



STUDY GUIDE

2024-2025



Program:	Bachelor of Dental Surgery
Year:	2 nd Professional Year
Subject:	Community Dentistry
Batch No:	D23
Session:	2024-2025

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Introduction to Study Guide

Welcome to the Avicenna Dental College Study Guide!

This guide serves as your essential resource for navigating the complexities of your dental education at Avicenna Medical & Dental College. It integrates comprehensive details on institutional framework, curriculum, assessment methods, policies, and resources, all meticulously aligned with UHS, PMDC and HEC guidelines.

Each subject-specific study guide is crafted through a collaborative effort between the Department of Dental Education and the respective subject departments, ensuring a harmonized and in-depth learning experience tailored to your academic and professional growth.



OBJECTIVES OF THE STUDY GUIDE

1. Institutional Understanding:

- o Gain insight into the college's organizational structure, vision, mission, and graduation competencies as defined by PMDC, setting the foundation for your educational journey.

2. Effective Utilization:

- o Master the use of this guide to enhance your learning, understanding the collaborative role of the Department of Dental Education and your subject departments, in line with PMDC standards.

3. Subject Insight:

- o Obtain a comprehensive overview of your courses, including detailed subject outlines, objectives, and departmental structures, to streamline your academic planning.

4. Curriculum Framework:

- o Explore the curriculum framework, academic calendar, and schedules for clinical and community rotations, adhering to the structured guidelines of UHS & PMDC.

5. Assessment Preparation:

- o Familiarize yourself with the various assessment tools and methods, including internal exam and external exam criteria, and review sample papers to effectively prepare for professional exams.

6. Policies and Compliance:

- o Understand the institutional code of conduct, attendance and assessment policies, and other regulations to ensure adherence to college standards and accrediting body requirements.

7. Learning Resources:

- o Utilize the learning methodologies, infrastructure resources, and Learning Management System to maximize your educational experience and academic success.

This guide, meticulously developed in collaboration with your subject departments, is designed to support your academic journey and help you achieve excellence in accordance with the highest standards set by PMDC and HEC.



BDS Program Outcome Statements

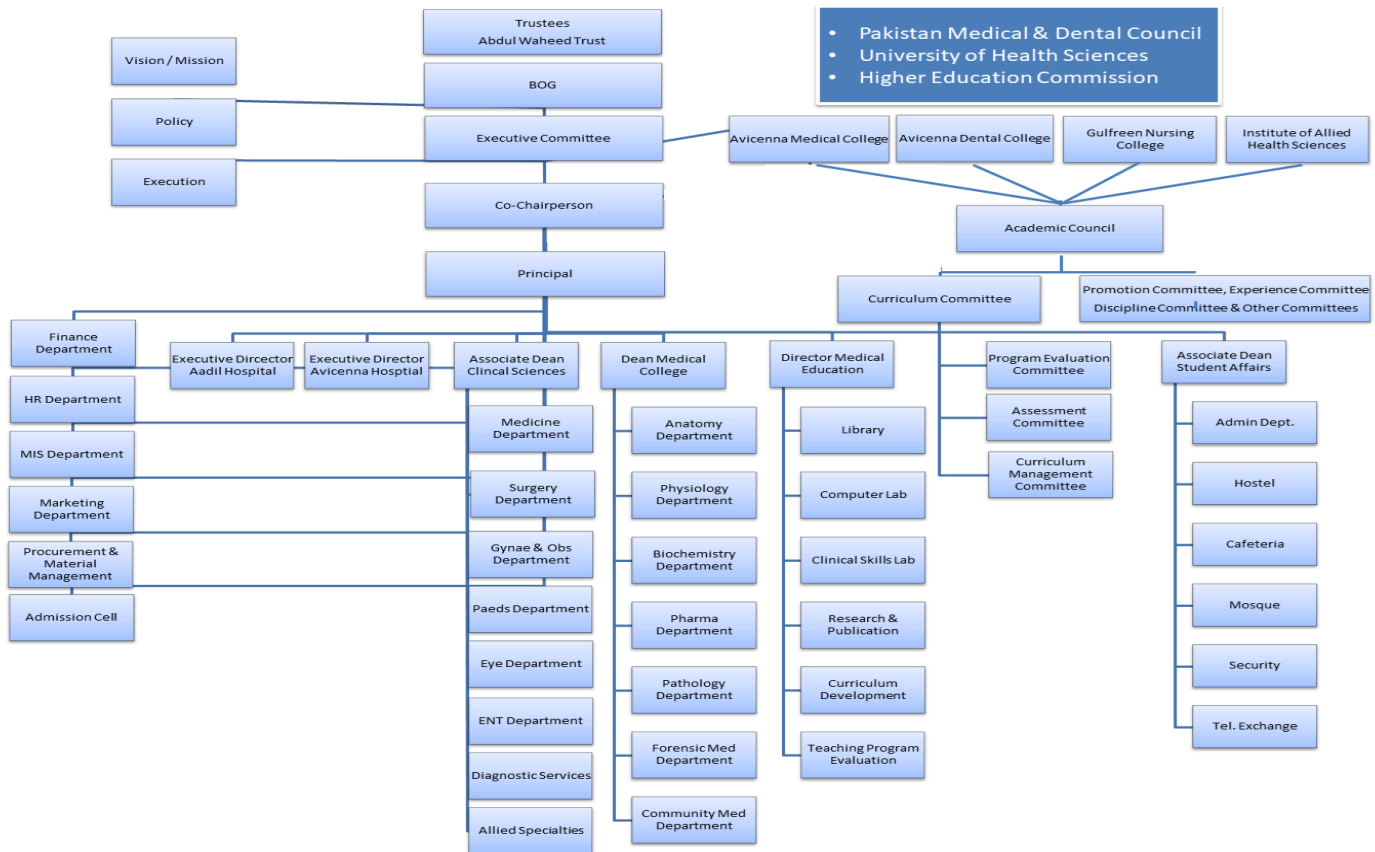
The outcome statements of Avicenna Dental College specify the core competencies and performance standards expected of graduates upon completion of the BDS program.

Upon graduation, students will be able to:

1. Prioritize patient care above all, applying their knowledge and skills in a competent, ethical, and professional manner, and taking responsibility for their actions in complex and uncertain situations.
2. Conduct thorough consultations and assessments of patients.
3. Independently diagnose and manage common, non-critical dental and oral health conditions.
4. Assist in the management of critically ill patients as relevant to dental practice.
5. Demonstrate clear and efficient written and verbal communication skills.
6. Exhibit professional, ethical, and culturally appropriate behavior in all clinical and patient interactions.
7. Promote oral health and advocate for preventive measures against dental diseases.
8. Work effectively as a team member within Pakistan's healthcare system.
9. Apply critical thinking, reflection, research skills, and teamwork capabilities in clinical practice.
10. Pursue personal and professional development with a commitment to lifelong learning.

