

**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 and maxillofacial surgery II  |
| **Course Code** | 190361204 |
| **Academic Level** | 6th Level |
| **Semester** | 1st and 2nd  |
| **Study Plan No** | 33 |
| **Department** | Oral and maxillofacial surgery and Rehabilitation |
| **Division** | Oral and 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: Umm Al Qura University Date of Report: Jun 1, 2018 |
| College/Department: College of Dentistry/Department of Oral and Maxillofacial Surgery and Rehabilitation |

**A. Course Identification and General Information**

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| 1. Course title and code: Oral and maxillofacial surgery II. Code: 190361204 |
| 2. Credit hours: 5 Credit hours |
| 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 Oral and Maxillofacial Surgery  (B.D.S.) |
| 4. Name of faculty member responsible for the course: Ass Prof Reda Nofal |
| 5. Level/year at which this course is offered: Six year (First & Second Semesters). |
| 6. Pre-requisites for this course (if any): Successful completion of fifth 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 & 2nd Semesters: Geriatric Dentistry, Orthodontics, Research Project, Comprehensive Care Clinic II.  |
| 8. Location if not on main campus: This course is offered in the main campus at Al-Abedia Area. |
| 9. Mode of Instruction (mark all that apply) a. Traditional classroom Yes What percentage? 30% b. Blended (traditional and online) --- What percentage? - c. e-learning - What percentage? - d. Correspondence - What percentage? - e. Other Yes What percentage? 70%Comments:1. Traditional classroom in the form of face to face interactive lectures
2. Other: Clinical sessions dealing with patients attending the outpatient's clinic for simple dentoalveolar surgeries.
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**B Objectives**

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| 1. What is the main purpose for this course?The aim of this course is to introduce students to the etiology, diagnosis, treatment modalities as well as complications of the main topics in the field of maxillofacial surgery. It also aims at familiarizing students with principles of general anesthesia and its usage in oral and maxillofacial surgery. It aims at improving the student acquired skills from oral surgery I course in local anesthesia administration and simple dental extraction with increasing training on transalveolar extraction.  |
| 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)* 1. More focusing on electronic learning through using King Abdullah Digital Library.
	2. Implementing interactive lectures & increasing the time for discussion with students.
	3. Using rubrics as objective assessment tools for evaluating students' assignments & for evaluating oral exam.
	4. Using a variety of assessment methods.
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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 | Hours/Weeks | Contact Hours (hrs.) |
| Theoretical Part: |
| 1. Oral, Face, and Neck infections
 | 1 h/w for 2w | 2 |
| 1. Management of oral, face, and neck infections and antibiotic therapy
 | 1 h/w for 2w | 2 |
| 1. Maxillary sinus Involvement
 | 1 h/w for 2w | 2 |
| 1. TMJ Involvement
 | 1 h/w for 3w | 3 |
| 1. Affections of Salivary glands
 | 1 h/w for 2w | 2 |
| 1. Cleft lip and Palate
 | 1 h/w for 2w | 2 |
| 1. Revision first term
 | 1 h/w for 1w | 1 |
| 1. Fractures of the mandible
 | 1 h/w for 3w | 3 |
| 1. Fractures of Middle third of the facial skeleton
 | 1 h/w for 2w | 2 |
| 1. Correction of Deformities ,Distraction and Reconstruction
 | 1 h/w for 4w | 4 |
| 1. general anesthesia,
 | 1 h/w for 2w | 2 |
| 1. Complications of Oral and Maxillofacial Surgery
 | 1 h/w for 2w | 2 |
| 1. Final revision
 | 1 h for 1w | 1 |
| Total Theoretical  | 28 | 28 |
| Orientation week | 3/1w | 3 |
| Simple and surgical dentoalveolar extraction | 3h/w/27 w | 81 |
| Total Clinical  | 28 | 84 |

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| 2. Course components (total contact hours and credits per Year (2 semester)): |
|  | Lecture | Tutorial | Laboratory | Clinical | Other: | Total |
| ContactHours | 28 | - | - | 84 | - | 112 |
| Credit | 2 | - | - | 3 | - | 5 |

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| 3. Additional private study/learning hours expected for students per week. (3 Hours/week) |

