



Quetta College of dentistry

DEPARTMENT OF COMMUNITY AND PREVENTIVE DENTISTRY

STUDY GUIDE 2026

YEAR	BDS 2ND YR
BLOCK	I, II & III
SUBJECT	COMMUNITY AND PREVENTIVE DENTISTRY

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Vision Statement

The Quetta College 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.

Mission Statement

The Quetta College 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-portfolio

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.

02 .List of Faculty members

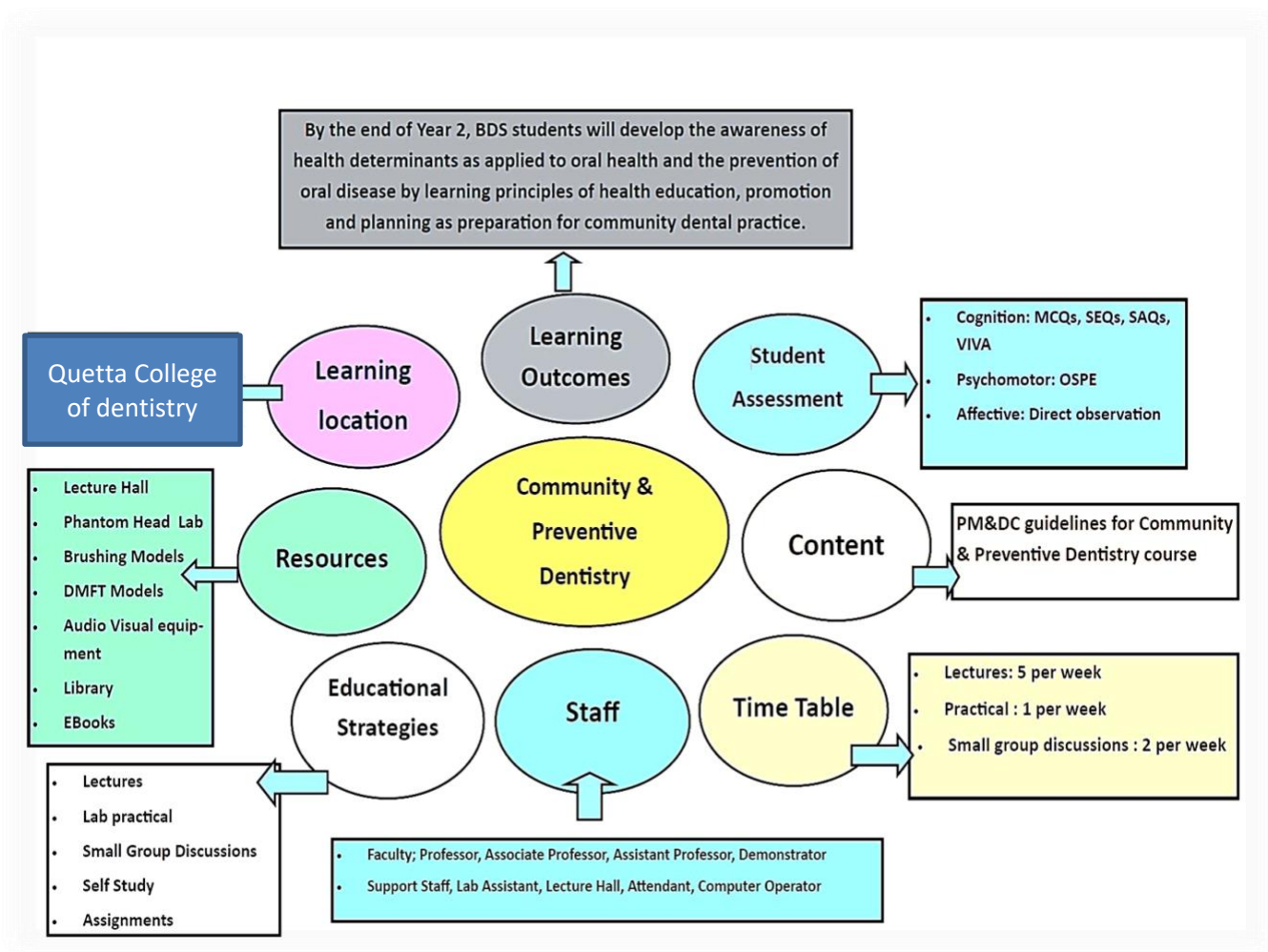
DEPARTMENT OF COMMUNITY & PREVENTIVE DENTISTRY			
1.	Dr. AMNA NAUMAN KHAN	HOD /ASSOCIATE PROFESSOR	BDS,MPH
2.	Dr. ZUBIA	ASSISTANT PROFESSOR	BDS ,MPH
3.	Dr. NIGARISH	SENIOR REGISTRAR	BDS, MPH,MHPE
4.	Dr. SUMMAYYA MAZHAR	DEMONSTRATOR	BDS, CHPE.
5.	Dr. AIMEL KHAN	DEMONSTRATOR	BDS.

