

# KING SAUD UNIVERSITY COLLEGE OF DENTISTRY



## Course Specification

Course Title:	<b>Clinical Pediatric Dentistry II</b>
Course Code:	<b>493 POS</b>
Course Director(s):	<b>Dr. Ibrahim Al-Majed (DUC)</b> <b>Dr. Majdah Al Homaidhi (MUC)</b>
Department:	<b>Pediatric Dentistry and Orthodontics</b>
Academic Year	<b>2013 – 2014G [1434 – 1435H]</b>

## Course Specification

Institution	King Saud University
College/Department	College of Dentistry / Pediatric Dentistry and Orthodontics

### A Course Identification and General Information

1. Course title and code	Clinical Pediatric Dentistry II 493 POS
2. Credit hours	2 hours
3. Program(s) in which the course is offered.	Bachelor of Dentistry ( BDS)
4. Name of faculty member responsible for the course	Dr. Ibrahim Al-Majed (DUC) Dr. Majdah Al Homaidhi (MUC)
5. Level/year at which this course is offered :	Fifth Year (1 <sup>st</sup> and 2 <sup>nd</sup> Semesters)
6. Pre-requisites for this course (if any)	413 POS
7. Co-requisites for this course (if any)	None
8. Location if not on main campus	DUC / MUC

## B Objectives

### 5. Summary of the main learning outcomes for students enrolled in the course.

At the end of the course students will be able to:

1. Recognize different dental diseases affecting pediatric dental patients (1.4)
2. Treat and provide a comprehensive dental treatment for children aged 3-8 years (2.2)
3. Formulate and present dental treatment plan for children and their parents (2.2)
4. Preserve the natural dentition and restore health, function and esthetic of primary dentition (2.1)
5. Find a suitable treatment modulates for an advance dental problems (2.2)
6. Identify and treat uncooperative children using different behavioral management techniques (2.2)
7. Demonstrate effective self management and planning (3.3)
8. Demonstrate manual dexterity to perform an advance pediatric dental clinical cases (5.1)

### 2. Briefly describe any plans for developing and improving the course that are being implemented.

(eg. Increased use of IT or web based reference material, changes in content as a result of new research in the field)

A series of seminar in the field of pediatric dentistry will be introduced to the students after dividing them into small groups. The topic will be presented and discussed to the class with presence of the course contributors

**C. Course Description** (Note: General description in the form to be used for the Bulletin or Handbook should be attached)

<b>1. Topics to be Covered</b>		
<b>Topics</b>	<b>No of Weeks</b>	<b>Contact hours</b>

<b>2. Course components</b> (total contact hours per semester):			
Lecture:	Clinical	Practical/Fieldwork/Internship:	Other Clinical:
<b>N/A</b>	<b>N/A</b>	<b>N/A</b>	<b>N/A</b>

<b>3. Additional private study/learning hours expected for students per week.</b> (This should be an average for the semester not a specific requirement in each week)
<b>N/A</b>

<b>4. Development of Learning Outcomes in Domains of Learning</b> <i>For each of the domains of learning shown below indicate:</i>
<b>a. Knowledge</b>
<p><b>5. Description of the knowledge to be acquired</b></p> <p>The course will exposed the students for a several clinical procedures related to practice of Pediatric dentistry and should be able to :</p> <ol style="list-style-type: none"> <li>1. Lists different child's behavioral management techniques</li> <li>2. Select a proper pulp therapy related to their different clinical cases</li> <li>3. Demonstrate use of different restorative procedures such as tooth-color restoration, amalgam and Stainless steel crown restorations</li> <li>4. Identify the most common dental problems in Saudi Arabia example; dental caries, periodontal diseases and dental trauma</li> <li>5. Demonstrate the ability to manage the consequences of early loss of primary teeth using different space maintainers</li> <li>6. Labels different dental conditions relation to systemic diseases, special needs and infectious diseases</li> </ol>

<p><b>(ii) Teaching strategies to be used to develop that knowledge</b></p> <ul style="list-style-type: none"> <li>• One to one interaction student to faculty</li> <li>• Close clinical faculty supervision</li> </ul>
<p><b>(iii) Methods of assessment of knowledge acquired</b></p> <ul style="list-style-type: none"> <li>• Dominant assessment method throughout the program is by objective type of examinations to be held during the course (mid-course examinations) and at the end of the course (final examination);</li> <li>• Weekly clinical case assessment.</li> </ul>
<p><b>b. Cognitive Skills</b></p>
<p><b>5. Cognitive skills to be developed</b></p> <ul style="list-style-type: none"> <li>• Utilize problem solving and decision making to provide a comprehensive pediatric treatment planning (2.2)</li> <li>• Interprets children with medical condition and able to refer them for further need (2.2)</li> <li>• Utilize their background in diagnosis different oral disease(2.1)</li> <li>• Determine community oral health for children need and develop creative solutions to address them (2.4)</li> </ul>
<p><b>(ii) Teaching strategies to be used to develop these cognitive skills</b></p> <ul style="list-style-type: none"> <li>• Case-based discussion and problem solving sessions utilizing information gathering to formulate an appropriate diagnosis and treatment plan for children</li> <li>• Appropriate management of comprehensive pediatric clinical cases with varying levels of difficulty, giving the students the opportunity to integrate and apply their acquired knowledge gained throughout the program</li> </ul>
<p><b>(iii) Methods of assessment of students cognitive skills</b></p> <ul style="list-style-type: none"> <li>• Continuous assessment in clinical sessions to evaluate students' ability to apply their acquired knowledge and cognitive skills to make suitable clinical judgments</li> <li>• Clinical Competency Examination: a common clinical procedure ( pulpotomy for pediatric dental patients ) will be the subject of competency evaluation for each student by two faculty members.</li> </ul>
<p><b>c. Interpersonal Skills and Responsibility</b></p>
<p><b>(i) Description of the interpersonal skills and capacity to carry responsibility to be developed</b></p> <ul style="list-style-type: none"> <li>• Demonstrate effective self-management, motivation and planning;</li> <li>• Cooperate with others in building and managing joint projects and work productively within a team environment;</li> <li>• Undertake continuing professional self-development and value the process of life-long learning.</li> </ul>
<p><b>(ii) Teaching strategies to be used to develop these skills and abilities</b></p> <ul style="list-style-type: none"> <li>• Role modeling and instructional guidance by the teaching staff on how to interact with patients, staff and professional colleagues is a major strategy in developing students' interpersonal skills during supervised clinical sessions;</li> <li>• Clinical assigned activities to be performed in a timely manner.</li> </ul>