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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 | Recognize the etiology, pathogenesis, diagnostic method and treatment modalities of different diseases/ disorders related to the main branches of the oral and maxillofacial surgery. | Interactive lecturesClinical sessions. | Quiz I & II.Midyear and final written exams. |
| **2.0** | **Cognitive Skills** |
| 2.1  | Correlate different diagnostic findings in relation to management of different diseases/ disorders related to the main branches of the oral and maxillofacial surgery. | Interactive lecturesClinical sessions. | Quiz I & II.Midyear and final written exams. |
| 2.2 | Monitor the course of different treatment modalities. |
| 2.3 | Predict complications anticipated in oral and maxillofacial field then differentiate, and deal with them. |
| **3.0** | **Interpersonal Skills & Responsibility** |
| 3.1 | Use the built up experience in proper dealing with the patients in the field of dentoalveolar surgeries. | Training on patient communication during clinical sessions. | Mid-year and final OSCEs.Continuous assessment of the clinical requirements using rubric. |
| 3.2 | Develop skills of learning and time management (make out most of the lectures, discussion and debates). | Adequate preparation for different continuous evaluation  | Quiz I & II.Midyear and final written exams. |
| **4.0** | **Communication, Information Technology, Numerical** |
| 4.1  | Utilize E- textbooks, online authorized and reliable medical information, and other medical software. | Encourage students to make extensive use of material on the web. | Quiz I, Midyear, Quiz II, and Final written exams. |
| **5.0** | **Psychomotor** |
| 5.1 | Operate more advanced procedures of dental extraction including remaining roots and surgical extraction. | Training in the clinical sessions | Mid semester competency examination (OSCE’s)Final semester competency examination (OSCE’s) |

**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** | 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 (e.g. essay, test, group project, examination, speech, oral presentation, etc.) | Week Due | Proportion of Total Assessment |
| 1 | Quiz I | Mid 1st term  | 7.5% |
| 2 | Mid-year clinical exam (OSCE’s) | Mid-year | 10% |
|  | Mid year written exam | Mid-year | 15% |
|  | Quiz II | Mid 2nd term | 7.5% |
|  | Requirements (Minimal procedural experiences) | End of 2nd term | 10% |
|  | Final year clinical exam (OSCE’s) | End of year | 20% |
|  | Final written exam |  | 30% |
|  | Total  | End of year | 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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| 1. List Required Textbooks1.1. James Hupp, Myron Tucker, Edward Ellis III. Contemporary Oral and Maxillofacial Surgery. 6th ed. St. Louis: Mosby; 2014. |
| 2. List Essential References Materials (Journals, Reports, etc.)* 1. Michael Miloro, GE Ghali, Peter Larsen, Peter Waite. Peterson's Principles of Oral and Maxillofacial Surgery. 3rd ed. PMPH-USA, Ltd; 2012.
	2. Raymond J. Fonseca, Timothy A. Turvey, Robert D. Marciani. Oral and Maxillofacial Surgery. 2nd ed. Saunders; 2008.
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| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc.)3.1. [Oral and Maxillofacial Surgery - Springer](http://link.springer.com/journal/10006). Available at http://www.springer.com/medicine/ surgery/journal/10006. Accessed Jan. 2, 2014. |
| 4. List Electronic Materials (e.g. Web Sites, Social Media, Blackboard, etc.)4.1. Association of Oral and Maxillofacial Surgeons (AAOMS). Available at <http://www.aaoms.org/>. Last update 2008-2014, last accessed Jan. 12, 2014.  |
| 5. Other learning material such as computer-based programs/CD, professional standards or regulations and software.5.1. Three D Dental Surgery Animation Intro -- 3D Product Design & Production Video concept & video concepts & ideas. |

**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. 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 needed for the PowerPoint presentation of lectures.* 1. Clinics and wards :

Fully equipped clinical cubicles and provision of all material needed for any procedure pertaining to oral surgery treatment. |

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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.  |

**G Course Evaluation and Improvement Processes**

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| 1. 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. Focus group discussion with the students to validate the questionnaire results.
	2. Online evaluation.
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| 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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| 3 Processes for Improvement of TeachingThe 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. Major changes should not be considered except after being approved by the curriculum committee. |
| 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)* 1. Double checking of the students ans wers 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:* 1. More focusing on electronic learning through using King Abdullah Digital Library.
	2. Implementing interactive lectures & increasing the time for discussion with students.
	3. Implementing assessment methods that depend on student self-directed learning.
	4. Using rubrics as objective assessment tools for evaluating students' assignments & for evaluating oral exam.
	5. Using a variety of assessment methods (student portfolio, essay, work-based problem, produce a poster, oral presentation, student self-evaluation, group work, oral examination).
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**Faculty or Teaching Staff: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 **Signature**

Prof. Dr. Hanan Shokier

Prof. Dr. Reda Nofal

Prof .Dr Mohamed hassen

Prof dr Hassan Hazazi

Prof dr alaa .Z.Makki

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

**Received by Department Head:**

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