TERM I

GENERAL MEDICINE

COURSE TITLE: CENTRAL NERVOUS SYSTEM

Contents	Learning Objectives	Training and Learning Experiences			Expected Hours/Day	Assessment
		Class-Room	Practical/Visits	Aids		
CENTRAL NERVOUS SYSTEM (CNS): 1. FACIAL PALSY	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF CNS MODULE WILL BE ABLE TO: I. List the causes of facial palsy II. Describe the common symptoms and signs III. Perform the sensory and motor examination of CNS IV. Distinguish the Bell's palsy from Cortical facial palsy V. Recognize the need of investigations VI. Interpret the given investigations VII. Determine the diagnosis VIII. Plan the general and specific management IX. Explain the role of life physiotherapy X. Explain the prognosis of facial palsy XI. Explain dental relevance	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 01 hour & ward 02 hours	Written, OSPE, Viva & Clinical examination
CENTRAL NERVOUS SYSTEM (CNS): 2. FACIAL PAIN	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF CNS MODULE WILL BE ABLE TO: I. List the causes of facial pain II. Describe the common symptoms and signs III. Perform the sensory and motor examination of CNS IV. Recognize the need of investigations V. Interpret the given investigations VI. Determine the diagnosis VII. Plan the general and specific management VIII. Explain the role of life physiotherapy IX. Explain the prognosis of facial pain X. Explain dental relevance	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 01 hour & ward 02 hours	Written, OSPE, Viva & Clinical examination

CENTRAL NERVOUS SYSTEM (CNS): 3. HEADACHE	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF CNS MODULE WILL BE ABLE TO: I. List the causes of headache II. Describe associated symptoms and signs III. Perform the sensory and motor examination of CNS IV. Recognize the need of investigations V. Interpret the given investigations VI. Determine the diagnosis VII. Plan the general and specific management VIII. Explain the role life style modification IX. Explain the prognosis of headache X. Explain dental relevance	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination
CENTRAL NERVOUS SYSTEM (CNS): 4. STROKE	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF CNS MODULE WILL BE ABLE TO: I. List the risk factors of stroke II. Describe the symptoms and signs of stroke III. Perform the sensory and motor examination of CNS IV. Differentiate the infarction and hemorrhagic stroke V. Outline the investigations VI. Interpret the given investigations VII. Determine the diagnosis VIII. Plan the general and specific management IX. Explain the role of life style modification X. Explain the role of physiotherapy XI. Explain the prognosis of stroke XII. Explain dental relevance	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination
CENTRAL NERVOUS SYSTEM (CNS): 5. EPILEPSY	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF CNS MODULE WILL BE ABLE TO: I. List the types of epilepsy II. Describe the associated symptoms and signs of epilepsy III. State the trigger factors of epilepsy IV. Perform the sensory and motor examination of CNS V. Outline the investigations VI. Interpret the given investigations	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination

	VII. Determine the diagnosis VIII. Plan the general and specific management IX. Explain the role of life style modification X. Explain the compliance to the medications XI. Explain dental relevance					
CENTRAL NERVOUS SYSTEM (CNS): 6. PARKINSON'S DISEASE	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF CNS MODULE WILL BE ABLE TO: I. List the causes of Parkinson's disease II. Describe the symptoms and signs III. Perform the sensory and motor examination of CNS IV. Outline the investigations V. Interpret the given investigations VI. Determine the diagnosis VII. Plan the general and specific management VIII. Explain the role of life style modification IX. Explain the role of physiotherapy X. Explain the prognosis of parkinson's disease XI. Explain dental relevance	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination
CENTRAL NERVOUS SYSTEM (CNS): 7. MENINGITIS	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF CNS MODULE WILL BE ABLE TO: I. List the causes of meningitis II. Describe symptoms and signs of meningitis III. Perform the sensory and motor examination of CNS IV. Outline the investigations V. Interpret the given investigations VI. Determine the diagnosis VII. Plan the general and specific management VIII. Explain the prognosis of meningitis IX. Explain dental relevance	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer, tuning fork and spinal needle.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination
CENTRAL NERVOUS SYSTEM (CNS): 8. Dementia	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF CNS MODULE WILL BE ABLE TO: i. List the causes of dementia ii. Describe symptoms and signs of dementia iii. Outline the investigations iv. Interpret the given	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer, tuning fork and spinal needle.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination

	investigations v. Determine the diagnosis vi. Plan the general and specific management vii. Explain the prognosis of dementia viii. Explain dental relevance					
CENTRAL NERVOUS SYSTEM (CNS): 9. Movement disorders	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF CNS MODULE WILL BE ABLE TO: ix. List the causes of Movement disorders x. Describe symptoms and signs of Movement disorders xi. Outline the investigations xii. Interpret the given investigations xiii. Determine the diagnosis xiv. Plan the general and specific management xv. Explain the prognosis of Movement disorders xvi. Explain dental relevance	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer, tuning fork and spinal needle.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination

COURSE TITLE: INFECTIOUS DISEASES						
Contents	**Learning Objectives**	**Training and Learning Experiences**			**Expected Hours/Day**	**Assessment**
		Class-Room	**Practical/Visits**	**Aids**		
INFECTIOUS DISEASES: 1. FEVER 2. MALARIA 3. TYPHOID 4. ACUTE GASTROENTRITIS (AGE)	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF INFECTIOUS DISEASES MODULE WILL BE ABLE TO: I. Define fever II. List the various causes of fever III. List the various types organisms causing malaria, typhoid and AGE IV. Describe their common symptoms and signs V. Recognize the features of their complications VI. Perform general physical and relevant systemic examination of patient VII. Develop the differential diagnosis VIII. Outline the list of investigations IX. Interpret the given investigations X. Plan the general and specific management XI. Explain the role life style modification XII. Explain their complications XIII. Explain dental relevance of the topic	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, thermometer, BP apparatus, scale and stethoscope	Lecture 04 hours & ward 08hours	Written, OSPE, Viva & Clinical examination
INFECTIOUS DISEASES: 5. HOSPITAL ACQUIRED INFECTIONS 6. SEPSIS	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF INFECTIOUS DISEASES MODULE WILL BE ABLE TO: I. Define sepsis II. List the various causes of hospital acquired infections and sepsis III. Describe their common symptoms and signs IV. Recognize the features of their complications V. Perform general physical and relevant systemic examination of patient VI. Develop the differential diagnosis VII. Outline the list of investigations VIII. Interpret the given investigations	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, thermometer, BP apparatus, scale and stethoscope	Lecture 02 hours & ward 04hours	Written, OSPE, Viva & Clinical examination

