



# **Quetta College of Dentistry**

## **Department of Paediatric Dentistry**

**(2028)**

### **Study Guide**

<b>YEAR</b>	<b>BDS 4<sup>th</sup> YR</b>
<b>BLOCK</b>	<b>I, II &amp; III</b>
<b>SUBJECT</b>	<b>Paediatric Dentistry</b>

## **VISION**

To emerge as a distinguished center of excellence in dental care and dental education, encouraging and disseminating research and patient care, recognized for empowering its students and faculty and producing dentists of excellence engaged in providing outstanding dental care and services in Balochistan.

## **MISSION**

To lead Balochistan towards international quality of healthcare standards by educating and inspiring individuals to be exemplary dentists and researchers in dental health, scholars in discovery and adopters of innovative technology to improve the health and well-being of all.

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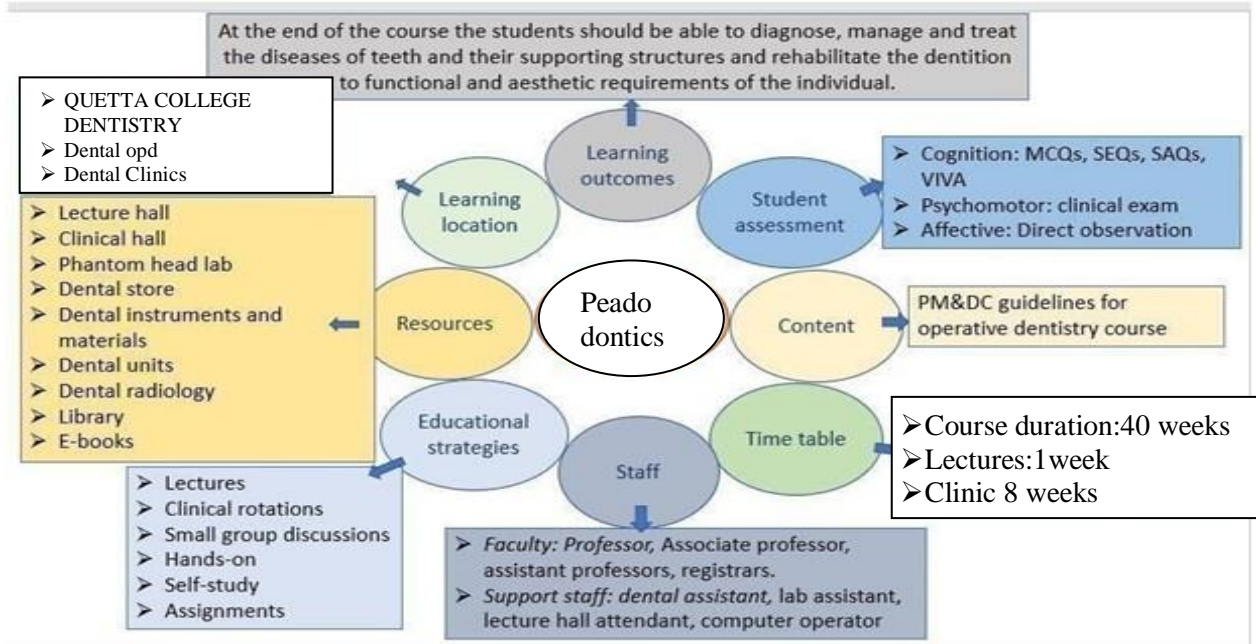
SAMPLE THEORY PAPER QUESTIONS

# **INTRODUCTION TO PAEDIATRIC DENTISTRY**

Pedodontics is the division of dentistry concerned with diagnosis and treatment of conditions of the teeth and mouth in children Including restoring and maintaining the primary mixed and permanent dentition, applying preventive measures for dental caries and periodontal diseases; preventing, intercepting and correcting occlusal problems and training the child to accept dental care.

