



Women Dental College, Abbottabad

Contents

| | |
|--|----|
| Description:..... | 2 |
| Overview: | 2 |
| Faculty Responsible for Course Conduction: | 2 |
| Details Of Supporting Staff: | 2 |
| Objectives & Learning Strategies/TOS:..... | 3 |
| LEARNING RESOURCES:..... | 8 |
| Additional Learning Resources:..... | 8 |
| Assessment Methods:..... | 9 |
| Internal Assessment Criteria:..... | 10 |
| Examination Rules & Regulations: | 10 |
| Feedback On Examination: | 10 |
| Model Questions:..... | 11 |
| Multiple Choice Question | 11 |
| Short Answer Question: | 12 |
| Suggestions For Next Academic | |
| Year: | 13 |
| Prepared By:..... | 13 |



Women Dental College, Abbottabad

STUDY GUIDE 2nd YEAR BDS COMMUNITY and PREVENTIVE DENTISTRY

Description: Community and Preventive Dentistry plays a vital role in improving the oral health of populations by addressing broader public health issues and working to ensure that dental care is accessible, affordable, and effective for everyone within a community or region. Community and Preventive 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.

Overview:

| | |
|-----------------------------|---|
| Program | Bachelor of Dental Surgery |
| Course Name | COMMUNITY and PREVENTIVE DENTISTRY |
| Contact Hours | 250 Hours |
| Infrastructure Requirements | Lecture Hall Community Dentistry Lab Phantom Head Lab |

Faculty Responsible for Course Conduction:

| Sr. No | Faculty | Designation |
|--------|----------------------|-------------|
| 1 | Prof. Dr Shahid Khan | Professor |
| 2 | Dr Amna Ahmed | Lecturer |
| 3 | Dr Hina Jadoon | Lecturer |
| | | |
| | | |

Details of Supporting Staff:

| Sr. No | Staff | Designation |
|--------|-------------|---------------|
| 1. | Adeel Ahmad | Lab Assistant |
| | | |



Women Dental College, Abbottabad

Objectives & Learning Strategies/TOS:

| S.No | Topic | Learning Outcomes | Teaching Hours | Mode of Teaching | Assessment Tools |
|------|---|---|----------------|---|--|
| 1. | CONCEPT OF HEALTH, DISEASE AND PREVENTION | By the end of this section the students will be able to <ul style="list-style-type: none"> • Explain principles, concept, methods of preventive dentistry • Describe the determinants of health | 2 HOURS | LGIS | MCQS, SAQS, Class test, VIVA, OSPE |
| 2. | INDICES OF ORAL DISEASES | By the end of this section the students will be able to <ul style="list-style-type: none"> • Prepare appropriate population-based dental indices and epidemiological methods to measure oral diseases | HOURS | SGIS LGIS • Scoring DMFT, CPITN, Dean's Fluorosis Index on study models | MCQS, SAQS, Class test, Assignments VIVA, OSPE |
| 3. | FLUORIDE | By the end of this section the students will be able to <ul style="list-style-type: none"> • Classify fluorides and explain their usage and mode of action | 2 HOURS | LGIS SGIS • Application of fluoride varnish on tooth. | MCQS, SAQS, Class test, Assignments VIVA, OSPE |



Women Dental College, Abbottabad

| | | | | | |
|----|-------------------------------|--|---------|------|---|
| | | <ul style="list-style-type: none"> List uses of systemic and topical fluorides Explain water fluoridation | | | |
| 4. | GENERAL EPIDEMIOLOGY | <p>By the end of this section the students will be able to</p> <ul style="list-style-type: none"> Define epidemiology and discuss its uses and principles Appraise principles of assessment of disease risk and predictive tests | 3 HOURS | LGIS | MCQS, SAQS, Class test, Presentations, VIVA |
| 5. | EPIDEMIOLOGY OF ORAL DISEASES | <p>By the end of this section the students will be able to</p> <ul style="list-style-type: none"> Formulate epidemiological assessment of dental caries, periodontal disease, oral cancer | 2 HOURS | LGIS | MCQS, SAQS, Class test, Assignments VIVA, |
| 6. | BIOSTATISTICS | <p>By the end of this section the students will be able to</p> <ul style="list-style-type: none"> State introduction to biostatistics: | 1 HOUR | LGIS | MCQS, Class test, Presentations, VIVA |