	IX. Plan the general and specific management X. Explain the preventive measures XI. Explain their complications XII. Explain dental relevance of the topic					
INFECTIOUS DISEASES: 7. MUMPS 8. DIPHTHERIA 9. TETNUS 10. HIV/AIDS	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF INFECTIOUS DISEASES MODULE WILL BE ABLE TO: I. Define mumps, diphtheria, tetanus and AIDS II. List the organisms causing mumps, diphtheria, tetanus and AIDS III. Describe their common symptoms and signs IV. Recognize the features of their complications V. Perform general physical and relevant systemic examination of patient VI. Develop the differential diagnosis VII. Outline the list of investigations VIII. Interpret the given investigations IX. Determine criteria of diagnosis X. Plan the general and specific management XI. Explain their complications XII. Explain the principles of prevention XIII. Explain dental relevance of the topic	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, thermometer, BP apparatus, scale and stethoscope	Lecture 04 hours & ward 08hours	Written, OSPE, Viva & Clinical examination
INFECTIOUS DISEASES: 11. VIRAL FEVER (DENGUE, CONGO CRIMEAN FEVER, INFLUENZA, CHIKUNGY NEA & COVID-19)	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF INFECTIOUS DISEASES MODULE WILL BE ABLE TO: i. Define Dengue fever, Congo Crimean fever, Influenza, Chikungynea & Covid-19 infections ii. List the organisms causing Dengue fever, Congo Crimean fever, Influenza, Chikungynea & Covid-19 infections iii. Describe their common symptoms and signs iv. Recognize the features of their complications v. Perform general	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, thermometer, BP apparatus, scale and stethoscope	Lecture 04 hours & ward 08hours	Written, OSPE, Viva & Clinical examination

	physical and relevant systemic examination of patient vi. Develop the differential diagnosis vii. Outline the list of investigations viii. Interpret the given investigations ix. Determine criteria of diagnosis x. Plan the general and specific management xi. Explain their complications xii. Explain the principles of prevention xiii. Explain dental relevance of the topic					

CLINICAL SKILLS	**INSTRUMENT IDENTIFICATION**
	Discuss the uses of the following instruments: – I/V cannula –Nasogastric tube –Tracheal tube –Foley's catheter –Insulin Syringe –Oxygen masks

GENERAL SURGERY

COURSE TITLE: PRINCIPLES OF SURGERY

Contents	Learning Objectives	Training and Learning Experiences			Expected Hours/Day	Assessment
		Class-Room	Practical/Visits	Aids		
PRINCIPLES OF SURGERY 1. METABOLICR ESPONSE TO INJURY	BY THE END OF MODULE 1 STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Understand basic concepts of homeostasis 2. Describe mediators of the metabolic response to injury 3. Describe physiochemical and biochemical changes that occur during injury and recovery 4. Define the changes in body composition that accompany surgical injury 5. Learn to avoid factors that compound the metabolic response to injury	Lecture Hall, Tutorial Rooms & General Wards	History taking, examination & case presentation	Multimedia, white board, measuring tape and stethoscope	Lecture 2 hours & ward 02hours	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities/ presentations of delivered lectures by students
2. Introduction and types of WOUNDS	BY THE END OF MODULE 1, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Define wounds and its different types 2. Understand normal wound healing and how it can be adversely affected 3. Manage wounds of different types, of different structures and at different sites	Lecture Hall , Skills Lab &GeneralWards	Observe and assist in Wound dressings of ward patients History taking and examination of patients with different type of wounds	Multimedia, white board Dressing sets Equipment used for wound dressings	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities/ student presentations delivered lectures in tutorials.
3. Wound Healing and complications	• AT THE END OF MODULE 1, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO 1. Describe different aspects of disordered healing which lead to chronic wounds 2. Differentiate between different variety of scars and their treatment	Lecture Hall , Tutorial Roomsand wards	Observe and assist in Wound dressings of ward patients History taking and examination of patients with different type of wounds	Multimedia, white board Dressing sets Equipment used for wound dressings	Lecture 2 hours & ward 02hours	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities.
4. SHOCK	BY THE END OF MODULE 1, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Define shock and classifydifferent types of shock 2. Describe the pathophysiology of shock and ischaemia–reperfusion injury 3. Identify different patterns of shock and apply the principles and	Lecture Hall Tutorial Rooms	General Ward and Emergency room to observe and assist in the management of patients with shock Make history notes with proper examination Case presentations in TutorialRoom	Multimedia, White board, video clips,	Lecture 1 hour, Wards 2 hours	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities. presentations of delivered lectures by students

	priorities of resuscitation 4. Conduct appropriate monitoring and appraise endpoints of resuscitation					
5.HAEMORRHAGE AND HEMOSTASIS	BY THE END OF MODULE 1, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Describe the different types of haemorrhage with management plan 2. Understand concepts of hemostasis and factors contributing its maintenance.	Lecture Hall Tutorial Rooms,	General and Emergency Ward rounds, Manage patients with haemorrhage	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities. presentations of delivered lectures by students
6.TRANSFUSION OF BLOOD AND BLOOD PRODUCTS	BY THE END OF MODULE 1, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Describe the use of blood and blood products. 2. Explain the benefits and risks of blood transfusion	Lecture Hall Tutorial Rooms	Ward visits and visit to Blood Bank	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 1 hours, Visit to blood bank 1 hour	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities.
7.BLEEDING DISORDERS	BY THE END OF MODULE 1, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Understand the pathophysiology of bleeding problems 2. Plan investigations to make differential diagnosis. 3. Formulate the treatment plan	Lecture Hall Tutorial Rooms	Ward visits and visit to Hematology lab	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 1 hours, Visit to hematology Lab 1 hour	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities. presentations of delivered lectures by students
8. SURGICAL INFECTIONS	BY THE END OF MODULE 1, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1.Identify The factors that determine whether a wound willbecome infected 2.The classify sources of infection and their severity 3.The clinical presentation of surgical infections 4.The indications for and choice of prophylacticantibiotics 3. The spectrum of commonly used antibiotics in surgeryand the principles of therapy 4. The management of abscesses To appreciate: 5. The importance of aseptic and antiseptic techniquesand delayed primary or secondary closure incontaminated wounds To be aware of: 6. The causes of reduced resistance to infection (hostresponse) To know:	Lecture Hall Tutorial Rooms	Ward visits and visit to pharmacy	Multimedia, White board,Pictures ,Videoclips	Lecture 2 hour,ward visits 1 hour Visit to pharmacy 1 hour	Written OSPE,VIVA & Clinical examination Class Quizzes Group Activities Presentations of delivered lectures by students

	7. The definitions of infection, particularly at surgical sites 8. What basic precautions to take to avoid surgicallyrelevant hospital acquired infections					
09.Tropical Infections and Infestations	BY THE END OF MODULE,STUDENTS SHOULD BE ABLE TO: 1. List common surgical infections and infestations that occur in the tropics To appreciate: That many patients do not seek medical help until late in the course of the disease because of socioeconomic reasons To be able to describe The emergency presentations of the various conditions,as patients may not seek treatment until they are very ill To be able to: Diagnose and treat these conditions, particularly emergencies.	Lecture Hall Tutorial Rooms	Ward visits	Multimedia, White board,Pictures ,Videoclips	Lecture 2 hour,ward visits 1 hour	Written OSPE,VIVA & Clinical examination Class Quizzes Group Activities Presentations of delivered lectures by students
10.BASIC SURGICAL SKILLS	BY THE END OF MODULE,STUDENTS SHOULD BE ABLE TO: 1.Understand The principles of skin and abdominal incisions 2. Describe principles of wound closure 3.Recognise different suture materials with their indications of use.	Lecture Hall Tutorial rooms	Ward And ot visits	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours,	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities.

