

**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** | Oral Surgery I  |
| **Course Code** | 190351104 |
| **Academic Level** | 5th Level |
| **Semester** | 1st & 2nd  |
| **Study Plan No** | 33 |
| **Department** | Oral & Maxillofacial Surgery and Rehabilitation |
| **Division** | Oral & Maxillofacial Surgery |
| **Academic Year** | 2018-2019 AD – 1439 -1440 AH |
| **Contact hours** | Theoretical | 1 / week |
| Practical | Non / week |
| Clinical | 3 / week |
| **Total Contact Hrs.** | 4 / week |
| **Total Credit Hrs.** | 5 |

 UQU-DENT: F0401-01/02

**Course Specifications**

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| Institution Um Al Qura University Date of Report:25/5/2018 |
| College/Department: Faculty of DentistryDepartment: Oral and Maxillofacial Department |

**A. Course Identification and General Information**

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| 1.  Course title: Oral Surgery I - Course Code: 190351104 |
| 2. Credit hours: 5 hrs.  |
| 3. Program(s) in which the course is offered.Bachelor’s Degree of Dental Medicine and Surgery (B.D.S.) (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course :  Dr. Reda Ahmed Associate professor of oral surgery |
| 5. Level/year at which this course is offered Fifth year (first and second semesters) |
| 6. Pre-requisites for this course successful completion of fourth year |
| 7. Location: in the main campus : This course is offered in the main campus at Al-Abedia Area |
| 8. Mode of Instruction (mark all that apply)Yes30% a. Traditional classroom What percentage?   b. Blended (traditional and online) What percentage? c. e-learning What percentage? d. Correspondence What percentage?  f. Other What percentage? Yes70%Comments:1. Traditional classroom in the form of face to face interactive lectures.

 e. Other: clinical sessions |

**B Objectives**

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| 1. What is the main purpose for this course?The course is intended to allow the student to gain sound knowledge, cognitive, and psychomotor skills in dentoalveolar surgery. It also allows the student to gain knowledge and cognitive skills in management of patients with systemic diseases, cysts and tumors of the head and neck with their differential diagnosis as well as preprosthetic surgeries.  |
| 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 Using rubrics (analytic scoring rubrics) |

**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 | Hs/Weeks | Contact Hours |
| Theoretical part: |  |  |
| 1. Simple Exodontia (general consideration).
 | 1h/ over 1 w | 1 |
| 1. Extraction of Teeth and Roots (techniques).
 | 1h /over 1 w | 1 |
| 1. Surgical Principles and Techniques of transalveolar surgery.
 | 1h/w over 2 ws | 2 |
| 1. Medical Problems Relating to Oral and Maxillofacial Surgery.
 | 1h/w over 4 ws | 4 |
| 1. Surgical Removal of Impacted, Unerupted, Partially Erupted Teeth.
 | 1h/w over 3 ws | 3 |
| 1. Complications of Tooth Removal.
 | 1h/w over 2 ws | 2 |
| 1. Review
 | 1h/ over 1 w | 1 |
| 1. Cysts of the jaw
 | 1h/w over 3 ws | 3 |
| 1. Endodontic surgery
 | 1h/ over 1 w | 1 |
| 1. Pre- prosthetic surgery
 | 1h/ over 3 w | 3 |
| 1. Tumors of the oral cavity
 | 1h/w over 3 ws | 3 |
| 1. principles of biopsy
 | 1h/ over 1 w | 1 |
| 1. Differential diagnosis
 | 1h/w over 2 ws | 2 |
| 1. Review
 | 1h/ over 1 w | 1 |
| Clinical part |  |  |
| 1. Revision
 | 3h/w over 1 w | 3 |
| 1. Dental Forceps
 | 3h/w over 1 w | 3 |
| 1. Dental Elevators.
 | 3h/w over 1 w | 3 |
| 1. Training on students.
 | 3h/w over 1 w | 3 |
| 1. Training On Patient. Dental Extraction
 | 3h/w over 24 w | 72 |

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| 2. Course components (total contact hours and credits per full year):  |
|  | Lecture | Tutorial | Laboratory | Practical | Other: | Total |
| ContactHours | 28 hrs. |  |  | 84 |  | 112 |
| Credit | 2 hrs. |  |  | 3 hrs. |  | 5 hrs. |
| 3. Additional private study/learning hours expected for students per week. 3 hrs./w |