# Department Of Paediatric Dentistry

## Curriculum Map



## **Resources-**

- Teaching resources
- Supporting staff
- Infrastructure resources

## **Teaching Resources**

<b><u>PAEDIATRIC DENTISTRY</u></b>			
1	Prof.Dr.	HOD	
2	Dr.Mahnoor Baloch	Demonstrator	BDS
3	Dr. Rafiullah	Demonstrator	BDS

## **Supporting Staff**

<b><u>PAEDIATRIC DENTISTRY</u></b>		
1.	Abdul Qahir	Dental Surgery Assistant
2.	Shafatullah	Dental Surgery Assistant

Sr No.	Infrastructure Resources	Quantity
1	Operating Hall <ul style="list-style-type: none"> <li>● Paediatric Dentistry</li> </ul>	<ul style="list-style-type: none"> <li>● 01</li> </ul>
2	Dental Units <ul style="list-style-type: none"> <li>● PediatricDentistry</li> </ul>	<ul style="list-style-type: none"> <li>● 06</li> </ul>
3	<ul style="list-style-type: none"> <li>● DentalStools</li> </ul>	<ul style="list-style-type: none"> <li>● 06</li> </ul>
5	Phantom Head labs <ul style="list-style-type: none"> <li>● Lab A–Phantom Head</li> <li>● Lab B–Phantom Head</li> </ul>	<ul style="list-style-type: none"> <li>● 01</li> <li>● 23</li> <li>● 22</li> </ul>
6	Reception	<ul style="list-style-type: none"> <li>● 01</li> </ul>
7	Instrument Delivery Room	<ul style="list-style-type: none"> <li>● 01</li> </ul>
8	Locker Room	<ul style="list-style-type: none"> <li>● 01</li> </ul>
9	Conference Room	<ul style="list-style-type: none"> <li>● 01</li> </ul>

<b>Final YEAR BDS 1<sup>st</sup> BATCH (SESSION 2028-2029) TENTATIVE ACADEMIC CALENDAR/FORECAST</b>		
<b>ACADEMIC/EXTRA-CURRICULAR ACTIVITIES</b>	<b>FROM</b>	<b>TO</b>
COMMENCEMENT OF NEW SESSION	17-1-2028	
<b>BLOCK I (12 WEEKS + 2 WEEKS EXAM )</b>		
<b>BLOCK 1(6 Weeks)</b>	17-1-2028	25-2-2028
<b>EID UL FITAR HOLIDAYS (1 WEEK) Tentative</b>	<b>28-2-2028</b>	<b>3-3-2028</b>
<b>BLOCK 1(6 Weeks)</b>	6-3-2028	14-4-2028
<b>EOB EXAM I</b>	17-4-2028	28-4-2028
<b>BLOCK II (12 WEEKS+ 2 WEEKS EXAM)</b>		
<b>BLOCK II</b>	1-5-2028	3-5-2028
<b>EidulAdha (Tentative)</b>	4-5-2028	12-5-2028
<b>BLOCK II(12 Weeks)</b>	15-5-2028	4-8-2028
<b>MUHARRAM TENTATIVE</b>	31-5-2028	2-6-2028
<b>EOB EXAM II</b>	7-8-2028	18-8-2028
<b>PAKISTAN DAY</b>	<b>14 AUGUST 2028</b>	
<b>BLOCK III (12 WEEKS+2 WEEKS EXAM)</b>		
<b>BLOCK III (12 WEEKS)</b>	21-8-2028	17-11-2028
<b>PRE PROF-LEAVE (1 WEEK)</b>	20-11-2028	24-11-2028
<b>PRE PROF-EXAM</b>	27-11-2028	8-12-2028
<b>PREP LEAVES (4 WEEKS)</b>	11-12-2028	5-1-2029
<b>ANNUAL/PROF EXAM DATE BY NUMS</b>	<b>8-1-2029</b>	

# TEACHING AND LEARNING STRATEGIES

Multiple educational methods are used consisting of interactive lectures, group discussions ,clinical training/practical, manual dexterity sessions and self-study.

## (i) **Methods for Achieving Cognitive Objectives**

- Diagnosis and treatment planning
- Interactive lectures using audiovisual aids through powerpoint presentation
- Group discussions both large groups and small groups
- Tutorials
- Collaborative learning
- Self-study and reading from reference resources recommended.

