



Course Specifications

Institution:	college of Dentistry.
Academic Department :	Oral Maxillofacial Surgery And Diagnostic Science
Programme :	.Dentistry Bachelor of..
Course :	Oral Diagnosis 242 MDS
Course Coordinator :	Dr Rupak Sethuraman
Programme Coordinator :	Dr Abdul Rahman Al Atram
Course Specification Approved Date :	16./ 11/1435H



A. Course Identification and General Information

1 - Course title :	Oral Diagnosis – 2	Course Code:	..242....MDS
2. Credit hours :	(.....2.....)		
3 - Program(s) in which the course is offered:	.. Theory And Practical....		
4 – Course Language :	.....English.....		
5 - Name of faculty member responsible for the course:	.Rupak Sethuraman.		
6 - Level/year at which this course is offered :	Level 4/2 nd Year		
7 - Pre-requisites for this course (if any) :	<ul style="list-style-type: none"> • ... 113 ANA; 113 PSL; 213PHL; 211 PDS; . 		
8 - Co-requisites for this course (if any) :	<ul style="list-style-type: none"> • 		
9 - Location if not on main campus :	Zulfi		
10 - Mode of Instruction (mark all that apply)			
A - Traditional classroom	<input checked="" type="checkbox"/>	What percentage?	...60... %
B - Blended (traditional and online)	<input checked="" type="checkbox"/>	What percentage?	...20... %
D - e-learning	<input checked="" type="checkbox"/>	What percentage?	...10... %
E - Correspondence	<input type="checkbox"/>	What percentage? %
F - Other	<input checked="" type="checkbox"/>	What percentage?	...10... %
Comments :	.....	

B Objectives

What is the main purpose for this course?

- This course intends to take the students forward in terms of understanding of various methods of diagnosing oral infections.
- Students will be trained in understanding different lesions of oral cavity and its approach towards adequate diagnosis.
- Students will be trained in building the attitude of asking about the specific lesions and improve the approach towards the questioning related to the lesions and hence rule out the negative symptoms to come to final diagnosis.





Briefly describe any plans for developing and improving the course that are being implemented : At this stage the students are interacting with the patients and will be supervised and guided individually to ask relevant questions towards the specific lesion and rule out negative symptoms to come to adequate diagnosis.

C. Course Description

1. Topics to be Covered

List of Topics	No. of Weeks	Contact Hours
Introduction/ Diagnosis of salivary gland lesions 1 Classification of different salivary gland disorders Explanation in detail about most common disorders	.1	1
Diagnosis of salivary gland lesions 2 Detailed clinical presentation of common salivary gland disorders Relevant investigations for diagnosing these disorders	1	.1.
Inflammatory Hyperplasia – 1 Introduction Definition Classification of common hyperplasias Detailed clinical explanation of common inflammatory hyperplasias	.1.....	.1.....
Inflammatory Hyperplasia – 2 Detailed clinical explanation of common inflammatory hyperplasias Relevant investigations to diagnose inflammatory hyperplasias Adverse changes due to no adequate treatment of hyperplasias	.1.....	.1.....
Forensic Odontology – 1 Definition Classification Lip Prints Bite Marks	.1.....	.1.....
Forensic Odontology – 2 Clinical identification methods Radiographic identification methods Laboratory identification methods	.1.....	.1.....
Orofacial Pain – 1 Introduction	.1.....	.1.....





Definition of Pain Types of pain Pain Pathway		
Orofacial Pain – 2 Trigeminal Neuralgia Glossopharyngeal Neuralgia	.1.....	.1.....
Examination of Temporo Mandibular Joint	.1.....	.1.....
Management of Temporo Mandibular Joint Disorders	1	1
Management of Medically Compromised Dental Patient	1	1
Management of Medically Compromised Dental Patient	1	1

2. Course components (total contact hours and credits per semester):

	Lecture	Tutorial	Laboratory	Practical	Other:	Total
Contact Hours	....14.....	.....		....42.....	.....	....56....
Credit	....14.....	.....		....14.....	.....	28

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

....2.....

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	Students were shown power point presentations and periodical quiz was conducted. In the clinic the students were exposed to the dental OPD coming	Textbook, discussion, websites and audiovisual.	Written exams, Questioning, Review test,





	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	to hospital and were trained to understand the patients complaints and its management		performance notice, and class Participation.
2.0	Cognitive Skills		
2.1	Use of more teaching aids during classes with special emphasis on the applied aspects of the structures, impromptu questions asked during the class would also aid in developing cognitive skills. In addition we would design quizzes and assignments in such a way that the students would have to correlate the various topics and information given to them.	Textbooks, websites, seminars, Handouts..	Exams by written and oral quizzes. Questioning, Review test, performance notice
3.0	Interpersonal Skills & Responsibility		
3.1	The students will be asked oral questions, debates, group discussions group tasks will be designed so that the students learn to interact with their batch mates. In addition project work will be assigned to small groups so that they learn to take up the responsibility and complete it.	Eye to eye contacts and group works	Group discussions and clinical cases and assigned readings.
4.0	Communication, Information Technology, Numerical		
4.1	Teaching courses in English which will require reading, writing, and oral presentation. Give the students basic information on how to effectively use the available search engines and softwares. Encourage their active participation during classes and discussions	By using attractive Audiovisual Aids. Justifications and brief descriptions.	By allowing students to put their effort in questions framing for different patients
5.0	Psychomotor		
5.1	Students will be trained to arrange their respective clinics, proper dental chair and operative chair position, holding of relevant diagnostic instruments	By giving hand outs, pasting of	Cleanliness and skill used by the students