03. 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 SECOND YEAR BDS

CURRICULUM MAP



RESOURCES

- A. Teaching Resources
- B. Infrastructure Resources

A. Teaching Resources

i. Faculty members

DEPARTMENT OF COMMUNITY & PREVENTIVE DENTISTRY			
1.	Dr. AMNA NAUMAN KHAN	HOD /ASSOCIATE PROFESSOR	BDS,MPH
2.	Dr. ZUBIA	ASSISTANT PROFESSOR	BDS ,MPH
3.	Dr. NIGARISH	SENIOR REGISTRAR	BDS, MPH,MHPE
4.	Dr. SUMMAYYA MAZHAR	DEMONSTRATOR	BDS, CHPE.
5.	Dr. AIMEL KHAN	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) • Dental Plaque Disclosing gel/tablets. • Glass slab • Dycal Applicator • Xylocaine Spray/Gel • Perio probe • Examination Set (Mirror, tweezers, and probe) • Cement spatula • Plastic Instrument • 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 hand piece round burs • Polishing brushes • Fissure sealant • Dental Floss • CPITN probe
<p>4</p>	<p>Library/e Library</p>

Academic Calendar:

BLOCK I 12+1=13 weeks	BLOCK II 12+1=13 weeks	BLOCK III 12+1=13 weeks
Research Methodology & Evidence based Medicine, Behavioral Sciences		

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.

Student's practical logbooks

- The logbook is maintained with the complete progress of practical's 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, and 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 Quetta. 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 AMNA NAUMAN KHAN, DR ZUBIA.

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

By DR NIGARISH, DR SUMMAYYA MAZHAR, DR AIMEL KHAN.

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

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



**2nd YEAR BDS 1st BATCH (SESSION 2026-2027) ACADEMIC
CALENDAR/FORECAST TENTATIVE**

ACADEMIC/EXTRA-CURRICULAR ACTIVITIES	FROM	TO
COMMENCEMENT OF NEW SESSION	23 RD FEBURARY	
Orientation week	23 rd – 27 th Feb, 2026.	
World Oral health Day	20 th march,2026 (Fri)	
BLOCK I (12 weeks + 1 exam week)		
Block I (12+1 WEEKS)	23rd feb,26	15th May 2026
TENTATIVE EID UL FITAR HOLIDAYS (1 WEEK)	18 th March 26	24 th March 26
LABOUR DAY HOLIDAY	1 ST MAY,2026	
EOB EXAM I (1WEEK)	18 th may, 26	25 th may, 26
Pharmacology	18 th may,2026	Monday
Community and preventive dentistry	19 th may ,2026	Tuesday
Preclinical operative /preclinical prosthodontics	20 th may,26	Wednesday
Pathology	21 st may ,26	Thursday
Science of dental materials	22 nd may,26	Friday
TENTATIVE EID UL AZHA (1 WEEK)/SUMMER HOLIDAYS	26 th May, 26	31 st May, 26
BLOCK II (12 WEEKS+ 1 WEEK EXAM)		
BLOCK II(12+1 WEEK)	1ST June,26	21 August,2026
TENTATIVE MUHARRAM HOLIDAYS	24 th June 26	25 th June 25
INDEPENDENCE DAY HOLIDAY	14 TH AUGUST,2026	
EOB EXAM II	24 TH Aug, 26	28 th Aug , 26
Pharmacology	24 th Aug,26	Monday
Community and preventive dentistry	25 th Aug ,26	Tuesday
Preclinical operative /preclinical prosthodontics	26 th Aug ,26	Wednesday
Pathology	27 th Aug ,26	Thursday
Science of dental materials	28 TH Aug,26	Friday
BLOCK III (12 Weeks+ 1 Exam week)		
Block III	31 ST Aug,26	20 th Nov,26

DEFENCE DAY	6 th sep,2026	
prep leaves for pre-annual exam(2wks)	23 rd Nov 26	4 TH Dec 26
PRE ANNUAL EXAM(3WKS)	7 th Dec 26	31 st Dec 26
PHARMACOLGY	7 TH Dec ,26	Monday
COMMUNITY AND PREVENTIVE DENTISTRY	9 TH Dec,26	Wednesday
SCIENCE OF DENTAL MATERIAL	11 TH Dec,26	Friday
PATHOLOGY	14 th Dec ,26	Monday
PRE-CLINICAL OPERATIVE/PRE-CLINICAL PROSTHODONTICS	16 th Dec,26	Wednesday
PRACTICAL'S	18 th Dec,27 (Friday)	24th Dec,26 (Friday)
PREP LEAVES(3WKS)	28 th Dec,26	22 nd Jan, 27
ANNUAL/PROF EXAM DATE BY NUMS	25th JAN 2027	