## (ii) **Methods for Achieving Psychomotor Objectives**

- Clinical Demonstrations
- Hands-on Clinical Training
- Individual Clinical Supervision

## (iii) **Methods for Achieving Effective Objectives**

- Interaction with peers, group members, teachers, support staff etc.
- Group discussions(small and large)
- Oral presentations by the student

# **LEARNING METHODOLOGIES**

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

- Interactive Lectures
- Clinical Demonstrations
- Small Group Discussions
- Case-Based Learning
- Clinical Rotations
- Individual Skills Sessions
- E-Learning
- Self-Directed Study

## **INTERACTIVE LECTURES**

In a large group, the lecturer introduces a topic or common clinical conditions and explains the underlying phenomena through questions, pictures, videos of patients, interviews, exercise etc. students are actively involved in the learning process.

## **CLINICAL DEMONSTRATIONS:**

In small groups, students observe patients with signs and symptoms in hospital or clinical settings. This helps students to relate knowledge of basic and clinical science of the relevant module.

## **SMALL GROUP DISCUSSIONS (SGD)**

This format helps students to clarify concepts and acquires skills or attitudes. Sessions are structured with the help of specific exercises such as patient cases, interviews or discussion topics. Students exchange opinions and apply knowledge gained from lectures, tutorials and self-study. The facilitator role is to ask probing questions, summarize, or rephrase to help clarify concepts.

## **CASE-BASED LEARNING**

A small group discussion format where learning is focused around a series of questions based on a clinical scenario. Students discuss and answer the questions applying relevant knowledge gained in clinical and basic health sciences during the module.

## **CLINICAL ROTATIONS (CR)**

Clinical rotations for clinical subjects like Operative Dentistry, Orthodontics, Prosthodontics and Oral Surgery are scheduled for student learning.

## **INDIVIDUAL SKILLS SESSION**

Skills relevant to each module are observed and practiced where applicable in the skills laboratory.

## **SELF DIRECTED STUDY**

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

## **E-LEARNING**

E-Learning is a strategy by which learning occurs through the utilization of electronic media, typically the Internet. The basic aspects of medical professionalism and ethics will be addressed through an E-Learning course.

# **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 has to 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:**

### **Lectures delivery by:**

Demonstrations

- Dr Mahnoor
- Dr Rafiullah

Support Staff

- Dental Assistants 02
- Lab Assistant 01
- Computer Assistant

## **Time frame**

### **Course duration:**

- Lectures:40 weeks
- Clinical rotations:08 weeks per rotation

### **Lectures:**

#### **Paediatric Dentistry**

- Wednesday:(9:30to 10:30am)  
Study hours 1lecture/2 weeks=20hours

### **Practical/Clinical training:**

- Pedodontics: as per PMDC 100 hours
- 1 hour/2 weeks LGIS=20 hours
- 8 weeks clinical rotation each group
- 3 hours/day for 5 days/week=15 hours=120 hours/8weeks
- Total hours= 140 hours

## **Course outline**

### **Section: Paediatric Dentistry**

The subject of Paediatric Dentistry deals with diagnosis and comprehensive dental/oral management of children from birth through adolescence including those with special care needs. The major focus is on preventive strategies to reduce the burden of dental diseases in children, who make up 40% of the population in the country. The Department's philosophy is centered on evidence-based treatment planning and comprehensive patient care. Guidance is provided to the students in behavior management of children through various psychological behavior management techniques. The students are also familiarized with pharmaceutical behavioral management techniques such as minimal sedation and complete oral rehabilitation under GA.

Didactic and clinical training is imparted in the areas of pulp therapy in primary and young permanent teeth, and restoration of primary and young permanent teeth including full crown coverage through classical and latest options available. Prevention and management of dental trauma to primary and young permanent teeth is also taught. Management of various deleterious oral habits in children and prevention of its detrimental sequelae are also taught and practiced.

The students are trained in minor oral surgery concentrating mainly on safe administration of local anesthesia and extraction techniques in young children. Various areas of interceptive orthodontics are also taught focusing on space maintenance and space maintainers after immature loss of primary teeth.

The students are also taught about developmental dental disturbances, periodontal diseases in children, oral manifestations of infection diseases in children, dental management of intellectually challenged children and those with systemic diseases.

The students are educated on how to manage various dental emergencies in children emphasizing focus on the whole child rather than just the dental injury; and managing the children's behavior and parental concerns at those critical times.

