TERM III

GENERAL MEDICINE

COURSE TITLE: RHEUMATOLOGY

Contents	Learning Objectives	Training and Learning Experiences			Expected Hours/Day	Assessment
		Class-Room	Practical/Visits	Aids		
RHEUMATOLOGY: 1. SYSTEMIC LUPUS ERYTHEMATOUS (SLE)	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF RHEUMATOLOGY MODULE WILL BE ABLE TO: I. Describe their common symptoms and signs II. Recognize the features of complications III. Perform general physical and relevant systemic examination of patient IV. Acquire criteria for the diagnosis of SLE V. Develop the differential diagnosis VI. Outline the list of investigations VII. Determine a provisional diagnosis VIII. Plan the general and specific management IX. Explain the role of life style modification X. Explain their complications XI. Explain dental relevance for the disease	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination
RHEUMATOLOGY: 2. RHEUMATOID ARTHRITIS (RA)	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF RHEUMATOLOGY MODULE WILL BE ABLE TO: I. Describe their common symptoms and signs II. Recognize the features of complications III. Perform general physical and relevant systemic examination of patient IV. Acquire criteria for the diagnosis of RA V. Develop the differential diagnosis VI. Outline the list of investigations VII. Determine a provisional diagnosis VIII. Plan the general and specific management IX. Explain the role of life style modification X. Explain the role of physiotherapy	Lecture Hall & General Wards	History taking, examination & case presentation	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination

	XI. Explain the complications of RA XII. Explain dental relevance for the topic					
RHEUMATOLOGY: 3. SERONEGATIVE ARTHROPATHIES	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF RHEUMATOLOGY MODULE WILL BE ABLE TO: I. Define the types of seronegative arthropathies II. Describe their common symptoms and signs III. Recognize the features of complications IV. Perform general physical and relevant systemic examination of patient V. Acquire criteria for the diagnosis 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 the role of physiotherapy XII. Explain their complications XIII. Explain dental relevance	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination
RHEUMATOLOGY: 4. OSTEOMALACIA/ OSTEOPOROSIS	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF RHEUMATOLOGY MODULE WILL BE ABLE TO: I. Describe their common symptoms and signs II. Recognize the features of complications III. Perform general physical and relevant systemic examination of patient IV. Distinguish the osteomalacia and osteoporosis V. Develop the differential diagnosis VI. Outline the list of investigations VII. Determine a provisional diagnosis VIII. Plan the general and specific management IX. Explain the role of life style modification X. Explain the role of physiotherapy	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination

	XI. Explain their complications XII. Explain dental relevance for the disease					
RHEUMATOLOGY: 5. SEPTIC ARTHRITIS & CRYSTAL ARTHROPATHY	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF RHEUMATOLOGY MODULE WILL BE ABLE TO: I. Define the septic arthritis & Crystal arthropathy II. Describe their common symptoms and signs III. Recognize the features of complications IV. Perform general physical and relevant systemic examination of patient V. Develop the differential diagnosis VI. Outline the list of investigations VII. Differentiate between Septic arthritis & crystal arthropathy VIII. Determine a provisional diagnosis IX. Plan the general and specific management X. Explain the role of physiotherapy XI. Explain their complications XII. Explain dental relevance for the disease	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination
RHEUMATOLOGY: 6. Osteoarthritis	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF RHEUMATOLOGY MODULE WILL BE ABLE TO: I. Define the Osteoarthritis II. Describe the common symptoms and signs III. Recognize the features of complications IV. Perform general physical and relevant systemic examination of patient V. Develop the differential diagnosis VI. Outline the list of investigations VII. Determine a provisional diagnosis VIII. Plan the general and specific management IX. Explain the role of life style modification X. Explain the role of physiotherapy XI. Explain the complications of gout	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer and tuning fork.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination

	XII. Explain dental relevance of the topic					

COURSE TITLE: ENDOCRINOLOGY						
Contents	**Learning Objectives**	**Training and Learning Experiences**			**Expected Hours/Day**	**Assessment**
		Class-Room	**Practical/Visits**	**Aids**		
ENDOCRINOLOGY: 1. PITUITARY DISEASES 2. THYROID DISORDERS 3. PARATHYROID DISORDERS 4. ADRENAL DISEASES	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF ENDOCRINOLOGY MODULE WILL BE ABLE TO: I. Define types of pituitory diseases, thyroid disorders, parathyroid disorders and adrenal diseases II. Describe their common symptoms and signs III. Recognize the features of complications IV. Perform general physical and relevant systemic examination of patient V. Develop the differential diagnosis VI. Outline the list of investigations VII. Determine a provisional diagnosis VIII. Plan the general and specific management IX. Explain the role of life style modification X. Explain the complications of pituitary diseases, thyroid disorders, parathyroid disorders and adrenal diseases XI. Explain dental relevance of the topic	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, stethoscope, torch, tongue depressor, cotton buds, pins, hammer, tuning fork and ophthalomoscope.	Lecture 4 hours & ward 08hours	Written, OSPE, Viva & Clinical examination
ENDOCRINOLOGY: 5. DIABETES MELLITUS	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF ENDOCRINOLOGY MODULE WILL BE ABLE TO: I. Define the diabetes mellitus II. Describe their common symptoms and signs III. Recognize the features of complications IV. Perform general physical and relevant systemic examination of patient V. Develop the differential diagnosis VI. Outline the list of investigations	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, stethoscope, torch, tongue depressor, cotton buds, pins, hammer, tuning fork and ophthalomoscope.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination

	VII. Determine a provisional diagnosis VIII. Plan the general and specific management IX. Explain the role of life style modification X. Explain the complications of DIABETES MELLITUS XI. XII. Explain the monitoring of glycemic control XIII. Explain dental relevance of the topic					
ENDOCRINOLOGY: 6. VITAMIN DEFICIENCIES	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF ENDOCRINOLOGY MODULE WILL BE ABLE TO: i. Define the vitamins ii. Describe common symptoms and signs of their deficiencies iii. Perform general physical and relevant systemic examination iv. Develop the differential diagnosis v. Outline the list of investigations vi. Plan the general and specific management vii. Explain the role of life style modification viii. Explain dental relevance of the topic	Lecture Hall & General Wards	History taking, examination & case presentation.	Multimedia, white board, torch, tongue depressor, cotton buds, pins, hammer, tuning fork and ophthalomoscope.	Lecture 1 hours & ward 02hours	Written, OSPE, Viva & Clinical examination

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	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

	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					
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 investigations 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	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
NEPHROLOGY: **5.** URINARY TRACT INFECTION (UTI)	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF NEPHROLOGY MODULE WILL BE ABLE TO: 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	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

	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					
NEPHROLOGY: 6. ACID BASE DISORDERS & ELECTROLYTES IMBALANCE (SODIUM, POTASSIUM, CALCIUM)	STUDENTS OF 3rd YEAR BDS AFTER COMPLETION OF NEPHROLOGY MODULE WILL BE ABLE TO: 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 investigations viii. Interpret the given investigations ix. Plan the general and specific management 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 03 hours & ward 06hours	Written, OSPE, Viva & Clinical examination

CLINICAL SKILLS	**LAB INTERPRETATION** • Interpret the reports of the following tests: - Blood CP - Liver Function Tests (LFTs) - Thyroid profile - Fasting and random blood sugar tests (FBS and RBS) and HbA1C - Prothrombin Time (PT) and activated Partial Thromboplastic Time (aPTT) - Urea, creatinine and electrolytes (UCE) - Urine D/R

GENERAL SURGERY

COURSE TITLE: PRINCIPLES OF SURGERY

Contents	Learning Objectives	Training and Learning Experiences			Expected Hours/Day	Assessment
		Class-Room	Practical/Visits	Aids		
TRAUMA 1. TRAUMA-ATLS PROTOCOL	BY THE END OF MODULE 3, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1.Identify the sequence of priorities in the early assessment of the injured patient 2.Learn the principle of triage in immediate management of the injured patient 3.Understand the concepts of injury recognition prediction based on the mechanism and energy of injury 4.Apply the principles of primary and secondary surveys in the assessment and management of trauma 5.Learn techniques for the initial resuscitative and definitive care aspects of trauma 6.Perform the necessary protocols to allow early stabilisation of the patient leading on to definitive care 7.Recognise Certain important groups of patients and their differing management	Lecture Hall Tutorial Rooms	Ward visits/ Primary trauma care workshop in Skills Lab	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours,	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities. presentations of delivered lectures by students
2. TORSO TRAUMA	BY THE END OF MODULE,STUDENTS SHOULDE BE ABLE TO UNDERSTAND 1. That the management of trauma is based on physiology as well as anatomy (as in general surgery) 2. The gross and surgical anatomy of the chest andabdomen 3. The pathophysiology of torso injury 4. The strength and weaknesses of clinical assessment inthe injured patient 5. The operative approaches to the thoracic cavity 6. The special features of an emergency room thoracotomyfor haemorrhage control	Lecture Hall and skills lab	Ward visits and Visit to Emergency department and operation theatre	Multimedia, White board, Pictures, Video clips	Lecture 3hour and ward visit 2 hour	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities. presentatio ns of delivered lectures by students

3. MAXILLOFAS CIAL TRAUMA	BY THE END OF MODULE 3, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Able to recognize the life-threatening nature of facial injuries through compromise of the airway andassociated head and spinal injuries 2. Follow correct methodology for examining facial injuries 3. Classify of facial fractures 4. Understand the diagnosis and management of fractures of the middle third of the facial skeleton and the mandible 5. Understand the importance of early and accurate reimplantation of avulsed permanent teeth 6. Appreciate importance of careful cleaning and accurate suturing of facial lacerations	Lecture Hall Tutorial Rooms	Ward visits	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours,	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities. presentations of delivered lectures by students
4. SPINAL TRAUMA	BY THE END OF MODULE 3, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1.Undestand The accurate assessment of spinal trauma • 2.Familiar with basic management of spinal trauma and the major pitfalls	Lecture Hall Tutorial Rooms	Ward visits	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours,	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities.
5. HEAD INJURIES (TRAUMATIC BRAIN INJURIES)	BY THE END OF MODULE 3, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Understand the anatomy and physiology of the skull and brain 2. Classify of head injuries and identify patients with brain trauma 3. Assess Glassgow Coma Scale of patients with head injury 4. Recognize secondary brain injury and take necessary actions for its avoidance 5. Plan the safe treatment of head injuries	Lecture Hall Tutorial Rooms	Ward visits	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours,	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities. presentations of delivered lectures by students
6. BURNS	BY THE END OF MODULE 3, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Assess the area and depth of burns 2. Calculate the rate and quantity of fluids for resuscitation 3. Describe the pathophysiology of electrical and chemical burns	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.