BRIG MUZAMMIL JAMEEL AHMED RANA
DEAN QCD

05. Time Frame

Course duration: 36 weeks

Lectures:

MONDAY: 10:10am to 11.00 am

TUESDAY: 11.15 am to 12.05Pm

WEDNESDAY: : 10:10am to 11.00 am

Practical session/tutorials:

Wednesday: 11.15 am to 12.05Pm

Thursdays: 11.15 am to 12.05Pm

FRIDAY: 11.15 am to 12.05Pm

Teaching Hours Lectures = $(2.5 * 36) = 90$ hours

Practical sessions/tutorials/SGD = $2.5 * 36) = 90$ hours

COMMUNITY VISITS HRS; $3*7$ hrs=**21 hrs.**

Total teaching

Hours= $90+90+21$ =**201hrs**

PMDC required = 200

06. 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.

2nd YEAR BDS
07. BLOCK WISE DISTRIBUTION

BLOCK-I

COMMUNITY DENTISTRY	
Introduction to Public Health Dentistry	<ul style="list-style-type: none"> • Health, its dimensions, determinants & Indicators • Disease, Natural history, Iceberg of disease • Infection, Modes of transmission, Stages • Public Health, Vision, Essential services, Characteristics • Dental Public Health: Objectives, core areas, stages public & clinical health
Epidemiology	<ul style="list-style-type: none"> • Definition, Basic concepts, Uses and Principles. • Oral Epidemiology: Definition, Uses. • Epidemiology of Dental Caries • Epidemiology of Periodontal disease • Epidemiology of Oral cancer • Epidemiology of Malocclusion • Epidemiology of traumatic Injuries & Wasting diseases of teeth.
Oral indices	<ul style="list-style-type: none"> • Definition, Ideal requirements, purpose and uses, Classification of oral indices • Indices of Periodontal disease • Indices of Dental caries • Indices of Oral Hygiene • Indices of Fluorosis • Indices of Malocclusion
Health Education	<ul style="list-style-type: none"> • Objectives, General educational theories, Principles, Different methods and materials used, steps in planning oral health education • Health Promotion: Definition, Principles, Approaches, Ottawa Charter and its components.

BLOCK-II

COMMUNITY DENTISTRY	
Prevention:	<ul style="list-style-type: none">• Levels of prevention, WHO strategy• Screening• Prevention of Dental caries: Diet counselling, Caries activity test, plaque control• Plaque disclosing agents• Pits and fissure sealants• Atraumatic restorative technique• Caries risk assessment• Cariogram & Dental caries vaccine• Minimal Invasive Dentistry• Oral hygiene Aids• Prevention of Oral cancer• Prevention of Periodontal disease• Prevention of wasting diseases of teeth• Fluorides in Dentistry
Occupational Hazards in Dentistry	<ul style="list-style-type: none">• Infection control in Dentistry• Nutrition and Oral health• Environment & Health• Ergonomics in Dentistry

BLOCK-III

COMMUNITY DENTISTRY	
Health care delivery system	<ul style="list-style-type: none"> • National health policy of Pakistan • Problems in health care system of Pakistan • Primary Health Care • Dental needs and resources • Health need assessment • Health Planning • Survey, Path finder surveys and Scientific method in dental epidemiology • Evaluation • Dental Auxiliaries • Financing in Health care • Dental practice management • Comprehensive dental care
Introduction to Epidemiology	<ul style="list-style-type: none"> • Incidence and Prevalence • Classification of epidemiological studies • Descriptive Epidemiology • Analytical studies • Experimental studies • Bias & types • Research proposal writing • Introduction to Biostatistics • Data, Types of Data, Presentation of Data, • Variables • Measure of central tendency • Outliers • Measure of dispersion • Sampling & Types of sampling, Sample size calculation, Sampling frame, Sampling error • Normal distribution & normal distribution curve • Probability and its significance • Statistical testing • Types of parametric and nonparametric tests • Systematic Review • SPSS • Endnote • Plagiarism