	NQF Learning Domains And Course Learning Outcomes	Course Teaching Strategies	Course Assessment Methods
	while examining and proper waste disposal after the patient leaves the clinic	information in clinics regarding waste disposal	before, during and after the clinical procedures

5. Schedule of Assessment Tasks for Students During the Semester:

	Assessment task	Week Due	Proportion of Total Assessment
1	Behavior/ attitude Assessment	.....	5%
2	Presentation	3 rd Week.	2%
3	Quiz	3 rd Week	1%
4	Research Critique	7 th Week	2%
5	Midterm Exam Theory	6 th Week	20%





6	Final Theory Exam	12 th Week	30%
	Practical	.....
1	Weekly Practical assessment	Every Week	10%
2	Midterm Practical Exam	6 th Week	10%
3	Oral Exam	12 th Week	10%
4	Final Exam	12 th Week	10%

D. Student Academic Counseling and Support

Attendance: Most, but not all, of the material covered in the lectures can be found in the text book. However you must attend lectures and take good notes to appreciate what has been covered. During the lectures you are trained to participate in class discussions, ask questions and record the careful notes.

Late assignments: All assignments are due at the beginning of class. Late assignments will receive a penalty of one grade step if they are handed in less than one day (24 hours) late. Your assignments will receive an additional grade step deduction for each day they are late (assignments that are between 24 and 48 hours late will receive a penalty of two grade steps. This includes weekends and holidays. No assignments will be accepted after they are one week late. Hard copies of late assignments must be turned into my office. You should also email me a copy to verify the time at which it was completed.

Academic honesty: College policies on academic honesty apply to this course. All work is to be done on an individual basis, and collaboration is not permitted. You may have someone who is not enrolled in this course proofread your papers for clarity, but you may not seek outside help regarding your paper's content. You will be required to submit a signed copy of the College honor pledge with your short paper and your final paper.

Discussion: Since this course is discussion-based, your active participation is required. Take careful notes, read required materials before and after class and don't let your reading pile up. In order to promote open and meaningful discussion, it is important to maintain an atmosphere in which everyone feels respected and comfortable sharing ideas and opinions. Remember to avoid interrupting your classmates and do not attack them personally. Be critical of arguments, not of individuals. If you ever are feeling uncomfortable in discussion, please come talk to me.

E. Learning Resources

1. List Required Textbooks :

- Burket's – Oral Medicine Diagnosis and Treatment
- Stuart C White and Michael W pharoah - Authors ...
-Edition 2013.....

2. List Essential References Materials :





<ul style="list-style-type: none">•Text Book of Oral Medicine.....• Ghom Anil• EditionE 2013.....
3. List Recommended Textbooks and Reference Material : <ul style="list-style-type: none">• Textbook of Oral Medicine• Silver Man –Author• Edition – 2013
4. List Electronic Materials : <ul style="list-style-type: none">• Textbook prepared by course director• Video for clinical examination• Presentations
5. Other learning material : <ul style="list-style-type: none">•

F. Facilities Required

1. Accommodation <p>internet connection Modern class room with computer and projector facility with</p> <ul style="list-style-type: none">• Out Patient clinics for there clinical practice• Intra oral cameras for recording the information
2. Computing resources <ul style="list-style-type: none">• Laptop• Smart Board
3. Other resources <ul style="list-style-type: none">• .Clinical Demonstration.....••

G Course Evaluation and Improvement Processes

1. Strategies for Obtaining Student Feedback on Effectiveness of Teaching: <ul style="list-style-type: none">• . Using questioners as an evaluation tools
2. Other Strategies for Evaluation of Teaching by the Program/Department Instructor : <ul style="list-style-type: none">• Assess the teacher's abilities and potentials by using evolutionary tools which are fulfill the reliable, unambiguous, measurable, achievable criteria's.
3. Processes for Improvement of Teaching : <ul style="list-style-type: none">• In service educational process means of updating the recent





trends in educational process, involving in research

4. Processes for Verifying Standards of Student Achievement

- **By using evaluation tools and skill assessment**

5. Describe the planning arrangements for periodically reviewing course effectiveness and planning for improvement :

- **Prepare work sheet for review; refresh the previous knowledge, and panel discussions.**

Course Specification Approved
Department Official Meeting No (...1..) Date 16/ 11 /1435 H

Course's Coordinator

Name : Rupak Sethuraman

Signature :

Date : .../ ... / H

Department Head

Name : Khairallah ...

.Moutaz

Signature :

Date : .../ ... / H

