

**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** | Public health II | |
| **Course Code** | 19 02 612 03 | |
| **Academic Level** | 6th Level | |
| **Semester** | 1st | |
| **Study Plan No** | 33 | |
| **Department** | Preventive Dentistry | |
| **Division** | Community Dentistry | |
| **Academic Year** | 2018-2019 AD – 1439 -1440 AH | |
| **Contact hours** | Theoretical | 2/ week |
| Practical | Non / week |
| Clinical | 1 / week |
| **Total Contact Hrs.** | 3 / week | |
| **Total Credit Hrs.** | 2.5 | |

UQU-DENT:F0401-01/02

**Course Specifications**

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

**A. Course Identification and General Information**

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| 1. Course title and code: Public Health II /19 02 612 03 |
| 2. Credit hours: 2.5 Credits |
| 3. Program(s) in which the course is offered: Bachelor Degree of Dental Medicine and Surgery (BDS). (If general elective available in many programs indicate this rather than list programs) |
| 4. Name of faculty member responsible for the course: Dr. Rabab Ibrahim Salama. Assist. Prof. of Dental Public Health. |
| 5. Level/year at which this course is offered: 6th year, 1st Semester. |
| 6. Pre-requisites for this course: Successful completion of 5th year/ Public Health I. |
| 7. Co-requisites for this course: Geriatric Dentistry, Orthodontics, Oral Surgery II, Comprehensive Care Clinic II and Research Project. |
| 8. Location: This course is offered in the main campus at Al-Abedia Area. |
| 9. Mode of Instruction  50%  Yes  a. Traditional classroom What percentage?  ------  -----------  b. Blended (traditional and online) What percentage?  20%  Yes  c. e-learning What percentage?  -----------  ------  d. Correspondence What percentage?  Yes  e. Other What percentage?  30%  Comments:  a. Lectures: Using the traditional classrooms to introduce different concepts to students.  c. E- Learning: Use the websites for data collection to present and discuss their assignment presentations.  e. Other: Clinical sections by using the Faculty outpatient clinics to train students designing and implementing preventive measures to different population levels. |

**B. Objectives**

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| 1. What is the main purpose for this course?  The aim of this course is to provide the student with a better understanding of the patient as a part of the community rather than isolated case. The course will also introduce the students to the most common public oral health concerns/conditions and the collective effort to practice and implement preventive measures by carrying out community services. |
| 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. Focusing more 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, group work, oral examination). |

**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. of Weeks | Contact Hours |
| 1. Introduction to preventive dentistry | 1 | 3 |
| 2. Preventive strategies for dental caries | 2 | 6 |
| 3. Fluoride | 4 | 12 |
| 4. Dental sealants | 2 | 6 |
| 5. Risk factors of periodontal diseases | 1 | 3 |
| 6. Prevention of periodontal diseases | 1 | 3 |
| 7. Risk factors and prevention of oral cancer | 1 | 3 |
| 8. Preventive strategies for special groups | 2 | 6 |
| Total | 14 | 42 |

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| 2. Course components (total contact hours and credits per semester): | | | | | | |
|  | Lecture | Tutorial | Laboratory | Practical | Other | Total |
| Contact Hours | 28 | / | / | 14 |  | 42 |
| Credit | 2 | / | / | 0.5 |  | 2.5 Credits |

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

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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 | Describe definitions, levels of prevention as well as basic and recent oral diseases preventive strategies. | - Interactive lectures  - Assignments | - Quiz exam  - Mid and final semester written exams.  - Assessment of the assignments using rubric. |
| 1.2 | Define risk factors of common and serious oral diseases including caries, periodontal diseases and oral cancer. |
| **2.0** | **Cognitive Skills** | | |
| 2.1 | Correlate the risk factors of common and serious oral diseases with their traditional and new preventive strategies. | - Interactive lectures  - Assignments | - Quiz exam  - Mid and final semester written exams.  - Assessment of the assignments using rubric. |
| 2.2 | Design preventive strategies for special needs groups (e.g. handicapped individuals, elderly persons.) |
| **3.0** | **Interpersonal Skills & Responsibility** | | |
| 3.1 | Complete writing assignments in due time. | Assignments | Assessment of the assignments using rubric. |
| 3.2 | Participate in class discussions and think critically. |
| **4.0** | **Communication, Information Technology, Numerical** | | |
| 4.1 | Gather authorized and reliable medical information from medical web sites | Assignments | Class assessment techniques (using a rubric). |
| **5.0** | **Psychomotor** | | |
| 5.1 | Application of the basic preventive measures. | Clinical sessions | Clinical exam using rubric |

