



INSTITUTE OF DENTISTRY, CMH LAHORE MEDICAL COLLEGE

Curriculum & Study Guide 2023

Department of Community and Preventive Dentistry 2nd Year

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Mission Statement

The mission of CMH Lahore Medical College and Institute of Dentistry is to undertake following steps to materialize their vision:

1. Ensure provision of a conducive educational environment where students feel well-supported through implementation of learner-centered teaching approaches, inbuilt strong feedback loops and physically comfortable learning environment.
2. Sensitization of students about their role in the society as socially responsible professionals through participation in extracurricular activities like community-based programs, patient welfare societies, blood donors' society, and productive contribution to combat local and national calamities.
3. Students' exposure to the healthcare community, where sympathy and empathy are the cornerstones of our practice. Students commit to understanding their patients not only through their medical conditions but also through their emotions, fears, and unique life experiences. By fostering a culture of compassion, students aim to provide not just medical care but genuine understanding and support to enhance the well-being of those we serve.
4. Students' exposure to cutting-edge technology through campus learning management system and development of their e-portfolios.

5. Leadership and Smart Learning Strategies through implementation of interprofessional curriculum for undergraduate health professions' education students enrolled in medical, dental, allied health sciences, and nursing programs.
6. Provision of opportunities to undergraduate and post-graduate students to have practical experience of leading, working as a team member, critical thinking, problem solving, and decision making.
7. Formal teaching and training of professionalism for students to develop their full potential including communication, and lifelong learning skills through portfolio development among undergraduate and postgraduate students.
8. Implementation of a task-based and outcome oriented longitudinal module on 'Research' for undergraduate students, leading to publication of research article/s and for cultivation of evidence-based practices.

Vision Statement

The CMH Lahore Medical College and Institute of Dentistry aims to provide a highly conducive environment to train a new generation of technology savvy and socially responsible healthcare providers who are well-versed with their role within a healthcare team and while serving the community, demonstrate abilities to practice requisite communication skills, empathy, lifelong learning, critical thinking, and decision making at a national or an international facility.

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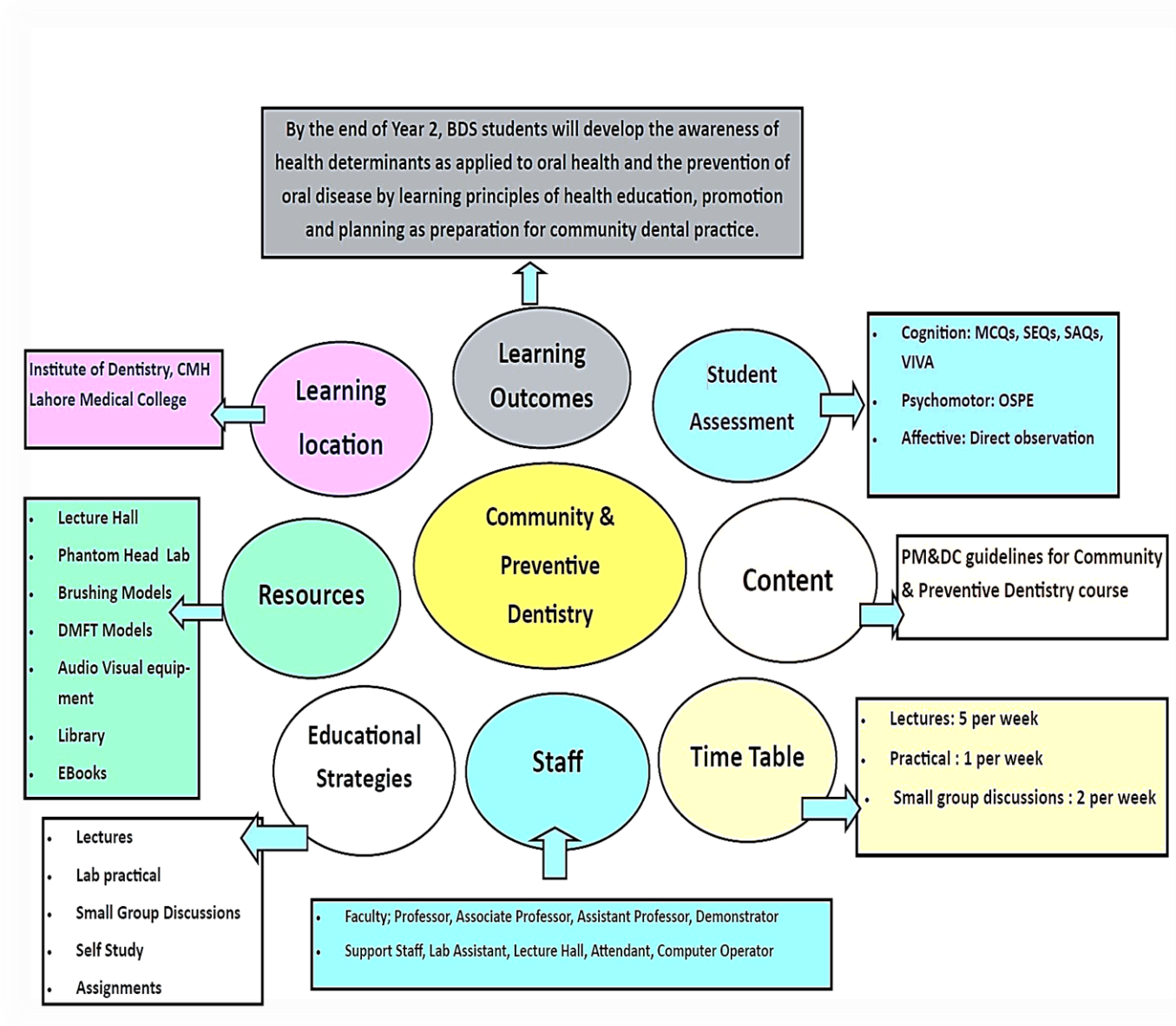
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INTRODUCTION TO COMMUNITY AND PREVENTIVE DENTISTRY

