



# Women Dental College, Abbottabad

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## STUDY GUIDE 3<sup>rd</sup> Year BDS Periodontology

**Description:** A periodontist is a dentist who specializes in the diagnosis, prevention and treatment of periodontal disease.

### Overview:

Program	Bachelor of Dental Surgery
Course Name	Periodontology
Contact Hours	200
Infrastructure Requirements	Lecture Hall Clinical Ward

### Faculty Responsible for Course Conduction:

Sr. No	Faculty	Designation
1.	Dr Uzair Ayub Khan	HOD
2.	Dr Maryam Khurshid	SR
3.	Dr Hira Ghani	MO



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## Details Of Supporting Staff:

Sr. No	Staff	Designation
1.	Mona Akbar	DSA
2.	Muhammad Ali	DSA

S.N o.	Topic	Learning Outcomes	Teaching Hours	Mode of Teaching	Assessment Tools
1.	<b>The normal periodontium</b>	<p>At the end of the session, students will be able to,</p> <ul style="list-style-type: none"> <li>• Explain development of tooth supporting structures</li> <li>• Describe anatomy of periodontium</li> <li>• Distinguish the microscopic features of the periodontium</li> <li>• Outline the nerve supply of the periodontium</li> <li>• Discuss effects of aging on the normal periodontium</li> </ul>	3 hours	Lecture	Models
2.	<b>Classification and epidemiology of periodontal diseases</b>	<ul style="list-style-type: none"> <li>• Classify gingival diseases (plaque and non plaque induced) gingivitis and periodontitis along with classification</li> <li>• Discuss development &amp; acquired deformities along with mucogingival deformities around teeth</li> <li>• Discuss the definition of epidemiology</li> <li>• Explain how to diagnose periodontal diseases and difference between chronic &amp; aggressive periodontitis</li> </ul>	<p>1 hours lecture in class</p> <p>1 hour in small group interactive session in ward</p>	Lecture	



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3.	<b>Etiology of Periodontal Diseases</b>	<ul style="list-style-type: none"> <li>• <b>Periodontal Microbiology</b></li> <li>• Discuss diversity of intraoral surfaces for bacterial adhesion and structure and composition of dental plaque</li> <li>• Explain different properties of dental plaque and association of plaque microorganisms with periodontal diseases</li> <li>• Explain the role of calculus &amp; other predisposing factor</li> <li>• <b>Host response and host bacterial interactions</b></li> <li>• Discuss genetic factors associated with periodontal disease</li> <li>• Explain basic concepts of immunity</li> <li>• Identify the cells of immunity and inflammation</li> <li>• Explain microbial interactions with host in periodontal diseases</li> <li>• Describe host response and potential targets for host modulation</li> <li>• Illustrate host modulator therapy</li> </ul>	2 hour in class 2 hour in small group interactive session in ward	Lecture	
4.	<b>Relationship between periodontal disease and systemic health</b>	<ul style="list-style-type: none"> <li>• Discuss influence of systemic disorders &amp; stress on the periodontium</li> <li>• Summarize the treatment of medically compromised patients</li> </ul>	1 hour lecture in class  1 hour in small group interactive session in ward	Lecture	
5.	<b>Gingival and periodontal diseases</b>	<p style="text-align: center;">Periodontal Pathology</p> <ul style="list-style-type: none"> <li>• Describe defense mechanism of the gingiva</li> <li>• Define and explain gingival inflammation and its 4 stages</li> <li>• Explain in detail gingival enlargement, acute gingival infections, gingival diseases in</li> </ul>	10 hours lecture in class  1 hour in small group	Lecture  Mcqs  Seqs	



		<p>childhood and desquamative gingivitis</p> <p><b>Periodontal diseases</b></p> <p><b>1. Periodontal pockets</b></p> <ul style="list-style-type: none"> <li>• Define and classify periodontal pockets</li> <li>• Explain the clinical features, pathogenesis, histopathology of soft and hard tissue wall of periodontal pocket</li> <li>• List the treatment options for periodontal pocket</li> </ul> <p><b>2. Bone loss &amp; its pattern</b></p> <ul style="list-style-type: none"> <li>• Enumerate bone loss pattern in periodontal disease</li> <li>• Describe Bone destruction caused by trauma from occlusion &amp; systemic disorders</li> <li>• Enumerate Factors determining bone morphology in periodontal disease</li> </ul> <p><b>3. Chronic Periodontitis</b></p> <ul style="list-style-type: none"> <li>• Explain and correlate clinical &amp; histopathological features of chronic periodontitis</li> <li>• Name the disease distribution</li> <li>• Write the management</li> <li>• Determine the risk factors of chronic periodontitis</li> </ul> <p><b>4. Aggressive periodontitis</b></p> <ul style="list-style-type: none"> <li>• Name clinical features, general characteristics, disease distribution, background and</li> </ul>	<p>interactive session</p>		
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		<p>management of aggressive periodontitis</p> <ul style="list-style-type: none"> <li>Enumerate the risk factors for the disease</li> </ul> <p><b>5. Necrotizing ulcerative gingivitis and periodontitis</b></p> <ul style="list-style-type: none"> <li>Discuss etiology, clinical features, microbiology involved, diagnosis and treatment of necrotizing ulcerative gingivitis and periodontitis</li> </ul> <p><b>6. Trauma from occlusion</b></p> <ul style="list-style-type: none"> <li>Differentiate between Acute and chronic trauma</li> <li>Differentiate between primary and secondary trauma</li> <li>Outline consequences of trauma and tissue response of trauma</li> <li>Explain diagnosis of occlusal trauma and occlusal adjustment</li> <li>Define and summarize splinting</li> </ul> <p><b>7. Periodontal response to external forces</b></p>			
6.	Diagnosis, prognosis & treatment planning	<p><b>1. Periodontal examination</b></p> <ul style="list-style-type: none"> <li>Discuss history taking and diagnosis</li> <li>Explain periodontal screening and complete examination of oral cavity</li> </ul> <p><b>2. Periodontal diagnosis</b></p> <ul style="list-style-type: none"> <li>Report first and second visit of patient</li> <li>Discuss differential</li> </ul>	<p>1 hour lecture in class</p> <p>1 hour small group interactive session in ward</p>	Lecture	Patient