ORAL PATHOLOGY

COURSE TOPIC: ABNORMALITIES OF TEETH

Contents	Learning Objectives	Mode of Teaching		Expected hours	Assessment Tools
		Class Room	Practical's		
Disturbance in the number and size of teeth	• **Describe** the clinical and radiographic features of disturbances in number of teeth i.e: i) Anodontia, ii) Hyperdontia/ Supernumerary teeth, iii) Hypodontia/ Oligodontia and associated syndromes. iv) Impaction • **Describe** the types of disturbances in size of teeth with their associated disorders i.e i) Macrodontia ii) Microdontia	Lecture		1 hour	Class Test, BCQs Assignment & Final Exam Socrative activity
Disturbance in form of teeth	• **Discuss** the types of alterations in shape of teeth that are: i) Gemination ii) Fusion iii) Concrescence, iv) Dens invaginatus v) Dens evaginatus vi) Enamel pearls vii) Taurodontism viii) Dilaceration ix) Supernumerary roots • **Differentiate** between the terms on the basis of their etiological factors: i) Attrition ii) Abrasion iii) Erosion	Lecture		**1 hour**	
Disturbance in structure of teeth	• **Describe** the etiology, types and clinical features of the following: i) Disturbances in structure of enamel a. Environmental defects of enamel b. AmelogenesisImperfecta ii) Disturbances in structure of dentine a. DentinogenesisImperfecta b. Dentine Dysplasia iii) Disturbances in structure of cementum a. Hypercementosis	Lecture		**1 hour**	

	iv) Anomalies of pulp a. Pulp Calcifications b. Internal Resorption c. External Resorption				
Discoloration of teeth	• **Describe** the developmental disorders of teeth with their associated syndromes. • **Discuss** the causes and clinical features of exogenous and endogenous discoloration of teeth	Lecture		**1 hour**	

COURSE TITLE: DISEASES OF PULP					
Contents	**Learning Objectives**	**Mode of Teaching**		**Expected hours**	**Assessment Tools**
		Lecture	**Practical**		
Classification, Etiology and histopathology of pulpitis	• **Discuss** etiology of pulpitis • **Classify** pulpitis on the basis of: i) Duration ii) Involvement of pulp iii) Communication iv) Pathogenesis • **Differentiate** between different types of pulpitis on the basis of clinical and diagnostic features	Lecture	Practical	2	BCQs, Class Test & Final Exam
Spread of infection	• **Explain** the spread of infection , pathogenesis, clinical and diagnostic features of: i) Acute periapical periodontitis ii) Chronic periapical periodontitis iii) Periapical abscess iv) Periapical granuloma v) Periapical cyst vi) Osteomyelitis vii) Cellulitis viii) Ludwig's angina	Lectures		1	Class Test & Final Exam

COURSE TITLE: DENTAL CARIES					
Contents	**Learning Objectives**	**Mode of Teaching**		**Expected hour**	**Assessment Tools**
		Lecture	**Practical**		
Etiology of Dental Caries	• **Discuss** the role of Dental Plaque, Microorganisms, Carbohydrates and other variables in the development of dental caries	Lecture		1	Class Presentation, Class Test & Final Exam
Classification of Dental Caries	• **Discuss** dental caries on basis of: i) Site of attack ii) Rate of attack	Lecture		1	
Pathology &Histopathogenesis of Dental Caries	• **Describe** the course and histopathogenesis of dental caries in: i) Enamel ii) Dentin iii) Root	Lecture	Practical	2	

COURSE TITLE: SPECIFIC AND NON-SPECIFIC INFECTION					
Contents	**Learning Objectives**	**Mode of Teaching**		**Expected hours**	**Assessment Tools**
		Lecture	**Practical**		
Tuberculosis Syphilis	• **Discuss** Clinical features, pathogenesis and histopathology of Tuberculosis and Syphilis	Lecture	practical	2	Class Test & Final Exam Small group activity
Actinomycosis Pericoronitis and impacted teeth	• **Discuss** Clinical features, pathogenesis and histopathology of Actinomycosis and Pericoronitis	Lecture		1	Class Test & Final Exam
Viral infections: Measles Stomatitis EBV HPV Cytomegalo	• **Discuss** Clinical features, pathogenesis and histopathology of Measles, Stomatitis, EBV, HPV & Cytomegalo	Lecture		2	Class Test & Final Exam

COURSE TITLE: VERRUCAL-PAPILLARY LESIONS

Contents	Learning Objectives	Mode of Teaching		Expected hour	Assessment Tools
		Lecture	Practical		
Benign lesions associated with Human Papilloma Virus	• **Describe** the etiology, pathogenesis and diagnostic features of the following eactive/infectious lesions i) Squmaous cell papilloma ii) Papillary hyperplasia iii) Condylomalatum iv) Condylomaacuminatum v) Focal epithelial hyperplasia	Lecture	Practical	2	Final Exam

COURSE TITLE: WHITE & COLORED LESION

Contents	Learning Objectives	Mode of Teaching		Expected hour	Assessment Tools
		Lecture	Practical		
Classification of White lesions	• **Classify** white lesion of oral mucosa according to their etiology	Lecture		1	Class Test, Assignment & Final Exam
Hereditary white lesions	• **Describe** the clinical &histopathological features hereditary white lesions i) Oral epithelial nevus ii) Leukoedema iii) Hereditary benign intraepithelial dyskeratosis iv) Follicular keratosis	Lecture		1	Class Test, Assignment & Final Exam
Reactive white lesions	• **Describe** the clinical features of reactive white lesions i) Frictional hyperkeratosis ii) Nicotine stomatitis iii) Hairy leukoplakia iv) Hairy tongue	Lecture	Practical	2	Class Test, BCQs Assignment & Final Exam
Vascular lesions	• **Discuss** etiology, pathogenesis, clinical features, and histopathology of the congenital vascular anomalies i) Congenital Hemangioma	Lecture	Practical	2	Class Test, Assignment & Final Exam
Reactive lesions	• **Discuss** etiology, pathogenesis, clinical features, and histopathology of the following reactive lesions: i) Pyogenic granuloma ii) Peripheral giant cell granuloma iii) Peripheral fibroma iv) Generalized gingival hyperplasia v) denture induced fibrous hyperplasia	Lecture	Practical	2	BCQs, Assignment & Final Exam

ORAL MEDICINE

COURSE TITLE - PRINCIPLES OF INVESTIGATION AND DIAGNOSIS

Topic	Learning Objectives	Lecture Hours	Tutorial Hours	Clinical Rotation	Total Teaching Hours	Mode of Assessment	Teaching methodology	Activity tool

