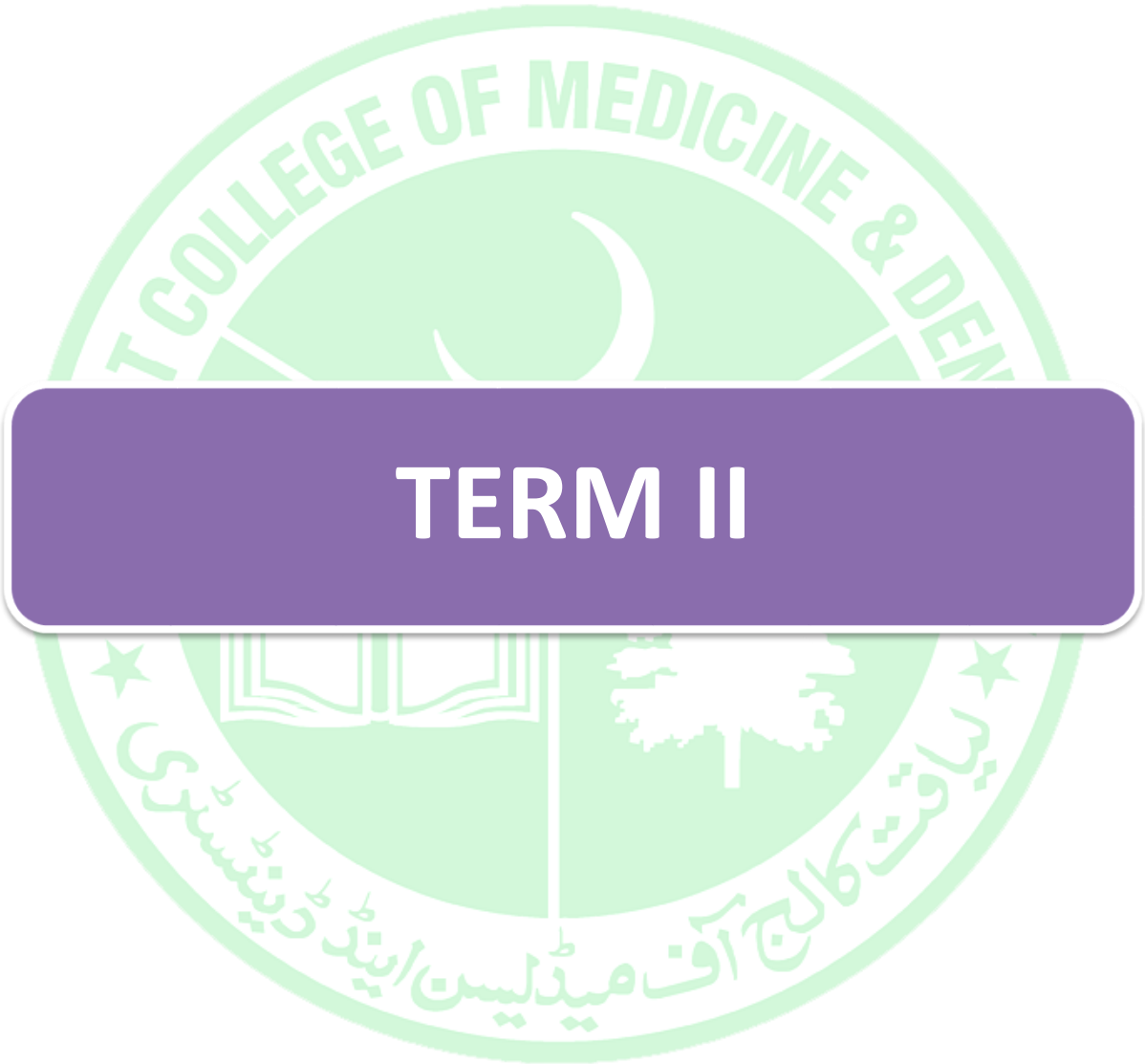




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**GENERAL MEDICINE**

**COURSE TITLE: BLOOD DISORDERS**

Contents	Learning Objectives	Training and Learning Experiences			Expected Hours/Day	Assessment
		Class-Room	Practical/Visits	Aids		
<b>BLOOD DISORDERS:</b> 1. ANEMIA <ul style="list-style-type: none"> <li>• IRON DEFICIENT ANAEMIA</li> <li>• ANAEMIA OF CHRONIC DISEASE</li> <li>• MEGALOBlastic ANAEMIA</li> <li>• HAEMOLYTIC ANAEMIA</li> <li>• HAEMOGLOBINOPATHIES</li> </ul> 2. LEUKEMIA 3. LYMPHOMA. 4. THROMBOCYTOPENIA	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF HEMATOLOGY MODULE WILL BE ABLE TO: <ol style="list-style-type: none"> <li>I. Define types of anemia, leukemia, lymphoma and thrombocytopenia</li> <li>II. Describe their common symptoms and signs</li> <li>III. Recognize the features of complications</li> <li>IV. Perform general physical and relevant systemic examination of patient</li> <li>V. Develop the differential diagnosis</li> <li>VI. Outline the list of investigations</li> <li>VII. Determine a provisional diagnosis</li> <li>VIII. Plan the general and specific management</li> <li>IX. Explain the role of life style modification</li> <li>X. Explain the complications of anemia, leukemia, lymphoma and thrombocytopenia</li> <li>XI. Explain dental relevance of the topic</li> </ol>	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, stethoscope, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 04hours & ward 08hours	Written, OSPE, Viva & Clinical examination
<b>BLOOD DISORDERS:</b> 5. BLEEDING DISORDERS <ul style="list-style-type: none"> <li>• HEMOPHILIA A and B</li> <li>• WILLEBRAND DISEASE</li> </ul>	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF HEMATOLOGY MODULE WILL BE ABLE TO: <ol style="list-style-type: none"> <li>I. Define types of bleeding disorders</li> <li>II. Describe their common symptoms and signs</li> <li>III. Recognize the features of complications</li> <li>IV. Perform general physical and relevant systemic examination of patient</li> <li>V. Develop the differential diagnosis</li> <li>VI. Outline the list of investigations</li> <li>VII. Determine a provisional diagnosis</li> </ol>	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, stethoscope, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination



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	<p>VIII. Plan the general and specific management</p> <p>IX. Explain the role of life style modification</p> <p>X. Explain the complications of bleeding disorders</p> <p>XI. Explain dental relevance of the topic</p>					
<p><b>BLOOD DISORDERS:</b></p> <p>6. ANTI COAGULANTS</p> <ul style="list-style-type: none"> <li>● HEPARINS</li> <li>● COUMARINS</li> <li>● PROPHYLAXIS OF VENOUS</li> <li>● THROMBOSIS</li> </ul> <p>7. ANTITHROMBOTIC THERAPY</p>	<p>STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF HEMATOLOGY MODULE WILL BE ABLE TO:</p> <ol style="list-style-type: none"> <li>I. Define types of anticoagulants</li> <li>II. Describe the indications of their use</li> <li>III. Recognize the contraindications of their use</li> <li>IV. Perform general physical and relevant systemic examination of patient</li> <li>V. Outline the list of investigations for monitoring</li> <li>VI. Outline the drugs those have interaction</li> <li>VII. Explain the role of life style modification</li> <li>VIII. Explain the complications of anticoagulants use</li> <li>IX. Explain dental relevance of the topic</li> </ol>	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, stethoscope, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination
<p><b>BLOOD DISORDERS:</b></p> <ul style="list-style-type: none"> <li>● SHOCK (ANAPHYLAXIS/HYPOVOLEMIC SHOCK)</li> </ul>	<p>STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF HEMATOLOGY MODULE WILL BE ABLE TO:</p> <ol style="list-style-type: none"> <li>i. Define types of Shock</li> <li>ii. Describe their common symptoms and signs</li> <li>iii. Recognize the features of complications</li> <li>iv. Perform general physical and relevant systemic examination of patient</li> <li>v. Develop the differential diagnosis</li> <li>vi. Outline the list of investigations</li> <li>vii. Determine a provisional diagnosis</li> <li>viii. Plan the general and specific management</li> <li>ix. Explain the complications of bleeding disorders</li> <li>x. Explain dental relevance of the topic</li> </ol>	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, stethoscope, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination



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COURSE TITLE - GASTROINTESTINAL TRACT						
Contents	Learning Objectives	Training and Learning Experiences			Expected Hours/Day	Assessment
		Class-Room	Practical/Visits	Aids		
<b><u>GASTROINTESTINAL TRACT (GIT):</u></b> 1. GERD/DYSPEPSIA/PEPTIC ULCER DISEASE	Students of 3 <sup>rd</sup> year BDS After completion of of Module will be able to: I. Define the GERD, Dyspepsia and Peptic ulcer disease II. Describe their common symptoms and signs III. Recognize their alarming features IV. List their common causes V. Perform general physical and relevant systemic examination of patient VI. Develop the differential diagnosis VII. Outline the list of investigations VIII. Determine a provisional diagnosis IX. Plan the general and specific management X. Explain the role of life style modification XI. Explain their complications XII. Explain dental relevance	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, measuring tape and stethoscope	Lecture 01 hour & ward 02 hours	Written, OSPE, Viva & Clinical examination
<b><u>GASTROINTESTINAL TRACT (GIT):</u></b> 2. MALABSORPTION	STUDENTS OF 3 <sup>rd</sup> YEAR BDS AFTER COMPLETION OF GIT MODULE WILL BE ABLE TO: I. Define the malabsorption syndrome II. List the types and classification III. Describe the common symptoms and signs IV. Recognize the alarming features V. Perform the general physical and systemic examination of patient VI. Develop the differential diagnosis VII. Outline the list of investigations VIII. Interpret the given investigations IX. Determine a provisional diagnosis X. Plan the general and specific management XI. Explain the role of life style modification XII. Explain their complications & XIII. Explain dental relevance for the topics	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, measuring tape and stethoscope	Lecture 01 hour & ward 02 hours	Written, OSPE, Viva & Clinical examination