Evidence Based Dentistry	
Ethics in Medicalprofession	

COMMUNITY DENTISTRY THEORY STUDY GUIDE

08. COMMUNITY & PREVENTIVE DENTISTRY

S. NO	TOPIC/ THEME	LEARNING OUTCOMES	LEARNING OBJECTIVES	INSTRUCTIONAL STRATEGIES	ASSESSMENT TOOLS
1	Health	<p>At the end of the session students will be able to:</p> <p>Outline basic concepts in Health, Disease & Infection and</p> <p>To demonstrate a knowledge Regarding scope of Public & Dental Public Health</p>	<p>By the end of Section I, students will be able to:</p> <ul style="list-style-type: none"> • Define Health, Oral health • Define Community medicine, Community / Public health dentistry 	<p>LGIS & Skill Lab</p>	<p>MCQs</p> <p>SEQs</p>
	Disease		<ul style="list-style-type: none"> • Define health • Describe different concepts & perspectives of health • Explain different dimensions of health • Describe determinants of health • Outline Indicators of health 		
	Infection		<ul style="list-style-type: none"> • Define disease • Outline different concept of disease • Describe natural history of disease • Describe Iceberg phenomenon of Disease 		
	Public Health		<ul style="list-style-type: none"> • Define infection • Describe modes of transmission • Explain Stages of infection 		
			<ul style="list-style-type: none"> • Define public health • Describe different concepts of public health • Define the vision and mission of public health 		

			<ul style="list-style-type: none"> • Highlight essential public health services • Describe different characteristics of public health methods • Highlight public health techniques 		
	Dental Public Health		<ul style="list-style-type: none"> • Define Objectives of public health dentistry • Definition of dental public health • Outline core areas in public health dentistry • Explain stages of public and clinical health practice • Compare similarities and differences in public and private dental practice 		

EPIDEMIOLOGY OF ORAL DISEASES AND ORAL INDICES

2			By the end of Section II, students will be able to:		
	Epidemiology	At the end of the session students will be able to:	<ul style="list-style-type: none"> • Define epidemiology • Outline History of epidemiology • Summarize basic concepts • Explain Uses and Principles. 	<p align="center">LGIS</p> <p align="center">SGD</p>	<p align="center">MCQs</p> <p align="center">SEQs</p>
	Oral Epidemiology		<ul style="list-style-type: none"> • Define Oral Epidemiology & its Uses 	Demonstration	OSPE
	Dental Caries	Demonstrate knowledge of basic principles Of Epidemiology & Epidemiology	<ul style="list-style-type: none"> • Define Dental caries • Describe Epidemiological triad of dental caries • Outline theories related to causation • Identify factors associated with dental caries • Explain Prevalence in Pakistan & associated factors 	<p align="center">Videos</p> <p align="center">PBL</p> <p align="center">&</p> <p align="center">Skill Lab</p>	

Periodontal Disease	of Oral Diseases & Application of Oral Indices	<ul style="list-style-type: none"> • Define periodontal disease • Describe Epidemiological triad of periodontal disease • Explain Prevalence in Pakistan and associated factors 		
Oral Cancer		<ul style="list-style-type: none"> • Define oral cancer • Identify the signs and symptoms of oral cancer • List different types of carcinomas • Outline the epidemiology of oral cancer in Pakistan • Describe agent, host and environmental factors related to oral cancer 		
Malocclusion		<ul style="list-style-type: none"> • Classify malocclusion • Discuss Causes of malocclusion • Describe Epidemiological triad of malocclusion and oro-facial defects • Explain Prevalence in Pakistan and associated factors 		
Wasting Diseases of teeth		<ul style="list-style-type: none"> • Define Tooth Wear, Attrition & Abrasion • Define Erosion of tooth • Define Abfraction • Understand Epidemiology of Tooth Wear 		
Oral Indices		<ul style="list-style-type: none"> • Define an index • Identify ideal requirements of an index • Outline purpose • Describe uses of an index • Describe the classification of oral indices 		

Dental Caries
Indices

- Identify different Indices used

			<p>for Dental caries</p> <ul style="list-style-type: none"> • Define the DMFT and dft Index, • Describe Procedure to check, Index teeth to be examined & Scoring criteria • Define the PUFA and CAST index • Show Procedure to check • Identify Index teeth to be examined & Scoring criteria 		
	Oral Hygiene Indices		<ul style="list-style-type: none"> • Define the OHS and SBI index • Explain Procedure to check, Index teeth to be examined • Describe scoring criteria • Explain Nominal scale for interpretation 		
	Periodontal Indices		<ul style="list-style-type: none"> • Define gingival index • Explain procedure to check, Index teeth to be examined & Scoring criteria • Define the PI and PHP index, • Describe Procedure to check, Index teeth to be examined & Scoring criteria • Describe Nominal scale for interpretation • Define the CPITN Index, Instruments used, Procedure to check, Index teeth to be examined and Scoring criteria 		

Fluorosis
Index

- Define the term Fluorosis
- Describe Dean's Fluorosis

			Index, Procedure to check <ul style="list-style-type: none"> Identify Index teeth to be examined Describe scoring criteria 		
	Index for Malocclusion		<ul style="list-style-type: none"> Define the Angle's classification Explain Procedure to check & Scoring criteria 		

