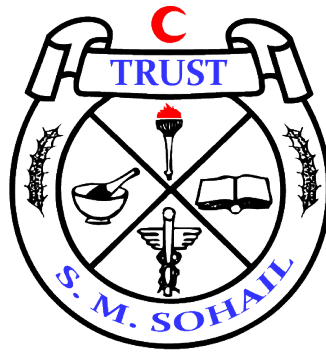


# JINNAH MEDICAL AND DENTAL COLLEGE



COMMUNITY DENTISTRY

*DEPARTMENTAL GUIDE BOOK FOR SECOND YEAR*

*BDS STUDENTS*



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## **VISION**

To set local and global standards for quality patient outcomes – creating a culture of excellence to promote a transformative experience for the 21st century clinicians, educators and researchers to benefit all humanity.

## **MISSION STATEMENT**

As a discipline or specialty of dentistry, the Department of Community Dentistry is involved in the diagnosis, prevention, and control of dental diseases. The Department of Community Dentistry's mission is to eliminate disparities in oral health care for minorities and the underserved.

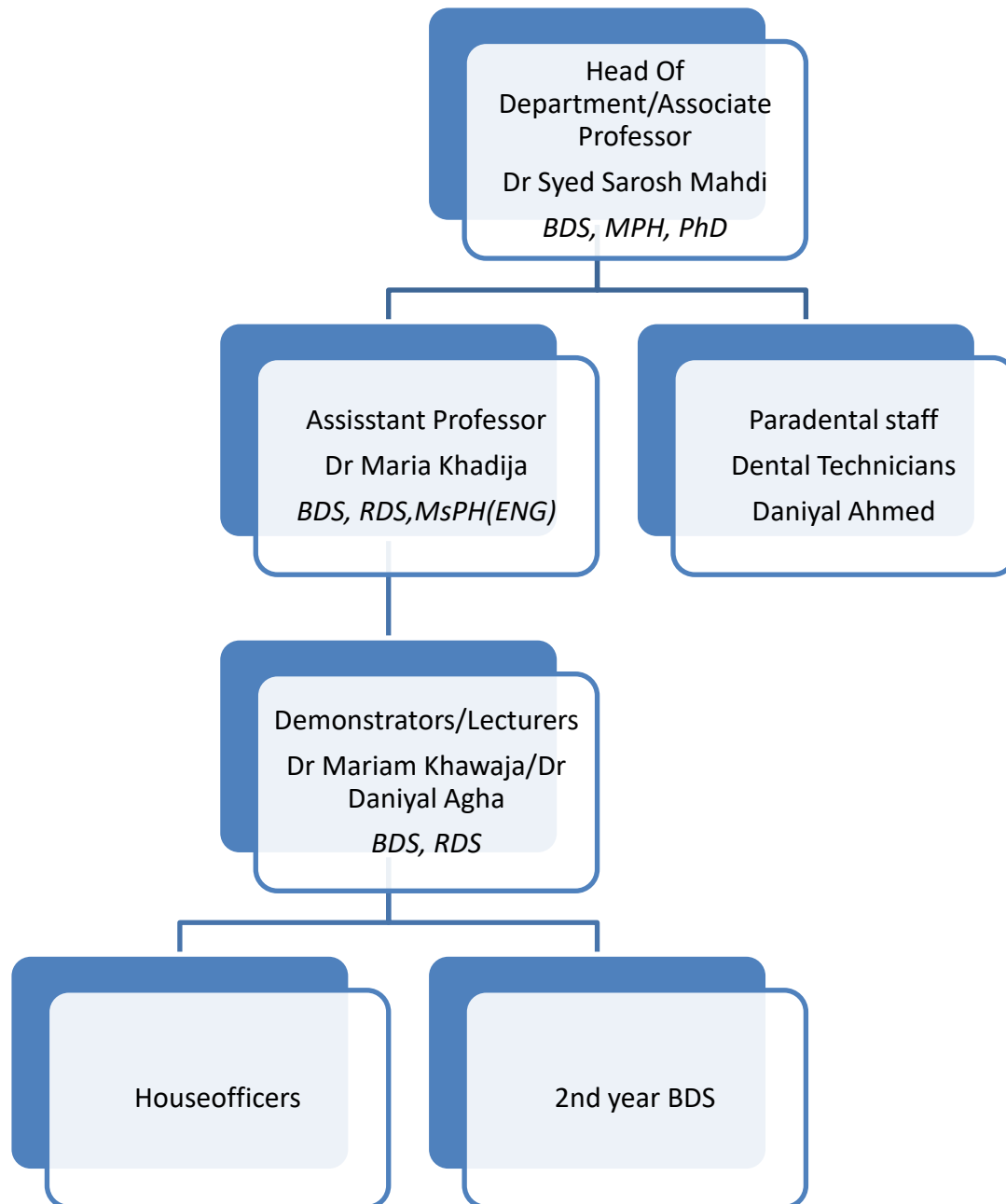
## **INTRODUCTION**

Community and Preventive dentistry is the dynamic field of dentistry which provides basic & advanced health knowledge to an individual/a group of people. It teaches the prevention of oral/dental diseases & creates awareness of oral hygiene in the population. Community Dentistry is a basic science subject taught in the Second Professional year of BDS. The main purpose of the subject is to achieve good oral hygiene & to spread health awareness in the public through organized community efforts.