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Contents	Learning Objectives	Training and Learning Experiences			Expected Hours/Day	Assessment
		Class-Room	Practical/Visits	Aids		
<b><u>GASTROINTESTINAL TRACT (GIT):</u></b> 3. INFLAMMATORY BOWEL DISEASE (IBD) AND IRRITABLE BOWEL SYNDROME (IBS)	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF GIT MODULE WILL BE ABLE TO: I. Define IBD and IBS II. List the types of IBD and IBS III. Describe the common symptoms and signs IV. Recognize the alarming features V. Perform the general physical and systemic examination of patient VI. Develop the differential diagnosis VII. Outline the list of investigations VIII. Interpret the given investigations IX. Determine a provisional diagnosis X. Plan the general and specific management XI. Explain the role of life style modification XII. Explain the complications of IBD XIII. Explain dental relevance of the topics	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, measuring tape, gel, gloves and stethoscope	Lecture 01 hour & ward 02hours	Written, OSPE, Viva & Clinical examination
<b><u>GASTROINTESTINAL TRACT (GIT):</u></b> 4. ACUTE HEPATITIS	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF GIT MODULE WILL BE ABLE TO: I. Define Acute Hepatitis II. List the causes of Acute Hepatitis III. Describe the common symptoms and signs IV. Know the differential diagnosis of acute hepatitis V. Perform the general physical and systemic examination of patient VI. Develop the differential diagnosis VII. Outline the list of investigations VIII. Interpret the given investigations IX. Determine a provisional diagnosis X. Plan the general and specific management XI. Explain the role of life style modification XII. Explain the complications of Acute Hepatitis XIII. Explain dental relevance for the topics	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, measuring tape and stethoscope	Lecture 01 hour & ward 02 hours	Written, OSPE, Viva & Clinical examination
<b><u>GASTROINTESTINAL TRACT (GIT):</u></b> 5. CHRONIC HEPATITIS	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF GIT MODULE WILL BE ABLE TO: I. Define chronic hepatitis and cirrhosis of liver	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, measuring tape and stethoscope	Lecture 01 hour & ward 02 hours	Written, OSPE, Viva & Clinical examination



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<p>AND CIRRHOSIS OF LIVER</p>	<p>II. List the causes of chronic hepatitis          III. Describe the common symptoms and signs          IV. Recognize the features of complications          V. Perform the general physical and systemic examination of patient          VI. Develop the differential diagnosis          VII. Outline the list of investigations          VIII. Interpret the given investigations          IX. Differentiate the patient of chronic hepatitis from cirrhosis of liver          X. Determine a provisional diagnosis          XI. Plan the general and specific management          XII. Explain the role of life style modification          XIII. Explain the complications of chronic hepatitis          XIV. Explain dental relevance for the topics</p>					
<p><b>GASTROINTESTINAL TRACT (GIT):</b>          6. HEPATOCELLULAR CARCINOMA (HCC)</p>	<p>STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF GIT MODULE WILL BE ABLE TO:</p> <p>I. List the causes of HCC          II. Describe the common symptoms and signs          III. Recognize the features of complications          IV. Perform the general physical and systemic examination of patient          V. Develop the differential diagnosis          VI. Outline the list of investigations          VII. Interpret the given investigations          VIII. Differentiate HCC from other mass lesions of liver          IX. Determine the diagnosis          X. Plan the general and specific management          XI. Explain the role of life style modification          XII. Explain the complications HCC          XIII. Explain dental relevance</p>	<p>Lecture Hall &amp; General Wards</p>	<p>History taking, examination &amp; case presentation.</p>	<p>Multimedia, white board, measuring tape and stethoscope</p>	<p>Lecture 01 hour &amp; ward 02 hours</p>	<p>Written, OSPE, Viva &amp; Clinical examination</p>

<b>CLINICAL SKILLS</b>	<p><b>PROCEDURES</b></p> <ul style="list-style-type: none"> <li>• Administer I/M and I/V and S/C injections</li> <li>• Maintain I/V line via cannula</li> <li>• Perform cardiopulmonary resuscitation (CPR) on mannequins</li> </ul>
	<p><b>X-RAY INTERPRETATIONS</b></p> <p>Interpret X-rays of patients presenting with the following conditions:</p> <ul style="list-style-type: none"> <li>- Cardiomegaly</li> <li>- Pleural effusion</li> <li>- Pneumothorax</li> <li>- Consolidation</li> </ul>



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GENERAL SURGERY						
COURSE TITLE: PRINCIPLES OF SURGERY						
Contents	Learning Objectives	Training and Learning Experiences			Expected Hours/Day	Assessment
		Class-Room	Practical/Visits	Aids		
<b>INVESTIGATION AND DIAGNOSIS</b>	BY THE END OF MODULE, STUDENTS SHOULD BE ABLE TO: 1. Understand The principles of different imaging techniques and their advantages and disadvantages in different clinical scenarios • 2. Understand The role of imaging in directing treatment in various surgical scenarios 3. Understand The value and limitations of tissue diagnosis 4. Understand principles of microscopic diagnosis, including the features of neoplasia And The importance of clinicopathological correlation	Lecture Hall Tutorial rooms	Ward visits	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours,	Written, OSPE, Viva & Clinical examination
<b>PERI-OPERATIVE CARE</b> 1. PREOPERATIVE CARE	BY THE END OF MODULE 2, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Perform the tasks involved in preparing a patient for theatre 2. Identify the common problems affecting a patient's fitness for operation 3. Optimize a patient's medical state prior to anaesthesia/surgery 4. Take informed consent 5. Enlist the factors that put a patient at high risk from surgery and anaesthesia 6. Identify the problems of patients being treated as an emergency.	Lecture Hall Tutorial rooms	Ward visits	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours,	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities.
2. POST-OPERATIVE CARE	BY THE END OF MODULE 2, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Understand the system of postoperative care 2. Enlist the common and serious postoperative complications, their recognition, avoidance and treatment	Lecture Hall Tutorial Rooms	Ward visits	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
3. General ANESTHESIA	BY THE END OF MODULE 2, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Understand anaesthetic	Lecture Hall Tutorial rooms	Ward visits/ Visit to operation theaters to be familiar with	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 1 hour, Visit to operation	Written, OSPE, Viva & Clinical examination Class Quizzes



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	<ul style="list-style-type: none"> <li>duties preoperatively, peroperatively and postoperatively.</li> <li>2. Describe the Principles of anesthesia and General anaesthesia triad</li> <li>3. Learn the techniques for maintaining an airway and mechanical ventilation</li> <li>4. Deal with the special problems of day care surgery</li> <li>5. Enlist the drugs used for G/Anaesthesia</li> </ul>		Instruments for G/A and Anaesthesia Machine		theater 1 hour	Group Activities, presentations of delivered lectures by students
4. Local/ regional anesthesia and Pain Relief	<p>BY THE END OF MODULE 2, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO:</p> <ul style="list-style-type: none"> <li>1. Understand and learn common local anaesthesia techniques</li> <li>2. Recall common local anesthetic drugs with doses</li> <li>3. Describe the methods of providing pain relief – advantages and dangers</li> <li>4. Understand principles underlying the provision of postoperative analgesia</li> <li>5. Play the role in the management of chronic pain and pain arising from malignant disease</li> </ul>	Lecture Hall Tutorial rooms	Ward visits	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
5. FLUID AND ELECTROLYTES	<p>BY THE END OF MODULE 2, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO:</p> <ul style="list-style-type: none"> <li>1. Describe different types of fluid and electrolytes which are important for normal daily activities</li> <li>2. Calculate fluid and electrolyte requirements in the pre and postoperative patients</li> </ul>	Lecture Hall Tutorial Rooms	Ward visits	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. NUTRITION	<p>BY THE END OF MODULE 2, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO:</p> <ul style="list-style-type: none"> <li>1. Understand the nutritional requirements of surgical patients and the nutritional consequences of intestinal resection</li> <li>2. Describe the different methods of providing nutritional support and their complications</li> </ul>	Lecture Hall Tutorial Rooms	Ward visits	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
7. STERILIZATION AND DISINFECTION	<p>BY THE END OF MODULE 2, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO:</p> <ul style="list-style-type: none"> <li>1. Understand different methods of sterilization for different surgical equipments.</li> <li>2. Describe different disinfectants use in</li> </ul>	Lecture Hall	Ward visits/OT Visit to CSSD	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours,	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities.



