

وحدة تطوير المناهج

**Curriculum Development Unit**

**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**

**Kingdom of Saudi Arabia**

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

**Course Specifications**

**(CS)**

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|  | Public health I | |
| **Course Code** | 19 02 611 03 | |
| **Academic Level** | 4th Level | |
| **Semester** | 2nd | |
| **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 | 1/ week |
| **Total Contact Hrs** | 3 / week | |
| **Total Credit Hrs** | 2.5 | |

**Course Specifications**

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| **Institution:** Umm Al Qura University **Date of Report:** 28 May, 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:** Public Health I / 19 02 611 03 |
| **2.** **Credit hours:** 2.5 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, assistant professor in dental public health and preventive dentistry. |
| **5. Level/year at which this course is offered:** 4th year (2nd semester). |
| **6. Pre-requisites for this course:** Successful completion of the 3rd year courses. |
| **7. Location if not on main campus:**  This course is offered in the main campus at Al-Abedia Area. |
| **8. Mode of Instruction:**  65%  Yes  a. Traditional classroom What percentage?  b. Blended (traditional and online) What percentage?  c. e-learning What percentage?  d. Correspondence What percentage?  e. Clinical What percentage?  35%  Yes  Comments:   1. Traditional classroom in the form of face to face interactive lectures. 2. The dental clinic sessions will used for demonstrate to the students how to examine the patients and collect dental caries experience scores and oral health indexes. |

**B Objectives**

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| **1. What is the main purpose for this course?**  The aim of this course is to introduce the student to concepts of dental public health and epidemiology. Improve the ability of students to measure oral health indices and how to carryout basic oral health survey. |
| **2. Briefly describe any plans for developing and improving the course that are being implemented.**  2.1. Focusing more on electronic learning through using King Abdullah Digital Library.  2.2. Implementing interactive lectures & 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 & for evaluating clinical exam.  2.5. Using a variety of assessment methods (student portfolio, essay, oral presentation and student self evaluation). |

**C. Course Description:**

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| **1. Topics to be Covered** | | | |
| **No** | **List of Topics** | **No. of**  **Weeks** | **Contact Hours** |
| 1 | Introduction to public health and epidemiology | 1 | 3 |
| 2 | Methods of epidemiology | 2 | 6 |
| 3 | Dental indices of oral diseases | 2 | 6 |
| 4 | Basic oral health survey WHO (1997) | 2 | 6 |
| 5 | Epidemiology of dental caries | 1 | 3 |
| 6 | Epidemiology of periodontal diseases | 1 | 3 |
| 7 | Epidemiology of oral cancer and other oral diseases | 1 | 3 |
| 8 | Primary oral health care, definitions, principles and character | 1 | 3 |
| 9 | Health promotion and health education | 2 | 6 |
| 10 | Revision | 1 | 3 |
| Total | | 14 | 42 |

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| **2. Course components (total contact hours and credits per semester):** | | | | | | |
|  | Lecture | Tutorial | Laboratory | Clinical | Other: | Total |
| Contact  Hours | 28 | - | - | 14 | - | 42 |
| Credit | 2 | - | - | 0.5 | - | 2.5 |

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| **3. Additional private study/learning hours expected for students per week**. 3 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 | List the scientific methods in dental epidemiology. | 1. Lectures.  2- Assignment and presentation. | 1- Quiz.  2- Midterm and final exams.  2- Assignment and presentations assessment (using rubric). |
| 1.2 | Recognize the objectives, types, steps and assessment form of oral health survey |
| 1.3 | Identify the role of oral health education in promoting health. |
| **2.0** | **Cognitive Skills:** By the end of the course the student should be able to: | | |
| 2.1 | Appraise the general concepts of oral disease and how they correlate with the community.@ | 1. Lectures.  2- Assignment and presentation. | 1- Quiz.  2- Midterm and final exams.  2- Assignment and presentations assessment (using rubric). |
| 2.2 | Discuss the trends in different oral disease prevalence. |
| **3.0** | **Interpersonal Skills & Responsibility:**  By the end of the course the student should be able to: | | |
| 3.1 | Demonstrate proper preparation and presentation skills. | 1. Cooperative learning.  2. Presentation | 1. Presentation assessment (using rubrics). |
| 3.2 | Interact and participate in lectures and debates. |
| **4.0** | **Communication, Information Technology, Numerical Skills :**  By the end of the course the student should be able to: | | |
| 4.1 | Communicate well with peers and superiors. | 1. Inquiry  2. Cooperative learning | 1. Presentation assessment (using rubrics).  2. Discussions in the tutorial sessions (using rubric) |
| 4.2 | Gather authorized and reliable medical information from medical web sites. |
| **5.0** | **Psychomotor:** By the end of this course the student should able to: | | |
| 5.1 | Apply dental indices. | 1. Clinical sessions.  2. Use of scoring sheet. | 1.Clinical examination  2. Assessment of scoring sheets. |
| 5.2 | Calculate the scores of dental indices. |