Principles of Investigation and Diagnosis	• **Define** Oral Medicine.
	• **Discuss** the steps involved in devising an effective diagnosis and treatment plan.
	• **List** essential features of history taking.
	• **Discuss** steps of conducting examination (Intra & extra oral examination)
	• **Discuss** importance of Investigation.
	• **List** types, indications and contra indications of the following.
	  • Histopathological (Biopsy)
	  • Molecular (immunohistochemistry, immunofluorescent)
	  • Imaging modalities (Radiographs, CT/CBCT, MRI)
	  • Baselines (Hematology, etc.)
	Outline the steps of diagnostic triage.
	Outline the steps of making appropriate management plan.
		03 Hours	02 Hours	10 Hours	15 Hours	ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex	Large teaching group
							Small teaching group
							Buzz group
							Flip classroom
							CBL
							PBL
								Padlet, Socrative

Clinical Examination	• **Discuss** steps of examination of the following. 1. Ulcer 2. Swelling 3. TMJ and muscles of mastication 4. Cranial nerve examination (V & VII) 5. Lymph nodes	02 Hours	02 Hours	10 Hours	14 Hours	ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex	Large teaching group Small teaching group Buzz group Flip classroom CBL PBL	Padlet, Socrative
Medical Emergencies In Dental Practice	• **List** medical emergencies occurring during dental procedure. • **List** all the Emergency Drugs and Equipment required in a dental office. • **Discuss** an anxiety reduction protocol. • **Discuss** predisposing factors, sign and symptoms and management protocols of the following. 1. Loss of consciousness (Vasovagal Syncope, Acute hypoglycemia, Adrenal crises)	02 Hours	02 Hours	5 Hours	09 Hours	ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex	Large teaching group Small teaching group Buzz group Flip classroom CBL PBL	Padlet, Socrative

	2. Convulsion (epilepsy) 3. Anaphylactic shock 4. Stroke 5. Myocardial Infarction 6. Asthma 7. Hemorrhage 8. Drug reactions 9. Circulatory collapse in patients on corticosteroid treatment							

COURSE TITLE: INFECTIONS OF GINGIVAE AND ORAL MUCOSA								
Topic	**Learning Objectives**	**Lecture Hours**	**Tutorial Hours**	**Clinical Rotation**	**Total Teaching Hours**	**Mode of Assessment**	**Teaching methodology**	**Activity tool**
Bacterial Infection	• Draft classification of bacterial infections in relation to oral mucosa. • List of etiological factors, sign and symptoms, clinical features, investigation and management options of: 1. Cellulitis & Abscess 2. Ludwig's angina 3. Actinomycosis 4. ANUG 5. NOMA 6. Tuberculosis • **Devise** classification of Syphilis on the basis of duration. • **List** Oral manifestations and management protocols of different types of Syphilis.	03 Hours	02 hours		05 hours	ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex	Large teaching group Small teaching group Buzz group Flip classroom CBL, PBL	Padlet, Socrative

PERIODONTOLOGY

COURSE TITLE: THE NORMAL PERIODONTIUM

Contents	Learning Objectives	Mode of Teaching		Expected hour	Assessment Tools
		Lecture	Practical		
Introduction to Periodontology	• Define Periodontology • Discuss history of Periodontology	Lecture		1	
The normal Periodontium	• Anatomy of Periodontium • Discuss external anatomic features related to the periodontium **Oral Mucosa** • Define Oral Mucosa • Discuss the development of Oral mucosa • Describe Vascularization and Innervations of oral mucosa • List the significant functions of oral mucosa • Describe the types of oral mucosa and their characteristics **Periodontal Phenotype** • Discuss the term phenotype and its importance • What anatomic features make up the periodontal phenotype • The types and its implications	Lecture	OPD rotation	1	Class Participation Assignments Class test OPD Assessment Final Examination
	Gingiva • Discuss the macroscopic and microscopic features of gingiva (epithelium and connective tissues) • Discuss the development of gingiva • Classify gingiva on the basis of attachment, degree of keratinization and location • Discuss clinical and histological features of gingiva				
	Gingival Epithelium • Classify Gingival epithelium on basis of location • List the major functions and feature of gingival epithelium				
	Gingival Connective Tissues • Describe the layers of connective tissues • Discuss the significant functions of connective tissues **Gingival Fibers** • Define gingival fibers • list the significant functions of gingival fibers • Classify gingival fibers according to their arrangement in groups • Explain the cellular elements of gingival fibers			1	
	Growth and Repair • Discuss growth and repair of gingiva • Describe blood supply and lymphatic system and nerves supply of gingiva				
	List the Tooth supporting Structures				
	Define Periodontal ligament • Classify Periodontal ligament fibers according to their location			1	

	• Discuss the histological features and functions of PDL • Describe structure, cellular composition and extracellular components of PDL • Discuss the development of principal fibers of PDL • Describe the blood supply, nerve supply and lymphatics of the PDL • Describe the various functions of PDL • Describe the changes in the PDL space in different clinical conditions. **Define Cementum** • Classify cementum according to fibers, location and cellular component • Describe the major histological features and functions of cementum • Discuss the Development, composition and repair of cementum • Describe the Vascularization & innervations of cementum • Define: o Cementoenamel Junction and its types o Hyeprcementosis o Ankylosis • Explain Consequences of cemental exposure to the oral environment **Define Alveolar Process** • Classify alveolar process • Describe the major histological features, composition & functions of the alveolar process • Discuss the anatomy and composition of alveolar bone • Differentiate between the periosteum and endosteum • Discuss the process of remodeling and resorption of alveolar bone • Describe the blood supply, nerve supply and lymphatics of alveolar bone. • Define: o Bone Marrow o Periosteum and Endosteum o Socket wall o Interdental septum o Fenestration and Dehiscence				
Aging and periodontal Health aging and the Periodontium	• Discuss aging in the Periodontium in response to treatment and periodontal disease • Discuss the effects of aging on the Periodontium • Describe the changing patterns of periodontal health in older people • Discuss the effects of aging on the progression of periodontal diseases • Discuss the interaction of immunosense, inflammaging and non-immune response on the periodontium • Discuss the systemic diseases and periodontal considerations briefly. • Discuss the effects of treatment on aging individual.	Lecture		1	Class test Class Participation Group Assignment Final Examination
Classification of disease & conditions affecting Periodontium	• Classify Gingival Disease on basis of plaque induce or non-plaque induce • Describe the rationale to classify periodontal diseases • Classify periodontal diseases according to the current classifications (1999 - 2017). • Describe the characteristic features of gingival and periodontal diseases.	Lecture		1	Class test Assignment Final Examination

