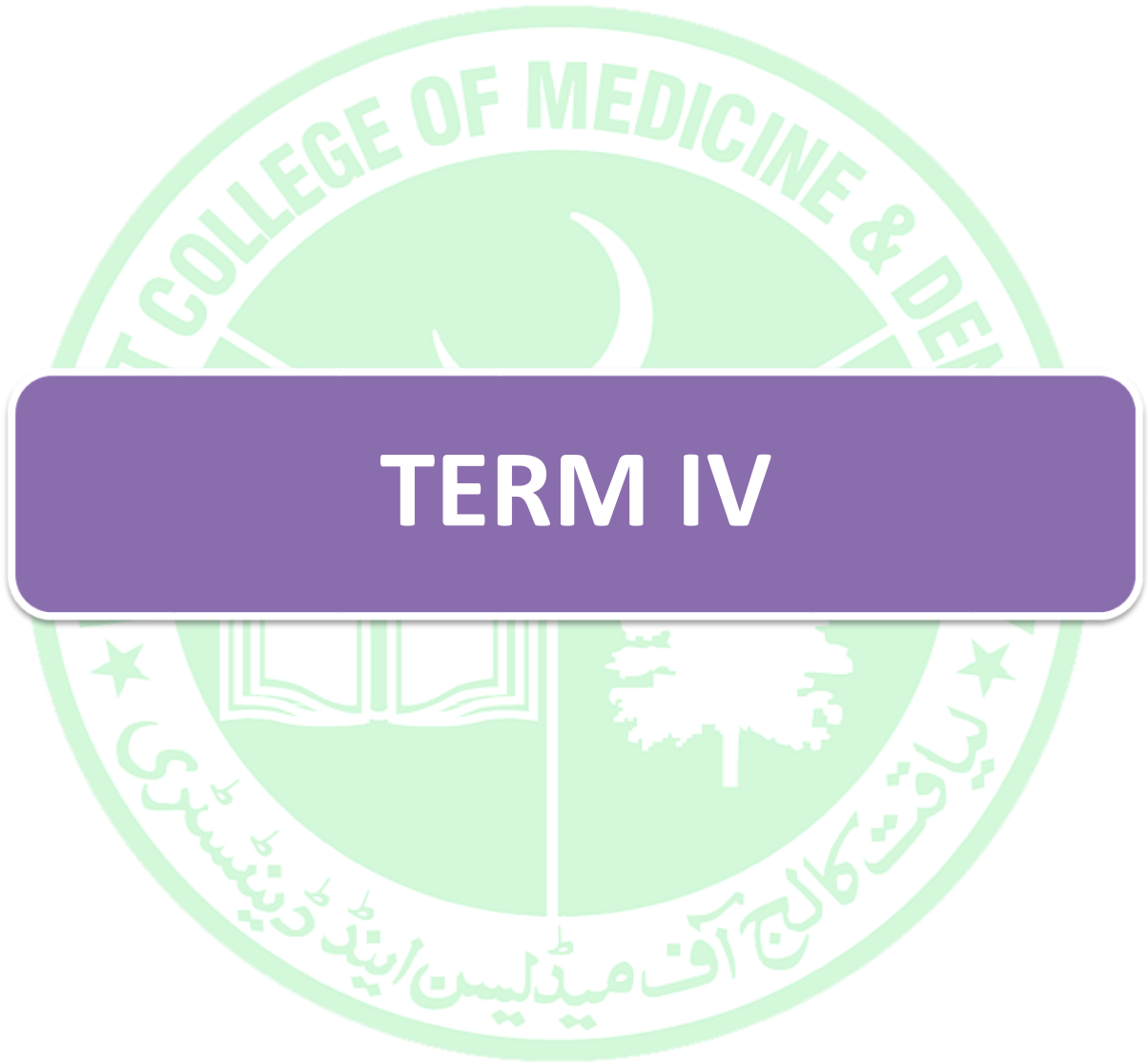




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GENERAL MEDICINE

COURSE TITLE: NEPHROLOGY

Contents	Learning Objectives	Training and Learning Experiences			Expected Hours/Day	Assessment
		Class-Room	Practical/Visits	Aids		
NEPHROLOGY: 1. ACUTE RENAL FAILURE (ARF) 2. CHRONIC RENAL FAILURE (CRF)	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF NEPHROLOGY MODULE WILL BE ABLE TO: I. Define ARF AND CRF II. List the various types of ARF, CRF 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. Plan the general and specific management X. Determine the criteria of hemodialysis and mechanical ventilator 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 03 hours & ward 06hours	Written, OSPE, Viva & Clinical examination
NEPHROLOGY: 3. NEPHROTIC SYNDROME 4. NEPHRITIC SYNDROME	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF NEPHROLOGY MODULE WILL BE ABLE TO: I. Define nephrotic and nephritic syndromes II. List the various types of nephrotic and nephritic syndromes 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	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



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	<ul style="list-style-type: none"> IX. Plan the general and specific management X. Explain the role life style modification XI. Explain their complications XII. Explain dental relevance of the topic 					
<p>NEPHROLOGY: 5_ URINARY TRACT INFECTION (UTI)</p>	<p>STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF NEPHROLOGY MODULE WILL BE ABLE TO:</p> <ul style="list-style-type: none"> I. Define UTI II. List the various types of UTI III. List the various common and uncommon organisms causing UTI 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 01 hours & ward 02hours	Written, OSPE, Viva & Clinical examination
<p>NEPHROLOGY: 6. ACID BASE DISORDERS & ELECTROLYTES IMBALANCE (SODIUM, POTASSIUM, CALCIUM)</p>	<p>STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF NEPHROLOGY MODULE WILL BE ABLE TO:</p> <ul style="list-style-type: none"> i. Define electrolytes imbalance and acid base disorders ii. List the various types of electrolytes imbalance and acid base disorders 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 	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, thermometer, BP apparatus, scale and stethoscope	Lecture 03 hours & ward 06hours	Written, OSPE, Viva & Clinical examination



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	<ul style="list-style-type: none"> viii. investigations ix. Interpret the given investigations x. Plan the general and specific management xi. Explain their complications xii. Explain dental relevance of the topic 					
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COURSE TITLE: CARDIOVASCULAR SYSTEM

Contents	Learning Objectives	Training and Learning Experiences			Expected Hours/Day	Assessment
		Class-Room	Practical/Visits	Aids		
CARDIOVASCULAR SYSTEM: 1. HYPERTENSION (HTN) 2. ISCHEMIC HEART DISEASE (IHD) 3. HEART FAILURE (HF)	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF CARDIOLOGY MODULE WILL BE ABLE TO: I. Define the HTN, IHD AND HF II. Describe their common symptoms and signs III. Recognize the features of their complications 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 of the topic	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, thermometer, BP apparatus, scale and stethoscope	Lecture 03 hours & ward 06hours	Written, OSPE, Viva & Clinical examination
CARDIOVASCULAR SYSTEM: 4. RHEUMATIC FEVER 5. INFECTIVE ENDOCARDITIS	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF CARDIOLOGY MODULE WILL BE ABLE TO: I. Define the rheumatic fever and infective endocarditis II. Describe their common symptoms and signs III. Recognize the	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



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	<ul style="list-style-type: none"> features of their complications 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 the criteria of diagnosis IX. Plan the general and specific management X. Explain the role of secondary prevention XI. Explain their complications XII. Explain dental relevance of the topic 					
<p>CARDIOVASCULAR SYSTEM:</p> <p>6. VALVULAR HEART DISEASES (AS, AR, MS, MR)</p> <p>7. CONGENITAL HEART DISEASES (VSD, TOF)</p>	<p>STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF CARDIOLOGY MODULE WILL BE ABLE TO:</p> <ul style="list-style-type: none"> I. List the various valvular heart disease and congenital heart diseases II. Describe their common symptoms and signs III. Recognize the features of their complications IV. Perform general physical and relevant systemic examination of patient V. Develop the differential diagnosis VI. Outline the list of investigations VII. Plan the general and specific management VIII. Determine the criteria of surgery IX. Explain the role surveillance follow up X. Explain their complications XI. 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 02 hours & ward 04hours	Written, OSPE, Viva & Clinical examination



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COURSE TITLE: RESPIRATORY SYSTEM

Contents	Learning Objectives	Training and Learning Experiences			Expected Hours/Day	Assessment
		Class-Room	Practical/Visits	Aids		
RESPIRATORY SYSTEM: 1. PNEUMONI A	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF PULMONOLOGY MODULE WILL BE ABLE TO: I. Define the pneumonia II. List the types and classification III. Describe the common symptoms and signs IV. Recognize the markers of severity 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. Determine the CURB65 score XI. Plan the general and specific management 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 and stethoscope	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination
RESPIRATORY SYSTEM: 2. PULMONARY TUBERCULOSIS (T.B)	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF PULMONOLOGY MODULE WILL BE ABLE TO: I. Define mode of transmission of TB II. List the different modes of presentation of TB III. Describe the common symptoms and signs of pulmonary TB IV. Recognize the features of complications of TB 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 family screening and	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, thermometer, BP apparatus and stethoscope	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination



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	XII. prevention Explain the complications of TB XIII. Explain dental relevance of the topic					
RESPIRATORY SYSTEM: 3. BRONCHIAL ASTHMA 4. CHRONIC OBSTRUCTIVE PULMONARY DISEASE (COPD)	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF PULMONOLOGY MODULE WILL BE ABLE TO: I. Define COPD II. List the types of asthma and COPD III. Describe the common symptoms and signs of pulmonary TB IV. Recognize the features of severe asthma and COPD 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 modifications XII. Explain the complications of asthma and COPD XIII. Explain dental relevance of the topic	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, thermometer, BP apparatus and stethoscope	Lecture 02hours & ward 04hours	Written, OSPE, Viva & Clinical examination



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<p>RESPIRATORY SYSTEM:</p> <p>5. BRONCHIECTASIS</p> <p>6. PLEURAL EFFUSION</p> <p>7. PNEUMOTHORAX</p>	<p>STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF PULMONOLOGY MODULE WILL BE ABLE TO:</p> <ol style="list-style-type: none"> I. Define the bronchiectasis, pleural effusion and pneumothorax II. List their types III. Describe the common symptoms and signs of pulmonary TB IV. Recognize their features for emergency intervention 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 physiotherapy XII. Explain the complications of bronchiectasis, pleural effusion and pneumothorax XIII. Explain dental relevance of the topic 	<p>Lecture Hall & General Wards</p>	<p>History taking, examination & case presentation.</p>	<p>Multimedia, white board, thermometer, BP apparatus and stethoscope</p>	<p>Lecture 3 hours & ward 06hours</p>	<p>Written, OSPE, Viva & Clinical examination</p>
<p>RESPIRATORY SYSTEM:</p> <p>8. CARCINOMA BRONCHUS</p>	<p>STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF PULMONOLOGY MODULE WILL BE ABLE TO:</p> <ol style="list-style-type: none"> I. Define risk factors for CA bronchus II. List the different modes of presentation III. Describe the common symptoms and signs 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. Determine a provisional diagnosis IX. Plan the general and specific management X. Explain the prognosis according to stage of CA bronchus XI. Explain the complications CA bronchus XII. Explain dental relevance of the topic 	<p>Lecture Hall & General Wards</p>	<p>History taking, examination & case presentation.</p>	<p>Multimedia, white board, thermometer, BP apparatus and stethoscope</p>	<p>Lecture 1 hours & ward 02hours</p>	<p>Written, OSPE, Viva & Clinical examination</p>



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CLINICAL SKILLS

COUNSELLING & PATIENT EDUCATION

- Counsel the patient for the **hazards of needle stick injury** and its precautions following the recommended guidelines
- Counsel the patient about the management of **diabetes & hypertension** and their complications (dietary, life style modification and pharmacological) following the recommended guidelines
- Educate the patient regarding **hazards of tobacco smoking** and smoking cessation techniques





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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		
VASCULAR 1. ARTERIAL DISORDERS	BY THE END OF MODULE 7, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Understand the nature and associated features of occlusive arterial disease 2. Enlist the investigations and treatment options for occlusive arterial disease 3. Describe the nature and principles of management of the severely ischaemic limb 4. Discuss the nature and presentation of aneurysmal disease, particularly of the abdominal aorta 5. Present the investigative and treatment options for aneurysmal disease	Lecture Hall	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. VENOUS DISORDERS	BY THE END OF MODULE 7, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Describe the Venous anatomy of lower limbs and the physiology of venous return 2. Understand the pathophysiology of venous disease 3. Describe the clinical significance of varicose veins 4. Define Deep venous thrombosis and appreciate its clinical presentation and complications 5. Enlist the causes and preventive measures and treatment of DVT	Lecture Hall	Ward visits	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours,	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities
3. Peripheral nerve Injuries	BY THE END OF MODULE 7, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Understand clinical features and treatment of different peripheral Nerve injuries	Lecture Hall	Ward visits	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 1 hours,	Written, OSPE, Viva & Clinical examination
MODULE 9: ABDOMINAL1. HISTORY & EXAMINATION OF ABDOMEN	BY THE END OF MODULE 8, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Understand the importance of history-taking and abdominal examination in the overall assessment of the surgical patient 2. Make a structured format for history-taking	Lecture Hall	Ward visits Abdominal Examination Video Abdominal Examination on Simulated and real patients	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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	3. Describe the mechanisms behind both the symptoms produced by abdominal conditions and the signs elicited from abdominal examination, in order to explain the underlying diagnosis					
1. HERNIAS,UMBILICAL AND ABDOMINAL WALL	<p>BY THE END OF MODULE 8, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO:</p> <ol style="list-style-type: none"> 1. Describe the anatomy of the Inguinal and ventral hernias. 2. Enlist the causes and types of hernias 3. Understand different methods of Hernia Repair 4. Know that hernias can strangulate and then become surgical emergencies 	Lecture Hall	Ward visits Hernial Examination on Real patients	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours,	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities
2. CHOLELITHIASIS AND CHOLECYSTITIS	<p>BY THE END OF MODULE 8, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO:</p> <ol style="list-style-type: none"> 1. Enlist the causes of abdominal pain in different quadrants. 2. Describe types,causes,symptoms and signs of gall stone diseases along with treatment plan 	Lecture Hall	Ward visits Visits to ER and Operation Theaters	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours,	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities
3. OBSTRUCTIVE JAUNDICE	<p>BY THE END OF MODULE 8, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO:</p> <ol style="list-style-type: none"> 1.Understand different causes and clinical features of surgical jaundice. 2.Understand different investigations along with treatment plan of each cause. 	Lecture Hall	Ward visits Visits to ER and Operation Theaters	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours,	Written, OSPE, Viva & Clinical examination



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ORAL PATHOLOGY

COURSE TITLE: VESSICULOBULLOUS LESIONS

Contents	Learning Objectives	Mode of Teaching		Expected hours	Assessment Tools
		Lecture	Practical		
Vesiculobullous Conditions	<ul style="list-style-type: none"> • Discuss the clinical & histopathological features of following vesiculobullous conditions <ol style="list-style-type: none"> Herpes Simplex infection Varicella Zoster infection Pemphigus vulgaris Mucous membrane pemphigoid Bullous pemphigoid 	Lecture Flipped classroom	Practical	2	Class Test, BCQs Assignment & Final Exam
Fungal Infection	<ul style="list-style-type: none"> • Describe the etiology, clinical features, histopathological features and management of: <ol style="list-style-type: none"> Candidosis Pseudomembranous candidosis Erythematous candidosis Candidal Leukoplakia Angular stomatitis Denture induced stomatitis Acute antibiotic stomatitis Chronic muco-cutaneous candidiasis Median rhomboid glossitis 	Lecture	Practical	2	Presentation, Class Test, BCQs Assignment & Final Exam