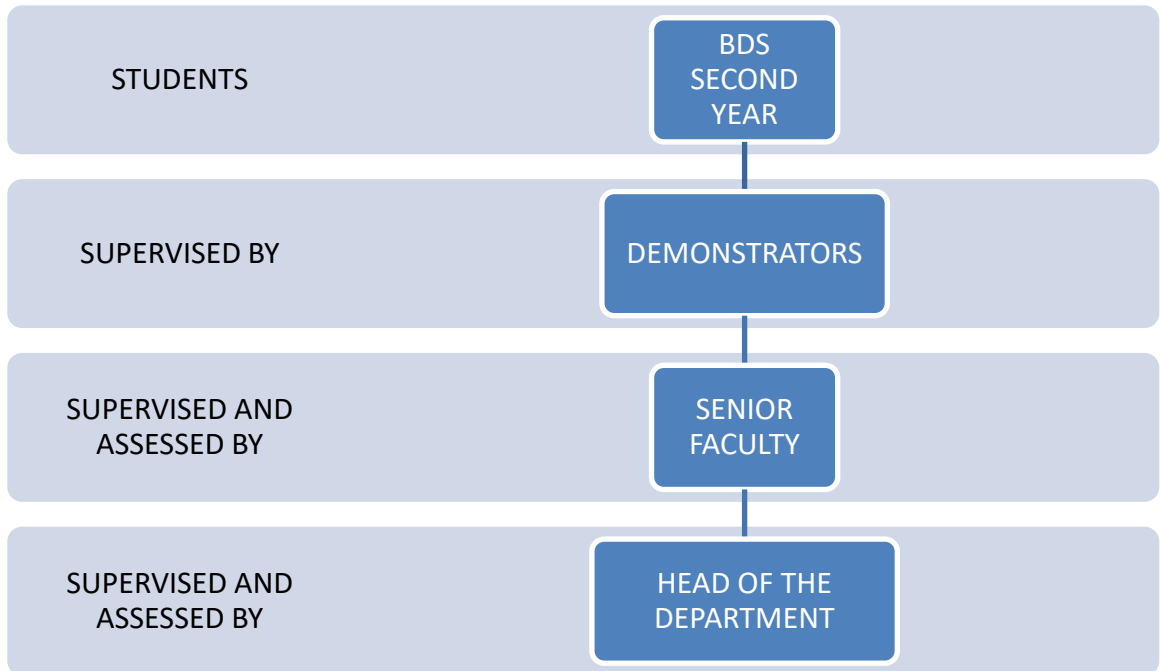
The department provides suitable academic and clinical environment to prepare our undergraduate students in the field of Community and Preventive Dentistry. We help to develop clinical skills and confidence in our students by taking them to the community outreach programs and make them understand their importance and role in the oral health of masses that emphasizes on LIVE, LEARN and LAUGH model of the WHO Oral Health Division i.e. to learn with enjoyment. Our students make posters for Oral Health Education, record at least 10 patient findings on the WHO Oral Diagnosis form, get an equal opportunity to examine Deciduous, Mixed and Adult dentition patients and learn the differences in all three dentitions, their disease and morphology.

# DEPARTMENT HIERARCHY

## Department of Community Dentistry



## DEPARTMENT TO STUDENT COMMUNICATION



## **LEARNING OUTCOMES:**

FOR A SECOND YEAR STUDENT:

By the end of the course the student will be able to:

1. Differentiate various epidemiological tools for assessment of community problems
2. List various research methods & evaluate the strength given by each
3. Compare various health educational methods & their advantages & limitations
4. Categorize the levels of risk to which a person or a community is subjected to oral disease interpret fluoride use in caries prevention & methods of prevention of periodontal disease
5. Recognize the oral health problems.
6. Discuss Techniques for disinfection and sterilization.
7. Develop moral reasoning for ethical dilemmas.
8. Display effective communication.

## **STRATEGIES FOR LEARNING AND TEACHING:**

### **1. Interactive Lectures (teaching large group):**

The interactive lectures strategy is adapted, it comprises of lecture having duration of 50 minutes twice a week for 2<sup>nd</sup> year BDS year. To keep a check of assessment of student learning through lectures following techniques are utilized;

- a. Quizzes.
- b. Interactive sessions.
- c. Student engagement to stimulate critical thinking.
- d. Activities for better understanding of topics.

