

**جامعــة أم القــرى**

**كلية طب الأسنان**

**وكالة الكلية للتطوير الأكاديمي وخدمة المجتمع**

**Umm Al-Qura University**

**Faculty of Dentistry**

**Vice Deanship of Academic Development & Community Service**

وحدة تطوير المناهج

**Curriculum Development Unit**

**Kingdom of Saudi Arabia**

**The National Commission for Academic Accreditation & Assessment**

**Course Specifications**

**(CS)**

|  |  |  |
| --- | --- | --- |
| **Course Name** | Geriatric Dentistry | |
| **Course Code** | 19 03 620 04 | |
| **Academic Level** | 6th Level | |
| **Semester** | 1st & 2nd | |
| **Study Plan No** | 33 | |
| **Department** | Oral & Maxillofacial Surgery and Rehabilitation | |
| **Division** | Oral Histology, Oral Medicine, Periodontology, Endodontics, Community Dentistry, 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**

|  |
| --- |
| Institution: Umm Al-Qura University Date of Report: 24/9/2018 |
| College/Department: Faculty of Dentistry/Oral and Maxillofacial Surgery and Rehabilitation |

**A. Course Identification and General Information**

|  |
| --- |
| 1. Course title and code: Geriatric Dentistry/ 19 03 620 04 |
| 2. Credit hours: 4 contact hours / week 2 credit hours/ week |
| 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. Tamer Omar Ibrahim  Associate Professor of Removable Prosthodontics  (Course director)    ([toahmed@uqu.edu.sa](mailto:toahmed@uqu.edu.sa)) |
| 5. Level / year at which this course is offered  6thyear (First & Second semesters) |
| 6. Pre-requisites for this course  Successful completion of the 5th year courses |
| 7. Location  The course is offered in the main campus |
| 8. Mode of Instruction (mark all that apply)  a. Traditional classroom What percentage?  20%  Yes  -------  b. Blended (traditional and online) What percentage?  -------  c. e-learning What percentage?  5%  Yes  d. Correspondence What percentage?  ------  ------  75%  Yes  f. Other What percentage?  Comments:   1. Traditional classroom: in the form of face to face interactive lectures. 2. E-learning: in the form of electronic assignments.   f. Other: Clinical sessions to train students on prosthetic treatment modalities for the geriatric patients. |

|  |
| --- |
| 1. The course aims on introducing the students to the basic theories and concepts of ageing, the care of the elderly patient and the different ailments that accompanies the ageing oral cavity. It also introduces the student to the concept of Quality of Life and the factors that affect it with particular reference to the geriatric patient. |
| **2. plans for developing and improving the course that are being implemented:**   * 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 Using a variety of assessment methods (student portfolio, essay, oral presentation, student self evaluation, group work, oral examination). |

**B Objectives**

**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. Introductory week | 1 | 4 hrs |
| 1. Theories of ageing. | 1 | 4 hrs |
| 1. Dental and medical assessment of older adult | 1 | 4 hrs |
| 1. Periodontal disease in older adults | 1 | 4 hrs |
| 1. Endodontic and caries management of older patient. | 1 | 4 hrs |
| 1. Advanced resorption of the residual ridge | 2 | 8 hrs |
| 1. Single denture | 1 | 4 hrs |
| 1. Management of flabby ridge | 1 | 4 hrs |
| 1. Overdentures | 2 | 8 hrs |
| 1. Immediate dentures | 2 | 8 hrs |
| 1. Relining, rebasing, repair and denture service | 2 | 8 hrs |
| 1. Speech | 1 | 4 hrs |
| 1. Congenital defects | 2 | 8 hrs |
| 1. Acquired defects | 2 | 8 hrs |
| 1. Mandibular defects | 2 | 8 hrs |
| 1. Stents &splints | 2 | 8 hrs |
| 1. Radiations | 2 | 8 hrs |
| 1. Trismus | 1 | 4 hrs |
| 1. Principles of preventive treatment for the older adults | 1 | 4 hrs |
| Total contact hours | 28 | 112 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 2. Course components (total contact hours and credits per year): 4hrs/week x 15 weeks | | | | | | |
|  | Lecture | Tutorial | Laboratory | Practical/SDL | Other: | Total |
| Contact  Hours | 28 hrs |  |  | 82 hrs |  | 112 hrs |
| Credit | 2 Credits |  |  | 3 Credits |  | 5 Credits |