HEALTH EDUCATION AND HEALTH PROMOTION

3	Health Education	At the end of the session students will be able to: Outline basic Principles & Objectives of Health Education & Strategy of Health	By the end of Section III, students will be able to: <ul style="list-style-type: none"> Define health education Outline the objectives and key messages in health education Explain General educational theories Describe principles involved in health education. List the different methods and materials used in health education Describe the steps involved in planning oral health education. 	LGIS SGD Role play PBL & Skill Lab	MCQs SEQs OSPE
	Health Promotion	Promotion	<ul style="list-style-type: none"> Define Health promotion Outline Principles of health promotion Identify different approaches Describe Ottawa charter and its components with examples 		
4	Prevention	At the end of the session students will be able to:	By the end of Section IV, students will be able to:	LGIS	MCQs
			<ul style="list-style-type: none"> Define prevention Identify Levels of prevention 		

			<ul style="list-style-type: none"> Describe WHO strategy 	SGD	
	Screening	Demonstrate knowledge of different levels of Prevention & Prevention of Oral Diseases.	<ul style="list-style-type: none"> Define screening Identify Aims and objectives Enlist Basic screening test Describe types of screening Criteria for screening & Uses of screening 	Demonstration	SEQs
	Prevention of Dental Caries	Outline role of Fluorides in Dentistry	<ul style="list-style-type: none"> Define prevention & Levels of prevention Identify Plaque control methods Describe Mechanical and chemical plaque control Define caries Describe caries activity test Outline Indications, advantages of caries test Describe Types of caries test & Procedure to carry out test Define plaque and its contents Define plaque disclosing agents Describe purpose & Types of disclosing agents Explain Method of application Define pits and fissure sealants Enlist Advantages of pits and fissure sealants Describe Indication and contraindications Describe Method of application & Material used 	Videos PBL & Skill Lab Portfolio	OSPE

- Define ART

			<ul style="list-style-type: none"> • Explain History & Rationale of ART • Outline Principles of using ART, Indications and contraindications • Enlist Instruments, Essential material & Working requirements • Describe Survival/success rate • Describe How to carry out Caries risk assessment • Describe Cario-gram • Discuss Dental caries vaccine • Explain Concept of MID 		
	Prevention of Oral cancer		<ul style="list-style-type: none"> • Define different levels of prevention • Plan prevention of oral cancer at different levels 		
	Prevention of Periodontal Disease		<ul style="list-style-type: none"> • Define different levels of prevention • Plan prevention of periodontal disease at different levels 		
	Prevention of Wasting diseases		<ul style="list-style-type: none"> • Describe how to prevent wasting diseases at different levels 		
	Fluorides in Dentistry		<ul style="list-style-type: none"> • Outline the historical background of fluoride in relation to dentistry • Understand the metabolism of fluoride • Explain the mechanism of actions of fluoride 		

			<ul style="list-style-type: none"> • Discuss the methods of introducing fluoride to prevent dental caries • Describe modes of administration of fluorides • Different methods of systemic delivery with their advantages and disadvantages • Define Required amount • Describe Reasons for fluoride rejection • Define topical fluorides • List indications for topical fluoride use • Describe different topical fluoride vehicles • Define defluoridation • Different methods of defluoridation, Advantages and disadvantages of each method • Define the term fluoride toxicity, Types of toxicity • Define Lethal dose of fluoride • Describe management of fluoride toxicity 		
	Occupational Hazards		<ul style="list-style-type: none"> • Define occupational hazards • Classify different hazards • Identify hazards related to profession of dentistry • Describe prevention of occupational hazards 		

Health
&

- Define Diet, nutrition, nutrients,

	Nutrition		<p>calories</p> <ul style="list-style-type: none"> • Enlist Basic nutrients • Describe structure, sources, daily requirement of different nutrients • Identify Deficiencies associated with different nutrients • Explain Management of deficiencies associated with them • Identify major nutritional problems in public health • Define balance diet • Describe food pyramid and daily portion requirements 		
	Infection control & Sterilization		<ul style="list-style-type: none"> • Define infection • Define sterilization & Methods of sterilization • Describe Sterilization of dental instruments • Explain how to control infection in dentistry 		
	Environmental Health		<ul style="list-style-type: none"> • Definition of Environmental health • Describe Water, Sources, Purification of water, Hardness of water • Identify health aspects of solid waste, Sources of solid waste, Different methods of waste disposal 		

