

**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** | Removable Prosthodontics  |
| **Course Code** | 19 03 520 04 |
| **Academic Level** | 5th Level |
| **Semester** | 1st & 2nd  |
| **Study Plan No** | 33 |
| **Department** | Oral & Maxillofacial Surgery and Rehabilitation |
| **Division** | Removable Prosthodontics |
| **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: Umm Al-Qura University Date of Report: 10/6 /2018 |
| College/Department: Faculty of Dentistry/Oral and maxillofacial surgery |

**A. Course Identification and General Information**

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| 1. Course title and code: Removable Prosthodontics/19 03 520 04
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| 2. Credit hours: 5 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:Dr. Doaa H. M. Elkhatib Assist. Prof. of Removable Prosthodontics (Course coordinator) (dhelkhatib@uqu.edu.sa) |
| 5. Level/year at which this course is offered: 5thyear (First & Second semesters) |
| 6. Pre-requisites for this course Successful completion of the 4th year courses |
| 7. Location The course is offered in the main campus |
| 8. Mode of Instruction (mark all that apply)20%Yes a. Traditional classroom What percentage? --------------------- b. Blended (traditional and online) What percentage?5%Yes c. e-learning What percentage?------------- d. Correspondence What percentage?Yes f. Other What percentage?75%Comments:1. Traditional classroom: in the form of face to face interactive lectures
2. e-learning: in the form of online assignments.

f. others: Clinical sessions to train students on different removable prosthodontics treatment modalities. |

**B Objectives**

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| 1. The aim of this course to introduce the student to treating the edentulous and partially edentulous patient in a professional and ethical manner while incorporating all concepts pertaining to function, esthetics and general quality of life of the patient.
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| **2. Plans for developing and improving the course:*** More focusing on electronic learning through using features of UQUDENT website for e-learning & 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 (e.g: oral presentation).
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**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. ofWeeks | Contact Hours |
| 1. Introductory week
 | 1 | 4hrs. |
| 1. Diagnosis & treatment planning of the edentulous patient
 | 1 | 4hrs. |
| 1. Preparation of the mouth for complete dentures
 | 1 | 4hrs. |
| 1. Principles and techniques of impression making
 | 2 | 8hrs. |
| 1. Jaw relations & methods of registration of mandibular movements
 | 3 | 12hrs. |
| 1. Artificial teeth selection &Complete denture occlusion
 | 2 | 8hrs. |
| 1. Try –in of the trial denture
 | 1 | 4hrs. |
| 1. Denture placement and refinement of the occlusion
 | 2 | 8hrs. |
| 1. Post-insertion denture problems
 | 2 | 8hrs. |
| 1. Diagnosis & treatment planning for RPD construction
 | 2 | 8hrs |
| 1. Principles of RPD design
 | 2 | 8hrs |
| 1. Impressions & Mouth Preparation for RPD
 | 2 | 8hrs |
| 1. Fitting the framework
 | 1 | 4hrs |
| 1. Special impression procedures for tooth- tissue supported RPD
 | 1 | 4hrs |
| 1. Establishing occlusal relationship of RPD
 | 1 | 4hrs |
| 1. Aesthetic of RPD and Aesthetic Try-in
 | 1 | 4hrs |
| 1. Delivering the RPD
 | 1 | 4hrs |
| 1. Post insertion observation
 | 1 | 4hrs |
| 1. Maintenance and repair of RPD
 | 1 | 4hrs |
| Total contact hours | 28 | 82 |

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| 2. Course components (total contact hours and credits per year):  |
|  | Lecture | Tutorial | Laboratory | Practical/SDL | Other: | Total |
| ContactHours |  56 |  |  |  168 |  |  224 |
| Credit | 2 |  |  | 3 |  | 5 |

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

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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 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 clinical and radiographic diagnostic findings and clinical steps related to partially and completely edentulous patients. | * Interactive Lectures
* Assignments
 | Ouiz 1Midyear writtenQuiz 2Final written exam.Assessment of the assignment presentation using rubric  |
| **2.0** | **Cognitive Skills** |
| 2.1 | Evaluate the diagnostic findings of partially and completely edentulous patients and differentiate different occlusal designs for removable prostheses to reach the most appropriate treatment plan for the unique clinical cases. | * Interactive Lectures
* Assignments
* Clinical sessions
 | Quiz 1Midyear writtenQuiz 2Final written exam.Assessment of the assignment presentation using rubric |
| 2.2 | Explain different clinical steps needed to construct complete dentures. |
| 2.3 | Explain different clinical steps needed to construct partial dentures. |
| 2.4 | Evaluate post-insertion problems and explain their management. |
| **3.0** | **Interpersonal Skills & Responsibility** |
| 3.1 | Demonstrate proper interpersonal skills with colleague and supervisors as a team. | * Assignments
 | Assessment of the assignment presentation using rubric  |
| **4.0** | **Communication, Information Technology, Numerical** |
| 4.1 | Employing IT learning resources (web site, King Abdullah Digital Library).  | * Assignments
 | Assessment of the assignment presentation using rubric |
| **5.0** | **Psychomotor** |
| 5.1 | Perform all clinical steps for removable partial and complete prostheses construction. | * Clinical Sessions
 | * Clinical exam. assessment using rubrics
* OSCE
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**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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| 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 | Evaluation by using rubrics the SDL activities of 1st semester (e.g.; oral presentation) | Throughout the 1st semester | 2.5% |
| 2 | 1st Quiz | During the 1st semester  | 2.5% |
| 3 | Midyear examination | Mid – year | 10% |
| 4 | Evaluation by using rubrics the SDL activities of 2nd semester (e.g.; oral presentation) | Throughout the 2nd semester | 2.5% |
| 5 |  2nd Quiz | During the 2nd semester  | 2.5% |
| 6 | Requirements:(one complete denture)1stterm &(One metallic and one acrylic partial denture) 2ndterm | Throughout year | 15% |
| 7 | Clinical evaluation | Throughout year | 15% |
| 8 | Final clinical examination * Clinical exam
* OSCE
 | End of year | 25 % |
| 9 | Final year written examination | End of year | 25% |