### **2. Clinical learning:**

Clinical learning is conducted via community dental visits where 2<sup>nd</sup> year BDS students examine dental hygiene status of school and college students in the vicinity of JMDC

- a. Supervised Small group discussions
- b. Various Dental Public health outreach scenarios discussed during tutorials
- c. On patient clinical examination during community dental visits
- d. Intraoral examination including DMFT, Fluorosis and Periodontal examination on Dental Models
- e. Communication skills.

### **3. Self-directed Learning:**

To complement the lectures, students are provided with videos, relatable book chapters and materials for better understanding. Along with these assignments, presentations and group activities are conducted.

### **4. E-Learning:**

In the current times of pandemic COVID-19, distance learning has been incorporated in the strategies of learning and teaching.

In these challenging times an easy access has been provided to the students through E-portal. Each student has the access to the portal through their individual Ids, on which they can go through the recorded lectures and material whenever they want.

## **ASSESSMENT TOOLS TO EVALUATE STUDENT LEARNING:**

### **1. In-Class Assessment:**

- a. Attendance.
- b. Quizzes.
- c. Presentations.
- d. Research Assignments.

### **2. Clinical examination. DMFT/Fluorosis and Periodontal Status:**

A test is conducted during each term whereby the students are examined for clinical competencies critical to Community Dental Health. Students are examined on dental models for oral examination including DMFT index, CPITN probing index, dental fluorosis as well as tooth numbering skills.

Summative Examination Assessment:

#### **a. Mid Term examinations:**

These are conducted in the mid of the academic year. It comprises of two components;

<b>Component</b>	<b>Marks</b>
BCQs	100
OSPE	50
VIVA	50
TOTAL	200

#### **b. Pre-Professional examinations:**

These are conducted in the end of the academic year before the final professional examination. It comprises of two components;

<b>Component</b>	<b>Marks</b>
BCQs	100
OSPE	50
VIVA	50
TOTAL	200

#### **c. Professional Examinations:**

At the end of the academic year, JSMU conducts this exit examination that will award the students with the Bachelors in Dental Surgery (BDS) degree.

#### **d. Internal Evaluation:**

<b>Component</b>	<b>Marks distribution (%)</b>
Assignment/Class Test/Mock test	25
Mid-Term	35
Pre-Prof	35
Extra Efforts/ Log book	5
Total	100%



## **RECOMMENDED BOOKS:**

- Community Dentistry by Brian Burt
- Soben Peters

## **REFERENCE BOOKS:**

- Daly B, Watt R, Batchelor P & Treasure E (2002) Essential Dental Public Health, Oxford University Press.
- Gluck G & Morganstein WM (2002) Jong's Community Dental Health 5<sup>th</sup> edition, Mosby
- Harris, N.O. & Christen, A.C. (1987) Primary Preventive Dentistry. 2nd ed. Reston Pub. Co.
- Kent GC, AS Blinkhorn. (1993) The Psychology of Dental Care. 2nd edition, Wright Publication, London.
- Murray, J.I. (ed.) (1996) Prevention of Oral Diseases. 3ed. Oxford University Press,
- Phoon WO & PCY Chen (Eds). (1986) Textbook of Community Medicine in South East Asia. John Wiley & Sons
- Pine CM (ed.). (1997) Community Oral Health. Oxford: Wright Publication
- Scrambler Graham. (2003) Sociology as Applied to Medicine. 5th ed. WBSaundersCompany.
- Wallace RB. Maxcy-Rosenau-Last (1998) Public Health and Preventive Medicine Prentice-Hall International.
- An Introduction to Behavioral Science & Dentistry by David Locker

**CURRICULUM**  
**COURSE: COMMUNITY DENTISTRY**  
**ALLOCATION OF CREDIT HOURS: 40 lecture hours; 200 practical hours**

**1. DENTAL PUBLIC HEALTH**

S.No.	Lecture Topics	Topic Objectives	Teaching and Learning Methodology	Assessment Tools
1.	Introduction to health and public health	Lecture is designed to provide the introduction to public health and dental public health principles, practices and major public health achievements of the 21 centuries.	<b>Lecture/ Tutorial Practical (community visits)</b>	Ospe/BCQs/ class test
2.	Dental public health	Student should be able to describe <ul style="list-style-type: none"> <li>• elements of oral health care</li> <li>• delineate roles and responsibility of individuals to provide oral health care</li> <li>• social and health care systems and determinants of health and their impact on oral health of an individual and population</li> <li>• Describe Levels of Prevention including primary, secondary and tertiary</li> </ul>	<b>Lecture/ Tutorial Practical (community visit)</b>	Ospe/BCQs/ class test
3.	Ethics in dentistry	<ul style="list-style-type: none"> <li>• Students should be able to recognize and differentiate between the values and ethical concepts that are often used in health care setting</li> <li>• The student should be able to list and define the ethical principles used in dentistry</li> <li>• Describe the difference between the problem and an ethical dilemma</li> </ul>	<b>Lecture/ Tutorial/ presentations</b>	Ospe/BCQs/ class test
4.	Surveillance and its types	After completion of the lecture the student should be able to define <ul style="list-style-type: none"> <li>• public health surveillance</li> <li>• describe the different uses of the surveillance systems</li> <li>• list the steps in establishing surveillance system</li> </ul>	<b>Lecture/ Tutorial/ presentations</b>	Ospe/BCQs/ class test