- Define Air pollution, Sources

			<ul style="list-style-type: none"> Describe effects of air and noise pollution, Explain Prevention of air and noise pollution 		
	Ergonomics		<ul style="list-style-type: none"> Define ergonomics and its effects Describe the Psychosocial Factors and Work-related MSDs in Dentistry Explain prevention Strategies 		

HEALTH CARE DELIVERY SYSTEM

5	Health care Delivery System	At the end of the session students will be able to:	By the end of Section V, students will be able to:	LGIS SGD Demonstration PBL	MCQs SEQs
			<ul style="list-style-type: none"> Identify Partners in health Describe components of Health care system Explain Health care delivery system of Pakistan 		
			<ul style="list-style-type: none"> Describe National health policy of Pakistan 		
			<ul style="list-style-type: none"> Identify Problems in health care system of Pakistan Describe how to address them 		
	Primary Health care	Demonstrate the knowledge of Primary Health care & Healthcare Delivery system of Pakistan	<ul style="list-style-type: none"> Define primary health care Explain Elements of primary health care Understand Principles of primary health care Describe WHO strategy for PHC 		
			<ul style="list-style-type: none"> Define concept of needs & Demand 		
Need Assessment					

			<ul style="list-style-type: none"> • Understand types of needs • Describe Health need assessment 		
	Health Planning		<ul style="list-style-type: none"> • Definition of planning • Describe Purpose of planning • Enumerate Basic steps in the planning cycle 		
	Surveys		<ul style="list-style-type: none"> • Define survey • Outline Advantages • Describe modes of data collection & Types of investigations • Outline special characteristics of oral health surveys • Explain Path finder surveys, Index age groups for survey • Describe Scientific method in dental epidemiology 		
	Evaluation		<ul style="list-style-type: none"> • Define evaluation • List the reasons for conduction of evaluation • Explain the WHO criteria for evaluation of dental services. • Describe the different types of evaluation • Enumerate the guidelines for evaluation • Describe the different steps involved in evaluation process 		
	Dental Auxiliaries		<ul style="list-style-type: none"> • Define Dental auxiliaries • Describe types of auxiliaries & WHO classification of Dental 		

			<ul style="list-style-type: none"> • auxiliaries • Explain Dental Auxiliaries with their duties 		
	Payment for Dental care		<ul style="list-style-type: none"> • Classify payment plans • Explain mechanism of Payment for Dental Care • Outline Reimbursement of dentist 		
	Dental office management		<ul style="list-style-type: none"> • Describe Dental office establishment, Location selection, • Explain Financial Assistance • Describe Design of Dental Office, Personnel Management • Explain how Record Management is done • Understanding the Accounting and Other Financial Aspects What Factors are associated with successful dental practice • Identify Factors Influence the Dental Practice 		
			<ul style="list-style-type: none"> • Explain concept of Comprehensive Dental care 		

INTRODUCTION TO EPIDEMIOLOGY

6	General Epidemiology	At the end of the session students will be able to:	By the end of Section VI, students will be able to:	LGIS SGD Demonstration	MCQs SEQs
		Demonstrate the knowledge	<ul style="list-style-type: none"> • Define epidemiology • History of epidemiology • Classify epidemiological diseases • Aims of epidemiology 		

					OSPE
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		of Basics of Research Methodology & Biostatistics	<ul style="list-style-type: none"> • Measurements used in epidemiology • Uses of epidemiology 	Videos PBL & Skill Lab	
			<ul style="list-style-type: none"> • Incidence and prevalence definition and types of studies 		
			<ul style="list-style-type: none"> • Classification of Epidemiological studies 		
	Descriptive Epidemiology		<ul style="list-style-type: none"> • Concept of descriptive studies &Types of studies • Procedures in descriptive epidemiology • Uses of descriptive epidemiology • Designs of descriptive epidemiology 		
	Analytical Studies		<ul style="list-style-type: none"> • Explain analytical studies. • Describe Case-control study. • Indications, advantages and disadvantages • Define bias and list its different types. • Estimation of risk. • Describe cohort study. • General consideration while selection of cohorts • Types of cohort studies & Elements of cohort studies • Indications, advantages and disadvantages. • Estimation of risk 		

Experimental Epidemiology	<ul style="list-style-type: none">• Define experimental studies• Types & Aim of experimental	
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			<p>research</p> <ul style="list-style-type: none"> • Design of randomized control trials • Bias & types • Non randomized controlled trials 		
	Research Proposal		<ul style="list-style-type: none"> • Define research proposal • How to write research proposal 		
	Biostatistics		<ul style="list-style-type: none"> • Define data • Types of data, Presentation of Data • Variables, Types, • Measure of central tendency • Calculation of these measures, Uses • Outliers • Measure of dispersion, Uses • Sampling & Types of sampling • Sample size calculation, Sampling frame & Sampling error • Normal distribution & normal distribution curve • Probability and its significance • Statistical testing • Types of parametric and non-parametric tests • Where and how to apply these test. 		
			<ul style="list-style-type: none"> • Basics of systematic review 		
			<ul style="list-style-type: none"> • Basics of SPSS 		