COURSE TITLE: PREMALIGNANT LESIONS

Contents	Learning Objectives	Mode of Teaching		Expected hours	Assessment Tools
		Lecture	Practical		
Preneoplastic and neoplastic white lesions	<ul style="list-style-type: none"> • Describe etiology, pathogenesis, clinical features, histopathology and prognosis of preneoplastic, neoplastic and other lesions <ol style="list-style-type: none"> Leukoplakia Oral Submucous fibrosis Lichen planus Lupus erythematosus Actinic cheilitis 	Lecture Flipped classroom	Practical	1	Presentation, Class Test, BCQs Assignment & Final Exam

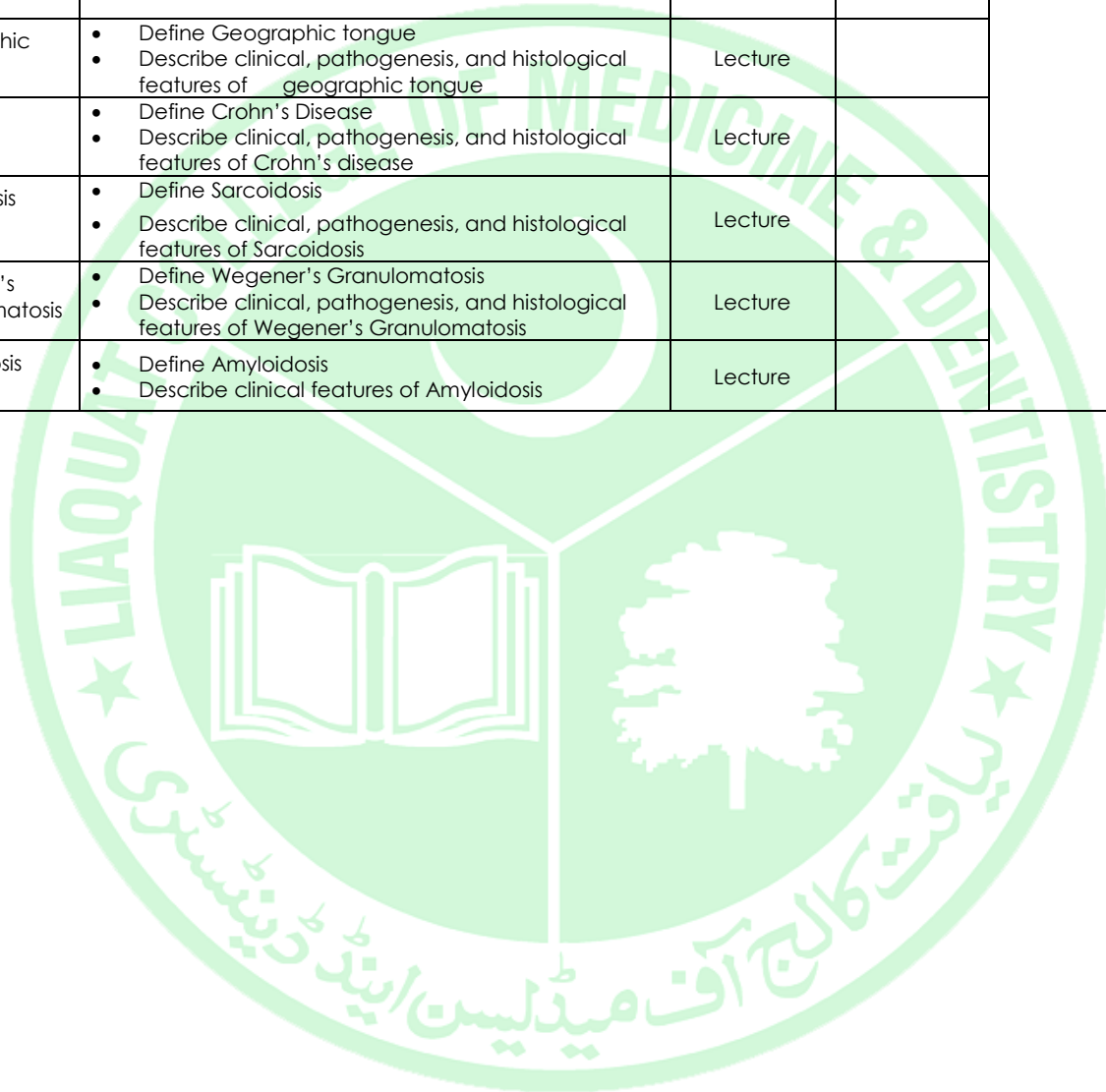


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COURSE TITLE: MISCELLANEOUS DISORDERS

Contents	Learning Objectives	Mode of Teaching		Expected hour	Assessment Tools
		Lecture	Practical		
Fordyce's Granules	<ul style="list-style-type: none">Define Fordyce's GranulesList clinical features of Fordyce's granules	Lecture		1	Assignments ,BCQs and final exam
Sublingual Varices	<ul style="list-style-type: none">Define Sublingual varices	Lecture			
Geographic Tongue	<ul style="list-style-type: none">Define Geographic tongueDescribe clinical, pathogenesis, and histological features of geographic tongue	Lecture			
Crohn's Disease	<ul style="list-style-type: none">Define Crohn's DiseaseDescribe clinical, pathogenesis, and histological features of Crohn's disease	Lecture			
Sarcoidosis	<ul style="list-style-type: none">Define SarcoidosisDescribe clinical, pathogenesis, and histological features of Sarcoidosis	Lecture			
Wegener's Granulomatosis	<ul style="list-style-type: none">Define Wegener's GranulomatosisDescribe clinical, pathogenesis, and histological features of Wegener's Granulomatosis	Lecture			
Amyloidosis	<ul style="list-style-type: none">Define AmyloidosisDescribe clinical features of Amyloidosis	Lecture			





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ORAL MEDICINE

COURSE TITLE: SALIVARY GLAND DISORDERS

Topic	Learning Objectives	Lecture Hours	Tutorial Hours	Clinical Rotation	Total Teaching Hours	Mode of Assessment	Teaching methodology	Activity tool
Salivary Gland Disorders	<ul style="list-style-type: none"> • Classify diseases of salivary gland on the basis of: <ol style="list-style-type: none"> 1. Functional disorders 2. Obstructive disorders 3. Non-neoplastic disorders 4. Neoplastic disorders. • Define Ptyalism and Xerostomia. • List causes and treatment options of ptyalism and Xerostomia. • List features that distinguish Between sub mandibular and parotid gland swellings. • Discuss various risk factors of salivary gland infections. • Discuss clinical features, etiology, investigation and management options for: <ol style="list-style-type: none"> 1. Acute Bacterial Sialadenitis 2. Suppurative parotitis 3. Chronic sialadenitis 4. Viral sialadenitis. 5. Salivary calculi. 6. Necrotizing sialometaplasia 7. Sialadenosis • Discuss clinical features, etiology, diagnostic criteria and treatment options for mucocoeles and ranula • Define Sjogren's Syndrome. • List clinical features, etiology, diagnostic criteria and management protocols of Sjogren' Syndrome 	06 Hours	02 hours		08 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 MANIFESTATION OF SYSTEMIC DISEASES

Topic	Learning Objectives	Lecture Hours	Tutorial Hours	Clinical Rotation	Total Teaching Hours	Mode of Assessment	Teaching methodology	Activity tool
Oral Manifestations of GIT Disorders and Liver diseases	<ul style="list-style-type: none"> • Discuss oral manifestation and management of Gastro-Esophageal Reflux Disorder. • Describe oral manifestation, investigation and dental management consideration of. <ol style="list-style-type: none"> 1. Coeliac Disease. 2. Crohn's disease. 3. Ulcerative colitis. 4. Oro facial-granulomatosis. 5. Peutz-jegher syndrome. 6. Pyostomatitis vegetans. 7. Hepatitis B and C 8. Inflammatory bowel disease 	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
Oral Manifestations of Endocrine Disorders	<ul style="list-style-type: none"> • Discuss oral manifestation, investigation and dental management considerations of following: <ol style="list-style-type: none"> 1. Hyperpituitarism 2. Cushing's disease 3. Hypothyroidism 4. Hyperthyroidism 5. Hyperparathyroidism 6. Addison's disease 7. Diabetes Mellitus. 8. Cretinism. 9. Myxedema. 	02 Hour			01 Hour	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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<p>Oral Manifestations of Cardiovascular Disorders</p>	<ul style="list-style-type: none"> • Discuss oral manifestations, protocol for the dental treatment or management consideration of patients with CVS diseases. <ol style="list-style-type: none"> 1. Coronary Artery disease 2. Valvular heart disease 3. Heart failure 4. Kawasaki disease • Describe management of patients on Warfarin therapy and on anti-platelet medications. • Describe current guidelines for antibiotic prophylaxis for infective endocarditis. • Describe oral manifestations of anti-hypertensive medications 	02 Hour	01 Hour		02 Hour	<p>ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex</p>	<p>Large teaching group Small teaching group Buzz group Flip classroom CBL PBL</p>	<p>Padlet, Socrative</p>
<p>Oral Manifestations of Renal Disorders</p>	<ul style="list-style-type: none"> • Discuss oral manifestations, protocol for the dental treatment or management consideration of patients with: <ol style="list-style-type: none"> 1. Chronic renal failure 2. Uremic stomatitis 3. Renal transplant 	01 Hour	01 Hour		02 Hour	<p>ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex</p>	<p>Large teaching group Small teaching group Buzz group Flip classroom CBL PBL</p>	<p>Padlet, Socrative</p>
<p>Oral Manifestation of Respiratory Disease</p>	<ul style="list-style-type: none"> • Discuss oral manifestation, investigation and dental management consideration of following: <ol style="list-style-type: none"> 1. Tuberculosis 2. Asthma 3. COPD 4. Sarcoidosis 	01 Hour	01 Hour		02 Hour	<p>ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex</p>	<p>Large teaching group Small teaching group Buzz group Flip classroom CBL PBL</p>	<p>Padlet, Socrative</p>



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<p>Oral Manifestations of Hematological Disorders</p>	<ul style="list-style-type: none"> • Discuss oral manifestation, investigation and dental management considerations of following: <ol style="list-style-type: none"> 1. Iron deficiency anemia. 2. Vitamin B-12 deficiency anemia. 3. anemia. 4. Folic acid deficiency anemia. 5. Sickle cell anemia. 6. Plummer Vinson syndrome 7. Leukemia 8. Lymphoma • Discuss oral manifestation, investigation and dental management considerations of hemorrhagic disorders: <ol style="list-style-type: none"> a. Purpura b. Von Willebrand's disease c. Hemophilia 	<p>02 Hour</p>	<p>01 Hour</p>		<p>02 Hour</p>	<p>ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex</p>	<p>Large teaching group Small teaching group Buzz group Flip classroom CBL PBL</p>	<p>Padlet, Socrative</p>
<p>Miscellaneous</p>	<ul style="list-style-type: none"> • Discuss Cross infection control management protocols in dental OPD. • Discuss of effects of Radiotherapy and Chemotherapy on Oral mucosa • List clinical features of different types of Syndromes associated with head and neck region. • Devise differential diagnosis for red and white lesion according to sites 	<p>04 Hour</p>	<p>02 Hour</p>		<p>06 Hour</p>	<p>Assignment MCQS, OSCE, QUIZ Mini C-Ex</p>	<p>Large teaching group Small teaching group Buzz group Flip classroom CBL PBL</p>	<p>Padlet, Socrative</p>



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COURSE TITLE: TEMPOROMANDIBULAR DISORDERS

Topic	Learning Objectives	Lecture Hours	Tutorial Hours	Clinical Rotation	Total Teaching Hours	Mode of Assessment	Teaching methodology	Activity tool
TMJ Disorders	<ul style="list-style-type: none"> • Classify TMJ disorders according to Articulation and Etiology. • Discuss MPDS with respect to their Clinical Features, sign and symptoms, Etiology & Management. • Define Internal Derangements. • Classify Internal Derangements according to reduction pattern. • List signs and symptoms of internal derangement on the basis of their classification. • List classification of Trismus on the basis of etiology • Discuss etiology, clinical features, radiographic features and management of Arthritis and Ankylosis. • Discuss Temporo-mandibular joint Dislocation with respect to their Etiology, Clinical features, investigation and management protocols. • List conservative and surgical management options for TMJ disorders. • Discuss causes and management of Bruxism. • Classify Occlusal splints and its features. 	06 Hours	02 hours		08 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: DIAGNOSIS AND TREATMENT OF PERIODONTAL EMERGENCIES

Contents	Learning Objectives	Mode of Teaching		Expected hour	Assessment Tools
		Lecture	Practical		
Surgical Phase Of Periodontal Therapy	<ul style="list-style-type: none"> Discuss the objectives of the Surgical Phase Surgical Pocket Therapy Identify the Critical Zones in Pocket Surgery Discuss the Indications for Periodontal Surgery Discuss the Methods of Pocket Therapy Describe the criteria for Selection of the Method of Surgical Therapy Discuss the Approaches to Specific Pocket Problems 	Lectures		2	Class test Final Examination
Periodontal And Peri-Implant Surgical Anatomy	<ul style="list-style-type: none"> Discuss the anatomical considerations of Mandible Maxilla Exostoses Muscles and Anatomic Spaces briefly 	Lectures		1	Class test Final Examination
General Principles Of Periodontal Surgery	<ul style="list-style-type: none"> Discuss the Presurgical Patient Preparation Identify the periodontal surgical instruments Discuss the intraoperative and post-surgical considerations and management 	Lectures		2	Class test Final Examination
Periodontal Surgical Therapy	<ul style="list-style-type: none"> Discuss the rationale of Periodontal Access Surgery Discuss the Fundamentals of Periodontal Surgery <ul style="list-style-type: none"> Incisions Papilla Management Flap Elevation Flap Coaptation Flap Closure and Sutures Discuss the surgical techniques for Gingival Surgery <ul style="list-style-type: none"> Gingivoplasty Gingivectomy Discuss the surgical techniques Flap Surgery <ul style="list-style-type: none"> Define Flaps Classify flaps according to <ol style="list-style-type: none"> Bone exposure Placement of flaps Management of papilla <ul style="list-style-type: none"> Modified Widman Flap Undisplaced Flap Apically Displaced Flap Steps of healing after surgery 	Lecture	Tutorial / OPD rotation	4	Class test Final Examination
Furcation involvement in periodontal Disease	<ul style="list-style-type: none"> Define furcation and its defects Discuss the anatomic factors responsible for furcation involvement Classify furcation involvement according to: <ol style="list-style-type: none"> Glickman Tarnow Lindhe Hamp Discuss clinical features, prognosis of furcation involvement 	Lecture	OPD Rotation	2	Class test Class participation OPD Assessment Final Examination