**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) 4 hours/ week |

**E. Learning Resources**

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| 1. List Required Textbooks
* [Zarb GA](http://www.amazon.com/s/ref%3Dntt_athr_dp_sr_1?_encoding=UTF8&sort=relevancerank&search-alias=books&field-author=George%20A.%20Zarb%20BchD%28Malta%29%20%20DDS%20%20MS%28Michigan%29%20%20FRCD%28Canada%29)[, Carlsson GA](http://www.amazon.com/s/ref%3Dntt_athr_dp_sr_2?_encoding=UTF8&sort=relevancerank&search-alias=books&field-author=Gunnar%20E.%20Carlsson%20DDS%20%20OdontDr%20%20DrOdentHC)[, BolenderCL](http://www.amazon.com/s/ref%3Dntt_athr_dp_sr_3?_encoding=UTF8&sort=relevancerank&search-alias=books&field-author=Charles%20L.%20Bolender%20DDS%20%20MS). Boucher's Prosthodontic Treatment for Edentulous Patients. 11th Edition. Mosby;2004.
* Phoenix RD, Cagna DR, Defreest CF. Stewart's Clinical Removable Partial Prosthodontics.4th Edition. Quintessence Pub Co; 2008.
* Alan B. Carr, Glen P. McGivney David T. Brown. McCracken,s Removable Partial Prosthodontics. 12th Edition. 2010.
* Hassaballa MA. Clinical complete denture prosthodontics. Academic Publication and Press; Riyadh, Saudi Arabia; 2004.
 |
| 2. List Essential References Materials (Journals, Reports, etc.)* J Prosthet Dent (2005)
* Jornal of prosthodontics
* JADA
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| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)* Rahn, AO, Heartwell CM. Textbook of Complete Dentures. 5th ed. BC Decker Inc. Hamilton. London; 2002.
* CM. Textbook of Complete Dentures. 12thed. BC Decker Inc. Hamilton. London; 2009.
* D Bartlett and N Fisher; Problem Solving in Prosthodontics Churchill Livingstone,2003.
* Jose Dos, Jr., Ph.D. Santos. Occlusion: Principles and Treatment, 1st edition. Quintessence Pub Co; 2007.
* Hugh Devlin. Complete Dentures: A Clinical Manual for the General Dental Practitioner,1st edition. Springer;2001.
* Nicholas JA Jepson. Removable Partial Dentures. 1st edition, Quintessence Publishing Co Ltd; 2004.
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| 4. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.) Sunit K Jurel, Complete Denture Impression Techniques: A Review. [http://www.webmedcentral.com/wmcpdf/Article\_WMC001639.pdf. Published in 2011](http://www.webmedcentral.com/wmcpdf/Article_WMC001639.pdf.%20%20%20Published%20in%202011).accessed on 31 December 2013. Dubojska AM, White GE, KCOM, PhD, MedSci M, Pasiek S. The importance of occlusal balance in the controlof complete dentures. <http://www.quintpub.com/userhome/qi/qi_29_6_dubojska_7.pdf> . Published in 1998. accessed on 31 December 2013. |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software. |

**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. Accommodation** The accommodation required for the teaching of this course includes the following:**a. 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 equipment's needed for the Power Point presentation of lectures.**b. Clinics:**Fully equipped clinical cubicles and provision of all material needed for any procedure pertaining to removable prosthetic treatment. |

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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 of the SDL tutorials. |
| **3. Other resources:**Classrooms for the group setting sessions |

**G Course Evaluation and Improvement Processes**

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching1. 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.
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| 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor1. 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. An annual course report is compiled by the course director or committee considering the results of student’s performance as well the results of the course evaluation questionnaire by students.
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| 3 Processes for Improvement of Teaching* Workshops for staff development
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| 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)* BLINDED double checking of the students answers by two evaluators.
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| 5 Planning arrangements for periodically reviewing course effectiveness and planning for improvement.1. 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.
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.
3. Regular meeting for department staff to discuss the improvement strategies of the course.
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**Faculty or Teaching Staff:**

 **Faculty staff:**

Dr. Ahmed Alzahrani, Assistant Professor, Periodontics Division,

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**Teaching staff:**

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

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

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