Avicenna Medical & Dental College Overview

Institutional Organogram



Vision & Mission



Avicenna Medical & Dental College



Vision

The vision of **Avicenna Medical & Dental College** is to become a college that thrives to achieve improvement in healthcare of masses through creative delivery of educational programs, innovative research, commitment to public service and community engagement in a environment that supports diversity, inclusion, creative thinking, social accountability, life-long learning and respect for all.

Mission

The mission of **Avicenna Medical and Dental College** is to educate and produce competent, research oriented healthcare professionals with professional commitment and passion for life-long learning from a group of motivated students through quality education, research and service delivery for the improvement of health status of the general population.

Message from the Chairman

The Avicenna Medical & Dental College is a project of Abdul Waheed Trust which is a Non-profitable, Non-governmental, Non-political & Social organization, working for the welfare of Humanity and based on Community empowerment. Avicenna Medical College has its own 530 bedded Avicenna teaching Hospital (Not for Profit hospital) within the College Campus & 120 bedded Aadil Hospital, at 15 minutes distance. Separate comfortable hostels for boys & girls are provided on the campus.

Our students benefit from the state of the art College Library with facilities of Internet & online Journals that remain open 15 hours a day, for our students & faculty members. I am particularly pleased with the hard work by the Faculty and Students in the achievement of historic 100% results for all the classes. It is a rare achievement and speaks of dedication of the Faculty and Staff. Our motto is Goodness prevails and we aim at producing Doctors' who are knowledgeable, competent in clinical skills and ethical values.

Avicenna Medical College & Hospital was founded to provide quality health care services to the deserving patients belonging to the rural areas near Avicenna Hospital as well as to provide quality medical education of international standard to our students. The Hospital provides all medical services and Lab diagnostics to the local population at minimal cost. So far by the grace of Allah Almighty the number of patients being treated and operated upon at our Hospital is increasing every day as there is no other public or charity hospital in the circumference of 20km. We have already established two Satellite Clinics in the periphery which are providing outdoor care while admission cases are brought to the Hospital in Hospital transport.

Following the success of our reputable Medical College and Hospital, we were able to successfully establish Avicenna Dental College which is recognized by the Pakistan medical & Dental Council & University of Health Sciences. To date, we have enrolled five batches in our dental college and we aim to achieve the same level of success for our dental students as our medical students.

Chairman

Abdul Waheed Sheikh

Avicenna Medical & Dental College



Message from the Principal

Prof. Dr. Sohail Abbas Khan
Principal Dental College
 MDS, Dip Op (Hons) BDS



It is a matter of immense honor and privilege as the first Principal of Avicenna Dental College to welcome you to one of the finest dental institutes in the private sector of Pakistan. Avicenna Dental College is a private dental college, which aims to provide the finest dental education to dental undergraduate students in accordance with the latest trends in Dental Education, and to develop them to practice dentistry in the 21st century.

While educating dental students to become licensed, empathetic and competent professionals, Avicenna Dental College endeavors to educate students in a supportive environment in which they provide dental care for a diverse populace. In the times to come, we wish to transform our graduates into unfeigned teachers, researchers and consultants by starting post-graduation programs as well.

Avicenna Dental College aims to achieve an enterprising curriculum integrating the basic sciences with clinical experience while utilizing modern technological modalities.

In addition to the production of outstanding oral health professionals, we at Avicenna Dental College recognize our responsibility as a private dental institution to the citizens of the country in making the provision of oral health care available to those who are deprived of ready access.

I feel proud to lead this dental establishment such an inspiring time and hope all of you at Avicenna Dental College will share this pride and play your respective roles in materializing the dream of making this institution the premier dental educator in Pakistan



Message from the Vice Principal

Prof. Dr. Usman Muneer
Vice Principal Dental College
 BDS, FCPS

It is a matter of great privilege to be associated with Avicenna Dental College. Our institution boasts of renowned, well-qualified and devoted faculty members in each and every specialty of dentistry. We are looking forward to diligently equipping our undergraduates with comprehensive artistic and ethical oral health care.

Our goal is to inspire a lifelong passion for learning and innovation in our students, ensuring they are well-prepared to meet the evolving challenges of the dental profession. I look forward to collaborating with our students on this transformative journey, guiding them toward achieving excellence in oral health care.

7-Star Doctor Competencies (PMDC)

According to national regulatory authority PMDC, a Pakistani medical/dental graduate who has attained the status of a 'seven-star doctor' is expected to demonstrate a variety of attributes within each competency. These qualities/ generic competencies are considered essential and must be exhibited by the individual professionally and personally.

1. Skillful / Care Provider.
2. Knowledgeable / Decision Maker.
3. Community Health Promoter / Community Leader.
4. Critical Thinker / Communicator
5. Professional / Lifelong learner.
6. Scholar / Researcher
7. Leader/ Role Model / Manager

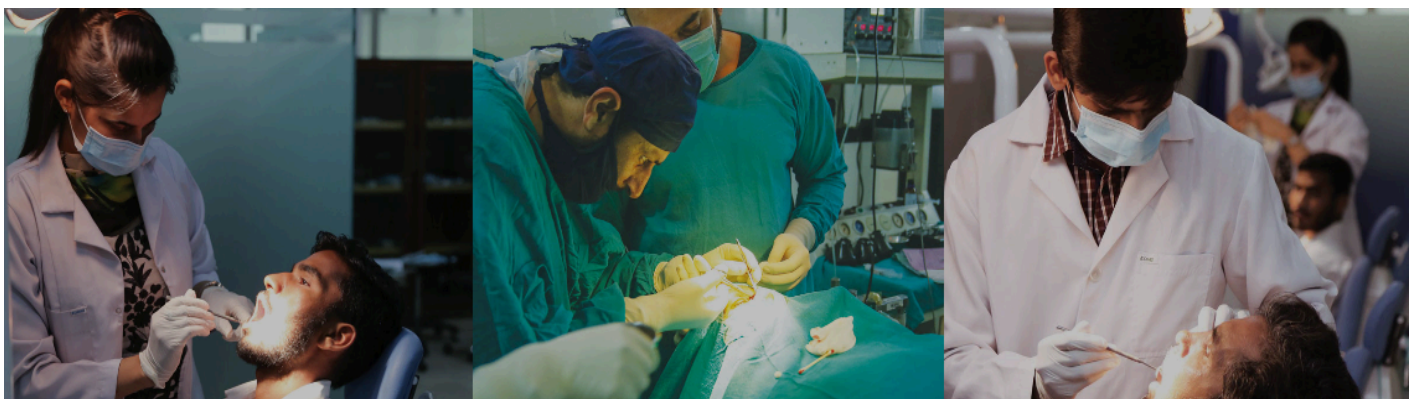


About Avicenna Dental College

Avicenna Dental College is a purpose-built, fully equipped Dental institution with experienced and excellence-driven faculty to train high-quality dental professionals in Pakistan.