**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 | Quiz. | 4th week | 5% |
| 2 | Mid semester written examination. | 8th week | 15% |
| 3 | Presentations /assignments | During the term | 15% |
| 4 | Clinical requirements | During the term | 15% |
| 5 | Final clinical exam | 13th week | 15% |
| 6 | Final semester written examination | End of the semester | 35% |
| 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 3hrs/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 of Required Textbooks**  1.1. John J: Textbook of Preventive and Community Dentistry, 2nd ed CBS, 2009.  1.2. Mason J: Concepts in Dental Public Health, 2nd ed. Wolter Kluwer, 2010.  1.3. Sikri V and Sikri P: Community Dentistry, 1st ed. CBS, 2007.  1.4. Moganstein W and Gluk G: Community Dental Health, 5th ed. Mosby, 2003.  1.5. Daly B, Watt R, Batchelor Pand Treasure E: Essential Dental Public Health, Oxford, 2002 |
| **2. List Essential References Materials (Journals, Reports, etc.)**  2.1. Monajem S**:** Integration of oral health into primary health care: the role of dental hygienists and the WHO stewardship. Int J Dent Hygiene 4; 47–51, 2006.  2.2. Hobdell M, Petersen PE, Clarkson J, Johnson N: Global goals for oral health 2020. Int Dent J 53, 285–288, 2003.  2.3. Baiju RM, Varghese E.L, Sivaram R.; Oral Health and Quality of Life: Current Concepts   * June 2017. Journal of Clinical and Diagnostic Research 11(6):ZE21-ZE26. |
| **3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)**  3.1. Journal of Dental Research. Available at: " <http://jdr.sagepub.com/content/early/recent>".  3.2. Journal of Public Health Dentistry. Available at:  "<http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1752-7325>".  3.3. Journal of Evidence Based Dental practice. Available at:" <http://www.jebdp.com/>". |
| **4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)**  4.1. Rafael da Silveira Moreira (2012). Epidemiology of Dental Caries in the World, Oral Health Care - Pediatric, Research, Epidemiology and Clinical Practices, Prof. Mandeep Virdi (Ed.), ISBN: 978-953-51-0133-8, In Tech, Available at: "<http://www.intechopen.com/books/oral-health-care-pediatric-research-epidemiology-andclinical->practices/epidemiology-of-dental-caries-in-the-world". Accessed 11 Dec. 2012.  4.2. Poul Erick Petersen , Denis Bourgeois , Hiroshi Ogawa , Saskia Estupinan-Day and Charlotte Ndiaye; The global burden of oral diseases and risk to oral health. Bulletin of the World Health Organization, 2005; 83:661-669. Available at:"http://www.who.int/bulletin/volumes/83/9/661.pdf". Accessed 1 Jan. 2013". |

**F. Facilities Required**

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| **1. Accommodation :**  **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.  **1.2. Dental clinics:**  Fully equipped clinical cubicles and provision of all materials needed for examination and evaluation of different oral diseases and scoring method. |
| **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 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's performance 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:**  5.1. The course is revised annually after its delivery in light of the results of student's performance (student's grades) and the results of the course evaluation questionnaire by both students and teaching staff.  5.2. 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.  5.3. Regular meeting for the staff members teaching the course to discuss improvement at least one time/semester. |

**Faculty or Teaching Staff:**

Dr/ Wahdan Mohammad Abdulghany Elkwatehy

Dr/ Rabab Ibrahim Salama

**Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Report Completed:** 31 may, 2018**.**

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**Received by:** Dr. Waleed Tajo **Department Head of Preventive Dentistry**

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