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| | | <ul style="list-style-type: none">• Basics of Endnote | |
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	Plagiarism		<ul style="list-style-type: none"> • Define term Plagiarism • Basics of Plagiarism 		
	Evidence Based Dentistry		<ul style="list-style-type: none"> • Concept of EBD 		

BEHAVIORAL SCIENCES

7	Sociology	At the end of the session students will be able to:	By the end of Section VII, students will be able to:	LGIS SGD PBL	MCQs SEQs
			<ul style="list-style-type: none"> • Definition • Sociology as applied to dental public health 		
	Child Psychology	Demonstrate knowledge of Health	<ul style="list-style-type: none"> • Importance of Learning Child Psychology • Different Theories of Child Psychology 		
	Behavior management	behavior, and its management.	<ul style="list-style-type: none"> • How to manage Behavior in Community Dentistry 		
	Health Communication	Demonstrate a knowledge of the ethical Principles relevant to Dentistry	<ul style="list-style-type: none"> • Components of doctor patient relationship • Models of interaction between doctor and patient • Factors which influence doctor and patient communication 		
Ethics in Dentistry		<ul style="list-style-type: none"> • Define ethics • Principles & Codes of ethics • Unethical practices • Consent • How are Ethics and social sciences related • Basis of medical ethics • Duties and Obligation of Dentists towards Patients and Public 			

COMMUNITY DENTISTRY PRACTICAL STUDY GUIDE

09. COMMUNITY & PREVENTIVE DENTISTRY

S. NO	TOPIC/ THEME	LEARNING OUTCOMES	LEARNING OBJECTIVES	INSTRUCTIONAL STRATEGIES	ASSESSMENT TOOLS
		By the end of session student should be able to:			
1	Ergonomics Basics	Demonstrate the knowledge and practical skills related to Ergonomics	<ul style="list-style-type: none"> • Define ergonomics and its effects • Identify Musculoskeletal disorders in Dentistry • Illustrate the prevention of MSDs • Exercise of different Positioning 	SGD & Skill Lab & Role Play	OSPE & VIVA
2	History taking	Practical application of History taking	<ul style="list-style-type: none"> • Outline the Importance of history taking • Describe different components of history taking • How to take medical & dental history of a patient 	SGD & Skill Lab & Role Play	OSPE & VIVA
3	Examination	Practical application of oral & extra Oral examination	<ul style="list-style-type: none"> • To perform extra oral examination on patient • To perform intra oral examination on patient 	SGD & Skill Lab & Role Play	OSPE & VIVA
4	Oral indices	Demonstrate the knowledge related to Oral Indices	<ul style="list-style-type: none"> • Define an index • Identify ideal requirements of an index • Outline purpose • Describe uses of an index • Describe the classification of oral indices 	SGD & Skill Lab	VIVA
5	DMFT Index	Demonstrate the knowledge and practical skills related to DMFT and	<ul style="list-style-type: none"> • Define the DMFT and dft Index, • Describe Procedure to check • Index teeth to be examined • Scoring criteria • Recording procedure 	SGD &	OSPE &

		dft Index	<ul style="list-style-type: none"> • Calculations • Exercise on models 	Skill Lab	VIVA
6	CPITN Index	Demonstrate the knowledge and practical skills related to CPITN Index	<ul style="list-style-type: none"> • Define the CPITN Index • Instruments used • Procedure to check • Index teeth to be examined • Scoring criteria • Exercise on models 	SGD & Skill Lab	OSPE & VIVA
7	Dean's Fluorosis Index	Demonstrate the knowledge and practical skills related to Dean's Fluorosis Index	<ul style="list-style-type: none"> • Define the term Fluorosis • Describe Dean's Fluorosis Index • Procedure to check • Identify Index teeth to be examined • Describe scoring criteria • Exercise on models 	SGD & Skill Lab	OSPE & VIVA
8	Plaque Index	Demonstrate the knowledge and practical skills related to Plaque Index	<ul style="list-style-type: none"> • Define the PI index • Describe Procedure to check • Index teeth to be examined • Scoring criteria • Describe Nominal scale for interpretation • Exercise on models 	SGD & Skill Lab	OSPE & VIVA
9	Preventive dentistry	Demonstrate the knowledge and practical skills related to Pits & Fissure Sealants	<ul style="list-style-type: none"> • Define pits and fissure sealants • Enlist Advantages of pits and fissure sealants • Describe Indication and contraindications • Describe Method of application & Material used 	SGD & Skill Lab	OSPE & VIVA
		Demonstrate the knowledge and practical skills related to topical Fluorides	<ul style="list-style-type: none"> • Define topical fluorides • List indications for topical fluoride use • Describe different topical fluoride vehicles • Demonstrate method of application 	SGD & Skill Lab	OSPE & VIVA
		Demonstrate the knowledge and practical skills related to Plaque Disclosing agents	<ul style="list-style-type: none"> • Define plaque and its contents • Define plaque disclosing agents • Describe purpose & types of disclosing agents • Practical demonstration 	SGD & Skill Lab	OSPE & VIVA