Avicenna Dental College runs under the umbrella of Abdul Waheed Trust. Abdul Waheed Trust is a non-profit social welfare organization and registered under the Societies Act with the Registrar of Societies. The Trust is legalized through a Trust Deed that bears necessary rectifications. The Trust Deed is further supported by its Memorandum and Article of Association that authorizes the establishment and operation of the Medical College, the Dental College, the Nursing College, the Allied Health Sciences College, and other activities in the healthcare sector.

In 2018, Avicenna Dental College was recognized by the Pakistan Medical & Dental Council. With the advent of advanced tools and technology in every field of health science, dentistry today has shot up to the greater end of the gamut with superior choice and promises in dental therapy in the very vicinity of the common man. ADC promises to be one such neighborhood.



Department & Subject Overview

Note from the Head of Department

Community /Preventive Dentistry is a dynamic field of dentistry which provides knowledge to individuals or groups of people about dental health. Our department aims to produce dentists who can educate the masses about dental health practices, prevention of oral diseases and are able to inculcate knowledge among people on the prevention of dental diseases. The Department of Community dentistry also has a dedicated lab for research purposes which helps to enhance practical and research of our students.



Departmental Organogram (as per PMDC guidelines)

Faculty Members

Name	Designation	Qualification
Dr. Lubna Yousaf	Head of Department / Acting Assistant Professor	BDS, MPH, CHPE, C-IMPLANT, PDAGD, DHHM
Dr. Shahzaib Patoli	Associate Professor	BDS, MSC
Dr. Huma Tahir	Assistant professor	BDS, MPH, CHPE, C-Research
Dr. Talha Ashfaq	Demonstrator	BDS
Dr. Rabeet Asif	Demonstrator	BDS, MPH, CHPE
Dr. Javeria	Demonstrator	BDS

Goal of the Department



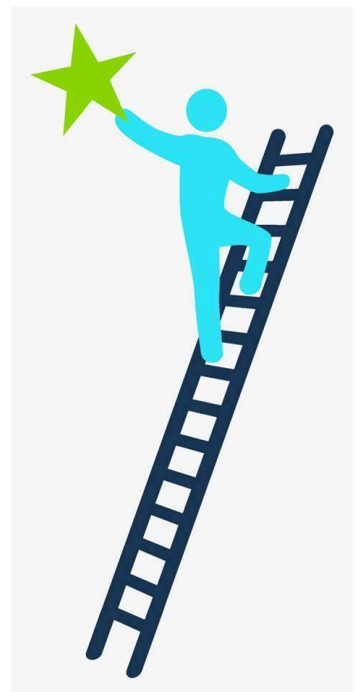
The Community Dentistry Department focuses on improving public oral health through education, prevention, research, and policy development. It aims to reduce the prevalence of dental diseases by implementing community-wide preventive programs, educating the public on proper oral hygiene, and ensuring accessible dental care for all, particularly underserved populations. By conducting research and collaborating with other healthcare sectors, the department contributes to informed public health policies and strives to create a healthier community with better overall oral health outcomes.

Course Objectives

Understand public health concepts and their application in oral health.
Conduct community-based oral health surveys and assessments.
Develop and implement preventive dental programs.
Promote oral health education within diverse communities.
Conduct and analyze research in epidemiology and public health dentistry.
Advocate for public health policies that improve dental care access.
Collaborate with other healthcare professionals and community organizations.
Apply ethical and cultural sensitivity in community health initiatives.

Attendance Requirement & Internal Assessment Criteria

The institution follows the regulations for examinations of the UHS in letter and spirit. The students require **85% attendance** in all academic sessions and **50% marks** in internal assessments and send-up examinations to be eligible for the UHS Professional Examinations.



Learning Resources & Pedagogy

Book Recommendations



Sr.	Book Name	Author	Edition
1.	Community Oral Health	Cynthia M.Pine	9 th
2.	Preventive Dentistry	John,O.Forest	2nd
3.	Essentials of Preventive and Community Dentistry	Soben Peter	7th
4.	TextBook of Preventive & Community Dentistry	Joseph Johns	7th

Traditional & Innovative Teaching Methodologies



Sr.	Pedagogical Methodologies	Description
1.	Lectures	<p>Traditional method where an instructor presents information to a large group of students (large group teaching).</p> <p>This approach focuses on delivering theoretical knowledge and foundational concepts. It is very effective for introducing new topics.</p>
2.	Tutorial	<p>Tutorials involve small group discussion (SGD) where students receive focused instruction and guidance on specific topics.</p>
	Demonstrations	<p>Demonstrations are practical displays of techniques or procedures, often used to illustrate complex concepts or practices, particularly useful in dental education for showing clinical skills.</p>
3.	Practicals	<p>Hands-on sessions where students apply theoretical knowledge to real-world tasks. This might include lab work, clinical procedures, or simulations.</p> <p>Practicals are crucial for developing technical skills and understanding the application of concepts in practice.</p>
4.	Student Presentations	<p>Students prepare and deliver presentations on assigned topics. This method enhances communication skills, encourages students to explore topic in-depth. It also provides opportunities for peer feedback and discussion.</p>
5.	Assignment	<p>Tasks given to students to complete outside of class. Assignments can include research papers, case studies, or practical reports. They are designed to reinforce learning, assess understanding, and develop critical thinking and problem-solving skills.</p>
7.	Self-directed Learning	<p>Students take initiative and responsibility for their own learning process. Students are encouraged to seek resources, set goals, and evaluate their progress. This is a learner-centered approach where students take the initiative to plan, execute, and assess their own learning activities. This method promotes independence, critical thinking, and lifelong learning skills.</p>

8.	Flipped Classroom	In this model, students first engage with learning materials at home (e.g., through videos, readings) and then use class time for interactive activities, discussions, or problem-solving exercises. This approach aims to maximize in-class engagement and application of knowledge.
9.	Peer-Assisted Learning (PAL)	A collaborative learning approach where students help each other understand course material. PAL involves structured peer tutoring, study groups, or collaborative tasks. It enhances comprehension through teaching, reinforces learning, and builds teamwork skills.
10.	Team-based Learning (TBL)	A structured form of small group learning where students work in teams on application-based tasks and problems. Teams are responsible for achieving learning objectives through collaborative efforts, promoting accountability, and deeper understanding of the material.
11.	Problem-based Learning (PBL)	Students work on complex, real-world problems without predefined solutions. They research, discuss, and apply knowledge to develop solutions. PBL fosters critical thinking, problem-solving skills, and the ability to integrate knowledge from various disciplines.
12.	Academic Portfolios	A collection of student's work that showcases learning achievements, reflections, and progress over time. Portfolios include assignments, projects, and self-assessments. They provide a comprehensive view of student development, highlight strengths and areas for improvement, and support reflective learning (experiential learning)