Community and Preventive Dentistry deals with the science of preventing and promoting oral health through community efforts. It is a specialized branch of dentistry which deals with the delivery of comprehensive dental and oral health care to the masses so as to improve the total dental and oral health of the community as a whole.

DEPARTMENT OF COMMUNITY AND PREVENTIVE DENTISTRY

CURRICULUM MAP



RESOURCES

- A. Teaching Resources
- B. Infrastructure Resources

A. Teaching Resources

i. Faculty members

DEPARTMENT OF COMMUNITY & PREVENTIVE DENTISTRY			
1	Dr. Asma Shakoor	Associate Professor & Acting HOD	BDS, MSc Public Health (UK), MFDSRCS(Ed), CHPE/ICMT, PhD (Scholar)
2	Dr. Ali Anwaar	Associate Professor	BDS, MD&PH, CHPE
3	Dr. Faiza Fatima Chishti	Senior Demonstrator	BDS, DPH, CHPE
4	Dr Ehtisham Ul Haq	Demonstrator	BDS
5	Dr. Zaeema Arshid	Demonstrator	BDS

ii. Supporting staff

- Phantom Head Lab assistant
- Computer operator/lecture hall attendant

B. Infrastructure Resources

Sr. #.	Infrastructure Resources
1	Lecture hall □ Seating Capacity
	<ul style="list-style-type: none">• Multimedia• Microphone• Computer system
2	Phantom Head lab <ul style="list-style-type: none">• Brushing Models• DMFT Models• Acrylic teeth• Fluorosis photo sets

<p>3</p>	<p>Community Outreach Program (equipment & Material)</p> <ul style="list-style-type: none"> • Portable units • Examination sets • GIC (Glass Ionomer Cement) • Dura Shield (Sodium Fluoride Varnish) • Composite kit • Dental Plaque Disclosing gel/tablets. • Glass slab • Dycal Applicator • Xylocaine Spray/Gel • Perio probe • Examination Set (Mirror, tweezers, and probe) • Cement spatula • Plastic Instrument • Amalgam Carver • Sterilization Pouch • Cotton Roll • Face Masks • Petroleum jelly • Disposable Gloves • Disposable Glasses • Cheek retractor • Disposable suction tips • Instruments tray • Round diamond burs • Assorted torches • Slow speed handpiece round burs • Polishing brushes • Wooden wedges • Fissure sealant • Dental Floss
	<ul style="list-style-type: none"> • Steel Abrasive Strips • Polyester Abrasive Finishing Strips • CPITN probe • Wax knife
<p>4</p>	<p>Library/e Library</p>

Student supervision and working

- A supervisor is the member of the department faculty and is responsible for demonstration and overseeing the progress of the students.

Students practical logbooks

- The logbook is maintained with the complete progress of practicals and assignments.
- The practical logbook assignment consists of:
 - i. History Taking
 - ii. DMFT
 - iii. CPITN
 - iv. Brushing techniques
 - v. Flossing Techniques
 - vi. Dental unit ergonomics

This logbook is submitted at the end of each session and becomes a part of their internal assessment.