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	surgical practice. 3. List the steps of scrubbing, gowning and gloving correctly					
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ORAL PATHOLOGY					
COURSE TITLE: CYST OF THE JAWS					
Contents	Learning Objectives	Mode of Teaching		Expected hours	Assessment Tools
		Lecture	Practical		
Classification and Origin of odontogenic cyst of the jaws	<ul style="list-style-type: none"> <li>● <b>Classify</b> the cysts of jaws on the basis of their origin;               <ul style="list-style-type: none"> <li>i) Epithelial cysts                   <ul style="list-style-type: none"> <li>a. Odontogenic</li> <li>b. Non- odontogenic</li> </ul> </li> <li>ii) Non-epithelial (primary bone cyst)</li> </ul> </li> </ul>	Lecture		1	Class Test, Assignment, BCQs & Final Exam
Clinical, radiographic and histological features of Odontogenic cysts	<ul style="list-style-type: none"> <li>● <b>Compare</b> the clinical, radiographic and histological features of Odontogenic cyst i.e               <ul style="list-style-type: none"> <li>i) Periapical (radicular) cyst</li> <li>ii) Dentigerous and eruption cyst</li> <li>iii) Odontogenic keratocyst</li> <li>iv) Gingival cyst</li> <li>v) Lateral periodontal cyst</li> <li>vi) Calcifying odontogenic cyst</li> <li>vii) Glandular odontogenic cyst</li> </ul> </li> <li>● <b>Discuss</b> the pathogenesis of each of the cyst</li> </ul>	Lecture Flipped Classroom	Practical	2	Class Test, Assignment & Final Exam
Clinical, radiographic and histological features of non-odontogenic cyst	<ul style="list-style-type: none"> <li>● <b>Describe</b> clinical, radiographic and histological features of Non-odontogenic cysts i.e               <ul style="list-style-type: none"> <li>i) Nasopalatine cyst</li> <li>ii) Nasolabial cyst</li> <li>iii) Median cyst</li> <li>iv) Globulomaxillary cyst</li> </ul> </li> </ul>	Lecture		1	Class Test, Assignment, BCQs & Final Exam
Non-epithelial/pseudocyst	<ul style="list-style-type: none"> <li>● <b>Describe</b> clinical, radiographic and histological features of Non-epithelial/pseudo cyst i.e               <ul style="list-style-type: none"> <li>i) Traumatic bone cyst</li> <li>ii) Stafne's bone cavity</li> <li>iii) Anerysmal bone cyst</li> </ul> </li> </ul>	Lecture		1	Assignment & Final Exam  Padlet activity



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COURSE TITLE: ODONTOGENIC TUMORS					
Contents	Learning Objectives	Mode of Teaching		Expected hours	Assessment Tools
		Lecture	Practical		
Odontomes	<ul style="list-style-type: none"> <li><b>Classify</b> odontogenic tumors on the basis of their origin</li> </ul>	Lecture		1	Assignment, Class Test & Final Exam
Odontogenic tumors	<ul style="list-style-type: none"> <li><b>Describe</b> etiology, pathogenesis, clinical and diagnostic features of tumors of odontogenic epithelium               <ol style="list-style-type: none"> <li>Ameloblastoma</li> <li>Squamous odontogenic tumors</li> <li>Calcifying epithelial odontogenic tumor</li> <li>Adenomatoidodontogenic tumor</li> </ol> </li> <li><b>Describe</b> etiology, pathogenesis, clinical and diagnostic features of mixed odontogenic tumors               <ol style="list-style-type: none"> <li>Ameloblastic fibroma</li> <li>Ameloblastic fibro odontome</li> <li>Odontoma</li> </ol> </li> </ul>	Lectures Flipped classroom	Practical	2	Presentation, Class Test, BCQs Assignment & Final Exam  TBL
Non Odontogenic Tumors	<ul style="list-style-type: none"> <li><b>Discuss</b> about the benign mesenchymalodontogenic tumors:               <ol style="list-style-type: none"> <li>Odontogenic fibroma</li> <li>Odontogenicmyxoma</li> <li>Cementoblastoma</li> </ol> </li> </ul>	Lectures	Practical	2	Assignment, Class Test & Final Exam

COURSE TITLE: SALIVARY GLAND DISEASES					
Contents	Learning Objectives	Mode of Teaching		Expected hour	Assessment Tools
		Lecture	Practical		
Reactive lesions of salivary gland	<ul style="list-style-type: none"> <li><b>Describe</b> the clinical &amp; histopathological features of reactive lesions of Salivary glands               <ol style="list-style-type: none"> <li>Mucous extravasation phenomenon</li> <li>Mucus retention cyst</li> <li>Necrotizing sialometaplasia</li> </ol> </li> </ul>	Lecture	Practical	2	Class Test & Final Exam
Bacterial & Viral Infections of salivary Gland	<ul style="list-style-type: none"> <li><b>Describe</b> pathogenesis, clinical and diagnostic features of the infections of the Salivary glands:               <ol style="list-style-type: none"> <li>Mumps</li> <li>Bacterial sialadenitis</li> <li>Sarcoidosis</li> <li>Sjogren's syndrome</li> <li>Xerostomia</li> <li>Cytomegaloviralsialadenitis</li> </ol> </li> </ul>	Lecture		2	BCQs, Class Test & Final Exam
Salivary gland tumors	<ul style="list-style-type: none"> <li><b>Classify</b> salivary gland tumors on the basis of their origin.</li> <li><b>Describe</b> the pathogenesis, clinical and diagnostic features of salivary gland tumors.               <ol style="list-style-type: none"> <li>Pleomorphic adenoma</li> <li>WArthin tumor</li> <li>Basal cell adenoma</li> <li>Oncocytoma</li> <li>Canalicular adenoma</li> <li>Mucoepidermoid carcinoma</li> <li>Acinic cell carcinoma</li> <li>Adenoid cystic carcinoma</li> </ol> </li> </ul>	Lecture Flipped classroom		1	Class Test & Final Exam  Small group activity

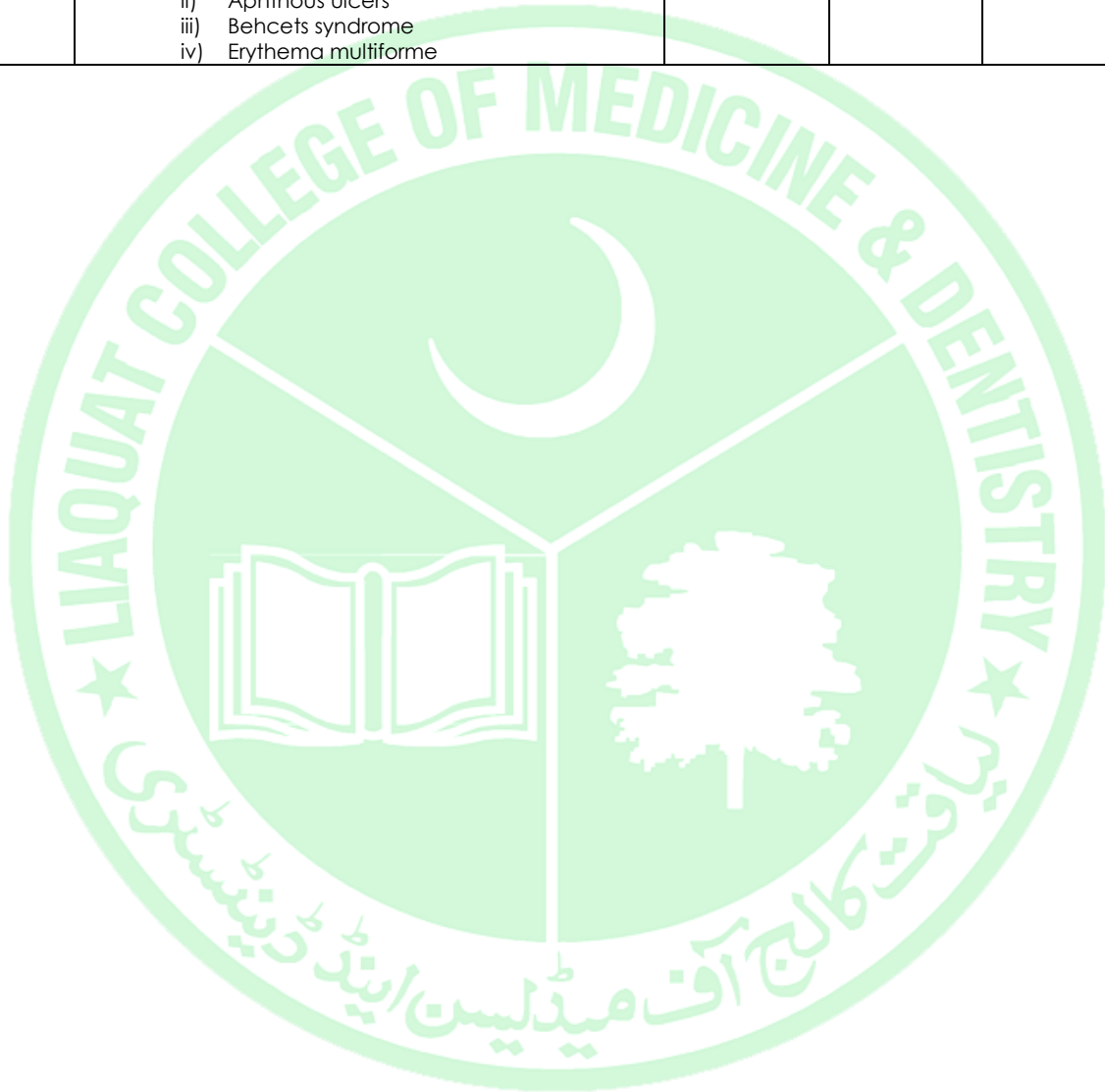


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**COURSE TITLE: ORAL ULCERATION**

Contents	Learning Objectives	Mode of Teaching		Expected hours	Assessment Tools
		Lecture	Practical		
Ulcerative Condition	<ul style="list-style-type: none"><li>• <b>Discuss</b> the clinical &amp; histopathological features of following ulcerative conditions<ul style="list-style-type: none"><li>i) Immunological diseases</li><li>ii) Aphthous ulcers</li><li>iii) Behcets syndrome</li><li>iv) Erythema multiforme</li></ul></li></ul>	Lecture	Practical	2	Presentation & Final Exam