## **2. ORAL HEALTH PROMOTION**

<b>S.No.</b>	<b>Lecture Topics</b>	<b>Topic Objectives</b>	<b>Teaching and Learning Methodology</b>	<b>Assessment Tools</b>
1.	Health promotion	Develop a critical awareness of theory, concepts and practical issues related to health promotion <ul style="list-style-type: none"> <li>• Introduce key principles and methods in health promotion</li> <li>• Explore key debates and discussions within health promotion</li> <li>• Evaluate examples of health promotion, practice in a variety of settings</li> <li>• Develop team working, information literacy skills and inquiry-based learning</li> </ul>	<b>Lecture/ Tutorial Practical (community visit)/ presentations</b>	Ospe/BCQs/ class test
2.	Oral health education	Student should be able to <ul style="list-style-type: none"> <li>• Describe the Ottawa Charter for health promotion</li> <li>• List the global goals of oral health in 2000</li> <li>• Recognize the importance of oral health literacy</li> <li>• Describe the consequences of limited oral health literacy</li> <li>• Learn methods to achieve oral health literacy in children</li> <li>• Learn the approach to educating children on oral hygiene instructions, use of dental hygiene aids and healthy diet choices</li> <li>• Learn how to properly evaluate the program</li> </ul>	<b>Lecture/ Tutorial/ presentations</b>	Ospe/BCQs/ class test

### **3. THE DENTAL WORKFORCE**

<b>S.No.</b>	<b>Lecture Topics</b>	<b>Topic Objectives</b>	<b>Teaching and Learning Methodology</b>	<b>Assessment Tools</b>
1.	Dental auxiliaries	After completion of the lectures, students should be able to: <ul style="list-style-type: none"><li>• To classify dental auxiliaries.</li><li>• To describe types of dental auxiliaries.</li><li>• To describe the functions of dental auxiliaries.</li><li>• To describe the levels of supervision.</li></ul>	<b>Lecture/ Tutorial/ presentations</b>	Ospe/BCQs/ class test

### **4. THE MEASUREMENT OF ORAL DISEASE**

<b>S.No.</b>	<b>Lecture Topics</b>	<b>Topic Objectives</b>	<b>Teaching and Learning Methodology</b>	<b>Assessment Tools</b>
1.	Epidemiology	Students should be able to: <ul style="list-style-type: none"><li>• Describe the contribution of epidemiology and biostatistics to health research</li><li>• design, conduct, and analysis of epidemiologic studies</li><li>• critical appraisal of epidemiologic studies, synthesis and integration of epidemiologic research, and causal inference in epidemiologic research</li><li>• communication of scientific results</li><li>• In addition, students should have acquired a basic knowledge of some substantive epidemiology, including a general appreciation of broad public health problems in Pakistan and internationally.</li></ul>	<b>Lecture/ Tutorial/ presentations</b>	Ospe/BCQs/ class test
2	Methods of Measuring oral diseases	At the end of the lecture series students should: <ul style="list-style-type: none"><li>• Recognize the various methods</li></ul>	<b>Lecture/ Tutorial/ presentations</b>	Ospe/BCQs/ class test

		<p>for measuring oral diseases</p> <ul style="list-style-type: none"> <li>• Should be able to identify various types of scales used in disease measurement.</li> <li>• Enumerate properties of an ideal index.</li> </ul>		
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## **5. DENTAL HEALTH PRACTICE: INFECTION CONTROL AND MERCURY SAFETY**

<b>S.No.</b>	<b>Lecture Topics</b>	<b>Topic Objectives</b>	<b>Teaching and Learning Methodology</b>	<b>Assessment Tools</b>
<b>1.</b>	Dental Health Practice	<p>Upon completion of this lecture, the student should be able to:</p> <ul style="list-style-type: none"> <li>• Infer the rationale for and develop policies and practices (i.e., an office infection control/exposure control protocol) intended to prevent or minimize healthcare-associated infections in the oral healthcare setting.</li> <li>• Distinguish the role of and implement vaccination strategies intended to reduce the risk of vaccine preventable diseases in the oral healthcare setting.</li> <li>• Recognize the role of and implement the use of personal protective equipment to prevent or reduce the risk of occupational exposure in the oral healthcare setting.</li> <li>• Summarize the role and implement appropriate hand hygiene.</li> <li>• Describe the role of and incorporate engineering and work practice controls to eliminate or isolate the hazard in the workplace.</li> <li>• Explain the role of and implement environmental infection control to provide a safer work environment.</li> <li>• List safety and environmental issues of dental amalgam</li> <li>• Review the principles of and implement transmission-based precautions to prevent the potential spread of specific diseases (e.g., TB, HIV, Hepatitis B/C).</li> </ul>	<b>Lecture/ Tutorial/ Practical/ presentations</b>	Ospe/BCQs/ class test