Dress Code

The dress code for working in the clinic is as under:

- White coats
- Decently dressed as directed by IOD dress code.
- Avoid wearing Jewelry
- Observing personal protective equipment whenever necessary

TEACHING AND LEARNING STRATEGIES

Multiple educational methods will be used comprising of self-study, interactive lectures, group discussions, practical, and manual dexterity skill sessions.

(i) Methods for achieving cognitive objectives

- Interactive lectures using audio visual aids on power point presentation.
- Group discussions in form of large group and small group
- Collaborative learning
- Self-study and reading from learning resources.

(ii) Methods for achieving psychomotor objectives

- Community outreach programs aimed at examining dental health of children and adolescents amongst various schools of Lahore. Imparting oral health education and awareness along with treatment need.
- Identification of different instruments from Community outreach program ART armamentarium
- Identification of different brushing and floss techniques alongside various tooth numbering system

(iii) Methods for achieving affective objectives

- Interaction with peers, group members, teachers, support staff etc.
- Group discussions (small and large)
- Oral presentations by students (Annual Poster Competition)

LEARNING METHODOLOGIES

The following teaching /learning methods are used to promote better understanding:

- Interactive lectures
- Small group discussions
- Practical
- Self-directed learning
- Assignments
- Oral presentations by students

Interactive lectures

In large group, the lecturer introduces a topic which explains the underlying phenomena through questions, pictures, exercise, etc. Students are actively involved in the learning process.

Small group discussions

This format helps students to clarify concepts and acquire skills and attitudes. Students exchange opinions and apply knowledge gained from lectures and self-study. The facilitator role is to ask probing questions, summarize, or rephrase to help clarify concepts.

Practical

In practical sessions, they are also required to maintain practical manuals in which they do brushing and Floss techniques and DMFT exercises.

Self- directed learning

Students' take responsibilities of their own learning through individual study, sharing and discussing with peers, seeking information from Learning Resource Center, teachers and resource persons within and outside the college. Students can utilize the time within the college scheduled hours or afterwards for self-study.

Assignments

Students are given written formative assignments on designated topics.

Oral presentations by students

Students are assigned topics during the session to enhance their communication skills and group learning. Students also take part in the poster competition. Two examiners are invited from various dental college to judge the competition.

CURRICULUM IMPLEMENTATION

Curriculum implementation refers to putting into practice the official document including course content, objectives, learning and teaching strategies. Implementation process helps the learner to achieve knowledge, skills and attitudes required of the learning tasks. Learners are a pertinent component of the implementation process. Implementation occurs when the learner achieves the intended learning experiences, knowledge, ideas, skills and attitudes which are aimed to make the learner an effective part of the society. Curriculum implementation also refers to the stage at which curriculum is put into effect. There must be an implementing agent as well. Teacher is an important part of this process and implementation of the curriculum is the way the teacher selects and utilizes various components of the curriculum. Implementation occurs when the teacher's formulated course content, teacher's personality and teaching and learning environment interact with the learners. Therefore, curriculum implementation is how the officially planned course of study is translated and reflected by the teacher into schemes of work, lesson plans, syllabus and resources are effectively transferred to the learners. Curriculum implementation can be affected by certain factors such as teachers, learners, learning environment, resource materials and facilities, culture and ideology, instructional supervision, and assessments.

Personnel involved in teaching and facilitation.

(i) Lectures delivery by Dr. Asma Shakoor (Associate Professor & Subject In-charge)

Dr. Ali Anwaar (Associate Professor)

(ii) Demonstrators for practical and small group discussion sessions:

Dr Faiza Fatima Chishti, Dr Ehtisham Ul Haq, Dr Zaeema Arshid

(iii) Support staff: 2 as nominated by the medical education department

(iv) Computer assistant: 1 as nominated by the college.

Time Frame

Course duration: 39 weeks

Lectures: Mondays: 10:55am to 11.45 am & 2:00pm to 2:50 pm

Tuesdays: 10:55am to 11.45 am

Friday: 8.00 am to 8.50 am

Practical session: Mondays (11:45 am to 2:00 pm) Tutorials:

Thursdays (1:30 pm to 3:00 pm)

Teaching Hours Lectures = $(2.5 * 39) = 97.5$ hours

Practical sessions = $(2.25 * 39) = 87.75$ hours

Tutorials/Small Group Discussion (SGD) = $(1.5 * 19.5) = 29.25$ hours

Self-Directed Learning= 39 hours

Total teaching Hours= 253.5 hours.

