

Kingdom of Saudi Arabia

**The National Commission for Academic Accreditation &
Assessment**

COURSE REPORT

Pre-Clinical Operative Dentistry

RDS 213 (DUC-MUC) 2012-2013

To be completed by course instructors at the end of each course and given to program coordinator.

If the course is taught in more than one location the course report should be prepared for each location by the course instructors responsible for the course in each location. A combined report should be prepared by the course coordinator and the separate location reports attached.

Revised June 2013

Course Report

For guidance on the completion of this template, please refer to pages 21 to 23 of Handbook 2 Internal Quality Assurance Arrangements

Institution : King Saud University
College of Dentistry/Department of Restorative Dental Sciences

A Course Identification and General Information

1. Course title and code: Pre-Clinical Operative Dentistry (RDS 213)
2. Section of the course: DUC: Prof. Ahmed El-Hejazi (Course Director) Dr. Yaser Al-Fawaz (Co-Director) MUC: Dr. Noura Shono (Course Director) Dr. Rana Al- Hamdan (Co-Director)
3. Year and semester to which this report applies. 1433-1434 H (2012-2013 G).
4 Location (if not on main campus): DUC/ MUC

B- Course Delivery

Topics	Planned Contact Hours	Actual Contact Hours	Reason for Variations if there is a difference of more than 25% of the hours planned
-Introduction to the Course, Attendance Checking, Information	1	1	
Why Restore Teeth	1	1	
Principle of cavity design	1	1	
Composite Resin Material Part I: (History, Composition, Type, Advantages, Disadvantages, Indications, Contraindications)	1	1	
Principles of Tooth Preparation for Composite Restoration And Posterior Composite Restorations Class I	1	1	
Composite Resin Material Part II: Concepts of Enamel and Dentin Adhesion	1	1	
Pit and Fissure Sealant, Preventive Resin Restorations	1	1	
Class II Composite resin cavity and slot preparation	1	1	
-Class III Composite Resin Cavity Preparation	1	1	
Restorative Procedure (Light cure, matrices) + Finishing and polishing	1	1	
Class IV, V Composite Resin Cavity Preparations	1	1	
Veneer and Diastema Closure Direct Composite Restoration	1	1	
Resin hybrids materials GIC	1	1	
RMGIC, Compomer, smart materials	1	1	

Pulp Protection by the Use of Insulating Bases and Liners	1	1	
Principles of tooth preparation for Amalgam restorations -Class I Amalgam Cavity Preparation	1	1	
Class V Amalgam Cavity Preparation	1	1	
-Class I & V Amalgam Restoration -Finishing & Polishing of Amalgam	1	1	
Class II Amalgam Cavity Preparation	1	1	
Dental Matrices: Definition, Uses, Requirements, Types and their Application	1	1	
-Class II Amalgam Restoration, -Finishing & Polishing of Amalgam	1	1	
Introduction to the Complex Amalgam Restoration, Pin-retained Complex Amalgam Cavity Preparation	1	1	
Pinless-retained Complex Amalgam Preparation, Restorative Technique of Complex Amalgam Restoration	1	1	
Principles of Tooth Preparation for Cast Gold Restorations	1	1	
Tooth Preparation for Cast Gold Inlay and Onlay Restorations	1	1	
Provisional Restoration	1	1	
Indirect Posterior Esthetic Restorations	1	1	
Failure of Composite Restoration Failure of Amalgam Restoration			

Biological Influence of Restorative Procedures and Materials			
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2. Consequences of non coverage of Topics

For any topics where significantly less time was spent than was intended in the course specification, or where the topic was not taught at all, comment on how significant you believe the lack of coverage is for the program objectives or for later courses in the program, and suggest possible compensating action if you believe it is needed.

Topics (if any) not Fully Covered	Significance of Lack of Coverage	Possible Compensating Action Elsewhere in the Program
None.		