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	<ul style="list-style-type: none"> Discuss the management according to <ul style="list-style-type: none"> Non-Surgical therapy Surgical Therapy 				
Preparation Of The Periodontium For Restorative Dentistry	<ul style="list-style-type: none"> Discuss the Rationale for Therapy Discuss the Sequence of Treatment 	Lectures		1	Final Examination
Periodontal treatment of medically compromised patient	<ul style="list-style-type: none"> Discuss treatment strategies in <ol style="list-style-type: none"> Cardiovascular diseases Endocrine disorder Hemorrhagic disorder Medication and cancer therapy Describe Periodontal therapy and protocol in <ol style="list-style-type: none"> Puberty Menses Pregnancy Describe the FDA drug classification for birth defect Discuss the clinical features and complications associated with HIV associated periodontal disease along with its management. 	Lecture		3	Class test Final Examination
Pocket Reduction Therapy — Resective Approach	<ul style="list-style-type: none"> Discuss the local anatomy and rationale Identify the criteria for Selection of Treatment Technique Briefly discuss the steps of Osseous Resection Technique Briefly discuss the root resection and hemisection procedure Discuss the flap placement and closure protocol Discuss the post operative management and maintenance 	Lecture		2	Class test Final Examination
Periodontal Regeneration	<ul style="list-style-type: none"> Discuss the regenerative procedures and materials for surgical approaches Differentiate between regeneration and wound healing Discuss periodontal biologics Discuss the factors that influence therapeutic success 	Lecture		1	Class test Final Examination
Periodontal Plastic And Esthetic Surgery	<ul style="list-style-type: none"> Define plastic and aesthetic surgery Discuss the objectives of plastic and esthetic surgeries Discuss the Cause of Marginal Tissue Recession Discuss the Factors That Affect Surgical Outcome List the techniques to: <ol style="list-style-type: none"> Increase Attached Gingiva Deepen the Vestibule Remove the Frenum Improve Esthetics Discuss tissue engineering briefly 	Lecture		1	Class test Final Examination
Supportive Periodontal Treatment	<ul style="list-style-type: none"> Discuss the Rationale for Supportive Periodontal Treatment Discuss the maintenance program rationale and steps Classify Post Treatment Patients Discuss the Risk Assessment of post treatment patients Justify the Referral of Patients to the Periodontist Discuss the Tests for Disease Activity 	Lecture		1	Class test Final Examination
Scaling And Root Instrumentation	<ul style="list-style-type: none"> Classify periodontal instruments Discuss the General Principles of Instrumentation Discuss the Principles of Scaling and Root Instrumentation (Root Planing) Discuss the principles and objectives of Instrument 	Lecture		2	Class test Final Examination



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	<ul style="list-style-type: none"> Assess patients for risk of infections based on history and clinical presentation Practice hand hygiene following the standard protocols Use personal Protective Equipment (PPE) as per recommended guidelines Demonstrate safe management of equipment, environment, blood and body fluids Demonstrate personal safety and exposure as per recommended guidelines <p>INSTRUMENT HANDLING</p> <ul style="list-style-type: none"> Identify instruments used in periodontology based on their features Handle instruments correctly as per standard protocols Select the correct instrument for treatment of various clinical scenarios <p>HISTORY TAKING</p> <ul style="list-style-type: none"> Obtain clinical history from patients presenting to Periodontology OPD as per standard guidelines <p>RADIOGRAPHIC INTERPRETATION</p> <ul style="list-style-type: none"> Interpret radiographs of patients presenting to periodontal OPD with a systemic approach <p>DIAGNOSIS AND TREATMENT PLANNING</p> <ul style="list-style-type: none"> Identify problems of varying importance and urgency of patients presenting to periodontal OPD Formulate a treatment plan for patients presenting to Periodontal OPD based on their history, clinical findings, and investigations. Assess gingival recessions on the basis prescribed criteria Formulate the treatment plan for gingival recession Assess bone loss and periodontal pocket on the basis prescribed criteria Develop the treatment plan for periodontal pocket on the basis prescribed criteria <p>PATIENT AND OPERATOR POSITIONING</p> <ul style="list-style-type: none"> Demonstrate correct chair position for patients acquiring periodontal treatment as per recommended protocols Demonstrate correct operator position for various periodontal treatments as per standard protocols <p>CLINICAL EXAMINATION</p> <ul style="list-style-type: none"> Perform Intra- and extra-oral examination of patients presenting to Periodontal OPD following the standard guidelines. Palpate lymph nodes and salivary glands as per standard guidelines Perform examination of head and neck for patients presenting with orofacial pain <p>PERIODONTAL CHARTING</p> <ul style="list-style-type: none"> Record basic periodontal examination (BPE) for patients presenting to the periodontal OPD Interpret the findings of BPE grids Record advanced periodontal charting for patients presenting to periodontal OPD including periodontal probing depth, gingival recession, clinical attachment loss, bleeding on probing, furcation involvement and tooth mobility Diagnose the periodontitis case according to the 		tion		
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	<p>2017 world workshop classification (staging & grading)</p> <p>MANUAL SCALING, ULTRASONIC SCALING AND POLISHING</p> <ul style="list-style-type: none"> • Perform at least 05 manual scaling and polishing patients under supervision. • Perform at least 20 Ultrasonic scaling and polishing patients under supervision • Give oral hygiene instructions to the patient selecting appropriate periodontal adjuncts (tooth pastes, mouthwashes, interdental aids, flossing and brushing techniques) <p>POCKET IRRIGATION AND LOCALLY DELIVERED ANTIMICROBIAL AGENTS</p> <ul style="list-style-type: none"> • Perform pocket irrigation procedure for at least 05 patients under supervision <p>NON-SURGICAL CURETTAGE AND ROOT PLANING</p> <ul style="list-style-type: none"> • Perform at least 05 non-surgical curettage and 05 root planing procedures under supervision <p>SPLINTS</p> <ul style="list-style-type: none"> • Define & Differentiate between Dental splint Periodontal splint • Classify splints according to esthetics, duration, material, location on the tooth • Discuss the objectives, principles, indications, contraindications, advantages and disadvantages of splinting. • Explain indications and contraindications of orthodontic treatment in periodontal therapy • Explain the timing of orthodontic procedure in periodontal treatment. • Discuss the iatrogenic effect associated with orthodontic treatment • Describe the response of periodontal ligament to orthodontic forces. • Discuss the impact of orthodontic therapy on periodontal health <p>PERIODONTAL DRESSING</p> <ul style="list-style-type: none"> • Prepare periodontal dressing for surgical patients following the correct mixing technique • Apply periodontal dressing on at least 05 patients/models of periodontal surgical procedures <p>SUTURING MATERIALS AND TECHNIQUES</p> <ul style="list-style-type: none"> • Select correct suturing materials for various periodontal procedures • Perform simple interrupted, continuous, figure of 8, horizontal mattress and vertical mattress on model <p>SURGICAL CURETTAGE AND ROOT PLANING</p> <ul style="list-style-type: none"> • Observe surgical curettage and root planing procedure on patients presenting to periodontal OPD <p>FLAP TECHNIQUES</p> <ul style="list-style-type: none"> • Observe various flap techniques used for periodontal treatments <p>GINGIVECTOMY/ GINGIVOPLASTY</p> <ul style="list-style-type: none"> • Perform gingivectomy/gingivoplasty on at least 01 patient under supervision 				
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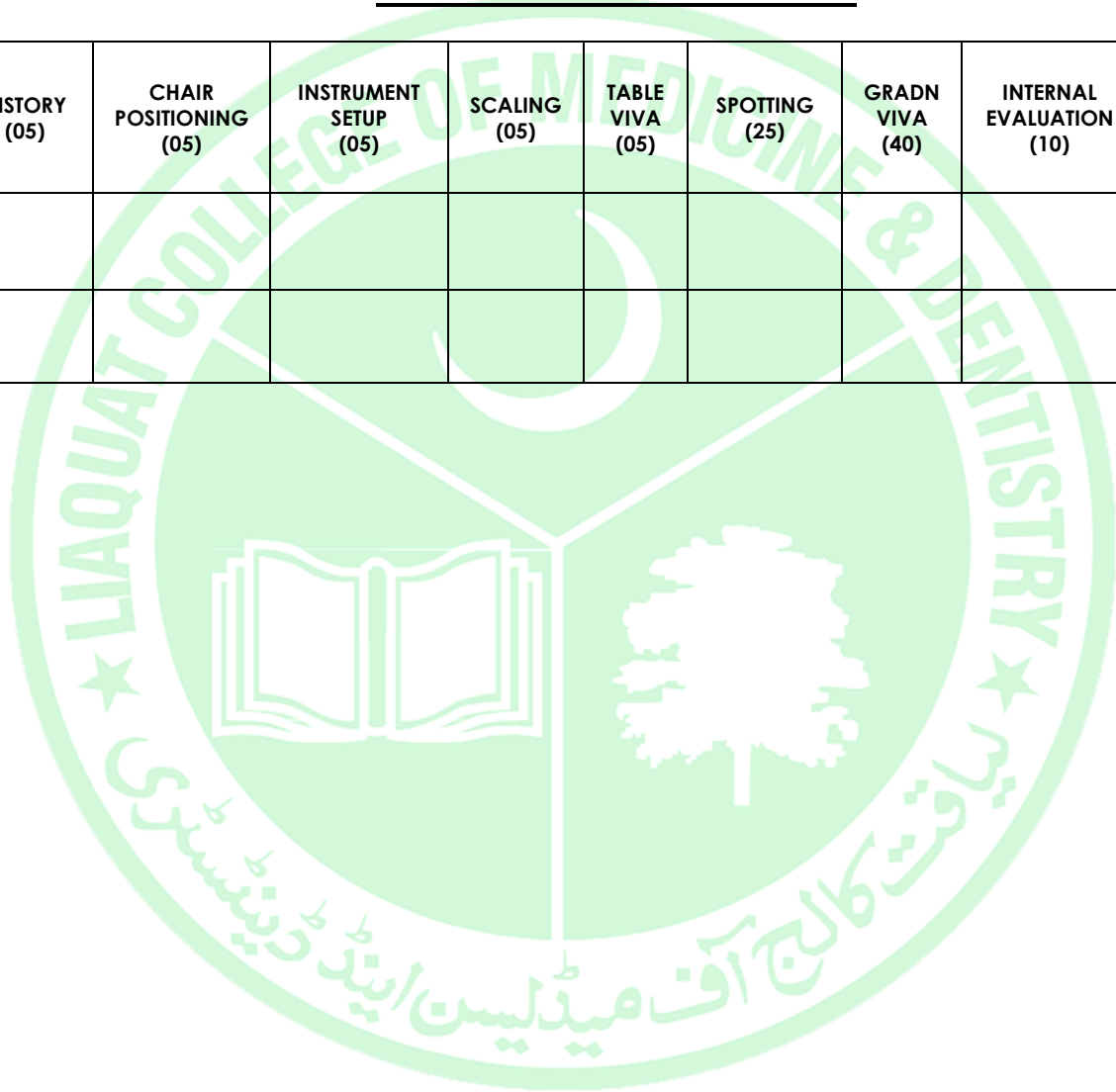


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OPD ASSESSMENT FORM

ROLL NO.	HISTORY (05)	CHAIR POSITIONING (05)	INSTRUMENT SETUP (05)	SCALING (05)	TABLE VIVA (05)	SPOTTING (25)	GRADN VIVA (40)	INTERNAL EVALUATION (10)	GRAND TOTAL (100)





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STRUCTURED TUTORIALS IN OPD



1 ST WEEK
<ul style="list-style-type: none">• OPD tour• Discussion on log book and history forms• Discussion on history taking, Intra and extra oral examinations• Instrumentations identification and uses• Demonstration of various chair positioning for periodontal examinations• Demonstration of Cross infection protocol in OPD• Discussion on various Periodontal indices• Demonstration of basic Periodontal Examination• Demonstration of Manual scaling demonstration
2 ND WEEK
<ul style="list-style-type: none">• Practice session for Pocket depth on simulated patient• Discussion on formulating Diagnosis and treatment planning• Demonstration of Radiographic interpretation• Demonstration of Plaque disclosing agent• Practice session for probing technique on tyodont/simulated patient• Demonstration of Furcation measurement and its index• Demonstration of ultra sonic scaling• Discussion on Surgical instrumentation
3 RD WEEK
<ul style="list-style-type: none">• Demonstration of Instrument sharpening• Demonstration of Irrigation technique• Practice of Instrumentations identification and their uses• Practice session of instrument sharpening• Demonstration of Curettage and root planning• Demonstration of Various Suturing technique• Practice session of periodontal indices
4 TH WEEK
<ul style="list-style-type: none">• Demonstration of fluoride application• CBL on difference between gingivitis and periodontics• Discussion on Prescription writing• OPD Test• Introduction of Surgical Instruments• Discussion on Gingival surgical procedures
5 TH WEEK
<ul style="list-style-type: none">• Practice session of prescription writing• CBL on Gingival enlargement• Recall of surgical instrumentation demo• Practice session of probing• CBL on clinical feature of gingivitis• Pre assessment session



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JUNIOR PROSTHODONTICS

Topic	Learning Objectives	Mode of Teaching	KSA Competencies Knowledge/Skill/ Attitude	Assessment Tools
		Lecture/Tutorials		
Trail of metal frame work	<ul style="list-style-type: none"> • Define examination of metal framework • Discuss the procedure of fitting frame work to teeth and supporting structures • Explain the correcting discrepancies • Explain the fitting frame work to opposite occlusion • Describe the finishing of the framework 	Lecture(1) + videos		
Maxillomandibular relations	<ul style="list-style-type: none"> • Describe desirable occlusal contact relationship for removable partial denture • Describe the methods for establishing occlusal relationship • Explain the use of articulators • Describe the articulation techniques <ol style="list-style-type: none"> 1. Split cast technique • Discuss the jaw relation for mandibular removable partial denture opposing a maxillary complete denture 	Lecture(1)		
Selection & arrangement of teeth	<ul style="list-style-type: none"> • List anterior and posterior teeth selection on the basis of <ol style="list-style-type: none"> 1. Size of teeth 2. Form of teeth 3. Color of teeth 	Lecture(1) + videos	Practical	
Lab procedure	<ul style="list-style-type: none"> • Describe duplicating a cast stone • Describe the waxing framework of removable partial denture • Define <ol style="list-style-type: none"> 1. Spruing 2. Investing 3. Burn out 4. Casting 5. Removing the cast from investment 6. Finishing • Discuss the making of record bases • Explain the making of a stone occlusal template from a functional occlusal record • Demonstrate the arrangement of anterior and posterior teeth • Discuss the waxing and flasking of removable partial denture before processing acrylics in base • Describe the processing and polishing of the denture 	Lecture(3) + videos	Practical Laboratory demonstration	



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LIST OF INSTRUMENTS AND MATERIALS
FOR WORK ON PATIENTS

- Face mask
- Surgical gloves
- Examination instruments sets with tray
 - a) Mouth mirror
 - b) Explorer
 - c) Cotton forceps
- Set of partial denture trays

MATERIAL

- Alginate impression material

FOR WORK ON IDEAL MODELS:

- Pliers (Round, Flat, Adam's)
- Wire cutter
- Rubber bowls (Alginate and plaster)
- Spatulas (Curved and Straight)
- Plaster knife
- Wax knife
- Wax carver
- Glass slab
- Articulator
- Dental flasks
- Plaster scissors

MATERIAL:

- Dental plaster
- Dental stone
- Modelling wax sheets
- Acrylic teeth strips
- Stainless steel wire (0.7 mm) (0.8 mm)
- Phantom head tooth (maxillary central incisors, maxillary and mandibular premolar and molars)
- Color pencils.



QUOTA FOR 3RD YEAR BDS ON IDEAL MODEL

REMOVABLE PARTIAL DENTURE

- 5 clasps formation
- Ideal die model pouring for maxilla and mandible
- Designing of CPD
- Rest seat preparation on phantom head tooth

KENNEDY'S CLASS III

(maxilla) (RPD)

- Model pouring (maxilla and mandible)
- Base formation
- Designing
- Clasps making
- Wax up
- Teeth setup
- Flasking
- Dewaxing
- Application of separating media
- Packing
- Curing
- Cooling
- Deflasking
- Finishing and Polishing



KENNEDY'S CLASS IV (maxilla and mandible)

- Model pouring
- Base formation
- Designing
- Clasps making
- Wax up
- Articulation
- Anterior teeth Setup

ON PATIENT

- 2 History taking and Examinations.
- 1 to 2 cases of partial dentures (kennedy's class III)
- 2 sets of Alginate Impressions with pouring of impressions and base formation.

OTHERS

- Tutorials.
- Presentations
- Case-based learning.
- Clinical case presentation.
- Role plays.