COURSE TITLE: ETIOLOGY OF PERIODONTAL DISEASES

Contents	Learning Objectives	Mode of Teaching		Expected hour	Assessment Tools
		Lecture	Practical		
Fundamentals in the methods of periodontal epidemiology	**The need for epidemiology** • Measure the occurrence of conditions or diseases • Discuss periodontal measures typically recorded clinically • Translate periodontal measures into traditional epidemiologic • measures of disease occurrence • Discuss true and surrogate measures of the periodontal condition • Discuss the challenges of obtaining epidemiologic measures of • periodontal conditions and diseases **Epidemiologic study designs** • Explain randomized controlled trials, cohort studies, and case-control Studies **Causes** • Discuss the suspected modifiable causative factors for periodontal disease **Diagnosis** • Differentiate between periodontal conditions and periodontal diseases • Discuss diagnostic tests available for assessing periodontal conditions • Interpret periodontal diagnostic test results to make the diagnosis of periodontal diseases	Lecture		1	Final Examination
Indices	• Discuss o Plaque index o Debris index o PMA index o Gingival index o Sulcus bleeding index o Periodontal index o Periodontal destructive index • Define CPITN index and component of CPITN probe		OPD Rotation		OPD Assessment
Periodontal Disease Pathogenesis	• Discuss the histopathology of periodontal disease and compare the histology of clinically healthy gingival tissues vs the histopathology of the gingivitis and periodontitis • Explain the inflammatory responses in the periodontium • Identify the link between periodontal disease pathogenesis to clinical signs of disease • Discuss the process of resolution of inflammation • Discuss the immune response in periodontal pathogenesis • Describe the concept of host susceptibility and the immune response in periodontal pathogenesis • Describe the concept of host susceptibility	Lecture		2	Class Participation Class test Group Assignment Final Examination
Role of Dental calculus and other local predisposing factors	• Define Supragingival and Subgingival Calculus • Discuss the composition, formation and etiologic significance • Discuss the significance of predisposing factors and their clinical relevance	Lectures	OPD Rotation	2	Class Participation Group Assignment Final

					Examination
Biofilm and periodontal microbiology	• Identify the microbial ecological niches • Define dental biofilms • Discuss the formation of dental biofilm • Discuss the structure, composition, and general aspects of dental and periodontal biofilm in health and disease • Discuss the factors affecting the supragingival dental biofilm formation • Discuss the various plaque hypotheses • Discuss the relationship between Periodontal • Microbiome and Systemic Diseases • Discuss the role of probiotics, prebiotics, systemic antibiotics and biofilm modulation in periodontal diseases	Lecture		1	Participation Class test Group Assignment Final Examination
Dental biofilm induced gingivitis and its management	• Discuss the histopathological stages of inflammation and their clinical correlation • Identify a gingivitis case according to the 2017 World Workshop definition • Correlate gingival profile (color, contour, surface texture, and positional changes) with the health and disease • Discuss the local and systemic factors of gingival bleeding	Lecture			Participation Class test Group Assignment Final Examination

COURSE TITLE: GINGIVAL DISEASE

Contents	Learning Objectives	Mode of Teaching		Expected hour	Assessment Tools
		Lecture	Practical		
Desquamative Gingivitis	• Define desquamative gingivitis • Describe the major etiological factors, histological, and Clinical features of desquamative gingivitis • Discuss the prevention, risk factors, and treatment of desquamative gingivitis • Discuss diseases clinically presenting as desquamative gingivitis • Discuss the diagnostic criteria for desquamative gingivitis	Lecture		2	Final Examination
Systemic and local diseases that affect the gingiva	• Discuss the following: • Gingival manifestation of select systemic diseases (granulomatosis with polyangiitis, plasminogen deficiency Crohn's disease, sarcoidosis leukemia) • Discoloration of the gingiva resulting from systemic disease (Addison's disease, Peutz–Jegher syndrome Laugier-Hunziker syndrome HIV/aids-associated melanosis) • Iatrogenic discoloration of the gingiva (heavy metal-induced pigmentation drug-induced melanosis intentional gingival tattoos) • Reactive lesions of the gingiva (fibrous hyperplasia pyogenic granuloma peripheral ossifying fibroma peripheral giant cell granuloma localized juvenile spongiotic gingival hyperplasia) • Benign tumors (peripheral odontogenic tumors giant cell fibroma gingival fibrous nodule oral focal mucinosis squamous papilloma) • Malignant tumors (squamous cell carcinoma mucosal melanoma lymphoma) • Amalgam tattoo and smoker's melanosis	Lecture		2	Class test Class Participation Group Assignment
Gingival enlargement	• Define gingival enlargement • Classify gingival enlargement • Describe the major etiological factors, clinical and histological features of different types of gingival enlargement • Discuss the risk factors, prevention and management of various gingival enlargement.	Lecture	OPD Rotation	2	Class test Class Participation Group Assignment Final Examination
Acute gingival infections	• Clinically correlate the signs, symptoms, clinical course, histopathology, bacterial relationship of necrotizing ulcerative gingivitis (nug) • Form differential diagnosis of nug • Outline the etiology, prevalence, and communicability of nug • Outline the management of nug • Identify the clinical features, histopathology, diagnosis and management of primary herpetic gingivostomatitis • Identify and discuss the clinical features, complications and management of pericoronitis	Lecture		2	Class test Class Participation Group Assignment Final Examination
Defense mechanism of gingiva	• Define GCF • Describe the composition and significant functions of GCF • Describe the various methods of collection of GCF • Discuss the roe of drugs in GCF • List the various defense mechanisms of the gingiva • Describe the structure of the gingival crevice • Discuss the significance of the gingival sulcus and vasculature discuss the composition and clinical	Lecture		1	Class test Class Assignment Final Examination

	significance of, and the effects of drugs on crevicular fluid • Describe the methods of collection of sulcular fluid • Discuss gingival fluid with regard to periodontal Therapy **Saliva** • Define saliva • Describe the composition and significant functions of saliva				

JUNIOR PROSTHODONTICS

Topic	Learning Objectives	Mode of Teaching Lecture/ Tutorials	KSA Competencies Knowledge/ Skill/ Attitude	Assessment Tools
Physiology, terminology and types of removable partial denture(RPD)	• **Define:** 1. Abutment 2. Retainer 3. Tooth supported RPD 4. Tooth tissue supported RPD 5. Temporary RPD 6. Interim denture 7. Transitional denture 8. Treatment denture 9. Stability 10. Support 11. Retention 12. Reciprocation 13. Bracing 14. Appliance 15. Saddle 16. Prosthesis • **Classify** the types of removable partial denture • **Describe** indication, Contraindications, advantages and disadvantages of removable partial denture	Lecture(1)	tutorial	Class Participation
Partially Edentulous Epidemiology, Physiology And Terminology	• **Define** 1. Abutment 2. Retainer 3. Extra coronal partial denture 4. Tooth supported RPD 5. Tissue supported RPD 6. Tooth-tissue supported RPD 7. Temporary RPD 8. Interim denture 9. Transitional denture 10. Treatment denture 11. Centric relation 12. Centric occlusion 13. Eccentric relation 14. Support 15. Retention 16. Reciprocation 17. Bracing 18. Appliance 19. Saddle area 20. Stability	Lecture(1)		Class participation
Applied Anatomy And Physiology	• **Discuss** clinical application of anatomy of oral cavity • **Brief** physiology of jaw movements.	Lecture(1)		Class participation Final examination
Oral Manifestations Of Systemic Diseases	• **Discuss** problem related to xerostomia • **Discuss** Problem related to poor healing • **Discuss** Problem related to osteoporosis • **Discuss** Problem related to osteopenia • **Discuss** Problem related to autoimmune diseases.	Lecture(1)		PBL Class participation Final examination
Diagnosis And Treatment Planning Patient Evaluation, History, General Examination And Problem	**CLINICAL EXAMINATION** **A. HISTORY** • Demographic data • Chief complaint • History of presenting complaint • Dental history • Medical history • Social history **B. EXAMINATION** **a. General Examination**	Lecture(1)		MINI C-EX