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ORAL MEDICINE								
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	<ul style="list-style-type: none"> <li>• Draft classification of bacterial infections in relation to oral mucosa.</li> <li>• List of etiological factors, sign and symptoms, clinical features, investigation and management options of:               <ol style="list-style-type: none"> <li>1. Cellulitis &amp; Abscess</li> <li>2. Ludwig's angina</li> <li>3. Actinomycosis</li> <li>4. ANUG</li> <li>5. NOMA</li> <li>6. Tuberculosis</li> </ol> </li> <li>• <b>Devise</b> classification of Syphilis on the basis of duration.</li> <li>• <b>List</b> Oral manifestations and management protocols of different types of Syphilis.</li> </ul>	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
Viral Infections	<ul style="list-style-type: none"> <li>• <b>Classify</b> viral infection in relation to oral mucosa.</li> <li>• <b>Discuss</b> predisposing factors, Oral Manifestation, sign and symptoms, clinical features, Investigations, diagnostic criteria and Management of the following:               <ol style="list-style-type: none"> <li>1. Herpes Simplex virus (Herpetic gingivostomatitis &amp; Herpes Labialis)</li> <li>2. Herpes zoster (Chicken Pox and shingles)</li> <li>3. Herpangina</li> <li>4. Cocksackievirus (Hand, Foot and Mouth disease.)</li> <li>5. Cytomegal virus</li> <li>6. Epstein bar virus (Infectious Mononucleosis)</li> <li>7. Human immune deficiency virus</li> </ol> </li> </ul>	04 Hours	02 hours		06 hours	ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex	Large teaching group Small teaching group Buzz group Flip classroom CBL PBL	Padlet, Socrative



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Fungal Infections	<ul style="list-style-type: none"> <li><b>List</b> fungal infections of Oral cavity.</li> <li><b>Classify</b> oral Candidiasis.</li> <li><b>List</b> various predisposing factors of oral candidiasis.</li> <li><b>Discuss</b> oral manifestation, sign and symptoms, clinical features, management and differential diagnosis of the following fungal condition:             <ol style="list-style-type: none"> <li>Acute pseudo-membranous candidiasis.</li> <li>Erythematous candidiasis.</li> <li>Chronic Hyperplastic Candidiasis.</li> <li>Chronic Atrophic Candidiasis.</li> <li>Denture Induced Stomatitis.</li> <li>Angular Cheilitis.</li> <li>Median Rhomboid Glossitis.</li> <li>Chronic Mucocutaneous Candidiasis.</li> <li>Mucormycosis</li> </ol> </li> </ul>	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
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**COURSE TITLE: ORAL SOFT TISSUE LESIONS**

Topic	Learning Objectives	Lecture Hours	Tutorial Hours	Clinical Rotation	Total Teaching Hours	Mode of Assessment	Teaching methodology	Activity tool
Oral Ulceration	<ul style="list-style-type: none"> <li><b>Define</b> Oral ulcers.</li> <li><b>Classify</b> oral ulcers on the basis of etiology.</li> <li><b>List</b> Etiology, Clinical features and Management options for:             <ol style="list-style-type: none"> <li>Traumatic ulcer</li> <li>Recurrent Aphthous Stomatitis               <ol style="list-style-type: none"> <li>Minor Aphthous Ulcer</li> <li>Major Aphthous Ulcers</li> <li>Herpetiform Ulcers</li> </ol> </li> </ol> </li> <li><b>Distinguishing</b> features of Minor, Major and Herpetiform ulcers on the basis of their clinical presentation.</li> <li><b>Define</b> Bechet's Disease.</li> <li><b>Discuss</b> clinical features, Diagnostic criteria and management options of Bechet's disease.</li> </ul>	03 Hours	01 hours		04 hours	ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex	Large teaching group Small teaching group Buzz group Flip classroom CBL PBL	Padlet, Socrative



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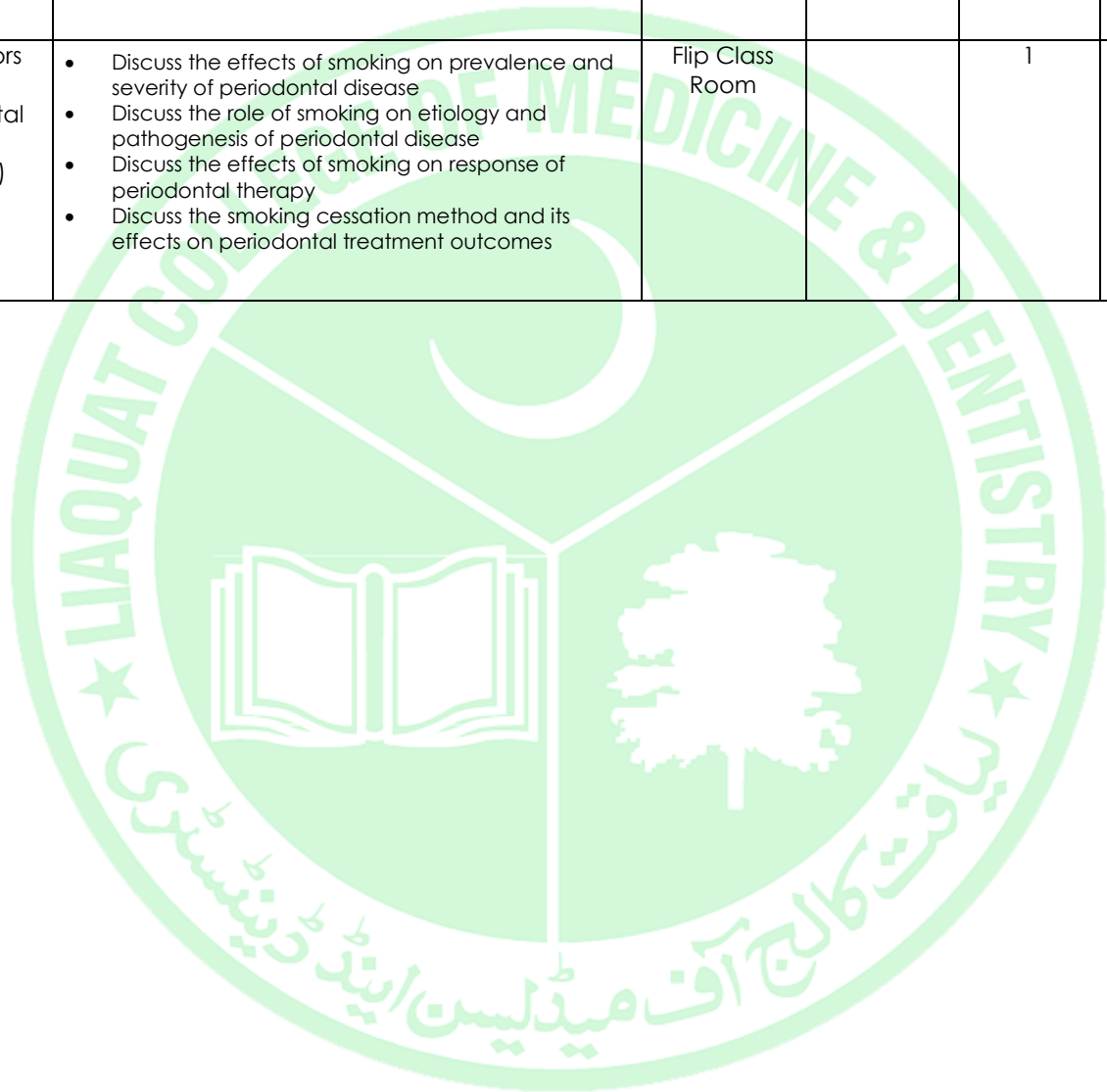
PERIODONTOLOGY					
COURSE TITLE: PERIODONTAL DISEASES					
Contents	Learning Objectives	Mode of Teaching		Expected hour	Assessment Tools
		Lecture	Practical		
Periodontitis	<ul style="list-style-type: none"> <li>Define Periodontitis</li> <li>Discuss the general characteristics and symptoms of periodontitis</li> <li>Discuss the staging and grading of periodontitis</li> <li>Cases of co relate the effects of local immunologic systemic and genetics risk factors of periodontitis</li> </ul>	Lecture	OPD Rotation/ Tutorial	5	Class test Class Participati on Group Assignmen ↑ OPD Assessmen ↑ Final Examinatio n
Influence of systemic conditions on Periodontium	<ul style="list-style-type: none"> <li>Discuss briefly the effect of following conditions on Periodontium                             <ul style="list-style-type: none"> <li>Endocrine disorder and hormonal changes and their effect on periodontitis</li> <li>Hematological disorder and immune deficiencies and their effect on periodontium</li> <li>Genetic disorders and their role on progression of periodontitis</li> <li>Stress and psychosomatic disorders.</li> <li>Nutritional impact on periodontal health medications and other systemic health</li> </ul> </li> </ul>				
Influence of periodontal infection on systemic health	<ul style="list-style-type: none"> <li>Describe the pathobiology of Periodontitis</li> <li>Discuss the correlation between Periodontitis and mortality rate</li> <li>Discuss briefly the effect of Periodontitis on following systemic conditions:                             <ol style="list-style-type: none"> <li>Coronary heart diseases/ Atherosclerosis</li> <li>Stroke</li> <li>Asthma</li> <li>rheumatoid arthritis</li> <li>Diabetes Mellitus</li> <li>thrombogenesis</li> </ol> </li> </ul> <p><b>PERIODONTITIS AS A MANIFESTATION OF SYSTEMIC DISEASES AND AIDS</b></p> <ul style="list-style-type: none"> <li>Discuss periodontitis as a manifestation of systemic disease</li> <li>Classify periodontal diseases associated with HIV infection</li> <li>Formulate a plan of management of AIDS and HIV associated periodontitis</li> </ul>			1	
Acute periodontal infections, abscess diagnosis and management	<ul style="list-style-type: none"> <li>Discuss the clinical features and microscopic findings of acute periodontal infections</li> <li>Discuss Etiology and management of NUP</li> <li>Explain Malnutrition and its complications and management</li> <li>classify abscesses according to etiology, course onset and duration</li> <li>Discuss specific treatment approaches</li> <li>Discuss the microbiology and antibiotic therapy</li> </ul>			1	
The Periodontal Pocket Formation And	<ul style="list-style-type: none"> <li>Classify periodontal pocket</li> <li>Discuss the clinical features, pathogenesis and histopathology of the periodontal pocket</li> <li>Discuss the Relationship of Attachment Loss and Bone Loss to Pocket Depth</li> <li>Discuss the patterns of bone loss</li> </ul>	Flip Class Room		1	Class test Class Participatio n Group



