

**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** | CCC II  |
| **Course Code** | 190460219 |
| **Academic Level** | 6th Level |
| **Semester** | 1st & 2nd  |
| **Study Plan No** | 33 |
| **Department** | Conservative and Restorative Dentistry |
| **Division** | Periodontology, Restorative, Endodontics, Fixed Prosthodontics, Removable Prosthodontics |
| **Academic Year** | 2018-2019 AD – 1439 -1440 AH |
| **Contact hours** | Theoretical | 3/ week |
| Practical | Non / week |
| Clinical | 16 / week |
| **Total Contact Hrs** | 19 / week |
| **Total Credit Hrs** | 22 |

 UQU-DENT:F0401-01/02

**Course Specifications**

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| Institution: Umm Al-Qura University Date of Report: 1/9 /2018 |
| College/Department Faculty of Dentistry |

**A. Course Identification and General Information**

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| 1. Course title and code: CCC II Code 190460219 |
| 2. Credit hours: 22 Credits/Year |
| 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. Amira M. Gomaa  Assist. Prof. of Removable Prosthodontics  (Course coordinator)    (amfaramawy@uqu.edu.sa) |
| 5. Level/year at which this course is offered: 6th year, all year long |
| 6. Pre-requisites for this course (if any): Successful completion of 5th year |
| 7. Co-requisites for this course (if any):In the 1st semester: Public health II.In the 2nd semester: Implant Dentistry.Extended in both 1st and 2nd semesters: Geriatric Dentistry, Orthodontics, Research Project and Oral Surgery II. |
| 8. Location if not on main campus This course is offered in the main campus at Al-Abdiah Area.  |
| 9. Mode of Instruction (mark all that apply) a. Traditional classroom What percentage?  b. Blended (traditional and online) What percentage?20%yes yes c. e-learning What percentage? d. Correspondence What percentage? e. Other What percentage?80%yesComments:Comments: c. E-learning: through assignments in form of certain topics to be presented and hand out to be prepared as well as case based learning. e. Other: Through clinical sessions where students treat comprehensive care cases. |

**B Objectives**

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| 1. What is the main purpose for this course?The aim of this course is to continue disciplines studied in CCC I course of 5th year. This course provides students with a range of clinical skills in the comprehensive care clinic. The course allows students develop holistic treatment plan for the patient in the five disciplines and provide the necessary clinical treatment under faculty supervision. |
| 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)The use of case based learning in some topics to increase the student ability of critical thinking; rubrics will be used for assessment. |

**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. Introduction to CCC II.& Esthetics in dentistry
 | 2W | 6 |
| 1.2 Infection control in the dental office | 2 W | 6 |
| 1.3. Adhesion to dental tissues | 2W | 6 |
| 1.4. Orofacial Pain /Temporomandibular Disorders (TMD) | 2 W | 6 |
| 1.5. Advances in dental materials, techniques and devices | 1. W
 | 6 |
| 1.6. Management of wear and loss of vertical dimension  | 2 W | 6 |
| Revision  | 2W | 6 |
| 1.7. Interpretation of radiograph | 2W | 6 |
| 1.8. Tooth restorability  | 2W | 6 |
| 1.9. Tooth restorability | 2W | 6 |
|  1.10. Management & rehabilitation of partially edentulous patients | 2 W | 6 |
| 1.11. Failure in dental treatment | 2W | 6 |
| Revision | 2W | 6 |
| Revision  |  2W | 6 |
| Total  | 28weeks | 84 hrs. |

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| **2- Clinical sessions** |
| Required clinical procedures | No. ofWeeks/academic year | Contact Hours |
| * Diagnosis and treatment plan of advanced periodontal disease.
* Scaling and root planning of advanced periodontal disease.
* Preparing advanced periodontally diseased patient to receive periodontal surgery.
* Diagnosis and treatment plan of carious and non carious dental lesions.
* Restoration of carious & non carious lesions and mutilated teeth.
* Treatment of dental esthetic problems.
* Indirect restoration.
* Repair or replacement of defected restorations.
* Diagnosis and treatment plan of all cases requiring root canal treatment.
* Root canal Treatment of posterior teeth (molars)
* Management of curved canals.
* Perform different techniques of root canal cleaning and shaping and different methods of root canal obturation.
* Diagnosis and treatment plan of all prosthodontic cases.
* Prosthodontic treatment of mutilated non-vital teeth including both ready-made and custom-made posts.
* Perform the steps of different types of tooth preparations to receive different types of crowns and bridges.
* Evaluate the clinical findings of partially edentulous patients and perform the most appropriate treatment plan for all clinical cases.
* Perform the clinical steps of different partially edentulous cases.
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| Total | 28 weeks | 448hrs. |

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| 2. Course components (total contact hours and credits per 2 semesters):  |
|  | Lecture | Tutorial | Laboratory | Clinical | Other: | Total |
| ContactHours | 3hours/week | - | - | 16hours/week | - | 532 |
| Credit | 6 | - | - | 16 | - | 22 |