1)SKIN AND SUBCUTANEOUS TISSUE	BY THE END OF MODULE 4, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Understand the structure and functional properties of skin 2. Classify and manage benign and malignant skin tumors and vascular skin lesions 3. Identify common cutaneous manifestations of generalized disease that are seen in surgical practice	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) Principles in the Management of common Skin and Soft Tissue problems: Ulcers, Abscesses, Sinus & Fistulae, Swellings, Embedded foreign bodies and Minor injuries	BY THE END OF MODULE 4, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1.Understand Ulcers, abcesses, sinus, fistula and swelling definitions. 2.Types, Sign and symptoms of ulcer sinus fistulas abscess 3.Investigate these conditions keeping in mind about pathophysiology. 4.Understand Treatment by antibiotics or Treatment by surgery.	Lecture Hall	Ward visits	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours,	Written, OSPE, Viva & Clinical examination Class Quizzes
HEAD AND NECK 1. CLEFT LIP AND PALATE	BY THE END OF MODULE 5, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Understand The aetiology and classification of cleft lip and palate 2. Know the principles of reconstruction of cleft lip and palate 3. Outline the key features of the perioperative care of the child with cleft lip and palateand associated complications of cleft lip and palate and their management	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. SALIVARY GLAND DISORDERS	BY THE END OF MODULE 5, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Understand the surgical anatomy of the salivary glands 2. Describe the presentation, pathology and investigation of salivary gland disease 3. Outline he medical and surgical treatment of stones, infections and tumours that affect salivary glands	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. NECK SWELLINGS OTHER THAN THYROID	BY THE END OF MODULE 5, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Understand different types of neck swellings with their clinical importance 2. Outline the treatment plan for each condition.	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

ENDOCRINE 1. THYROID AND PARATHYROID GLAND	BY THE END OF MODULE 6, THE STUDENTS OF 3rd YEAR BDS SHOULD BE ABLE TO: 1. Understand the development and anatomy of the thyroid and parathyroid glands 2. Describe the patho-physiology and clinical menifestations of hypo and hyper thyroidism 3. Enlist the investigations of thyroid and parathyroid function 4. Outline the treatment plan for thyroid swellings	Lecture Hall	Ward visits, Clinical Neck Examination on simulated patient	Multimedia, White board, Pictures, Video clips	Lecture 1 hour, Ward visits 2 hours,	Written, OSPE, Viva & Clinical examination Class Quizzes Group Activities

ORAL PATHOLOGY

COURSE TITLE: SQUAMOUS CELL CARCINOMA AND OTHER EPITHELIAL TUMORS

Contents	Learning Objectives	Mode of Teaching		Expected hour	Assessment Tools
		Lecture	Practical		
Squamous cell carcinoma	• **Explain** the etiology, epidemiology, pathogenesis, clinical features, histopathology and prognosis of basal cell and squamous cell carcinoma • **Describe** staging and grading of squamous cell carcinoma	Lecture	Practical	2	Assignment & Final Exam
Basal Cell Carcinoma	• **Explain** the aetiology, pathogenesis, clinical features, histopathology of Basal Cell Carcinoma	Lecture	Practical	2	Assignment & Final Exam

COURSE TITLE: METABOLIC AND GENETIC DISEASE

Contents	Learning Objectives	Mode of Teaching		Expected hour	Assessment Tools
		Lecture	Practical		
Inherited and developmental disorder of bone	• **Describe** the following genetic abnormalities and associate the developmental disorders with dental defects i) Cherubism ii) Osteopetrosis iii) Cleidocranial dysplasia	Lecture		1	Assignment & Final Exam Padlet activity
Fibro-osseous lesion	• **Classify** fibro-osseous lesions on the basis of their origin • **Describe** etiology, clinical features, pathogenesis and behaviour of fibro-osseous lesions.	Lecture	Practical	1	Assignment & Final Exam
Metabolic & endocrine disorder of bone	• **Discuss** the pathogenesis and diagnostic features of following metabolic conditions: i) Paget's disease ii) Hyperparathyroidism iii) Hypothyroidism iv) Hyperthyroidism v) Hypophosphastasia	Lecture Flipped Classroom		1	Assignment & Final Exam
Central giant cell granuloma	• **Describe** clinical and diagnostic features ofcentral giant cell granuloma	Lecture	Practical	2	Assignment & Final Exam
Tumors of bone	• **Classify** tumors of bone on the basis of their origin. • **Describe** etiology, pathogenesis, clinical and diagnostic features of bone tumors including: i) Osteoma and osteoblastoma ii) Osteosarcoma iii) Ossifying fibroma	Lecture	Practical	2	Assignment & Final Exam
Oral Pigmentation	• **Classify** oral pigmentation • **Describe** the clinical and histological features of oral lesions caused by exogenous and endogenous pigmentation	Lecture		1	Assignment & Final Exam

COURSE TITLE: HUMAN IMMUNO DEFICIENCY VIRUS (HIV) INFECTION AND AIDS

Contents	Learning Objectives	Mode of Teaching		Expected hours	Assessment Tools
		Lecture	Practical		
Oral manifestation of HIV	• **Discuss** the etiology, clinical features, investigation and management of the following: i) HIV- associated periodontal disease ii) Kaposi's sarcoma iii) Non-Hodgkins lymphoma iv) Oral candidosis v) Viral infections vi) Hairy Leukoplakia vii) Neurological disturbances viii) Atypical ulcerations ix) Idiopathic thrombocytopenic purpura x) HIV associated salivary gland disease xi) Oral pigmentation	Lecture		1	Assignment, Class Test & Final Exam