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Patterns Of Bone Loss	<ul style="list-style-type: none"> <li>Discuss the various etiologies that lead to bone loss and its features</li> <li>Discuss the Factors Determining Bone Morphology in Periodontitis</li> <li>Identify Bone Destruction Patterns in Periodontitis</li> </ul>				Assignment Final Examination
Periodontal Response To External Forces	<ul style="list-style-type: none"> <li>Discuss the Adaptive Capacity of the Periodontium to Occlusal Forces</li> <li>Classify trauma from occlusion</li> <li>Explain the Effects of trauma from occlusion on dental pulp</li> <li>Discuss pathologic tooth migration</li> </ul>	Flip Class Room		1	Class test Class Participation Group Assignment Final Examination
Risk Factors Of Periodontal Disease (Smoking)	<ul style="list-style-type: none"> <li>Discuss the effects of smoking on prevalence and severity of periodontal disease</li> <li>Discuss the role of smoking on etiology and pathogenesis of periodontal disease</li> <li>Discuss the effects of smoking on response of periodontal therapy</li> <li>Discuss the smoking cessation method and its effects on periodontal treatment outcomes</li> </ul>	Flip Class Room		1	Class test Class Participation Group Assignment Final Examination





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JUNIOR PROSTHODONTICS				
Topic	Learning Objectives	Mode of Teaching	KSA Competencies Knowledge/Skill/ Attitude	Assessment Tools
		Lecture/Tutorials		
Components of RPD (major connector and minor connector)	<ul style="list-style-type: none"> <li>• <b>Define</b> major connectors</li> <li>• <b>List</b> types of major connectors</li> <li>• <b>Discuss</b> the location, indication contraindication of major connectors</li> <li>• <b>Describe</b> ideal requirements and design consideration of major connector</li> <li>• <b>Describe</b> functions of minor connectors</li> <li>• <b>Explain</b> form and location of minor Connectors</li> <li>• <b>Discuss</b> tissues tops and finishing Line of removable partial dentures.</li> </ul>	Lecture(2)	Skills designing	Class Participation Class Test
Rest and rest seats	<ul style="list-style-type: none"> <li>• <b>Define</b> rest</li> <li>• <b>Classify</b> rest and rest seats on the basis of location</li> <li>• <b>Describe</b> form, support &amp; design of occlusal rest and rest seat</li> <li>• <b>Relate</b> the role of rest in control of prosthesis movement</li> </ul>	Lecture(2)	Small Group Discussion Tutorial Practical	Class Participation Final examination DOPS
Direct retainers	<ul style="list-style-type: none"> <li>• <b>Define</b> direct retainers</li> <li>• <b>State</b> the role of direct retainer in prosthesis movement control</li> <li>• <b>Classify</b> direct retainers on the basis of extra coronal and intra coronal prosthesis</li> <li>• <b>Discuss</b> the contours of tooth for the fabrication of retentive clasps</li> <li>• <b>Describe</b> functional requirement of clasp</li> <li>• <b>Discuss</b> criteria for selecting given clasp design</li> <li>• <b>List</b> basic parts of clasp assembly</li> <li>• <b>Describe</b> basic principles of clasp design</li> <li>• <b>List</b> types of clasp assembly</li> </ul>	Lecture(4) Fish bowl	Small Group Discussion Tutorial Practical	Class Participation Flip classroom Final examination DOPS
Indirect retainers	<ul style="list-style-type: none"> <li>• <b>Define</b> indirect retainers</li> <li>• <b>Explain</b> factors influencing effectiveness of indirect retainers</li> <li>• <b>Discuss</b> the forces acting on the denture</li> <li>• <b>Define</b> fulcrum line</li> <li>• <b>Describe</b> auxiliary functions of indirect retainers</li> <li>• <b>List</b> types of indirect retainers</li> </ul>	Lecture(2)		Class Participation Think, pair and share







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	<p>presenting with dental caries in the OPD.</p> <ul style="list-style-type: none"> <li>• <b>Formulate</b> a treatment plan for the patients presenting with dental caries in the OPD</li> </ul>			
Diagnosis & Prevention Of Dental Caries in Pediatric Patients	<p><b>By the end of lecture the student should be able :</b></p> <ul style="list-style-type: none"> <li>• <b>Describe</b> the process of development of caries</li> <li>• <b>Explain</b> epidemiology of caries</li> <li>• <b>Differentiate</b> between caries detection and diagnosis</li> <li>• <b>Discuss</b> effects of diet on dental tissues.</li> <li>• <b>State</b> various sources of sugars.</li> <li>• <b>Describe the effect</b> of fluoride on dental caries process.</li> <li>• <b>Explain</b> the rationale of fluoride supplementation.</li> <li>• <b>Describe</b> different vehicles of fluoride delivery.</li> <li>• <b>Explain</b> the importance of parental counseling.</li> <li>• <b>Describe</b> the importance of dietary management and home care in caries prevention.</li> <li>• <b>State</b> the importance of regular dental follow-ups.</li> <li>• <b>Discuss</b> the importance of fissure sealing and acid etch technique as a preventive measure.</li> </ul>	1		Class Participation Group Assignment
Instruments and Their Uses	<ul style="list-style-type: none"> <li>• <b>Classify</b> instruments on the basis of cutting and non-cutting instruments.</li> <li>• <b>List</b> hand and rotary instruments used for tooth preparation.</li> <li>• <b>List</b> various cutting and non-cutting hand instruments.</li> <li>• <b>Describe</b> the various instrument grasp techniques that can be employed.</li> <li>• <b>Demonstrate</b> the use of hand and rotary instruments</li> <li>• <b>Demonstrate</b> sharpening of instruments</li> <li>• <b>By the end of the Operative OPD rotation the student should be able to:</b></li> <li>• <b>Identify</b> hand and rotary instruments</li> <li>• <b>State</b> the uses of the instrument. (OSCE/CLINICAL)</li> <li>• <b>Select</b> correct instrument for the required task (OSCE/CLINICAL)</li> </ul>	1	Tutorial/ Small group discussions	Class Participation Final Examination
Tooth Surface Loss	<ul style="list-style-type: none"> <li>• <b>Define</b> the following types of tooth surface loss:</li> </ul>	Flipped		Class Test Class Participation



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	<ol style="list-style-type: none"> <li>1. Abrasion,</li> <li>2. Attrition,</li> <li>3. Erosion,</li> <li>4. Abfraction.</li> </ol> <ul style="list-style-type: none"> <li>• <b>Describe</b> the etiology of.             <ol style="list-style-type: none"> <li>1. Abrasion,</li> <li>2. Attrition,</li> <li>3. Erosion,</li> <li>4. Abfraction.</li> </ol> </li> <li>• <b>Describe</b> the prevention and management of tooth surface loss.</li> <li>• <b>List</b> etiology of dentinal hypersensitivity</li> <li>• <b>Explain</b> pathogenesis and management of dentine hypersensitivity.</li> </ul>	classroom		Final Examination
Pulp Therapy For Primary And Young Permanent Teeth	<p><b>By the end of lecture the student will be able :</b></p> <ol style="list-style-type: none"> <li>1. <b>Discuss</b> the importance to save primary tooth pulpal health</li> <li>2. <b>List</b> the indications and Contraindications of pulp therapy in deciduous teeth.</li> <li>3. <b>List</b> the indications, contraindications and procedures in primary dentition for:             <ol style="list-style-type: none"> <li>i) Pulp cap,</li> <li>ii) Pulpotomy,</li> <li>iii) Pulpectomy</li> </ol> </li> <li>4. <b>List and describe</b> briefly indications, contraindications in young permanent dentition for:             <ol style="list-style-type: none"> <li>i) Indirect pulp cap,</li> <li>ii) Direct pulp cap,</li> <li>iii) Cvek Pulpotomy,</li> <li>iv) Apexogenesis,</li> <li>v) Apexification</li> </ol> </li> <li>5. <b>Describe</b> the role of regenerative endodontics in the management of non-vital immature teeth.</li> </ol>	Flipped classroom		Class Test Class Participation  OSCE/ CLINICAL



