

**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** | Evidence Based Dentistry | |
| **Course Code** | 19 05 560 02 | |
| **Academic Level** | 5th 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 | 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: May. 10, 2018 |
| College/Department : Faculty of Dentistry/ Preventive Department |

**A. Course Identification and General Information**

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| 1. **Course title and code**: : Evidence based dentistry / 19 05 560 02 |
| 2. **Credit hours**: 2 Credits |
| **3. Program(s) in which the course is offered.**  BDS  Bachelor Degree of Dental Medicine and Surgery |
| **4. Name of faculty member responsible for the course**  Dr. Rabab Ibrahim Salama Assist. Prof. of dental public health  (course co-ordinator ) ([risalama@uqu.edu.com](mailto:risalama@uqu.edu.com) ) |
| **5. Level/year at which this course is offered**  Second semester, fifth year |
| **6. Pre-requisites for this course**  Successful completion of fourth year courses |
| 7. Location if not on main campus  The main campus at Al-Abedia Area |
| 8. Mode of Instruction (mark all that apply)  ----  ---  a. Traditional classroom What percentage?  —  —  b. Blended (traditional and online) What percentage?  90%  √  c. e-learning What percentage?  —  —  d. Correspondence What percentage?  10%  √  f. Other What percentage?  Comments:  **c.E- Learning:** Uploading different teaching and assessment materials to the university e- learning website to motivate students to self-directed learning, where they have to respond to the online quizzes ,present and discuss their assignments and projects online.  **f.Computer exercises**: To motivate students to self-directed learning, where they have to share in computer searching to enhance proper uses of electronic resources. |

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| **1. What is the main purpose for this course?**  This course aims to allow the students to understand evidence based dentistry and its significance for clinical practice, use of evidence in clinical decision making and provide a structured approach to reading and understanding research articles or commercial products information. Quickly assess the usefulness of information. Integrate best evidence and clinical judgment for benefit of individual patient. |
| **2. Briefly describe any plans for developing and improving the course that are being implemented**  •Focusing more on electronic learning through using King Abdullah Digital Library.  •Implementing interactive lectures & increasing the time for discussion with students.  • Implementing assessment methods that depend on student self-directed learning.  •Using rubrics as objective assessment tools for evaluating students' assignments  •Using a variety of assessment methods (essay, work-based problem, student self-evaluation, group work).. |

**B Objectives**

**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. of**  **Weeks** | **Contact Hours** |
| 1. Introduction to evidence based dentistry | 1 week | 2hrs |
| 1. Level of evidence | 2 weeks | 4hrs |
| 1. Sources of evidence | 1 week | 2hrs |
| 1. Searching sources | 2 weeks | 4hrs |
| 1. Systematic review | 5 weeks | 10hrs |
| 1. Critical appraisal of evidence | 1 week | 2hrs |
| 1. Clinical guidelines | 1 week | 2hrs |
| 1. Barriers to evidence based dentistry | 1 weeks | 2hrs |
| Total | 14 weeks | 28hrs |

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| 2. Course components (total contact hours and credits per semester): | | | | | | |
|  | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| Contact  Hours | 28hrs |  |  |  |  | 28hrs |
| Credit | 2hrs |  |  |  |  | 2hrs |

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| 3. Additional private study/learning hours expected for students per week.  2hrs |

