yes  e. Other What percentage?  Comments:  a. Traditional classroom in the form of face to face interactive lectures.  c. e-learning using strategies of computer based assignments and presentations as part of self-directed learning.  e. Other: practical sessions (student examine patients and perform scaling & root planning). |

**B Objectives**

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| 1. What is the main purpose for this course?  By the end of this course the student should understand and practice the non-surgical phase of periodontal therapy. The student will study the concepts of diagnosis, treatment planning and management periodontal disease. The student learns how to perfume manual scaling and root planning in dental clinics. |
| 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)  2.1. Specifying assignment to students based on searches on electronic scientific journals related to the course.  2.2. Constructing computer based case studies at the end of each major topic to enhance problem solving & critical analysis skills of students.  2.3. Using rubrics (analytic scoring rubrics) as objective assessment tools for evaluating students' assignments & presentations. |

**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. lectures topics to be Covered | | |
| List of Topics | No. of  Weeks | Contact Hours |
| 1. Orientation and Introduction to the course and Periodontal Chart | 1 week | 2 hrs |
| 1. Classification of periodontal disease | 1 week | 2 hrs |
| 1. Aggressive periodontitis | 1 week | 2 hrs |
| 1. Acute gingival conditions & necrotizing ulcerative periodontitis | 1 week | 2 hrs |
| 1. Periodontal abscess | 1week | 2 hrs |
| 1. Diagnosis of periodontal diseases | 1 week | 2 hrs |
| 1. Prognosis of periodontal disease | 2 week | 4 hrs |
| 1. Rationale for periodontal treatment and the treatment plan | 1 week | 2 hrs |
| 1. Systemic antibiotic | 1 week | 2 hrs |
| 1. Local delivery and host modulation | 1week | 2 hrs |
| 1. Gingival enlargement | 2 week | 4 hrs |
| 1. Epidemiology of gingival and periodontal disease | 1 week | 2hrs |
| 1. Clinical risk assessment for periodontal disease | 1 week | 2 hrs |
| 1. Periodontal response to external force | 1 week | 2 hrs |
| 1. Influence of systemic disorders and stress on the periodontium | 3 week | 6 hrs |
| 1. Impact of Periodontal Infection on Systemic Health | 1 week | 2 hrs |
| 1. Supportive periodontal therapy. | 1 week | 2 hrs |
| 1. Smoking (SDL) | 2 week | 2 hrs |
| 1. General principles of periodontal surgery (SDL) | 2 week | 4 hrs |
| 1. Gingival surgical techniques | 2 week | 4 hrs |
| 1. Revision | 1 week | 2hrs |
| Total | 28 Weeks | 56 hrs |

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| clinical sessions to be Covered | | |
| List of Topics | No. of  Weeks | Contact Hours |
| 1. Periodontal charting | 1 week | 3 hrs |
| 1. Demo for periodontal examination and student to apply on each other. | 1 week | 3 hrs |
| 1. Interpret radiographs as applied to periodontics | 1 week | 3 hrs |
| 1. Revision of Instruments and instrumentation | 1 week | 3 hrs |
| 1. Demo for scaling and sub-gingival debridement | 1week | 3 hrs |
| 1. Practice and perform manual scaling and root planing in dental clinics. | 23week | 69 hrs |
| Total | 28 Weeks | 84 hrs |

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| 2. Course components (total contact hours and credits per Year): | | | | | | |
|  | Lecture | Tutorial | PBL /SDL | Practical | Other:  (Clinic) | Total |
| Contact  Hours | 112 |  |  |  | 168 | 280 |
| Credit | 4 |  |  |  | 3 | 7 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 | Recognize Epidemiology, etiology and risk factors of different forms of periodontal diseases and conditions. | Interactive lectures  Group assignment | Quiz1  Mid-year written exam  Assessment of group assignment presentation using rubrics  Final written exam |
| 1.2 | Describe diagnostic methods of different forms of periodontal diseases and conditions. |
| 1.3 | Outline treatment phases and prognosis of different forms of periodontal diseases and conditions |
| **2.0** | **Cognitive Skills** | | |
| 2.1 | Correlate between etiology, risk factors, and diagnostic findings to design the proper individualized treatment plan. | Interactive lectures  Group assignment | Quiz1  Mid-year written exam  Assessment of group assignment presentation using rubrics  Final written exam |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| 3.1 | Demonstrate responsibility in both scientific & professional contexts | Group assignments | Assessment of group assignments presentation using rubrics. |
| 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. | Group assignments | Assessment of group assignments presentation using rubrics. |
| **5.0** | **Psychomotor** | | |
| 5.1 | Diagnose periodontal disease cases and apply the non-surgical phase of periodontal therapy. | Practical sessions  Computer based Cases discussion | Continues assessment during practical session using evaluating sheet  Mid competency exam  Final practical exam. Assessment using Rubric |

**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 |

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.