**JUNIOR ORAL SURGERY**

**COURSE TITLE: PRINCIPLES OF EXODONTIA**

Lecture Topic	Learning Objectives	Mode of Teaching		Assessment Tools
		Lecture	Clinical	
Clinical and radiographic evaluation of teeth for removal	<ol style="list-style-type: none"> <li>1. <b>Define</b> pain</li> <li>2. <b>Classify</b> different type of pain related to teeth</li> <li>3. <b>Demonstrate</b> Anxiety control protocol</li> <li>4. <b>Conduct</b> Pre surgical Medical Assessment, Clinical evaluation &amp; radiographic interpretation before extraction</li> <li>5. <b>Describe</b> patient &amp; surgeons preparation before tooth extraction</li> </ol> <p><b>By the end of the Oral surgery OPD rotation the student should be able to:</b></p> <ol style="list-style-type: none"> <li>1. <b>Identify</b> the types of radiographs. (OSCE)</li> <li>2. <b>Identify</b> the anatomical structures observed in the radiograph. (OSCE/CLINICAL)</li> <li>3. <b>Identify</b> the pathological findings seen in the radiograph. (OSCE/CLINICAL)</li> <li>4. <b>Demonstrate</b> application of radiation protection equipment on patient before taking radiograph on patient.</li> <li>5. <b>Update</b> the stimulated patient/ given patient regarding findings of radiographs, their implication and possible solution.</li> </ol>	Lecture (1)	Practical demonstration during surgical rotation	Any one form of assessment - Quiz - Class Test - Class Participation - Individual - Assignment - Group Test
<b>Instrumentation For Basic Oral Surgery</b>	<ol style="list-style-type: none"> <li>1. <b>List</b> instruments for:               <ol style="list-style-type: none"> <li>i) Incising tissue</li> <li>ii) Elevating mucoperiosteum</li> <li>iii) Retracting soft tissue</li> <li>iv) Controlling hemorrhage</li> <li>v) Grasping tissue</li> <li>vi) Removing bone</li> <li>vii) Removing soft tissue from bony defects</li> <li>viii) Suturing mucosa</li> <li>ix) Mouth opening</li> <li>x) Providing suction</li> <li>xi) Transferring sterile instruments</li> <li>xii) Holding towel &amp; drapes in position</li> <li>xiii) Irrigation</li> <li>xiv) Dental elevators for tooth extraction</li> <li>xv) Tooth extraction forceps</li> </ol> </li> <li>2. <b>Select</b> appropriate instruments for extraction of given tooth</li> </ol> <p><b>By the end of the Oral Surgery OPD rotation the student should be able to:</b></p> <ol style="list-style-type: none"> <li>1. <b>Identify</b> the instruments of exodontia. (OSCE/CLINICAL)</li> <li>2. <b>State</b> the uses of the instrument. (OSCE/CLINICAL)</li> <li>3. <b>Demonstrate</b> correct selection of an instrument for the required task (OSCE/CLINICAL)</li> </ol>	Lecture (1)		
<b>Principles of Routine Exodontia</b>	<ol style="list-style-type: none"> <li>1. <b>List</b> the Indication and contraindications for extraction of teeth</li> <li>2. <b>Describe</b> mechanical principles involved in tooth extractions</li> <li>3. <b>Demonstrate</b> different Chair position for Forceps extraction</li> <li>4. <b>Demonstrate</b> procedure for closed tooth extraction</li> </ol>	Lecture (2)		



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	5. <b>Demonstrate</b> specific technique for removal of each tooth 6. <b>Construct</b> the management plan of post extraction socket 7. <b>Identify</b> postoperative complication of tooth extraction 8. <b>Evaluate</b> postoperative complication of extraction		
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**COURSE TOPIC: TEMPOROMANDIBULAR AND OTHER FACIAL PAIN DISORDERS**

Lecture Topic	Learning Objectives	Mode of Teaching		Assessment Tools
		Lectures	Clinical	
<b>Facial Neuropathology Segment 1:</b> Diagnosis and management of Orofacial pain	1. <b>Enlist</b> different type of orofacial pain 2. <b>Explain:</b> i) Basics of pain neurophysiology ii) neuropathic facial pains iii) Chronic headache iv) other Chronic headache of dental interest	Lecture(1)	Practical demonstration during surgical rotation	Any one form of assessment - Quiz - Class Test - Class Participation - Individual - Assignment Group Test -OSATS
<b>Segment 2: Facial Neuropathology</b> Clinical evaluation and management of trigeminal neuralgia.	1. <b>Identify</b> patient with trigeminal neuralgia 2. <b>List</b> sign & symptoms of TN 3. <b>Take</b> complete history 4. <b>Diagnose</b> patient with TN 5. <b>Compare</b> treatment options for TN 6. <b>Enlist</b> complication for each treatment option	Lecture(1)		

**COURSE TOPIC: TEMPOROMANDIBULAR AND OTHER FACIAL PAIN DISORDERS**

Lecture Topic	Learning Objectives	Mode of Teaching		Assessment Tools
		Lectures	Clinical	
<b>Segment 3: FACIAL NEUROPATHOLOGY</b>  (Diagnosis and management of facial palsy)	1. <b>Enlist</b> different causes of facial nerve pathology 2. <b>Describe</b> management for facial palsy <b>By the end of the Oral Surgery OPD rotation the student should be able to do:</b> 1. <b>Take</b> comprehensive history of the patient present in the OPD with facial pain 2. <b>Classify</b> different types of facial pain 3. <b>Identify</b> the cause of facial pain (CBL) (OSCE). 4. <b>Perform</b> cranial nerves examination (CLINICAL /OSCE)	Lecture(2)	Practical demonstration during surgical rotation	Any one form of assessment - Quiz - Class Test - Class Participation - Individual - Assignment Group Test



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<b>COURSE TITLE: PRINCIPLES OF EXODONTIA</b>				
Lecture Topic	Learning Objectives	Mode of Teaching		Assessment Tools
		LECTURES	CLINICAL	
<b>POST-EXTRACTION PATIENT MANAGEMENT</b>	<ol style="list-style-type: none"> <li>1. <b>Plan</b> postoperative follow up visits after surgical extraction of tooth.</li> <li>2. <b>Document</b> the procedure</li> <li>3. <b>Manage</b> record keeping</li> <li>4. <b>Describe</b> prevention of complications, after surgical tooth extraction.</li> <li>5. <b>Explain</b> soft tissue injuries.</li> <li>6. <b>List</b> complications associated with surgical removal of impacted teeth.</li> <li>7. <b>Describe</b> oroantral communications.</li> <li>8. <b>Differentiate</b> between OAC &amp; OAF</li> <li>9. <b>Compare</b> delayed healing and infection</li> <li>10. Manage patient with Dry socket</li> </ol> <p><b>By the end of the Oral Surgery OPD rotation the student should be able to:</b></p> <ol style="list-style-type: none"> <li>1. <b>Formulate</b> written consent for the procedure (role play) (OSCE)</li> <li>2. <b>Diagnose</b> and manage post operative complications (OSCE/CLINICAL)</li> </ol>	Lectures 2	Practical demonstration during surgical rotation	Any one form of assessment - Quiz - Class Test - Class Participation - Individual - Assignment - Group Test
<b>MANAGEMENT OF HOSPITALIZED PATIENTS</b>	<ol style="list-style-type: none"> <li>1. <b>Describe</b> the indications for hospitalization.</li> <li>2. <b>Outline</b> the process of hospital admission for surgical patients.</li> <li>3. <b>Record</b> complete medical history and perform clinical examination.</li> <li>4. <b>Interpret</b> vital signs including temperature, pulse, respiration, and blood pressure.</li> <li>5. <b>Explain</b> the importance of fluid and electrolyte balance.</li> <li>6. <b>Describe</b> preoperative preparation before surgery.</li> <li>7. <b>Identify</b> common postoperative complications.</li> <li>8. <b>Describe</b> pain management strategies.</li> <li>9. <b>Explain</b> infection control measures in the ward.</li> <li>10. <b>Outline</b> postoperative monitoring and care.</li> <li>11. <b>Recognize systemic</b> complications requiring urgent intervention.</li> <li>12. <b>Plan</b> discharge instructions and follow-up.</li> </ol>	Lectures 2	Practical demonstration during surgical rotation	Any one form of assessment - Quiz - Class Test - Class Participation - Individual - Assignment - Group Test



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COURSE TITLE: INFECTIONS				
Lecture Topics	Learning Objectives	Mode of Teaching		Assessment Tools
		Lecture	Clinical	
Principles of management and prevention of odontogenic infection	1. <b>Explain</b> microbiology of odontogenic infections	Lecture (1)	Practical demonstration during surgical rotation	Any one form of assessment - Quiz - Class Test - Class Participation - Individual - Assignment - Group Test
	2. <b>Demonstrate</b> boundaries of facial spaces			
	3. <b>Classify</b> facial space infection			
	4. <b>List</b> Complex Odontogenic infection	Lecture (1)		
	5. <b>Describe</b> various route of spread of Facial space infections			
	6. <b>Describe</b> diagnosis & Management of complex Odontogenic infection			
	7. <b>Explain</b> principles of: i) Management of odontogenic infections ii) Prevention of infection	Lecture (2)		
	8. <b>Develop</b> a prescription of prophylactic antibiotics for infection.			
	<b>By the end of the Oral Surgery OPD rotation the student should be able to:</b>			
	1. <b>Classify</b> the facial spaces			
	2. <b>Explain</b> the causes of spread of infections			
	3. <b>Conduct</b> the examination of the swelling on simulated patients/OPD patients			
	4. <b>Identify</b> the patients with odontogenic infections (CBL/ Simulated/OPD patients)			
	5. <b>Formulate</b> the <b>management</b> plan(OSCE/CLINICAL)			
	6. <b>Demonstrate</b> culture and sensitivity testing			



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RESEARCH				
Topic	Learning Objectives	Mode of Teaching	KSA Competencies Knowledge/Skill/ Attitude	Assessment Tools
		Lecture/Tutorials		
<b>Non Parametric Alternative for Paired T Test (Wilcoxon Sign Rank Test)</b> 1 hr	1. Define the Wilcoxon Signed-Rank Test as a non-parametric alternative to the paired t-test for comparing two related samples. 2. Explain the assumptions and conditions for using the Wilcoxon Signed-Rank Test, including the use of ordinal data or non-normally distributed interval/ratio data. 3. Differentiate between the paired t-test and Wilcoxon Signed-Rank Test in terms of parametric vs. non-parametric approaches. 4. Define how to rank the differences between paired observations and calculate the test statistic. 5. Interpret the test results, including the significance of the p-value and the decision regarding the null hypothesis. 6. Recognize when to apply the Wilcoxon Signed-Rank Test over the paired t-test based on data distribution.	Lectures, Workshops, Research meetings, small group discussions digital library sessions.	KSA	MCQs, Summative assignments research based.
<b>Hypothesis Testing for Proportions of 2 observations Paired Samples</b> 1hr	1. Define hypothesis testing for proportions in two related (paired) samples and its application in research. 2. Explain the assumptions required for testing proportions in paired samples, including the need for binary data. 3. Differentiate between paired sample t-tests and hypothesis tests for proportions in paired samples. 4. Calculate the test statistic (z-test for proportions) for paired observations. 5. Interpret the p-value and confidence intervals in decision-making for paired proportions.			
<b>Hypothesis Testing for Means of &gt; 2 observations Paired Samples: Repeated Measures ANOVA</b>	1. Define Repeated Measures ANOVA and its application in hypothesis testing for means of more than two related (paired) observations. 2. Explain the assumptions required for conducting Repeated Measures ANOVA, including normality, sphericity, and the dependence of observations. 3. Differentiate between Repeated Measures ANOVA and one-way ANOVA for independent samples.			