COURSE TITLE: TEMPOROMANDIBULAR JOINT DISORDERS

Contents	Learning Objectives	Mode of Teaching		Expected hour	Assessment Tools
		Lecture	Practical		
Developmental disorders	• **Define**: Aplasia, Hyperplasia and Hypoplasia of the mandibular condyle with examples	Lecture		1	Class test, BCQs and final exam
Inflammatory Disorders	• **Describe:** Traumatic arthritis, Infective arthritis, Rheumatoid arthritis with features	Lecture		1	
Osteoarthritis	• **Discuss** the causes & clinical features of osteoarthritis	Lecture		1	
Functional Disorders	• **Describe** the etiology, clinical features, radiographic features, investigation and management of Myofacial pain dysfunction syndrome and Disc displacement				

ORAL MEDICINE

COURSE TITLE: ORAL SOFT TISSUE LESIONS

Topic	Learning Objectives	Lecture Hours	Tutorial Hours	Clinical Rotation	Total Teaching Hours	Mode of Assessment	Teaching methodology	Activity tool
Vesiculo-bullous Diseases	• **Define** Vesiculo-bullous Diseases. • **Classify** Vesiculo-bullous Diseases. • **Discuss** Etiology, types, clinical features, Immune pathology and management of. 1. Pemphigus Vulgaris 2. Pemphigoid 3. Mucous Membrane Pemphigoid 4. Dermatitis herpetiformis and linear IgA disease 5. Epidermolysis bullosa 6. Erythema multiforme • **Discuss** Stevens Johnson Syndrome & Toxic Epidermal Necrolysis	03 Hours	02 hours		05 hours	ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex	Large teaching group Small teaching group Buzz group Flip classroom CBL PBL	Padlet, Socrative
Red Lesions	• **List** changes in normal Oral mucosa in red lesions. • **Classify** red lesions of oral cavity. • **Enumerate** Differentiating points between the red lesions on the basis of etiology, history, clinical features and management options of following: 1. Erythroplakia 2. Pyogenic Granuloma 3. Peripheral Giant Cell 4. Granuloma	02 Hours	02 Hours		04 hours	ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex	Large teaching group Small teaching group Buzz group Flip classroom CBL PBL	Padlet, Socrative
Benign White Lesions	• **List** changes in normal Oral mucosa during development of white lesion. • **Classify** benign white lesions of oral cavity. • **Enumerate** Differentiating points of white lesions of the oral cavity on the basis of their history, etiology and clinical features. • **Discuss** Etiology, Clinical Features, and Management Options of following: 1. Oral epithelial naevus. 2. Hereditary benign intraepithelial dyskeratosis 3. Follicular keratosis (Darier's disease) 4. Leukoedema 5. Fordyce's granules 6. Nicotinic stomatitis 7. Frictional keratosis	03 Hours	02 Hours		5 hours	ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex	Large teaching group Small teaching group Buzz group Flip classroom CBL PBL	Padlet, Socrative

	8. Smokers' keratosis							
Pigmented Lesions	• **Define** pigmentation. • **List** changes in normal oral mucosa during pigmentation. • **Classify** pigmented lesion of oral cavity. • **List** Etiology, Management options and Clinical features of following: 1. Amalgam tattoo. 2. Malignant Melanoma. 3. Amelanotic Melanoma. • **Discuss** features to discriminate between Ecchymosis, Petechiae, and Purpura on the basis of their clinical features. • **Describe** Hemochromatosis. • **Discuss** clinical features and etiology of Hemangiomas (vascular malformations) • **Explain** causes and incidence of Hereditary Hemorrhagic Telangiectasia.	02 Hours	02 hours		04 hours	ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex	Large teaching group Small teaching group Buzz group Flip classroom CBL PBL	Padlet, Socrative
Potentially Malignant Disorder	• **Define** Potentially malignant disorders. • **Differentiate** between Premalignant lesions and Premalignant conditions. • **Classify** Premalignant lesions and conditions. • **Discuss** Etiology, Risk factors, sign and symptoms, Clinical Features, and Management Options of the following: 1. Leukoplakia. 2. Oral submucous fibrosis. 3. Oral Lichen planus. 4. Discoid Lupus erythematosus	03 Hours	02 hours		5 hours	ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex	Large teaching group Small teaching group Buzz group Flip classroom CBL PBL	Padlet, Socrative

COURSE TITLE: MOTOR & SENSORY DISORDERS

Topic	Learning Objectives	Lecture Hours	Tutorial Hours	Clinical Rotation	Total Teaching Hours	Mode of Assessment	Teaching methodology	Activity tool
Oro Facial Pain Disorders	• **Define** Oro facial pain &Neuralgia. • **Classify** Oro facial pain on the basis of its etiology and clinical features. • **List** etiological factors, clinical features, investigation and management Options of following: 1. Trigeminal neuralgia. 2. Atypical facial pain. 3. Post herpetic neuralgia. 4. Glossopharyngeal neuralgia 5. Chronic oro-facial pain. 6. Burning mouth syndrome. 7. Giant cell Arteritis. 8. Migraine 9. Cluster headache 10. Tension type headache. • **Enlist** Distinguishing features of trigeminal neuralgia and post herpetic neuralgia. • **Discuss** tension type headache • **Distinguish** between migrane and cluster headache on the basis of their etiological factors, clinical features and management options.	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
Facial Palsy	• **Define** Facial palsy. • **Classify** Facial palsy according to its severity (house-Brackman's classification) • **List** clinical features, diagnostic and management options of Bell's palsy. • **Enumerate** Distinguishing characteristics between Bell's Palsy and Ramsay hunt syndrome on the basis of their features. • **List** clinical features of Melkersson- Rosenthal Syndrome.	02 hours			02 hours	ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex	Large teaching group Small teaching group Buzz group Flip classroom CBL PBL	Padlet, Socrative

