



*King Saud University*

*College of Dentistry*

**493 DEN**

**Comprehensive Clinical Dentistry**

**BUC**

**Dr. Mohammad Al Amri**

**Course Director**

**Academic Year 1435/1436H (2014/2015G)**

**Course Name:** Comprehensive Clinical Dentistry  
**Course Number:** DEN 493  
**Credit Hours:** 10-Credit Hours  
Weekly one Lecture and Four Clinical Sessions (3 hr.) for two Semesters  
**Sequence:** Fifth Year

### Course Description:

The course is designed to cover all clinical disciplines in dentistry. It is offered during the fifth year and consists of one lecture and four clinical sessions per week throughout the academic year.

This is a conjoint course by the six dental departments where contributors from all dental disciplines participate in both in the lecture and clinical sessions.

A one-week Cardio-Pulmonary Resuscitation (CPR) course is given by the College of Medicine.

### Course Objectives:

The course is organized to augment the clinical experience of the students, there by, providing them with an excellent foundation for patient care and clinical management.

#### By the end of the course:

1. The students should be able to diagnose conditions of the oral cavity and its related structures, using proper diagnostic tools.
2. The students also should be able to develop a comprehensive treatment plan for the prevention and treatment of oral conditions so that each patient can be maintained in, or restored to, a healthy, functioning aesthetic condition.
3. The students should be able to perform competently preventive and therapeutic procedures which are used by general dentists in the treatment of patients.
4. The students should be able to communicate and interact professionally and effectively with patients, colleagues and members of the health care team.
5. The students should be able to practice dentistry in the best interest of patients observing professional standards of oral health and the rules and regulations of the health care system in Saudi Arabia.
6. The students should be able to apply evidence-based reasoning and practices to provide comprehensive dental care to patients.
7. The students should be able to illustrate their appreciation to the professional self development process.

### Course Protocols:

1. Students **must** perform a complete comprehensive treatment for all cases that are assigned to them by the course coordinator. **No** student is allowed to pass the course without completing **THREE** cases "**M, M<sup>+</sup> and M<sup>++</sup>**". However, it is not allowed to take more than these three cases.

Cases which include **more than 10** fixed prosthodontic units are **not accepted** in the course. Also **complete denture cases** are not counted as one of the comprehensive required cases.

The student is **not allowed** to start any case prior to classification of such a case by the course coordinators.

It is **not allowed** to dismiss or transfer patients from this course to another or from a student to another without the approval of the course coordinators.

**One** of the completed cases should be selected by the student for a **case presentation**.

2. A student is allowed to start the treatment procedure **only after**:
  - a. The specialized definitive treatment plan is approved and signed in the patient's file & logbook by the respective specialty clinical instructor supervising the student.
  - b. The overall comprehensive treatment plane is approved and signed by the course coordinators.
3. **Zero (0)** mark is given to the student who fails to fulfill items no. 1 and 2 of the protocols.
4. **Zero (0)** mark is given to the student who shows improper management of the case, repeated ignorance to instructions, repeated irreversible damage, improper behavior with patients and/or clinical instructors.
5. If the student does not finish the clinical work during the allotted clinical time, warning will be given for the 1<sup>st</sup> time. More than three warnings, the highest case points will be completely canceled.
6. The course coordinator is the only one who can implement items no. 3, 4 and 5 of the protocols.
7. The final evaluation is based on the degree of difficulty of cases, attendance, proper management of the allotted clinical time, knowledge, performance of clinical procedures and proper behavior. **The unfinished cases will not be considered for the final grading.**
8. Discussion and questions about the on-going clinical procedure can be conducted at any time by the clinical instructor during the regular clinical session.
9. The student should book patient according to the availability of the specialty instructor at the clinical session. Names of clinical instructors at all clinical sessions are posted on the clinic's bulletin board.
10. Any clinical procedure that is started under the supervision of a clinical instructor should be completed under the supervision of the same clinical instructor. Exceptional cases to this rule are to be arranged **only** by the course coordinator.
11. Any clinical procedure that is performed by the student should be recorded in the patient's file. The student should also write clearly his name, university number and signature. This should be followed by the signature of the clinical instructor supervising the student.

12. Attendance of students in both lectures and clinic is **mandatory**. Student's absence at any clinical session is absolutely not acceptable. Being **5 minutes late to the lecture or 15 minutes late to the clinical session** is considered as absence. This will affect the student's evaluation. However, absence due to emergency or sickness **may be** accepted provided an acceptable excuse or a **medical report**.