PMDC required = 240

COURSE OUTLINE

SECTION I

INTRODUCTION TO PUBLIC HEALTH AND DENTAL PUBLIC HEALTH

- Changing Concepts of Health and Prevention of Disease
- Introduction to Public Health Dentistry/dental public health

SECTION II

ETIOLOGY, EPIDEMIOLOGY AND PUBLIC HEALTH ASPECT OF ORAL DISEASES AND DISORDERS

- Basic/General Epidemiology
- Dental Caries and Epidemiology of Dental Caries
- Epidemiology of Periodontal Disease
- Epidemiology and Etiology of Oral Cancer
- Epidemiology and Etiology of Malocclusion
- Etiology of dental trauma
- Wasting Diseases of Teeth
- Dental Indices

SECTION III

FLUORIDES AND PREVENTIVE DENTISTRY

- Fluorides in Dentistry
- A global perspective on application of fluoride technology
- Dental Fluorosis and its Prevention
- Pit and Fissure Sealants
- Atraumatic Restorative Treatment
- Minimally Invasive Dentistry (MID) □ Prevention of Dental Caries
- Prevention of Periodontal Disease
- Prevention of oral cancer
- Prevention of Malocclusion
- Prevention of Dental Trauma

SECTION IV

ORAL HEALTH PREVENTION AND PROMOTION

- Introduction and principles of preventive dentistry
- Health Education and Dental Health Education
- Oral Health Promotion
- Occupational Hazards in Dentistry
- Infection Control in Dentistry
- Patient Safety
- Environment and Health
- Nutrition and Oral Health
- Dental Plaque
- Plaque Control /oral hygiene aids
- Diet and Dental Caries
- Caries Risk Assessment
- Caries Activity Tests
- Cariogram
- Dental Caries Vaccine
- Ergonomics in Dentistry

SECTION V

DENTAL HEALTH CARE DELIVERY SYSTEMS

- Primary Health Care
- Health Agencies of the World (international and national)
- Public health aspects of dental services
- Hospital administration
- Health Planning and Health Management
- Problems in access and 5 A's
- Dental needs and resources
- Dental Auxiliaries
- Finance in Dentistry
- Quality Assurance in Oral Healthcare and Role of Clinical Audit

- Planning and Evaluation in oral health
- Dental Practice Management
- Consumer Protection (complaint and consent)
- Comprehensive Dental Care

SECTION VI

RESEARCH METHODOLOGY

- Biostatistics
- Scientific research methods in public health dentistry
- Surveying and Oral Health Survey Procedures
- School Dental Health Programs
- Computers in Dentistry
- SPSS
- Endnote
- Systematic review
- Critical analysis
- Writing a research proposal
- Evidence based dentistry.

Table of Specifications for Teaching Learning Objectives and Assessment

I. Introduction to public health and dental public health				
Topic Weightage:10%				
Time Allocation:4 Weeks				
Assessment in final exam: 7 MCQs and 1 SEQ				
By Dr Asma Shakoor and Dr Ali Anwar				
	Topics	CPA	Teaching/Learning Method	Assessment Methods
1.	Introductory Session	C1	Lecture	SEQ/MCQ/VIVA
2.	Introduction to Public Health, Concepts and Functions of Public health	C1	Lecture	SEQ/MCQ/VIVA

3.	Practice of Public Health, Characteristics of Public Health method & Introduction to dental public health-Personal verses community health worker	C2	Lecture	SEQ/MCQ/VIVA
4.	Introduction to Dental Public Health/Community Dentistry Assignment (Significance of Infection Control& Protection from radiation and mercury hazards in dental practice)	C1	Lecture	SEQ/MCQ/VIVA
5.	Understand the concept of health, disease & infection	C1	Lecture	SEQ/MCQ/VIVA
6.	Methods to eliminate inequalities in Oral Health/Dental Public Health	C2	Lecture	SEQ/MCQ/VIVA

II. Etiology, epidemiology and public health aspect of oral diseases and disorders/Oral Indices

Topic Weightage:17%

Time Allocation:6 weeks

Assessment in final exam: 12 MCQs and 2 SEQ

By Dr Asma Shakoor and Dr Ali Anwar, Dr Faiza Fatima Chishti, Dr Ehtisham UI Haq, Dr Zaeema Arshid

1.	Epidemiological Methods	C3	Lecture	SEQ/MCQ/VIVA
2.	Prevention of Oral Cancer & Periodontal diseases	C2	Lecture	SEQ/MCQ/VIVA
3.	Index and its properties/Simplified oral	C2	Lecture	SEQ/MCQ/VIVA

	hygiene index			
4.	DMFT, Dean Index of Fluorosis/Patient hygiene performance index/DMFS Index	C2	Lecture	SEQ/MCQ/VIVA
5.	CPITN & Mobility Index/Periodontal Index	C2	Lecture	SEQ/MCQ/VIVA
6.	Sulcus bleeding Index/CFI/Plaque Index/Periodontal Index	C2	Lecture	SEQ/MCQ/VIVA