Oriented Treatment Planning	• Gait.
	• Complexion and personality
	• Cosmetic index
	• Mental attitude of patient
	b. Extra Oral examination
	• Facial features
	• Facial form
	• Facial profile
	• Lower facial height
	• Muscle tone
	• Complexion
	• Lip competency
	• TMJ examination
	  • Examination of muscles of mastication
	  • Deviation
	  • Deflection
	  • Limited mouth opening
	  • Clicking sounds/crepitating
	• Neuromuscular examination
	c. Intra Oral Examination
	1) Existing teeth
	• Number of teeth
	• Tilting
	• Drifting
	• Supra eruption
	• Rotation
	2) Mucosa
	• Color of mucosa
	• Condition of mucosa
	• Thickness of mucosa
	3) Saliva
	• Normal
	• Thick and ropy
	• Xerostomia
	4) Occlusion
	• Canine guided
	• Group function
	• Mutually protected
	5) Others: Midline, mouth opening, occlusal stops, periodontal condition, residual roots, tooth surface loss
	C) Radiographic examination
	• Crown to root ratio
	• Periapical pathology
	• Retained residual roots
	• Thickness of mucosa
	• Bone support and quality
	• Root configuration of abutment teeth
	D) Diagnostic casts
	• Purpose of diagnostic cast
	• Mounting diagnostic cast
	• Sequence of mounting maxillary cast to axis orbital plane
	• Jaw relation for diagnostic cast
	• Material and methods for centric relation
	E) Diagnostic findings
	F)Interpretation of examination data
	• Radiographic interpretations
	• Periodontal consideration
	• Caries activity
	• Evaluation of prosthesis foundation teeth and residual ridge.
	• Surgical preparation
	• Analysis of occlusal factors
	• Fixed restorations
	• Orthodontic treatment
	
	G) Differential diagnosis; fixed or removable partial denture			

	• Indications of FPD • Indications of RPD E) Choice between complete denture and removable partial denture I) Clinical factors related to metal alloys used for metal framework.			

Biomechanics Of Removable Partial Denture	• **Discuss** the biomechanical considerations.
	• **Discuss** the concept of
	  • Lever 1
	  • Lever 2
	  • Lever 3
	• **Discuss** Stress consideration in partial denture
	  • Vertical
	  i. Displacing stresses
	  ii. Dislodging stresses
	  • Horizontal
	  • Torsional
	• **Discuss** Factors influencing magnitude of stress
	• **Describe** Differential support
	• **Discuss** Role of periodontal ligaments in removable partial denture
		Lecture(2)
		Vlideos
			Tutorial	

Components of RPD (major connector and minor connector)	• **Define** major connectors • **List** types of major connectors • **Discuss** the location, indication contraindication of major connectors • **Describe** ideal requirements and design consideration of major connector • **Describe** functions of minor connectors • **Explain** form and location of minor Connectors **Discuss** tissues tops and finishing Line of removable partial dentures.	Lecture(2)	Skills designing	Class Participation Class Test

JUNIOR OPERATIVE DENTISTRY				
Topic	**Learning Objectives**	**Mode of Teaching** **Lecture/ Tutorials**	**KSA Competencies Knowledge/ Skill/ Attitude**	**Assessment Tools**
Introduction to Operative Dentistry	• **Define** the term operative dentistry. • **Explain** the significance of the operative dentistry.	1		
Introduction To Pediatric Dentistry	**By the end of lecture the student should be able :** • **Discuss** growth and development of jaws and dentition. • **Differentiate** between primary and permanent teeth on the basis on structure composition and size • **Explain** the chronology of development of primary and permanent dentition • **State** exfoliation, eruption timing and sequence of primary and permanent teeth.	1	-	
Basics of occlusion	• **Define** basic terminologies of occlusion. • **Identify** the various incisor and molar relationships. • **Discuss** the tooth contacts during different phases of mandibular movement. • **Discuss** the importance of restoring occlusion in restorative dentistry.	1	Tutorial/ Small group discussions	Class Participation Class Test
Patient Assessment, History Taking, Examination, Diagnosis and Treatment Planning	• **Summarize** the importance of a thorough medical and dental history • **Use** the correct questions regarding history and symptoms of presenting complaint. • **Discuss** the common medical diseases that may influence treatment planning. • **Discuss** elements of clinical examination of following: 1. dentition 2. periodontium 3. radiographs 4. diagnostic casts and photographs • **Justify** the diagnosis of the given condition on the basis of signs, symptoms and investigations • **Discuss** esthetic parameters to be considered when restoring the dentition. • **Discuss** merits and demerits of treatment- and problem-oriented treatment planning.	3	Tutorial/ Small group discussions	Class Participation Class Test Mini-CEX DOPS OSCE/CLINICAL

	• **Plan** appropriate treatment according to the diagnosis • **Discuss** the importance of dental record keeping **By the end of the Operative OPD rotation the student should be able to:** • **Take** comprehensive medical & dental history of the patients presenting in the operative OPD. • **Perform** extra and intra oral examination on a patient presenting in OPD • **Diagnose** the cause of problem in the patient presenting in Operative OPD • **Formulate** a treatment plan for the patient presenting in Operative OPD • **Demonstrate** counseling skills regarding oral prophylaxis (OSCE/CLINICAL) • **Demonstrate** prescription writing for oral prophylactic agents. • **Demonstrate** sensibility testing on stimulate patient and given patients. (CLINICAL) 1. Hot Test 2. Cold Test 3. EPT			
Isolation in Restorative Dentistry	• **List** the advantages of isolation for restorative procedures. • **Describe** different methods of isolation in restorative dentistry with emphasis on rubber dam isolation. • **List** the armamentarium required for rubber dam isolation. • **Enumerate** the advantages and disadvantages of rubber dam application. • **Describe** the different types of isolation techniques with rubber dam **By the end of the Operative OPD rotation the student should be able to:** • **Identify** the instruments used for isolation in OPD. • **Demonstrate** application and removal of rubber dam on model/stimulated patient/Given patient using different techniques (OSCE/CLINICAL) • **Apply** rubber dam while preparing cavities in patients presenting in OPD.	1	Tutorial/ Small group discussions	Class Participation Final Examination OSCE/ CLINICAL Mini CEX DOPS
History Examination, Risk	**By the end of lecture the student should be able :** • **State** the importance of consents before	1		Class test