## **6. EVIDENCE BASED DENTISTRY AND DENTAL LITERATURE**

<b>S.No.</b>	<b>Lecture Topics</b>	<b>Topic Objectives</b>	<b>Teaching and Learning Methodology</b>	<b>Assessment Tools</b>
1.	Evidence Based Dentistry and Dental Literature	Students should be able to <ul style="list-style-type: none"><li>• Define evidence-based practice and evidence-based dentistry.</li><li>• Explain the process of peer review.</li><li>• Describe the process of conducting systemic reviews.</li><li>• Distinguish quality journals from paper mills.</li><li>• Students should also be able to review individual papers.</li></ul>	<b>Lecture/ Tutorial/ Practical/ presentations</b>	Ospe/BCQs/ class test

## **7. RESEARCH DESIGN IN ORAL EPIDEMIOLOGY**

<b>S.No.</b>	<b>Lecture Topics</b>	<b>Topic Objectives</b>	<b>Teaching and Learning Methodology</b>	<b>Assessment Tools</b>
1.	Research design in oral epidemiology.	Students should be able to <ul style="list-style-type: none"><li>• Distinguish various types of epidemiological study designs.</li><li>• Apply the basic terminology and definition of epidemiology.</li><li>• Identify key sources of data for epidemiologic purposes.</li><li>• Identify the principles and limitations of public health screening programs.</li><li>• Describe a public health problem in terms of magnitude, person, time and place.</li><li>• Comprehend basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data.</li><li>• Calculate basic epidemiology measures.</li></ul>	<b>Lecture/ Tutorial presentations</b>	Ospe/BCQs/ class test

		<ul style="list-style-type: none"> <li>• Communicate epidemiologic information to lay and professional audiences.</li> <li>• Draw appropriate inferences from epidemiologic data.</li> <li>• Evaluate the strengths and limitations of epidemiologic reports.</li> </ul>		
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## **8.DENTAL CARIES**

<b>S.No.</b>	<b>Lecture Topics</b>	<b>Topic Objectives</b>	<b>Teaching and Learning Methodology</b>	<b>Assessment Tools</b>
1.	Dental Caries	<p>Upon completion of this course, the student should be able to:</p> <ul style="list-style-type: none"> <li>• Identify the role of the environment in dental caries etiology.</li> <li>• Define and describe the Stephan curve.</li> <li>• Explain the impact of various diets on the incidence of caries.</li> <li>• Describe the concept of frequency versus amount of cariogenic carbohydrates.</li> <li>• Be familiar with the complex chemical structure of sugars.</li> <li>• Relate the cause and effect of diet and dental caries to patients.</li> </ul>	Lecture/ Tutorial/ presentations	Ospe/BCQs/ class test

## **9.PERIODONTAL DISEASES**

<b>S.No.</b>	<b>Lecture Topics</b>	<b>Topic Objectives</b>	<b>Teaching and Learning Methodology</b>	<b>Assessment Tools</b>
1.	Periodontal Diseases	<p>Upon completion of this lectures, the dental students should be able to:</p> <ul style="list-style-type: none"> <li>• Describe components of the healthy periodontium.</li> <li>• Define periodontal health goals.</li> <li>• Describe an overview of periodontal physiology and bone remodeling.</li> <li>• Identify manifestations of diseased periodontium.</li> <li>• Discuss periodontal disease</li> </ul>	<b>Lecture/ Tutorial Practical/ presentations</b>	Ospe/BCQs/ class test

		classification and enumerate the various indexes used to measure PD. <ul style="list-style-type: none"> <li>• Describe patterns of attachment loss and their prognostic and treatment implications.</li> <li>• Evaluate choices of treatment strategies and how they meet periodontal health goals.</li> </ul>		
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### **10. ORAL CANCER AND OTHER CONDITIONS OF ORAL DISEASES**