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 principle and techniques of dentoalveolar surgeries. | Interactive lectures.Clinical sessions. | Quiz I Midyear written examFinal written exam  |
| 1.2 | Recognize clinical and radiographic features as well as diagnostic modalities and surgical treatment of different types of cysts and neoplasms in the field of oral and maxillofacial surgery. | Interactive lectures | Quiz IIFinal written exam  |
| 1.3 | Recognize principle and techniques of preprosthetic surgeries. | Interactive lectures | Quiz IIFinal written exam  |
| **2.0** | **Cognitive Skills** |  |
| 2.1 | Interpret risk and modifying factors in patients with systemic diseases requiring oral and/or maxillofacial surgeries | Interactive lecturesInteractive lectures.Clinical sessions. | Quiz I Midyear written examQuiz I Midyear written examFinal written exam Clinical exam  |
| 2.2 | Correlate the diagnostic findings, risk and modifying factors to reach proper treatment plan. |
| 2.3 | Predict and manage possible complications related to Dentoalveolar surgeries. |
| **3.0** | **Interpersonal Skills & Responsibility** |  |
| 3.1 | Demonstrate professional interpersonal skills with nurses, assistants and patients during surgical treatment | Clinical sessions | Clinical exam using rubricContinuous assessment of the requirements using rubric  |
| **4.0** | **Communication, Information Technology, Numerical** |  |
| **5.0** | **Psychomotor** |  |
| 5.1 | Perform the correct clinical and technical procedures of simple extraction  | Clinical sessions | -Midyear and final clinical exams using rubric -Continuous assessment requirements using rubric  |

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

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| **NQF Learning Domains** | **Suggested Verbs** |
| **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**Suggested ***verbs not to use*** when writing measurable and assessable learning outcomes are as follows:Consider Maximize Continue Review Ensure Enlarge UnderstandMaintain 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 | demonstrate, show, illustrate, perform, dramatize, employ, manipulate, operate, prepare, produce, draw, diagram, examine, construct, assemble, experiment, and reconstruct |
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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 | Quiz I | 4-8th week | 7.5% |
| 2 | Midyear clinical exam using rubric  | 14th week | 10% |
| 3 | Midyear written exam  | 15th week | 15% |
| 4 | Quiz II | 28th week | 7.5% |
| 5 | Requirement | All year  | 10% |
| 6 | Final Written | 31th -32th weeks | 30% |
| 7 | Final clinical exam using rubric | 28th -29th weeks | 20% |
| 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)

Faculty and teaching staff of this course are available at least 4 hrs. /week (according to allocated office hours) for individual student consultation and academic advice. All contact information for faculty and teaching staff are written in the course outline. |

**E. Learning Resources**

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| List Required TextbooksJames R. Hupp , Myron R. Tucker DDS, Edward Ellis: Contemporary Oral and Maxillofacial Surgery . Edition 5th. St. Louis: Mosby; 2014. |
| List Recommended Textbooks and Reference Material (Journals, Reports, etc)James W. Litt, Craig Nelson L. Rhodus DMD :Dental Management Of The Medically Compromised Patient:2012 8 edition*,* available at:[*www.barnesandnoble.com/.../dental-management-of-the*](http://www.barnesandnoble.com/.../dental-management-of-the) or [*http://depositfiles.com/ru/files/fgvmewdxa*](http://depositfiles.com/ru/files/fgvmewdxa) Accessed Mar 20, 2012 |
| List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.)James R. Hupp , Myron R. Tucker DDS, Edward Ellis: Contemporary Oral and Maxillofacial Surgery,Edition 5th. St. Louis: Mosby; 2008. available at: *http://www.candown.com/tag/contemporary-oral-and-maxillofacial-surgery*-Accessed Mar 27, 2012. |
| Other learning material such as computer-based programs/CD, professional standards or regulations and software.Power Point presentations of lectures and lectures specifications showing learning outcomes & key words of each lecture are given to students and electronically uploaded to My UQUDENT website. |

**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 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 & other equipment’s needed for the Power Point presentation of lectures. Clinics and wards:Fully equipped clinical cubicles and provision of all material needed for any procedure pertaining to oral surgery treatment. 1.2: 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 PBL and SDL tutorials. 1.3: Other resources:Study areas for students to revise their lessons |
| 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) 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

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. Focus group discussion with the students to validate the questionnaire results |
| 1. 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.* 1. 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.
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| 1. Processes for Improvement of Teaching
	1. Double checking of the students answers by two raters or evaluators.

 3.2 External examiners recruitment is helpful for verifying students' performance. |
| 1. 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)
2. check marking by an independent member teaching staff of a sample of student work 4.1 periodic exchange and remarking of tests or a sample of assignments with staff at another institution
 |
| 1. 5 Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.
2. 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
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**Faculty or teaching staff: Signature**

Dr. Reda Nofal, Associate professor.

Dr.Hanan Shokir Associate professor.

Dr. Mazen Almasr Assistant professor

Dr: Mohamed Hassan Assistant professor

Dr: Hassan Hazzazi Assistant professor

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

**Received by:**   **Department Head**

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