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**PRACTICAL WORK ON IDEAL MODELS
DEMONSTRATIONS**

S.NO	TASK	DATE	SUPERVISOR SIGN	STUDENT SIGN
	KENNEDY'S CLASS III RPD FABRICATION			
i.	MARKING AND DESIGNING OF CLASPS			
ii.	WAX UP AND TOOTH SETUP			
iii.	FLASKING			
iv.	DEWAXING			
v.	SEPARATING MEDIA APPLICATION			
vi.	PACKING			
vii.	CURING AND COOLING			
viii.	DE-FLASKING			
ix.	FINISHING AND POLISHING			
	KENNEDY'S CLASS IV RPD FABRICATION			
x.	MARKING AND DESIGNING OF CLASPS			
xi.	ARTICULATION			
xii.	WAX UP AND TEETH SETUP			

PRACTICAL WORK BY STUDENTS

S.NO	TASK	DATE	GRADE	SUPERVISOR SIGN
	KENNEDY'S CLASS III RPD FABRICATION			
i.	MARKING AND DESIGNING OF CLASPS			
ii.	WAX UP AND TOOTH SETUP			
iii.	FLASKING			
iv.	DEWAXING			
v.	SEPARATING MEDIA APPLICATION			
vi.	PACKING			
vii.	CURING AND COOLING			
viii.	DE-FLASKING			
ix.	FINISHING AND POLISHING			
	KENNEDY'S CLASS IV RPD FABRICATION			



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x.	MARKING AND DESIGNING OF CLASPS			
xi.	ARTICULATION			
xii.	WAX UP AND TEETH SETUP			

SKILLS

S.NO	DATE	TOPICS	EVALUATION	SUPERVISOR SIGNATURE
1		HISTORY, EXAMINATION		
2		KENNEDY'S CLASS III & IV SETUP		
3		DESIGNING		
4		ABUTMENT PREPARATION		
5		IMPRESSION TECHNIQUE		
6		SURVEYING		



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WORK ON PATIENTS

ALGINATE IMPRESSION RECORDING

S.NO	WORKDONE	DATE	GRADE	SUPERVISOR'S SIGN
1	1 st maxillary and mandibular impression			
2	2 nd maxillary and mandibular impression			

TUTORIALS

S.NO	DATE	TOPIC	FACILITATOR'S NAME	FACILITATOR'S SIGN	STUDENT'S SIGN
1.		Cross Infection Control			
2.		Kennedy's Classification And Applegate's Rule			
3.		Impression Materials/ Techniques			
4.		Biomechanics of RPD			
5.		Direct Retainers			
6.		Rest and Rest seat			
7.		Surveying			
8.		Denture Designing			



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PRESENTATIONS

KEY:

EXCELLENT	GOOD	FAIR	SATISFACTORY	NEEDS IMPROVEMENT
9-10	8-7	6-5	4-3	2-1

S.NO	DATE	TOPIC	DELIVERED BY	GRADE	SIGN
1.		Kennedy's Classification And Applegate's Rule			
2.		Classifications of RPD			
3.		Maxillary major connector			
4.		Mandibular major connector			
5.		Minor connector			
6.		Rest and rest seat			
7.		Surveying and designing of RPD			
8.		Occlusally approaching direct retainer			
9.		Gingivally approaching direct retainer			
10.		Types of impression techniques for RPD			
11.		Occlusal relation registration for RPD			
12.		Insertion and post insertion instructions and follow up			
13.		Types of partial denture			
14.		Designing of acrylic partial denture			
15.		Dental Waxes			
16.		Dental plaster			
17.		Acrylic			
18.		Alginate impression material			
19.		Elastomeric impression materials			
20.		Acrylic defects			

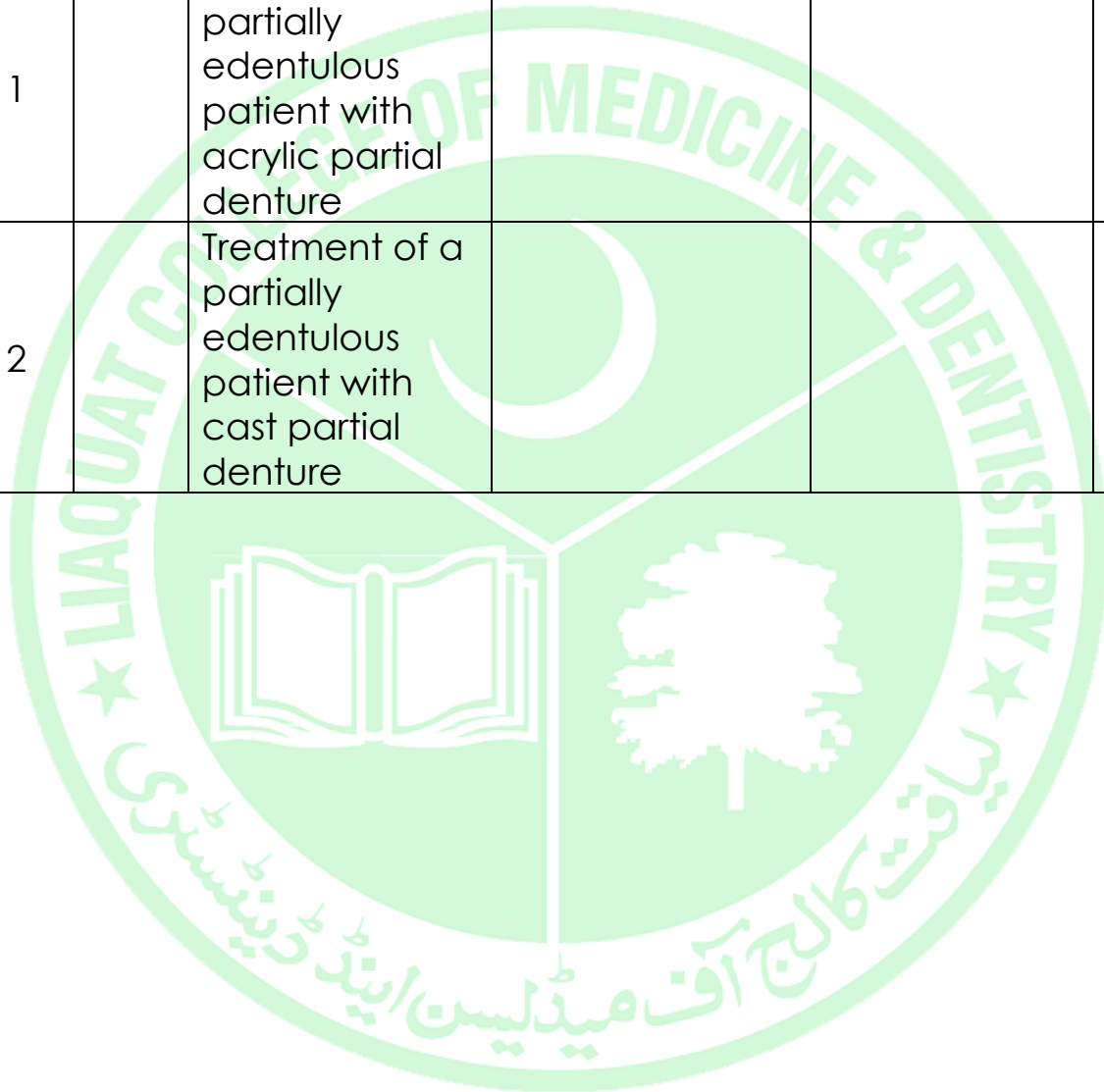


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CASE-BASED LEARNING

S.NO	DATE	PBL TOPIC	FACILITATOR'S NAME	FACILITATOR'S SIGNATURE	STUDENT'S SIGNATURE
1		Treatment of a partially edentulous patient with acrylic partial denture			
2		Treatment of a partially edentulous patient with cast partial denture			





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ASSESSMENT FORM FOR ALGINATE IMPRESSION

KEY:

EXCELLENT	GOOD	FAIR	SATISFACTORY	NEEDS IMPROVEMENT
5	4	3	2	1

S. NO	UNIT PROTOCOLS	MARKS	REMARKS	SIGN
1.	Covering of unit			
2.	Chair positioning			
3.	Consent			
4.	Gloves			
5.	Mask			
6.	Head cap			
7.	Material			
	IMPRESSION TAKING			
1.	Mixing of impression material			
2.	Selection of instruments			
	a. Bowl			
	b. Spatula			
	c. Tray			
3.	Chair positioning			
4.	Operator positioning			
5.	Method of impression taking			
6.	Water powder ratio			
7.	Final Impression			



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ASSESSMENT FORM FOR TEETH SETUP

KENNEDY'S CLASS 3

KEY:

EXCELLENT	GOOD	FAIR	SATISFACTORY	NEEDS IMPROVEMENT
5	4	3	2	1

S. NO	STEPS	MARKS	REMARKS	SIGNATURE
1.	DESIGNING ON MODEL			
2.	WROUGHT WIRE CLASP FORMATION ON MOLAR			
3.	WROUGHT WIRE CLASP FORMATION ON PREMOLAR			
4.	WAXUP			
5.	TEETH SETUP			

KENNEDY'S CLASS 4

S. NO	STEPS	MARKS	REMARKS	SIGNATURE
1.	RECORD BLOCK			
	a) DENTURE BASE			
	b) WAX RIM			
2.	ARTICULATION			
3.	MIDLINE			
4.	TEETH SETUP			
	a) OVERJET			
	b) OVERBITE			
	c) INCLINATION OF ANTERIOR TEETH			
	d) CUSPID-CUSPID LINE			
5.	FINISHING			



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OCCLUSAL REST PREPERATION

S.NO	STEPS	MARKS	REMARKS	SIGNATURE
1	Proper selection of burs			
2	Proper form or shape of occlusal rest			
3	Mesio-distal width of the occlusal rest seat			
4	Bucco-lingual width of the occlusal rest preparation			
5	Angle of the floor of the occlusal rest preparation			
6	Depth of occlusal rest seat			

DESIGNING OF CPD

S.NO	STEPS	MARKS	REMARKS	SIGNATURE
1	Identify kennedy's classification			
2	Designing of major connector with black color			
3	Designing of minor connector with black color			
4	Designing of rest seats with red color			
5	Designing of direct retainer and retentive arm with green and reciprocal arm with blue			
6	Designing of acrylic denture base with yellow color			



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JUNIOR OPERATIVE DENTISTRY

Topic	Learning Objectives	Mode of Teaching	KSA Competencies Knowledge/ Skill/ Attitude	Assessment Tools
		Lecture/ Tutorials		
Local Anesthesia For Children	<p>By the end of lecture the student should be able :</p> <ul style="list-style-type: none"> • Summarize new techniques for achieving topical anesthesia. • List non pharmacological pain control methods • Enumerate topical anesthetic solutions. • List various techniques of local anesthesia administration. • Interpret Possible complications of local anesthesia. 	1		
Anomalies Of Tooth Formation And Eruption	<p>By the end of lecture the student should be able :</p> <ul style="list-style-type: none"> • Describe the prevalence of variation in the number of teeth. • List the etiology of variation in the number of teeth. • Plan the management of variation in the number of teeth. • Discuss various anomalies in tooth size and their management. • Describe various anomalies of tooth form and their management. • Describe disturbances in eruption and exfoliation and its clinical significance. 	1		Class Test Class Participation
Endodontic diagnosis and Treatment planning	<ul style="list-style-type: none"> • Diagnose pulpal and periapical pathosis in patients based on history, clinical and radiographic examination. • Discuss importance of medical and dental history in formulation of treatment plan • List various vitality tests and sensibility test. <ul style="list-style-type: none"> • Pulp oximetry • Laser Doppler • Hot test • Cold test • Electric pulp tester • Interpret findings and formulate treatment plan • Discuss limitations of various vitality tests. 	Lecture 1 Flipped classroom 1		



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	<ul style="list-style-type: none"> • Discuss factors affecting case selection in endodontics. • Correlate radiographic findings to the history and clinical examination. • State the importance of an informed consent before any treatment. <p>By the end of the Operative OPD rotation the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate extra and intraoral examination to ascertain pulpal and periapical health. • Demonstrate sensibility testing on simulated patients and given patients.(OSATS) <ul style="list-style-type: none"> • a. Hot test • b. Cold test • c. Electric pulp tester 			
Pulp Anatomy	<ul style="list-style-type: none"> • Correlate the shape of pulp system to root anatomy. • List laws of canal orifice location. • Outline pathologic factors that may cause alterations in pulp anatomy. • Describe major components of the pulp space and variations in the pulp system in apical third. • Describe accessory canals. • Discuss relationship of anatomic, radiographic and actual location of apical foramen. • Describe variations in pulp anatomy resulting due to: <ul style="list-style-type: none"> -Developmental defects, -With age. -Identify internal and external anatomy of teeth in sagittal and cross section. 	1		Class Test Class Participation Final Examination
Instruments in endodontic	<ul style="list-style-type: none"> • List the instruments in the basic sets for various endodontic procedures. • Describe the general physical properties of instruments. • Describe the design of common canal preparation instruments and their mode of use. • Explain the basis for sizing and taper of hand operated instruments. • Describe proper use of instruments to prevent breakage within canal. • Identify visible changes in instruments that will predispose to breakage. 	1		Quiz Class Participation Final Examination