Assessment And Treatment Planning	child treatment. • **Discuss** the importance of medical and dental history in management of pediatric patients. • **State** special investigation for pediatric dental patient. • **Describe** the principles of treatment planning for a pediatric dental patient.			
Sterilization and Cross infection control	• **Define** the following terms: 1. Sterilization, 2. Disinfection, 3. Asepsis. • **Discuss** the importance of sterilization and disinfection. • **List** elements of a sterilization plan. • **List** methods of sterilization. • **Explain** the process of steam, chemical vapour, dry heat and ethylene oxide sterilization • **Discuss** methods to monitor effectiveness of sterilization. • **List** chemicals that are used for disinfection. • **Discuss** general considerations for infection control in the dental office. • **Define** cross infection. • **Explain** the exposure risks in dentistry. • **Discuss** different methods of cross infection control in dental office. • **Enlist** universal/ standard precautions • **Describe** blood borne infections • **Describe** methods of hand hygiene • **Discuss** vaccination/ immunization of dental health care professionals • **Discuss** elements of personal protective equipment (PPE) • **Discuss** how to prevent needle stick injury • **Discuss** needle stick injury management • **Discuss** dental waste disposal • **Discuss** management of dental sharps **By the end of the Operative OPD rotation the student should be able:** • **Demonstrate** disinfection of dental units, instruments and impression**.** • **Perform** appropriate method of sterilization, storage and removal of instruments from autoclave in OPD. • **Discuss** the needle stick injury and blood	1	Tutorial/ Small group discussions	Class Participation Class Test Final Examination OSCE/ CLINICAL

	and saliva spills management			
Pain And Anxiety Management Of Pediatric Patient	**By the end of lecture the student should be able :** • **List** various pharmacological and non-pharmacological methods of pain and anxiety control. • **Describe** different behavioral management strategies for pediatric patients. • **State** different sedation techniques for pediatric patient. • **Explain** the dental management of children with special needs.	1		Class Participation
Dental Unit Patient and Operator Position	• **List** the significance of correct patient and operator positions when carrying out restorative procedures. • **Discuss** different operator and patient positions used in restorative dentistry • **Identify** all parts of a dental unit. • **Describe** the use of different parts of the dental unit. **By the end of the Operative OPD rotation the student should be able to:** • **Demonstrate** correct operation of different parts of dental unit. • **Perform** accurate placement of different attachments (high speed, slow speed hand pieces) to the dental unit. • **Demonstrate** ideal operating position for various restorative procedures on patients in OPD.	Flipped classroom	Tutorial/ Small group discussions	Class Participation Class Test Final Examination

JUNIOR ORAL SURGERY

COURSE TITLE: PRINCIPALS OF ORAL SURGERY

Lecture Topic	Learning Objectives	Mode of Teaching		Assessment Tools
		Lecture	Clinical	
Introduction to oral surgery Introduction History, Diagnosis and Treatment Planning	1. **Develop** a surgical diagnosis for the given patient 2. **Explain** Basic necessities for Oral Surgery **By the end of the Oral surgery OPD rotation the student should be able to:** 1. **Illustrate** comprehensive medical & dental history of the patient present in the operative OPD 2. **Demonstrate** extra and intra oral examination on a patient presenting in operative OPD. 3. **Identify** the cause of the problem in the patient presenting in OPD 4. **Formulate** a treatment plan for the patient 5. **Prioritize** the needs of patients for referral in different departments.	Lecture (2)	Practical demonstration during surgical rotation	Any one form of assessment - Quiz - Class Test - Class Participation - Individual - Assignment - Group Test
Infection control in surgical practice	1. **Define** Aseptic technique 2. **Explain** Communicable Pathogenic organisms i) Bacteria ii) Viral organisms iii) Mycobacterial organisms 3. **Outline** Different Aseptic techniques & universal precautions – 4. **Explain:** i) Techniques of instrument ii) Sterilization & Disinfection. iii) Maintenance of sterility. iv) Operating field disinfection. v) Surgical staff Preparation. vi) Post surgical Asepsis **By the end of the Oral surgery OPD rotation the student should be able to:** 1. **Describe** appropriate method of sterilization and disinfection of various instruments in OPD. 2. **Demonstrate** the universal prequations on simulated/patient in OPD 3. **Demonstrate** the use of PPE on simulated patients	Lecture (2)		
Basic Principles of Surgery Segment 1:	1. **Describe** intraoral Incisions 2. **Classify** intraoral flaps for minor oral surgical procedures 3. **Describe** preventive measures for flap necrosis, dehiscence & tearing 4. **Differentiate** between intraoral flap designs	Lecture (2)		
Segment 2: Hemostasis Management and Suturing	5. **Demonstrate** i) Tissue handling ii) Hemostasis 6. **Explain:** i) Means of promoting wound hemostasis ii) Dead space management **By the end of the Oral surgery OPD rotation the student should be able:** 1. **Demonstrate** different types of incisions. (OSCE/CLINICAL) 2. **Classify** different flap designs on clinical pictures/ patients	Lecture (1)		

	3. **Apply** different methods of hemostasis on patients(OSCE) 4. **Demonstrate** different types of suturing techniques on Foam(OSCE/CLINICAL) 5. **Identify** the patient with nerve injury in simulated and real patient 6. **Explain** the stimulated patient/ given patient regarding post-operative wound care			
Segment 3 Post-Operative Care, Nutrition, Prevention of Infection	7. **Describe** Decontamination & debridement 8. **Identify** operative measures for Edema control i) Intraoperative ii) Post-operative 9. **Outline** Patient general health & nutrition status.	Lecture (2)		
Wound Repair	1. **Describe** Wound repair 2. **Classify** different types of wound 3. **Construct** the management plan of infected socket. 4. **Explain** epithelization 5. **List** causes of tissue damage & stages of Wound healing 6. **Describe** process of healing of extraction socket 7. **Explain** Surgical Significance of Wound Healing	Lecture (2)		

COURSE TITLE: PRINCIPALS OF ORAL SURGERY

Lecture Topic	Learning Objectives	Mode of Teaching		Assessment Tools
		Lecture	Clinical	
Prevention and Management of Medical Emergencies	1. **Take** a comprehensive medical history of patients presenting to OPD. 2. **Demonstrate** General Physical Examination on the given patient 3. **Identify** medical condition which can exaggerate medical emergency on dental chair 4. **Identify** factors which can lead to anxiety on dental chair 5. **Demonstrate** anxiety reduction protocol 6. **Identify** preventive measure for medically compromised patients undergoing dental treatment **By the end of the Oral surgery OPD rotation the student should be able to:** 1. **Identify** and **Evaluate** the patients in different medical emergencies (simulated patients/ case based learning) (OSCE)	Lecture (3)	Practical demonstration during surgical rotation	Any one form of assessment - Quiz - Class Test - Class Participation - Individual - Assignment - Group Test