3. Effectiveness of Planned Teaching Strategies for Intended Learning Outcomes set out in the Course Specification. (Refer to planned teaching strategies in Course Specification and description of Domains of Learning Outcomes in the National Qualifications Framework)

Domains	List Teaching Strategies set out in Course Specification.	<i>Were these Effective?</i>		<i>Difficulties Experienced (if any) in Using the Strategy and Suggested Action to Deal with Those Difficulties .</i>
		<i>No</i>	<i>Yes</i>	

<p>A. Knowledge</p>	<ul style="list-style-type: none"> • Students learned <i>in the lectures</i> the basic knowledge about different procedures, materials, techniques, and strategies that are used in Operative Dentistry. The lectures were given by different faculty members from the RDS department to expose the students to multiple experiences and to benefit from the knowledge of the contributors. All lectures were presented in a power point format. Illustrations and step-by-step practical and clinical slides were used during the lectures to prepare the students to the practical session which followed the lecture in the same day. • <i>In the laboratory sessions</i> students were given practical assignments to practice what they have learned in the lecture in a situation similar to the clinical set-up. All of the practiced tasks in the laboratory were performed according to specific criteria taught during the lectures. During the practical session and for each new project there was a step-by-step live demonstration for every new practical assignment, these were given for each group by the assigned laboratory instructor. 		<p>✓</p> <p>✓</p>	<p>None</p>
<p>B. Cognitive Skills</p>	<ul style="list-style-type: none"> • Students learned how and when to choose the appropriate restorative material after analyzing the clinical situation. They were trained to make clinical decisions in restorative dentistry. • The students learned in the lectures the indications, contraindications and criteria that would guarantee or jeopardize the success of the restorative dental treatment for the most commonly used dental restorative procedures. 		<p>✓</p>	<p>None</p>

<p>C. Interpersonal Skills and Responsibility</p>	<ul style="list-style-type: none"> Students were divided into thirteen groups. For each group, one student was elected by the group members to be the group leader. The students were trained to work as a team in each group and few responsibilities were assigned for each group leader to facilitate communication between students. A single class leader was assigned for the whole group to permit a quick and efficient communication between the faculty members and the students. 		✓	None
<p>D. Numerical and Communication Skills</p>	<p>Not applicable</p>			None
<p>E. Psychomotor Skills</p>	<p>During the course the students has developed important psychomotor skills:</p> <ul style="list-style-type: none"> In the practical sessions the students learned how to use the right instruments and equipment to accurately and consistently prepare the Ivorine teeth mounted on mannequin-heads. They were able to develop the hand-skills required to prepare teeth for different restorative procedures and tasks. They also learned how to manipulate the currently used restorative dental materials to produce quality restorative treatment. Students were trained to develop the sense of time-management by finishing each assigned practical task in a clinically acceptable condition and reasonable time. 		✓	<p>Some students had difficulties in finishing the assigned practical project in the right time. Therefore, a 1:1 tutoring was provided in the session to help the them understanding and finishing the assigned projects with acceptable quality and reasonable time and discovering the obstacles they have to try to work with them to solve these obstacles.</p>

4. Summarize actions you recommend for improving teaching strategies as a result of evaluations in table 3 above.

- 1- Incorporate more videos on the new projects before the practical sessions, to try to standardize the demonstration procedures and leave little space for the variation between instructors during hands-on demonstration.
- 2- More e-interaction between the students and their instructors through blackboard.

C. Results

1. Number of students commencing the field experience: 70 students DUC 40 students MUC
2. Number of students completing the field experience: 70 students DUC 40 students MUC
3. Result Summary: Passed: 70 students Percent: 100% Failed: None Percent: 0% 40 students Did not complete: None Percent: 0%

4 Distribution of Grades (If percentage marks are given indicate numbers in each 5 percentile group)

DUC

	No		%	No	%	No
A		OR	95-100	0	70-74	12
B			90-94	3	65-69	7
C			85-89	4	60-64	0
D			80-84	21	< 60	0
F			75-79	21		
Denied Entry	-		Denied Entry			1
In Progress	-		In Progress			0
Incomplete	-		Incomplete			0
Pass	70		Pass			70
Fail	0		Fail			0
Withdrawn	0	Withdrawn			0	

MUC						
	No	OR	%	No	%	No
A			95-100	0	70-74	0
B			90-94	4	65-69	0
C			85-89	29	60-64	0
D			80-84	7	< 60	0
F			75-79	0		
Denied Entry	-		Denied Entry			0
In Progress	-		In Progress			0
Incomplete	-		Incomplete			0
Pass	40		Pass			40
Fail	0		Fail			0
Withdrawn	2	Withdrawn			2	

5 Special factors (if any) affecting the results

None

6. Variations from planned student assessment processes (if any) (See items C 4 and 5 in the Course Specification.)

a. Variations (if any) from planned assessment schedule (C5 in Course Specification)

Variation	Reason

b. Variations (if any) from planned assessment processes in Domains of Learning (C4 in Course Specification)

Variation	Reason
None	

7. Verification of Standards of Achievement (e.g., check marking of a sample of papers by others in the department. See G4 in Course Specification) (Where independent report is provided a copy should be attached.)

