

**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)**

|  |  |  |
| --- | --- | --- |
| **Course Name** | Practice Management | |
| **Course Code** | 1902518-3 | |
| **Academic Level** | 5th Level | |
| **Semester** | 2nd | |
| **Study Plan No** | 33 | |
| **Department** | Preventive Dentistry | |
| **Division** | Public Health | |
| **Academic Year** | 2018-2019 AD – 1439 -1440 AH | |
| **Contact hours** | Theoretical | 2H. / week |
| Practical | Non / week |
| Clinical | Non / week |
| **Total Contact Hrs** | 2 / week | |
| **Total Credit Hrs** | 2 | |

UQU-DENT:F0401-01/02

**Course Specifications**

|  |
| --- |
| Institution: Umm Al Qura University Date of Report: 28 / 5 /2018 |
| College/Department: Faculty of Dentistry, Department of Preventive Dentistry. |

**A. Course Identification and General Information**

|  |
| --- |
| 1. Course title and code: **Practice Management (**1902518-3) |
| 2. Credit hours: 2 credit/Semester. |
| 3. Program(s) in which the course is offered.  **Bachelor Degree of Dental Medicine and Surgery (B.D.S.)**. |
| 4. Name of faculty members responsible for the course:  Dr. Wahdan Elkwatehy. Assistant Professor of dental public health and preventive dentistry.  Dr. Rabab Salama. Assistant Professor of dental public health and preventive dentistry.  Dr. Khalid Aboal-shamat. Assistant Professor of dental public health and preventive dentistry.  Dr. Omair Bokhari. Assistant Professor of dental public health and preventive dentistry.  Dr. Ibtesam Kamel Afifi. Professor of medical microbiology. |
| 5. Level/year at which this course is offered: **Fifth year** (2nd semester) |
| 6. Pre-requisites for this course (if any):  **Successful Completion of the fourth year courses**. |
| 7. Location if not on main campus:  The course is available for students at the following website:  <https://elearn.uqu.edu.sa/d2l/home/> |
| 8. Mode of Instruction (mark all that apply)  a. Traditional classroom What percentage?  b. Blended (traditional and online) What percentage?  90%  90  c. e-learning What percentage?  10%  10  d. Correspondence What percentage?  e. Other What percentage?  Comments:  c. All course material is uploaded as an online distant education course including lectures, references and websites.  d. Correspondence including assignment correction and feedback. Students’ assessment through, weekly quizzes after each lecture followed by final exam at the end of the course. |

**B. Objectives**

|  |
| --- |
| 1. What is the main purpose for this course?  This course aims to prepare senior dental undergraduate students and vocational dental practitioners for dental practice as private business. It is also for general dental practitioners to enable them to undertake continuing professional development. The value of this course comes from holistic, combining of the dental business practice, the science of clinical dentistry and the humanity of patient care. |
| 2. Plans for developing and improving the course that are being implemented:  2.a Increased use of web based reference material.  2.b Changes in course content based on new research in the field. |

**C. Course Description (Note: General description in the form to be used for the Bulletin or handbook should be attached)**

|  |  |  |
| --- | --- | --- |
| 1. Topics to be Covered | | |
| List of Topics | No. of  Weeks | Contact Hours |
| 1. Introduction to practice management in dentistry | 1 | 2 |
| 2. The Business of Dentistry | 1 | 2 |
| 3. Setting up a private practice | 1 | 2 |
| 4. Dental team management | 1 | 2 |
| 5. Infection control in dental practice | 2 | 4 |
| 6. Dental Practice Management | 2 | 4 |
| 7. Dental practice documents | 2 | 4 |
| 8. Appointment management system. | 1 | 2 |
| 9. Financial management for the dental office | 2 | 4 |
| 10. Inventory system | 1 | 2 |
| Total | 14 weeks | 28 |

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

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

|  |
| --- |
| 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 articulates 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **NQF Learning Domains**  **and Course Learning Outcomes** | **Course Teaching**  **Strategies** | | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | | |
| 1.1 | Define various types of dental practices. | | 1. Online lectures  2. Online assignments | 1. Online quizzes  2. Assessment of the assignment using rubric. |
| 1.2 | Describe the importance of identifying dentistry as a service profession. | |
| 1.3 | Identify the standards used for infection control in dental practice. | |
| 1.4 | Recognize the different aspects and entities of dental business profession | |
| **2.0** | **Cognitive Skills** | | | |
| 2.1 | Discuss the contents of an office policy and design an office policy statement. | 1. Online lectures  2. Online assignments | | 1. Online quizzes  2. Assessment of the assignment using rubric. |
| 2.2 | Explain how a dental management company can benefit a dental practice. |
| 2.3 | Explain how to create or maintain financial arrangements with patients or the responsible party. |
| 2.4 | Plan and design a hypothetical dental business profession |
| **3.0** | **Interpersonal Skills & Responsibility** | | | |
| 3.1 | Demonstrate responsibility in both scientific and professional context. | 1. Online forum.  2. Online assignments. | | 1. Online forum.  2. Assessment of the assignment using rubric. |
| 3.2 | Work toward becoming professional and efficient in dental practice. |
| 3.2 | Illustrate how to communicate with different entities to establish the dental business profession. |
| **4.0** | **Communication, Information Technology, Numerical** | | | |
| 4.1 | Gather authorized and reliable medical information from medical web sites. | 1. Online assignments. | | 1. Assessment of the assignment using rubric. |
| **5.0** | **Psychomotor:** Non applicable**.** | | | |