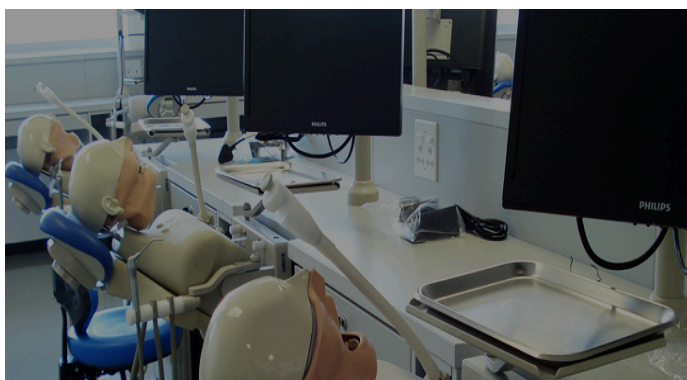


Flipped Classroom

Infrastructure Resources

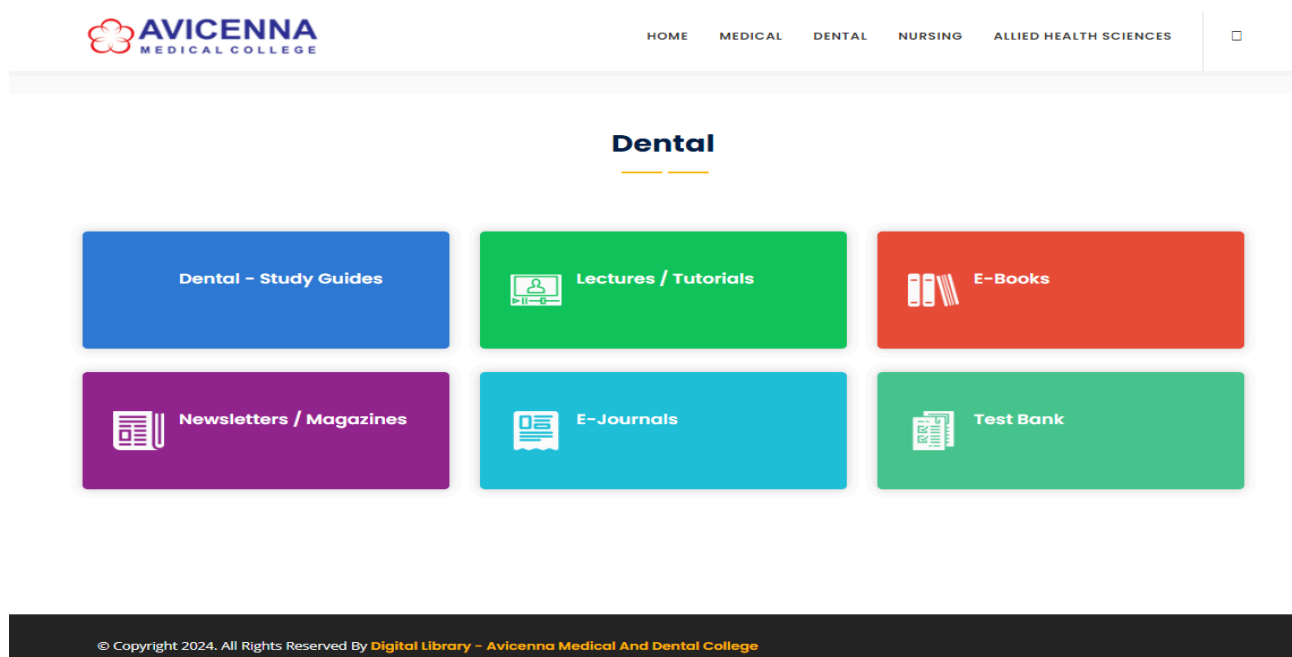
Sr.	Infrastructure Resources	Description
1.	Lecture Hall	Each year has a dedicated lecture hall, totaling four lecture halls for the four professional years. These halls are equipped with modern audiovisual aids to support effective teaching and learning.
2.	Tutorial Room	The college's tutorial rooms, each with a capacity of 30, are specifically designed to support small group discussions and interactive sessions. These rooms facilitate personalized instruction, enabling more engaged and effective learning through direct interaction between students and instructors.
3.	Lab	The college is equipped with state-of-the-art laboratories for practical and clinical work. Each lab is designed to support various disciplines, to facilitate hands-on learning.
4.	Library on campus	A huge library occupies full floor has 260 seats including study carrels and group-discussion tables. Latest reference books, of Basic and Clinical Sciences along with national & international journals are available in the library.
5.	Digital Library	The digital library offers access to a vast collection of e-books, online journals, research databases, and other digital resources. It supports remote access and provides tools for academic research and learning.
6.	Learning Management System (LMS)	The LMS is a comprehensive online platform that supports course management, content delivery, student assessment, and communication. It provides tools for tracking progress, managing assignments, and facilitates ongoing academic activities.
6.	Phantom Labs	Specialized Phantom Labs are available for advanced simulation and practice in dental procedures. These labs provide high-fidelity models and simulators that help students refine their clinical skills in a controlled environment.
7.	Mess & Cafeteria	<p>The College has its own on-campus Mess which caters to 600 students. All food items including dairy, meat, and vegetables are sourced organically and bought in at the time of cooking, in order to ensure that students get freshly cooked meals at all times</p> <p>Students form the Mess committee which decides the mess menu in consultation with other students. The Mess offers fresh food to all residents three times a day. However, day scholars are also welcome to use the Mess facility at a reasonable cost.</p> <p>Two 50- inch LCD screens provide students an opportunity to get entertained during their meal times.</p>
8.	Gymnasium & Sports	We recognize sports as a pivotal key to shape and maintain students' personality and good health. The College has indoor and outdoor

		<p>sports facilities to help enhance the cognition and capacity to learn. There is a proper sports section for various games like basketball, football, volleyball, and cricket.</p> <p>The gym itself is fully equipped with modern machinery both for students and faculty.</p>
9.	IT Lab	The IT Lab is equipped with modern computers and software available for students who need access for academic purposes.
10.	Auditorium	The college has a spacious auditorium equipped with advanced audio-visual facilities. It is used for large-scale lectures, guest presentations, and academic conferences, providing a venue for students to engage with experts and participate in important educational events.
11.	Examination Halls	The college provides dedicated examination halls that are designed to accommodate a large number of students comfortably. These halls are equipped with necessary facilities to ensure a smooth and secure examination process, including proper seating arrangements, monitoring systems, and accessibility features.