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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 evidence based, steps, levels and sources. | Online lectures | Online exams  Assignment (using rubric) |
| 1.2 | Describe systematic reviews and clinical guidelines |
| **2.0** | **Cognitive Skills** | | |
| 2.1 | Design well formulated PICO questions | Online lectures  Computer- based methods. | Online exams  Assignment (using rubric) |
| 2.2 | Appraisal critically the different articles and systematic reviews |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| 3.1 | Complete writing assignments and homework in due time. | Online discussion. | Assignment (using rubric) |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| 4.1 | Gather authorized and reliable medical information from medical web sites | Online discussion | Assignment (using rubric) |
| **5.0** | **Psychomotor** | | |
| 5.1 | Apply different searching engines to search for evidence. | Online discussion  Online cases studies | Online exams  Assignment (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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| 5. Schedule of Assessment Tasks for Students During the Semester | | | |
|  | **Assessment task** | **Week Due** | **Proportion of Total Assessment** |
| 1 | Online Quiz | 3rd week | 5% |
| 2 | Online Quiz | 4th week | 5% |
| 3 | Online Quiz | 5th week | 5% |
| 4 | Online Quiz | 6th week | 5% |
| 5 | Online Quiz | 7th week | 5% |
| 6 | Online assignments | 8th week | 5% |
| 7 | Online Quiz | 9th week | 5% |
| 8 | Online Quiz | 10th week | 5% |
| 9 | Online Quiz | 11th week | 5% |
| 10 | Online Quiz | 12th week | 5% |
|  | Online final exam | 14th 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. (include amount of time teaching staff are expected to be available each week)  2hrs per week |

**E. Learning Resources**

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| **1. List Required Textbooks**   * Forrest JA, Miller AS, Overman PR, NewmanMG: Evidence based decision making.1st ed. WoltwerKluwer 2009. * Hackshaw A, Paul E and Davenport E: Evidence- based dentistry- An introduction. Blackwell, 2006. * Glasziou P, Del Mar C: Evidence‐based Practice Workbook: Bridging the gap between health care.2006 |
| **2. List Essential References Materials**   * Woolf H, Grol R, Hutchinson A, Eccles M. Clinical guidelines, Potential benefits, limitations and harms of clinical guidelines. BMJ;318:527–30. 1999. * Slawson DC, Shaughnessy AF. Teaching Evidence‐Based Medicine: Should We Be Teaching Information Management Instead. Acad Med.80:685–689. 2005. * Healey D and Lyons K: Evidence-based practice in dentistry. New Zealand Dental Journal 98: 32-35; 2002. * Katrak P, Bialocerkowski A, Kumar S and Grimmer K: A systematic review of the content of critical appraisal tools. BMC Medical Research Methodology: 4-22. 2004. |
| **3. List Recommended Textbooks and Reference Material**   * Ismail A and Bader J: Evidence-based dentistry in clinical practice. JADA, 135, 78-83, 2004. |
| **4. List Electronic Materials**   1. Marinho VCC, Higgins JPT, Logan S, Sheiham : Fluoride review**.** Cochrane website**.** . Available at <http://summaries.cochrane.org/CD002284/fluoride-mouthrinses-for-preventing-dental-caries-in-children-and-adolescents> Published in 2009. Accessed on 20 December 2013. 2. Jean Beauchamp. Evidence-based clinical recommendations for the use of pit-and-fissure sealants. ADA website. Available at <http://jada.ada.org/content/139/3/257.full.pdf+html> . Published in March 2008. Accessed on 20 December 2013. |
| 5. Other learning material --------------- |

**F. Facilities Required**

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| 1. Accommodation   The accommodation required for the teaching of this course includes the following:  • **Classrooms:**  Each 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 equipment, data show, a large screen, screen pointers & computers with internet accessibility. |

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| 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 to complete the e learning procedures |
| 1. **Other resources**   Study areas for students to revise their lessons. |

**G Course Evaluation and Improvement Processes**

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| **1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching**  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.  2. Focus group discussion with the students to validate the questionnaire results. |
| **2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor**  a. 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.  b. 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**  1. Self and student assessment of the teaching methods.  2. Review of recommended teaching strategies |
| **4. Processes for Verifying Standards of Student Achievement**  1. Double checking of the students answers by two raters or evaluators.  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. * Regular meeting with the course staff members to discuss the improvement strategies. |

**Faculty or Teaching Staff**: **Signature**

Dr. Omair Bukhari Ass. Prof. of dental public health

Dr. Khalid Abo Alshamat Ass. Prof. of dental public health

Dr. Wahdan El-Kwatehy Ass. Prof. of dental public health

Dr. Rabab Ibrahim Salama Ass. Prof. of dental public health

**Date Report Completed:**  May. 10, 2018

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

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