10	Oral hygiene measures	Demonstrate the knowledge and practical skills related to Tooth brushing	<ul style="list-style-type: none"> Identify Plaque control methods Describe Mechanical and chemical plaque control Different methods of tooth brushing demonstration on models 	SGD & Skill Lab	OSPE & VIVA
		Demonstrate the knowledge and practical skills related to Flossing techniques	<ul style="list-style-type: none"> Types of Dental floss Different flossing techniques Flossing demonstration on model 	SGD & Skill Lab	OSPE & VIVA
11	Oral hygiene instructions	Demonstrate the knowledge and practical skills related to Oral hygiene instructions	<ul style="list-style-type: none"> Knowledge related to principles and modes of oral Health education Principles of health promotion Skills related to patient education for prevention of different oral diseases 	SGD & Skill Lab & Role play	OSPE & VIVA
12	Dental instruments	Demonstrate the knowledge and practical skills related to Dental instruments	<ul style="list-style-type: none"> Identify Dental instruments Different parts of instruments Indications for use 	SGD & Skill Lab	OSPE & VIVA
13	Dental materials	Demonstrate the knowledge and practical skills related to Dental materials	<ul style="list-style-type: none"> Identify dental materials used in preventive dentistry Uses of the materials Practical application of materials 	SGD & Skill Lab	OSPE & VIVA
14	Atraumatic restorative Technique	Demonstrate the knowledge and practical skills related to Atraumatic restorative Technique	<ul style="list-style-type: none"> Define ART Explain History & Rationale of ART Outline Principles of using ART Indications & contraindications Instruments used Essential material & Working requirements Practical application on extracted teeth 	SGD & Skill Lab	OSPE & VIVA
	Cross Infection Control	Demonstrate the knowledge and practical skills related to a. Hand washing and Personal Protective	<ul style="list-style-type: none"> Define infection Define sterilization Describe Methods of sterilization Describe Sterilization of dental 	SGD & Skill Lab	OSPE &

15		<p>Equipment</p> <p>b. Needle stick Injury & Immunization</p> <p>c. Disinfection & Sterilization</p> <p>d. Waste Disposal</p> <p>e. Disinfection of Dental Unit</p>	<p>instruments</p> <ul style="list-style-type: none"> • Explain how to control infection in dentistry • Special hand hygiene consideration • Personal protective equipment • Management of needle stick injury protocol • Cross infection control in dentistry 	<p>&</p> <p>Role play</p>	<p>VIVA</p>
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10. 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. Amna Nauman khan/Dr. Zubia				
	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		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. AMNA NAUMAN KHAN/DR ZUBIA

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
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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 AMNA NAUMAN KHAN,DR ZUBIA,DR NIGARISH,DR AIMAL KHAN ,Dr. SUMMAYYA MAZHAR

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 AMNA NAUMAN KHAN,DR ZUBIA,DR NIGARISH,DR AIMAL KHAN ,Dr. SUMMAYYA MAZHAR

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
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17.	Cross Infection Control	P	Lecture/ Practical	SEQ/MCQ/ VIVA/OSPE
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18.	Health Education	C1	Lecture	SEQ/MCQ/VIVA
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19.	Oral Health Promotion/Ottawa Charter	C1	Lecture	SEQ/MCQ/VIVA
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20.	Trends in Oral Health	C2	Lecture	SEQ/MCQ/VIVA
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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
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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
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23.	Environment and Oral Health	C2	Lecture/ practical	SEQ/MCQ/VIVA/ OPSE
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24.	Air/Noise pollution	C2	Lecture	SEQ/MCQ/VIVA
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V. Dental health care delivery systems

Topic Weightage:19%

Time Allocation: 7 Weeks

Assessment in final exam: 5 MCQs and 1 SEQ

By Dr. ZUBIA/DR AMNA NAUMAN KHAN

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
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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 AMNA NAUMAN KHAN,DR ZUBIA,DR NIGARISH,DR AIMAL KHAN ,Dr. SUMMAYYA MAZHAR				
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

11. 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, 3rd 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.

12. 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 group's 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.

13. 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

14. 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.