<p>(iii) Methods of assessment of students interpersonal skills and capacity to carry responsibility</p> <ul style="list-style-type: none"> <li>• Objective evaluation of students' behavior, interaction with others, and time management in the clinical setting is part of the continuous assessment in clinical courses;</li> <li>• Assessment of each student's performance in problem solving situation in the clinic.</li> </ul>
<p><b>d. Communication, Information Technology and Numerical Skills</b></p>
<p>5. Description of the skills to be developed in this domain.</p> <ul style="list-style-type: none"> <li>• Communicate effectively with patients, health care providers and other society members using appropriate communication media;</li> </ul>
<p>(ii) Teaching strategies to be used to develop these skills</p> <ul style="list-style-type: none"> <li>• Clinical activities encourage the students to develop and practice effective communication skills with patients and professional colleagues</li> </ul>
<p>(iii) Methods of assessment of students numerical and communication skills</p> <ul style="list-style-type: none"> <li>• Assessment of students' ability to communicate effectively with patients and professional colleagues forms a significant component in the continuous formal and informal assessment</li> </ul>
<p><b>e. Psychomotor Skills (if applicable)</b></p>
<p>5. Description of the psychomotor skills to be developed and the level of performance required</p> <ul style="list-style-type: none"> <li>• Demonstrate manual dexterity, eye-hand coordination and tactile sensation to perform laboratory and clinical dental procedures with precision;</li> <li>• Demonstrate eye-hand coordination to perform safe dental practice;</li> </ul>
<p>(ii) Teaching strategies to be used to develop these skills</p> <ul style="list-style-type: none"> <li>• Procedural unit assignments of simulated clinical procedures in the preclinical courses with close supervision supported by demonstrations, instructions and training by the teaching staff to develop and enhance the students' manual skills;</li> <li>• Minimum requirement of clinical procedures with close supervision across all clinical courses to ensure high level of manual dexterity and precision of performance.</li> </ul>
<p>(iii) Methods of assessment of students psychomotor skills</p> <ul style="list-style-type: none"> <li>• Continuous assessment of treatment procedures across all clinical courses to evaluate the treatment outcome performed by the students in compliance with recognized safety measures;</li> <li>• Fulfilling minimum clinical requirements in the discipline-based courses that reflect the students' ability to perform the procedures with precision;</li> <li>• Completion of a minimum number of comprehensive cases in the final year that indicate the students' ability to integrate and apply their acquired manual skills in various clinical situations.</li> </ul>
<p><b>5. Schedule of Assessment Tasks for Students During the Semester</b></p>

Assessment	Assessment task (eg. Essay, test, group project, examination etc.)	Week due	Proportion of Final Assessment
1	Weekly clinical evaluation	-	-
2	Weekly oral evaluation	-	-
3	Clinical Competency exam	10	
4	First written assessment examination	15	-
5	Second written assessment examination	15	-

#### D. Student Support

1. Arrangements for availability of faculty for individual student consultations and academic advice. (include amount of time faculty are available each week)
  - Each group of students is assigned to a particular faculty where he or she will provide clinical supervision during the clinical session.

#### E. Learning Resources

##### 1. Required Text(s)

Fundamental of Pediatric Dentistry  
By: Mathewson, R.J. and  
Primosch, R.E. 3<sup>rd</sup> Edition 1995

##### 2. Essential References

Pediatric Dentistry: Infancy through Adolescence  
By: Jimmy Pinkham, 4<sup>th</sup> Edition, 2005

Dentistry for the Child and Adolescent  
By: McDonald, R.E. and Avery, D.R.  
8<sup>th</sup> Edition, 2004; Mosby Co., Inc.  
Pre-Clinical Manual of Course 341 PDS

##### 3. Recommended Books and Reference Material (Journals, Reports, etc)

(Attached list)
Same above
4. Electronic Materials, Web Sites etc
N/A
5. Other learning material such as computer-based programs/CD, professional standards/regulations
N/A

## F. Facilities Required

Indicate requirements for the course including size of classrooms and laboratories (ie number of seats in classrooms and laboratories, extent of computer access etc.)
1. Accommodation (Lecture rooms, laboratories, etc.)
Clinical Hall
2. Computing resources. N/A
3. Other resources (specify --eg. If specific laboratory equipment is required, list requirements or attach list)
N/A

## G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching
- Weekly evaluation sheet including clinical evaluation and knowledge
2. Other Strategies for Evaluation of Teaching by the Instructor or by the Department
N/A



<p>3. Processes for Improvement of Teaching</p> <p>N/A</p>
<p>4. Processes for Verifying Standards of Student Achievement (eg. check marking by an independent faculty member of a sample of student work, periodic exchange and remarking of a sample of assignments with a faculty member in another institution)</p> <p>N/A</p>
<p>5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement.</p> <ul style="list-style-type: none"> <li>- Bi-annual evaluation of the students performance and clinical requirement fulfillment</li> </ul>