7.	Tooth Numbering Charting Exercise; DMFT	P	Lecture/ Practical	VIVA/OSPE
8.	Epidemiology of Oral Diseases (Oral Cancer, Dental Trauma & Malocclusion)	C2	Lecture	SEQ/MCQ/VIVA
9.	Epidemiology of Oral Diseases (Developmental enamel defects & Fluorosis)	C2	Lecture	SEQ/MCQ/VIVA
10.	Epidemiology, Etiology & Prevention of Malocclusion	C2	Lecture	SEQ/MCQ/VIVA
11.	Angle's Classification & Graber Classification	C2	Lecture	SEQ/MCQ/VIVA
12.	Epidemiology of Periodontal diseases	C1	Lecture	SEQ/MCQ/VIVA

III. Fluorides and preventive dentistry

Topic Weightage:11%

Time Allocation:4 Weeks

Assessment in final exam: 12 MCQs and 2 SEQ

By Dr Asma Shakoor and Dr Ali Anwar, Dr Faiza Fatima Chishti, Dr Ehtisham Ul Haq, Dr Zaeema Arshid

1.	Natural occurrence and historical background of Fluorides & Role of fluorides in caries prevention	C3	Lecture	SEQ/MCQ/VIVA
2.	Topical Fluorides	C3	Lecture	SEQ/MCQ/VIVA
3.	Mechanism of action of systemic Fluorides	C3	Lecture	SEQ/MCQ/VIVA
4.	Fluoride toxicity	C3	Lecture	SEQ/MCQ/VIVA
5.	Ethics of water fluoridation	C3	Lecture	SEQ/MCQ/VIVA
6.	Instrument & Material Identification	C2	Practical	VIVA/OSPE
7.	Defluoridation	C3	Lecture	SEQ/MCQ/VIVA
8.	Fluoridation case studies	C3	Lecture	SEQ/MCQ/VIVA

9.	Global perspective on application of fluoride technology	C3	Lecture	SEQ/MCQ/VIVA
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IV. Oral health prevention and promotion

Topic Weightage:19%

Time Allocation: 7 Weeks

Assessment in final exam: 9 MCQs and 1 SEQ

By Dr Asma Shakoor and Dr Ali Anwar, Dr Faiza Fatima Chishti, Dr Ehtisham UI Haq, Dr Zaeema Arshid

1.	Learning Infection Control & Sterilization (Patient Safety)	C1	Lecture	SEQ/MCQ
2.	Infection Control & Sterilization/Significance of Infection Control& Protection from radiation and mercury hazards in dental practice	C2	Lecture	SEQ/MCQ/VIVA
3.	Introduction to Preventive Dentistry, Levels of Prevention / Plaque Control/Oral hygiene Aids	C1	Lecture	SEQ/MCQ/VIVA
4.	Principles and Strategies of Dental Scaling	C1	Lectures/ Practical	SEQ/MCQ/VIVA/OSPE
5.	Disclosing Agents & Plaklite/Dentifrices, Caries Vaccine	C2	Lecture	SEQ/MCQ/VIVA
6.	Pit & Fissure Sealants, Mouth Rinse & Oral Irrigation Devices	C2	Lecture	SEQ/MCQ/VIVA
7.	Prevention of Dental Caries, Malocclusion & Orofacial Defects /Caries Activity Test	C3	Lecture	SEQ/MCQ/VIVA
8.	Dental Flossing techniques	C1	Practical	VIVA/OSPE
9.	Caries Risk Assessment	C1	Lecture	SEQ/MCQ/VIVA
10.	Cariogram	C2	Lecture	SEQ/MCQ/VIVA
11.	Minimal Invasive Dentistry (MID)	C2	Lecture	SEQ/MCQ/VIVA
12.	Atraumatic restorative treatment (ART)	C3	Lecture	SEQ/MCQ/VIVA
13.	WHO Oral Health Assessment Form Overview	P	Practical	VIVA/OSPE
14.	Ergonomics in Dentistry	C2, P	Practical	VIVA/OSPE/