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

|  |
| --- |
| 4. Course Learning Outcomes in NQF Domains of Learning and Alignment with Assessment Methods and Teaching Strategy |

|  |  |  |  |
| --- | --- | --- | --- |
|  | **NQF Learning Domains**  **And Course Learning Outcomes** | **Course Teaching**  **Strategies** | **Course Assessment**  **Methods** |
| **1.0** | **Knowledge** | | |
| 1.1 | Recognize physiological and anatomical changes in elderly persons. | Interactive lectures.  Assignments. | * Quiz I and II. * Mid-year written examination. * Final year written examination. * Final OSPE. * Assessment of the assignments using rubric. |
| **2.0** | **Cognitive Skills** | | |
| 2.1 | Analyze modifying factors affecting treatment modalities in geriatric patients. | Interactive lectures.  Assignments. | * Quiz I and II. * Mid-year written examination. * Final year written examination. * Final OSPE. * Assessment of the assignments using rubric. |
| 2.2 | Design the appropriate treatment plan for the geriatric patients. |
| 2.3 | Apply different prosthetic treatment modalities and designs regarding geriatric patients. |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| 3.1 | Demonstrate proper interpersonal skills with colleague and supervisors as a team. | Assignments.  Case study. | Assessment of the assignment presentation using rubric.  Case study presentation assessment using rubric. |
| 3.2 | Complete writing assignments in due time. |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| 4.1 | Gather authorized and reliable medical information from medical web sites. | Assignments.  Case study. | Assessment of the assignment presentation using rubric.  Case study presentation assessment using rubric. |
| **5.0** | **Psychomotor** | | |
| 5.1 | Perform the prosthetic part of the designed treatment plan. | Clinical sessions | 1st semester midterm practical exam.  Midyear practical exam.  2nd semester midterm practical exam.  Assessment of clinical requirements.  Final-year clinical examination. |

**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.

|  |  |  |  |
| --- | --- | --- | --- |
| 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 | Quizzes | Throughout year | 5% |
| 2 | Midyear examination | Mid year | 5% |
| 3 | E-Learning continuous evaluation (Presentations) | Throughout year | 5% |
| 4 | Clinical requirement | Throughout year | 20% |
| 5 | Midterm Clinical Exam | Midterm | 15% |
| 6 | Final year clinical examination | End of year | 20 % |
| 7 | Final year written examination | End of year | 25% |
| 8 | Final clinical OSPE | End of year | 5% |
| 9 |  |  | 100% |

**D. Student Academic Counseling and Support**

|  |
| --- |
| 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)  4hours/ week |