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		<p>diagnosis along with laboratory</p> <ul style="list-style-type: none"> <li>• Illustrate aids and clinical diagnosis</li> </ul>	2 hours clinical hands on involved		
7.	<b>Nonsurgical therapy</b>	<ul style="list-style-type: none"> <li>• Explain phase 1 periodontal therapy, retreatment of patient in case of reoccurrence</li> <li>• Describe mechanical and chemical plaque control</li> <li>• Summarize motivation, education &amp; instruction about oral hygiene and full mouth disinfection</li> </ul> <p><b>Instrumentations</b></p> <ul style="list-style-type: none"> <li>• Identify manual scaling instruments and ultrasonic scalers</li> </ul> <p><b>chemotherapeutic agents</b></p> <ul style="list-style-type: none"> <li>• Define definition</li> <li>• List antibiotics in periodontal diseases</li> <li>• Explain local drug delivery</li> <li>• Discuss scaling and root planing with advantages and disadvantages along with follow ups</li> </ul>	<p>1 hour lecture in class</p> <p>1 hour in small group interactive session in ward</p> <p>2 hours clinical hands on in ward</p>	Lecture	Instruments
8.	<b>Surgical therapy</b>	<ul style="list-style-type: none"> <li>• Summarize Phase 2 Periodontal therapy</li> <li>• Discuss General Principles of Periodontal Surgery</li> <li>• Explain Gingival Surgical techniques, Gingival Curettage and Gingivectomy</li> <li>• Enumerate treatment options of Gingival enlargement</li> <li>• Name Periodontal Flaps and tell about Flap Techniques for Periodontal pocket therapy</li> <li>• Define Resective Osseous therapy</li> <li>• Discuss Reconstructive Periodontal therapy</li> <li>• Explain Furcation involvement and treatment</li> </ul>	<p>1 hour lecture in class</p> <p>1 hour small group interactive session in ward</p> <p>2 hours clinical hands on in ward</p>	Lecture	Patient



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9.	<b>Dental Implantology</b>	<ul style="list-style-type: none"> <li>• Explain the basic introduction &amp; rationale of dental implants</li> <li>• Discuss treatment planning and complications</li> </ul>	1 hour lecture in class	Lecture	
10.	<b>Periodontal maintenance</b>	<ul style="list-style-type: none"> <li>• Rationale for supportive periodontal treatments are their maintenance programme</li> <li>• Enumerate classification of post periodontal treatment patients</li> <li>• Discuss splinting of teeth</li> <li>• Explain results of periodontal treatment</li> </ul>	1 hour lecture in class	Lecture	

## Learning Resources:

Sr.No	Text/ Reference Books	Edition
1.	Carranza	13 <sup>th</sup>
2.	Jan Linde	7 <sup>th</sup>

## Additional Learning Resources:

Hands on	Demonstration on patients, practice on phantom head, workshop and models
Videos	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=uOUhxg-do80">https://www.youtube.com/watch?v=uOUhxg-do80</a></li> <li>• <a href="https://www.yorbalindaperio.com/procedures-/peridontal-gum-disease-information/types-of-gum-disease/">https://www.yorbalindaperio.com/procedures-/peridontal-gum-disease-information/types-of-gum-disease/</a></li> <li>• <a href="https://www.youtube.com/watch?v=B35jRf4EKPA">https://www.youtube.com/watch?v=B35jRf4EKPA</a></li> </ul>
Internet Resources	<ul style="list-style-type: none"> <li>• <a href="https://www.youtube.com/watch?v=gwpKR4xYktQ">https://www.youtube.com/watch?v=gwpKR4xYktQ</a></li> <li>• <a href="https://www.youtube.com/watch?v=FZdXCMdpExo">https://www.youtube.com/watch?v=FZdXCMdpExo</a></li> <li>• <a href="https://www.youtube.com/watch?v=SHJhBMVkZns">https://www.youtube.com/watch?v=SHJhBMVkZns</a></li> </ul>





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## 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.



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## 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 marks**  
Theory 5%  
Practical 4%
  - b) **Class presentations= 2%**
  - c) **Ward tests= 3%**
  - d) **Midterms = 2%**
  - e) **Pre-Prof = 3%**
  - f) **Log books = 1%**

## 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.



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## Feedback On Examination:

1. Students' feedback on assessment strategies will be taken in a preformed 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 most commonly lost tooth due to furcation involvement?

- a) Maxillary molars
- b) Mandibular molars
- c) Maxillary premolars
- d) Mandibular premolars
- e) Central incisors



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## Short Answer Question:

a) Maxillary molars

## Suggestions For Next Academic Year:

To preplan your academic year you need to keep certain points in mind

- Figure out the learning style.
- Create realistic study plans.
- Make sensible rules to follow.
- Play the doctor role from day one be professional.
- Keep a record of everything on your computer.
- Mental health comes first.
- Developing new friendships.

**Prepared By:** Dr Uzair Ayub Khan  
Dr Maryam Khurshid  
Dr Hira Ghani ur Rehman



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