**TABLE OF SPECIFICATIONS**

Topics & Objectives	Faculty	Learning Domain (CPA)	Learning Strategy	Assessment				
				Clinical	Viva	OSPE	NUMS MCQs	NUMS SEQs
<b>SECTION: Paediatric Dentistry</b>								
<b>CHILD MANAGEMENT IN DENTAL PRACTICE</b> Treatment planning and factors to be considered while treating Paediatric patients  <b>CLINICAL DIAGNOSIS OF PAEDIATRIC DENTAL DISEASES</b> ➤ Early childhood disease ➤ Rampant caries ➤ Fluorosis ➤ Congenital dental anomalies	Dr.	CA	Lecture/Small Group Discussion ,Case Based Discussion		√	√	4	1
<b>PREVENTION OF DENTAL DISEASES</b> - Significance of prenatal counseling - define oral prophylaxis and discuss its importance Discuss preventive measures for caries control in children :fluoride administration/dietary management/counseling/home care	Dr.	CPA			√	√	3	
<b>TREATMENT MODALITIES FOR DECIDUOUS TEETH</b> Restorative dentistry for primary dentition using composite , compomers , glass ionomers and stainlesssteel crowns  Vital and nonvital pulp therapy for primary and young permanent teeth: apexification,apexogenesis, pulpotomy and pulpectomy	Dr.	CPA	Lecture/Small Group Discussion/Patient Interaction		√	√	3	1
<b>CHILDHOOD IMPAIRMENTS AND DISABILITIES</b> - Discuss and highlight significance of different types of impairment in management of Paediatric patients > intellectual impairment > Physical impairment Deafness/ Hearing Impairment	Dr.	C	Lecture/Case Based Discussion		√	√		
<b>RADIOLOGY IN PAEDODONTICS</b>	Dr.	CPA	Lecture/Small Group Discussion/ Patient Interaction		√		1	
<b>INJURY TO PRIMARY AND PERMANENT TEETH</b> - Discuss different types of	Dr.	CPA	Lecture/ Small Group Discussion/ Patient Interaction		√		3	

<p>dental injuries to primary and permanent dentition, focusing on management of such cases</p>								
<p><b>ANESTHESIA AND SEDATION</b></p> <p>- Define pain control and use of local anesthesia in Paediatric patients</p> <p>-Indicate use of nitrous oxide as sedation for Paediatric patients , highlighting its significance and efficacy</p>	<p><b>Dr.</b></p>	<p><b>CPA</b></p>	<p>Lecture/Small Group Discussion/Demonstration/ Patient Interaction</p>		√	√	<b>1</b>	

## LEARNING OUTCOMES

Topic/theme	Course Content	Learning Outcomes At the end of each module, student will be able to:		Instructional Strategies	%
		Knowledge	Skills		
<b>Child management in Dental Practice</b>	Child management in Dental Practice	Describe different non pharmacological behavior management modalities		Lecture; case-based learning	
<b>Clinical diagnosis of Paediatric dental diseases</b>	Clinical diagnosis of Paediatric dental diseases -Early childhood disease  -Rampant Caries  -Fluorosis  -Congenital dental anomalies	Differentiate the clinical features of pulpal and peri radicular diseases of primary teeth		Lecture; case-based learning	
<b>Prevention of Dental Diseases</b>	Prevention of Dental Diseases  - Prenatal counseling - Oral Prophylaxis - Fluoride Administratin - Dietary Managemen t - Diet counselling - Homecare - Acid etch technique in caries - Prevention - Pit and fissure sealants and preventive resin restorations	List the preventive protocols and different preventive modalities		Lecture; case-based learning	

