

**King Saud University**  
**College of Dentistry**  
**Graduate Program in Endodontic**  
**Instructional Syllabus -RDS 524**

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Course Title	: Case Presentation
Course Number	: RDS 524
Credit Hours	: Two hours (1 sessions /week)
Pre-requisites	: RDS 514
Course Director	: Dr. Hanan Balto, B.D.S, MSc, Cert. of Endo
Course Level	: 2 <sup>nd</sup> year
Format	: Case presentation
Venue	: 47/2A
Academic Year	: 2013-2014 (1434-1435H)

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**COURSE DESCRIPTION:**

The purpose of this course is to provide a forum in which the graduate students are challenged with diagnosis and treatment decisions for complicated endodontic cases. The students defend their diagnosis and treatment planning on scientific evidence.

Postgraduates are required to present cases, which demonstrate a broad spectrum of treatment procedures with justification and thorough documentation. The diversity and complexity must document exceptional skill and expertise in endodontic treatment. Each postgraduate should demonstrate a clear and precise understanding of the rationale for a course of treatment, for a differential diagnosis, for alternative approaches to treatment, and of the biological basis for modern endodontic practice. The faculty will observe and evaluate the case presented, the quality of the graduate student's response, familiarity, experience, and the manner of presentation, confidence and authority. References are to be made to pertinent literature and the postgraduate is asked to comment on the content of an endodontic paper, on the validity of the authors conclusions, and how the study may have affected his/her own attitudes, values and practice procedures. In addition to the cases presented by the student, there will sessions assigned for Case Based Learning (CBL) in which a faculty will present one of his challenging clinical cases.

## **Steps involved in CBL:**

### ***Prior to the CBL session:***

- The learning objectives for each CBL case should be available to the students in advance.
- For each CBL module designated preparation tasks (some material related to the case) will be given to the students to assist them in working on the case they will see in the 1<sup>st</sup> session of CBL.

### ***During the 1st Session of CBL***

- The instructor will open the case and students take turns reading the on screen text. The group defines terms and concepts they do not know. The group decides what the major problems in the case are and tries to solve them. A focus of CBL is on hypothesis generation and problem solving, to model what will occur in the future when students encounter real clinical problems.
- The instructor guides the flow of discussion and also controls which part of the case will be presented to the group.
- Before advancing to the next screen in any case, the instructor should challenge the group and ask what they would expect or want next. For example, after the group has finished discussing the findings of clinical examination, the instructor might ask what other investigations the group would want to investigate further, ask why, and ask what results they expect to see.
- At the end of the session, the students will decide what learning objectives they will need to work on before the second session. One student volunteers to record this information in a brief list and should distribute this to all group members.

### ***Between 1<sup>st</sup> and 2<sup>nd</sup> Session***

- Students will use the time to work on issues that were identified for review at the 1<sup>st</sup> session of CBL and prepare a report that will cover all the aspects of the learning objectives.

***During the 2<sup>nd</sup> Session of CBL:***

- At the start of the 2<sup>nd</sup> session, the students discuss the learning objectives they had identified.
- After this discussion, depending on the design of the CBL case for a given week, a second case or a variation of the case seen in 1<sup>st</sup> session will be introduced.
- The 2<sup>nd</sup> session allows integration of further information that students sought after the 1<sup>st</sup> session was completed and allows the students to raise new questions about the case.
- At the end of 2<sup>nd</sup> session, the students review the learning objectives for the entire CBL and make sure they have achieved them.

***Student tasks during CBL:***

Students should decide upon who will do various activities of CBL (such as reading the case information and recording what will be worked on after CBL1). Students should take turns doing these tasks.

***Instructor tasks during CBL:***

- The instructor helps facilitate group discussion.
- The instructor helps by correcting incorrect statements the students may make and by helping to explain difficult concepts.
- The instructor does not lecture, dominate discussion or become the focus of the group discussion.

## **COURSE OBJECTIVES:**

At the completion of 524 RDS, students will have:

1. Ability to evaluate and criticize the quality of the root canal treatment in a scientific and professional manner.
2. Ability to work as a group and attempts to solve problems using critical thinking.
3. Ability to integrate knowledge gained while exploring the case during CBL session.
4. Ability to support her clinical approach using scientific based evidence.
5. Ability to debate and discuss the case in an organized and structured manner.

## **COURSE REQUIREMENTS:**

It is expected that each student will

1. Attend all the sessions. Absence will be looked upon with disfavor and it will be reported to the administration when it reaches 25% or above.
2. Present a clinical case that are challenged with diagnosis and treatment decisions .
3. Initiate and contribute in the discussion in a professional manner.

## **EVALUATION:**

Students will be evaluated on the basis of:

- Weekly individual case presentation (50%).
- CBL Session Participation (50%).

➤ *The following categories will be evaluated for the individual case presentation*

- Diagnostic and clinical approach 20%
- Quality of the radiograph and photograph 15%
- Background literature 20%
- General Documentation 15%
- Overall quality of the presentation 15%
- The quality of the presented case in terms of difficulty 15%

➤ *The following categories will be evaluated for the CBL Sessions*

- Participation and contribution in the discussion. 20%
- Preparation of the report. 20%
- Written exam relatives to the cases presented during CBL session. 60%

***\*Passing Grade = 75%***

**RDS 524**  
**Case Presentation**  
**First semester 1434-1435H (2013-2014)**  
**Tuesday from 1-3 pm**  
**Room: 47/2A**

Week	Date	Topics
1	03 Sep. 2013	Introduction to the course
2	10 Sep. 2013	Case presentation by D. Felmban & Z. Abdulmohsen
3	17 Sep. 2013	Case Presentation by S. Bukhari & CBL # 1by <b>Dr. H.Balto</b>
4	24 Sep. 2013	Discussion of CBL # 1
5	01 Oct. 2013	Case presentation by D. Felmban & Z. Abdulmohsen
6	08 Oct. 2013	Case Presentation by S. Bukhari & CBL # 2 by <b>Dr. H.Balto</b>
7	22 Oct. 2013	Discussion of CBL # 2
8	29 Oct. 2013	Case presentation by D. Felmban & Z. Abdulmohsen
9	05 Nov. 2013	Case Presentation by S. Bukhari & CBL # 3 by <b>Dr. H. Al-Fawaz</b>
10	12 Nov. 2013	Discussion of CBL # 3
11	19 Nov. 2013	Case presentation by D. Felmban & Z. Abdulmohsen
12	26 Nov. 2013	Case Presentation by S. Bukhari & CBL # 4 by FACULTY
13	03 Dec. 2013	Discussion of CBL #4
14	10 Dec. 2013	Case presentation by D. Felmban & Z. Abdulmohsen
15	17 Dec. 2013	Case Presentation by S. Bukhari & CBL # 5 by FACULTY
16	24 Dec. 2013	Discussion of CBL #5