<b>S.No.</b>	<b>Lecture Topics</b>	<b>Topic Objectives</b>	<b>Teaching and Learning Methodology</b>	<b>Assessment Tools</b>
1.	Oral Cancer	Upon completion of these lectures, the student should be able to: <ul style="list-style-type: none"> <li>• Identify the significance of oral cancer, its prevalence and overall survival.</li> <li>• List the most common risk factors for oral cancer.</li> <li>• List the causes of oral cancer.</li> <li>• Describe the most common clinical presentations of oral cancer.</li> <li>• Describe how oral cancer is treated</li> </ul>	<b>Lecture/ Tutorial/ presentations</b>	Ospe/BCQs/ class test
2.	Cleft Lip and Palate	At the end of the lecture student should be able to describe and define terms <ul style="list-style-type: none"> <li>• Cleft lip and palate</li> <li>• Describe etiology and pathogenesis</li> <li>• Classify cleft lip and palate</li> <li>• Recognize its dental implications.</li> </ul>	<b>Lecture/ Tutorial presentations</b>	Ospe/BCQs/ class test



## **11.FLUORIDE: HUMAN HEALTH, CARIES PREVENTION AND DENTAL FLUOROSIS**

<b>S.No.</b>	<b>Lecture Topics</b>	<b>Topic Objectives</b>	<b>Teaching and Learning Methodology</b>	<b>Assessment Tools</b>
<b>1.</b>	Fluoride and Oral Health	Upon completion of the lecture, the student should: <ul style="list-style-type: none"><li>• Be familiar with the history of fluoride in caries control.</li><li>• Discuss how fluoride is processed by the body.</li><li>• Describe how fluoride concentration varies in different parts of the tooth.</li><li>• Identify the multiple ways in which fluoride provides protection from caries</li><li>• Discuss the primary methods of systemic and topical fluoride delivery.</li><li>• Recognize when professional forms of fluoride delivery may be necessary</li></ul>	<b>Lecture/ Tutorial Practical presentations</b>	Ospe/BCQs/ class test
<b>2.</b>	Dental Fluorosis	Upon completion of this lecture, the student should be able to: <ul style="list-style-type: none"><li>• Explain the dental health consequences of too much fluoride exposure.</li><li>• Differentiate between various stages of fluorosis and identify them. Enumerate indices used to measure fluorosis.</li></ul>	<b>Lecture/ Tutorial Practical presentations</b>	Ospe/BCQs/ class test

## 12. PRIMARY HEALTH CARE

S.No.	Lecture Topics	Topic Objectives	Teaching and Learning Methodology	Assessment Tools
1.	Primary Health Care	<p>Upon successful completion of the lecture students should be able to</p> <ul style="list-style-type: none"><li>• Demonstrate knowledge, skills and application integral to professional practice and primary health care</li><li>• Examine health promotion as a primary health care strategy.</li><li>• Debate issues related to equity of access for individual from marginalized or isolated communities.</li><li>• Articulate the principles of primary health care as defined by WHO and ALMA ATA declaration.</li><li>• Students should be able to recognize the general outline of Pakistan's primary health care system</li></ul>	<b>Lecture/ Tutorial Practical presentations</b>	Ospe/BCQs/ class test

## 13. BIOSTATISTICS

S.No.	Lecture Topics	Topic Objectives	Teaching and Learning Methodology	Assessment Tools
1.	Biostatistics	<p>Upon completion of the lectures the students should be able to</p> <ul style="list-style-type: none"><li>• Evaluate the structure of various types of data sets and which analytical methods can be used to evaluate the questions asked by the dental investigator.</li><li>• Read articles in the dental literature with recognition of the appropriateness of the study design in relationship to the hypotheses posed by the investigator.</li><li>• Determine if conclusions in the dental literature that are based upon utilization of appropriate study design and statistical methodologies are valid.</li><li>• To interpret the language of statistics and study design in order to be able</li></ul>	<b>Lecture/ Tutorial presentations</b>	Ospe/BCQs/ class test

to knowledgeably work with a statistical consultant.

**14. FISSURE SEALANTS**

S.No.	Lecture Topics	Topic Objectives	Teaching and Learning Methodology	Assessment Tools
1.	Fissure sealants	<p>Upon completion of the lectures the students should be able to</p> <ul style="list-style-type: none"> <li>• Describe the current findings and recommendations on the effectiveness and safety of pit and fissure sealants.</li> <li>• Discuss why the use of pit and fissure sealants has been controversial.</li> <li>• List and identify the different natural occlusal characteristics of human teeth that could benefit from sealant placement.</li> <li>• Discuss the different methods of preparing the teeth for sealant placement.</li> <li>• Describe the proper steps in sealant placement i.e., proper tooth preparation, isolation, etching, rinsing and drying, applying bonding agent and placing sealants, evaluation, and follow-up.</li> <li>• Discuss different types of sealant materials and their effectiveness.</li> <li>• Discuss the use of pit and fissure sealants in public health programs.</li> </ul>	<b>Lecture/ Tutorial presentations</b>	Ospe/BCQs/ class test