**When 25% of the lecture or the clinical sessions are missed, the student will be deprived from taking the final exam according to the university rules and regulations.**

13. Professionalism is expected from students at all times. Coordination with the Booking Area to book patients is the **responsibility of the students**.
14. All procedures of **infection control** should be followed strictly in the clinics (See the attached **Clinical Manual**).
15. Emergency case(s) is/are assigned **only** by the course coordinator to any student at a clinical session where no patient is booked.

## **The OSCE Examination**

OSCE is an abbreviation for Objectively Structured Clinical Examination. This examination format is used to assess the clinical reasoning skills of health professions students (including medical and dental students). The examination consists of a number of written “stations” each of which presents a clinical scenario that you would be likely to encounter in a general dental practice. As you read through the stations, you will encounter a range of “virtual” patients with conditions and/or treatment needs. You will be expected to provide differential and/or definitive diagnoses at some of the stations and to recognize and treat/manage dental and medical emergencies at other stations. At some of the stations you will be expected to make determinations regarding oral health treatment needs and to develop comprehensive treatment plans.

This year’s OSCE will consist of ten to twelve written stations, some of which have multiple parts. Each station presents a patient scenario and may contain photographs of a patient, radiographs, the results of clinical examinations, and study models. You will be asked to respond to specific questions for each written station regarding oral health care issues for the patient. You may be asked questions relevant to the treatment/management of these patients. Some stations are testing communication skills at which you will interview a standardized patient instructor with a specific oral health problem. Some other stations deal with practice management issues.

## **Case Presentation:**

Each student is required to present one of his clinical cases to the class by the end of the second semester of the academic year. Students should collect all clinical data, radiographs, mounted diagnostic casts and clinical photographs of the clinical case at the start, during and at completion of the dental treatment.

The Case Presentations are designed as a venue for critical thinking. Critical thinking is more than applying your understanding of dental and medical knowledge to treatment planning and diagnosis, it involves analyzing, evaluation and creating.

The student must select a patient who will have the proper motivation to continue throughout the entire treatment. **Please note that treatment does not need to be completed before the day of the presentation.**

The quality of presentation, knowledge of student and his response during case discussion are considered in the evaluation by the attending faculty members.

**Grade Distribution:**

<b>Clinical evaluation</b>	<b>50 %</b>
Clinical Procedure Points	15 %
Procedure Evaluation: (clinical evaluation X points)	25 %
Clinical Instructor's Evaluation *	10 %
<b>Mid-year Didactic Exam</b>	<b>10 %</b>
<b>Case Presentation</b>	<b>10 %</b>
<b>Final OSCE **</b>	<b>20 %</b>
<b>Final Didactic Exam</b>	<b>10 %</b>

\* Based on Attendance, Behavior and compliance with Instructions, Time management, student care of patient.

\*\* The final OSCE will be held during the last month of the second semester of the academic year.

**CPR is a compulsory attached course that should be passed by the students.**

## **Reference Textbooks for the 493 DEN Course:**

### **Inter-disciplinary Treatment Planning: principles, design, implementation.**

Michael Cohen.

Quintessence publishing co; 1<sup>st</sup> edition, 2008

### **Periodontics:**

#### **Carranza's Clinical Periodontology**

Michael G. Newman, Henry Takei, Fermin A. Carranza, Perry R. Klokkevold.

W.B. Saunders Company; 10th edition, 2006.

### **Operative Dentistry:**

#### **Fundamentals of Operative Dentistry: A Contemporary Approach**

James B. Summitt.

Quintessence Publishing; 3<sup>ed</sup> edition, 2006.

### **Endodontics:**

#### **Pathways of the Pulp**

Stephen Cohen, Kenneth M. Hargreaves.

C.V. Mosby; 9th edition, 2005.

### **Oral Surgery:**

#### **Contemporary Oral and Maxillofacial Surgery**

Larry J. Peterson, Edward Ellis, James R. Hupp, and Myron R. Tucker,

Mosby; 4th edition, 2003.

### **Prosthodontics:**

#### **Fixed partial denture**

##### **Contemporary Fixed Prosthodontics**

Stephen F. Rosenstiel, Martin F. Land, Junhei Fujimoto

C.V. Mosby; 4<sup>th</sup> edition, 2006.

#### **Removable partial denture**

##### **Stewart's Clinical Removable Partial Prosthodontics**

Rodney D. Phoenix, David R. Cagna, Charles F. DeFreest

Quintessence Publishing; 3rd edition, 2002.

#### **Removable complete denture**

##### **Clinical complete denture prosthodontics**

Moustafa A. Hassaballa

King Saud University, Academic publishing& pres, 2004