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

|  |  |
| --- | --- |
| **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** | 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.

|  |  |  |  |
| --- | --- | --- | --- |
| Assessment | Assessment task | Week due | Proportion of Final Assessment |
| 1 | Quiz 1 | 2nd week | 5 % |
| 2 | Assignment 1 | 3rd week | 5 % |
| 3 | Quiz 2 | 4th week | 5% |
| 4 | Quiz 3 | 6th week | 10 % |
| 5 | Quiz 4 and assignment 2 | 7th and 8th week | 10 % |
| 7 | Quiz 5 and assignment 3 | 9th and 10th week | 10 % |
| 8 | Quiz 6 | 11th week | 5 % |
| 9 | Quiz 7 | 13th week | 10 % |
|  | Quiz 8 | 14th week | 5% |
| 10 | Final exam | 16th week | 35% |
| Total | | | 100 % |

**D. Student Academic Counseling and Support:**

|  |
| --- |
| 1.Number of faculty and staff required |
| Arrangement made for availability of faculty for individual consultation and academic advice. Academic advice 2 hrs./week. The schedule is arranged and announced to all students. |

**E. Learning Resources**

|  |
| --- |
| **1. Required Textbooks:**  1.a) **Finkbeiner**, (2016) Practice management for the dental team, 8th edition.  1.b) **F J Trevor Burke Ruth Freeman** (2004) Preparing for dental practice. OXFORD UNIVERSITY PRESS, 1st edition.  1.c) **Glenys Bridges,** ( 2006) Dental Reception and Practice,Blackwell Munksgaard, 1st edition. |
| **2. Essential References Materials:** 2.a) [Dental Practice Management - Dental Care - Dentalcare.com](https://www.google.com.sa/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&cad=rja&uact=8&ved=0ahUKEwju6M2QlpTRAhXDthQKHc1IC0oQFgglMAE&url=https%3A%2F%2Fwww.dentalcare.com%2Fen-us%2Fpractice-management&usg=AFQjCNELLWSetOSU2d_51llbjp-ImhY0dQ&sig2=V07Z8No6O_bLmQeLPPoXZA) [https://www.**dental**care.com/en-us/**practice**-**management**](https://www.dentalcare.com/en-us/practice-management). Accessed at 22/9/2016. 2.b) [Practice Management for All Dentists - American Dental Association](https://www.google.com.sa/url?sa=t&rct=j&q=&esrc=s&source=web&cd=11&cad=rja&uact=8&ved=0ahUKEwju6M2QlpTRAhXDthQKHc1IC0oQFghcMAo&url=http%3A%2F%2Fwww.ada.org%2Feducation-careers%2Fdental-student-resources%2Fada-success%2Fpractice-management-for-all-dentists&usg=AFQjCNE0GR1oazo1e5qHTFT_0gSoJw6RVg&sig2=fO9ZUfZrIX4JCxSJ29Z49Q) [www.ada.org/education-careers/**dental**.../ada.../**practice**-**management**-for-all-**dentists**](http://www.ada.org/education-careers/dental.../ada.../practice-management-for-all-dentists) . Accessed at 27/12/2016 |
| **3. Recommended Textbooks and Reference Material:**  ----------- |
| 4. Electronic Materials:  All electronic materials are available for student online at <https://elearn.uqu.edu.sa/d2l/home/306341> |
| **5. Other learning materials:**  5.a. computer-based programs/CD,  5.b. professional standards/regulations and software. |

**F. Facilities Required**

|  |
| --- |
| 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:  The accommodation required for the teaching of this course includes the following: |

|  |
| --- |
| **1.b. 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 course subjects preparation and updated data related to course. |
| **1.c. Other resources:**  -Study areas for students to revise their lessons. |

**G Course Evaluation and Improvement Processes**

|  |
| --- |
| **1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching:**  1.a. A course evaluation questionnaire is designed to assess the effectiveness of the course regarding objectives, 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.b. Focus group discussion with the students to validate the questionnaire results. |
| **2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor:**  2.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.  2.b. An annual course report is completed by the course director or committee in light of the results of students’ performance as well as the results of the course evaluation questionnaire by students. |
| **3. Processes for Improvement of Teaching:**  3.a. Attending training sessions and Workshops for staff development.  3.b. Self and student assessment of the course.  3.c. Scheduling regular meetings with other colleagues where problems are discussed and solutions are given.  3.d. Discussing the challenges in online accessibility with colleagues and department members.  3.e. Encouraging faculty members to attend conferences on professional development.  3.g. Keeping up to date with referred articles and books related to the topics of the course. |
| **4. Processes for Verifying Standards of Student Achievement:**  4.a. Double-checking of the students answers by two raters or evaluators. |

|  |
| --- |
| **5 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, 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. Compare course description with other course descriptions in other universities nationally and internationally. |

**Faculty or Teaching Staff:**

Dr. Wahdan Elkwatehy. Assistant Professor of dental public health and preventive dentistry.  **Signature:**

Dr. Rabab Salama. Assistant Professor of dental public health and preventive dentistry. **Signature:** Dr. Khalid Abo-Shamat. Assistant Professor of dental public health and preventive dentistry. **Signature:**

Dr. Omair Bokhari. Assistant Professor of dental public health and preventive dentistry. **Signature:**

Dr. Ibtesam Kamel Afifi. Professor of medical microbiology. **Signature:**

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

**Received by: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dean/Department Head: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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