COURSE TITLE: INFECTIONS OF GINGIVAE AND ORAL MUCOSA

Topic	Learning Objectives	Lecture Hours	Tutorial Hours	Clinical Rotation	Total Teaching Hours	Mode of Assessment	Teaching methodology	Activity tool
Swellings of head and neck region	• **List** Differential diagnosis of swelling of tongue, lip, floor of the mouth and neck. • **Enlist** clinical features, diagnostic and primary management protocol of 1. Fibroma 2. Lipoma 3. Lymphoma 4. Hyperplastic/Reactive lymphadenopathy lymph node 5. Peripheral giant cell granuloma 6. Kaposi sarcoma 7. Epidermoid or dermoid cyst 8. Cystic hygroma 9. Thyroglossal duct cyst 10. Cat-scratch disease **11.** Wegener granulomatosis **12.** Ranula	3 hours	2 hours		5 hours	ASSIGNMENT, MCQS, OSCE, QUIZ Mini C-Ex	Large teaching group Small teaching group Buzz group Flip classroom CBL PBL	Padlet, Socrative

PERIODONTOLOGY

COURSE TITLE: DIAGNOSIS AND TREATMENT OF PERIODONTAL EMERGENCIES

Contents	Learning Objectives	Mode of Teaching		Expected hour	Assessment Tools
		Lecture	Practical		
Treatment of periodontal disease	• Discuss History taking, extra and intra oral examination and formulating diagnosis & Treatment planning	Lecture	Tutorial	1	Class test Class Participation Group Assignment Final Examination
	Discuss Clinical Diagnosis • Discuss the method to assess the different grade of mobility clinically. • Describe the proper method to assess the periodontal pocket • Define the terms 1. Bleeding on probing 2. Pocket depth 3. Clinical attachment loss • Discuss the diagnosis of periodontal diseases based on Recommended principles. • Discuss the risk factors, markers and indicators of periodontal disease. • Describe various periodontal probes, conventional probes and PSR. 1. Radiographic (OPG, Xeroradiography, Advanced radiographic techniques- Iodine, Photo densitometric analysis, Digital radiography 2. Microbiologic; 3. Immunological (Immunofluorescence, Latex agglutination, 4. Elisa, Flow Cytometry); 5. Biochemical 6. Miscellaneous (BANA test, FSEIA, PCR).				
	Radiographic aids in the diagnosis of Periodontal disease • Describe the various radiographic modalities to assess the periodontal health. • Define bone loss and its various patterns • Explain the radiographic appearance in following conditions 1. Periodontitis 2. Interdental craters 3. Furcation involvement 4. Periodontal abscess 5. Localized Aggressive periodontitis 6. Trauma from occlusion	Lecture	OPD rotation	1	Class test Class Participation Group Assignment Final Examination
	Clinical Risk Assessment • Define 1. Risk factor 2. Risk determinant 3. Risk indicator 4. Risk predictor • Discuss the various risk factors for periodontal diseases **Prognosis** • Define the term prognosis • Classify types of prognosis			1	

	• Discuss the various factors in determination of prognosis				
	Treatment Plan • Describe how to formulate treatment plan & its sequence • Discuss the goals of local and systemic therapy • Discuss briefly the factors affecting healing • Define 1. Regeneration 2. Repair 3. New attachment 4. Epithelial adaptation • Discuss briefly the phases of periodontal treatment	Lecture		1	Class test
	PLAQUE BIOFILM CONTROL FOR THE PERIODONTAL PATIENT • List the mechanical aids of tooth cleaning (toothbrushes, interdental cleaning aids, dentifrices) • Discuss the chemical plaque control strategies with oral mouthrinses • Discuss plaque disclosing agents	Lecture OPD	OPD rotation/ Tutorial		Class test OPD assessment Final Examination
Clinical practice guideline for treatment of periodontitis	• Discuss briefly the steps in the management of periodontitis	Lecture OPD		1	Class test OPD assessment Final Examination
Malodor	• Define halitosis • Discuss the classification of halitosis • Discuss the etiology, diagnosis and treatment of various types of Halitosis	Flipped Class Room		1	Class test Final Examination
Locally Delivered, Controlled-Release Antimicrobials	• Discuss the objectives of Locally Delivered, Controlled Release Antimicrobials	Lecture		1	Class test Final Examination
Chemotherapy: Use Of Systemic Antibiotics	• Define anti-infective therapy, disinfectant and antiseptic) • Discuss the Systemic Administration of Antibiotics • Discuss the rationale and clinical use of Serial and Combination Antibiotic Therapy	Lecture		1	Class test Final Examination