15.	Instructions about Oral hygiene measures	P	Practical	VIVA/OSPE
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16.	History taking & Examination	P	Practical	VIVA/OSPE
17.	Cross Infection Control	P	Lecture/ Practical	SEQ/MCQ/ VIVA/OSPE
18.	Health Education	C1	Lecture	SEQ/MCQ/VIVA
19.	Oral Health Promotion/Ottawa Charter	C1	Lecture	SEQ/MCQ/VIVA
20.	Trends in Oral Health	C2	Lecture	SEQ/MCQ/VIVA
21.	Nutrition in health and disease, Role of Carbohydrates, proteins, fats, vitamins, Importance of balance diet, nutritional imbalance in public health, oral manifestations associated with malnutrition	C1	Lecture	SEQ/MCQ/VIVA
22.	Care of the teeth of the child during all stages of growth right from infancy (Rampant caries), Nutritional dietary guideline and food policy in oral health, Role of Diet and Nutrition in oral health& Sugar Consumption	C2	Lecture	SEQ/MCQ/VIVA
23.	Environment and Oral Health	C2	Lecture/ practical	SEQ/MCQ/VIVA/ OPSE
24.	Air/Noise pollution	C2	Lecture	SEQ/MCQ/VIVA

V. Dental health care delivery systems

Topic Weightage:19%

Time Allocation: 7 Weeks

Assessment in final exam: 5 MCQs and 1 SEQ

By Dr Asma Shakoor and Dr Ali Anwar, Dr Faiza Fatima Chishti, Dr Ehtishaam Ul Haq, Dr Zaeema Arshid

1.	Dental Auxiliaries	C1	Lecture	SEQ/MCQ/VIVA
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2.	Introduction & Principles of Primary Health Care	C1	Lecture	SEQ/MCQ/VIVA
3.	Wasting of Diseases, Public health approaches to prevention of traumatic dental injuries & Prevention for people with disabilities and vulnerable groups	C3	Lecture	SEQ/MCQ/VIVA

4.	Alma-Ata Declaration (Primary Health Care)	C1	Lecture	SEQ/MCQ/VIVA
5.	Introduction of Health Care Delivery System	C1	Lecture	SEQ/MCQ/VIVA
6.	Health Care Delivery System/Principles/Problems	C1	Lecture	SEQ/MCQ/VIVA
7.	Access to Barriers	C2	Lecture	SEQ/MCQ/VIVA
8.	Health Agencies of the World	C1	Lecture	SEQ/MCQ/VIVA
9.	Consumer Protection (Complaint & Consent)	C3	Lecture	SEQ/MCQ/VIVA
10.	Quality Assurance in Oral Health Care & Role of Clinical Audit	C3	Lecture	SEQ/MCQ/VIVA
11.	Principles of Health economics/Development of socio-dental indicators	C2	Lecture	SEQ/MCQ/VIVA
12.	Hospital Administration and Leadership roles	C2	Lecture	SEQ/MCQ/VIVA
13.	Dental Practice Management	C2	Lecture	SEQ/MCQ/VIVA
14.	Primary Oral health care of people with special needs including elderly, the handicapped, HIV/AIDS patients, school children	C3	Lecture	SEQ/MCQ/VIVA
15.	Dental Needs & Resources	C2	Lecture	SEQ/MCQ/VIVA
16.	Finance in Dentistry	C2	Lecture	SEQ/MCQ/VIVA
17.	Comprehensive & Incremental Dental Care	C2	Lecture	SEQ/MCQ/VIVA
18.	Planning, Survey & Evaluation	C2	Lecture	SEQ/MCQ/VIVA
19.	Disposal of solid wastes/ Occupational Hazards	P	Practical	VIVA/OSPE

20.	Disposal of solid wastes/Occupational Hazards	C2	Lecture	SEQ/MCQ/VIVA
VI. Research methodology & Basics of Statistics Topic Weightage:13% Time Allocation:4 weeks Assessment in final exam: 15 MCQs and 2 SEQ By Dr Asma Shakoor and Dr Ali Anwar, Dr Faiza Fatima Chishti, Dr Ehtisham UI Haq, Dr Zaeema Arshid				
1.	Biostatistics Basic Principles, data types, presentation of data, measure of dispersion,	C3	Lecture	SEQ/MCQ
	measure of central tendency, Statical tests,			
2.	Introduction of SPSS, data entry	C3	Lecture/Practical	SEQ/VIVA/OSPE
3.	Writing Research proposal, components and importance, effective writing,	C3	Lecture	SEQ/MCQ
4.	Designing a Questionnaire	C3	Lecture	SEQ/MCQ
5.	Conducting School Health Program	C2	Lecture/Practical	VIVA