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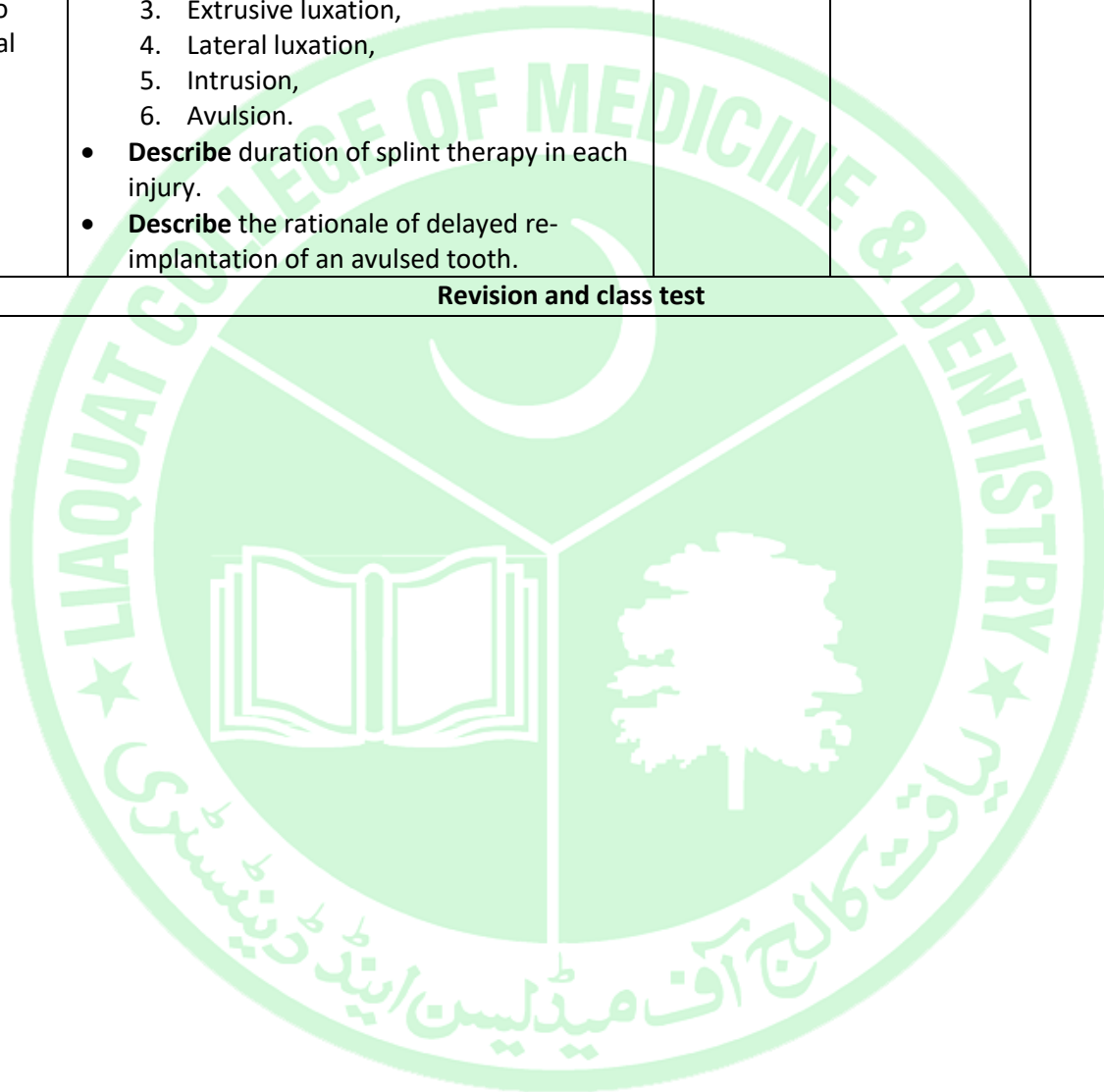
	<ul style="list-style-type: none"> • Describe nickel titanium rotary instruments. <p>By the end of the Operative OPD rotation the student should be able to:</p> <ul style="list-style-type: none"> • Identify the hand and rotatory instrument(OSCE/CLINICAL) • State the uses of the endodontic instruments • Demonstrate correct selection of an endodontic instrument for the required task(OSCE/CLINICAL) • Perform on extracted single rooted teeth the following steps of root canal treatment: <ul style="list-style-type: none"> ○ Access cavity preparation; ○ Working length determination; ○ Pulpectomy, cleaning, shaping and obturation of root canal space. 			OSCE/ CLINICAL
Injuries To Primary Dentition (Dental trauma)	<p>By the end of lecture the student should be able :</p> <ul style="list-style-type: none"> • Discuss management of hard tissue injury in the following categories: <ol style="list-style-type: none"> 1. Uncomplicated crown fracture, 2. Complicated crown fracture, 3. Crown-root fracture, 4. Root fracture. • Describe management of soft tissue injury in following categories: <ol style="list-style-type: none"> 1. Concussion, 2. Subluxation, 3. Extrusive luxation, 4. Lateral luxation, 5. Intrusion, 6. Avulsion. • Describe the sequelae of injuries to the primary dentition 	1		Class Test Class Participation
Injury To Permanent Dentition- Hard Tissue	<p>By the end of lecture the student should be able :</p> <ul style="list-style-type: none"> • Explain management of hard tissue injury in the following categories: <ol style="list-style-type: none"> 1. Enamel fracture, 2. Enamel fracture, 3. Enamel-dentin fracture, 4. Complicated crown fracture, 5. Uncomplicated crown-root fracture, 	Flipped classroom		Class Test Class Participation



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	<p>6. Complicated crown-root fracture, 7. Root fracture.</p> <ul style="list-style-type: none">• Explain the duration of splint therapy in each injury			
<p>Injury To Permanent Dentition- Luxation And Avulsion (Trauma to periodontal tissue)</p>	<p>By the end of lecture the student should be able :</p> <ul style="list-style-type: none">• Describe management of soft tissue injury in following categories:<ol style="list-style-type: none">1. Concussion,2. Subluxation,3. Extrusive luxation,4. Lateral luxation,5. Intrusion,6. Avulsion.• Describe duration of splint therapy in each injury.• Describe the rationale of delayed re-implantation of an avulsed tooth.			<p>Class Test Class Participation</p>
Revision and class test				





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OPERATIVE DENTISTRY CLINICAL ROTATION

1ST WEEK
<ul style="list-style-type: none">• Introduction to OPD<ul style="list-style-type: none">◦ Discipline, protocols and ground rules◦ Patient allotment• Log book and Instruments• History, examination along with vitality testing, pdl probing and occlusal relations b/w teeth• Diagnosis and treatment planning• Instruction identification and uses
PRACTICAL DEMONSTRATION
<ul style="list-style-type: none">• Sterilization Of Instruments• Parts Of Dental Unit• Patient receiving, seating and chair positioning
TUTORIAL FOLLOWED BY WORK ON PHANTOM/EXTRACTED TEETH
<ul style="list-style-type: none">• Principles Of Cavity Preparation• Cavity Preparation On Phantom Teeth-Class I And Class II• Lining And Amalgam Filling On Phantom Teeth-Class I And Class II
CASE BASED LEARNING
<ul style="list-style-type: none">• Caries<ul style="list-style-type: none">◦ Definition◦ Classification◦ Clinical Examination.◦ Radiographic Evaluation◦ Diagnosis And Treatment Planning.◦ Choice Of Filling Material According To Cavity Design
2NDWEEK
ROLE PLAY
<ul style="list-style-type: none">• Patient Counseling• History of pain
PRACTICAL DEMONSTRATION
<ul style="list-style-type: none">• Demonstration Of Preparation And Filling Of Class III/IV Cavity With Composite Resin• Matricing:<ul style="list-style-type: none">◦ Different Types◦ Parts.◦ Application
PRACTICAL DEMONSTRATION
<ul style="list-style-type: none">• Demonstration Of Matricing And Filling Of Class V With GIC• Isolation Techniques.<ul style="list-style-type: none">◦ Rubber Dam◦ Parts.◦ Techniques.◦ Application
WORK ON PATIENTS
<ul style="list-style-type: none">• Cavity Preparation And Filling
3RDWEEK
CASE BASED LEARNING
<ul style="list-style-type: none">• Pulpitis<ul style="list-style-type: none">◦ Types◦ Diagnosis◦ Treatment Options
WORK ON PATIENTS
<ul style="list-style-type: none">• Cavity Preparation And Filling
Feedback Session I



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OPERATIVE DENTISTRY CLINICAL ROTATION

4THWEEK
TUTORIAL
<ul style="list-style-type: none"> • Radiographs • Demonstration Of Different Techniques And Their Indications Along With Use Of Different Cone Indicators <ul style="list-style-type: none"> ○ Bisecting Angle Technique ○ Paralleling Technique ○ Bite Wing ○ Slob Rule. ○ Steps Of Film Processing ○ Identification Of Different Periapical X rays ○ X Ray File
WORK ON PATIENTS
<ul style="list-style-type: none"> • Cavity Preparation And Filling
5THWEEK
CASE BASED LEARNING
<ul style="list-style-type: none"> • Vital Pulp Therapy <ul style="list-style-type: none"> ○ Step Wise Excavation ○ Direct/Indirect Pulp Capping • Pulpotomy/Pulpectomy
WORK ON PATIENTS
<ul style="list-style-type: none"> • Cavity Preparation And Filling
6THWEEK
TUTORIAL
<ul style="list-style-type: none"> • Introduction To Endodontics • Endodontic Instruments • Endodontic Materials
PRACTICAL DEMONSTRATION FOLLOWED BY WORK ON EXTRACTED TEETH/ ENDO BLOCKS
<ul style="list-style-type: none"> • Endodontic Access Cavity Preparation • Cleaning And Shaping Of Root Canals • Obturation Of Prepared Roots
WORK ON PATIENTS
<ul style="list-style-type: none"> • Cavity Preparation And Filling
7THWEEK
OSCE SPOTTING
<ul style="list-style-type: none"> • X-Ray File Discussion • Spot File Discussion
WORK ON PATIENTS
<ul style="list-style-type: none"> • Cavity Preparation And Filling • Revision • End of rotation assessment • Second feedback session II



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LIST OF INSTRUMENTS FOR THIRD YEAR BDS



1. Doctor's white coat with name plate
2. Patient's napkin + napkin holder
3. Gloves
4. Masks
5. Surgical head cap
6. Metal instrument box

7. EXAMINATION INSTRUMENTS

- Mirror No. 5 (with handle)
- Explorer No. 23 (shepherd's hook) / No. 17 (briault)
- CPITN probe
- Graduated probe
- Cotton forceps (with serrations)
- Excavator
 - a) Binangle discoid spoon (double ended)
 - b) Triple angle discoid spoon (double ended)

8. FILLING INSTRUMENTS

- High speed hand piece
- High speed burs / abrasives
 - a) Cylindrical fissure (diamond, tungsten carbide)
 - b) Round No. 2, 4 (diamond, tungsten carbide)
 - c) Long tapered fissure diamond
 - d) Composite finishing diamond (yellow band)
 - e) Flame shaped diamond
- Slow speed burs (tungsten carbide)
 - a) Cylindrical fissure
 - b) Round No. 2,4
- Dycal applicator
- Plastic instrument
- Cement spatula
- Mortar and pestle
- Amalgam carrier
- Tofflemire matrix band retainer + bands (curved and contoured- 0.07mm)
- Plugger (small + large)
- Burnisher (egg-shaped + acorn + round ended)
- Kite – shaped carver
- Discoid – cleoid carver
- ½ Hollenbach
- Gingival marginal trimmer
- Wooden wedges
- Cellulose strips
- Polishing brush + cup
- Glass slab
- Artificial and extracted teeth mounted on plaster model



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- a) 4 maxillary molars
- b) 4 mandibular molars
- c) 2 maxillary central incisors
- Endoblock (one molar)
- Cotton dispenser
- Discard box
- Match box
- Transparency marker

9. ISOLATION

- Cotton Rolls (with Gauze and prefabricated)
- Rubber Dam Sheet (6X6)
- U-Style Frame
- Dental Floss
- Rubber Dam Clamps for:
 - a) Incisors/Canines/ Premolars:
[212] , [1/2/2A], [W9]
[210/211], [W0], [00]
 - b) Premolars:
[W1A/W2A], [1A,2A]
 - c) Molars:
[W8A/W14A],[56],[202/200], [8A/14A], [8], [27], [12A]

10. ENDODONTIC INSTRUMENTS

- Endo box
- 5cc Disposable Syringes
- 6" Stainless Steel Measuring Scale/endo ring
- Dappen Dish
- DG-16 Probe
- Barbed Broaches (Assorted)
- Patency files (6,8,10)
- Files
 - a) K- files (15-40) (45-80)
21mm ;
25mm b) H-Files (15-40) (45-80)
21mm ;
25mm
- Gates Glidden (1-6) (Assorted)
- Finger Spreader (15-40) (45-80) 21mm ; 25mm
- Protaper hand files.



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CLINICAL QUOTA FOR THIRD YEAR BDS



PROCEDURE	NUMBER OF CASES
I DIAGNOSIS	30
II RESTORATIONS	
a) CLASS I	20
b) CLASS II	05
c) CLASS III/CLASS IV	05
d) CLASS V	05

STUDENT'S RECORD SHEET
CLINICAL SKILLS

Date	P. R. No.	Tooth	Cavity		Lining	Matricing	Filling	Finishing	Polishing	Grade	Initial
			Class	Type							

EXTRA CREDITS

Pulpotomies / Pulpectomies / Apexification / Apexogenesis / Pin-Retained
 Restoration / Fissure Sealants

DATE	P.R.No	TOOTH	TREATMENT DONE	GRADE	INITIAL



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JUNIOR ORAL SURGERY

COURSE TITLE: TEMPOROMANDIBULAR AND OTHER FACIAL PAIN DISORDERS

Lecture Topics	Learning Objectives	Mode of Teaching		Assessment Tools
		Lecture	Clinical	
Management of temporomandibular disorders Segment 1: Classification of TMJ disorders	1. Describe Evaluation of TMJ disorders 2. Classify of temporomandibular Joint disorders	Lecture (1)	Practical demonstration during surgical rotation	Any one form of assessment - Quiz - Class Test - Class Participation - Individual - Assignment - Group Test
Segment 2: Clinical features, investigation & treatment modalities.	1. Identify sign & symptoms of TMJ disease 2. Conduct relevant investigation 3. Describe different treatment options 4. Explain permanent occlusion modification 5. Explain temporomandibular joint surgery 6. Identify patient for long term follow up By the end of the Oral Surgery OPD rotation the student should be able to: 1. Perform TMJ examination (CLINICAL) 2. Identify a patient presenting with TMJ disorder in OPD (CLINICAL /OSCE)	Lecture (1)		

COURSE TITLE: TEMPOROMANDIBULAR AND OTHER FACIAL PAIN DISORDERS

Lecture Topics	Learning Objectives	Mode of Teaching		Assessment Tools
		Lecture	Clinical	
Facial Neuropathology Segment 1: Diagnosis and management of Orofacial pain	1. List different type of orofacial pain 2. Describe : 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
Segment 2: Clinical evaluation and management of trigeminal neuralgia.	1. Evaluate patient with trigeminal neuralgia 2. List sign & symptoms of TN 3. Document complete history 4. Identify patient with TN 5. Compare treatment options for TN 6. List complication for each treatment option	Lecture (1)		



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COURSE TOPIC : ORAL AND MAXILLOFACIAL TRAUMA				
Lecture Topic	Learning Objectives	Mode of Teaching		Assessment Tools
		Lectures	Clinical	
Segment 3: Clinical features, investigation & management of ZMC	1. Outline causes, classification, sign & symptoms & Management of ZMC fractures 2. Describe appropriate investigation for given fracture case 3. Enlist complication of ZMC fracture	Lecture(2)		
Segment 4: Nasal & Orbital fractures.	1. Describe detailed anatomy of orbit 2. Outline causes, classification, sign & symptoms & Management of Orbital & Nasal fractures 3. Enlist complication of Orbital & Nasal fracture	Lecture(2)		
Segment 5: Mid face fracture.	1. Explain causes, classification, sign & symptoms & Management of midface fractures 2. Enlist complication of midface fracture By the end of the Oral Surgery OPD rotation the student should be able to do: 1. Identify basic instruments for Intermaxillary fixation (OSCE). 2. Identify the instrument used for mid face trauma (OSCE) 3. State the uses of the instruments. (OSCE) 4. Demonstrate the technique of Intermaxillary fixation on models (OSCE) 5. Diagnose and management of patients with dentoalveolar fractures (CBL) (OSCE) 6. Diagnose and formulate the management plan for patients with maxillofacial injuries (OSCE)	Lecture(2)		

COURSE TITLE: DENTOFACIAL DEFORMITIES				
Lecture topics	Learning Objectives	Mode of Teaching		Assessment Tools
		Lecture	Clinical	
Management of cleft lip and palate patients	1. Describe: i) Embryology ii) Problems of the cleft affected individuals iii) Dental needs of cleft affected individuals 2. List Causative factors 3. Explain treatment of cleft lip and palate	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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CLINICAL TEACHING

Clinical Hours: 14hrs/week

Each student will receive clinical teaching at the department of oral and maxillofacial surgery, ward, operating room & skills lab for a period of 2 months. During the clinical rotation students will be taught following topics.