<b>Treatment modalities</b>	<p>Treatment modalities</p> <p>-Restorative dentistry for primary dentition</p> <ul style="list-style-type: none"> <li>• Composite</li> <li>• Compomers</li> <li>• Glass ionomer</li> <li>• Amalgam</li> <li>• Stainless steel crowns</li> </ul> <p>-Vital and Non Vital Pulp therapy for the primary and young permanent teeth</p> <ul style="list-style-type: none"> <li>• Apexification</li> <li>• Apexogenesis</li> <li>• Pulpotomy</li> <li>• Pulpectomy</li> </ul>	<ul style="list-style-type: none"> <li>• list indications, contra indications and different steps involved in vital pulp therapies, pulpectomy</li> <li>• Recall the physical and chemical properties of restorations used in Paediatric dentistry</li> <li>• Describe the Halls technique for stainless steel crowns and the steps for preparation of teeth related to this technique</li> </ul>	Practice all types of restorations on deciduous teeth	Lecture; case-based learning	
<b>Radiology</b>	Radiology	Interpret OPG, Bitewing and periapical radiographs	Practice bite wing and periapical radiographs	Lecture; case-based learning	
<b>Injury to primary and permanent teeth</b>	Injury to primary and permanent teeth	<ul style="list-style-type: none"> <li>• Diagnose different types of dental injuries to primary and permanent Dentition</li> </ul>	practice different splinting techniques used to stabilize teeth undergoing trauma	Lecture; case-based learning	
<b>Anesthesia and sedation</b>	Anesthesia and sedation	<ul style="list-style-type: none"> <li>• List indications, contra indications and the pharmacokinetics of conscious sedation and general anesthesia</li> </ul>		Lecture; case-based learning	

<b>VIVA(70marks)</b>		<b>Practical/Clinical(90marks)</b>			<b>Total</b>
Examiner 1	Examiner2	History Taking	Operative Schedule	OSCE	<b>160marks</b>
<b>35marks</b>	<b>35marks</b>	<b>20</b>	<b>50</b>	<b>20</b>	

## Learning Resources

- Welbury Book Of Paedriatic Dentistry
- Pathways Of Pulp
- Art & Science Of Operative Dentistry

## Other Learning Resources

<u>Hands- on Activities/Practical</u>	Students will be involved in Practical sessions and hands-on activities that link with the module to enhance the learning
<u>Clinical department</u>	Utilize the clinical department to practice on patients under direct supervision.
<u>Skills Lab</u>	A skills lab provides the simulated learning experience to learn the basic skills and procedures .This helps patients
<u>Videos</u>	Video familiarize the student with the procedures and protocols to assist patients
<u>Computer Lab/CSs/DVDs/ Internet Resources:</u>	To increase the knowledge ,students should utilize the available internet resources and CDs/ DVDs. This will be an additional advantage to increase learning.
<u>Self-Learning</u>	Self-Learning is scheduled to search for information to solve cases, read through different resources and discuss among the peers and with the faculty to clarify the concepts.

# Summative assessment methods and policies

## Internal Assessment

<b>INTERNAL ASSESSMENT–THEORY</b>	
<b>INTERNAL ASSESSMENT WEIGHTING:20%</b>	
<b>Exams</b>	<b>Weightings</b>
Attendance in Lectures: a. ≥90% =10% b. 80-89%=7% c. 75-79%=5%	10%
End of Block/clinical rotation (theory) Examination	45%
Continuous assessment(average score of all tests attempted after Every learning session during the academic year)	20%
Pre-Annual Exam	25%
<b>Total</b>	<b>100%</b>
<b>INTERNAL ASSESSMENT STRUCTURE–PRACTICAL</b>	
<b>INTERNAL ASSESSMENT WEIGHTING:20%</b>	
<b>Exams</b>	<b>Weightings</b>
Attendance in Practicals: a. ≥90% =10% b. 80-89%=7% c. 75-79%=5%	10%
*End of Block/clinical rotation (OSCE) Examination	45%
*Continuous assessment of practical/clinical skills and attitude	20%
Pre-Annual Exam	25%
<b>Total</b>	<b>100%</b>

<b>VIVA(70marks)</b>		<b>Practical/Clinical(90marks)</b>			<b>Total</b>
Examiner 1	Examiner 2	History Taking	Operative Schedule	OSCE	<b>160marks</b>
<b>35marks</b>	<b>35marks</b>	<b>20</b>	<b>50</b>	<b>20</b>	

## Internal Examiner

He/she shall be Professor and Head of Department who has been involved in teaching of the class being examined. 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 year 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 under taken in the manner as deemed appropriate.
- b. The Examination Directorate shall coordinate directly with the faculty, earmarked or the paper marking
- c. A student who scores 85% and above marks in any subject shall qualify for distinction in that particular 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/Clinical Examinations**