COURSE TITLE: BASIC PRINCIPLES OF SURGERY				
Lecture Topics	**Learning Objectives**	**Mode of Teaching**		**Assessment Tools**
		Lecture	**Clinical**	
Pain and anxiety control in surgical practice Segment 1: Introduction, types (local, general & sedative anesthesia)	1. **Classify** Anesthetic agents on the basis of i) Chemical structure ii) Mode of action 2. **Classify** different types of Anesthesia used in dentistry 3. **Compare**different types of Anesthetic solutions used in dentistry 4. **Describe** Mechanism of action of Local anesthesia	Lecture (1)	Practical demonstration during surgical rotation	Any one form of assessment - Quiz - Class Test - Class Participation - Individual - Assignment - Group Test
Segment 2: Administration and technique (complication)	1. **Explain** conventional & specialized technique of LA 2. **Identify** reasons for failure of anesthesia 3. **Demonstrate** different chair positioning for LA administration 4. **Demonstrate** administrationof infiltration & IDN Block on patients undergoing extraction using conventional technique **By the end of the Oral surgery OPD rotation the student should be able to:** 1. **Classify** different types of local anesthesia 2. **Demonstrate** different techniques on models 3. **Choose** proper armamentarium required according to different techniques 5. **Show** administrationof local infiltration, inferior alveolar and long buccal nerve blocks on models/given patients under supervision (OSCE/CLINICAL	Lecture (4)		

RESEARCH				
Topic	**Learning Objectives**	**Mode of Teaching** **Lecture/ Tutorials**	**KSA Competencies Knowledge/ Skill/ Attitude**	**Assessment Tools**
Hypothesis, errors, objective, inclusion exclusion criteria **1hr**	1. Define, differentiate, and formulate null and alternative hypotheses. 2. Identify Type I and Type II errors, their impact, and ways to minimize them. 3. Develop clear, SMART research objectives aligned with the study. 4. Explain the significance, and establish appropriate inclusion and exclusion criteria for research studies.	Lectures, Workshops, Research meetings, small group discussions digital library sessions.	KSA	MCQs, Summative assignments research based.
Synopsis writing, filling IRB form **1hr**	1. Describe the structure and key components of a research synopsis. 2. Develop a clear and concise synopsis following standard guidelines. 3. Identify the essential sections of an Institutional Review Board (IRB) form. 4. Accurately fill out an IRB form, ensuring ethical compliance in research. 5. Explain the purpose and importance of a consent form in research studies. 6. Draft a comprehensive consent form with clear participant information. 7. Define the function and significance of a Gantt chart in research planning. 8. Create a Gantt chart to effectively outline research timelines and milestones.			
Introduction of Hypothesis Testing **1hr**	1. Interpret the results of hypothesis testing in a research context. 2. Apply hypothesis testing concepts to real-world dental research scenarios.			
Hypothesis Testing for One Sample Mean **1hr**	1. Define hypothesis testing for one sample mean and its application in research. 2. Explain the assumptions required for conducting a one-sample mean test. 3. Differentiate between one-tailed and two-tailed tests. 4. Understand the use of z-test and t-test for one sample mean based on sample size and standard deviation availability. 5. Calculate test statistics and interpret p-values in decision-making.			
Non Parametric	1. Define the Wilcoxon Signed-Rank Test and its			

Alternative for One Sample Mean (Wilcoxon Sign Rank Test) 1 Hr	application as a non-parametric alternative to the one-sample mean test. 2. Explain the assumptions and conditions for using the Wilcoxon Signed-Rank Test. 3. Differentiate between parametric (t-test) and non-parametric (Wilcoxon Signed-Rank Test) methods. 4. Perform the Wilcoxon Signed-Rank Test calculations and interpret the results. 5. Discuss the significance of using non-parametric tests in cases of non-normal data distribution.			
Hypothesis Testing for One Sample Proportion 1 Hr	1. Define hypothesis testing for one sample proportion and its application in research. 2. Explain the assumptions required for conducting a one-sample proportion test. 3. Differentiate between population proportion and sample proportion. 4. Calculate the test statistic (z-test) for one sample proportion. 5. Interpret the p-value and confidence intervals in decision-making.			
Hypothesis Testing for Means of 2 observations Paired Samples: Paired T Test 1 Hr	1. Define the Paired t-test and its application in hypothesis testing for two related observations. 2. Explain the assumptions required for conducting a Paired t-test. 3. Differentiate between paired and independent sample t-tests. 4. Calculate test statistics for paired samples and interpret the p-value. 5. Identify and minimize Type I and Type II errors in paired sample testing.			
Non Parametric Alternative for Means 2 Independent Samples: Mann Whitney U Test 1Hr	1. Define the Mann-Whitney U test as a non-parametric alternative to the independent t-test for comparing two independent samples. 2. Explain the assumptions and conditions for using the Mann-Whitney U test, including ordinal data or non-normally distributed interval/ratio data. 3. Describe the differences between parametric (independent t-test) and non-parametric (Mann-Whitney U test) approaches. 4. Perform calculations for the Mann-Whitney U test, including ranking the data and determining U values. 5. Interpret the test results, including the U statistic, p-value, and decision regarding the null hypothesis. 6. Identify situations where the Mann-Whitney U test is more appropriate than a parametric test.			

LEADERSHIP, PROFESSIONALISM & ETHICS (LeaPE)				
Topic	**Learning Objectives**	**Mode of Teaching** Lecture/ Tutorials	**KSA Competencies** Knowledge/ Skill/ Attitude	**Assessment Tools**
LEADERSHIP				
Building and maintaining professional relationships	Identify importance of and barriers to the development of trust and dependability in professional relations	lecture	K	MCQs
	Demonstrate active listening and empathy during discussions in small groups	Role play	KSA	OSPE
	Communicate clearly, concisely and respectfully during discussions	Role play	KSA	OSPE
Professional disagreement	Demonstrate how to disagree with others in a professional manner	Role play	KSA	OSPE

PATIENT SAFETY & INFECTION CONTROL				
Topic	**Learning Objectives**	**Mode of Teaching** **Lecture/ Tutorials**	**KSA Competencies Knowledge/ Skill/ Attitude**	**Assessment Tools**
Body Fluid Exposures:	• Describe the sources of bodily fluid exposures. • Discuss the appropriate • evaluation methods of bodily fluid exposures. • Summarize the management • options available for bodily fluid exposures. • Describe interprofessional team • strategies for improving care coordination and communication to advance bodily fluid exposure treatment and improve outcomes.	Lecture (1)	KA	MCQs
Infection Prevention & Control	• Define Infection Prevention and • control (IPC) • Discuss the 10 steps for IPC in hospitals and clinics (OPDs) • Describe the various aseptic techniques required commonly in clinical practice (Donning, doffing, gloving, hand hygiene, preparing the patient for surgery, interventional procedures like injections, catheterisation, suturing, wound cleaning etc.)	Lecture (2)	KA	MCQs
Aseptic Techniques	• Discuss aseptic techniques that need to be followed in wards, Operation theatres, procedural rooms (including • labour rooms), dental chairside and • OPDs	Lecture (1) SGD	KA	MCQs

COMMUNICATION SKILLS				
Topic	**Learning Objectives**	**Mode of Teaching** Lecture/ Tutorials	**KSA Competencies** Knowledge/ Skill/ Attitude	**Assessment Tools**

Models of clinical communication	• Discuss the use of the following in clinical practice:
	  • Calgary Cambridge Observation Guide (1996)
	  • Kalamazoo Consensus statement (1999)
		lecture	K	MCQs