JUNIOR PROSTHODONTICS

Topic	Learning Objectives	Mode of Teaching Lecture/ Tutorials	KSA Competencies Knowledge/ Skill/ Attitude	Assessment Tools
Denture base consideration	• **Discuss** ideal denture base material used in the fabrication of removable partial dentures. • **Describe** advantages and disadvantages of metal and acrylic denture bases • **Explain** methods of attaching artificial teeth to the denture base • **Discuss** the need for relining the denture base. • **Define** stress breakers for denture base	Lecture(1)		
Principles of RPD design	• **Describe** the difference in prosthesis support and the influence on design • **Differentiate** between types of removal partial denture • **Describe** the components partial dentures which are part of partial Denture design	Lecture(2)	Group Discussion Tutorial Practical skills	DOPS
Surveying	• **Define** surveying • **List** the types of the dental surveyor • **Identify** the parts of the dental surveyor • **List** the types of survey lines • **Explain** the purpose of surveyor • **Discuss** the factors that determine the path of placements and removal • **List** the steps of the procedure in surveying a diagnostic cast • **Explain** final path of placement and relation to cast to surveyor • **Discuss** surveying the master cast (not repetition diagnostic and master cast are different) • **Describe** measuring retention and retentive undercut • **Explain** blocking out the master cast and relieving the master cast	Lecture(2)	Tutorial Practical Skills	DOPS
Mouth preparation for removal partial denture	• **Describe** oral surgical procedures • **Explain** conditioning of abused and irritated patient • **Describe** periodontal preparations • **Explain** the diagnosis of occlusal disharmony • **Discuss** endodontic treatment necessary before fabrication of removable partial dentures	Lecture(1)		
Preparation of abutment teeth	• **Classify** the abutment teeth according to tooth preparation • **Explain** the sequence of the abutment teeth preparation on sound teeth and existing restoration • **Discuss** the preparation of the guide planes and rest seats • **Discuss** the techniques used to create undercuts for retentive clasps • **Explain** abutment preparation using crowns and conservative restorations • **Explain** the use of isolated teeth as abutment	Lecture(1)	Practical skill	
Impression techniques and modifications	• **List** the types of impression materials use for RPD • **Describe** the anatomic and functional form of impression • **Discuss** indication of functional impression • **Describe** impression techniques: 1. Mclean's physiologic 2. Impression technique	Lecture(2)	Practical skill	DOPS

	3. Hindel's modification 4. Functional relining method 5. Selective pressure impression technique 6. Fluid wax technique 7. Altered cast technique 8. Modifications of altered cast technique			

JUNIOR OPERATIVE DENTISTRY				
Topic	**Learning Objectives**	**Mode of Teaching** / **Lecture/ Tutorials**	**KSA Competencies Knowledge/ Skill/ Attitude**	**Assessment Tools**
Basic Principles of Cavity Design and Preparation	• **Classify** carious lesions on the basis of G.V. Black's classification system • **Enumerate** the objectives of tooth preparation • **List** factors that need to be considered before tooth preparation. • **List** the steps in the initial and final stages of tooth preparation. • **State** short comings of Black's cavity classification. • **Describe** the advances in material science that have made cavity preparation minimally invasive. **By the end of the Operative OPD rotation the student should be able to:** • **Perform** Class I and V restorations (amalgam, composite) on patients presenting to the dental OPD with dental caries • **Perform** class II, III, IV and VI on phantom teeth • **Demonstrate** mercury handling and waste disposal • **Demonstrate** placement of fissure sealants in patients • **Demonstrate** the dental unit water line purging before use of hand piece. (CLINICAL) • **Demonstrate** mixing of dental cements (OSCE) • **Place** lining and Filling in the prepared cavities with suitable restorative materials on patient. (CLINICAL) • **Counsel** patients regarding post-operative instructions after restoration.(CLINICAL)	3	Tutorial/ Small group discussions	Class Participation Class Test Final Examination OSCE/ CLINICAL
Pulp and Peri-radicular Pathosis	• **List** etiological factors of pulp inflammation • **Explain** mechanism of spread of inflammation in the pulp. • **Explain** anatomical feature of pulp responsible for irreversible inflammation to injurious stimuli. • **Classify** pulpal diseases on the basis of	Lecture 1 Flipped classroom 1		Class Test Quiz Class Participation Final Examination

	clinical and histological features. • **Differentiate** the various types of pulpal diseases and periradicular lesions of pulpal origin • **Describe** the mechanisms and consequences of spread of pulpal inflammation into periradicular tissues. • **Classify** periradicular lesions of pulpal origin on the basis of clinical and histological features. • **Distinguish** non-endodontic lesions that may simulate endodontic periradicular Pathosis. **By the end of the Operative OPD rotation the student should be able to:** • **Diagnose** a patient presenting with pulpal and periapical disease in OPD(CLINICAL) • **Formulate** a treatment plan for the patient presenting with different pulp status in Operative OPD.			OSCE/ CLINICAL
Review of restorative materials	• **Enumerate** the composition of following direct filling materials: 1. Amalgam, 2. GIC, 3. Composite. 4. RMGIC • **List** the properties, uses, merits and shortcomings of following direct filling materials: 1. Amalgam, 2. GIC, 3. Composite. 4. RMGIC **By the end of the Operative OPD rotation the student should be able to:** • **Demonstrate** mixing of dental cements (OSCE) • **Demonstrate** clinical handling of restorative materials while restoring teeth on patients (CLINICAL)	1	Tutorial/ Small Group Discussion	Quiz Class Participation Final Examination