- a. The Controller of Examinations 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 50 students.
- d. Candidates may be divided into groups in the clinical and practical examinations and be standardized by incorporating clinical exam
- e. Practical/clinical 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 the purpose of practical/clinical examination, the candidates may be divided into subgroups by the examiners.
- f. The assessment of the practical / clinical 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 less Islamic / Pakistan Studies, shall be 50 % in theory and practical, separately.
- b. Pass marks for Islamic / Pakistan Studies shall be 33 % which, however shall not be counted towards final scoring of the professional examination.
- c. 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 unlesshe/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 examinationshallnotbe more than two months. There shall be no special supplementary examination

# COURSE ADMINISTRATION

## Tentative Weekly Time Table for Quetta College of Dentistry Final Year BDS (2028)

Total weeks=12 weeks		week 1				
Day/Time	8:30-9:30	9:30: - 10:30	10:30-11:00	11:00 - 3:30		
	<b>LGIS</b>			<b>Clinical Rotations</b>		
<b>Monday</b>	<b>Operative</b>	<b>Prosthodontics</b>	<b>BREAK</b>	Group A/B/C/D/E	2:00 – 3:30 peds group (HEC Courses)	
<b>Tuesday</b>	<b>Orthodontics</b>	<b>OMFS</b>		Group A/B/C/D/E	2:00 – 3:30 peds group (HEC Courses)	
<b>Wednesday</b>	<b>OMFS</b>	<b>Pedodontics</b>		Group A/B/C/D/E	2:00 – 3:30 peds group (HEC Courses)	
<b>Thursday</b>	<b>Orthodontics</b>	<b>Oral biology</b>		Group A/B/C/D/E	2:00 – 3:30 peds group (HEC Courses)	
<b>Friday</b>	<b>Prosthodontics</b>	<b>Research/behavioral sciences/HEC general</b>		<b>11:00-1:15</b>	<b>1:15-1:45</b>	<b>1:45-3:30</b>
				Group A/B/C/D/E	<b>JUMMA NAMAZ</b>	Group A/B/C/D/E

### NOTE:

Rotation group in Pedodontics will follow 11:00 am-2:00 pm clinical rotation and from 2:00 pm -3:30 pm classes for HEC general courses (behavioral sciences, Research, ICT)

## Duration: 40 weeks

1. **Orthodontics:** as per PMDC 250 hours  
2 hours/week LGIS= $2 \times 40 = 80$   
8 weeks **clinical rotation** each group  
4.5 hours/day, for 5 days/week= $22 \text{ hours} = 180 \text{ hours} / 8 \text{ weeks}$   
Total hours= $180 + 80 = 260$
2. **Operative:** as per PMDC 250 hours  
2 hours/week LGIS= $2 \times 40 = 80$   
8 weeks **clinical rotation** each group  
4.5 hours/day, for 5 days/week= $22 \text{ hours} = 180 \text{ hours} / 8 \text{ weeks}$   
Total hours= $180 + 80 = 260$
3. **Prosthodontics:** as per PMDC 250 hours  
2 hours/week LGIS= $2 \times 40 = 80$   
8 weeks **clinical rotation** each group  
4.5 hours/day, for 5 days/week= $22 \text{ hours} = 180 \text{ hours} / 8 \text{ weeks}$   
Total hours= $180 + 80 = 260$
4. **OMFS:** as per PMDC 250 hours  
2 hours/week LGIS= $2 \times 40 = 80$   
8 weeks **clinical rotation** each group  
4.5 hours/day, for 5 days/week= $22 \text{ hours} = 180 \text{ hours} / 8 \text{ weeks}$   
Total hours= $180 + 80 = 260$
5. **Pedodontics:** as per PMDC 100 hours  
1 hour/2 weeks LGIS= $20 \text{ hours}$   
8 weeks **clinical rotation** each group  
3 hours/day for 5 days/week= $15 \text{ hours} = 120 \text{ hours} / 8 \text{ weeks}$   
Total hours= 140 hours
6. **HEC Courses (research/behavioral science/ICT):** as per PMDC 100 hours  
1 hour/week= 40 hours  
1.5 hours/day, for 5 days/week= $7.5 \text{ hours} = 60$   
Total hours= $40 + 60 = 100$