- Obtain surgical history
- Prevention & management of medical emergencies
- Principles of surgery
- Cross infection control
- Armamentarium for basic oral surgery
- Perform local anesthesia
- Clinical & radiological evaluation of a tooth for extraction
- Extraction under local anesthesia
- Assist/observe in minor surgical procedures
- Postoperative patient management
- Management of surgical complications
- Suturing on foam
- Clinical & radiological evaluation of maxillary sinus
- Principles of Biopsy, observation of Biopsy taking
- Clinical and radiological evaluation of TMJ problems

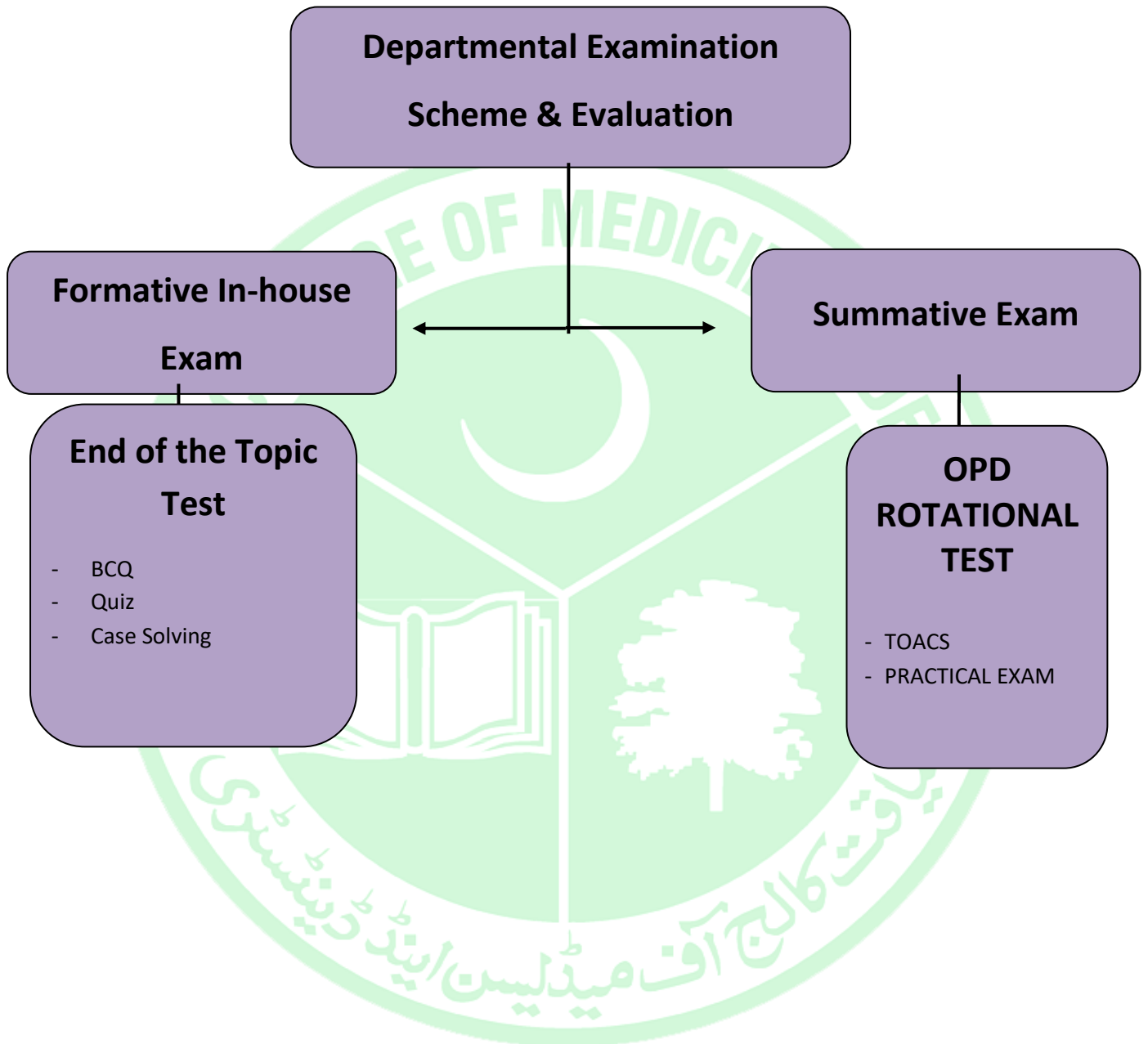
The methods of teaching will be demonstrations on anatomical models, case discussions, tutorials and assignments

Requirement for the clinical rotation

Following are the minimum requirements of the clinical work in the department of oral and maxillofacial surgery, to be completed within 9 months of clinical rotation before his/her name is sent to the University for the final year BDS examination.

A log book is also to be maintained, completed and signed by the head of department before the end of clinical rotation.

DIAGNOSIS	20
LOCAL ANESTHESIA	5 CASES
EXTRACTION UNDER LOCAL ANESTHESIA	05 CASES
SUTURING ON REXENE	05 CASES





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ORAL AND MAXILLOFACIAL SURGERY
CLINICAL ROTATION

1ST WEEK	
<ul style="list-style-type: none"> • Introduction to OPD <ul style="list-style-type: none"> ◦ Discipline, protocols and ground rules ◦ Patient allotment • Log book/vaccination • History, examination (Intraoral, Extra oral) • Diagnosis and treatment planning • Instruction identification and uses 	FACILITATOR
PRACTICAL DEMONSTRATION	
<ul style="list-style-type: none"> • Cross infection control • Waste management • Protocol & reporting of Needle stick injury • Patient receiving, seating and chair positioning 	
SOFT SKILL PRACTICES	
ROLE PLAY/CASE SCENARIO	
<ul style="list-style-type: none"> • Patient counseling 	
2NDWEEK	
CASE BASED LEARNING	FACILITATOR
<ul style="list-style-type: none"> • Management of Medical emergencies on dental chair • Radiographic interpretation 	
PRACTICAL DEMONSTRATION	
<ul style="list-style-type: none"> • Choice of Anesthesia <ul style="list-style-type: none"> ◦ Local Anesthesia ◦ Different types • Techniques 	
SKILLS PERFORMANCE	
<ul style="list-style-type: none"> • Exodontia <ul style="list-style-type: none"> ◦ Definition ◦ Classification ◦ Clinical examination ◦ Radiographic evaluation ◦ Diagnosis and treatment planning 	
SOFT SKILL PRACTICES	
ROLE PLAY/CASE SCENARIO	
<ul style="list-style-type: none"> • Conflict resolution 	
3RDWEEK	
PRACTICAL DEMONSTRATION	FACILITATOR
<ul style="list-style-type: none"> • Demonstration of medical emergencies • Demonstration of prescription writing • How to take consent from the patient • Preventive measures and counseling of patient 	
SKILLS PERFORMANCE	
<ul style="list-style-type: none"> • Exodontia 	
CASE BASED LEARNING	
<ul style="list-style-type: none"> • Odontogenic infections • Impactions 	
SOFT SKILL PRACTICES	
ROLE PLAY/CASE SCENARIO/REAL PATIENT	
<ul style="list-style-type: none"> • Communication skills 	



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ORAL AND MAXILLOFACIAL SURGERY
CLINICAL ROTATION

4THWEEK	
CASE BASED LEARNING	FACILITATOR
<ul style="list-style-type: none"> • Complex Odontogenic infections • Alveoloplasty • Apicectomy 	
SKILLS PERFORMANCE	
<ul style="list-style-type: none"> • Exodontia 	
PRACTICAL DEMONSTRATION	
<ul style="list-style-type: none"> • Examination of swelling • Examination of TMJ 	
SOFT SKILL PRACTICES	
ROLE PLAY/STANDARDIZED PATIENT	
<ul style="list-style-type: none"> • Negotiation & bargaining 	
5THWEEK	
CASE BASED LEARNING	FACILITATOR
<ul style="list-style-type: none"> • TRAUMATIC INJURIES <ul style="list-style-type: none"> ○ Luxation ○ Subluxation ○ Intrusion ○ Extrusion • Avulsion FACIAL TRAUMA <ul style="list-style-type: none"> ○ History ○ Examination ○ Investigation and diagnosis ○ Management 	
SKILLS PERFORMANCE	
<ul style="list-style-type: none"> • Exodontia 	
PRACTICAL DEMONSTRATION	
<ul style="list-style-type: none"> • Cranial nerve examination • Lymph node examination 	
SOFT SKILL PRACTICES	
CASE SCENARIO	
<ul style="list-style-type: none"> • Documentation/Record keeping 	
6THWEEK	
TUTORIAL	FACILITATOR
<ul style="list-style-type: none"> • Diagnosis of premalignant lesion 	
PRACTICAL DEMONSTRATION FOLLOWED BY WORK ON MODELS	
<ul style="list-style-type: none"> • Method of fixation • Suturing techniques 	
SKILLS PERFORMANCE	
<ul style="list-style-type: none"> • Exodontia • Biopsy techniques 	
CASE BASED LEARNING	
<ul style="list-style-type: none"> • BENIGN & MALIGNANT LESIONS OF ORO-FACIAL REGION <ul style="list-style-type: none"> ○ History ○ Examination ○ Investigation & diagnosis ○ Management 	
ASSISTANCE	
<ul style="list-style-type: none"> • Assisting senior during surgical extraction and impactions • Assisting senior during procedure of suturing 	
SOFT SKILL PRACTICES	



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CASE SCENARIO	
<ul style="list-style-type: none">Dealing with ethical dilemma	
7THWEEK	
ASSISTANCE	
<ul style="list-style-type: none">Assisting senior during OPD procedure	
SKILLS PERFORMANCE	
<ul style="list-style-type: none">ExodontiaRevisionEnd of rotation assessmentFeedback session	
3 TESTS BASED ON CLINICAL SCENARIOS & OSCEs IN CLINICAL ROTATION	





ORAL AND MAXILLOFACIAL SURGERY

DEPARTMENT ORIENTATION

DEPARTMENT ORIENTATION DOCUMENT FOR STUDENTS (YEAR 2024)

This orientation document outlines Oral and Maxillofacial Surgery Departmental policies, procedures and work practices providing students with opportunity to perform at an optimal standard within a given period of rotation.

INTRODUCTION TO DEPARTMENT





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FACULTY ORIENTATION:

HEAD OF DEPARTMENT: Prof. Dr. Tahera Ayub

FACULTY:

PROFESSOR: Prof. Dr. Navid Rashid Qureshi

ASSOCIATE PROFESSOR: Dr. Amna Rehman

SENIOR REGISTRAR: Dr. Dania Hamid

REGISTRAR: Dr. Amna Afridi & Dr. Mohsin Khan

RESIDENT: Dr. Fizza Bano Zaidi, Dr. Arshia Altaf, Dr. Abdul Raffay, Dr. Rafia Ashraf, Dr. Arif, Dr. Iqra Ali, Dr. Shabana Abbasi, Dr. Samina Ghouri, Dr. Bushra, Dr. Ali khan, Dr. Nayab

GOALS AND OBJECTIVES OF DEPARTMENT:

Our aim is to teach the students about how to treat the patients with highest possible standards of care and always treat patients with kindness, respect and dignity. For that students should follow the following steps for an effective treatment planning which includes:

- History and Examination
- Diagnosis
- Treatment planning
- Referral to the respective department
- Oral Surgical Procedures

DEPARTMENT RULES AND REGULATIONS:

- All students should be punctual and should come in department on time, only 5 minutes relaxation is allowed.
- All students should wear face masks all the time in OPD premises and maintain social distancing.
- All Students should wear labcoats with their ID cards, male students should wear dress pants and shirts, Female students should tie their hairs.
- Nails should be cleaned and properly cut.
- All students should get their Hep B Vaccination done within 1 week of departmental rotation.
- Only 3 leaves are allowed in their rotation period, if they absent more than 3 days student should submit their explanation letter to the department.

INFECTION CONTROL POLICIES:

- If the patient is suspected or known case of Hep B or C, Student should informed to their respective supervisor and perform whole procedure under supervision.
- Student should inform and ask the nursing staff for separate instruments.
- Students should follow the infection controls protocols which includes separate units for Hep B and C patients, double mask, double gloves eye wears and disposable gowns.

STUDENT SAFETY SOP'S:

- If Student is having any symptoms (e.g Dry cough, fever, body aches, loss of taste or smell), given the condition looks contagious such Viral flu, he/she should immediately inform to their respective supervisor
- Students should follow Recommended Sops in Department whenever infected:
 - a) Wear face mask in OPD premises, and maintain social distance.
 - b) Wash your hands regularly with soap and water, or clean them with alcohol-based hand rub before and after every procedure.
 - c) Maintain at least 1 meter distance between you and people coughing or sneezing.
 - d) Avoid touching your face.
 - e) Cover your mouth and nose when coughing or sneezing.
 - f) Stay home if you feel unwell.
 - g) Wear Personnel Protective Equipment during any procedure
 - h) Practice physical distancing by avoiding unnecessary travel and staying away from large groups of people.



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- Do not dispose of waste by yourself, ask the assistant to dispose off.
- In case of needle stick injury student should inform his/her respective supervisor and incident report to nursing office extension 337, QA Ext 203 or nursing shift supervisor.

PATIENT SAFETY PROTOCOLS:

- Improve the accuracy of patient identification
- Improve the safety of using high alert medications
- Eliminate wrong site ,wrong patient ,wrong procedure surgery
- Avoid Reuse of Tools and Packaging Material meant for Treatment Only
- Report the problem adverse event to supervisor , according to policy and procedure
- Practice safety protocol to protect yourself and limit spread of contamination
- Sterilized instruments must be used on every patient
- Patient should be questioned about their vaccination status and the suspected ones or known cases should be screened for Hepatitis and antibody titer respectively.

PATIENT CONFIDENTIALITY:

- Patient confidentiality should not be discussed with anyone
- Cases should not be published, discussed or posted in any journal, seminar or social networking sites respectively without patient consent.

MEDICAL EMERGENCIES

- In case of medical emergency, deferred the patient, informed supervisor and follow his/her instructions.
- Do not use medications without the appropriate supervision.
- For any serious emergency clinical staff should be directed to call the following numbers.
- For emergency DSH : 229 & 209

TUTORIALS:

- A tutorial is a method of transferring knowledge and used as a part of a learning process. More interactive and specific than a book or a lecture, a tutorial seeks to teach by example and supply the information to complete a certain task.
- Tutorials are conducted on daily basis for students in department to enhance their knowledge.
- Some topics will be in format of live demonstration and case based learning.
- These tutorials could be blend of physical or online teaching depending upon Covid related circumstances

LOG BOOK MAINTAINANCE:

- Logbook should be filled by students at the end of every working day and should be signed by their respective supervisor.

ASSESSMENT TEST:

- During rotation verbal and written test should be taken after every 2 weeks to check the progress of the students.
- At the end of rotation final assessment of the student should be done through OSCE and interactive stations.

FEEDBACK FORMS:

At the end of rotation, students should be provided with the feedback forms in which they give feedback about the department and supervisors.