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|  | Assessment task (e.g. essay, test, group project, examination, speech, oral presentation, etc.) | Proportion of Total Assessment |
| 1 | 1st Quiz | 5% |
| 3 | Mid-year written examination | 10% |
| 4 | (SDL presentation ) | 5% |
| 5 | Final clinical examination (diagnosis and SRP) | 30% |
| 6 | 2nd Quiz | 5% |
| 7 | Clinical requirements | 20% |
| 8 | Final year written examination | 25% |
| 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. (Include amount of time teaching staff are expected to be available each week). Every faculty & teaching staff is available for at least 2hrs/week according to the working schedule shown in the course outline (syllabus). |

**E. Learning Resources**

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| 1. List Required Textbooks  1.1. Newman, Takei, Klokkevold, and Carranza. Clinical Periodontology Expert Consult: Text with Continually Updated Online Reference. 11th Edition. Saunders (W.B.) Co Ltd; 2011.  1.2. Edith M & Klaus H Rateitschak, Wolf and HassellThieme. Color Atlas of Dental Medicine: Periodontology 3rd Edition. Stratton Corp; 2005.  1.3. White SC and M J Pharoah. Oral Radiology Principles and interpretation .sixth edition. Mosby ELSEVIER; 2009. |
| 2. List Essential References Materials (Journals, Reports, etc.)  2.1. Lain L Chapple and Angela D, Gilbert: Understanding periodontal disease, Assessment and Diagnostic procedures in practice .4th edition.Quintessentials; 2002.  2.2. Lindhe J. Clinical Periodontology and Implant Dentistry. Fifth edition. Blackwell Publishing; 2008. |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)  3. 1. Journal of periodontology.  3. 2. Journal of clinical periodontology  3. 3. Jill S. Nield-Gehrig.: Fundamentals of Periodontal Instrumentation & Advanced Root Instrumentation.7th Edition. Lippincott Williams & Wilkins; 2012. |
| 4. List Electronic Materials (e.g. Web Sites, Social Media, Blackboard, etc.)  4. 1. **Stuart J. Froum** (president), American Academy of Periodontology 2001 -2013, available at <http://www.perio.org/> Accessed Dec.25, 2013.  4. 2. Peter Heasman (president),British Society of Periodontology 2000-2013, available at <http://www.bsperio.org.uk/> Accessed Oct.20, 2013. |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.  Models - slides - audio-visual system –light microscopes. |

**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.)  1. 1. **Classrooms:** Each teaching classroom in the college is large enough to accommodate 60 students at one time & includes enough number of comfortable seats arranged in rows with spaces between them. These classrooms are supplied with audiovisual equipment, data show, a large screen, screen pointers & other equipments needed for the PowerPoint presentations of lectures.  1. 2. **Laboratories:** Supplied with wide study benches, specimens, data show, large screens, good lighting sources and other equipment needed for training of students on such skill. Dental Models mounted on phantom heads to simulate real patients and allow practicing examination and scaling  1. 3. **Discussion or PBL Rooms:** Rooms accommodate 5 students and a tutor equipped with round table and chairs to facilitate student centered learning. Flip charts and markers are also required and access to the wireless internet services. |
| 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. |
| 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  1.1. 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.  1.2. An annual course report is compiled by the course director or committee in light of the results of student's performance as well the results of the course evaluation questionnaire by students. |
| 3. Processes for Improvement of Teaching  Workshop for staff development |
| 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. |

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| 5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement. Recruitment of external peer reviews to review teaching material for students and to suggest any improvements. |

**Faculty or Teaching Staff: Signature:**

Dr. Aymen Abo Elenen Ahmed Professor of Periodontolog **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Dr. Eman Abd El-SattarTella Professor of Periodontology **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Dr. Hala Abuelella Professor of Periodontology \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Dr .Alaa Mustafa Atia Associate Prof. of Periodontology **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Dr. Salwa al Dahlawi Assist. Prof. of Periodontology **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Dr. Ehab Azab Assist Prof. of Periodontology **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Dr. Dania Al angary Lecturer of Periodontology

Dr. Ahmed Mohamed Dardir Assist. Prof. of Periodontology**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Received by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Head of Department of Basic & Clinical Oral Sciences**

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**