## Lecture Schedule

Sr	Date	Topic	Lecturer
1.		Introduction to Paediatric Dentistry, Examination and Treatment Planning	
2.		Antimicrobials in Paediatric Dental Patients	
3.		Behavior Management	
4.		Dental Caries in Children	
5.		Prevention Of Dental Diseases In Children	
6.		Local Anesthesia & Nitrous Oxide Sedation in Children	
7.		Isolation of Teeth/Use of Rubber Dam in Children	
8.		Restorative Dentistry for the Primary Dentition (Dental Fillings) & (Full Coverage)	
9.		Extraction Of Primary Teeth	
10.		Pulp therapy for the primary dentition & Young Permanent Dentition	
11.		Development Of Occlusion	
12.		Periodontal Diseases in Children	
13.		Dental Management of Children with Systemic Diseases	
14.		Oral Manifestations of Infectious Diseases	
15.		Oral Habits	
16.		Dental Emergencies in Children	
17.		Hospital Dentistry	
18.		Space maintenance in primary and mixed dentition	
19.		Anomalies Of Developing Dentition	
20.		Dental Trauma In Primary Dentition & Permanent Dentition	

# Paediatric Dentistry

**Days:** Monday

**Time:** 11AM to 2PM

**Setting:** Phantom Head Lab/ Clinical Hall

	<b>Orientation</b>	
<b>Week1</b>	<b>Demonstration-</b> Demonstration of preparation and filling of class III, IV, & V cavity with composite	
<b>Week2</b>	<b>Demonstration-</b> Demonstration of matricing and filling of class V with GIC	
<b>Week3</b>	<b>Demonstration-</b> Cavity Preparation on phantom tooth	
<b>Week4</b>	<b>Demonstration-</b> Discussion on the technique of pulpectomy in primary dentition	
<b>Week5</b>	<b>Demonstration-</b> Demonstration of pulpotomy	
<b>Week6</b>	<b>Demonstration-</b> X-ray file discussion	
<b>Week 7</b>	<b>Demonstration-</b> Vital pulp therapies on extracted tooth and patient	
<b>Week8</b>	<b>Clinical Test</b>	

## Paediatric Dentistry Department

### Final Year BDS (2028)

### Clinical Demonstration

#### **Demonstration Topics:**

1. Demonstration of preparation and filling of class III, IV, & V cavity with composite
2. Demonstration of matricing and filling of class V with GIC
3. Cavity Preparation on phantom tooth
4. Discussion on the technique of pulpectomy in primary dentition.
5. Demonstration of pulpotomy
6. X-ray file discussion
7. Vital pulp therapies on extracted tooth and patient

## Paediatric Dentistry Department

### Final Year BDS (2028)

### Clinical Demonstration (GroupE)

2028		Orientation Day	
	Day/Date/Time	Topics	Instructor
<b>Week 1</b>	11Am to 2PM	<b>Demonstration</b> -Demonstration of preparation and filling of class III, IV, & V cavity with composite resin	
<b>Week 2</b>	11Am to 2PM	<b>Demonstration</b> –Demonstration of matricing and filling of class V with GIC	
<b>Week 3</b>	11Am to 2PM	<b>Demonstration</b> Cavity Preparation on phantom tooth	
<b>Week 4</b>	11Am to 2PM	<b>Demonstration</b> - Discussion on the technique of pulpectomy in primary dentition.	
<b>Week 5</b>	11Am to 2PM	<b>Demonstration</b> –Demonstration of pulpotomy	
<b>Week 6</b>	11Am to 2PM	<b>Demonstration</b> - X-ray file discussion	
<b>Week 7</b>	11Am to 2PM	<b>Demonstration</b> -Vital pulp therapies on extracted tooth and patient	

**Paediatric Dentistry Department**  
**Final Year BDS (2028)**  
**Clinical Demonstration (GroupD)**

2028		OrientationDay	
	Day/Date/Time	Topics	Instructor
<b>Week 1</b>	11Am to 2PM	<b>Demonstration</b> -Demonstration of preparation and filling of class III, IV, & V cavity with composite resin	
<b>Week 2</b>	11Am to 2PM	<b>Demonstration</b> –Demonstration of matricing and filling of class V with GIC	
<b>Week 3</b>	11Am to 2PM	<b>Demonstration</b> Cavity Preparation on phantom tooth	
<b>Week 4</b>	11Am to 2PM	<b>Demonstration</b> - Discussion on the technique of pulpectomy in primary dentition.	
<b>Week 5</b>	11Am to 2PM	<b>Demonstration</b> –Demonstration of pulpotomy	
<b>Week 6</b>	11Am to 2PM	<b>Demonstration</b> - X-ray file discussion	
<b>Week 7</b>	11Am to 2PM	<b>Demonstration</b> -Vital pulp therapies on extracted tooth and patient	