LEARNING RESOURCES

Subject Component	Learning resources
INTRODUCTION TO DENTAL PUBLIC HEALTH	Textbook of Public Health Dentistry, 3 rd edition, S.S Hiremath. Elsevier India. Textbook of Community & Preventive Dentistry (Public Health Dentistry) 3 rd edition, Joseph John.
ETIOLOGY, EPIDEMIOLOGY AND PUBLIC HEALTH ASPECT OF ORAL DISEASES AND DISORDERS	Textbook of Public Health Dentistry, 3 rd edition, S.S Hiremath. Elsevier India. A textbook of Public Health Dentistry, C.M Marya, Jaypee Publisher
FLUORIDES AND PREVENTIVE DENTISTRY	Textbook of Public Health Dentistry, 3 rd edition, S.S Hiremath. Elsevier India. A textbook of Public Health Dentistry, C.M Marya, Jaypee Publisher

ORAL HEALTH PREVENTION AND PROMOTION	Textbook of Public Health Dentistry, 3 rd edition, S.S Hiremath. Elsevier India. Essential Dental Public Health, 2 nd edition, Blanaid Daly, Richard Watt, Elizabeth T Treasure, Paul Batchelor. Oxford University Press
DENTAL HEALTH CARE DELIVERY SYSTEMS	A textbook of Public Health Dentistry, C.M Marya, Jaypee Publisher Textbook of Public Health Dentistry, 3 rd edition, S.S Hiremath. Elsevier India.
RESEARCH METHODOLOGY	A textbook of Public Health Dentistry, C.M Marya, Jaypee Publisher Textbook of Public Health Dentistry, 3 rd edition, S.S Hiremath. Elsevier India.

OTHER LEARNING RESOURCES

Hands-on activities	Students will be involved in practical session and hands-on activities to enhance learning.
Labs	Incorporating Phantom Heads with Acrylic teeth targeting Atraumatic Restorative Therapy.
Videos	Animated videos of various dental preventive techniques and procedures
Computer lab/CDs/DVDs/Internet resources	To increase the knowledge, students should utilize the available internet resources and CDs/DVDs in main IT lab/personal laptops.
Self-study	Self-study is incorporated to help the student in managing individual tasks/assignments. Student will search for information through available resources.

SUMMATIVE ASSESSMENT METHODS AND POLICIES

A. Internal Assessment

- a. Weightage of internal assessment shall be 20 %, each for theory and practical, in BDS Professional Examination.
- b. The Internal Assessment shall comprise of monthly test / assignments / class presentation / send-ups /class tests / OSPE etc.
- c. The Internal Assessment record shall be kept in the respective department of the College / Institute and after approval of Principal, a summary as per university registration number shall be furnished to the Controller of Examinations, at least two weeks before the commencement of final examination.
- d. The result of all the class tests / tools which contribute towards IA will be displayed to the students during an academic year.
- e. The same internal assessment shall be counted both for annual and supplementary examinations. The students who are relegated, however, can improve the internal assessment during subsequent year.
- f. Internal assessment tools of any subject may be changed after the approval of respective FBS

B. Annual Examination

- a. The weightage of Annual Examination shall be 80%, each for theory and practical, in BDS.
 - b. The examination comprises of a theory paper and practical/clinical examinations as per PM&DC regulations and the Table of Specifications (TOS) of the University.
 - c. The gap between two consecutive theory papers shall not be more than two days.
 - d. The Theory Paper shall be of 3-hours duration, held under the arrangements of the university. It shall have two parts: MCQs and SEQs for the year 2023. It may be changed after the approval of Academic Council.
- **Internal Examiner**

He/she shall be Professor/Associate Professor and Head of Department who has been involved in teaching of the class being examined for at least six months and has delivered

75% of the total lectures. Second preference shall be Associate/Assistant Professor who is involved in teaching of the class and posted there for one year. Third preference shall be a recognized Professor of the subject.

- **External Examiner**

He/she shall be a Professor/Associate Professor of a recognized Medical/Dental College or at least an Assistant Professor with three years teaching experience in the relevant subject.

- **Conflict of Interest**

No person shall serve as an examiner whose close relative (wife, husband, son, daughter, adopted son, adopted daughter, grand-son, grand-daughter, brother, sister, niece /nephew, son and daughter- in-law brother and sister- in-law, parental and maternal uncle and aunt etc) is appearing in the examination. All examiners likely to serve as an examiner shall render a certificate in compliance to this para.

- **Paper Setting**

- a. Each College / Institute shall forward a set of two question papers as per TOS along with the key for each subject to the Controller of Examinations, at least three months in advance of the annual examination. The question paper as a whole / a question without a comprehensive key shall not be considered towards final paper setting.
- b. The set of question papers shall be prepared by the respective Head of Department (HOD) and furnished to Controller of Examinations through Head of Institution (HOI)
- c. The Controller of Examinations shall approve the faculty for the final paper setting having fair representation of each college / institute.