Method(s) of Verification	Conclusion
All practical exams were graded by 2-3 independent instructors and the average grades were recorded.	In order to avoid bias in grading the students, at least 2-3 instructors were assigned to examine their practices. It was found that there were no major differences between the outcome grades of the examiners.

D. Resources and Facilities

1. Difficulties in access to resources or facilities (if any): None	2. Consequences of any difficulties experienced for student learning in the course: None
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E. Administrative Issues

1. Organizational or administrative difficulties encountered (if any): None	2. Consequences of any difficulties experienced for student learning in the course: None
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H Course Evaluation

<p>1 Student evaluation of the course: (Attach Survey Results if available)</p>
<p>a. List the most important criticisms and strengths</p> <ol style="list-style-type: none">1- The course was well organized and went smoothly without major obstacles.2- High instructor / students ratio (was about 1:6-7) 3- All contributors were helpful. However, few students thought that some contributors were not fair in the grading and variations between instructors were there.4- Some of the students thought that written exams were difficult5- Some students thought that the time assigned for each project was not enough and they feel that more sessions should be given for certain projects.
<p>b. Response of instructor or course team to this evaluation</p> <p>The students feedback about the course was discussed with the course contributors and with peer faculty in the division.</p>
<p>2. Other Evaluation: What evaluations were received? Specify and attach reports where available. (e.g. By head of department, peer observations, accreditation review, other stakeholders etc):</p> <p>Letters of appreciation were received from the department chairman.</p>
<p>a. List the most important criticisms and strengths</p> <ul style="list-style-type: none">• In general the course contributors were very helpful and cooperative with the course director and the co-director which help the course going smoothly and effectively.• The students were very respectful to the course director, co-director and the contributors. However, few of them have problems with the commitments as they come late to the practical sessions.• In this course we were able to assign a full set of handpieces to each student• New LED light curing units were provided in this course that helped the course director to save the time on some project by providing the students with enough number and new LED units.
<p>b. Response of instructor or course team to this evaluation</p> <p>The instructors were appreciative and were happy to participate in the course.</p>

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I. Planning for Improvement

1. Progress on actions proposed for improving the course in previous course reports:	
Actions proposed in the most recent previous course report(s) <ul style="list-style-type: none">• Increase composite projects and decreasing amalgam e.g Class V amalgam.• Increase practice on natural teeth.	State whether each action was undertaken, the impact, and if the proposed action was not undertaken or completed, give reasons. Actions were undertaken.

2. Other action taken to improve the course this semester/year Provide a brief summary of any other action taken to improve the course and the results achieved. (For example, professional development for faculty, modifications to the course, new equipment, new teaching techniques etc.) <ul style="list-style-type: none">• New LED light curing units were provided for the course• New complete set of handpieces were provided for each student.
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3. Action Plan for Next Semester/Year		
<p>Actions Required</p> <ol style="list-style-type: none"> 1. Purchas the required instrument and burs early before the begining of the academic year. 2. Periodically maintain the quality of the phantom lab units. 3. Apply for more faculty members and qualified part timers to participate in this course to increase the instructors to students ratio. 	<p>Completion Date</p> <p>Before September, 2012</p>	<p>Person Responsible</p> <p>Course Director</p>
4. Recommendations to Program Coordinator (if Required)		
(Recommendations by the instructor to the program coordinator if any proposed action to improve the course would require approval at program, department or institutional level or that might affect other courses in the program.).		
Provide a practical manual with clear grading criteria for each project to help the students understand the practical sessions and guide them to finish the required projects effectively.		

Name of the Course Director: Dr. Noura Shono (MUC)
Prof. Ahmed El-Hejazi (DUC)

Signature: _____ Date Report Completed: June 9, 2012

Received by Program Coordinator Date: _____