**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 |

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 | Week Due | Proportion of Total Assessment |
| 1 | Quiz | 4th week | 5% |
| 2 | Mid semester written examination(MCQ’s) | 8th week | 15% |
| 3 | Electronic learning / continuous evaluation  Assignments and power point presentations | 11th ,13th ,14th weeks | 10% |
| 4 | Continuous Evaluation and clinical requirements submission | 14th week | 20% |
| 5 | Final clinical examination (OSCE) | 14th week | 20% |
| 6 | Final semester written examination (MCQ’s) | 16th week | 30% |
| Total | | | 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, 1hr per week. |

**E. Learning Resources**

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| 1. List Required Textbooks:  1.1. John J: Textbook of preventive and community dentistry, 2nd ed. CBS. 2010.  1.2. Mason J: Concepts in dental public health, 2nd ed. Wolter Kluwer, 2010.  1.3. Cappelli D and Mobley C: Prevention in clinical oral health care, Mosby 2008. |
| 2. List Essential References Materials:  2.1. Fontana M and. ZeroDT: Assessing patients’ caries risk. J Am Dent Assoc; 137; 1231-1239. 2006.  2.2. Young DA, Buchanan PM, Richard G. Badway NN: New Directions in Interorganizational Collaboration in Dentistry: The CAMBRA Coalition Model, Journal of Dental Education, 71:595-600. 2007.  2.3. Douglass CW: Risk assessment and management of periodontal disease. J Am Dent Assoc; 137(11 supplement):27S-32S. 2006.  2.4. Choi1 J, Seymour GJ: Vaccines against periodontitis: a forward-looking review J Periodontal Implant Sci; 40:153-163. 2010. |
| 1. List Recommended Textbooks and Reference Material    1. Moganstein W and Gluk G : Community Dental Health , 5th ed. Mosby 2003.    2. Daly B, Watt R, Batchelor P and Treasure E: Essential dental public health, Oxford 2002. |
| 1. List Electronic Materials (eg. Web Sites, Social Media, Blackboard, etc.    1. The ADA Council on scientific Affaire Professionally applied topical fluoride. ADA website. Available at [http://www.ada.org/sections/scienceAndResearch/pdfs/report\_fluoride\_exec.pdf . Published in May2006](http://www.ada.org/sections/scienceAndResearch/pdfs/report_fluoride_exec.pdf%20.%20%20Published%20in%20May2006). Accessed on 20 December 2013 .    2. Jean Beauchamp. Evidence-based clinical recommendations for the use of pit-and-fissure sealants. ADA website. Available at <http://jada.ada.org/content/139/3/257.full.pdf+html> . Published in March 2008. Accessed at 20 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.)  1.1 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.  1.2. Dental clinics: Fully equipped clinical cubicles and provision of all materials needed for fluoride and dental sealant applications. |
| 2. Computing resources (AV, data show, Smart Board, software, etc.)  2.1. All students have the opportunity to use a 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)  3.1. Study areas for students to revise their lessons.   * 1. Transportation of students to various community locations during field trips.   2. Coordinate with various companies and locations. |

**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 are 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 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 are 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 Teaching  3.1. Self and student assessment of the teaching methods.  3.2. Review of recommended teaching strategies. |
| 1. Processes for Verifying Standards of Student Achievement    1. Double checking of the students answers by two raters or evaluators.    2. External examiner 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. 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 the 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 the staff members teaching the course to discuss improvement at least one time/semester. |

**Faculty or Teaching Staff:**  **Signature**

Dr. Omair Bukhari Ass. Prof. of dental public health

Dr. Khalid Abo Alshamat Ass. Prof. of dental public health

Dr. Wahdan El-Kwatehy Ass. Prof. of dental public health

Dr. Rabab Ibrahim Salama Ass. Prof. of dental public health

**Date Report Completed:** Jan 5,2018

**Received by:**  Department Head of Preventive Dentistry

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