**Paediatric Dentistry Department**  
**Final Year BDS (2028)**  
**Clinical Demonstration (GroupC)**

2028		Orientation Day	
	Day/Date/Time	Topics	Instructor
<b>Week 1</b>	11Am to 2PM	<b>Demonstration</b> Demonstration of preparation and filling of class III, IV, & V cavity with composite resin	
<b>Week 2</b>	11Am to 2PM	<b>Demonstration</b> –Demonstration of matricing and filling of class V with GIC	
<b>Week 3</b>	11Am to 2PM	<b>Demonstration</b> Cavity Preparation on phantom tooth	
<b>Week 4</b>	11Am to 2PM	<b>Demonstration-</b> Discussion on the technique of pulpectomy in primary dentition.	
<b>Week 5</b>	11Am to 2PM	<b>Demonstration</b> –Demonstration of pulpotomy	
<b>Week 6</b>	11Am to 2PM	<b>Demonstration -</b> X-ray file discussion	
<b>Week 7</b>	11Am to 2PM	<b>Demonstration-</b> Vital pulp therapies on extracted tooth and patient	

## Paediatric Dentistry Department

### Final Year BDS (2028)

### Clinical Demonstration (Group B)

2028		Orientation Day	
	Day/Date/Time	Topics	Instructor
<b>Week 1</b>	11Am to 2PM	<b>Demonstration</b> Demonstration of preparation and filling of class III, IV, & V cavity with composite resin	
<b>Week 2</b>	11Am to 2PM	<b>Demonstration–</b> Demonstration of matricing and filling of class V with GIC	
<b>Week 3</b>	11Am to 2PM	<b>Demonstration</b> Cavity Preparation on phantom tooth	
<b>Week 4</b>	11Am to 2PM	<b>Demonstration–</b> Discussion on the technique of pulpectomy in primary dentition.	
<b>Week 5</b>	11Am to 2PM	<b>Demonstration–</b> Demonstration of pulpotomy	
<b>Week6</b>	11Am to 2PM	<b>Demonstration -</b> X-ray file discussion	
<b>Week 7</b>	11Am to 2PM	<b>Demonstration–</b> Vital pulp therapies on extracted tooth and patient	

**Paediatric Dentistry Department**  
**Final Year BDS (2028)**  
**Clinical Demonstration (GroupA)**

2028		Orientation Day	
	Day/Date/Time	Topics	Instructor
<b>Week 1</b>	11Am to 2PM	<b>Demonstration</b> Demonstration of preparation and filling of class III, IV, & V cavity with composite resin	
<b>Week 2</b>	11Am to 2PM	<b>Demonstration</b> –Demonstration of matricing and filling of class V with GIC	
<b>Week 3</b>	11Am to 2PM	<b>Demonstration</b> Cavity Preparation on phantom tooth	
<b>Week 4</b>	11Am to 2PM	<b>Demonstration-</b> Discussion on the technique of pulpectomy in primary dentition.	
<b>Week 5</b>	11Am to 2PM	<b>Demonstration</b> –Demonstration of pulpotomy	
<b>Week 6</b>	11Am to 2PM	<b>Demonstration -</b> X-ray file discussion	
<b>Week 7</b>	11Am to 2PM	<b>Demonstration-</b> Vital pulp therapies on extracted tooth and patient	





### Sample MCQ

A 9 year old patient presented to your clinic with lateral luxation of anterior lower incisor teeth after trauma during sports. How will you proceed?

- A. Soft diet + antibiotics
- B. Rigid splinting for 4 weeks
- C. Functional splinting for 4 weeks
- D. Functional splinting for 2 weeks
- E. Extraction of all incisors

### Sample OSCE



- A. Identify the condition shown in the picture given above for a 14 years old patient.
- B. Give the general management protocol according to the medical model in this patient.