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<p><b>1 hr</b></p>	<ol style="list-style-type: none"> <li>4. Define the F-statistic in Repeated Measures ANOVA and how to interpret p-values to assess differences among means.</li> <li>5. Identify and minimize Type I and Type II errors in Repeated Measures ANOVA.</li> <li>6. Perform post-hoc tests (if necessary) to explore significant differences between groups.</li> </ol>			
<p><b>Non Parametric Alternative for Repeated Measures ANOVA (Friedman Test)</b></p>	<ol style="list-style-type: none"> <li>1. Define the Friedman test as a non-parametric alternative to Repeated Measures ANOVA for comparing more than two related (paired) observations.</li> <li>2. Explain the assumptions and conditions for using the Friedman test, including ordinal data or non-normally distributed interval/ratio data.</li> <li>3. Differentiate between Repeated Measures ANOVA and the Friedman test in terms of parametric vs. non-parametric approaches.</li> <li>4. Describe the procedure for conducting the Friedman test, including ranking the data and calculating the test statistic.</li> <li>5. Interpret the results, including the p-value and decision regarding the null hypothesis.</li> </ol>			
<p><b>Hypothesis Testing for Proportions of &gt; 2 observations Paired Samples: Cochran Q Test</b> <b>1 hr</b></p>	<ol style="list-style-type: none"> <li>1. Define the Cochran's Q test and its application in hypothesis testing for proportions of more than two related (paired) observations.</li> <li>2. Explain the assumptions required for using the Cochran's Q test, including binary (dichotomous) data and dependent samples.</li> <li>3. Differentiate between Cochran's Q test and other tests for proportions, such as the Chi-square test, in terms of paired versus independent samples.</li> <li>4. Calculate the Cochran's Q statistic and interpret the results, including the p-value.</li> <li>5. Describe how to apply post-hoc tests if Cochran's Q test indicates significant differences.</li> <li>6. Identify when the Cochran's Q test is more appropriate than other tests for comparing proportions in repeated measures data.</li> </ol>			
<p><b>Hypothesis Testing for Means of 2 Independent Samples: Independent T Test</b> <b>1 hr</b></p>	<ol style="list-style-type: none"> <li>1. Define the Independent t-test and its application in hypothesis testing for means of two independent samples.</li> <li>2. Explain the assumptions required for conducting an Independent t-test, including normality and equal variances between the groups.</li> <li>3. Differentiate between paired and independent samples in the context of hypothesis testing.</li> </ol>			



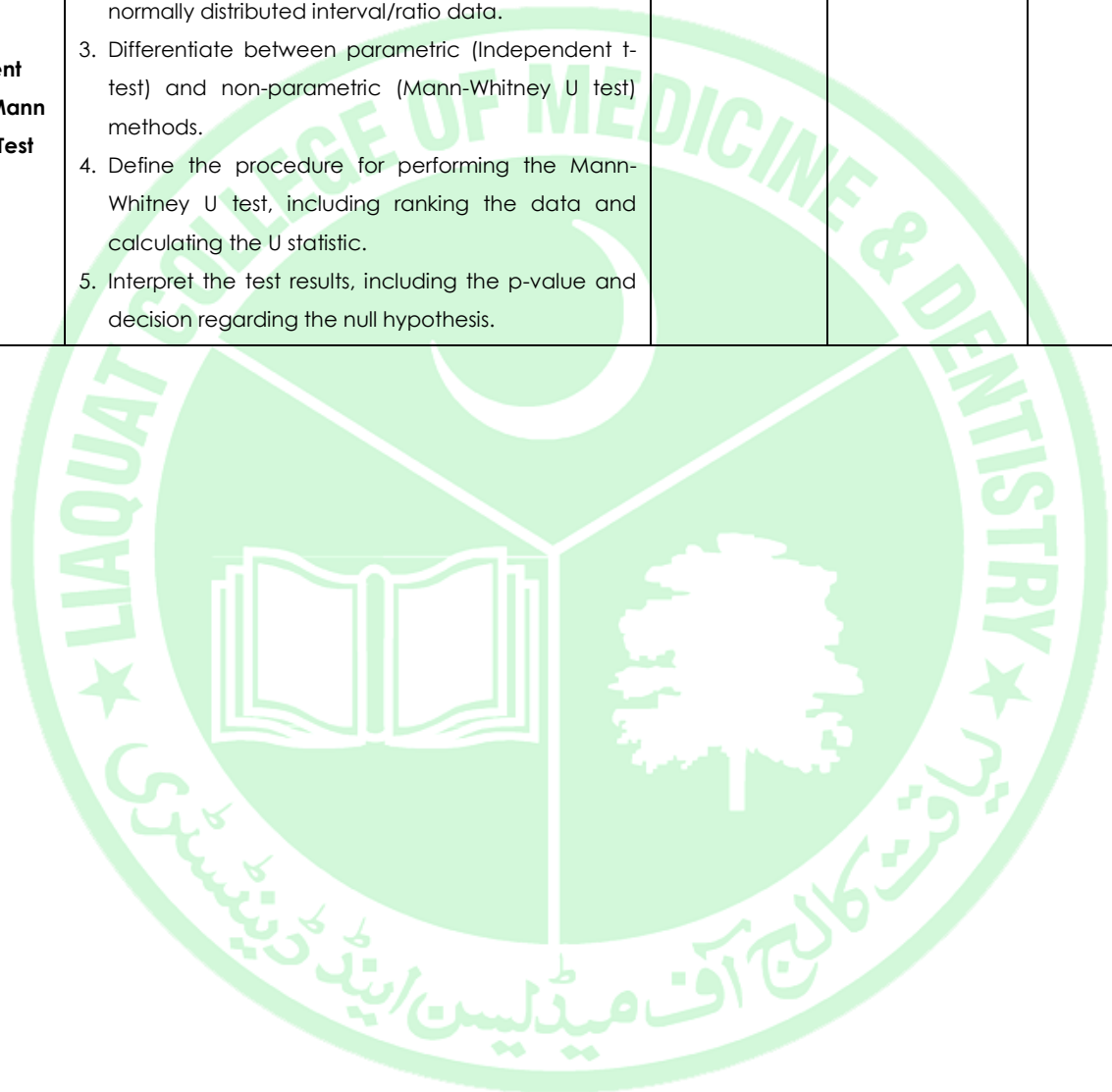
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	<ol style="list-style-type: none"> <li>4. Calculate the test statistic (t-value) for independent samples and interpret the p-value.</li> <li>5. Describe the concept of degrees of freedom and its role in the t-distribution.</li> </ol>			
<p><b>Non Parametric Alternative for Means 2 Independent Samples: Mann Whitney U Test</b> 1 Hr</p>	<ol style="list-style-type: none"> <li>1. Define the Mann-Whitney U test as a non-parametric alternative to the Independent t-test for comparing two independent samples.</li> <li>2. Explain the assumptions and conditions for using the Mann-Whitney U test, including ordinal data or non-normally distributed interval/ratio data.</li> <li>3. Differentiate between parametric (Independent t-test) and non-parametric (Mann-Whitney U test) methods.</li> <li>4. Define the procedure for performing the Mann-Whitney U test, including ranking the data and calculating the U statistic.</li> <li>5. Interpret the test results, including the p-value and decision regarding the null hypothesis.</li> </ol>			