Digital Library & Learning Management System (LMS)

1. The COVID-19 pandemic highlighted the necessity of interactive online teaching for better retention of topics by students. Strategies like online learning management system (LMS), online discussions, online quizzes, assignment design, and flipped learning enhance student engagement in online education when needed.
2. Avicenna Medical & Dental College lays emphasis on the provision of learning material and online video lectures, video tutorials in the e-library and learning resource center, which has a dedicated website of Avicenna Medical College to enable the students to develop concepts and clarify their doubts, if they have not been able to do so in the teaching sessions during college hours. The digital library can be approached on <http://digital.avicennamch.com/>.



3. The institution has also endeavored to link itself with the digital libraries and e-library of the University of Health Science (UHS) and Higher Education Commission (HEC) to enable the students to benefit from the valuable resource material, lectures and knowledge bank at these sites. The links are available with the HEC <http://www.digitallibrary.edu.pk/> and learning management system of UHS <http://lms.uhs.edu.pk> .
4. The Learning Management System (LMS) at Avicenna Medical & Dental College is a comprehensive platform managed by the Department of Student Affairs. It is designed to facilitate effective communication and information exchange between students, parents, faculty, and administrative staff. The LMS portals are specifically tailored to meet the needs of the following stakeholders:
 - a. **Students:** For academic resources and scheduling.
 - b. **Parents:** For monitoring academic progress and other relevant information.
 - c. **Faculty:** For managing course content and academic activities.
 - d. **Department of Student Affairs:** For overseeing administrative functions.
 - e. **Department of Medical/Dental Education:** For overseeing academic functions.

STUDENT PORTAL

Student Roll No.

Password

☐ Remember me [Forgot Password?](#)

Login

[Visit Website](#)

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5. Students can access a comprehensive range of academic resources and information through the student portal. By logging in with their roll number and password, students can:
 - Look at their attendance and results.
 - Review academic activities and weekly timetables/schedules.
 - Access rotation planners and test schedules.
 - Check for any notification, assignment or resource material from their teachers.

6. The information to the parent is duplicated by the issuance of the password and login to the Students Learning Management System which is dedicated to the Academic Program of the students. The parents can view the following by logging in to the mobile app of Avicenna Student Management System:
 - a) Syllabus
 - b) Table of specifications
 - c) Annual Planner
 - d) Synopsis
 - e) Block Time Table
 - f) Weekly training program
 - g) Allocation of Marks
 - h) Assessment calendar
 - i) Results of tests / exams*
 - j) Students' attendance record
 - k) Fees & fines

Assessment Guidelines

Assessment in dental education is a critical component designed to ensure that dental students acquire the necessary knowledge, skills, and competencies required for effective dental practice.

Assessment drives learning! – George E. Millar

You will encounter a variety of assessment methods, each serving a specific purpose.

- Written examinations, including multiple-choice and essay questions, will test your grasp of theoretical concepts and subject matter.
- Practical assessments will require you to demonstrate your clinical skills and ability to apply knowledge in real-world scenarios.
- Oral exams will evaluate your communication skills and reasoning abilities through case discussions and problem-solving exercises.
- Clinical skills and work-place based assessments will observe your hands-on proficiency and patient management capabilities.

At Avicenna Medical & Dental College, internal assessments are systematically conducted throughout each academic year of the BDS program, as per the guidelines established by the University of Health Sciences (UHS). These assessments, overseen by the Assessment Cell, adhere to either the Annual Subject-Based System or the Integrated/Modular System, depending on the curriculum structure.

Notably, beginning with the 2024-25 academic year, the weightage of internal assessments will be increased from 10% to 20%. The UHS administers professional examinations independently, organizing them at designated neutral sites and appointing external examiners to ensure objectivity and fairness.

Internal Assessment Weightage	10%	100 %
External Assessment Weightage	90%	



Internal Assessment Criteria

Internal Assessment	Assessment Methods	Percentage Weightage
Grand Tests	MCQs SEQs Viva OSPE	30%
Early Session Exam	MCQs SEQs Viva OSPE	70%
Mid Session Exam	MCQs SEQs Viva OSPE	
Send-up Exam	MCQ SEQ	100%
Total		200%

Reference attached on next page.

Avicenna Dental College

Examination Marks Scheme 2024-2025

2nd Year BDS

Form No	BDS-2 Form-1		BDS-2 Form-2		BDS-2 Form-3		BDS-2 Form-4		BDS-2 Form-5		BDS-2 Form-6			
Test Type	Grand Test				Revision Test		Session Exam				Send Up			
Mode of Exam	Theory		Practical		Theory		Theory		Practical		Theory		Practical	
Weightage	(1,2)* 30%				0%		(3,4)* 70%				100%			
Pathology 200	MCQ 40, SEQ 30	70	Viva 25, OSPE 25	50	MCQ 20 SEQ 30	50	MCQ 45, SEQ 45	90	Viva 40, OSPE 50	90	MCQ 45, SEQ 45	90	Viva 40, OSPE 50	90
Pharmacology 200	MCQ 40, SEQ 30	70	Viva 25, OSPE 25	50	MCQ 20 SEQ 30	50	MCQ 45, SEQ 45	90	Viva 60, OSPE 30	90	MCQ 45, SEQ 45	90	Viva 60, OSPE 30	90
Beh. Sciences 200	MCQ 40, SEQ 30	70	Viva 25, OSPE 25	50	MCQ 14 SEQ 36	50	MCQ 45, SEQ 45	90	Viva 45, OSPE 45	90	MCQ 45, SEQ 45	90	Viva 45, OSPE 45	90
Dental Materials 200	MCQ 40, SEQ 30	70	Viva 25, OSPE 25	50	MCQ 20 SEQ 30	50	MCQ 45, SEQ 45	90	Viva 50, OSPE 40	90	MCQ 45, SEQ 45	90	Viva 50, OSPE 40	90
Community Dentistry 200	MCQ 40, SEQ 30	70	Viva 25, OSPE 25	50	MCQ 20 SEQ 30	50	MCQ 45, SEQ 45	90	Viva 60, OSPE 30	90	MCQ 45, SEQ 45	90	Viva 60, OSPE 30	90

NOTE 1 : *If Viva/OS+A14:M15PE is held along with Theory test , The Theory test will get 15% weightage & VIVA / OSPE will get 15% Weightage in Grand Test

NOTE 2 : *If Viva/OSPE is not held for any reason Theory test will get full 30% weightage in Grand Test

NOTE 3 : * If Viva/OSPE is held along with Theory test , The Theory test will get 35% weightage & VIVA / OSPE will get 35% Weightage in Session Exam

NOTE 4 : *If Viva/OSPE is not held for any reason Theory test will get full 70% weightage in Session Exam

HOD Community Dentistry	HOD Pathology	HOD Dental Materials	HOD Behavioural Sciences
HOD Assessment Cell	Principal Avicenna Dental College	Chairman Avicenna Medical College	

External Assessment

Paper Details		Assessment Methods	Total Marks	Percentage Weightage
Theory <ul style="list-style-type: none"> • 90 marks • 3 hrs 	External Assessment	45 MCQs (1 mark each)	45 marks	50 %
		15 SEQs (3 marks each)	45 marks	
	Internal Assessment	See Internal Assessment Criteria	10 marks	
Practical <ul style="list-style-type: none"> • 90 marks • 3 hrs 	External Assessment	Viva & OSPE	90 marks	50%
	Internal Assessment	See Internal Assessment Criteria	10 marks	
Total			200 Marks	100%

Sample Paper

MCQ

A mentally retarded patient with heavy plaque-calculus deposits reported to the OPD with complaints of halitosis, bleeding gums and stained teeth.

Which brushing technique would be suggested by the dentist for gingival stimulation and supragingival cleansing in this patient?

Option:

- a) Bass method**
- b) Charter's method**
- c) Fones method**
- d) Horizontal scrub technique**
- e) Stillman's method**

Answer Key:

Option C * (Fones method)

COGNITIVE LEVEL:	Recall
DIFFICULTY LEVEL:	Moderate
IMPORTANCE:	Must Know
REFERENCE:	Textbook of preventive and community dentistry by joseph john

SEQ/SAQ**Scenario**

Periodontal diseases affect the majority of the Pakistani population. Bleeding from gums, periodontal pockets and tooth loss resulting from periodontal problems is a regular finding. The prevalence of periodontal conditions increases with increasing age.

Questions	Marks
a) Name 3 periodontal indices?	01
b) What are the environmental factors of periodontal diseases?	01
c) What services would be provided at a community level in the secondary prevention of periodontal disease	01

Key	Marks
a) Periodontal index (PI), Periodontal disease index (PDI), Community periodontal index of treatment needs (CPITN Index).	01
b) Geographic variations, Nutrition, Degree of urbanization, Stress	01
c) Periodic screening and referral, Provision of dental services	01

COGNITIVE LEVEL: Recall and Application
DIFFICULTY LEVEL: Easy–Moderate
IMPORTANCE: Must Know
REFERENCE: Textbook of preventive and community dentistry by joseph john

OSPE

Scenario : A patient went to clinic for oral examination. Plaque and calculus were observed and scaling was recommended. Which flossing technique should be advised with modified bass technique?

- A) Explain the spool technique of flossing.
- B) What are the disadvantages of snapping the floss outwards?

Key:

Spool Method Of Flossing:

1	Prepare the Floss: Cut a piece of dental floss about 18 to 24 inches long.
2	Wrap the Floss: Wind most of the floss around the middle finger of one hand, and the rest around the middle finger of the other hand. You should have about 1 to 2 inches of floss between your fingers to work with
3	Position the Floss: Hold the floss tightly between your thumbs and index fingers. Use your thumbs to guide the floss between your upper teeth and your index fingers for the lower teeth.
4	Insert the Floss: Gently slide the floss between your teeth using a gentle sawing motion. Be careful not to snap the floss into your gums.
5	Curve the Floss: Once the floss reaches your gum line, curve it into a "C" shape against one tooth. Gently slide it into the space between the gum and the tooth.
6	Clean: Hold the floss tightly against the tooth and move it up and down to remove plaque and debris. Repeat this motion on the adjacent tooth.
7	Advance the Floss: After cleaning each tooth, unwind a new section of floss from one hand while winding the used portion onto the other hand. Use a fresh section of floss for each tooth.
8	Repeat: Continue this process for all of your teeth, including the back molars.

Disadvantages:

- 1) Interdental spacing
- 2) Damage to the attached gingiva
- 3) Higher risk of caries in the interproximal areas.

CURRICULUM DETAILS

Curricular Framework including Allocation of Hours (PMDC)

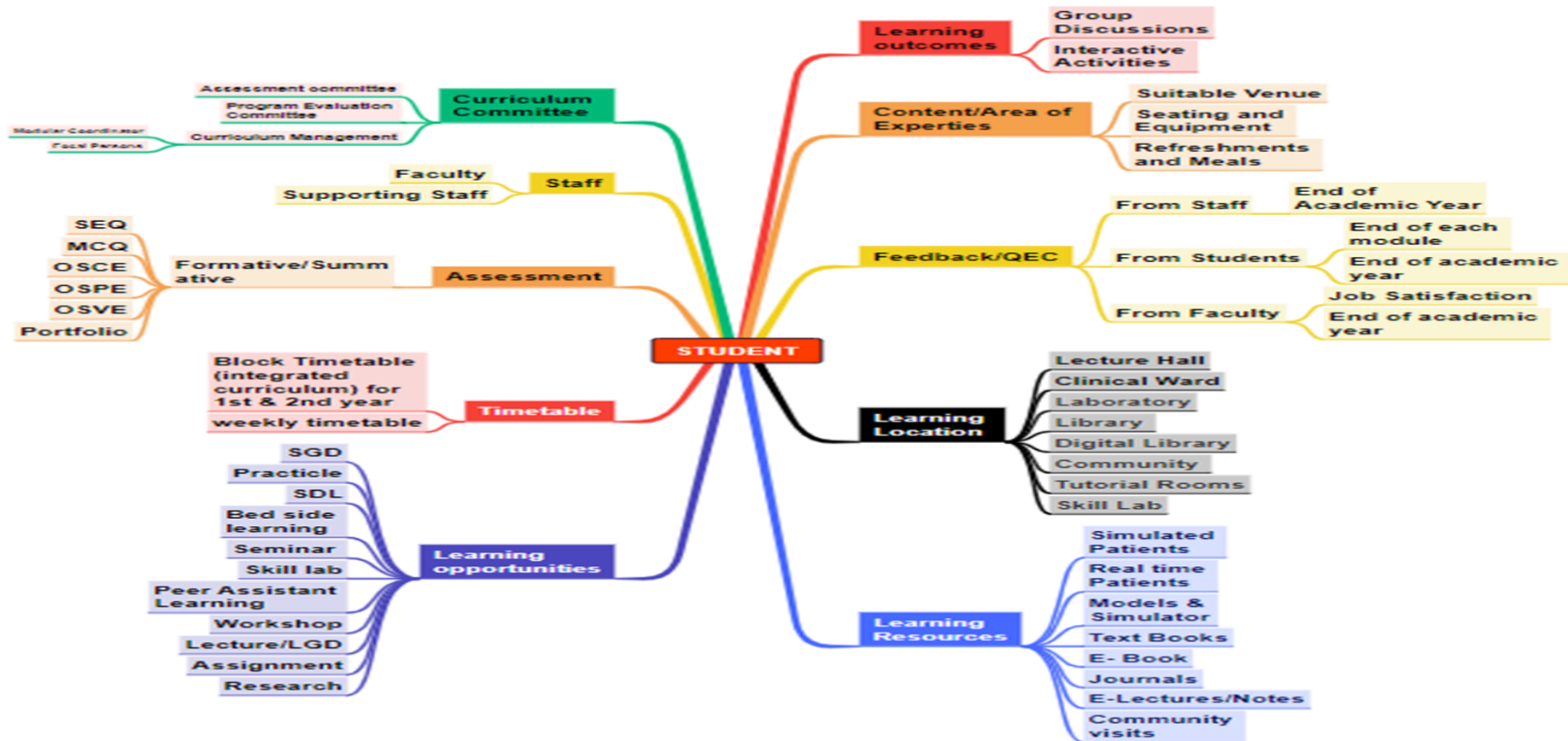
BDS SCHEME OF STUDIES

BDS SCHEME OF STUDIES			
Basic Dental Sciences / Preclinical Year		Clinical Dental Sciences / Clinical Years	
1 st Professional Year	2 nd Professional Year	3 rd Professional Year	4 th Professional Year
Anatomy 300 Hours	General Pathology 220 Hours	General Medicine 180 Hours	Operative Dentistry 250 Hours
Physiology 300 Hours	Pharmacology 220 Hours	General Surgery 170 Hours	Prosthodontics 250 Hours
Biochemistry 180 Hours	Science of Dental Materials 300 Hours	Oral Pathology 180 Hours	Orthodontics 250 Hours
Oral biology & Tooth Morphology 300 Hours	Community Dentistry 200 Hours	Oral Medicine 150 Hours	Oral & Maxillofacial Surgery 250 Hours
General Education 120 Hours (Islamiat, Pakistan Studies Behavioural Sciences, Research, English, Arts & Humanities)	Pre-clinical Operative Dentistry 80 Hours	Periodontology 180 Hours	Paediatric Dentistry 100 Hours
	Pre-clinical Prosthodontics 80 Hours	Clinical Operative 80 Hours	General Education 100 Hours (Research, English, Arts & Humanities, ICT)

	General Education 100 Hours (Behavioural Sciences, Research, English, Arts & Humanities, ICT)	Clinical Prosthodontics 80 Hours	
		Clinical Oral & Maxillofacial Surgery 80 Hours	
		General Education 100 Hours (Research, English, Arts & Humanities, ICT)	
1200 hours	1200 hours	1200 hours	1200 hours

Curricular Map & Rationale

1. This pictorial, vertical and horizontal presentation of the course content and extent shows the sequence in which various systems are to be covered. Curricular map to cover all the subjects and modules and the time allocated to study of the systems for the undergraduate programs offered at four colleges at campus are as follows:



Rationale: 2nd Year BDS Community Dentistry

TERM- I	<ul style="list-style-type: none">● Health disease and infection● The practice of public health● Introduction to dental public health● Nutrition in health and disease● Health education● Health care delivery system● Epidemiological methods● Infection control
TERM- II	<ul style="list-style-type: none">● Indices for oral diseases● Prevention of oral diseases● Primary preventive services● Fluorides in caries prevention● Introduction to biostatistics● Analyzing and interpreting data
TERM-III	<ul style="list-style-type: none">● Section G

Learning Outcomes

Topic/ Content	Student Learning Outcomes	Mode of Information (MOIT)	Learning Domain (KSA-Model)
Balanced Diet (Nutrition in Health & Disease)	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Define and Explain the Concept of a Balanced Diet • Identify the Essential Nutrients and Their Roles in the Body: • Understand the Relationship Between Nutrition and Oral Health • Explain Dietary Guidelines and Recommendations: • Discuss Malnutrition and its Effects on General and Oral Health: • Apply Knowledge of Nutrition in the Context of Disease Prevention and Health Promotion: • Evaluate Nutritional Needs Across Different Life Stages • Recognize the Importance of Nutrition Education and Community Outreach 	Lecture Tutorial/ SDL	<p>Knowledge (Cognitive) or</p> <p>Skill (Psychomotor)/ or</p> <p>Attitude (Effective)</p>
Dental Auxiliaries	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Identify the various types of dental auxiliaries and their specific roles within the dental team. • Learn the scope of practice and responsibilities for each category of dental auxiliary. • Develop skills for effective collaboration with dental auxiliaries to enhance patient care. • Understand the legal and ethical guidelines governing the practice of dental auxiliaries. • Gain proficiency in supervising and delegating tasks to dental auxiliaries appropriately. 	Lecture/Tutorial/ SDL/ skill	<p>Knowledge (Cognitive) or</p> <p>Skill (Psychomotor)/ or</p> <p>Attitude (Effective)</p>

Indices of Oral Diseases	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Learn the purpose and application of indices in assessing oral diseases. • Recognize and use common indices like DMFT (Decayed, Missing, and Filled Teeth) for caries, CPITN (Community Periodontal Index of Treatment Needs) for periodontal health, and others. • Develop skills to accurately apply these indices in clinical and community settings. • Analyze and interpret data collected using oral health indices to assess disease prevalence and severity. • Understand the role of oral health indices in research, public health planning, and evaluating treatment outcomes. 	Lecture/Tutorial/ Practical/ Skill SDL	<p>Knowledge (Cognitive) or</p> <p>Skill (Psychomotor)/ or Attitude (Effective)</p>
Dental Public Health	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Grasp the foundational concepts and principles of dental public health. • Learn to evaluate and identify oral health needs within a population. • Develop skills to create and implement effective community-based oral health programs. • Advocate for and promote oral health at the population level through education and policy. • Assess the impact of public health interventions on oral health outcomes. 	Lecture/Tutorial/ Practical	<p>Knowledge (Cognitive) or</p> <p>Skill (Pscychomotor)/ or Attitude (Effective)</p>

Fluorides & Dental Caries	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Learn how fluoride prevents dental caries at the biochemical level. • Identify various sources of fluoride, including water, toothpaste, and professional treatments. • Gain skills in the correct application of topical and systemic fluoride. • Evaluate the effectiveness of fluoride in caries prevention in different populations. 	Lecture/Tutorial/ Practical/ SDL/ Skill	<p>Knowledge (Cognitive) or</p> <p>Skill (Psychomotor)/ or</p> <p>Attitude (Effective)</p>
Epidemiology of Oral Diseases	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Grasp basic epidemiological principles and how they apply to oral diseases. • Learn to analyze the distribution and determinants of oral diseases in different populations. • Develop skills to interpret data from oral health surveys and research studies. • Identify and assess risk factors associated with oral diseases. 	Lecture/Tutorial	<p>Knowledge (Cognitive) or</p> <p>Skill (Pscychomotor)/ or</p> <p>Attitude (Effective)</p>
Biostatistics	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Grasp fundamental biostatistical concepts and methods used in health research. • Use appropriate statistical techniques for analyzing health data, including descriptive and inferential statistics. • Develop skills to interpret and explain statistical results in the context of health research. 	Lecture/Tutorial	<p>Knowledge (Cognitive) or</p> <p>Skill (Pscychomotor)/ or</p> <p>Attitude (Effective)</p>

Atraumatic Restorative Treatment	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Describe the Principles and Techniques of ART • Understand the Advantages and Limitations of ART • Explain the Materials Used in ART and Their Properties • Analyze the Role of ART in Caries Management and Prevention • Recognize the Importance of ART in Community Oral Health Programs • Develop Practical Skills for Performing ART 	Practical/ Skill/ Clinical/ Demonstration	<p>Knowledge (Cognitive) or</p> <p>Skill (Psychomotor)/ or</p> <p>Attitude (Effective)</p>
Oral Cancers	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Define and Understand the Epidemiology of Oral Cancers • Identify the Risk Factors and Etiology of Oral Cancers • Understand the Staging of Oral Cancers • Evaluate the Role of Dental Professionals in Oral Cancer Prevention and Early Detection 	Lecture/Tutorial/	<p>Knowledge (Cognitive) or</p> <p>Skill (Psychomotor)/ or</p> <p>Attitude (Effective)</p>
Epidemiology	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Define Epidemiology and its Importance in Dentistry: • Differentiate Between Various Epidemiological Study Designs • Understand Measures of Disease Frequency and Association • Discuss Data Collection Methods in Oral Epidemiology 	Lecture/Tutorial/ Practical/	Knowledge (Cognitive)

Behaviour Sciences	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Define Behavioral Sciences and Their Relevance to Dentistry • Understand the family types and community • Define social psychology and personality • Understand Behavioral Management Techniques for Dental Patients • Apply Behavioral Science Principles to Special Populations • Understand the Role of Behavioral Sciences in Public Health and Community Dentistry 	Lecture/Tutorial/ Practical/ SDL/ Skill/	<p>Knowledge (Cognitive) or</p> <p>Skill (Pscyhomotor)/</p>
Prevention of Periodontal Oral Diseases	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Learn the causes, progression, and impact of periodontal diseases. • Develop skills to apply preventive strategies such as proper brushing, flossing, and professional cleanings. • Identify and educate on modifiable risk factors like smoking and diabetes that contribute to periodontal disease. • Recognize early signs and symptoms of periodontal disease for prompt intervention. • Assess the effectiveness of various prevention methods in reducing the incidence of periodontal diseases. 	Lecture/Tutorial/ Practical/ \	<p>Knowledge (Cognitive) or</p> <p>Skill (Pscyhomotor)/ or Attitude (Effective)</p>
Health Education	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Create effective oral health education programs tailored to different populations. 	Lecture/Tutorial	<p>Knowledge (Cognitive) or</p> <p>Skill (Pscyhomotor)/ or</p>

	<ul style="list-style-type: none"> • Develop skills to communicate health messages clearly and persuasively. • Encourage and support positive health behaviors through education. • Assess the effectiveness of health education initiatives on knowledge, attitudes, and behaviors. 		Attitude (Effective)
Survey, Planning and Evaluation	<p>Student will be able to:</p> <ul style="list-style-type: none"> • Conduct and analyze oral health surveys. • Identify community oral health needs. • Develop actionable oral health plans. • Set specific, measurable objectives. • Evaluate the effectiveness of oral health programs. • Use evaluation data for program improvement. 	Lecture/Tutorial	<p>Knowledge (Cognitive) or</p> <p>Skill (Pscyhomotor)/ or</p> <p>Attitude (Effective)</p>
Prevention of Dental Caries	<p>Student will be able to:</p> <ol style="list-style-type: none"> 1. Identify key factors contributing to dental caries, such as diet, oral hygiene, and fluoride exposure. 2. Implement and advocate for fluoride use, dental sealants, and proper oral hygiene practices. 3. Provide guidance on reducing sugar intake and promoting a balanced diet for caries prevention. 4. Recognize early signs of caries and apply appropriate interventions to prevent progression. 5. Assess the effectiveness of various caries prevention programs and strategies in community settings. 	Lecture/Tutorial/ Practical/	<p>Knowledge (Cognitive) or</p> <p>Skill (Pscyhomotor)/ or</p> <p>Attitude (Effective)</p>
Level of Prevention	<p>Student will be able to:</p> <p>1. Primary Prevention</p> <ul style="list-style-type: none"> • Understand the concept of preventing the onset of oral diseases. 	Lecture/Tutorial/ Practical/	<p>Knowledge (Cognitive) or</p> <p>Skill (Pscyhomotor)/ or</p> <p>Attitude (Effective)</p>

	<ul style="list-style-type: none"> • Apply measures like fluoride application, oral hygiene education, and dietary counseling. • Encourage habits that reduce the risk of dental caries and periodontal disease. <p>2. Secondary Prevention</p> <ul style="list-style-type: none"> • Recognize the early signs of oral diseases through screening and regular dental check-ups. • Provide timely interventions like dental sealants, scaling, and root planing to halt disease progression. • Understand and apply techniques to prevent complications and reduce the severity of oral diseases. <p>3. Tertiary Prevention</p> <ul style="list-style-type: none"> • Address advanced oral diseases with appropriate restorative, prosthetic, or surgical treatments. • Focus on restoring function and aesthetics in patients with significant oral health issues. 		<p>Turn on screen reader support</p> <p>To enable screen reader support, press Ctrl+Alt+Z To learn about keyboard shortcuts, press Ctrl+slash</p> <p>Banner hidden</p>
Total			

Assessment TOS/Blueprint

Topic/ Content	Assessment Method (No. of Questions)			
	MCQS	SEQs	Viva	OSPE
Balanced Diet (Nutrition in Health & Disease)	2	1	Possible Viva Qs	-
Dental Auxiliaries	1	1	Possible Viva Qs	Possible OSPE Qs
Indices of Oral Diseases	4	2	Possible Viva Qs	Possible OSPE Qs
Dental Public Health	7	1	Possible Viva Qs	-
Fluorides & Dental Caries	5	2	Possible Viva Qs	Possible OSPE Qs
Epidemiology of Oral Diseases	-	1	Possible Viva Qs	Possible OSPE Qs
Biostatistics	4	2	Possible Viva Qs	-
Atraumatic Restorative Treatment	-	1	Possible Viva Qs	Possible OSPE Qs
Oral Cancers	1	1	Possible Viva Qs	Possible OSPE Qs
Epidemiology	5	1	Possible Viva Qs	Possible OSPE Qs
Behaviour Sciences	2	-	Possible Viva Qs	-
Prevention of Periodontal Oral Diseases	8	1	Possible Viva Qs	Possible OSPE Qs
Health Education	2	1	Possible Viva Qs	-
Survey, Planning and Evaluation	1	-	Possible Viva Qs	-

Prevention of Dental Caries	2	-	Possible Viva Qs	Possible OSPE Qs
Level of Prevention	1	-	Possible Viva Qs	-
Total	45	15		