Women Dental College, Abbottabad

| | | | | | |
|-----------|------------------------------------|--|----------------|---|--|
| | | <p>Types of variables, frequency distribution, measures of central tendency and variability in data and bias</p> <ul style="list-style-type: none"> • Classify different methods of sampling techniques • Explain sampling error, probability, normal distribution | | | |
| 7. | PREVENTION OF ORAL DISEASES | <p>By the end of this section the students will be able to</p> <ul style="list-style-type: none"> • Explain preventive methods for the following diseases • Dental Caries • Periodontal Disease • Oral cancer | 3 HOURS | <p>LGIS SGIS</p> <ul style="list-style-type: none"> • Practicing brushing techniques and dental floss on study models. | <p>MCQS, SAQS, Class test, Presentations, Assignments VIVA, OSPE</p> |
| 8. | HEALTH EDUCATION | <p>By the end of this section the students will be able to</p> <ul style="list-style-type: none"> • Explain levels of prevention, • Describe principles of | 1 HOUR | LGIS | <p>MCQS, SAQS, Class test, Presentations, VIVA</p> |



Women Dental College, Abbottabad

| | | | | | |
|-----|---------------------|--|---------|--|---|
| | | health promotion and specific protection | | | |
| 9. | HEALTH PROMOTION | By the end of this section the students will be able to <ul style="list-style-type: none"> Summarize principles and strategies of dental health education and promotion | 1 HOUR | LGIS <ul style="list-style-type: none"> Outreach programs Dental camps | MCQS, SAQS, Class test, Presentations, Assignments VIVA, OSPE |
| 10. | DENTAL AUXILIARIES | By the end of this section the students will be able to <ul style="list-style-type: none"> List and explain role of a dentist and dental auxiliaries in managing different behaviors in a dental office | 1 HOUR | LGIS | MCQS, SAQS, Class test, VIVA |
| 11. | PRIMARY HEALTH CARE | By the end of this section the students will be able to <ul style="list-style-type: none"> Describe public health programs and its functions Compare community and school dental health programs | 2 HOURS | LGIS | MCQS, SAQS, Class test, Presentations, Assignments VIVA |



Women Dental College, Abbottabad

| | | | | | |
|-----|---|---|------------|--|---|
| 12. | SURVEY, PLANNING AND EVALUATION | By the end of this section the students will be able to <ul style="list-style-type: none"> • Explain dental surveys, clinical trials, study designs • Prepare to conduct school dental survey | 2 HOURS | LGIS | MCQS, SAQS, Presentations, Assignments VIVA |
| 13. | ATRAUMATIC RESTORATIVE TREATMENT + MID | By the end of this section the students will be able to <ul style="list-style-type: none"> • List principles, indication, contraindications, advantages of different minimal invasive procedure. • Practice ART procedure | 1 HOURS | LGIS SGIS <ul style="list-style-type: none"> • ART procedure on extracted tooth and artificial teeth. • Pits and Fissure sealant application. | MCQS, SAQS, Presentations, Assignments VIVA, OSPE |
| 14. | CROSS INFECTION CONTROL | By the end of this section the students will be able to <ul style="list-style-type: none"> • Explain significance of infection control protocols and protection from radiation and mercury hazards in dental | 1 HOURS | LGIS SGIS <ul style="list-style-type: none"> • Practicing hand washing techniques • Donning and doffing of PPE. | MCQS, Class test, Presentations, Assignments, OSPE |



Women Dental College, Abbottabad

| | | | | | |
|------------|---------------------------------|--|----------------|-------------|-------------------------------------|
| | | <ul style="list-style-type: none"> practice | | | |
| 15. | EVIDENCE BASED DENTISTRY | <p>By the end of this section the students will be able to</p> <ul style="list-style-type: none"> Analyze different research designs Formulate research proposal Devise systematic review | 1 HOURS | LGIS | MCQS, Class test, VIVA, OSPE |

Learning Resources:

| Sr.No | Text/ Reference Books | Edition |
|-----------|---|---------------|
| 1. | Textbook of Public Health Dentistry, SS Hiremath | Third Edition |
| 2. | Textbook of Preventive and Community Dentistry, Joseph John | Third Edition |

Additional Learning Resources:

| | |
|--------------------|--|
| Hands on | Atraumatic restorative treatment (ART), Pits and Fissure sealant, Dental floss demonstration, Tooth brushing techniques, Plaque disclosing tablets, Cavity preparation |
| Skills Lab | Atraumatic restorative treatment (ART), Pits and Fissure sealant, Dental floss demonstration, Tooth brushing techniques, Plaque disclosing tablets, Cavity preparation |
| Videos | Videos related to topic e.g. https://www.youtube.com/watch?v=AFroGF2f8KU |
| Internet Resources | Online HEC Library, WDC IMS |



Women Dental College, Abbottabad

Assessment Methods:

MCQs:

Multiple Choice questions; Single best Type

OSPE/OSCE: Objective Structured Practical/Clinical examination

Presentation:

Multiple Choice Questions:

1. Single best type MCQs having five options with one correct answer and four distractors are part of assessment.
2. Correct answer carries one mark, and incorrect will be marked zero. Rule of negative marking is not applicable.
3. Students mark their responses on specified computer-based designed sheet.