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| 3. Additional private study/learning hours expected for students per week. 6 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 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** |
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| **2.0** | **Cognitive Skills** |
| 2.1 | Utilize diagnostic criteria in making accurate diagnosis for comprehensive care cases. | * Case based learning
* Clinical sessions on comprehensive cases.
* Oral presentation.
 | * Written examinations (1st quiz ,midyear written exam, 2nd quiz , final written exam)
* Completed CCC1I cases submission
* Oral presentation and handout assessment using rubric.
 |
| 2.2 | Address patient risk factors and predict prognosis. |
| 2.3 | Develop a sequential individualized treatment plan as well as a long term maintenance care plan. |
| 2.4 | Evaluate the designed treatment plan after completions. |
| **3.0** | **Interpersonal Skills & Responsibility** |
| 3.1 | Communicate well with peers and superiors. | Use of new technology when giving presentations | Presentation assessment using rubrics. |
| 3.2 | Act responsibly and ethically in carrying out tasks | Independent learning tasks and group discussions |
| **4.0** | **Communication, Information Technology, Numerical** |
| 4.1 | Use the medical resources to the best of his/her knowledge to inform the learning process  | -Case presentation /TX planning-Use of new technology when giving presentations | Presentation assessment using rubrics. |
| **5.0** | **Psychomotor** |
| 5.1 | Apply different methods to diagnose different oral disorders | Clinical sessions on comprehensive cases | * Clinical examination
* Clinic log book
* OSCE
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| 5.2 | Prepare the patient for restorative and/or prosthetic procedures |
| 5.3 | Perform the planned restorative and/or prosthetic procedures. |

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| 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 | (Review of literature& Oral presentation)Evaluation by using rubrics the SDL activities of 1st semester  | Throughout the 1st semester | **2.5%** |
| 2 | 1st quiz | During the 1st semester | **5%** |
| 4 | CCC II cases treatment planning presentation | At the end of the first term | **2.5%** |
| 5 | Midyear written examination | Mid – year | **10%** |
| 6 | Midyear clinical examination | One week before the last day of clinics for all discipline and two weeks for fixed**.** | **12.5%** |
| 7 | (Review of literature & Oral presentation) Evaluation by using rubrics the SDL activities of 2nd semester  | Throughout the 2nd semester | **2.5%** |
| 8 | 2nd quiz | During the 2ndterm | **5%** |
| 9 | CCC cases presentation  | At the end of the second term | **5%** |
| 10 | Submitted logbook & finished CCC cases  | End of year | **15%** |
| 11 | Final written examination (MCQ’s, MEQ’s) | End of year | **15%** |
| 12 | Final clinical examination  | One week before the last day of clinics for all discipline and two weeks for fixed**.** | **15%** |
| * OSCE
 | End of year | **10%** |
|  | Total |  | **100%** |

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| **Continuous assessment** | **60%**  |
| **Final assessment** | **40%**  |

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| **Clinical assessment** | **60%** |
| **Theoretical assessment** | **40%** |

**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) |

**E. Learning Resources**

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| 1. List Required Textbooks1.1. Newman MG, Takei HH, Klokkevold PR, and Carranza FA. Carranza's Clinical Periodontology Expert Consult: Text with Continually Updated Online Reference: 11th Edition 2011 by Saunders (W.B.) Co Ltd. ISBN13: 978-1437704167 1.2. Heymann HO, Swift EJ, Ritter AV. Sturdevant’s Art and Science of Operative Dentistry. 6th ed. Mosby, Elsevier Inc; 2013. 1.3. Summitt JB, Robbins J W, et al. Fundamentals of operative dentistry. 3rd ed. Quintessence publishing Co, Inc; 2006 1.4. Shillingburg HT, Sather DA, Wilson EL, Cain JR, Mitcell DL, Blanco LJ, Kessler JC: Fundamentals of Fixed Prosthodontics, 4th Edition , Quintessence Publications Inc. 2012 1.5. Ingle's. Endodontics. 6th edition. Publisher: Pmph USA; (2007) 1.6. Torabinjad . Principles and Practice 4 edition. Publisher: Saunders; (2008)1.7.Alan B. Carr ,Glen P. McGivney David T. Brown . McCracken,s Removable Partial Prosthodontics. 12th Edition. 2010. |
| 2. List Essential References Materials (Journals, Reports, etc.)2.1. American Academy of periodontology. Journal of periodontology, available at "http://www.joponline.org/" Volume 71 – 85, from 2000 – 2014. Update 2013, last access Feb. 15, 2014. 2.2. Academy of Operative Dentistry. Journal of operative dentistry, available at: "http://www.jopdent.org/" Volume 31 – 39, from 2006 – 2014. Update 2014, last access Feb. 15, 2014. 2.3. Elsevier. Journal of dentistry, available at: "http://www.journals.elsevier.com/journal-of-dentistry" , Volume 28- 42, from 2000 – 2014. Update 2014, last access Feb. 15, 2014.  2.4. Kenneth M. Hargreaves, Stephen Cohen Publisher: 10 edition (2010) 2.5. Rosenstiel SF (Editor of Journal of Prosthetic Dentistry) available at http://www.journals.elsevier.com/journal-of-prosthetic-dentistry" Volume 83 – 111, Update 2014. Accessed Jan. 30, 2014. |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)3.1. Edith M & Klaus H Rateitschak, Wolf and HassellThieme Color Atlas of Dental Medicine: Periodontology Vol. 13rd Edition 2005 By -Stratton Corp. ISBN: 0865773181 3.2. Wiley Online Library , Journal of Periodontology 2000 available at"http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1600-0757" , Volume 22 – 64, 2000-2014. Update 1999-2014. Accessed Feb. 15, 2014.  3.3. Kidd M, Smith B N, Watson F. Pickard's manual of operative dentistry. 8th ed. Oxford New York: Oxford Medical Publications; 2003. 3.4. Roulet J-F, Wilson N H F, Fuzzi M. Advances in operative dentistry, volume 1: contemporary clinical practice. Quintessence Publishing Co, Inc; 2001. 3.5.Phoenix RD, Cagna DR, Defreest CF. Stewart's Clinical Removable Partial Prosthodontics.4th Edition. Quintessence Pub Co; 2008.3.6. Wilson N H F, Roulet J-F, Fuzzi M. Advances in operative dentistry, volume 2: Challenges of the future. Quintessence Publishing Co, Inc; 2001. 3.7. Goldstein R E, Belinfante L S, Nahai F. Change your smile. 3rd edition. Quintessence books; 1997 3.8. American Association of Endodontics, Journal of Endodontics, available at "http://www.jendodon.com/" Volume 26-40, from 2000 – 2014. Update 2014, Aaccessed Feb. 14, 2014. 3.9. Endodontics: third edition. Publisher C. Stock, R. Walker. K. Gulabivala3.10. Rosenstiel SF, Land MF, Fujimoto J: Contemporary Fixed Prosthodontics, 4th Edition 2006, Mosby. 3.11. Wiley library, Journal of Prosthodontics, available "http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1532-849X" Volume 9 – 23, from 2000 -2014. Update 1999-2014. Accessed Feb. 14, 2014.  |
| 4. List Electronic Materials(eg. Web Sites, Social Media, Blackboard, etc.)4.1. American Academy of periodontology available at http://www.perio.org/. Last update 2014, last accessed 12/2/3014. 4.2. Weber HT (President of American Academy of Prosthodontics) available at "http://www.academyofprosthodontics.org/ ". Last update 2013. Accessed 8/1/2014. 4.3. Stephen Cohen, a Diplomate of the American Board of Endodontics. www.cohenendodontics.com. Last update 2011 – 2012. Accessed 12/2/2014. 4.4. Wiley Enables Discovery Collaborating and curating to advance cutting-edge research www.wiley.com. Last update 2011 – 2012. Last accessed 12/2/2014. 4.5. Endodontic specialists www.endoweb.com. Last update 2011. Last accessed 12/2/2014. |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.Models, slides and audio-visual system. 5.1.Weber HT (President of American Academy of Prosthodontics) available at Glossary of Prosthodontic Terms http://www.academyofprosthodontics.org/\_Library/ap\_articles\_download/GPT8.pdf |

**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 1.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 equipment’s, data Show, a large screen, screen pointers & other equipment’s needed for the PowerPoint Presentation of lectures. 1.b. Discussion rooms: PBL rooms; meeting room that accommodate 8-10 students at a time for tutorial and small group activities. Audiovisual equipment’s, data Show, large screen, screen pointers & other equipment’s needed for the PowerPoint Presentation are required 2. Laboratory & Dental Clinic : Each student has his own dental clinic to treat patients. All material and instrument needed to complete clinical requirement Sterilization dip: dental instruments are being sterilized, handed to and received from students. Access to prosthetic lab for pouring impressions and prosthodontics appliance fabrication |

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| 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. Library access |

**G Course Evaluation and Improvement Processes**

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| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching1. 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 analyzed, 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 Instructor2.1. 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. 2.2. 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 TeachingWorkshops for staff development  |
| 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)Double checking of the students answers by two evaluators. 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. |

**Faculty or Teaching Staff:**

**Dr. Amira M. Gomaa  Assist. Prof. of Removable Prosthodontics**

(Course coordinator)    (amfaramawy@uqu.edu.sa)(mobile/ 0536226912)

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| **Faculty or Teaching Staff:*** Dr. Alaa Atia, Assistant Professor, Periodontics Division, Email:draatia@yahoo.com
* Dr. Ahmed Darderi Assistant Professor, Periodontics Division, Email:ahmed\_derro@hotmail.com
* Prof. Dr. EmanTalla, Professor, Periodontics Division,Email:emansattar\_2007@yahoo.com
* Prof. Dr. Hala Abuel-Ela, Professor, Periodontics Division, Email: dr.halaabuelela@hotmail.com
* Dr. Salwa Aldahlawi, Assistant Professor, Periodontics Division, Email: saldahlawi@hotmail.com
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* Dr. Amira M. Gomaa  Associate Prof. , Removable ProsthodonticEmailamfaramawy@uqu.edu.sa
* Dr. Doaa Hassan Assist. Prof. of Removable Prosthodontics doaahassan@live.com
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**Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date Report Completed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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

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