## 15. DIET AND PLAQUE CONTROL

S.No.	Lecture Topics	Topic Objectives	Teaching and Learning Methodology	Assessment Tools
1.	Plaque Control	<p>After the completion of the lectures the students should be able to</p> <ul style="list-style-type: none"><li>• Explain the process of plaque formation.</li><li>• Identify foods that are considered cariogenic.</li><li>• Identify foods that are considered to be non-or low-acidogenic.</li><li>• Discuss how energy drinks, sports drinks and soda affect the oral cavity.</li><li>• Describe the various tooth brushing techniques.</li><li>• Identify the correct tooth brushing technique for the individual patient.</li><li>• Describe the two flossing methods.</li><li>• Identify which patients require auxiliary aids</li></ul>	<b>Lecture/ Tutorial presentations</b>	Ospe/BCQs/ class test

## 16. RESTRICTING THE USE OF TOBACCO

S.No.	Lecture Topics	Topic Objectives	Teaching and Learning Methodology	Assessment Tools
1	Restricting the Use of Tobacco	<p>At the end of this section student will be able to:</p> <ul style="list-style-type: none"><li>• Identify an approach to counselling smokers about becoming ex-smokers</li><li>• Describe some of the major concerns that women and men have about quitting smoking</li><li>• Describe an approach to discussing the long-term negative effects of smoking with young males and females who are focused only on the short-term positive associations with tobacco</li><li>• Identify and analyze social factors influencing increasing smoking rates among young people and think of</li></ul>	<b>Lecture/ Tutorial presentations</b>	Ospe/BCQs/ class test

		<p>ways you can help change these</p> <ul style="list-style-type: none"> <li>• Recognize the patterns, determinants and health effects of tobacco and e-cigarette use</li> <li>• Describe the biology and epidemiology of tobacco and e-cigarette use</li> <li>• Identify the various smoking cessation interventions including population and individual approaches</li> <li>• Identify the common programs and policies for protection and prevention against smokeless tobacco, Shesha cafes, Gutka and betel nut.</li> </ul>		
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## **17. BEHAVIORAL SCIENCES**

<b>S.No.</b>	<b>Lecture Topics</b>	<b>Topic Objectives</b>	<b>Teaching and Learning Methodology</b>	<b>Assessment Tools</b>
<b>1.</b>	Behavioral Sciences	<p>Upon completion of this lecture series, the student should be able to:</p> <ul style="list-style-type: none"> <li>• To explain human behavior in health and disease.</li> <li>• To summarize bio psychosocial aspects of disease.</li> <li>• Discuss anxiety and fear management in dentistry</li> <li>• Recall various theories of behavior change.</li> <li>• Recognize various personality types</li> </ul>	<b>Lecture/ Tutorial/ presentations</b>	Ospe/BCQs/ class test

## COMMUNITY DENTISTRY PRACTICAL AND FIELD ASSIGNMENTS

S. NO.	PRACTICAL AND FIELD ASSIGNMENTS	TYPES	TEACHING METHODOLOGY	ASSESSMENT TOOLS The students will be assessed mid-rotation and end-of rotation tests; mid-term and final examination through:
1	Field Visits	<ol style="list-style-type: none"> <li>1. Factory visits</li> <li>2. OPD visits</li> </ol>	<ol style="list-style-type: none"> <li>1. Introduction/Orientation (1Hour)</li> <li>2. Infection Control Protocol (45 minutes)</li> <li>3. Quality control observation (30 minutes)</li> <li>4. Assignment instruction (15 minutes)</li> <li>5. Report writing (30 minutes)</li> </ol>	<ol style="list-style-type: none"> <li>1. OSCE</li> <li>2. Viva</li> </ol>
2	School visits		<ol style="list-style-type: none"> <li>1. Examination of institutionalized population like school children. (1 Hour)</li> <li>2. Dental health education session (15 minutes)</li> <li>3. Dietary counseling (15 minutes)</li> <li>4. Tooth brushing demonstration (15 minutes)</li> <li>5. Instruction about oral hygiene measures. (15 minutes)</li> <li>6. Data Collection/Diagnosis               <ul style="list-style-type: none"> <li>• Diagnostic forms/WHO forms (1 HOUR)</li> </ul> </li> </ol>	
3.	Exercise on Models and extracted teeth	1. Tooth Numbering system	<ol style="list-style-type: none"> <li>1. Model Distribution (15 minutes)</li> <li>2. Demonstration (45 minutes)</li> <li>3. Exercise time (2 Hours)</li> </ol>	
		2. DMFT Index	<ol style="list-style-type: none"> <li>1. Model Distribution (15 minutes)</li> <li>2. Demonstration (45 minutes)</li> <li>3. Exercise time (2 Hours)</li> </ol>	
		3. CPITN	<ol style="list-style-type: none"> <li>1. Model Distribution (15 minutes)</li> <li>2. Demonstration (45 minutes)</li> <li>3. Exercise time (2 Hours)</li> </ol>	
		4. Fluorosis	<ol style="list-style-type: none"> <li>1. Model Distribution (15 minutes)</li> <li>2. Demonstration(45 minutes)</li> <li>3. Assignments given (2 Hours)</li> </ol>	