SKILL LAB:

The skills and simulation laboratory of Liaquat College of Medicine and Dentistry will serve the purpose of developing student's skills and attitudes during clinical training. Students of BDS should attend the sessions of skill lab according to curriculum



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DEPARTMENT OF ORAL & MAXILLOFACIAL SURGERY FINAL PROFESSIONAL BDS

Date: _____ Group: ____ Allotted time: _____ Total marks: _____

Marks obtained: _____ Student name: _____ roll no.: _____

Examiner name & signature: _____

OBJECTIVE: ASSESSMENT OF HISTORY TAKING & EXAMINATION SKILLS

Not Done=0, Unsatisfactory=1, Satisfactory=2, Fair=3, Good=4, Outstanding=5

SR.	POINTS OBSERVED	0	1	2	3	4	5
1	Asked about personal information of the patient						
2	Presenting complain was documented						
3	History of presenting complain was taken						
4	Recorded medical history about						
	• Cardiovascular system						
	• Respiratory system						
	• Gastrointestinal system						
	• Rheumatology						
	• Circulatory system						
	• Endocrine system						
	• Nervous system						
	• Allergies						
5	Drug history						
6	Previous hospitalization/Blood transfusion						
7	Past dental history						
8	Family/social history						
9	Habitual history						
	Examination						
10	Extraoral examination was done which includes						
	• General appearance						
	• TMJ examination						
	• Lymph nodes						
11	Intraoral examination of oral hard and soft tissues						
12	Clinical findings were recorded						
13	Provisional diagnosis						
14	Investigation						
	Final diagnosis						
	Treatment plan with referrals						
	Written consent taken on the form						

FEEDBACK



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ORAL AND MAXILLOFACIAL SURGERY

EXODONTIA ASSESSMENT

SCORE CARD

EXAM: _____

GROUP: _____

DATE: _____

Roll NO: _____

Student Name: _____

Scale: Not done=0, Unsatisfactory=1, Satisfactory=2, Fair=3, Good=4, Outstanding=5

PRACTICAL	0	1	2	3	4	5
1. History, diagnosis and planning						
2. Consent						
3. Selection and Preparation of Instruments						
4. Patient positioning						
5. Administration of L.A						
6. Confirmation of profound anesthesia						
7. Luxation of the tooth with appropriate instrument						
8. Forcep application & movements						
9. Delivery of the tooth						
10. Hemostasis						
11. Post Op. instructions						



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ORAL AND MAXILLOFACIAL SURGERY
OSATS FORMS

GROUP _____
 STATION NO. _____
 NAME _____
 ROLL NO. _____

DATE _____
 TIME _____
 TOTAL MARKS _____

KEY: WRONG TOOTH EXTRACTION
OBJECTIVE: ASSESMENT OF COUNSELLING SKILLS

Scale: Not done=0, Unsatisfactory=1, Satisfactory=2, Fair=3, Good=4, Outstanding=5

S.NO	POINTS OBSERVED	1	2	3	4	5	6
1	Introducing him/herself.						
2	Taking consent.						
3	Patient informed that instead of tooth to be extracted wrong tooth extracted.						
4	Wrong tooth requires extraction as it is infected BDR.						
5	It will be going to cause pain further as it is infected and pus discharging.						
6	May be the pain occurring in the area of the tooth to be extracted is because of infected BDR.						
7	Sometime pain radiates and patient can't localize.						
8	The tooth you want to be extracted can also be extracted after few days as it is grossly carious.						
9	It is necessary to remove infected BDR Primarily.						
10	Medication prescribed for 5 days.						
11	Post operative instruction given.						
12	Recall after 5 days for extraction of adjacent grossly carious tooth. Which patient want to be extracted, as the prognosis of the tooth is not good RCT can't be advised.						
	Total						

FEEDBACK



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ORAL AND MAXILLOFACIAL SURGERY
OSATS FORMS

GROUP _____
 STATION NO. _____
 NAME _____
 ROLL NO. _____

DATE _____
 TIME _____
 TOTAL MARKS _____

KEY: EXAMINATION OF A SWELLING

Scale: Not done=0, Unsatisfactory=1, Satisfactory=2, Fair=3, Good=4, Outstanding=5

S.NO.	POINTS OBSERVED	0	1	2	3	4	5
1	Greets the patient						
2	Introduce himself/ herself						
3	Takes consent						
4	Correct chair position						
5	Inspection:						
	• Site						
	• Size						
	• Shape						
	• number,						
	• surface color						
	• overlying skin						
	• any discharge of fluid						
• transillumination							
6	Palpation:						
	• Temperature						
	• Tenderness						
	• Consistency						
	• Fluctuant						
	• Pulsatile						
	• Reducibility						
• compressibility							
7	Auscultation for vascular swellings						
8	Make 3 differential diagnosis						
	Total						

Feedback if any:



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ORAL AND MAXILLOFACIAL SURGERY
OSATS FORMS

GROUP _____
 STATION NO. _____
 NAME _____
 ROLL NO. _____

DATE _____
 TIME _____
 TOTAL MARKS _____

KEY: EXAMINATION OF A ULCER

Scale: Not done=0, Unsatisfactory=1, Satisfactory=2, Fair=3, Good=4, Outstanding=5

S. NO.	POINTS OBSERVED	0	1	2	3	4	5
1	Greets the patient						
2	Introduce himself/ herself						
3	Takes consent						
4	Properly positions the patient						
5	Inspection:						
	• Site						
	• Size						
	• Shape						
	• Number						
	• Margins						
	• Base						
	• Colour						
6	Exudate or discharge						
	Palpation:						
	• Temperature						
	• Tenderness						
	• Induration						
	• Fixation						
	• Bleeding						
	• Base						
• Margins							
7	Make 3 differential diagnosis of intra oral ulcer						
	Total						



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ORAL AND MAXILLOFACIAL SURGERY
OSATS FORMS

GROUP _____
 STATION NO. _____
 NAME _____
 ROLL NO. _____

DATE _____
 TIME _____
 TOTAL MARKS _____

KEY: EXAMINATION OF FACIAL NERVE

Scale: Not done=0, Unsatisfactory=1, Satisfactory=2, Fair=3, Good=4, Outstanding=5

S.NO.	POINTS OBSERVED	0	1	2	3	4	5
1	Greets the patient						
2	Introduce himself/ herself						
3	Takes consent						
4	Properly positions the patient						
5	Test motor function by asking patient to						
	crease up forehead						
	close eyes against pressure						
	puffing out cheek						
	reveal the teeth						
	test the function of stapedius muscle by tuning fork						
6	Able to Test the sense of taste						
7	Able to differentiate between upper and lower motor neuron lesion						
8	Make 3 differential diagnosis of lower motor neuron lesion						
	Total						



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ORAL AND MAXILLOFACIAL SURGERY
OSATS FORMS

GROUP _____
 STATION NO. _____
 NAME _____
 ROLL NO. _____

DATE _____
 TIME _____
 TOTAL MARKS _____

KEY: EXAMINATION OF NECK LYMPH NODE

Scale: Not done=0, Unsatisfactory=1, Satisfactory=2, Fair=3, Good=4, Outstanding=5

S.NO.	POINTS OBSERVED	0	1	2	3	4	5
1	Greets the patient						
2	Introduce himself/ herself						
3	Takes consent						
4	Properly positions the patient and do gentle palpation						
5	Inspection:						
	Site						
	Size						
	Shape						
	Number						
	Surface						
	Color						
	overlying skin						
6	any discharge of fluid						
	Palpation:						
	Temperature						
	Tenderness						
	Consistency						
	Fluctuant						
	Fixation						
	Induration						
7	Central necrosis						
	Matty						
7	Able to describe the levels of lymph node and sequence of lymph node examination						
8	Make 3 differential diagnosis of enlarged lymph node						
	Total						



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ORAL AND MAXILLOFACIAL SURGERY
OSATS FORMS

GROUP _____
 STATION NO. _____
 NAME _____
 ROLL NO. _____

DATE _____
 TIME _____
 TOTAL MARKS _____

KEY: EXAMINATION OF TMJ

Scale: Not done=0, Unsatisfactory=1, Satisfactory=2, Fair=3, Good=4, Outstanding=5

S. NO.	POINTS OBSERVED	0	1	2	3	4	5
1	Greets the patient						
2	Introduce himself/ herself						
3	Takes consent						
4	Properly positions the patient						
5	Measures inter-incisal opening						
6	Measures lateral excursions						
7	Palpate muscles of mastication						
8	Make 3 differential diagnosis of limited mouth opening						
	Total						



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ORAL AND MAXILLOFACIAL SURGERY
OSATS FORMS

GROUP _____
 STATION NO. _____
 NAME _____
 ROLL NO. _____

DATE _____
 TIME _____
 TOTAL MARKS _____

KEY: MYOFACIAL PAIN DYSFUNCTION SYNDROME (MPDS)
OBJECTIVE – ASSESSMENT OF HISTORY TAKING SKILLS

S.	POINTS OBSERVED	0	1	2	3	4	5
1	Introducing him/herself						
2	Taking consent						
3	Recording chief complaint in patient's words						
4	Where is the pain?						
5	When did the pain start? Is it getting better or worse?						
6	Ask your patient to describe the pain, is it dull, aching? Or sharp, stabbing, tingling or burning						
7	Does the pain radiate to any other part of the head and neck?						
8	Any other signs and symptoms associated with the pain						
9	When is the pain the worst? Morning, night or is it continuous?						
10	What sets the pain off? Does anything make it better? Painkillers help?						
11	How severe is the pain, perhaps ask your patient to put it on a scale from 1-10						
12	Does pain aggravates on chewing?						
13	Is he or she emotionally disturbed?						
14	Is there a history of previous trauma?						
15	Is there a history of any parafunctional habits? Eg pan chewing, areca nut chewing,						
16	Is there any disturbance in sleeping pattern?						
17	Have you experienced similar kind of pain previously?						
18	Do you experience any difficulty in mouth opening?						



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ORAL AND MAXILLOFACIAL SURGERY
OSATS FORMS

GROUP _____
 STATION NO. _____
 NAME _____
 ROLL NO. _____

DATE _____
 TIME _____
 TOTAL MARKS _____

KEY- ODONTOGENIC INFECTIONS
OBJECTIVE- ASSESSMENT OF HISTORY TAKING SKILLS

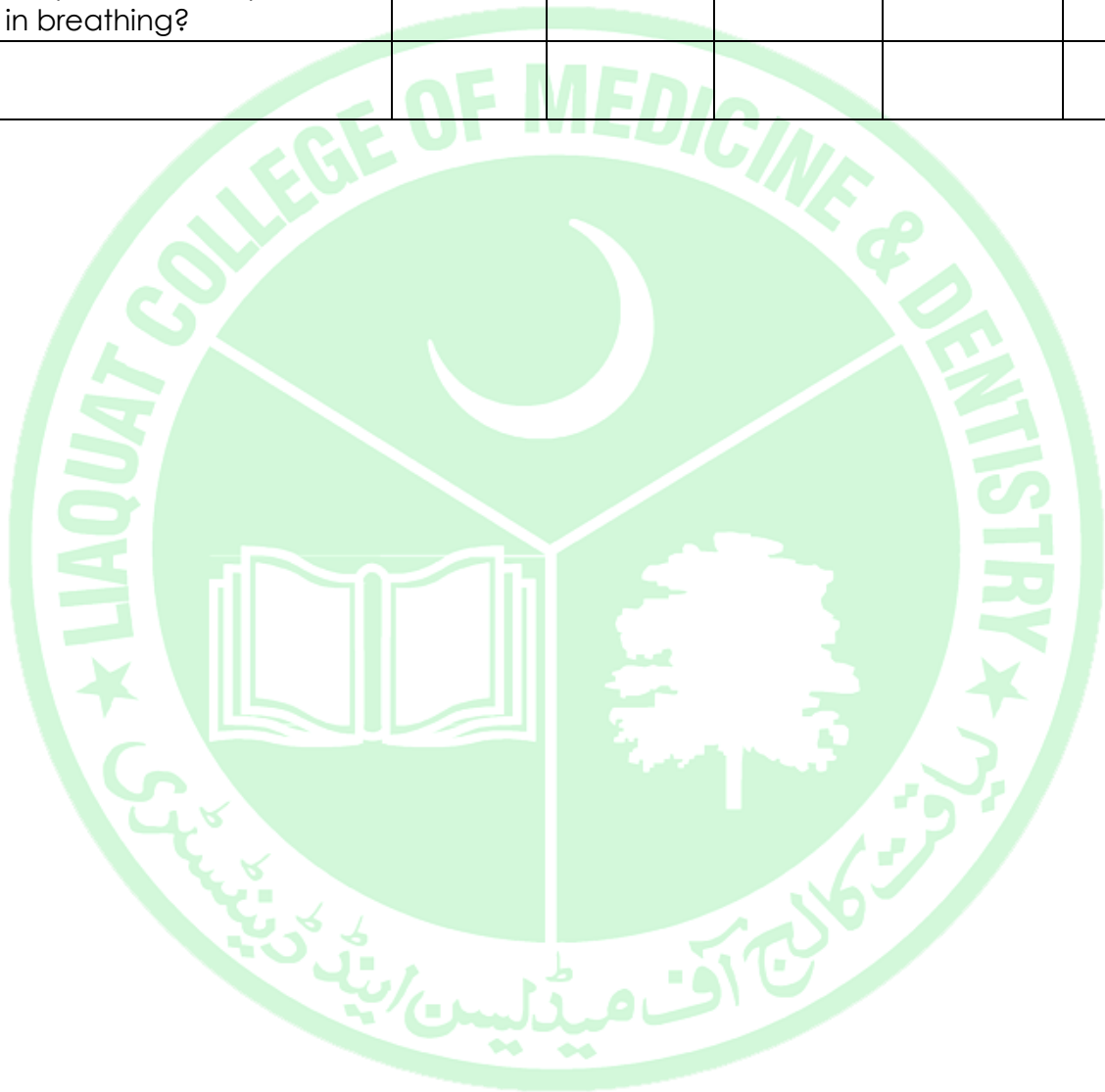
S.	POINTS OBSERVED	0	1	2	3	4	5
1	Introducing him/herself						
2	Taking consent						
3	Recording chief complaint in patient's words						
4	Where is the pain? Localize to at least a quadrant						
5	When did the pain start? Is it getting better or worse?						
6	Does the pain radiate to any other part of the head and neck?						
7	Any other signs and symptoms associated with the pain						
8	How severe is the pain, perhaps ask your patient to put it on a scale from 1-10						
9	Have you experienced fever?						
10	Do you feel bad taste or foul odor in your mouth?						
11	Does pain aggravates on chewing?						
12	Have you experienced similar kind of pain previously?						
13	Have you taken any treatment for this before?						
14	Have you experienced any trauma to soft tissue in that region?						
15	Have you experienced any trauma to hard tissue in that region?						
16	Where is the swelling? Localize to at least a quadrant						



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17	Has the swelling increased in size since first noticed?						
18	Does the swelling disappear at anytime of the day?						
19	Any other signs and symptoms associated with the swelling?						
20	What do you think is the cause of this swelling?						
21	Have you experienced any difficulty in breathing?						
	Total						





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ORAL AND MAXILLOFACIAL SURGERY
OSATS FORMS

GROUP _____
 STATION NO. _____
 NAME _____
 ROLL NO. _____

DATE _____
 TIME _____
 TOTAL MARKS _____

KEY: WHITE LESIONS

OBJECTIVE: ASSESMENT OF HISTORY TAKING SKILLS

S.	POINTS OBSERVED	0	1	2	3	4	5
1	Introducing him/herself						
2	Taking consent						
3	Recording chief complaint in patient's words						
4	Where is the white lesion? Localise to at least a quadrant						
5	When did you notice the white lesion?						
6	Since when is the lesion present?						
7	Is there any change in the size of the lesion?						
8	Is there any change in the texture of the lesion?						
9	Do you feel any roughness in your mouth? Eg cheek, tongue						
10	Do feel burning sensation on eating spicy food?						
11	Any other signs and symptoms associated with the lesion?						
12	Have you experienced similar kind of problem previously?						
13	History of trauma in that region?						
14	History of any fungal infection?						
14	Have you taken any treatment for this before?						
15	Presence of parafunctional habits?						
16	Do you feel a sharp cusp or tooth in that region?						



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17	Do you wear any removable prosthesis? (denture)						
18	Do you smoke? Eg cigarette, pipe						
19	Are you suffering from any immunocompromising disease? Eg diabetes, HIV						





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ORAL AND MAXILLOFACIAL SURGERY
OSATS FORMS

GROUP _____
 STATION NO. _____
 NAME _____
 ROLL NO. _____

DATE _____
 TIME _____
 TOTAL MARKS _____

KEY: ORAL ULCER
OBJECTIVE: ASSESMENT OF HISTORY TAKING SKILLS

S.	POINTS OBSERVED	0	1	2	3	4	5
1	Introducing him/herself						
2	Taking consent						
3	Recording chief complaint in patient's words						
4	Where is the pain? Localise to at least a quadrant						
5	When did the pain start? Is it getting better or worse?						
6	Since when is the ulcer present?						
7	Is there any change in the size of the ulcer?						
8	Do feel burning sensation on eating spicy food?						
9	Any other signs and symptoms associated with the ulcer?						
	Have you experienced similar kind of problem previously?						
	History of trauma in that region?						
	Presence of parafunctional habits?						