- **Paper Assessment**

- a. The Controller of Examinations shall approve the faculty for the theory paper marking, to be undertaken in the manner as deemed appropriate.
- b. The Examination Directorate shall coordinate directly with the faculty, earmarked for the paper marking
- c. A student who scores 85% and above marks in any subject shall qualify for distinction in that subject.

- d. A fraction in aggregate marks of a subject shall be rounded off to whole number. If it is less than 0.5 then it will be rounded off to the previous whole number while 0.5 or more will be rounded off to the next whole number.

- **Practical Examinations**

- a. The Controller of Examiners shall approve the faculty to serve as the internal & external examiners.
- b. The number of external and internal examiners shall be equal.
- c. One external & internal examiner each shall be marked for a group of 100 students.
- d. Candidates may be divided into groups practical examinations and be standardized by incorporating OSPE stations.
- e. Practical examination shall be held after the theory examination of the subject but in special cases, it may be held before the theory examination with the approval of the Controller of Examinations. For practical/clinical examination, the candidates may be divided into subgroups by the examiners.
- f. The assessment of the practical examination duly signed by internal & external examiner shall be furnished to the Controller of Examinations within one week of the conclusion of examination.

- **Pass Marks**

- a. Pass marks for all subjects shall be 50 % in theory and practical, separately.
- b. No grace marks shall be allowed to any student in any examination.

- **Declaration of Result**

Every effort shall be made to declare the result of each examination within one month of the last practical examination or earlier.

- **Promotion**

No student shall be promoted to the higher classes unless he/she passes all the subjects of the previous class.

- **Re-totaling**

Any student may apply to the Controller of Examinations on a prescribed form along with the specified fee.

- **Supplementary Examination**

The interval between a supplementary examination and the previous professional examination shall not be more than two months. There shall be no special supplementary examination.

- **Academic Audit**

The Vice Chancellor may get any academic matter deliberated in the manner as deemed appropriate.

- **Issue of Academic Transcript/Detailed Marks Sheet**

A student desirous of obtaining Academic Transcript / Detailed Mark Sheet may apply to Controller of Examinations along with the prescribed fee for each original copy.

- **Withdrawal/Failure**

Any student who fails to clear the first Professional in BDS or first in four chances, availed or un-availed, shall be expelled as per PM& DC policy and shall not be eligible for fresh admission as a fresh candidate in either BDS.

Second Professional BDS Examination

Community and Preventive Dentistry

Table of Specifications for Annual 2nd Professional Examination: Theory

Time Allowed =03 hrs. (Including MCQs)

Marks of theory paper =80

Internal assessment =20

Total marks =100

Pass Marks =50

Paper-1 (*Marks of MCQ component shall be rationalized to 40 % weightage)

60 × MCQ (1 mark each)

60 Marks time = 60 min

Paper-2 8 ×SEQs/SAQs (5 marks each)

40 marks time = 120 min

- If a candidate obtained 50 marks in MCQs it will be rationalized as $(50/60 *40=33.33)$

S. NO	TOPICS/THEMES	Total MCQs = 60		Total SEQs/SAQs = 08 (05 Marks Each)
		Recall:36	Application:24	
1.	Introduction to Health, Disease and Dental Public Health	6	1	01
2.	Health Care Delivery Systems	4	1	
3.	Epidemiology of Oral Diseases and Oral Indices	6	6	02
4.	Health Education and Health Promotion	7	2	01
5.	Preventive Dentistry & Fluorides	8	4	02
6.	Research Methodology & Basics of Biostatistics	5	10	02
Total		60 (60 Marks)		40 Marks

SAMPLE THEORY PAPER QUESTIONS

MCQ

The optimum level of fluoride in drinking water that does not produce mottling of enamel yet reduces caries is

- a) 0.1 ppm
- b) 1.8 ppm
- c) 1.0 ppm
- d) 4.5 ppm

Answer: C

SEQ

Q2: a) Define Health Care System?

‘A Multitude of services rendered to individuals, families or communities by the agents of health services or professions, for the purpose of promoting, maintaining, monitoring or restoring health’.

b) Explain the key points proposed on Ottawa Charter?

✓ **Create Supportive Environments:**

Recognizing the impact of the environment on health and identifying opportunities to make changes conducive to health.

✓ **Build Healthy Public Policy:**

Focusing attention towards impact on health of public policies from all sectors, and not just the health sector

✓ **Strengthen Community Action:**

Empowering individuals and communities in the process of setting priorities, making decisions, and planning and implementing strategies, to achieve better health ✓

Develop Personal Skills:

Supporting the development of personal, social, and political skills that enable individuals to take action to promote health ✓ **Reorient Health Services:**

Refocusing attention away from the responsibility to provide curative and clinical services towards the goal of healthy gain.