4.	Exercise on patients	1. DMFT Scoring on patients	1. Assignments (3 Hours)	
		2. CPITN recording with CPITN probe.	2. Assignments (3 Hours)	

**JINNAH MEDICAL AND DENTAL COLLEGE  
SECOND YEAR BDS CURRICULUM  
COMMUNITY DENTISTRY CLINICAL ROTATION TIMELY SCHEDULE**

**ORIENTATION SESSION:**

- Introduction to department
  - Community dentistry
- Introduction to demonstrators/lecturers
- Effective communication
- Code of conduct
  - Timings (Punctuality)
  - Dress code
    - ID Cards
    - Lab coat
    - Tied-up hair
    - Covered shoes etc.
- Hand wash technique
- Briefing about:
  - Examination instruments,
  - Patient Handling
  - Tooth Numbering
  - Brushing Techniques
  - Primary and secondary teeth anatomy and differences
  - diagnosis and
  - patients' record maintenance (WHO Forms, OPD Diagnosis Forms)
  - Log book maintenance
- List of instruments required by the students
- Cross infection control
- Quota requirements
  - diagnosis forms
  - WHO Form
  - OPD Visit report
  - Field/Company visit report

## WEEKLY SCHEDULE OF SUBJECT OF COMMUNITY DENTISTRY

### WEEK No. 1

Day 1= 10:45 AM to 11:35 AM (Orientation)

- Lectures (Following syllabus)

Day 2= 9:25 AM to 10:15 AM

- Lectures (Following syllabus)

Day 2= 10:45 AM to 12:30 PM (Demonstration)

- Introduction to field visit
- Log book maintenance
- Report writing

### WEEK No. 2

Day 1= 10:45 AM to 11:35 AM

- Lectures (Following syllabus)

Day 2= 9:25 AM to 10:15 AM

- Lectures (Following syllabus)

Day 2= 10:45 AM to 12:30 PM (Demonstration)

- Tooth Numbering
- DMFT Data Collection Forms Demonstration
- DMFT Assignment

### WEEK No. 3

Day 1= 10:45 AM to 11:35 AM

- Lectures (Following syllabus)

Day 2= 9:25 AM to 10:15 AM

- Lectures (Following syllabus)

Day 2= 10:45 AM to 12:30 PM (Demonstration)

- Survey Visits/Field visits/School visits

### WEEK No. 4

Day 1= 10:45 AM to 11:35 AM

- Lectures (Following syllabus)

Day 2= 9:25 AM to 10:15 AM (FIELD VISIT SCHOOL/COMPANY)

- School/Company/NGOs Visit (Orientation)
- Visiting Different departments/classes

10:30 AM to 11:30 AM

- Diagnosis (WHO Forms/DMFT Forms)

11:30 AM to 12:00 PM

- Lecture on Brushing Techniques
- Oral health education activity

12:00 PM to 12:30 PM



- Session concludes
- Giveaways (Goodie Bags Provided by the department)
- Return to campus by 12:30

**TABLE – 1 (FIELD VISIT)**

STUDENTS	DEMONSTRATORS	9:30 AM to 10:30 AM	10:30 AM to 01:30 AM	11:30 AM to 12:00 PM	12:00 PM to 12:30 PM
25	D-1	<ul style="list-style-type: none"> <li>• Arrival</li> <li>• Visiting Different department s/classes</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnosis (WHO Forms/DMFT Forms)</li> <li>• Treatment Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture on Brushing Techniques</li> <li>• Oral health education activity</li> </ul>	<ul style="list-style-type: none"> <li>• Session concludes</li> <li>• Giveaways</li> <li>• Transport</li> </ul>
25	D-2	<ul style="list-style-type: none"> <li>• Arrival</li> <li>• Visiting Different department s/classes</li> </ul>	<ul style="list-style-type: none"> <li>• Diagnosis (WHO Forms/DMFT Forms)</li> <li>• Treatment Planning</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture on Brushing Techniques</li> <li>• Oral health education activity</li> </ul>	<ul style="list-style-type: none"> <li>• Session concludes</li> <li>• Giveaways</li> <li>• Transport</li> </ul>

WEEK No. 5

- Day 1= 10:45 AM to 11:35 AM
- Lectures (Following syllabus)
- Day 2= 9:25 AM to 10:15 AM
- Lectures (Following syllabus)
- Day 2= 10:45 AM to 12:30 PM
- Tutorial (Following syllabus)

WEEK NO. 6 to WEEK NO.16

Week No. 6-16 follows the Week 4 or week 5 time table as per Community visit arrangement.

MIDTERM: 2 WEEKS

SECOND TERM:

19 WEEKS: Follows week 4 and 5 time table as per community visit arrangement.

PRE- PROFESSIONAL ASSESSMENT

**THE END**

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