JUNIOR ORAL SURGERY

COURSE TOPIC: MANAGEMENT OF ORAL PATHOLOGIC LESIONS

Lecture Topic	Learning Objectives	Mode of Teaching		Assessment Tools
		Lectures	Clinical	
Surgical management of oral pathologic lesion **Segment 1:** Diagnosis and management of cyst	1. **Outline** basic surgical goals of management of jaw cyst 2. **Relate** clinical findings with radiographic analysis 3. **Elaborate on**Surgical management of cysts and cyst like lesions of the jaws.	Lecture(2)	Practical demonstration during surgical rotation	Any one form of assessment - Quiz - Class Test - Class Participation - Individual - Assignment Group Test

COURSE TOPIC: MANAGEMENT OF ORAL PATHOLOGIC LESIONS

Lecture Topic	Learning Objectives	Mode of Teaching		Assessment Tools
		Lectures	Clinical	
Segment 2: Diagnosis and management of Odontogenic tumors	1. **Classify** Odontogenic tumors 2. **Describe** Principles of surgical management of benign jaw tumors	Lecture(3)	Practical demonstration during surgical rotation	Any one form of assessment - Quiz - Class Test - Class Participation - Individual - Assignment Group Test
Segment 3: Treatment modalities	1. **Enumerate** different type of resections 2. **Describe** indications of resection of jaw tumor 3. **List** various reconstructive options	Lecture(3)		

COURSE TOPIC: MANAGEMENT OF ORAL PATHOLOGIC LESIONS

Lecture Topic	Learning Objectives	Mode of Teaching		Assessment Tools
		Lectures	Clinical	
Principles of differential diagnosis & Biopsy Principles of differential diagnosis & Biopsy.	1. **List** indication for biopsy 2. **List** factors indicating sign of malignancy 3. **Illustrate** examination and diagnostic methods 4. **Evaluate** patient for biopsy 5. **List** different type of biopsy 6. **Compare** different available types of biopsies 7. **Explain** technique for each type of biopsy 8. **Outline** Principles of biopsy 9. **Describe** i) technique of soft tissue biopsy ii) surgical principles of soft tissue biopsy iii) intraosseous or hard tissue biopsy technique iv) Surgical principles of hard tissue biopsy 10. **Demonstrate** referral writing 11. **Write** test for biopsy on sheet 12. **Document** premalignant & malignant cases for record purpose	Lecture(1)		

COURSE TOPIC : ORAL AND MAXILLOFACIAL TRAUMA				
Lecture Topic	**Learning Objectives**	**Mode of Teaching**		**Assessment Tools**
		Lectures	**Clinical**	
Management of facial fractures **Segment 1:** BLS and ATLS.	1. **Evaluate** patients with facial trauma 2. **Demonstrate** BLS & ATLS 3. **Describe** ABCDE	Lecture(1)	Practical demonstration during surgical rotation	Any one form of assessment - Quiz - Class Test - Class Participation - Individual - Assignment - Group Test - OSATS
Soft tissue and dentoalveolar injury: **Segment 1:** Traumatic injuries of teeth	1. **Describe:** i) soft tissue injuries ii) dentoalveolar injuries	Lecture(2)		
Segment 2: Management of soft tissue injuries.		Lecture(2)		
Management of facial fractures **Segment 2:** Management of mandibular fractures	1. **Outline** causes, classification, sign & symptoms & Management of mandibular fractures 2. **Identify** complication of mandibular fracture	Lecture(4)		

RESEARCH				
Topic	**Learning Objectives**	**Mode of Teaching** **Lecture/ Tutorials**	**KSA Competencies Knowledge/ Skill/ Attitude**	**Assessment Tools**
Hypothesis Testing for Proportions of Independent Samples: Chi-Square Test **1 hr**	1. Define the Chi-Square test and its application in hypothesis testing for proportions of independent samples. 2. Explain the assumptions required for conducting the Chi-Square test, including categorical data and independence of observations. 3. Differentiate between the Chi-Square test for goodness of fit and the Chi-Square test for independence. 4. Calculate the Chi-Square statistic and interpret the results, including the p-value and degrees of freedom. 5. Define how to check for expected cell counts to ensure the validity of the test	Lectures, Workshops, Research meetings, small group discussions digital library sessions.	KSA	MCQs, Summative assignments research based.
Hypothesis Testing for Means of >2 Independent Samples: One Way ANOVA **1 hr**	1. Define One-Way ANOVA and its application in hypothesis testing for means of more than two independent samples. 2. Explain the assumptions required for conducting One-Way ANOVA, including normality, homogeneity of variances, and independence of samples. 3. Differentiate between One-Way ANOVA and the Independent t-test in terms of the number of groups compared. 4. Calculate the F-statistic and interpret the p-value to determine if there are significant differences between the group means. 5. Describe the concept of between-group and within-group variability. 6. Conduct post-hoc tests (such as Tukey's HSD) if One-Way ANOVA shows significant differences to identify which groups differ.			
Parametric Alternative for Means of >2 Independent Samples: Kruskal Wallis Test	1. Define the Kruskal-Wallis test as a non-parametric alternative to One-Way ANOVA for comparing the means of more than two independent samples. 2. Explain the assumptions and conditions for using the Kruskal-Wallis test, including ordinal data or non-normally distributed interval/ratio data. 3. Differentiate between parametric (One-Way			