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ORAL AND MAXILLOFACIAL SURGERY
OSATS FORMS

GROUP _____
 STATION NO. _____
 NAME _____
 ROLL NO. _____

DATE _____
 TIME _____
 TOTAL MARKS _____

KEY: AVULSED TOOTH
OBJECTIVE: ASSESMENT OF HISTORY TAKING SKILLS

S.	POINTS OBSERVED	0	1	2	3	4	5
1	Introducing him/herself						
2	Taking consent						
3	Recording chief complaint in patient's words						
	When did the injury happen?						
4	How did the injury take place? Is there any associated injury?						
5	Where did the injury take place ?						
7	Previous dental history, including previous injuries, crowns or prostheses						
8	Location of permanent tooth fragments; suggest someone look for missing fragments or teeth at the site of injury.						
9	Where was the tooth kept after it came out of the oral cavity?						
10	Was there any sign of loss of consciousness, neck or head pain, and numbness?						



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ORAL AND MAXILLOFACIAL SURGERY

SUPERVISOR EVALUATION				
Name of the supervisor				
Department			Date	
Name of the supervisee				
Excellent	Very good	Good	Fair	Unsatisfactory
<i>Use the rankings above to rate the supervisor in relation to the following statements.</i>				
1. Very prompt when supervising & is dependable in times of any consultation.				
2. Very committed & interested in his supervision work.				
3. Displays respect on personal individual differences on his supervisee.				
4. Examines supervisor-supervisee relationship.				
5. Delivers relevant information on time.				
6. Helps in improving your personal & professional growth.				
7. Demonstrates interest & awareness of your professional & developmental levels.				
8. Able to identify & call attention to errors in a tactful manner.				
9. Makes specific suggestion to you when you need them.				
10. Delivers presentation on time.				
<i>Using on rating level provided in the scale above, give your overall rating of the performances of the supervisor.</i>				



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ORAL AND MAXILLOFACIAL SURGERY
STUDENT FEEDBACK FORM

The supervisor should evaluate the student as objective as possible by circling the number in each range that best describes the student performance for that character.

STUDENT'S NAME: _____ **ROLL NO.:** _____ **GROUP:** _____
DATE: _____

ATTITUDE (DESIRE TO LEARN, ENTHUSIASM, CURIOSITY)	EXCELLENT	5	4	3	2	1	UNSATISFACTORY
SKILLS & ACCURACY IN WORK (DECISION-MAKING)	EXCELLENT	5	4	3	2	1	UNSATISFACTORY
QUANTITY OF WORK <ul style="list-style-type: none"> • NO. OF DIAGNOSIS • NO. OF EXTRACTIONS 1. UNDER SUPERVISION 2. INDEPENDANTLY • NO. OF SURGICAL CASES ASSISTED 	EXCELLENT	5	4	3	2	1	UNSATISFACTORY
QUALITY OF WORK <ul style="list-style-type: none"> • ACCURACY • THOROUGHNESS • READINESS 	EXCELLENT	5	4	3	2	1	UNSATISFACTORY
INTERPERSONAL RELATIONS (FACULTY, COLLEGUES, STAFF) <ul style="list-style-type: none"> • COURTEOUS • FRIENDLY 	EXCELLENT	5	4	3	2	1	UNSATISFACTORY
ATTENDANCE (PRODUCTIVITY, RELIABILITY)	EXCELLENT	5	4	3	2	1	UNSATISFACTORY
COMMUNICATION SKILLS <ul style="list-style-type: none"> • WRITTEN • VERBAL 	EXCELLENT	5	4	3	2	1	UNSATISFACTORY
SOPs FOLLOWED <ul style="list-style-type: none"> • INFECTION CONTROL • COVID-19 	EXCELLENT	5	4	3	2	1	UNSATISFACTORY
TASKS ACCOMPLISHED <ul style="list-style-type: none"> • PRESENTATIONS GIVEN • LOG BOOK MAINTENANCE • SEMINARS/WEBINARS/CONFERENCES ATTENDED 	EXCELLENT	5	4	3	2	1	UNSATISFACTORY
EXTRA-CURRICULAR ACTIVITY <ul style="list-style-type: none"> • RESEARCH PUBLISHED • DEBATES • POSTER COMPETITION • SPORTS PARTICIPATION 							



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• CHARITY WORK								
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SCORE:

EXCELLENT: 40-50

VERY GOOD: 35-39

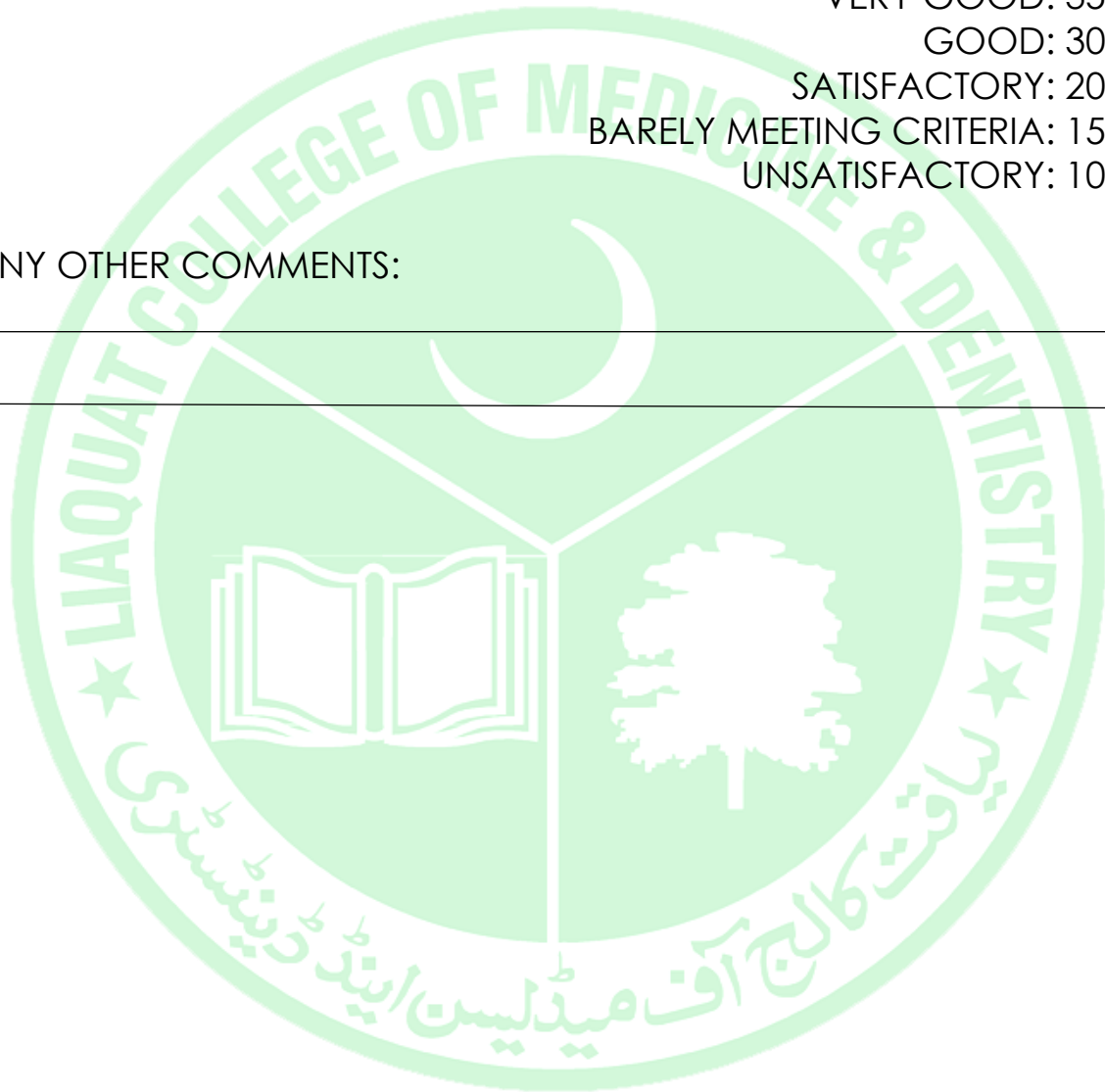
GOOD: 30-35

SATISFACTORY: 20-29

BARELY MEETING CRITERIA: 15-20

UNSATISFACTORY: 10-15

ANY OTHER COMMENTS:





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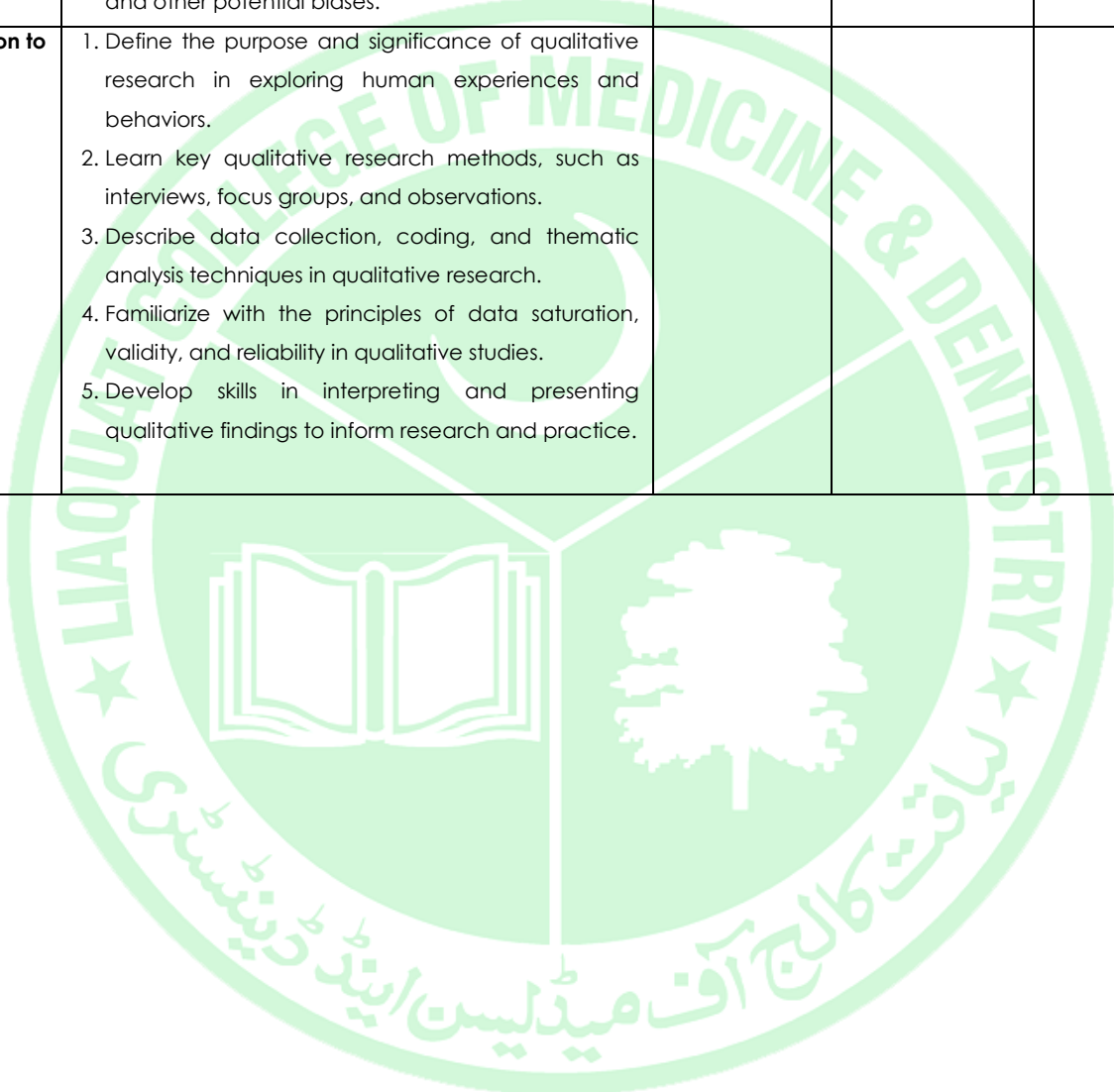
RESEARCH				
Topic	Learning Objectives	Mode of Teaching	KSA Competencies Knowledge/Skill/ Attitude	Assessment Tools
		Lecture/ Tutorials		
Threats to Validity 1 Hr	<ol style="list-style-type: none"> Identify and understand threats to internal, external, construct, and statistical conclusion validity. Recognize biases and errors that affect research accuracy. Learn strategies to control confounding variables, ensure generalizability, and improve measurement tools. Apply methods to minimize threats to validity in dental research design and analysis. 	Lectures, Workshops, Research meetings, small group discussions digital library sessions.	KSA	MCQs, Summative assignments research based.
Critical analysis of a Research paper: Checklist 1hr	<ol style="list-style-type: none"> Describe the key components of a research paper and evaluate their clarity and relevance. Assess the study design, sample size, and methodology for rigor and appropriateness. Critically analyze data collection methods, statistical analyses, and ethical considerations. Evaluate the interpretation of results, study limitations, and biases. Use a checklist to systematically and objectively critique research papers. 			
Clinical Trials And Good Clinical Practices Guidelines 1 hr	<ol style="list-style-type: none"> Explain clinical trials, their purpose, and ethical considerations. Learn Good Clinical Practice (GCP) guidelines and regulatory requirements. Describe the process of designing, conducting, and reporting clinical trials. Identify risks and biases in clinical trial design and implementation. 			
Systematic Review 1 hr	<ol style="list-style-type: none"> Define the purpose and steps of conducting a systematic review, including formulating questions, searching, and selecting studies. Assess study quality, extract data, and perform meta-analysis when applicable. Use tools like the PRISMA checklist for quality assessment. Ensure transparency and reproducibility in the process. Critically analyze and report findings, addressing limitations and conclusions. 			



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<p>Meta-Analysis 1 hr</p>	<ol style="list-style-type: none"> 1. Define the concept and purpose of meta-analysis in synthesizing data from multiple studies. 2. Learn how to select studies, extract data, and assess study quality for inclusion in meta-analysis. 3. Describe statistical methods used in meta-analysis, such as effect sizes and heterogeneity assessment. 4. Interpret meta-analysis results, including pooled estimates and confidence intervals. 5. Learn how to assess and handle publication bias and other potential biases. 			
<p>Introduction to Qualitative Studies 1 hr</p>	<ol style="list-style-type: none"> 1. Define the purpose and significance of qualitative research in exploring human experiences and behaviors. 2. Learn key qualitative research methods, such as interviews, focus groups, and observations. 3. Describe data collection, coding, and thematic analysis techniques in qualitative research. 4. Familiarize with the principles of data saturation, validity, and reliability in qualitative studies. 5. Develop skills in interpreting and presenting qualitative findings to inform research and practice. 			





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COMMUNICATION SKILLS				
Topic	Learning Objectives	Mode of Teaching	KSA Competencies Knowledge/Skill/ Attitude	Assessment Tools
		Lecture/Tutorials		
Communicating Effectively with Healthcare teams	<ul style="list-style-type: none"> List the members in healthcare team Discuss challenges and barriers while communicating with healthcare team in the local context Develop evidence-based strategies that would be useful for improving communication with the healthcare team 	lecture	K	MCQs
Communicating clinical information to seniors	<ul style="list-style-type: none"> Describe the steps of the SBARR protocol and its rationale for use in the workplace 	lecture	K	MCQs
Violence at workplace	<ul style="list-style-type: none"> Define violence Discuss reasons for violence at workplace Discuss strategies for avoiding and for dealing with violence in workplace 	lecture	K	MCQs