**E. Learning Resources**

|  |
| --- |
| 1. List Required Textbooks   * Dr John Beumer III Mark T. Marunick Salvatore J. Esposito. Maxillofacial Rehabilitation: Surgical and Prosthodontic Management of Cancer-Related Acquired, and Congenital Defects of the Head and Neck. 1st edition. Quintessence Pub Co; 2011. * Preiskel HW. Overdentures Made Easy: A Guide to Implant and Root Supported Prostheses. 1st edition. Quintessence Pub Co; 1996. * Alan B. Carr ,Glen P. McGivney David T. Brown. McCracken,s Removable Partial Prosthodontics. 12th Edition. 2010. * Winkler S. Essentials of complete denture prosthodontics. 2nd edition. PSG Publishing co,Inc, USA; 1988. * Newman, Takei, Klokkevold, and Carranza. Saunders (W.B.). Carranza's Clinical Periodontology. 11th Edition. Ltd Pub Co;2011. * [Hargreaves](http://www.amazon.com/s/ref=ntt_athr_dp_sr_1?_encoding=UTF8&sort=relevancerank&search-alias=books&field-author=Kenneth%20M.%20Hargreaves%20DDS%20%20PhD%20%20FICD%20%20FACD) KM, ?\_encoding=UTF&sort=relevancerank&search-alias=books&field-author=Stephen%20Cohen%20MA%2020DDS%2020FICD%20[20FACD"Cohen S.](file:///G:\20FACD%22Cohen%20S) Pathways of the Pulp**.** 10th edition. Mosby Pub Co; 2010. * Cappelli D and Mobley C. Prevention in clinical oral health care. Mosby Pub Co ;2008. |
| 2. List Essential References Materials (Journals, Reports, etc.)   * Geriatric Dent J * Journal of endodontics * International endodontic journal * Journal of prosthodontics * Gerodontology * Journal of periodontology * Journal of clinical periodontology   JADA |
| 3. List Recommended Textbooks and Reference Material (Journals, Reports, etc)   * Brudvik J S. Advanced Removable Partial Dentures. Quintessence Publishing Co;1999. * Edith M & Klaus H Rateitschak, Wolf and HassellThieme-Stratton Corp. Reddy .Color Atlas of Dental Medicine: Essentials of Clinical Periodontology and Periodontics.2nd edition. Jaypee Brothers Medical Publishers; 2008. |
| 4. List Electronic Materials(eg. Web Sites, Social Media, Blackboard, etc.)  Derek D’Souza. Residual Ridge Resorption – Revisited. Available at <http://www.intechopen.com/download/get/type/pdfs/id/29452> . Published in2010. accessed on 26 December 2013.  Smita Sara Manoj,corresponding author1 Vidya Chitre,2 and Meena Aras2. Management of Compromised Ridges: A Case Report. <http://pubmedcentralcanada.ca/pmcc/articles/PMC3120958/>. Published in2011. accessed on 26 December 2013.  **Andrei1 OC, Radu** I. **Diagnosis and treating the functional problems of the patient with upper single denture – case report.** <http://www.terapeutica.ro/Issues/2010/number2/pdf/12_Andrei.pdf>. Published in2010. accessed on 26 December 2013 |
| 5. Other learning material such as computer-based programs/CD, professional standards or 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 (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 atone 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 equipments 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. |

|  |
| --- |
| **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**

|  |
| --- |
| 1 Strategies for Obtaining Student Feedback on Effectiveness of Teaching  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.  2. Focus group discussion with the students to validate the questionnaire results. |
| 2 Other Strategies for Evaluation of Teaching by the Program/Department Instructor  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.  b. 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 Teaching   * Workshops 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)   * BLINDED double checking of the students answers by two evaluators. |

|  |
| --- |
| 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. |

**Faculty or Teaching Staff:**

Prof.Dr. Mohammed M. Beyari Associate. Prof. of Removable Prosthodontics

Dr. Hanadi A. Lamfon Associate. Prof. of Removable Prosthodontics

Prof. Dr. Mohammed A. Nada Prof. of Removable Prosthodontics

Prof.Dr. Fatma Awad Prof. of Removable Prosthodontics

Dr. Tamer Omar Ibrahim Prof. of Removable Prosthodontics

Dr. Ehab Abo Elrose Prof. of Removable Prosthodontics

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

Dr. Amr Abd Alla  Assist. Prof. of Removable Prosthodontics

Dr. Doaa Hassan Assist. Prof. of Removable Prosthodontics

Dr. Haitham Awad Elsisi  Assist. Professor of Removable Prosthodontics

Dr. Eman Talla Prof. of periodontics

Dr. Alaa Atia Associate Prof. of periodontics

Dr. Sherif Hassan Associate Prof. of Oral Biology

Dr. Zienab Aboulwafa Lecturer of Oral Biology

Dr. Rabab Salama Assist. Prof. of Community and preventive Dentistry

Dr. Wahdan Elkwatehy Assist. Prof. of Community and preventive Dentistry

Dr. Samia Elsherif Associate Prof of endodontics

Dr. Ahmed Tarek Assist. Prof. of endodontics

Dr. Hesham Sadek Prof. of Oral Medicine

Dr. Lama Almasrafy Assist. Prof. of Oral Medicine

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

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

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