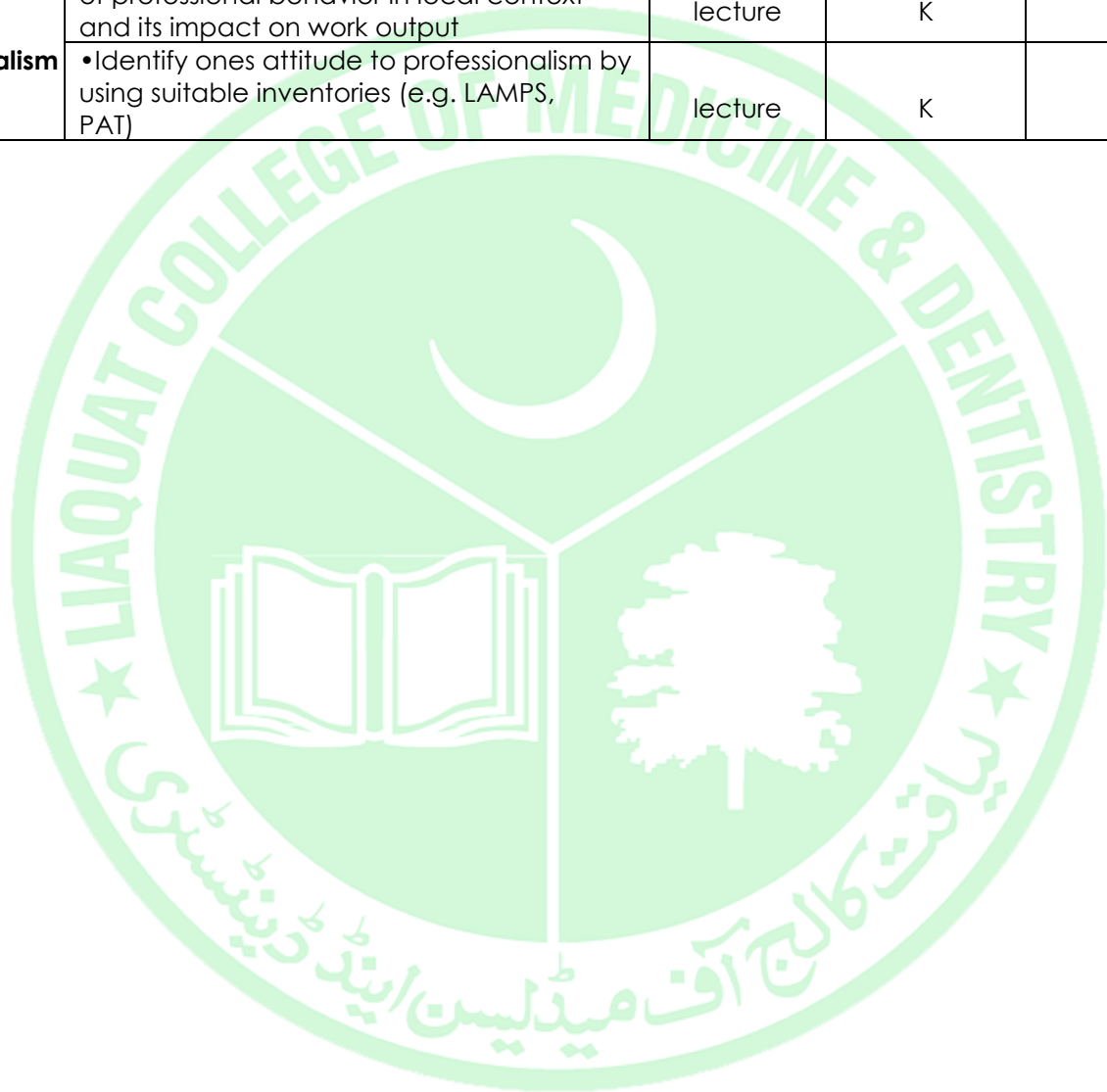




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LEADERSHIP, PROFESSIONALISM & ETHICS (LeaPE)				
Topic	Learning Objectives	Mode of Teaching	KSA Competencies Knowledge/Skill/ Attitude	Assessment Tools
		Lecture/Tutorials		
<b>PROFESSIONALISM</b>				
<b>Identifying professionalism</b>	<ul style="list-style-type: none"> <li>Discuss features of presence and absence of professional behavior in local context and its impact on work output</li> </ul>	lecture	K	MCQs
	<ul style="list-style-type: none"> <li>Identify ones attitude to professionalism by using suitable inventories (e.g. LAMPS, PAT)</li> </ul>	lecture	K	MCQs

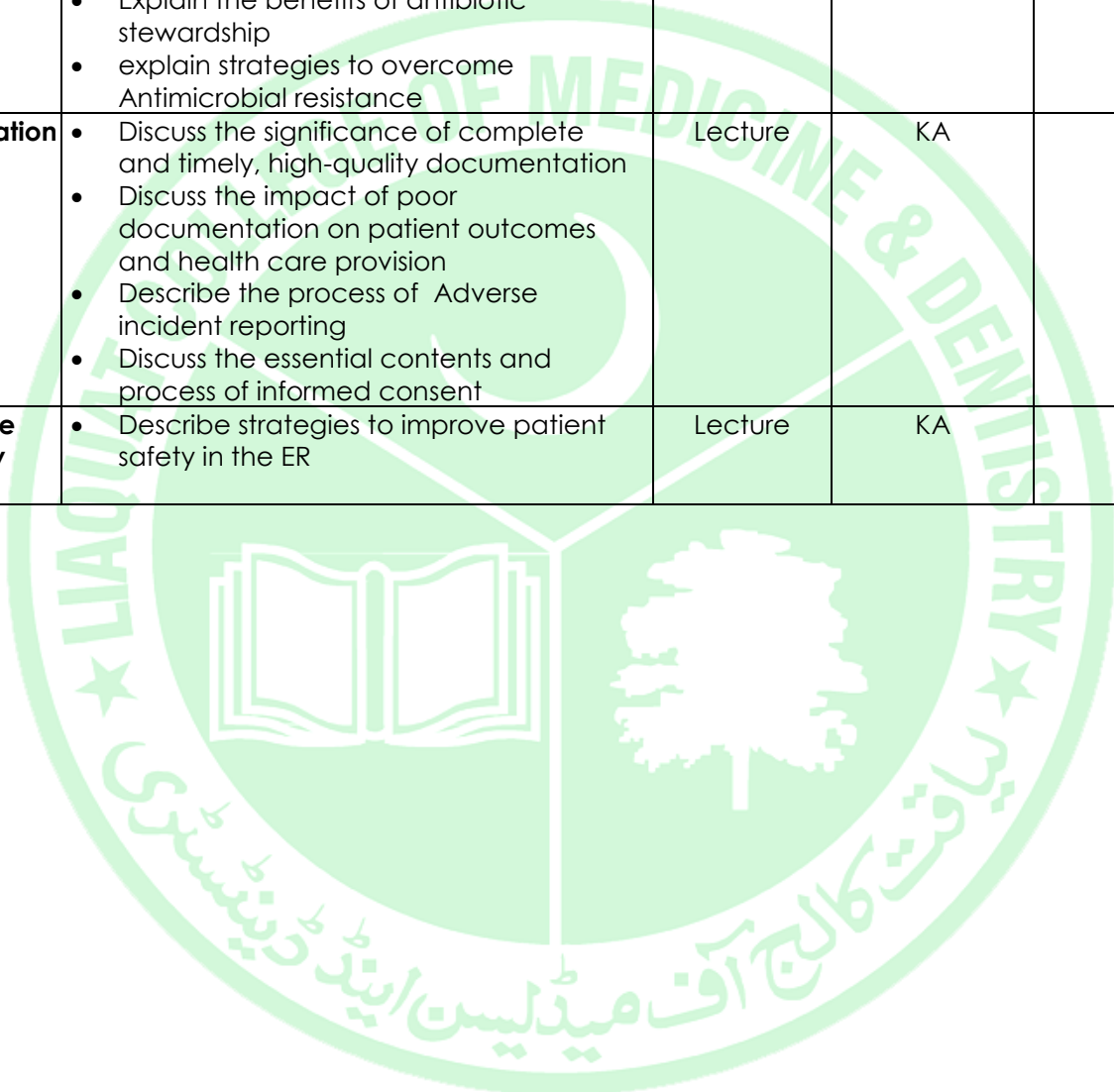




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PATIENT SAFETY & INFECTION CONTROL				
Topic	Learning Objectives	Mode of Teaching	KSA Competencies Knowledge/Skill/ Attitude	Assessment Tools
		Lecture/Tutorials		
<b>Misuse of antibiotics and other medications (move to second)</b>	<ul style="list-style-type: none"> <li>Describe the process of how humans become resistant to antibiotics</li> <li>Discuss the effects of antibiotic resistance</li> <li>Explain the benefits of antibiotic stewardship</li> <li>explain strategies to overcome Antimicrobial resistance</li> </ul>	Lecture SGD	KA	MCQs
<b>Documentation</b>	<ul style="list-style-type: none"> <li>Discuss the significance of complete and timely, high-quality documentation</li> <li>Discuss the impact of poor documentation on patient outcomes and health care provision</li> <li>Describe the process of Adverse incident reporting</li> <li>Discuss the essential contents and process of informed consent</li> </ul>	Lecture	KA	MCQs
<b>Safety in the Emergency Room</b>	<ul style="list-style-type: none"> <li>Describe strategies to improve patient safety in the ER</li> </ul>	Lecture	KA	MCQs





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COMMUNICATION SKILLS				
Topic	Learning Objectives	Mode of Teaching	KSA Competencies Knowledge/Skill/ Attitude	Assessment Tools
		Lecture/Tutorials		
<b>Effective Communication during history taking</b>	<ul style="list-style-type: none"> <li>Demonstrate principles of effective communication during history taking by using any one of the following:               <ul style="list-style-type: none"> <li>Calgary Cambridge Observation Guide (1996)</li> <li>CLASS Protocol</li> <li>Kalamazoo Consensus statement (1999)</li> </ul> </li> </ul>	Role play	KSA	MCQs + OSPE
<b>Patient-Centered Care: Principles and Practice</b>	<ul style="list-style-type: none"> <li>Discuss the concept of Patient Centered Care (PCC)</li> <li>List the essential components of PCC</li> <li>Discuss the fundamentals of patient-centered interviewing including history-taking</li> </ul>	lecture	K	MCQs
<b>Providing information for patient care</b>	<ul style="list-style-type: none"> <li>Demonstrate providing information to the patient for their care</li> </ul>	role play	KSA	OSPE