Objective Structured Practical/Clinical Examination

1. Five OSCE stations are used for formative as well as summative assessment.
2. Time allocated for each station is five minutes as per Examination rules of Khyber Medical University, Peshawar.
3. All students are rotated through the same stations.
4. Stations used are unobserved, observed, interactive and rest stations.
5. On unobserved stations, models, lab reports, radiographs, flowcharts, case scenarios may be used to assess cognitive domain.
6. On observed station, examiners don't interact with candidate and just observe the performance of skills /procedures.
7. On interactive station, examiner ask questions related to the task within the allocated time.
8. On rest station, students are not given any task. They just wait to move to the next station.



Women Dental College, Abbottabad

Presentation:

Students are given topics for presentation either individually or in groups. They are encouraged to prepare presentations on power point to enhance their understanding of the topic.

Internal Assessment Criteria:

1. 10% weightage of Internal Assessment in professional exam is policy of Khyber Medical University.
2. This Internal Assessment will comprise of following components
 - a) Attendance
 - b) Class presentations
 - c) Monthly tests
 - d) Midterms
 - e) Pre-Prof

Examination Rules & Regulations:

1. One class test of the subject may be held monthly, marks of which will be included in internal assessment. Marks for class test can vary according to syllabus and teachers' choice.
2. Mid-Term exam comprising 25 MCQs of single best type and 25 marks SEQs will be held in the middle of the session.
3. Pre-prof Exam comprising 25 MCQs of single best type and 25 marks SEQs will be conducted at the end of session before prep leaves.
4. The pattern of class tests, Mid-term & Pre-prof will be same as the Professional Exam taken by Khyber Medical University, Peshawar.
5. OSPEs will be conducted at the end of Mid-term & pre-prof Exam.

Feedback on Examination:

1. Students' feedback on assessment strategies will be taken in a preformed



Women Dental College, Abbottabad

proforma for feedback twice a year i.e., Mid-term and pre-prof exams.

2. Feedback of theory as well as OSPE & Viva will be taken.
3. Department of Medical Education & Quality Enhancement Cell in collaboration with Exam Cell of WDC is responsible to conduct this exercise.

Model Questions:

Multiple Choice Question

Question: Which of the following is the primary cause of periodontal disease

- a) Vitamin deficiency
- b) Systemic disease
- c) Plaque**
- d) Food habits
- e) Lifestyle



Women Dental College, Abbottabad

Short Answer Question:

Question:

- a. Define index. What are the rules for scoring DMFT. (2.5)
b. Briefly discuss sextant wise distribution of mouth for calculating CPITN. (2.5)

KEY

| ANSWERS | Weightage |
|--|-----------|
| <p>A) Definition: Index has been defined as a numerical value describing the relative status of population on a graduated scale with definite upper & lower limits.</p> <p>Rule for scoring DMFT Index:</p> <ol style="list-style-type: none">1) A tooth is considered to be erupted when occlusal surface or incisal edge is totally exposed.2) No tooth should be counted more than once3) Decayed, missing & filled teeth are recorded separately.4) Tooth lost or filled due to any other cause other than caries are not included. | 2.5 |
| <p>B) Sextant wise distribution: Dentition is divided into 6 sextants consisting of following teeth.</p> <ol style="list-style-type: none">1) 17-242) 13-233) 24-274) 37-345) 33-436) 44-47 <p>Scoring Criteria for CPITN: Code X: when one or no functional teeth are present in sextant. Code 1: Bleeding observed during or after probing.</p> | 2.5 |



Women Dental College, Abbottabad

| | | |
|---|--|--|
| Code 2: Supra or subgingival calculus seen or felt during probing. Code 3: Pathological pocket of 4-5mm. Code 4: Pathological pocket of 6mm or more | | |
| | | |

Suggestions for Next Academic Year:

- Active participation of students in data collection in different outreach programs.
- Interpretation and summarization of data after outreach programs.
- Organizing intracollege poster and research projects competition.

Prepared By: