

***Association for Dental Education in  
Europe***

**SCHOOL VISITATION**



**COLLEGE OF DENTISTRY**



5th - 8th October 2012

**School Self-Assessment and**

# Integrated Visitors Report



## About the ADEE

The Association for Dental Education in Europe (ADEE) was founded in 1975 as an independent European organisation representing academic dentistry and the community of dental educators. Since then, ADEE has played an important role by enhancing the quality of education, advancing the professional development of dental educators and supporting research in education and training of oral health personnel.

The evolution of the Association is set out in ADEE The First 25 Years. ADEE brings together a broad-based membership across Europe comprised of dental schools, specialist societies and national associations concerned with dental education. ADEE is committed to the advancement of the highest level of health care for all people of Europe through its mission statements:

- To promote the advancement and foster convergence towards high standards of dental education.
- To promote and help to co-ordinate peer review and quality assurance in dental education and training.
- To promote the development of assessment and examination methods
- To promote exchange of staff, students and programmes.
- To disseminate knowledge and understanding on education.
- To provide a European link with other bodies concerned with education, particularly dental education.

ADEE members are European university dental schools, specialist societies or other national dental bodies concerned with or related to dental education.



# **School Self-Assessment and Integrated Feedback Report**

## **ADEE Site Visit**

**College of Dentistry, University of Dammam**

**Kingdom of Saudi Arabia**

**5th - 8th October 2012**

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## Prologue

The visiting team are extremely grateful to the University of Dammam, Kingdom of Saudi Arabia and in particular it's College of Dentistry for their warm and hospitable welcome during the ADEE visit. ADEE welcomes visits of dental schools outside Europe for the global harmonisation and convergence of dental curricula.

We wish to thank Dr Fahad Al Harbi Dean of the College of Dentistry and Dr Adel Sulaiman M Alagl Vice Dean for quality and development and all the staff and students at the University of Dammam College of Dentistry.

The College of Dentistry of the University of Dammam has only been recently founded to serve a population of over 3 million residents in the Eastern Province of the Kingdom of Saudi Arabia and is the only dental school in the province. The college of Dentistry is now well established and is increasing its student and faculty year per year to meet the needs of the local population.

The self-assessment document prepared for our visit was of an extremely high standard, informative, honest and transparent enabling the team to have a thorough and informed basis for the discussions and report. The team would like to thank the contributors to the excellent self-assessment document and the college should be commended for the preparations for the visit.

The enthusiastic faculty are highly focused on what they wish to achieve and were justifiably proud of their college. The College of Dentistry will be moving to the main university campus next year which will build upon the infra-structure which is already available.

The college benefits from the fact that many of the staff have had international experience. The visiting team hope that this ADEE review process has helped staff and students to acquire a better insight of their curriculum and will aid further curriculum development.

The observations are those of a team of four individuals from different countries, different backgrounds and perspectives. The comments are offered for consideration and debate within the college. It is important to remember that this ADEE visitation process is not part of any formal accreditation process. One of the main goals of ADEE is to promote high standards in dental education and it is hoped that this peer review process will contribute to University of Dammam College of Dentistry in achieving its vision as a leading education provider in The Kingdom of Saudi Arabia.

Finally the visiting team would like to sincerely thank, Dr Sarfaraz Akhtar who coordinated the self-assessment document and communicated with ADEE on behalf of the school.



# Chapter 1:

## Introduction

### 1. Number of schools, number of active dentists:

The Kingdom of Saudi Arabia was founded in 1932 by the King Abdul-Aziz bin Saud. It has 18 provinces, housing a total population of 27,136,977 and among these 18,707,576 are Saudis and 8,429,401 non-Saudis (2009).

Dammam is the capital of the Eastern Province of Saudi Arabia. It is the most oil-rich region in the world and an important commercial hub and port. The Dammam is the largest city in the Eastern Province and third largest in Saudi Arabia, after Riyadh and Jeddah. The King Fahd International Airport (KFIA) of Dammam province is the largest airport in the world in terms of land area (approximately 780 km<sup>2</sup>) while the King Abdul Aziz Sea Port is the largest on the Persian Gulf. The province of Dammam has a population of 2,823,710 (2009).

Dammam, the eastern province has only one dental school in the whole province. According to the current statistics of the Ministry of Health, Saudi Arabia has 9,206 registered dentists in the country. Out of this, 5515 are engaged in private practice and rests are employed with the governmental agencies with a ratio of 1.37 dentists per 10,000 populations in the government sector against 2.04 per 10,000 in private, and a cumulative of 3.4 dentists per 10,000 population.

### 2. General description of school:

2.1 The College of Dentistry (COD) was established in year 2001- 2002 AD under the patronage of King Faisal University, Dammam. It is the first and only Dental College in the Eastern Province and third dental educational institution in the Kingdom of Saudi Arabia. Currently the campus consists of 2 buildings, housing the administrative and faculty offices, lecture rooms, training laboratories and the dental clinics. Total

land area for College is 43000 sq m and the covered area (buildings) is 7643.25 sqm.

## **2.2 Vision:**

The College of Dentistry at the University of Dammam is to be recognized nationally and internationally for excellence in the tripartite mission of:

- Dental Education
- Providing Dental and Oral Health Services
- Research in the Dental and Oral Health Fields.

## **2.3 Mission:**

The mission of the College of Dentistry is to achieve professional excellence in dentistry in accordance with Islamic morality, expecting to build a generation of highly qualified dentists, who will be able to meet the needs of the community, and thereby overcoming the challenges of the 21<sup>st</sup> century and beyond.

## **2.4 Objectives:**

As a pioneering dental education institution in the community and to provide distinguished services to Saudi citizens, the college has its objectives as follows:

- To apply Islamic values and traditions in all aspects of dentistry.
- To teach and train undergraduate students the knowledge, skills, and attitudes necessary to become competent dentists in oral and dental healthcare.
- To develop and update the dentistry curriculum to meet the needs of the community.
- To provide internationally recognized postgraduate programs to dental graduates.
- To provide primary, secondary and tertiary oral and dental healthcare.
- To provide modern research in the areas of diagnosis, therapy and rehabilitation

**3. General description of university:**

The University of Dammam is the largest public institution in the eastern region. It was serving as the Dammam campus of the King Faisal University till 2009 when it was chartered and enhanced to the status of a full university. Its parent university, the King Faisal University was established with the approval of Royal Decree No: H/67, dated 7<sup>th</sup> August 1975, following the Council of Ministers Ordinance No: 1964/20/11/1394.

**4. Position in the University:**

Dammam University comprises of four main areas of educational services

- 1. Health Professional Colleges Cluster**
- 2. Technical Professional Colleges Cluster**
- 3. Management Professional Colleges Cluster**
- 4. Humanities College Cluster**

The College of Dentistry is among the health professional cluster of the University which includes the colleges of Medicine, Nursing, Applied Medical Science and Basic Medical Sciences.

**5. Relationship with Medical school:**

The college of dentistry has close collaboration with the College of Medicine both for the theoretical education of basic biological and clinical sciences and clinical training related to the field of dentistry. The college of medicine has an active role in designing the basic biological sciences component of the general curriculum of the faculty of dentistry. The faculty of medicine delivers lectures both in the campus of college of dentistry and the college of medicine. The laboratory work is carried out in the college of medicine. The dental students visit the King Fahad University Hospital, affiliated with the college of medicine for clinical observation of the patients with systemic diseases.

**6. Central law and governmental regulations and University regulations and formats:**

The college of dentistry, under the patronage of the University of Dammam is governed by the rules and regulations set out by the Ministry of Higher Education.

Broadly, it has guidelines, policy statements and generic procedures covering areas of university and college administration, financial affairs, recruitment, training, and other affairs of the faculty and staff, scientific research and admission, administration and examination of students. The University Council, chaired by the Minister for Higher Education, is the leading committee of the university, comprising of the college deans, vice rectors and the Rector (University President) who serves as the co-chair of the council. The council monitors the progress of the colleges and provides further guidance regarding policy and operational issues.

**7. Relationship with care providers:**

The faculty of dentistry maintains and encourages synergy among different care providers whether they are the part of the faculty in the college, university affiliated King Fahad University Hospital or other care provider institutions and the individuals, not only in the Dammam region but other parts of the Kingdom and beyond as well. This is in line with the mission statement of the college and in efforts to offer diversified comprehensive training to the college students at different centres. The faculty conducts specialty clinics at the dental clinics of the college and maintains team work and harmony among different specialties for integrated care delivery to the patients. A collegial work environment is promoted among the care providers and the support staff at the college.

**8. Financing/insurance of dental care in the country:**

The College of Dentistry, University of Dammam is governed by the Ministry of Higher Education. The institution gets substantial financial support from the Ministry through the University of Dammam for its operational activities in the academia and dental clinics. The college has adequate provision of high tech equipments and facilities including library, computer lab, training dental labs, dental chairs and dental materials for training of the students and treatment of the patients as well with no fee charged to the students for their education and treatment to the patients. Since the college is a government institution, it does not have any insurance system. However, patients are provided medical and dental care through insurance agencies in the private health care institutions.

**9. Analysis and Comments:**

The College of Dentistry is relatively a new institution in the region and is progressing steadily towards establishing itself in the world of academia and achieving its vision and mission as well. The college aspires to deliver quality education to the students and produce competent dentist for the community. At the same time, it makes all efforts to provide comprehensive dental oral care to the community patients according to set national and international standards in a safe and infection free environment. The college is facing some issues for acquiring highly qualified and competent faculty and support staff. The majority of the staff comprises of expatriates from different parts of the world. At one hand it gives students an exposure for learning through faculty with diversified experience but on the other hand difficulty to the administration for bringing uniformity in the instructional and evaluation methodologies and clinical practices.

The college and the university invest heavily for faculty development. They organize workshops, seminars, symposia and lectures. Renowned national and international speakers and academicians are invited to deliver state of the art lectures and training programs for the faculty and the students as well. The college also invests in hiring fresh graduates and sponsors them for further training and postgraduate studies to join the college as future faculty members.

## Visitors Comments

The College of Dentistry was established in the year 2001-2002 CE under the patronage of King Faisal University, Dammam. It is the first and only dental college in the Eastern Province in the Kingdom of Saudi Arabia.

The recent developments in dental education and research in the College of Dentistry are of a high standard and the college is privileged to have the full support of the university for these developments evident by the new facility that is presently being built.

The self-assessment document was well produced, detailed and extensive. This reflective process should have benefited the College of Dentistry itself and the understanding of the role of the college not only within the University of Dammam and the Kingdom of Saudi Arabia but also within the entire Gulf Region. The process of self-assessment is the most important aspect of ADEE review of the College of Dentistry. It is through the self-assessment exercise that the college can learn and advance the undergraduate programme. The visiting team recommend that the College should repeat this self-assessment process periodically involving the entire faculty in the process.

The ADEE visiting team were impressed with both the current academic and general administrative governance structures at the College.

In accordance with the Arabic culture, the College of Dentistry contains separate male and female campuses. In terms of the programme, curriculum and awarded degrees, both centres are fully integrated resulting in high standards for both. This is a good example of the unified policy and governance setting within the University of Dammam to ensure equal opportunities for both the male and female population.

## **Recommendations**

The visiting team welcomes the plan for greater community engagement with the introduction of a preventive programme in local schools facilitated by the faculty and recommend that this be incorporated into the undergraduate curriculum as an outreach programme.

The team also recommend the introduction of interdisciplinary team care dentistry with dental students and dental care professionals such as hygienists being trained together to enhance patient care and treatment. This would facilitate communication and shared care learning that reflects future professional requirements.

This would be particularly beneficial given the high prevalence of periodontal disease and dental caries in the local population.

The College of Dentistry of the University of Dammam could be a pioneer school for the education of Dental Care Professionals such as Dental Hygienists to provide a team holistic approach to dental care.

## Chapter 2:

### Curriculum in General

**1. Mission of dental school:**

The mission of the College of Dentistry is to achieve professional excellence in dentistry in accordance with Islamic morality, expecting to build a generation of highly qualified dentists, who will be able to meet the needs of the community, and thereby overcoming the challenges of the 21<sup>st</sup> century and beyond.

**2. Number of semesters and Credit Points:**

The college has a semester based system. There are two semesters per year in a six years program with 192 credit hours.

**3. Characteristics and general philosophy:**

The main focus and philosophy of the curriculum is to produce a competent and safe dentist who can address the oral and dental health care needs of the community with compassion in a safe and ethical environment with utmost professional approach.

**4. Aims in general:**

Generally the curriculum is aimed at teaching and training the undergraduate students, developing necessary skills and attitude which can benefit them in person and the community in general. It also aims at building the sound foundation of the students to pursue postgraduate education and training in any part of the world where they can compete for and achieve the highest position in academics and clinical dentistry.

**5. Structure and integration (blueprint):**

The college is comparatively young and progressing, the existing curriculum was developed earlier and it lacks many basic facets of a comprehensive curriculum. The college does not have a curriculum specialist on board who

can develop a blueprint of the curriculum and keep it updated. Recently formed curriculum committee is in process of reviewing the curriculum to identify certain redundancies, better integrate the courses, develop necessary competencies required for a safe dentist and maintain currency of the curriculum with upcoming and emerging concepts and trends in the field of dentistry.

**6. Admittance to semesters, modules (study progress):**

Students register for a basic 6 year undergraduate program of the Faculty of Dentistry. During the six-year undergraduate education, different courses are offered in 2 semesters per academic year system of the program. Some courses are categorized as pre-requisites to the next level courses; students have to pass these courses before moving forward.

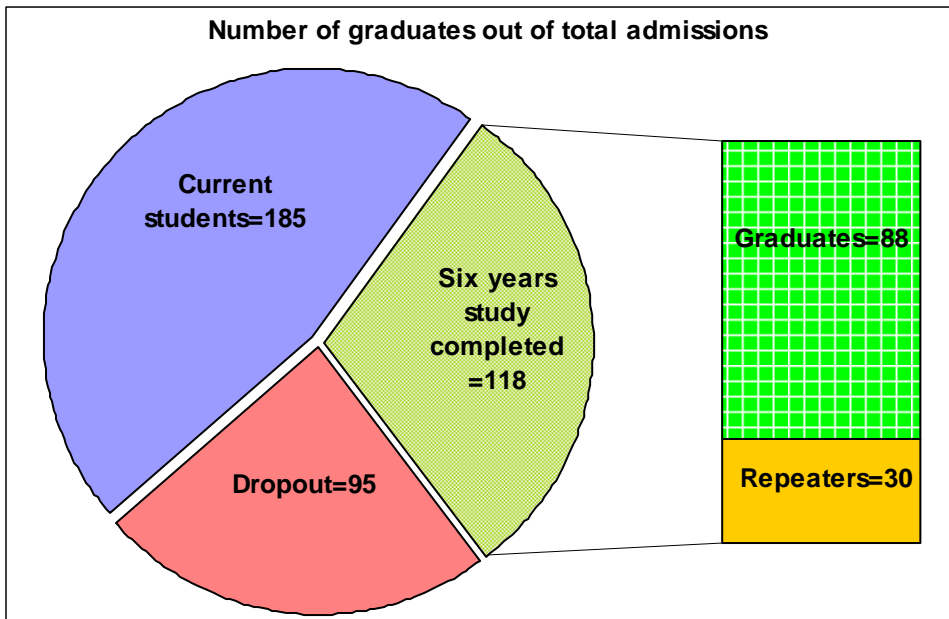
**7. Mean study, duration and success rate:**

The duration of the study is 6 years including preparatory year. After completing 6 years of education, students are awarded Bachelor degree of Dental Surgery (BDS) then they are posted in the “Internship program” where they practice in dental clinics of the college and at other affiliated centres as “Intern”, under supervision of specialists and consultants. This is considered as the 7<sup>th</sup> year of the program. Students are given full opportunity to completely screen, examine, investigate and treat patients in their clinic. Students are also trained for appropriate referral of patients beyond their jurisdiction to the relevant specialist based on the diagnosis.

Since the establishment of the college, 398 students have been enrolled in the college till 2011 including first batch of 30 female students in 2011. First two batches of the students had graduated and completed their internship as well. The third batch is currently enrolled into the internship program, thus 88 students have graduated from the college since it became operational in 2002. Most of the students would graduate during the six years period, however about 10% to 20% of the students would need an extra year.

- **Total number of students admission from 2002-2011 = 398**
- **Total number of students enrolled = 118**
- **Total number of graduates = 88**





**Table 1: Passing percentage in terms of program enrolment and successful completion:**

Batch (Session)	Total admissions	Dropout	Graduates	Program completion%	Current students
1 <sup>st</sup> (2002-08)	35	6	29	82.9	0
2 <sup>nd</sup> (2003-09)	29	2	27	93.1	0
3 <sup>rd</sup> (2004-10)	30	8	18	60.0	4
4 <sup>th</sup> (2005-11)	24	4	14	58.3	6
5 <sup>th</sup> (2006-12)	26	7	-	-	19
6 <sup>th</sup> (2007-13)	37	10	-	-	27
7 <sup>th</sup> (2008-14)	50	29	-	-	21
8 <sup>th</sup> (2009-15)	39	10	-	-	29
9 <sup>th</sup> (2010-16)	56	17	-	-	39
10 <sup>th</sup> (2011-17)	Male=42	2	-	-	40
10 <sup>th</sup> (2011-17)	Female=30	0	-	-	30

### **\*First female batch enrolled in 2011**

The above table shows the status of graduates according to the total number of admissions in a specific enrolment batch and number of candidates of the same batch who have completed the program regardless of the number of attempts for passing the final examination. This information is important in terms of total admissions of the potential candidates and completion of the program regardless of their number of attempts for passing.

**Table 2: PASSING PERCENTAGE OF \*FINAL TERM EXAMINATION:**

Year	Number of students			Passing %
	Appeared	Passed	Failed	
2007-08	29	19	10	65.5
2008-09	37	20	17	54.1
2009-10	39	25	14	64.1
2010-11	34	24	10	70.6

### **\*Last examination for passing the graduation**

This table shows the status of students, appearing and passing the final examination in a specific year. Out of total candidates appeared in the examination regardless of the candidature as fresh or repeater.

This information is important in terms of yearly passing status in the final examination that shows status of producing graduates every year.

### **8. Application, selection and enrolment:**

The Admission Committee at the College recruits only the applicants with the necessary academic qualifications and personal qualities that promote their success in dental school and afterwards in the dental career. The college has eligibility criteria for prospective students to apply for admission in the College of Dentistry. They

- I. should have the secondary school certificate, obtained in a period of less than 5 years prior to the date of application.
- II. must successfully pass entrance examination and personal interviews
- III. must be physically fit and healthy.
- IV. must satisfy any other conditions the University Council may deem necessary at the time of application.
- V. should possess a minimum average/ intermediate level of English proficiency.
- VI. must successfully pass the "Manual Dexterity Test" provided by college [Test for manual skills] (20 points). Possession of appropriate hand-eye coordination is considered essential to a successful application.

As the number of the candidates submitted to the University of Dammam has exceeded its capacity by five folds in the previous years, the nomination of the students for admission is subjected to the competition based on the differentiation between the candidates regarding their weighted percentages according to the following equation:

- **30% of High School GPA + 30% of Aptitude Test + 40% of ((Achievement)) Test.**

List of the successful candidates is issued and forwarded to Deanship of Admittance and Registration. Prospective students are asked to complete the necessary documentation procedure for enrolment in the college. The students are then admitted to the Deanship of Preparatory classes to complete the first year.

#### **9. Analysis and comments:**

Generally the curriculum of the college is developed adequately to prepare future dentist of the country. However, in order to keep pace with the rapidly progressing field of dentistry, it is imperative to continually review the curriculum for its currency and compatibility with other dental schools in the Kingdom, region and at international level. The college administration is keen to hire curriculum expert who can train other faculty and bring the curriculum at par with other dental schools.

The admission process for the prospective students is fairly simple but highly competitive. There is great deal of enthusiasm among students for admission into the faculty of dentistry. For the first time, a batch of 30 female students has been offered admission in the college, a mile stone in the history of the college and the Eastern province.

### **Visitors Comments:**

The vision and mission are expressed and are well incorporated within practice the curriculum. The faculty is clearly committed; dynamic and focused on curriculum development in partnership with the students. This is assisted by the Vice Deans who facilitate cross departmental communication. The college runs an internship programme that enables early career development and encourages lifelong learning.

# Chapter 3:

## Curriculum Content and Methods

### 1. Competences:

The existing curriculum have well defined outcomes of the program but does not have any defined competencies for the students as in the contemporary dental school's curriculum especially in North America and Europe. However, realizing the need, the college is now seriously focusing on development of competencies for the students at different levels of education and then at graduation to produce dentists who can safely serve the community and compete with other dentists elsewhere or can pursue postgraduate studies at international dental schools and universities.

### 2. Educational methods:

The Educational methods used for teaching in the college comprise of a mix of

- Lectures
- Group Discussions
- Laboratory Assignments / Training
- Clinical Assignments and Observations

### 3. Use of ECTS

The college does not use European Credit Accreditation and Transfer System.

### 4. Division of hours over contact and self-study:

- Contact hours: 303
- Self Study hours:

2 Hours in Week for All Years Every Monday (10 AM – 12 PM)

Free Hours on Wednesday after noon

Semester	First Year	Second Year	Third year	Fourth Year	Fifth Year	Sixth Year
1 <sup>st</sup>	3-4 PM	Free	4-5 PM	--	Free	Free
2 <sup>nd</sup>	Free	--	4-5 PM	Free	--	4-5 PM

### List of courses offered in each semester with course code:

#### Year 1

Course Code	Semester 1	Course Code	Semester 2
DTEDU111	Methods of Learning for Dental Student	ISLM 152	Islamic Creed & Ethics
DTEDU 121	Introduction to the Dental Profession	ENGL 132	Advanced English & Dental Terminology
ISLM 151	Islamic Culture	CHEM 112	General & Organic Chemistry
ENGL 101	General & Scientific English	PHYS 122	General Physics
PHEDU 101	Physical Education	BIOL 102	General Biology

#### Year 2

Course Code	Semester 1	Course Code	Semester 2
ANAT 211	General Anatomy , Histology and Head & Neck Anatomy	BIOCH 212	Biochemistry
PHYL 221	General Physiology	ANAT 222	Head & Neck Anatomy
RDS231	Basic Dental Material Sciences	RDS 232	Dental Morphology
PDS241	Dental Public Health	RDS 242	Into. Operative Dentistry
ISLM 251	The Economics System in Islam	DTEDU 252	Behavioral Sciences in Dentistry
		ISLM 252	Economics System in Islam

### Year 3

Course Code	Semester 1	Course Code	Semester 2
PATH 311	General Pathology	BDS 312	Applied Surgical Anatomy , Anesthesia & Exodontic
PHARM 321	Dental Pharmacology	BDS 322	Oral Pathology 1
MICRO 331	General Microbiology & Immunology	PDS 332	Preventive Dentistry
BDS341	Oral Biology & Oral Histology	RDS 231	Dental Biomaterial Science
BDS351	Oral Diagnosis 1	BDS 352	Physics Of Diag. Radiology & Oral & Maxillofacial Radiology 1
SDS361	Intro. To Pre-Clinical Removable Complete & Partial	RDS 362	Pre- Clinical Operative Dentistry
BDS371	Integrated Dentistry Course 1	PDS 372	Introduction To Community Dentistry

### Year 4

Course Code	Semester 1	Course Code	Semester 2
BDS411	Oral Diagnosis 2	RDS 412	Pulp Biology & Endodontics
BDS421	Oral Surgery & General Practice	SDEN 422	Introduction To Fixed Prosthodontics
BDS431	Oral & Maxillofacial Radiology 2	SDEN 432	Clinical Removable & Partial Prosthodontics
PDS451	Introduction To Paediatric Dentistry	DTEDU 442	Cardiopulmonary Resuscitation
PDS461	Preventive Periodontics	DTEDU 452	Integrated Dentistry Course 2
RDS471	Restorative Procedures 1	BDS 462	Oral Pathology 2

## Year 5

Course Code	Semester 1	Course Code	Semester 2
MEDS 511	General Internal Medicine	PDS 512	Introduction to Orthodontics
SURG 521	General Surgery	RDS 522	Restorative Procedures 2
ENT 531	Ear , Nose & Throat	RDS 532	Clinical Endodontics
BDS541	Clinical Oral Surgery	SDEN 542	Clinical Fixed Prosthodontics 1
BDS551	Oral Medicine	MICRO 552	Clinical Microbiology
PDS561	Clinical Paediatric Dentistry	SDEN 562	Clinical Removable Prosthodontics
PDS571	Clinical Periodontology	DTEDU 572	Integrated Dentistry Course 3

## Year 6

Course Code	Semester 1	Course Code	Semester 2
BDS611	Comprehensive Patient Management	PDS 612	Dental Public Health & Community Dentistry
PDS621	Clinical Orthodontics	PHARM 622	Advanced Dental Therapeutics
DTEDU 631	Comprehensive Clinical Dentistry	SDEN 632	Removable & Maxillofacial Prosthodontics
SDS641	Clinical Fixed Prosthodontics 2	PDS 642	Clinical Pediatric Dentistry 2
		DTEDU 652	Comprehensive Clinical Dentistry 2

### 5. Division of contact hours over theory, laboratory and clinic per one academic year:

S. NO	Department	Credit Hours	Theory contact hours	Laboratory contact hours	Clinic contact hours
1	Biomedical Dental Sciences	28	270	150	480
2	Preventive Dental Sciences	30	255	225	360



3	Restorative Dental Sciences	27	180	180	315
4	Substitutive Dental Sciences	26	180	210	450
5	Dental Education	18	180	0	360
6		8	120		
7		9	360		
8	Physical Ed	1	15	15	
9		5	60	30	
10	Ch	4	45	30	
11		4	45	30	
12	Bioch	5	60	30	
13	A	10	60	180	
14	Pa	3	30	45	
15	Pharma	3	45		
16		1	15		
17	S	1	15		
18	M	2	30		
19	Micro	3	45		
20	Phy	5	90	2	
		<b>193</b>	<b>2100</b>	<b>1125</b>	<b>1965</b>

### Phantom Lab Hours:

Semester	Second Year	Third year	Fourth Year	Fifth Year	Sixth Year
1 <sup>st</sup>	--	--	9 Hrs/ wk	--	--
2 <sup>nd</sup>	2 Hrs/ wk	4 Hrs/ wk	12 Hrs/ wk	--	--

**6. Division of clinic hours over semester, trimester, modules or study years:**

Semester	Fourth Year	Fifth Year	Sixth Year	Total/semester
1 <sup>st</sup>	23	19	18	60
2 <sup>nd</sup>	17	21	21	59
<b>Total Hours</b>	<b>40</b>	<b>40</b>	<b>39</b>	<b>119/ wk</b>

**7. Methods of assessment:**

Various methods are used for assessment of students' proficiency against the set objectives of the courses in the college. These include

<ul style="list-style-type: none"> <li>• Exercises</li> <li>• MCQ's</li> <li>• True or False</li> <li>• Short answer questions</li> <li>• Interview rating form /</li> </ul>	<ul style="list-style-type: none"> <li>• Focused Observations</li> <li>• Matching items</li> <li>• Fill in the blank</li> <li>• Assignments</li> <li>• Observation by faculty</li> <li>• Survey</li> </ul>
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**8. Formal exams (semester, trimester, module, year, final)**

The formal examination is administered at the end of each semester to assess the knowledge and proficiency of the students for the taught curriculum. The examination comprises of a mix of following types.

- Written exams
- Oral exams
- OSCE
- Oral presentations

The dates of the final exams are announced by the university administration. Four weeks before the set date, the students are given a 10 day period to formulate and submit the tentative examination schedule to the office of the Vice Dean for Academic Affairs. The students are involved in the scheduling process through their

class student leader. The idea is to take care of needs of the students who have pending courses and have to take and pass these courses in order to be able to take courses scheduled in the subsequent semester. The office of the Vice Dean for Academic Affairs sends the suggested exam schedule to the respective departments for review. Finalized examination schedule is approved and announced by the Vice Dean for Academic Affairs. The examination is administered with complete confidentiality and its sanctity is maintained through strict invigilation by the independent faculty, not related to the course being examined. However, the concerned faculty / departmental representative make him/her available to clarify any concerns that may arise. The marking of answer sheets is done with confidentiality; results are shared with the departmental head and the Vice Dean for Academic Affairs before its announcement. The results are displayed at the college notice board. The students who pass the examination are promoted to the next level.

#### **9. Presence of state exam in order to enter the dentist register:**

Graduate students are encouraged to take the Saudi Licensure Examination (SLE) from the Saudi Commission for Health Specialist but it is not a mandatory requirement by the college. However, graduates have to sit for such exam for licensure.

#### **10. Analysis and Comments:**

The college has semester based program for teaching. It is difficult to teach all courses in each semester due to time constraints and number of available faculty members. Similarly certain courses cannot be offered in the manner as they should be. Considering these difficulties and others faced by the students (for example, students who fail in the pre-requisite course, cannot take the next course in line with it and have to wait long till this course is offered on its next turn) the College is planning to adopt the annual system. The curriculum committee is working to update the curriculum and restructure the courses to synchronize with the contemporary concepts in dentistry. Another task of the curriculum committee is to schedule and integrate the courses appropriately.

The Vice Dean for Academic Affairs has established an Examination Committee to streamline the administration of examination and develop appropriate policy and procedures for this purpose.

## Visitors Comments

The curriculum is well structured, divided into two semesters with a 32 week academic year. The College of Dentistry uses well defined course documents with clear learning outcomes. There is wide variety of assessment methods covering different educational domains. The curriculum development process is enhanced by active student involvement.

## Recommendations

Further integration and coordination of the basic and medical sciences taught by the College of Medicine should be supported with clear learning objectives developed specifically for dental students.

Earlier clinical contact and outreach into the local community could enthuse and motivate the students for the practice of dentistry. Early clinical contact can be achieved by introducing chair side assisting and infection control courses in the early years with junior students paired with senior students. This distant peer pairing would also encourage the senior students to develop teaching skills which are essential for the future health care professional.

Consideration should be given to curriculum mapping and blue-printing of the examinations with regards to content and competencies expected of a newly qualified dentist. A clear process for standard setting examinations should also be implemented. Competences based outcomes for the graduate dentists could be considered for future curriculum development.

Consideration should be given to using more technology enhanced learning with the potential use of audio and video podcasts for the introduction of new information and reviewing practical procedures; this will encourage student self learning responsibility.

## Chapter 4:

### Facilities

The college has two buildings, one old (main) building which has ground plus one floor comprising of administration offices, faculty offices, 5 lecture halls, training laboratories (where the practical sessions of various lectures are held) and research laboratories and dental clinics for students and specialists. There is one big auditorium in this building which has a seat-capacity of 300 and is fully equipped with audio-visual system. The newly constructed three storied-building has faculty offices, library, one cafeteria serving the students, faculty and staff, research labs, a computer lab, equipped with internet services and clinics for interns. The College has a play ground, tennis lawn, court for volley ball and a jogging track, promoting a healthy life style among students.

#### 1. Library:

The college recognizes the importance of availability and easy access to the learning resources by the students. The college has recently upgraded its library to function as a comprehensive resource centre for the faculty, students and technical staff. It consists of contemporary collection of text books, reference books and journals. The college library is linked with the central library of the university which is a treasure of knowledge, having a vast collection of text and reference books and journal. The library has access to many renowned online journals, books and advanced research portals. For the keen learners, the faculty and students, university has provided access to multiple online resources at their convenience form home and other locations as well.

<b>Electronic Database Resources</b>	<b>Specialization</b>	<b>Publisher</b>
ProQuest Central	All disciplines	Proquest
Digital Dissertation	All disciplines	
CSA Technology Collection	Technical	
Medline Index	Medicine	
ERIC	Education	
LISA	Information Bpluzraveh libraries and Information	
Academic Search Complete Plus	All disciplines	EBSCO
Communication and Mass	Communication and Information	
Wilson Applied Sci	Applied Science and Technology	
Business source complete	Economics and Management	
CINAHL Plus with FT	Medicine	
Thieme	Medicine	Thieme
IGI InfoSci-Journals	Electrical and Electronic Engineering	IGI
IEEE/IEE	All disciplines	IEEE
AskZad	Medicine	AskZad
StatRef	All disciplines	StatRef
Wiley	Management and Business Administration	Wiley
Emerald	Management and Business Administration	Emerald
British Medical journals BMJ	Medicine	BMJ
Web of knowledge (ISI)	All disciplines	ISI
Math Science	Mathematics	Math Science
Americansociety of	Engineering	ASCE

EngineersASCE		
AIP + APS	Science theory	AIP + APS
MD and Nursing Consult and Skills	Medicine	Elsevier
EduSearch	Education	House of the system
EcoLink	Economy	House of the system
Ovid Lippincott	Medicine	LWW
Access Medicine	Medicine	McGraw Hill
Gale academic one file	All disciplines	Gale
Business insight Global	Economics and Management	Gale
UpToDate	Medicine	UpToDate
Springer	All disciplines	Springer
Science Direct	All disciplines	Elsevier
SAGE	Business Administration and Computer	SAGE
OXFORD	All disciplines	OXFORD
Cambridge	All disciplines	Cambridge

## 2. Dental Clinics:

For comprehensive clinical training of the students and provision of dental oral health to the patients, the college has established state of the art dental clinics, equipped with the latest and modern dental chairs with the facility of digital radiography. There are 108 dental clinics at present, 99 for the students and 9 for the specialists. The radiology unit of the dental clinics comprises of 3 rooms equipped with machines for exposure of periapical, bitewings, full mouth, occlusal and cone beam radiographs. The dental clinics have strong Centralized Sterilization and Supply Department (CSSD) with fully functioning 3 sterilization units, one in building # 1 and 2 in building # 2 of the college. The Infection Control Committee and the designated Infection Control Coordinator maintain a continuous surveillance of the CSSD and the clinics for strict adherence to internationally accepted infection control guidelines and practices. The infection control committee has recently been mandated for developing an infection control program.

Instruments and dental materials are dispensed through three different areas, appropriately distributed among dental clinics for smooth and uninterrupted functioning of the clinics. Students are responsible for issuance and return of the instruments. The dispensaries are regularly supplied with the required materials from main store.

The Dental Records section confidentially maintains all the data and relevant information for patients. Policies and procedures are being developed for the section.

**3. Training Laboratories** It is essential for a dental school to have a functional network of training laboratories for practical application of theoretical knowledge acquired by the students. The College of Dentistry at the University of Dammam has established many such laboratories, equipped with essential high tech equipments and machines. Following is the list of laboratories available in the college.

- 3.1 Three phantom laboratories; one with 60 working simulating units + 1 demonstration unit, and another with 50 working simulating units + 1 demonstration unit, the third one with 10 working simulating units and 1 demonstration unit.
- 3.2 One prosthodontic training laboratory; with 60 work stations + 1 demonstration unit, each of which is equipped with gas supply, micromotor, light, & suction.
- 3.3 One clinical laboratory; equipped with polishing unit, sandblasting unit, wax elimination unit, metal casting unit, burn out unit, model trimmer, & 2 work stations.
- 3.4 Pathology and Oral Surgery Simulation laboratory;  
It consists of:
  - 25 phantom heads, which are bench mounted. The phantom heads contain



different oral surgery models, which allow the students to get pre-clinical training on the administration of local anaesthesia (20 models), and simple extraction of teeth (5 models).

- 10 skulls for the head & neck region for teaching applied anatomy related to different oral surgical procedures.
- 10 suture kits for teaching the students different suture techniques.
- Different models for teaching surgical removal of impacted teeth.
- Oral Histology and Pathology Lab (microscopic Lab.); OHP Lab has 30 basic microscopes with one "5 head microscope" connected to data-show for teaching purposes.

#### **4. Research Laboratories:**

##### **4.1 One Biomaterial Research Laboratory;**

**4.2 Prosthodontic Research Laboratory;** most of the materials are being tested for their physical strength, tensile, compressive and flexural characteristics that are commonly used in the field of Dental Medicine. The purpose of this Laboratory is to test all the materials being supplied by different manufacturers to ensure the quality and durability of their products and compatibility of materials under the approval of Saudi Dental Society before it will be disseminated to the different clinical fields of dentistry. The lab is equipped with the following instruments

- a) Thermocycling,
- b) StereoZoom Microscope,
- c) Instron - Universal testing machine,
- d) Cerec 3, Cyanovad – (for color differentiation),
- e) Milling machine (for simple cutting and grinding),
- f) Waterbath (for storage of specimen with desired temperature).

##### **4.3 Oral Biology Research Laboratory;**

It is one of the main research laboratories in the College where most of the histopathological staining and immunohistochemical markers can be done to serve the diagnosis of oral lesions and research projects in this field. The

purpose of this laboratory is to (1) support the clinics and provide the histopathological diagnosis for any biopsy taken in the clinics of the College and (2) to process any Histopathological or immunohistochemical methodology for any research projects done in the College. In this laboratory all histopathological staining for tissues can be done in addition to all immunohistochemical markers including cancer markers that are commonly used in the field of Oral Pathology, Diagnosis and Medicine.

#### **4.4 Micro CT Laboratory;**

In the Micro CT Research Laboratory, most of the biological structures are tested for their biological and pathological characteristics that are commonly used in the field of Dental Medicine. This machine will facilitate building the infrastructure for research in the college of dentistry at the University of Dammam, and allow researchers from the College and other schools to cooperate and facilitate the publication in international journals.

### **5 OFFICES:**

The College of Dentistry is divided into three main areas according to its working, administration, academic and the clinical areas.

#### **5.1 Administration:**

The main administration department has offices for the

- Dean
- Director Administration and Finance
- Assistant Director Administration
- Personnel office
- One hall, shared by one office manager and two office secretaries.
- The administration department has an adjacent meeting room as well.
- 1 office for Quality and Planning Unit, shared by three staffs

#### **5.2 Academic Affairs:**

The Vice Deanship for Academic Affairs has offices for the

- Vice Dean
- Four Departmental Chairs (separate offices)

- College Registrar and 1 Secretary to the Vice Dean (sharing one office)
- Student Counsellor
- Director Alumni Services
- Secretary
- Secretary for RDS & BDS departments
- The academic staffs have offices on sharing basis, 2-3 faculty share one room in well designed cubicles, maintaining their privacy during office work. They are provided with computer, printer, telephone and stationary items. There are a total of 15 offices, housing the faculty members.
- Students Activity Committee
- Students Service Center

### **5.3 Clinical Affairs:**

The Vice Deanship for Clinical Affairs has offices for

- Vice Dean
- Secretary to Vice Dean
- Medical Director with adjacent office for the secretary
- Senior Dental Assistant
- 2 offices in the main store (ware house) one for the store manager and other shared by two staffs.
- 2 Instrument Dispensary
- Materials Dispensary
- 1 office shared by a biostatistician and Technician for equipment maintenance

## **6 Analysis and Comments:**

6.1 As has been mentioned earlier, the college is comparatively young and progressing, it has unlimited potential to become a leader in dental education in the region as well as in the country. In a very short period, the College has managed to continually provide and upgrade the facilities required for delivering standardized teaching to the dental students and comprehensive care to the patients in a high tech and safe environment. The description above highlights

some basic and essential facilities available in the College. Top-of-the-line dental equipments, machines, instruments and dental materials are available all the times in the clinics and laboratories. The College however is facing some issues for hiring qualified and competent faculty, specialist doctors and technical staff. The community awareness for the existence of College is low and so is the volume of patients for adequate training of dental students.

6.2 The oral surgery simulation lab in the College of Dentistry, Dammam University is a unique innovative teaching unit, which bridges the gap between theoretical and clinical years. The lab is also used for oral pathology and oral histology. Simulation based teaching is a new teaching strategy, which requires staff training. The lab allows an earlier students contact and customized training for difficult procedures. Students develop confidence when administering injection or performing extraction on patients. These simulation facilities can be used in assessing students' clinical competences as it provides a more standardized form of assessment.

6.3 The oral histology & histopathology lab is being used for other courses as well. The benches are designed for dental biomaterial sessions which cause inconvenience to students while using microscope. Some maintenance issues result in delays for providing training to the students and routine working of the lab. The continuous need for quality products, dictates the need for adding more well trained technicians as well as keeping the available team updated by letting them exposed to continuing education and training programs.

6.4 Dental clinics have been provided the facility of digital radiography in order to keep pace with the advancement in the field, however faculty and staff often face problems for viewing and analyzing the image due to inadequate support by the server and software, also difficulty in retrieving old images while some are deleted permanently.

## **Visitors Comments:**

The visiting team congratulates the College of Dentistry on the state of the art facilities and equipment in both the old and new campus. This includes the research laboratories that will enable the development of world class research. The learning resources available to the student body are excellent and demonstrate a clear commitment to student development.

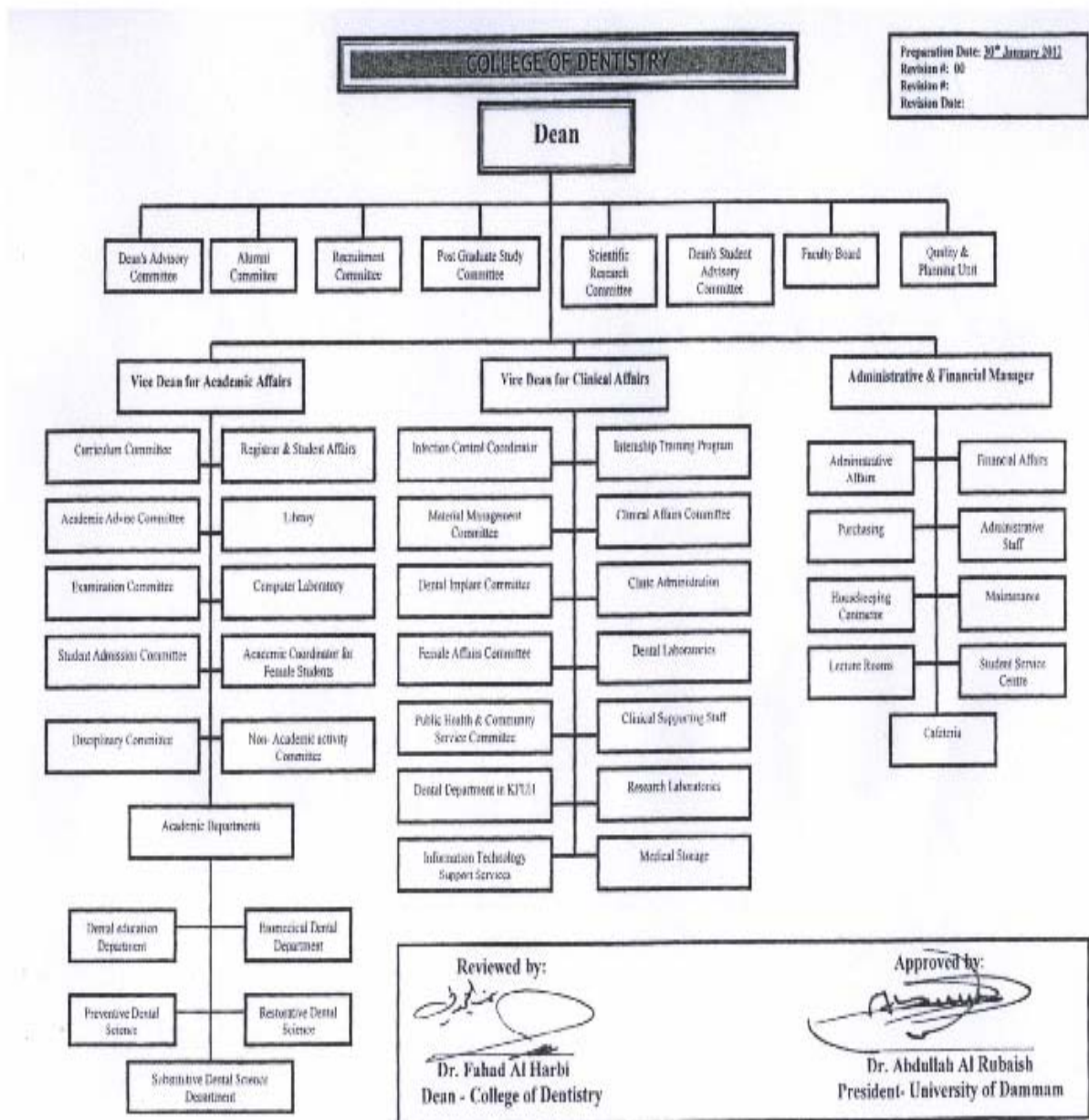
## **Recommendations:**

The College of Dentistry should consider the introduction of a bus service between city centres of Dammam and Al-Khobar and the college to increase patient numbers particularly with regards to the new campus. Another method to increase patient numbers could be the introduction of mobile clinic in order to serve a wider population of the local community.

# Chapter 5:

## Organization

### 1. Organizational Structure (Organogram)



## **2. Responsibilities of different entities in the organization:**

### **2.1 Dean, College of Dentistry**

The Dean of the College serves as the Chief Officer of the College and is appointed by the Ministry of Higher Education upon recommendation by the President of the University for a two year renewable term. The Dean is responsible for overall management of academic, administrative and financial affairs of the college. The Vice Deanships of Academic Affairs and Clinical Affairs and the Director Finance and Administration work directly under supervision and guidance of the College Dean and assist him for effective governance to accomplish goals and objectives, leading towards the vision and mission of the College. The Dean is also responsible for establishing a quality culture in the College and leading the institution for accreditation by national and international agencies.

The Dean has following committees working under him:

- Faculty Board
- Recruitment Committee
- Post Graduate Studies Committee
- Scientific Research Committee
- Dean's Student Advisory Committee
- Alumni Committee

### **2.2 Vice Dean for Academic Affairs**

The Vice Dean (VD) for Academic Affairs is appointed by the President of the University upon recommendation of the College Dean for a two years renewable term. VD is responsible for Planning, development, coordination, and supervision of all of the academic activities of the College, directed towards achieving the defined outcomes of the program and reports all activities and their progress to the College Dean. The VD maintains strong coordination with and guides the chairs of the academic departments for smooth functioning and execution of academic plans.

The Vice Dean has following working committees reporting to him.

- Curriculum Committee
- Academic Advise Committee
- Examination Committee
- Student Admission Committee
- Disciplinary Committee
- Non Academic Activity Committee

**2.2.1** Following academic departments are the functional units of the Vice Deanship for Academic Affairs. These departments have further division to facilitate the academic and clinical responsibilities of the department and the faculty as well. All faculty members of the department carry out assigned responsibilities for academics and clinical work under the leadership of the departmental head towards vision, mission and objectives of the college and the university. The team of the chair and faculty play an important and collaborative role for maintaining the academic discipline in the college and providing the quality teaching and learning environment to the students. The departments are fully responsible for providing comprehensive care to the patients in the dental clinics with utmost professionalism and complying with the standards of ethical clinical practices, whether they are involved in training of the students or conducting their assigned clinical sessions.

- I. Biomedical Dental Sciences Department (BDS)**
- II. Preventive Dental Science Department (PDS)**
- III. Restorative Dental Sciences (RDS)**
- IV. Substitutive Dental Sciences (SDS)**
- V. Dental Education (DE)**

**2.2.2 The College Registrar:**

Plays a vital role for the admission and registration of the students, reports all activities to the Vice Dean for Academic Affairs and maintains the data of students for their academic track in the college.



### **2.3 Vice Dean for Clinical Affairs:**

The Vice Dean for Clinical Affairs is appointed by the President of the University upon recommendation of the Dean for a two years renewable term. VD is responsible for overall administration of the dental clinics and dental laboratories of the College, its further planning and development and coordination with the VD for Academic Affairs to facilitate and support the dental education and procedural training of the students. The VD also administers the Internship program of the College.

The Vice Dean has following working committees reporting to him:

- Clinical Affairs Committee
- Medical supplies Committee
- Technical Specifications Committee
- Infection Control Committee
- Dental Implant Committee
- Female Affairs Committee
- Community Service Committee

**2.3.1 The Medical Director (MD):** is the second in command in the Vice Deanship for Clinical Affairs, responsible for daily operations, administration and maintenance of the dental clinics under guidance and supervision of the VD, Clinical Affairs.

**2.3.2 Senior Dental Assistant (SDA):** is responsible for overall supervision of the dental assistants including their daily assignments, clinic roster and scheduling. She reports to the Medical Director for the assigned responsibilities.

### **2.4 Director Administration and Finance:**

Director Administration and Finance reports directly to the Dean of the College and is responsible for managing overall daily administrative functions, facility management of the College, preparation of annual budget and maintenance of financial discipline. The Director liaises with the finance, administration and purchase departments of the University for

different assigned tasks and responsibilities related to the College's operations.

## **2.5 Quality and Planning Unit (Q&PU):**

The Quality and Planning Unit of the College works under direct supervision of the Dean. This office was established in efforts to infuse quality culture in the College at all levels. It is manned by three staffs, 2 Quality Management Officers and 1 Biostatistician. The office is engaged in preparing the college for accreditation by National Commission for Academic Accreditation and Assessment (NCAAA) in coordination with the Deanship for Quality and Academic Accreditation (DQAA) of the Dammam University. Various activities are conducted in the College together with DQAA like evaluation surveys for courses, program and student experience. The Q&PU is working in close coordination with the Dean, Vice Deans and faculty for developing various policies and procedures.

## **3. Departments:**

### **3.1 Administration;**

- 1) Dean
- 2) Deanship for Academic Affairs
- 3) Deanship for Clinical Affairs
- 4) Director Finance and Administration
- 5) Quality and Planning Unit

3.2 Deanship for Academic Affairs has following academic departments and their divisions.

#### **3.2.1 Biomedical Dental Sciences Department (BDS)**

- a) Oral Biology
- b) Oral Pathology
- c) Oral Radiology
- d) Oral Diagnosis
- e) Oral Medicine
- f) Oral and Maxillofacial Surgery

#### **3.2.2 Preventive Dental Science Department (PDS)**

- a) Community Dental Health and Public Health

- b) Orthodontics
- c) Pedodontics
- d) Periodontics

### 3.2.3 Restorative Dental Sciences (RDS)

- a) Biodental Materials
- b) Endodontics
- c) Operative Dentistry

### 3.2.4 Substitutive Dental Sciences (SDS)

- a) Removable (Complete and Partial) Prosthodontics
- b) Fixed Prosthodontics
- c) Advanced Prosthodontics

### 3.2.5 Dental Education

## 3.3 Deanship for Clinical Affairs has following sections

- 1) Medical Directorate
- 2) Ware House
- 3) Information Technology

## 4. Committees

### 4.1 Faculty Board

The Faculty Board is the supreme committee of the college with the scope of overseeing academic performance of the college, reviewing various issues and taking appropriate decisions. It is chaired by the Dean of the College while Vice Dean for Academic Affairs serves as the secretary of the committee. At least two thirds of the members have to be present to call the meeting into order.

Resolutions / decisions are made with simple majority vote, in case of tie, vote of the chairman prevails.

These are forwarded to the University President for approval.

Other members of the committee include:

- Dean for Admission & Registration, University of Dammam
- Vice Dean for Academic Affairs, College of Medicine, UoD
- Vice Dean for Clinical Affairs, College of Dentistry

- Chairman Biomedical Dental Sciences Department
- Chairman Preventive Dental Science Department
- Chairman Restorative Dental Sciences
- Chairman Substitutive Dental Sciences

#### 4.2 Recruitment Committee

The recruitment committee is established to ensure the transparency of faculty and staff employment process and recruit highly qualified and skilled faculty and staff for the college. The committee is entrusted to review and recommend changes in institutional policy & procedure for faculty and staff appointments, development and promotions.

The committee is chaired by the College Dean and has departmental heads or designee as the member.

#### 4.3 Scientific Research Committee

The Committee is responsible for oversight of research and research training in the faculty, drafting relevant policies and procedures in relation to research and research training and making recommendation to Faculty Board on research policy and on relevant courses and units.

The committee is also responsible for developing research activity amongst staff and students across the faculty and to develop and maintain a policy framework for evaluating research productivity of faculty staff.

The committee is headed by the Chair of the Biomedical Dental Sciences Department and has eight members including two students.

#### 4.4 Dean's Advisory Committee

This committee is being established to work as a focus group and involve various stake holders in the further development of the College by seeking their feedback and an ongoing independent assessment about the effectiveness and strategic direction of the College program. The committee will comprise of educationists, representatives of the community, professional dentists, physician, professional bodies and employers of the College graduates.

#### 4.5 Dean's Student Advisory Committee

The Committee is chaired by the College Dean and is composed of dental students and their parents who strive to improve the undergraduate experience by acting as a liaison between the students and the administration of the College of Dentistry at the University of Dammam. It also includes representative from dental employing agencies and selective members from the College. The purpose of the Dean's Advisory Committee is to advise the College of Dentistry on topics that are important to undergraduate education and that impact the undergraduate student experience on campus. The committee meets regularly once a month to bring forward any new ideas and or concerns faced by the undergraduate students.

#### 4.6 Alumni Committee

This committee is entrusted to continuously update the data base of the College graduates, get their feedback for the courses and the program and any profession or skills related difficulties that they are facing after graduation. The committee will also determine the required skills for the graduates' in the contemporary working environment. The committee encourages the graduates to openly and continuously communicate with the College administration, supporting the College morally and financially for continuous improvement of the academic program.

#### 4.7 Post Graduate Studies Committee

The committee is established to develop strategies for initiating the postgraduate studies and suggest new programs in the College.

#### 4.8 Curriculum Committee

The curriculum committee plays a central role for enhancing the quality of education in the College, utilizing standards of good academic practices that ensure the highest possible quality for the curriculum. It reviews and approves all curriculum and program requirements and forwards these to the College Faculty Board and subsequently to the University Council.

The committee is chaired by the Vice Dean for Academic Affairs and has seven faculty members, representing their departments.

#### 4.9 Examination Committee

The purpose of this committee is to over-see and assess all areas of examinations being conducted in the College of Dentistry University of Dammam. This committee is mandated for quality control and ensuring that examinations meet the highest possible standard. The contents of each examination are inspected and reviewed carefully.

#### 4.10 Academic Advise Committee

The committee is responsible for advising the students on how to deal with difficulties that they might face during their studies in order to overcome these by coordinating with the concerned and other sections and departments. The committee works with the students and facilitates any social and psychological support, if needed through the Counselling office of the University.

#### 4.11 Student Admission Committee

It supervises the admission process of the new students in the College. The committee conducts manual dexterity admission test and personal interviews of the new students as well.

#### 4.12 Disciplinary Committee

The committee is headed by the Vice Dean for Academic Affairs and has two members, chair of the concerned department and chair of another department. The committee investigates any reported violations of the rules and regulations of the College and the University by the students and recommends the disciplinary actions to the College Dean who forwards these to the Central Disciplinary Committee of the University.

#### 4.13 Non Academic Activity Committee

The committee organizes various non-academic activities for the students in the College and encourages their participation in activities like sports, theatre, cultural contest, social gatherings and trips.

#### 4.14 Public Health and Community Service Committee

This committee is formed to improve the awareness of the community in the Eastern Province for oral and dental health. The committee will organize awareness camps and campaigns to screen the school children and community for oral and dental health. The committee will also project and promote the services provided by the College. This committee is mandated to establish the working relationship with the other government and private organizations in the related field.

#### 4.15 Clinical Affairs Administration Committee

This committee is mandated to monitor the functioning of the Clinical Affairs division and recommend the hiring of general dentists, specialists and other staff for the division. The committee will propose future plans for development of the clinical services at the College, grant practicing privileges to the dentists, review medical errors and make appropriate recommendations to avoid recurrence.

#### 4.16 Materials Management Committee

Monitors and ensures availability of all materials needed by the faculty and students in the dental clinics. It introduces with and updates the faculty and the students for new materials and supplies in the College. The committee also controls dispensing of materials and its appropriate use in the dental clinics and laboratories.

#### 4.17 Dental Implant Committee

Reviews cases referred by different dentists in the College for the treatment with the implant denture. This committee is chaired by the Vice Dean for Clinical Affairs and comprises of a Prosthodontist, an Oral Surgeon and one Periodontist. The committee reviews clinical status and all laboratory investigations and approves the treatment plan for the appropriate cases.

#### 4.18 Female Affairs Committee

Ensures implementation and compliance to the rules and regulations and teachings of Islam related to the dress code and general behavior in the College during teaching and while treating the patients.

## **5. Administration of students' progress (monitoring):**

The Registrar's office is responsible for monitoring and analyzing the students' academic progress at the end of each semester/term. The registrar works closely with the students and course director/ coordinator and the student leader. They review pattern of attendance and academic performance [theoretical and clinical], monitor record and assess the course progress of the student for the course in which a student is enrolled. They identify students whose academic performance indicates they may be at risk of failing to achieve satisfactory course progress. Modern statistical tool are utilized to monitor the progression of students, analyze the results and take appropriate actions accordingly for underachieving students. Besides statistical tools, other traditional methods are also used to identify any potential barriers and difficulties in students learning. These include one to one discussion of students and counsellor as well.

Intervention strategies are designed, executed and monitored for students with some difficulties. The record of strategies, action plans and counseling sessions are documented and attached to the students file.

## **6. Administration of care delivered**

The college of dentistry has 108 dental clinics in its premises to provide oral dental health care to the patients. The working hours for the clinics are 0800-1600 Saturday – Wednesday. The dental clinics are equipped with top of the line and high tech dental chairs. The high quality dental material is used in the clinics for assessment and treatment of the patients. The clinics are run by high quality and competent faculty, assisted by well trained and competent assistant. Patients approaching dental clinics are registered at the "Reception and Registration counter" and issued an unique medical record number for future reference. After registration, the patient is referred to the screening clinic for the initial checkup, diagnosis and treatment. Patients receive care at three levels according to their needs.

- Students Clinic, run by the students under the supervision of faculty member.



- Interns Clinic, run independently and if they require any assistance they seek consultation from faculty members.
- Specialist Clinics run by faculty.

Patients receive high quality and standard care in the dental clinics of the college from simple screening to dental implants. The dental clinics provide service to all patients on “no-charge” basis. After the initial visit, patients are booked for one of the above clinics and given appointment for follow-up visit as well. The “Reception and Registration Counter” issues patients schedule for the clinics one day in advance so that medical records section pulls out the patient’s medical record file for the clinics. All care providers and students are required to document the patient’s history and examination, clinical notes and progress notes in the file. Appropriate medical record documentation is not only an ethical and legal responsibility of the care providers but also an important tool to monitor the continuity of care. Infection control policies and guidelines are strictly followed in the dental clinics.

## **7. Information and Communication Technology and Support**

The University of Dammam and the College of Dentistry are heavily investing for developing a high class and seamless infra structure of information technology. The college has provided Wi Fi system, plenty of computer terminals in the offices, dental clinics and laboratories. Students have been provided with a computer lab consisting of 25 computer terminals and a support staff available in the lab. The dental clinics are provided with many computer terminals for x-ray viewing as well. The college has a team of three IT staffs providing services to the college. The college is also supported by the IT department of the University.

## **8. Analysis and Comments:**

9.1 The college of Dentistry has a very compact organizational structure for administering the college. The Dean of the college being the team leader is responsible for overall governance and development of the college. Establishing a world class institution is the crux of the college’s vision and mission and major objective of the dean. The tenure of deanship is very short for any dean to develop strategies for achieving the objective. Even with this

limitation, the present deanship is working hard for developing a quality culture in the college and getting college accredited by national and international agencies. All departments are contributing their best towards improvement in the functioning and achieving excellence in the field. The departments are well coordinated and supportive to each other. The commitment and patronage by the university administration is crucial for college's success.

9.2 There are many committees working in the college for the assigned responsibilities and specific tasks. However, these committees need to be more actively functional and productive for delivering what is required from them.

9.3 Scope of the registrar office is relatively limited in comparison to such other institutions in the academia. This needs to be extended and strengthened to be fully functional for student's admission, registration, monitoring of their progress and guiding them for issues related to their performance. Importance of use of information technology in this era cannot be challenged. The university and the college realize the need for provision of a strong and seamless IT network in the institution. Most advance computers and systems are in place. The college has main support from university server but it does not have adequate support of trained and well qualified IT staffs which at times hamper the even the normal working. The network speed is too slow for routine working or downloading.

## Visitors Comments:

The College of Dentistry is fortunate to have such an energetic, open minded, and forward thinking Dean, with a dedicated administrative staff.

The support given by the President of the University and faculty members is reassuring and should enable the College of Dentistry to realise their goals and mission to be recognised as a high quality dental school. The impact of Vice Deans in the organisation is strong and there are clear lines of management and

reporting ensuring student opinion gets heard in different levels of administration.

### Recommendation:

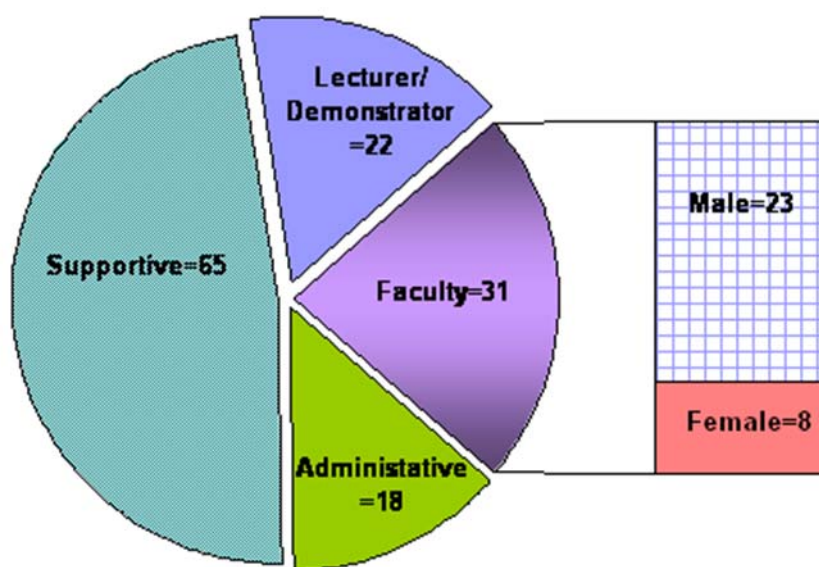
Interdisciplinary teamwork with dental hygienists should be encouraged to help achieve learning outcome goals in providing dental care and oral health promotion services to the local community. The visiting team recommend a new integrated school for the training of dental care professionals such as hygienists is set up. The organizational structure should be embedded within the College of Dentistry to enhance interdisciplinary team working and shared care.

# Chapter 6:

## Staff

### 1. Total academic and supportive staff (FTE)

Total academic, administrative and supportive staff



### Administrative Staffs (F.T.E.)

Departments		
Dean Office		Total Staff
*Dean		
1	Office Manager	1
2	Secretary	3
TOTAL		4
Administration Office		
1	Director Admin/ Finance	1
2	Assistant Manager, Administration and Warehouse Manager	1

TOTAL		<b>2</b>
<b>Quality and Planning Unit</b>		
1	Quality Management Officer	2
TOTAL		<b>2</b>
<b>Vice Deanship for Academic Affairs</b>		
*Vice Dean, Academic Affairs		
Registrar		1
Secretary to Vice Dean		2
Secretary, RDS/ BDS		1
TOTAL		<b>4</b>

<b>Vice Deanship for Clinical affairs:</b>		
*Vice Dean, Clinical Affairs		
Secretary to VD		2
*Medical Director		
Secretary to Medical Director		1
Senior Dental Assistant		1
Clinical Coordinator/ Pt Relations		1
Clinical Equipment Maintenance Coordinator		1
TOTAL		<b>6</b>
<b>GRAND TOTAL</b>		<b>18</b>

\*These are counted in the faculty staff

**Support Staff:**

<b>Vice Deanship for Clinical Affairs</b>		<b>Total Staff</b>
1	Specialist	1
2	Dental Assistants (DAs)	38
3	Residents	4
4	Hygienist	1
5	Biostatistician	1
6	Dental Lab. Technicians	7
7	I.T technicians	3
8	Audio-visual aids	1
9	Receptionist	4
<b>TOTAL</b>		<b>60</b>
<b>Vice Deanship for Academic Affairs</b>		
1	Librarian	1
<b>TOTAL</b>		<b>1</b>
<b>Administration</b>		
1	Biostatistician	1
2	Warehouse	2
3	Driver	1
<b>TOTAL</b>		<b>4</b>
<b>GRAND TOTAL</b>		<b>65</b>

**2. Distribution in FTE and number of academic staff over positions and departments.**

Academic rank	Total	Departments							
		BDS		PDS		RDS		SDS	
		M	F	M	F	M	F	M	F
Professor	04	1	-	-	-	-	1	2	-
Associate Professor	06	2	-	1	-	1	2	-	-
Assistant Professor	21	3	3	6	1	3	1	4	-
<b>TOTAL FACULTY</b>	<b>31</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>1</b>	<b>4</b>	<b>4</b>	<b>6</b>	

Academic rank	Total	Departments							
		BDS		PDS		RDS		SDS	
		M	F	M	F	M	F	M	F
Lecturer	12	3	-	1	2	1	1	3	1
Demonstrator	10	4	-	2	2	-	1	-	1
<b>TOTAL</b>	<b>22</b>	<b>7</b>		<b>3</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>2</b>
<b>GRAND TOTAL</b>	<b>53</b>	<b>16</b>		<b>15</b>		<b>11</b>		<b>11</b>	

M=Male, F=Female

### 3. Distribution in FTE and number of academic staff over gender and age

Department	Total	Age (years)							
		25–35		36–45		46-55		>55	
		Male	Female	Male	Female	Male	Female	Male	Female
BDS	9	-	-	4	2	3	-	-	1
PDS	8	-	-	5	-	1	1	-	-
RDS	8	1	-	2	3	1	1	-	-
SDS	6	1	-	2	-	1	-	2	-

### 4. Distribution of staff over research, undergraduate and graduate education

The faculty in the College is FTE and is engaged only in undergraduate dental education program as college does not offer any postgraduate dental education program. The college is in process of setting up research facility and culture for scholarly activities. Recently three research laboratories have been established in the college and Research Committee is working for developing strategic plan for research, policies, procedures and guide lines for faculty and students to conduct research. Since these activities are in initial phase, the faculties have not been given any dedicated hours for research. As stated earlier, the college is developing the culture of research; the faculties are encouraged and given opportunities to carry out their research in the university and other institutions and publish in indexed journals.

### 5. Human Resource Management:

Recruitment is made on the budgeted faculty/staff position or an availability of approbation specifying the objective of recruitment. Hiring is purely on merit basis according to the institution requirement and criterion with the appropriate qualification, experience and other necessary skills through human resource department University of Dammam. The departments at the college submit positions requisitions to the college dean who being the chairman of the recruitment committee initiates the hiring process.

Recruitment process is divided into two categories as follows:-



1. Local hiring for Saudi Nationals.
2. External hiring for International candidates, if Saudi national is not available for the position.

New appointment is subject to approved budgeted position and first offered to local candidate, In case of unavailability of local candidate, the announcement is made in international journals and web sites for suitable candidates. Member/s of the recruitment committee either visits the countries where most candidates are or conduct Skype interview of the candidate. The contract period for the expat faculty is one year which is renewable with the consent of both parties.

The expat faculty and staff receive an annual increment of 5% of their basic salary; the departmental head can recommend an enhancement in the rank and salary according to rules and regulations of the Ministry of Higher education. Assessment for promotion of Saudi faculty is based on the following:

- Scientific output
- Teaching
- University and Community service

Further processing for the promotion is done according to the rules and regulations of the Ministry of Higher education.

## **5. Analysis and Comments:**

The college administration recognizes the need of adequate faculty and staff support for various functions of the college. It aims at maintaining the standard for faculty: student and staff: student ratios. The college has a diversified team of faculty and staff from various countries and culture working with harmony and synergy. Due to the scarcity of qualified and trained Saudi faculty and staff, the college administration has to look outside for better options which at times become a tedious job itself to find suitable candidates. However, the college administration is working hard for appropriately qualified and adequate staffing within its resources and limitations. The college dean arranges informal get together and meetings at various occasions and festivals for all levels of faculty and staff without. The best performing faculty and

staffs are recognized through a fair and transparent process and awarded in the annual dental symposium of the college.

### Visitors Comments:

The faculty staff are young and enthusiastic and excellent work should be encouraged to continue. A large number of academic staff have international qualifications and clinical experience which greatly enhances the academic learning environment. Career opportunities for staff to progress are well structured and support staff are well trained and friendly with the environment and facilities are kept in excellent condition.

### Recommendations:

The visiting team recommend the system for allocating points for number of authors on a paper be reviewed as staff report that the present system encourages single authorship and thus discourages collaborative work with colleagues from other disciplines. Interdisciplinary research is frequently the most fruitful in yielding major changes in academic and clinical practice. Staff should be encouraged to work collaboratively with their colleagues from other healthcare disciplines, such as medicine, nursing, and pharmacy.

Personal development plans and educational portfolios could help with staff appraisal and career planning with the scholarship of teaching clearly defined in promotion criteria and recognition given to individuals who are leading educational changes.

## Chapter 7: Biological Sciences

## Chapter 8: Medical Sciences

## Chapter 12: Oral Diseases of Bones and Soft Tissues

### Biomedical Dental Sciences Department

**Chairman of the Department:** Dr. Badr Al – Jandan, Assistant Prof.

**Coordinator of Department:** Dr. Aiman A. Ali – Associate Professor

The Department of Bio Medical Dental Sciences (BDS) has a major focus on basic & applied biomedical sciences, teaching and coordinating Biological Sciences, Medical Sciences and Oral Diseases of Bones and Soft Tissues. It aims to provide students a thorough understanding of knowledge and skills in these aspects of dentistry.

Moreover, it provides an environment, resources & opportunities for all faculties in pursuit of their scholarly interests & goals and thus to achieve their potential as academicians. It integrates the basic medical sciences with both dental and related medical sciences. Periodontology is not included under the BDS Department.

The Department includes 2 divisions:

- **Biological Sciences (BS)**

The department of Biological Sciences is concerned with the teaching to and assessment of the students for Anatomy, Biochemistry, Genetics, Cell biology, Cytology/ Histology, Physiology, Microbiology/ Virology, Immunology. Genetics is not included in the curriculum.

The BS has further sub-divisions based on the relevant courses in the curriculum. These include:

- a) Oral Biology

This division teaches the basic biological characteristics of the normal and pathological oral and peri- oral area tissue.

- b) Oral Pathology

In this division, the student is given orientation about different oral diseases which infect man, the jaw bones and surrounding tissues. As well as the students learn the disease characterized by the appearance of oral facial symptoms and those which infect the human body in general.

c) Oral Radiology

In this division student learn the physics of radiation, how to make radiographs and how to interpret them.

d) Oral Diagnosis

This division aims to teach and train the student the modern technique used in diagnosis of oral disease.

e) Oral Medicine

In this division, the students are trained on the clinical skills necessary for the examination, diagnosis and treatment of the different oral diseases.

f) Oral and Maxillofacial Surgery

In this division, the students are trained on the clinical skills necessary for tooth extraction. They are also trained to apply different surgical techniques to manage aesthetic and prosthetic situation, trauma and tumors.

- **Medical Sciences (MS):**

The medical science courses include human diseases, internal diseases, general pathology and general surgery, anesthesiology, pharmacology, dermatology, neurology, Ear, Nose and Throat. Dermatology & Neurology are not included in the curriculum. The courses related to the medical sciences are designed and delivered by the faculty of College of Medicine in coordination with the department of Bio Medical Dental Sciences (BDS)

**1. Total hours in curriculum: 47**

**2. Distribution of hours over semesters**

## Year 2

Credit hr	Semester-1	Credit hr	Semester 2
5	PHYL 221 Physiology (BS)	5	BIOCH 212-Biochemistry (BS)
5	ANAT 211-General Anatomy (BS)	5	ANAT 222-Head & Neck Anatomy (BS)

## Year 3

Credit hr	Semester-1	Credit hr	Semester 2
3	BDS 341-Oral Biology and Oral Histology (BS)		
2	BDS 351-Oral Diagnosis-I (ODBS)		
2	MICRO 331-General Microbiology & Immunology (BS)	2	BDS 312-Applied Surgical Anatomy, Anesthesia & Exodontia (ODBS)
2	PHARM 321-Dental Pharmacology (MS)	2	BDS 322-Oral Pathology-1 (ODBS)
		2	BDS 352-Physics of Diag. Rad. & Oral & Maxillofacial Radiology-I (ODBS)
3	PATH 311-General Pathology (MS)		

## Year 4

Credit hr	Semester-1	Credit hr	Semester 2
2	BDS 411-Oral Diagnosis-II (ODBS)		
4	BDS 421-Oral Surgery & General Practice(ODBS)		
2	BDS 431-Oral & Maxillofacial Radiology-II (OBDS)		
		2	BDS 462-Oral Pathology-II
		1	DTEDU 442-Cardiopulmonary Resuscitation (ODBS)

## Year 5

Credit hr	Semester-1	Credit hr	Semester 2
3		3	BDS 541-Clinical Oral Surgery (ODBS)
2	BDS 551-Oral Medicine (ODBS)		
1	ENT 531-Ear, Nose & Throat (MS)	1	MICRO 552-Clinical Microbiology (BS)
2	INTMD 511- General Internal Medicine (MS)		
1	SURG 521-General Surgery (MS)		

## Year 6

Credit hr	Semester-1	Credit hr	Semester 2
2	BDS 611-Comprehensive Patient Management (ODBS)		
		1	PHARM 622-Advanced Dental Therapeutics (MS)

\* BS – Biological Sciences

\* MS – Medical Sciences

\*ODBS - Oral Diseases of Bone and Soft Tissues

### 3. Integration in curriculum:

The offered courses emphasize a firm grounding in basic biomedical sciences that may be needed later for students in clinical decision making. Moreover, they are designed to concentrate on learning diagnostic & laboratory skills necessary to become a good dental practitioner. The theory part of the offered courses make the students familiar with the basic and applied aspects including the current concepts that form a bridge between the knowledge they acquire and the skills (clinical / lab) they need to develop. The frame work of lectures is designed comprehensively so as to integrate with the schedule of labs that can enable the students in critical thinking and proper decision making. Moreover, the theory part of the courses is revisited at different student levels during their respective lab sessions. These courses are

integrated with other courses clinical & non – clinical on both vertical & horizontal directions in micro and macro levels, horizontally at the same level / year and vertically over the whole course as some courses are either pre / co-requisites for other courses. Integration is made clear at the sixth year level at the CCD (Comprehensive Clinical Dentistry) & CPM (Comprehensive Patient Management) courses in addition to the course of Integrated Dentistry at 3<sup>rd</sup>, 4<sup>th</sup> & 5<sup>th</sup> year levels where the students will be correlating and applying the knowledge he/she gathers at different levels (Basic, Medical & Dental sciences).

#### **4. Analysis and Comments:**

1. Staff to student ratio of the department is favorable (1:5) and resources are sufficient (library, computer lab, dental chairs, equipments, instruments, disposables) for students learning.
2. The learning outcomes for all courses are well defined. The curriculum in general is competent enough to encourage and develop suitable and sufficient scientific & technical skills needed to build a proficient dental practitioner, however constant and regular update is needed in this regard. Basic sciences offer a great deal of basic knowledge necessary for clinical sciences.
3. The content of some subjects is not entirely based on new educational methods such as evidence-based medicine, problem solving, and analytical and critical thinking.
4. Sometimes students face problems due to lack of early clinical contact with the patients.
5. Students' research projects are not obligatory, as they have no weight in the total marks.
6. Insufficient training of staff members in the various methods of students' assessment. Not all assessment tools are monitored for their reliability and validity. Some educational objectives are not adequately assessed by present methods of assessment especially those related to skills and attitude.
7. The basic science courses are taught outside the college (college of medicine) which threatens the control over the implementation of the declared curriculum. Sometimes there is also lack of communication between the

faculties of medical college and the dental college, resulting in overlap between the declared curriculum, taught curriculum, and the learned curriculum. Having the student's basic science examination "out of campus" also threatens the reliability and validity of the examination and its control.

8. Shortage of patients at some stage compromises the quality and achievement of the required students' clinical competences.

### **Visitors Comments:**

Having the biological sciences of oral biology, oral pathology, oral radiology, oral diagnosis, oral medicine and oral and maxillofacial surgery in the same unit allows the possibility for interdisciplinary teaching.

The horizontal and vertical integration within the dental courses is well planned and there are ways (for instance a coordinator) to interlink the dental studies with the medical preclinical courses. The college is in the process of hiring separate teachers for the preclinical medical subjects to better achieve the dental learning outcomes.

### **Recommendations:**

The integration process should be strengthened between medical and dental sciences.

Elements of Case-Based Learning could facilitate interdisciplinary teaching and comprehensive care dentistry course in year 6 to further enhance the students' understanding.



## Chapter 9:

### Dental Public Health and Behavioural Sciences (Preventive Dental Sciences Department)

**Chairman of the Department:** Dr. Adel Sulaiman M Alagl

The Preventive Dental Sciences Department includes the following divisions:

1. **Community Dental Hygiene and Public Health Division:** aims to qualify the student to meet the community needs particularly those related to oral medicine and dentistry in accordance with the social and cultural circumstances of the community.
2. **Orthodontics Division:** The division focuses on teaching the students the basic of orthodontics and the diagnosis of the disorder and malformation of teeth and the maxillofacial deformity.
3. **Pedodontics:** This division teaches the students preventive and therapeutic techniques of inherited and acquired dental problems of children. This section also teaches the normal growth of the teeth, oral structures and their pathological disorders.
4. **Periodontics: Division** – This division trains the student for periodontal clinical and radiological examination and the recognition of pathological changes resulting from local or general causes.

## Public and Preventive Dentistry

**Coordinator for the Division:** Dr. Balgis Osman Gaffar

The division of Public and Preventive Dentistry as a part of Preventive Dental Sciences Department aims to involve the students in community based activities and improving their personal and practical preventive skills. The early introduction of the course in the curriculum helps the students to value the concept of prevention.

In addition to training students in preventive measures, epidemiology, early detection and diagnosis of oral diseases and research implementation.

The students are introduced since to dental public health and the concept of preventive dentistry in second year; this early introduction makes the students oriented about integrating the courses to other courses. Training the students in preventive measures, epidemiology, early detection and diagnosis of oral diseases and research implementation make the courses more flexible and less complicated.

### 1. Total hours in the curriculum: 4

### 2. Distribution of hours over semesters, trimester, modules and years:

#### Year 2

Credit hrs	Semester-1	Credit hrs	Semester 2
1	PDS 241Dental Public Health		

#### Year 3

Credit hrs	Semester-1	Credit hrs	Semester 2
		1	PDS 332 Preventive Dentistry
		2	PDS 372 Introduction to Community Dentistry

### **3. Integration in the curriculum:**

The dental public health courses increase the student's awareness about their responsibility towards the community. The courses emphasize the importance of proper assessment, planning, implementation, and evaluation of effective public health programs. In addition, comparison between clinical dentistry and public health dentistry is used to instill in the student's mind the differences and similarities between the two areas.

After each lecture a designed clinical or field practice is carried in order to link what was taught to its practical part. In addition presentations done by the students on the lectures taught give them the chance to broaden their knowledge and therefore be able to understand it better.

After each lecture a designed clinical or field practice is carried in order to link what was taught to its practical part. In addition presentations done by the students on the lectures taught give them the chance to broaden their knowledge and therefore be able to understand the courses better. For example in third year two courses are taught , Preventive Dentistry and Introduction to Community Dentistry, lectures taught in both courses are then practiced as hands on assignments in the clinics ,labs or as role plays; such as infection control guidelines, application of oral preventive measures etc.

The courses in Dental Public Health have been designed in a way to provide the dental graduates with the tools necessary to diagnose individual and community needs, in addition to planning and designing preventive measures and evaluating their success either through disease prevention or oral health promotion which in turn coincide with the overall objectives of the College of Dentistry in increasing the awareness of the public with an emphasis on Eastern region regarding oral health. Field work programs by sixth year students malls, private and governmental institutions include planning, designing and implementing preventive programs in addition to evaluation of the overall program out come through questionnaires or prospective annual oral health status evaluation.

### **4. Analysis and Comments:**

Integration of courses by the department provide good opportunity for increasing the perception and knowledge of the students; although it would be far much better if the

courses were taught annually or in form of short modules throughout the second to sixth year as some courses need integration with other courses taught in the faculty later to ours like pediatric dentistry. The students are exposed to field work at an early stage and different methods of teaching are instituted. Students are trained to critique and do peer review of the assignments and projects. Sometimes organizational relationship restricts the field activities which can be overcome by collaboration with other universities and programs locally or globally. Students consider the practice of public health dentistry inapplicable in the world of emergency or on need dentistry. In spite of the tremendous advances in dentistry and especially services by dental public health cadre in form of Public Health advantages or organizational achievements to dental personnel the profession of Dental Public Health is viewed by public and private dentists as a second degree career.

## Comments:

The Community Dental Hygiene and Public Health Division have a well-structured curriculum. The visiting team commends the critical analysis of research papers and teaching of evidence based dentistry within the year 6 scientific projects to be well-conceived and written. The staff should be commended for this example of high quality education.

## Recommendations:

Working with Dental Hygienists would aid the education and prevention programmes within the community with the emphasis on Dental Public Health intensified with evidence based education and prevention programmes for the population studied.

## Chapter 10:

### Restorative Dentistry

**Chairman of the Department:** Dr. Emad Al Shwaimi

**Coordinator of the Department:** Dr. Moataz El Gezawy

The Restorative Dentistry department is committed to provide a unique dental education to our undergraduate students. The Department provides a pre-doctoral instruction in the disciplines of dental anatomy, dental materials, treatment planning, operative dentistry and endodontics. The restorative dentistry is covered by the two departments namely, Restorative Dentistry Department and Substitutive Dentistry Department.

**I. The Restorative Dentistry department has following divisions:**

- 1) **Bio-Dental Materials Division** – In this division, the students learn the materials used in the different branches of dentistry. They learn the physical and chemical characteristics of the dental materials and how to utilize them in dentistry.
  - 2) **Operative Dentistry Division** – This division concerns with how to manage diseases of hard tooth structure and how to restore them to normal condition. He also learns to manage complex tooth loss and restore patient comfort, mastication and, aesthetics and management of the different complications of the late cases.
  - 3) **Endodontic Division** – In this division, the students learn the theoretical basis of the dental pulp and root canal therapy. They are also exposed to the diagnosis and management of the root pathology both pre-clinical and clinical levels.
1. **Total hours in curriculum: 27**
  2. **Distribution of hours over semesters, trimesters, modules and years:**

**Year 2**

Credit hr	Semester-1	Credit hr	Semester 2
2	RDS 231-Basic Dental Material Sciences		
		3	RDS 232-Dental Morphology
		2	RDS 242-Introduction to Operative Dentistry

**Year 3**

Credit hr	Semester-1	Credit hr	Semester 2
		2	RDS 342-Dental Biomaterial Sciences
		6	RDS 362-Pre-Clinical Operative Dentistry

**Year 4**

Credit hr	Semester-1	Credit hr	Semester 2
3	RDS 471-Restorative Procedures-I		
		4	RDS 412-Pulp Biology & Endodontics

**Year 5**

Credit hr	Semester-1	Credit hr	Semester 2
		3	RDS 522-Restorative Procedures-II
		2	RDS 532-Clinical Endodontics

### **3. Integration in curriculum:**

These are integrated with other courses by setting ILOs [intended learning outcome] or objective for each course that is different from the other course. The course directors give the topics with its objectives in advance to different lecturers within the department giving them the sufficient time to avoid any duplication and deviation from the ILO of each topic.

Organization of the curriculum thematically based on streams and the building of new knowledge and skills based on experience in a previous stream allow a horizontal and vertical integration of the teaching-learning activities such that an excellent appreciation of the basic and clinical science is achieved.

The accumulation of knowledge, experiences and skills in the preclinical stage would integrally promote students at the clinical stage to correctly manage patients from the point of prevention through the different stages of diagnosis, designing and carrying out a most suitable interdisciplinary constructive treatment plan from the control phase to the phase of periodical follow up and maintenance.

The basic courses are scheduled before applied courses to make a stepwise ascend in knowledge and skill acquisition. Each course has prerequisites to assure a certain level of knowledge and skills required to start a new course. The department coordinates with other departments also for topics of concern and to offer them from a different perspective and avoid any overlapping and repetition. Topics of common concern to different disciplines have intended learning outcomes and objectives that would make different courses integrated in continuous streams of knowledge and skills attainment and motivation.

The aim of the theory part of the curriculum is to furnish different outcome than the clinical course and laboratory work [i.e.; different ILO for each part] and all are integrated to reach the objective of the whole course. For example: the theoretical part focus on knowledge acquisition while the clinical and laboratory work focus on skill acquisition. The preclinical courses [laboratory work] is set before the clinical courses [the clinics] so that, the student acquires the necessary technical skill on a phantom before working on a patient. The students are asked to work on extracted natural teeth to allow smooth transition from working on ivory teeth in the laboratory to natural teeth in the laboratory before treating patients in the clinics.

The curriculum provides an educational experience that ensures continuing development from undergraduate to internship and further postgraduate training. The

didactic component provides the student with basic perspectives in abilities to apply, use and manipulate instruments, materials, techniques and devices. The synchronization of teaching of the theoretical and practical parts is a basic pattern in designing and fulfilling the course syllabus and requirements. Problem-based approaches and assumption of scenarios drive students through critical thinking to correctly follow rules and facts in handling lab facilities and equipment. The integration into the curriculum is further reinforced with scheduling of courses of different department so that basic courses are given before other courses are built upon them. Similarly, fulfilment of the prerequisites for each respective course, applications of dental materials & restorative techniques in preclinical & clinical courses of operative dentistry & endodontic. The department invites instructors from other divisions and departments for topics of concern and participation in Comprehensive Clinical Dentistry course (CCD) clinical sessions & seminars by faculty members of each respective department division constitute basic aspects in providing an integrated curriculum.

#### **4. Analysis and Comments:**

The department has well qualified faculty staff members and technical staff and well-equipped laboratories with technologically advanced phantom head that allow training in an atmosphere that mimic the patient's mouth. The dental clinics are equipped with the latest innovations in dental technology that allows clinical work in a very hygienic way. These clinics also have hi-tech quality restorative and endodontic materials that allow efficient and effective treatment of the patients. The presence of computerized x-ray machines and software allow students to diagnose the case with enhanced efficiency. The performance of the department is regularly monitored and feedbacks are regularly obtained from the students.

The department believes in efforts for continuous improvements in the delivery of courses and training to the undergraduate dental students, it needs to develop an integrated map for all the taught courses within the department having learning outcomes that will take them towards accomplishment of departmental and college objectives.

There is no provision of sharing experiences with international peers in each respective division which would enrich curriculum reviewing and augment effectiveness of the



educational process department. College should provide more opportunities for international friction through attending conferences and training of faculties.

The faculty also needs to be trained for problem based teaching and learning and sharing of learning outcomes and teaching strategies with each other for further enrichment. The faculty of the department has much load which can be adjusted with hiring of few demonstrators for the department.

The department conducts monthly scientific meeting to keep up pace with the advancements in the field despite lack of faculty enthusiasm.

Students need greater encouragement and motivation towards student-centered-learning. Flexibility of facilities like e-learning and self evaluation is essential. Self motivation towards ability to improve and achieve goals for long term professional qualities rather than short term superficial learning should receive more attention in a team work based manner.

## **II. Substitutive Dental Sciences Department**

**Chairman of the Department:** Dr. Fahad Al Harbi

**Coordinator of the Department:** Dr. Amr Mahrous

The Substitutive Dental Sciences Department includes the following sections:

- 1) **Removable (Complete and Partial) Prosthodontics Division**– This section teaches the student the various techniques for how to fabricate the removable partial dentures. They are also trained for the complete removable dentures in case of complete loss of teeth taking into consideration the different circumstances.
  
- 2) **Fixed Prosthodontics Division** – This division aims to train the students on the diagnosis and the management of lost teeth by constructing fixed dentures which are so similar to the natural teeth. The students are also trained on making posts and cores and crowns to protect the broken teeth.

3) **Advanced (Maxillofacial) Prosthodontics Section** – In this division, the students learn the recent theories and techniques of maxillo-facial prosthesis (to fabricate the missing structures like ear, nose and eye) and exposure to dental implants.

1. **Total hours in curriculum: 26**

2. **Distribution of hours over semester, trimesters, module, years:**

**Year 3**

Credit hr	Semester-1	Credit hr	Semester 2
6	SDEN 361-Pre-clinical Removable Prosthodontics		

**Year 4**

Credit hr	Semester-1	Credit hr	Semester 2
		5	SDEN 422-Pre-clinical Fixed Prosthodontics
		5	SDEN 432-Clinical Removable and Partial Prosthodontics

**Year 5**

Credit hr	Semester-1	Credit hr	Semester 2
		3	SDEN 542-Clinical Fixed Prosthodontics-I
2	SDEN 562-Clinical Removable Prosthodontics		

**Year 6**

Credit hr	Semester-1	Credit hr	Semester 2
2	SDEN 641-Clinical Fixed		

	Prosthodontics-II		
		3	SDEN 632-Removable & Maxillofacial Prosthodontics

### 3. Integration in curriculum

The SDS courses are well integrated into the other course of the college where it is an essential part of the sixth year CCD courses [DTEDU 631 & DTEU 652].

The SDS course are dependent on other course of the college as each course has pre-requisites from other departments namely:

1-RDS [Operative, dental morphology, basic dental material, restorative procedures]

2-PDS [Preventive periodontics]

3-BDS [Oral diagnosis]

Students are given demonstration on the procedure after each lecture, similarly they practice on patients what they learn from lectures integrating the theory into practice and SDS courses with other departments.

### 4. Analysis and Comments:

The courses offered by the department give the students the opportunity to practice Prosthodontics under supervision with the presence of an efficient productive laboratory. The presence of limited number of students makes their supervision easier. For the future expansion of student acceptance in the college, there should be an increase in the number of supervisors.

The weakness of SDS is the availability of enough patients for treatment by the students.

### Visitors Comments:

There are clear learning outcomes and the course is well structured delivered by well-motivated and enthusiastic staff. The college has recognised that there is a shortage of suitable patients; this being addressed by the college through promotion of dental services to the local community and dentists. The students are assessed continuously during the semester with summative examinations consisting of short note answers and multiple choice questions. The faculty are addressing the standard setting and blue printing of the examination to the restorative courses.

## Recommendations:

The balance between laboratory and clinical experience in fixed and removable prosthodontics should be reviewed with greater emphasis placed on clinical practice. In contemporary endodontics crown down techniques are more frequently applied and with consideration given to introducing this technique along with rotary preparation.

## Chapter 11:

### Orthodontics, Paedodontics & Periodontics

**Chairman of the Department:** Dr. Adel Sulaiman M Alagl

**Coordinators for Orthodontics Division:**

- Dr. Ahmed Basyouni
- Dr. Essam Nassar

The Orthodontics and Paedodontics are the sub division of the department of Public Dental Health and Behavioural Sciences (Preventive Dental Sciences Department).

### Orthodontics

The orthodontics division offers two courses.

- I. Introduction to Orthodontics Course** for is designed to introduce the students to the concepts of craniofacial development, classification and etiology of malocclusion. Furthermore, students will be introduced to diagnosis, different treatment planning protocols and management of young and adult patients.

- II. Clinical Orthodontics Course:**

Students will be taught the basic clinical knowledge required to make appropriate diagnosis and treatment planning for preventive, interceptive and corrective Orthodontics. Also, Orthodontic role in Orthognathic surgery and cleft lip and palate patients and adjunctive orthodontic treatment of adult patients. Each student will be able to design, construct and adjust selected removable orthodontic appliances.

- 1. Total hours in the curriculum: 6**
- 2. Distribution of hours over semesters, trimester, modules and years:**

**Year 5**

Credit hr	Semester-1	Credit hr	Semester 2
		3	PDS 512-Introduction to Orthodontics

**Year 6**

Credit hr	Semester-1	Credit hr	Semester 2
3	PDS 621-Clinical Orthodontics		

**3. Integration in the curriculum:**

The **Introduction to Orthodontics course** (PDS512) is a preparatory one to the next clinical orthodontics course, through which the students study growth of craniofacial complex. They also understand the biology of tooth movements built on information from dental morphology and histology courses. Students study materials used for orthodontic treatment and their properties which relied on dental biomaterials course. Additionally, they understand the measures and possibilities of interceptive orthodontics integrated with paediatric course.

In the introduction to orthodontics course, students taught the basic knowledge and information required for the successive clinical orthodontic course.

Throughout the theoretical part of the course, students study the principles and designs of removable appliances and then in the lab part they do hands on fabrication of various passive and active components of the removable appliances on the dental casts. By the end of this course, students are able to fabricate and design a removable appliance used for treatment of simple malocclusion cases.

**Clinical Orthodontics** course is delivered (6<sup>th</sup> Year) after pre-clinical Orthodontics course (5<sup>th</sup> Year), after introducing the students to the concepts of growth of craniofacial complex (in Oral Biology Course), development of normal occlusion and treatment of dentofacial abnormalities. Students have been introduced to diagnostic treatment planning protocol and the management of young and adult patients. Student have been trained for cephalometric analyses and digital photography in addition to an

orthodontic laboratory course before attending clinical orthodontic course to be able to offer clinical care for patients.

Clinical Orthodontics course is delivered for 6<sup>th</sup> Year students after other clinical courses where students would be able to take and read all types of intraoral and extraoral radiographs, practice preventive periodontics, diagnose and restore all carious teeth, as all of these are pre-requisites before starting orthodontic treatment. Also, in early years the oral biology and anatomy courses were undertaken for better understanding concept of craniofacial growth.

The students are exposed to the clinical examination of the patient and take all the diagnostic records which include patient history, clinical examination, radiographs, photographs and study models (6th year Students). The student presents a case and discusses the treatment plan and document the case to the file. Students are required to treat two simple orthodontic cases by using removable orthodontic appliances.

#### **4. Analysis and Comments:**

The courses offered by the division cover all clinical topics that the general practitioner has to know but clinical training require more time.

Introduction to Orthodontics Course is in line with other orthodontic courses inside the kingdom as well as in different dental colleges overseas. Graduates of this course gain the basic information necessary for the upcoming clinical orthodontic course. New diagnostic tools such as Dolphin software will be used in teaching cephalometric analysis. Use of Cone beam Radiograph also helps in differential diagnosis of malocclusions.

In the semester pattern, two lectures are given per week that loads the students with much information. Moving to annual system with one lecture per week throughout the year would be more appropriate.

The Clinical Orthodontics course provides good clinical learning experience and opportunity to work with knowledgeable faculty. Students gain the ability to prepare diagnostic records required for Orthodontic diagnosis, presenting clinical cases and proposed treatment planning of their patients. Students learn to design simple

removable orthodontic appliance. With these positive aspects, need is still felt for more adequate time allocation for clinical training and curricular re-organization. There are inconsistencies among the instructors in the instructional and assessment methodologies. Students vary for English language and computer skills proficiency.

The orthodontic division feels the need for developing strategies to provide students with more exposure to the patients (availability of suitable patients for undergraduate students is an issue as patient is less motivated to be a student case) and opportunities to learn new technology/techniques.

### **Visitors Comments:**

The visiting team welcome that the students have their own patients and start in clinic with simple cases in the well balanced orthodontic programme.

### **Recommendations:**

Emergency orthodontic treatment should be included in the undergraduate programme.



## Paediatric Dentistry (PEDODONTICS)

**Chairman of the Department:** Dr. Adel Sulaiman M Alagl

**Coordinator of the Division:** Dr. Azza Tag El Din

The Paediatric Dentistry (PEDODONTICS) is a sub-division of the department of Public Dental Health and Behavioural Sciences (Preventive Dental Sciences Department).

**1. Total hours in curriculum: 9**

**2. Distribution of hours over semesters, trimesters, modules and years:**

### Year 4

Credit hr	Semester-1	Credit hr	Semester 2
3	PDS 451-Introduction to Paediatric Dentistry		

### Year 5

Credit hr	Semester-1	Credit hr	Semester 2
4	PDS 561-Clinical Paediatric Dentistry		

### Year 6

Credit hr	Semester-1	Credit hr	Semester 2
		2	PDS 642-Clinical Paediatric Dentistry-II

**3. Integration in curriculum:**

Introduction to Paediatric Dentistry course is prerequisites for most of the Pre-clinical courses offered by the program including Pre-clinical Restorative Dentistry course, Pre-clinical endodontics course, Pre-clinical Orthodontics course, Pre-clinical Oral Surgery course and Basic and Applied Dental Biomaterials courses.

Clinical Paediatric Dentistry I and II courses are prerequisites for most of the clinical courses offered by the program including Restorative Dentistry course, Endodontics course, Orthodontics course, Oral Surgery course and Periodontics course.

The arrangement of topics to be taught in Pediatric Dentistry courses are in accordance with the related topics in other courses to ensure gradual, smooth and correlated flow of information to the students.

Paediatric Dentistry courses are a mix of theoretical and laboratory and clinical work that deals with the prevention and treatment of oral disease in children (normal healthy children or children with special needs) from infant age till adolescence age and are correlated to their clinical and laboratory applications via Introduction to Paediatric Dentistry and Clinical Paediatric Dentistry. Introduction to Paediatric Dentistry course fulfils the requirements of the Clinical Paediatric Dentistry courses course to achieve the Intended Learning Outcomes of the Paediatric Dentistry Curriculum

#### **4. Analysis and comments:**

Introduction to Paediatric Dentistry course is well integrated with that of the applied and clinical courses (Clinical Paediatric Dentistry I and II courses) and with other courses of the program. Students receive clinical training for different treatment modalities and increasing the clinical performance by treating comprehensive paediatric cases.

The present available time for the three courses is not enough for improving the students' performance and competence especially the pre-clinical course need more time for this objective. The clinical courses (clinical paediatric dentistry in the 1<sup>st</sup> semester 5<sup>th</sup> year and 2<sup>nd</sup> semester for the 6<sup>th</sup> year) are apart and need to be continuous for the benefit of the students. The current schedule has a negative impact on the students' abilities to correlate between the courses. Time of clinic sessions for paediatric patients is not suitable for management of a child dental patient.

In order to improve the outcome of the curriculum, the weak areas need more attention including an increase in the faculty numbers for delivering the courses. The children with special needs require general anaesthesia, this facility is not available in the dental clinics of the college.

### **Visitors Comments:**

The Paediatric Dentistry programme is taught in a comprehensive care manner and is well balanced. Considering the high caries incidence of the local population the visiting team welcome and endorse the preventive activities in the community.

### **Recommendations:**

Emphasis on Public Oral Health should be intensified and the evidence of education and prevention programmes for the population should be studied To meet the full requirements in education and collaborative work with Dental Public Health it is necessary to engage more staff members.

## Periodontics

The Periodontics is a sub division of the department of Public Dental Health and Behavioural Sciences (Preventive Dental Sciences Department) and has four faculty members.

**1. Total Hours in the curriculum: 8**

**2. Distribution of hours over semester, trimesters, module, years:**

**Year 4**

Credit hr	Semester-1	Credit hr	Semester 2
4	PDS 461-Preventive Periodontics		

**Year 5**

Credit hr	Semester-1	Credit hr	Semester 2
4	PDS 571-Clinical Periodontology		

**3. Integration in curriculum:**

These courses have been developed to relate basic science principles meaningfully to the practice of periodontics, ensuring explicit statements of aims, objectives, and strategies for teaching, learning and assessment, analyzing the extent of student achievements and attainments in terms of outcomes.

Direct patient contact constitutes approximately 50% of the course activity. The essential objective is to prepare the student to reach a satisfactory level of clinical proficiency. These courses are designed to introduce the student to the rationale of periodontal therapy, to assess risks of disease development, ascertain the prognosis of different treatment modalities, and the relationship between periodontal diseases with other systemic conditions.

The Preventive Periodontics course is prerequisite to Clinical Periodontology course and is complemented by courses on oral pathology 1, microbiology, oral biology and oral immunology at different levels giving a clear concept about normal and pathological tissues and the organisms involved.

The Clinical Periodontology course is prerequisite to Comprehensive Clinical Dentistry course and fixed Prosthodontics and supported by preventive periodontics course and oral pathology.

The Periodontology courses have well defined learning outcomes for the students. After taking these courses students will be able to:

- examine the periodontium clinically and radiographically.
- treat patients with periodontal instrumentation and prescribe systemic antibiotics
- perform scaling and root planning.
- prescribe and monitor the use of anti-infective agents.
- manage secondary periodontal etiologic factors.
- evaluate the results of periodontal treatment, and establish and monitor a maintenance program.
- measure and record periodontal indices accurately, according to current guidelines.

#### **4. Analysis and Comments:**

The Periodontology courses contents are reviewed in terms of recent advances and discoveries in the field and are updated accordingly, identifying additional resources required for the future implementation including computer-assisted learning packages, and using video and multimedia in teaching and training. Along with traditional learning methodologies students are provided self-learning packages, demonstrations, self practice and reading assignment. They are provided opportunity for observation and treatment of patients in the clinics under supervision of faculty.

#### **Visitors Comments:**

The periodontology programme has well defined learning outcomes consisting of preventive and clinical sections. This allows 50% clinical contact with the patients during the programme. Complementary basic medical courses prepare the student optimally for the clinical work.

#### **Recommendations:**

Clinical periodontology should follow directly the preventive part on year four.

## Chapter 13:

### Scientific Education and Development

The College aspires for recognition nationally and internationally for excellence in dental education and research in the dental and oral health fields. The college administration thus has a firm commitment for continuous progress and improvement in its efforts for providing quality education to the students and care to the patients. The college is administering a strong education development program for human capacity building and offers scholarships in collaboration with the University and Ministry of Higher Education for overseas postgraduate education and training of its graduates and demonstrators. This will help the college to overcome the shortage of trained faculty and specialists.

#### Statistics for Demonstrators studying abroad:

S.No	Name	Name of the University studying abroad	Specialty	Degree to be attained
1.	Dr. Naif Nassr Al-Masoud	University of Manchester, U.K.	Orthodontics	Master/Ph.D.
2.	Dr. Yousif Mohammad Al-Yousif	IOWA University, USA	Pedodontics	Master/Ph.D.
3.	Dr. Thikriat Saleh Mubarak Al-Jewar	University of Toronto, Canada	Dental Public Health/ Orthodontics	Master
4.	Dr. Laila Adel Al Dehailan	Indiana University, USA	Dental Biomaterials/ Operative Dentistry	Master/Ph.D.
5.	Dr. Jehan Ahmed Al-Humaid	Boston University, USA	Pedodontics/ Dental Public Health	Ph.D
6.	Dr. Faisal Abdullah Al-Onaizan	University of SouthCalifornia, USA	Endodontics/ Dental Public Health	Master
7.	Dr. EmanAbduljaleel Al-Bakhurji	University of Boston, USA	Pedodontics/ Dental Public Health	Master
8.	Dr. Reem Abdulelah Abo Al-	Boston University,	Prosthodontics	Doctorate

	<b>Saud</b>	<b>USA</b>		
9.	<b>Dr. Sulaiman Yousif Shaheen</b>	<b>Boston University, USA</b>	<b>Orthodontics/ Dental Public Health</b>	<b>Doctorate</b>
10.	<b>Dr. Muhannad Al-Harekey P.D.S. Department</b>	<b>Tufts University, USA</b>	<b>Pediatrics Dentistry</b>	<b>Master</b>
11.	<b>Dr. Faisal Al-Qarni</b>	<b>Loma Linda University, School of Dentistry, Loma Linda, California, USA</b>	<b>Prosthodontics</b>	<b>Doctorate</b>
12.	<b>Dr. Ahmed Al-Thobaiti S.D.S. Department</b>	<b>University of Medicine and Dentistry of New Jersey, USA</b>	<b>Prosthodontics</b>	<b>Master</b>
13.	<b>Dr. Amr Said Bugshan</b>	<b>University of Maryland, School of Dentistry, USA</b>	<b>Oral Pathology</b>	<b>Doctorate</b>
14.	<b>Dr. Faris Abdullah Al-Shahrani</b>	<b>University of Southern California, USA</b>	<b>Prosthodontics</b>	<b>Fellowship</b>
15.	<b>Dr. Haitham Al-Quorain</b>	<b>Rackham Graduate School, University of Michigan, USA</b>	<b>Operative Dentistry</b>	<b>Master</b>
16.	<b>Dr. Mazen Al-Qahtani</b>	<b>Boston University, USA</b>	<b>Dental Public Health/ Pedodontics</b>	<b>Ph.D.</b>
17.	<b>Dr. Mishali Al-Sharief</b>	<b>Boston University, USA</b>	<b>Periodontics/ Dental Public Health</b>	<b>Master</b>
18.	<b>Dr. Yousif Ali Al Dulaijan</b>	<b>University of Medicine and Dentistry of New Jersey, USA</b>	<b>Prosthodontics</b>	<b>Master</b>
19.	<b>Dr. Sami Al-Shahry</b>	<b>University of Georgia, USA</b>	<b>O&amp;MS</b>	<b>Fellowship Board</b>
20.	<b>Dr. Firas Khalid Al-Qarawi</b>	<b>Boston University, USA</b>	<b>Prosthodontics</b>	<b>Doctorate</b>
21.	<b>Dr. Khalid Al-Mulhim</b>	<b>Nova University, USA</b>	<b>Operative Dentistry</b>	<b>Master</b>

The College does not have a formal scientific education and development program for the faculty; however it facilitates faculty participation in the education and development programs offered by the University of Dammam in collaboration with national and international universities and field experts. The university and the college extend generous support to the faculty for research, publications and other scholarly activities.

Students work on assigned Public Health Projects and are taught research methodology and statistics for preparing paper on IMRAD method. They are educated for type of studies, RCTs, course studies and case control.

At present college of dentistry does not offer any course on Evidence-based Dentistry and have no option for electives. Department of dental public health and community dentistry and curriculum committee under the deanship of academic affairs are working to develop a course on Evidence Based Dentistry.

### **Visitors Comments:**

The faculty is encouraged and supported to study internationally for postgraduate qualifications on return to Saudi Arabia they bring with them their knowledge and experiences that enhance the educational experience for the students. The university provides courses in pedagogy for the teachers to address their teaching development needs.

### **Recommendations:**

The College should develop a formal scientific education and development program for the faculty along with the introduction of personal development plans and educational portfolios. This could help with staff appraisal and career planning and assist the promotion pathway by identifying criteria for the promotion of staff for scholarship in education.



## Chapter 14:

### Integrated Dental Care

The College applies full integration of all disciplines of dentistry in the Comprehensive Clinical Dentistry (CCD) courses in the 6<sup>th</sup> year.

- I. Comprehensive Clinical Dentistry (CCD) which is a clinical oriented course
- II. Integrated Dentistry I, II and III
- III. Behavioural Dentistry and CPR

These courses are offered by department of DE which is also mandated for continuous professional development of the faculty including training for improving skills for effective teaching, evaluation of teaching methods and material and system for assessing student achievement.

1. **Total hours in curriculum: 18**

2. **Distribution of hours over semesters, trimester, modules and years:**

#### Year 1

Credit hr	Semester-1	Credit hr	Semester 2
1	DTEDU 111-Method of Learning for Dental Students		
1	DTEDU 121-Introduction to the Dental Profession		

#### Year 2

Credit hr	Semester-1	Credit hr	Semester 2
		1	DTEDU 252-Behavioural Sciences in Dentistry

#### Year 3

Credit hr	Semester-1	Credit hr	Semester 2
1	DTEDU 371-Integrated Dentistry-I		

#### Year 4

Credit hr	Semester-1	Credit hr	Semester 2
		1	DTEDU 442- Cardiopulmonary Resuscitation
		1	DTEDU 452-Integrated Dentistry-II

#### Year 5

Credit hr	Semester-1	Credit hr	Semester 2
		2	DTEDU 572-Integrated Dentistry-III

#### Year 6

Credit hr	Semester-1	Credit hr	Semester 2
5	DTEDU 631-Comprehensive Clinical Dentistry-I		
		5	DTEDU 652- Comprehensive Clinical Dentistry-II

### 3. Integration in the Curriculum

Theory has already been taught to the students from 4<sup>th</sup> year onwards. At 6<sup>th</sup> year, they take Comprehensive Clinical Dentistry (CCD) which incorporates theory into practice, integrating different courses, offered in 4<sup>th</sup>, 5<sup>th</sup> and 6<sup>th</sup> years. Students treat patients from point A to Z according to the set criterion and requirement. Students prepare the case and make presentations in front of a panel of faculty from all departments. Their work is evaluated at every step of the treatment plan in these presentations.

Similarly, in the Integrated Dentistry course, students treat a patient for whatever problem they present with fulfilling the criteria; this includes the laboratory work as well while treating the patient in the clinic.

Students are taught and trained to deal with dental emergencies at different levels while they are studying in the school e.g. dealing with post-operative complications, fractured prosthesis, broken fillings or teeth and dental pain. Courses in Oral Surgery, Paedodontics and Endodontics teach and train the students' dental emergencies, their types and management. Students also learn about medical emergencies.

These courses emphasize the role of behaviour in managing different patients. In addition the courses try to implement a holistic approach of treating patients. This includes a full understanding of different clinical problems, proper treatment planning, and treatment

#### **4. Analysis and Comments**

There are three courses in the curriculum that were designed to emphasize the concept of integration of disciplines and implementation of PBL. However, due to the lack of experienced faculty members in PBL, these courses did not achieve their objectives. That resulted in the fact that the courses were taught by any available faculty member who would choose topics related to their specialty without having a well designed courses that would complement other courses. Therefore, the Curriculum Committee is in the process of restructuring these courses so that their credit hours are used for a more meaningful and focused topics e.g. Biostatistics, Evidence Based Dentistry and Research Methods etc.

#### **Visitors Comments:**

The college should be commended on their introduction of integrated dental care. The comprehensive care case presentations done in year 6 are an illustration of good educational practice as the students have to reflect on the planning, treatment and outcome of the care which they have provided. This is a very powerful educational method and facilitates patient care quality control.

## Recommendations:

The educational process could be enhanced by the adding of evidence based care through critical review of the literature to the case presentations allowing the link between contextual learning and theory to practice to develop. Integrated practice could be introduced earlier into the curriculum, for instance by pairing junior students to assist senior students. This would enthuse and motivate the junior students for clinical work and encourage the senior students to teach and reflect on their own practice.

## Chapter 15:

### Other Influences and Students Affairs

#### 1. Regional oral health needs-availability of patients:

There is a great need for dental services in the region given that caries is so prevalent. Most of the children in the community suffer from caries. In addition adults suffer from periodontal disease. There is also an increased awareness about aesthetics. Although patients are generally available for educational purposes nonetheless it is not always easy to have patients who fulfil the requirements of the clinical courses.

#### 2. Study Blockade and Waiting lists:

Students who pass high school certificate examination and fulfil the criteria are offered admission in the college. There are no study blockades for the students as such except medium of instruction which is English and not all students are proficient in this language.

#### 3. Study fee, study grants:

The Saudi government supports education of its citizen, hence no fee is charged from students studying in the government institutions. They are facilitated for acquiring knowledge and serving the nation. The College of Dentistry University of Dammam is under the Ministry of Higher Education and governed by the rules and regulations of the ministry. The students are funded by the government through monthly grants.

#### 4. Labour market perspectives:

Saudi Arabia is in great need of dentists to meet the standard set by the WHO and serve the needs of the community for dental oral health. The dental college graduates are well received by the market both in the public and the private sector. There is great

demand for the general dentists to provide primary level of care and specialists at secondary and tertiary levels.

#### **5. Sports and recreation:**

The college has established a Student Activity Program for dental students. Sports and recreation activities are scheduled all year round for dental students for the whole academic year by the Students Activity Committee.

#### **6. Student representation and involvement in administration (student body):**

Students from different years are selected to join the Students Advisory Committee which is chaired by the dean. The committee is an opportunity for students to discuss their problems and give their view about teaching, assessment methods, faculty, administration and campus life at the highest forum without any barriers. Student's participation in the educational activities is ensured through student leaders of each class who are actively involved in scheduling of classes and examination and advising of students. To enhance the leadership skills and promote the communication, the students are involved in different college committees where they can share their thoughts, represent the student population and learn critical thinking and decision making through brain storming.

#### **7. Student Counselling:**

All dental students of the college are assigned an Academic Advisor upon acceptance in the college to support the academic objectives of University of Dammam by providing help to students who have academic or clinical difficulties which may be disrupting their ability to proceed effectively. The College provides student counselling services as well for the students who are in need of counselling for some issues whether they be academic or personal. Counsellors serve as a guide and mentor for students. The counselling is done with complete privacy and the whole process kept strictly confidential.

#### **8. Auxiliary courses (which, how long, how many students):**

The College does not offer any auxiliary courses.

### **Visitors Comments:**

The visiting team concur that there is a great requirement for dental services in the region particularly with regards the caries and periodontal condition needs of the population in the province. There is a shortage of available patients in the dental school primarily due to location and lack of public awareness of the dental school oral health care provision. The school has increased the number of patients receiving treatment in recent years and has been actively promoting itself within the community at shopping malls and schools.

### **Recommendations:**

The visiting team commend the school in its efforts to engage the community and increasing the patient population treated at the dental school, we recommend further developments of this engagement such as possibly providing patient transportation to transport patients to the new dental college. The dental college is considering of introducing a mobile dental clinic to reach patients in the community who are not currently attending for dental care. This is welcomed by the visiting team and we recommend the earlier introduction of visits to schools and shopping malls into the undergraduate curriculum along with other members of the dental team such as hygienists to embed team work; communication and learning.

## **STUDENT AFFAIRS**

### **Visitors Comments:**

The student group the visiting team had the pleasure to meet came across as highly motivated, enthusiastic, open-minded with good communication skills. The students were clearly proud to be able to study at the college with staff being rightfully proud of their student achievements. The students commented on variation of staff to student ratios across disciplines with some students expressing a lack of clarity of the learning outcomes on the preclinical courses that they undertake with medical students.

Students and faculty staff raised concern about the shortage of patients Believing the remote location of the school could be a reason for this; suggesting better information and logistic help on getting to the college should be provided to the patients. However, they felt that they got good clinical exposure with high requirements. They were also very satisfied for the quality assurance methods used in the university.

## Chapter 16:

### Research and Publications

1. **Number of Publications in referred journal last 10 years: 84**
2. **Grants awarded last 10 years: 19**
3. **Prizes awarded last 10 years: 0**
4. **Extended master degrees (e.g. in Oral Surgery, Periodontology, etc.): 0**
  
5. **Analysis and Comments:**

The research is not a very strong area of the college. Number of competent researchers is very limited in the college. Not many faculty members are using the facility. The data mentioned above represents the research activities carried out in recent 3-4 years (2007 onwards). In the initial phase college did not had research facilities.

The college recognizes the importance and need of the research and scholarly activities in the modern education world and has established three highly equipped labs for different fields of dentistry. Enough operating funds are made available for research by the University. Research grants are also sponsored by King Abdul Aziz City for Science and Technology. Every faculty member has privilege to apply for research grants sponsored by University of Dammam and King Abdul Aziz City for Science and Technology and all faculty members have access to use research facilities. However, high academic load may hinder faculties from conducting enough researches.

### Visitors Comments:

Research facilities in the existing and new dental school are excellent. The visiting team are aware that the faculty are limited in research experience but we do commend that junior staff are encouraged to get international postgraduate experience. ADEE welcomes the Strategic Plan for Research (2012-2015)



Research is included in year 6 of the undergraduate programme under Dental Public Health. The students work in groups on projects and produce scientific reports and research diaries.

### **Recommendations:**

In the strategic plan there are presently 5 main topics for research for the next three years, the visiting team recommend that the main focus is on epidemiology and prevention of oral diseases in order to serve the local community. Oral cancer research should be considered an interdisciplinary topic with support from the medical school. The college of dentistry has recognised that lack of postgraduate programmes hampers the research process and the commencement of such programmes should be in line with the research focus.

For the student projects in year 6 the visiting team recommend that reflective learning should be added to the research diaries and peer review be incorporated into the assessment process.

## Chapter 17:

### Quality Management

#### 1. Quality Management System:

Quality Management system in the college of dentistry reflects its Vision and Mission statements and Objectives. The college has a clear direction and strong commitment for developing quality culture in the college for its academic, administrative and clinical functions. It has well defined vision and mission statements and objectives as a road map for achieving excellence. College has established Quality and Planning Unit for this purpose which is working under the leadership of the college dean and in coordination with the Deanship of Quality and Academic Accreditation at the University of Dammam. National Commission for Academic Accreditation and Assessment (NCAAA) is the national agency for ensuring quality in higher education institutions and programs across the Kingdom. This commission has set standards for implementation in and compliance by the higher education institutions and programs for accreditation. College of Dentistry is in the final stages of the process of accreditation and has had one on-site survey by NCAAA after a self study document had been submitted to the agency earlier, some recommendations for improvement were given by NCAAA after the visit, and the college is now working upon these.

In pursuit of excellence, the college is seeking assistance from international agencies as well. These include

- Commission on Dental Accreditation (CODA), a subsidiary of American Dental Association (ADA) for accreditation of international dental institutions.
- American Academy of Leadership (AAL), conducted a site visit recently
- Association for Dental Education in Europe (ADEE)

The Deanship of Quality and Academic Accreditation, University of Dammam facilitates and coordinates quality related activities in all colleges under the umbrella of the university. Being the quality nucleus of the University, the DQAA is in process of developing academic policies, procedures and systems in the university colleges in collaboration with some international universities to bring uniformity and consistency in practices of the colleges.

## **2. Course Evaluation:**

As an important segment quality evaluation, the college conducts course evaluation surveys (CES) at the end of each semester. This is comparatively a new activity, started one year back only. The objective is to assess quality of teaching for delivering a course, its contents and the course objectives. Also, it is aimed at measuring the understanding and learning by the students. The college has conducted two cycles of CES in coordination with DQAA while third cycle is planned towards the end of December, 2011. The survey questionnaire designed by the DQAA is distributed to the students in the class rooms for filling up the responses with complete confidentiality, no names or any identification mark is mentioned on the sheets. Q&PU's staff conducts the survey and response sheets are submitted to the DQAA for analysis and results compilation. The report is submitted to the college dean for review and necessary actions accordingly. A presentation is made by the DQAA to the faculty and students to share the salient features and results of the report; this is in effort to build up the confidence and involvement of faculty and students in the quality improvement activities of the college and university.

## **3. Teacher Evaluation:**

The CES has a component for measuring the instructional and assessment methodologies of the teachers, their administrative and interpersonal skills including communication too. Feedback is provided to the faculty for their evaluation. The departmental chairs also evaluate faculty at the year end. However, a formal and objective based system needs to be in place for appraising the faculty performance with open feedback and discussion at both ends.

## **4. Internal management control/assessment (within university):**

The College is chartered under the University of Dammam and dean is the representative of the University President to run and manage the administrative functions of the college including financial and academics, under his guidance and support. The University Council is a common forum for all the colleges. It is responsible for managing the University's academic, administrative and financial affairs and implementing the University's general policy. It also determines the faculty appointments, promotions and research allocations to the colleges.

**5. External management control/assessment (by government or other external body):**

The higher education institutions' are governed by the Ministry of Higher Education which has established rules and regulations applicable to all such institutions. The University President, being the representative of the ministry, ensures compliance and thus guidance from these rules, regulations and policy statements for all functions of the institutions.

**6. Quality reports:**

The only quality reports that have been developed by the college are, the self study document (prepared for NCAA) and the CES reports. The comprehensive quality reports will be prepared with the establishment of quality management system in the college, following development of required policies and procedures.

**7. Publicity:**

College, being a government institution is not required to make any publicity campaigns. However, to make its existence known to the public and give awareness for the dental oral health issues to the community, it does arrange sessions and stalls in the schools and malls.

College organizes an annual dental symposium which provides an open access to media, pharmaceutical companies, dental professionals, students and the community to visit the college and learn about its dental education program and dental clinics. A large number of local, national and international speakers and participants gather in the college and attend the symposium. The proceedings of the symposium are widely covered by the print and electronic media of the region.

The college faculty has an active representation in the Saudi Dental Society, a professional body of the dentists in the Kingdom. The eastern wing of the society arranges its monthly scientific meetings in the college where most dentists, public and private attend the meetings and have opportunity to interact with each other and share the professional experiences as well. The college makes its representation in various

scientific meetings, seminars, symposia and workshops, arranged across the kingdom and at international forums as well.

#### **8. Analysis and Comments:**

The college of dentistry is relatively a new dental college in the Kingdom and is progressing rapidly to make its impact in the dental education of the eastern province and Kingdom in general and the region at large. In this era, no institution can survive and compete with other such institutions unless it brings quality in all of its services and functions'. Realizing the importance and value, the university and college administration are working together to bring quality in all of its functions particularly in education and clinical services. The quality culture cannot be developed until a sense of ownership and loyalty is developed in its entire staff. The college administration involves faculty and staff in all such activities and committees formed for this purpose and maintain open communication channels with them. The college has established a Quality and Planning Unit to take the quality agenda forward in collaboration with DQAA of the university. The Q&PU is working with the university and college administration for accreditation by NCAAA and developing policies, procedures and quality systems. Q&PU has initiated course evaluation surveys, professional development workshops and trainings of the faculty and staff. This unit is developing strategic plan for the college as well. Still, it requires comprehensive and consistent working towards achieving the vision, mission and objectives of the college and training of the faculty and staff for understanding quality concepts and practices.

#### **Visitors Comments:**

Several quality control methods are used to ensure good quality teaching throughout the curriculum. The school has sought external evaluation by American and European associations. They are in the final stage of the national accreditation process with students involved in the quality control process being able to feedback and influence the curriculum design.

During this ADEE visitation the college of dentistry has been very honest and open for suggestions to further improve their curriculum to benefit the students' learning.

## Chapter 18:

### Overall Analysis and Comments

STRENGTH	&	WEAKNESSES
COD is affiliated with UD which is a high repute higher educational institution in the Eastern province and the Kingdom.		Rules and regulations and all official correspondence are in Arabic only which bars access to these by non-Arabic speakers, resulting in lack of awareness and miscommunication.
College has independent campuses equipped with all major resources and facilities.		Scarcity of policies and procedures and awareness to rules and regulations of the College and the University.
Establishment of Quality and Planning Unit in the College, an expression of commitment to quality.		Unavailability of documented job descriptions to the faculty and staffs.
Assertiveness for developing quality culture in the college and getting accreditation by NCAAA, CODA and other reputable agencies.		Inadequate levels of knowledge and devotion of faculty and staffs to the quality assurance and improvement activities in the college.
Recruitment of highly qualified and professional faculty and staff.		Lack of teaching staff in some areas of specialty.
Diversified faculty brings rich experience of teaching and clinical services in modern dental education institutions of the world.		Criteria and procedures for promotion are perceived as unclear or unfair by many faculty; available benefits such as sabbatical leaves (for Saudi faculty) are underutilized.
Continuous review of curriculum for its currency and up gradation.		Lack of coordination with other dental colleges for exchange of knowledge.

Course Evaluation Surveys, Program Evaluation Surveys and Student Experience Surveys are conducted regularly to involve and take feedback from students for further and continuous improvements in the academic and services of the college	Inadequate information technology services and support in the college. College does not have its own web site and IT system. It depends on University for trivial issues even.
The dental clinics at the college are equipped with the latest and hi-tech equipments and machinery.	Unavailability of documented policies and procedures for the dental clinics and primitive patient medical records management system.
Only high performing students are selected for admission into the college through extensive screening process.	Inadequate faculty & student counseling services.
The medium of instruction is English.	Lack of coordination between faculty and student.
It is the only female dental education institution in the eastern region.	Administrative and academic departments do not have adequate secretarial support.
Construction of well planned and equipped new campus for the College.	Unavailability of hospital staff or general dentist in the dental clinics.
Development of new research labs	Less research and development activities
<b>OPPORTUNITIES &amp; THREATS</b>	
Being the only dental education institution for male and female students in the Eastern province it has the potential to serve the larger student population of the province and develop future dentists.	Location of the college and dental clinics is not known to many, resulting in inadequate number of patients for teaching and training of dental students.
Develop coordination and relationship with national and international institution for mutual exchange of knowledge and	All administrative positions are assigned to locals only even if they do not have the required qualification and experience for such

experiences.	positions elsewhere.
Build relationship with other partners and community services providers.	Differences between local and expatriates i.e. salary packages and other benefits. Private institutions offer good salaries and benefit to attract specialists resulting in lack of academicians.
Use of the new dental clinic facilities to expand our competitiveness to attract community patients and private sector.	

**General Plans and Strategies:**

1. The College of Dentistry at the University of Dammam is currently offering undergraduate dental education program and aspires to strengthen it before launching post graduate programs although the thought process is underway for these. The College is focusing to train the future dentists with the latest knowledge and the technologies.
2. In association with the international Colleges of Education, develop faculty training programs for general dentistry, curriculum designing and curriculum contents, assessment of course and program outcomes, and specialists for dental education methodologies, assessment and evaluation.
3. Collaborate and develop faculty exchange programs with reputable international dental education institutions. Currently such program exists with the Loma Linda University.
4. Prepare future faculty as dental educators for the College through collaboration with international institutions through tailored program for the College.
5. Develop and implement strategic plan for coming five years. An ongoing activity for performance review will be instituted to monitor the progress on the strategic plan.
6. Accreditation of the College by national and international agencies.
7. Enhance community oriented activities of the college and involve its representatives for benefit of the community at large and to increase awareness and provide treatment for dental and oral health diseases.



## Conclusions:

In the past 10 years, the college of dentistry at University of Dammam has advanced several miles towards achieving its goals. It has started with a very limited space, very few manpower and very limited resources. The consecutive administration of the college was successful to gradually run towards providing the necessary resources. The number of faculty members has increased to cover all specialties. Facilities for academic and clinical services have been made optimum. Lecture rooms are made convenient and appropriate for teaching and learning. Preclinical training laboratories are equipped with top of the line facilities to allow appropriate training of students prior to starting to treat patients in clinics. There are 109 dental clinics equipped with superior facilities and supplied with all required materials. Infection control practices are enforced and supervised. Faculty members are of a diverse background to enrich teaching and learning. However, the college is still facing difficulties in recruiting qualified faculty members. Several measures are being applied towards overcoming such difficulties. One strategic measure is that the college hires newly graduates as demonstrators who are expected to assist faculty members in teaching for one year. During this year the demonstrator is expected to prepare him/her self for postgraduate studies in prestigious western institutes. The college sponsor demonstrators for their studies as they are expected to serve at the college as faculty members after completing their postgraduate studies. In addition the college uses different media resources for reach out to qualified faculty members for recruitment. The college has recently signed a contract with University of Loma Linda School of Dentistry for the purpose of sponsoring visiting faculty members to University of Dammam to assist in raising the standards of teaching and learning.

Academic departments are working closely with curriculum committee for updates and development. Emphasis is focused on establishing a curriculum that flows towards the future trends in dental education. The quality and planning unit is working with different sections of the college to develop, organize, translate and or re-write all necessary policies and procedures. The college is also working on collaborating with international organizations to augment the efforts of the quality and planning unit.

Student counselling is not as active as it should be. The academic counsellor is being further trained to better assist students to overcome difficulties. He is also getting more support from the central academic counselling office of the university.

Dental clinics provide free services to university employees and their dependents. This service is also extended to all local residents at no fee towards providing all ranges of dental treatment. The university hospital is also used to provide dental treatment under general anaesthesia and to admit patients when necessary. The College is at the end of furnishing a new extension of 242 dental clinics with a ward hosting operating theatres and day-surgery admission. This extension allows the college to cope with the increasing number of students and healthcare seekers.

The site visit by an internationally recognized association such as the ADEE is one of the efforts the College of Dentistry at University of Dammam is planning for in order to raise the overall standards of the College.



## Visiting Team Conclusion

**College of Dentistry University of Dammam Kingdom of Saudi Arabia** has a vision to be one of the best schools internationally and has a clear mission to achieve this. The self-assessment documents prepared for the ADEE/Dented site visit were of the highest quality and gave a great introduction the College of Dentistry.

The visiting team were impressed with the quality of the both the faculty and students. There is obvious commitment and eagerness to evaluate and improve. Not only did everyone show tremendous enthusiasm, there was also immense pride and loyalty to the College of Dentistry.

The respective relationships between the dean, vice deans, chairs, faculty, students and support staff are clearly defined and inclusive, allowing a collaborative approach in academia, education, research and practice.

The quality of the current building and the facilities is high and the visiting team impressed with the new facilities. The facilities and equipment are well-maintained.

The school is building excellent links with the community and there is a growing patient population base from the local community. The research potential of faculty is enormous and they need dedicated time to realise this potential.

## Headline Comments

- Good support from the University
- Proactive deanery and staff
- World leading facilities
- Well structured and documented Curriculum
- Highly committed students
- Potential to develop high quality research
- Reduce the research strategy themes for a more focused approach
- Oral health plan for the Eastern Province
- Consider earlier clinical contact
- Improving patient logistics
- Review the system for allocating points for number of authors on a paper

- Introduce interdisciplinary learning (i.e. with hygienists)
- Review standard setting and blue-printing of examination

#### **Innovations and Best Practice**

- Comprehensive care course and case presentations
- Student research projects
- Strategy plan
- New campus

**Thank you for an interesting and informative visit and  
for your warm welcome**

**You should be proud of your students and the  
students are proud of the college**



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