1 hr	ANOVA) and non-parametric (Kruskal-Wallis test) approaches. 4. Describe the procedure for performing the Kruskal-Wallis test, including ranking the data and calculating the test statistic (H). 5. Interpret the test results, including the p-value and decision regarding the null hypothesis.			
Linear regression 1Hr	1. Define the concept of linear regression and its use in predicting the relationship between dependent and independent variables. 2. Identify and explain the assumptions of linear regression, including linearity, normality, independence, and homoscedasticity. 3. Differentiate between simple and multiple linear regression models based on the number of independent variables. 4. Learn how to calculate and interpret the regression coefficients (slope and intercept) in a linear regression model. 5. Interpret the R-squared value to assess how well the model fits the data. 6. Describe how to evaluate the significance of the regression model using p-values and F-tests.			
Logistic Regression 1 Hr	1. Define logistic regression for predicting binary outcomes (e.g., success/failure). 2. Differentiate between linear and logistic regression for binary outcomes. 3. Interpret logistic regression coefficients, including odds ratios. 4. Know the assumptions of logistic regression, like independence and log-odds linearity. 5. Assess model significance using p-values, confidence intervals, and likelihood ratio tests. 6. Evaluate model fit with metrics such as AIC and pseudo R-squared. 7. To evaluate performance by useing confusion matrices, sensitivity, specificity, and ROC curves			
Developing tables 1 Hr	1. Describe the importance of tables in presenting research clearly. 2. Organize data effectively and use the appropriate table types. 3. Format tables for clarity, following research guidelines. 4. Summarize statistical results in tables and ensure consistency.			

	5. Interpret and explain table data accurately in research papers. 6. Apply best practices for presenting results in dental research.			
Writing results, Limitations and discussion **1 Hr**	1. Present research results clearly with statistical analyses and visuals. 2. Write the results section focusing on key findings without interpretation. 3. Discuss study limitations constructively. 4. Interpret findings in relation to existing literature in the discussion. 5. Suggest future research directions based on findings and limitations. 6. Describe the role of results, limitations, and discussion in enhancing research clarity.			

LEADERSHIP, PROFESSIONALISM & ETHICS (LeaPE)				
Topic	**Learning Objectives**	**Mode of Teaching** Lecture/ Tutorials	**KSA Competencies** Knowledge/ Skill/ Attitude	**Assessment Tools**
BIOETHICS				
Ethical principles related to Abortion	• Define the terminology	lecture	K	MCQs
	• Discuss Pakistani law of abortions • List the countries/ areas where abortions are legal	SGD	K	MCQs
Ethical principles related to Assisted Reproduction (including Surrogacy)	• Define the terminology	lecture	K	MCQs
	• Discuss Pakistani law related to Assisted Reproduction	SGD	K	MCQs
Ethical principles related to dealing with Pharmaceuti cal Companies	• Discuss ethical principles that apply to dealing with Pharmaceutical companies	SGD	K	MCQs
Ethical principles related to Organ donations & Organ Transplantati on (to consult CBEC)	• Define the terminology	lecture	K	MCQs
	• Discuss Pakistani law related to Organ donations & Organ Transplantation	lecture	K	MCQs

PATIENT SAFETY & INFECTION CONTROL				
Topic	**Learning Objectives**	**Mode of Teaching** **Lecture/ Tutorials**	**KSA Competencies Knowledge/ Skill/ Attitude**	**Assessment Tools**
Safety in Outpatient Clinics or Ambulatory Care	• List the factors affecting safety in Ambulatory care settings • Describe the types of Safety Events in Ambulatory Care • Define steps for improving patient safety in ambulatory care	Lecture	KA	MCQs
Safety in Operation Theatres	• Describe the five steps to safer surgery • Describe the common hazards in Operation theatres • Use proper sterilization techniques for dental instruments, equipment, and surfaces	Lecture	KA	MCQs
	• Demonstrate safe use of X-ray equipment and radiation protection measures during dental radiography procedures. • Demonstrate proper ergonomic techniques and positioning for both dental practitioners and patients during dental procedures • Demonstrate administration of local anesthesia safely • Demonstrate accurate documentation of patient assessments, and treatment plans • Demonstrate the safe disposal of used instruments, equipment and armamentariums (for. Example: • endodontic files and other sharps) • Demonstrate the steps of cleaning, disinfection, wrapping and sterilization of dental instruments. • Practice drills for evacuating patients safely in the event of fire, natural disasters, or other emergencies in the dental clinic. • Write the following: referral notes, discharge notes, essential components in a death report, patient case summary • Demonstrate donning and doffing (excluding hand hygiene) • Demonstrate proper aseptic technique to be followed for giving IV or IM injections, catheterization, passing NG tube, dealing with a patient of RTA (on mannequin)	Practical		

COMMUNICATION SKILLS				
Topic	**Learning Objectives**	**Mode of Teaching** Lecture/ Tutorials	**KSA Competencies** Knowledge/ Skill/ Attitude	**Assessment Tools**
Written communication	• Discuss principles of medical note-keeping, patient notes, OT notes, prescription writing, resumes and writing professional emails	lecture	K	MCQs
	• Demonstrate effective written Communication skills including medical note-keeping, patient notes, OT notes, case summaries, discharge summaries, writing, patient referral letters, prescriptions, resumes and writing professional emails	role play	KSA	OSPE
Interviewing skills	• Describe the fundamentals of effective interviewing skills	lecture	K	MCQs
Case presentations	• Present focused and summarized history & clinical findings • Present clearly and concisely clinical case summaries with assessment and management plans	Microteaching	KSA	Micro Teaching