

**DEPARTMENT OF DENTAL EDUCATION**



# Curriculum Policy Document

**CIMS DENTAL COLLEGE  
MULTAN**

**This document outlines the policy & SOPs of the CIMS Multan Institutional Curriculum for the BDS program and is aligned with the NUMS Curricula and curricular policies.**

**Disclaimer: The document is subj to change based on periodic program evaluation**

**CIMS Multan discipline-wise BDS Curriculum is developed by the Department of Dental Education with the involvement of stakeholders (including faculty & students) and is in line with the Institute vision & mission.**

**This document strictly follows the guidelines of NUMS and PM&DC**

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CIMS Dental College (CDC) is an Institute affiliated from National University of Medical Sciences (NUMS)

The institute takes pride in aligning the NUMS vision with the CIMS Multan mission statement.

## NUMS VISION

NUMS vision is to improve the quality of life through education, research, innovation and healthcare and we will work diligently to realize this vision.

## CIMS (CMH MULTAN INSTITUTE OF MEDICAL SCIENCES) MISSION

CIMS is committed to pursue excellence in academic and practical training of its learners by providing them holistic opportunities through community collaboration in medical education. It is our mission to produce inspired lifelong learners, exceptional clinicians, educators, advocates, leaders, and researchers to improve the lives of the communities we serve through excellence in learning, discovery, and healing.

## VISION

The CMH Multan Institute of Medical Sciences (CIMS) envisions both national and international eminence as an academic institution in undergraduate, postgraduate, and continuing professional education, basic and clinical research, clinical practice, and responsiveness to its global community service.

# CIMS DENTAL COLLEGE

## VISION

SMILING WASAIB envisions to improve the quality of Oral Health through education, research, innovation, and healthcare as enshrined in the basic principles of its inception, namely human development, patient management, and financial sustainability. Such endeavours will help make Wasaib and Pakistan a better place to live in.

## MISSION

To provide dental cover / treatment in various disciplines of Dentistry to all the ranks of the Armed Forces: Army, Navy, Air force and their families. Moreover, other categories of entitled clientele and civil population shall be provided health care.

To provide academic and clinical training to the Students / PGs at all levels of their professional growth in line with the guidelines of PMC, HEC, CPSP, MEDICAL DIRECTORATE and NUMS. Nurture a learning environment and develop advance clinical infrastructure for capacity building based clinics and academics integrating self-reliance financial model, ethical values, and social responsibility to society.

## GOALS

To achieve an exceptional dental health care system for community in the South.

To conduct innovative and collaborative research in the dental health care field.

To achieve the aspects of personal respect, safety to the individual and justice in providing oral health care that is affordable, equitable, accessible with quality for the community.

To produce competent dental health care professionals who will provide best treatment as community leaders, managers, communicators, advocates, and scholars.

## Introduction to curricular framework

The curriculum implemented is a hybrid type of curriculum which has both horizontal and vertical integration. Spiral integration is introduced as an adjunct to horizontal and vertical integration. The curriculum spans over 2 phases:

**PHASE 1 (Year 1&2):** Includes basic sciences Anatomy, Physiology, Biochemistry, Oral Biology & Tooth Morphology, Sciences of Dental Materials, Pharmacology and Community Dentistry, General Pathology, Islamiyat and Pakistan Studies. It also includes preclinical Prosthodontics and Operative Dentistry.

**PHASE 2 (Year 3rd & Final Year):** Includes Periodontology, Oral Pathology, Oral Medicine, General Medicine, General Surgery, Oral Surgery, Prosthodontics, Orthodontics, Operative Dentistry and Behavioral Sciences.

## Duration of each year

The minimum duration of BDS degree is four years (4900 contact hours)

## Teaching Strategies

To polish cognitive, psychomotor skills multiple educational methods will be used comprising of self-study, interactive lectures, group discussions, practical, and manual dexterity skill sessions.

### To achieving cognitive objectives (knowledge)

Interactive lectures using audio visual aids on power point presentation

Case-based Learning

Hands on demonstrations

Tutorials

Collaborative and integrated learning

Self-study and reading from learning resources (SDL's)

Directed Self Learning

### To achieve psychomotor objectives (Skills)

Chair-side Teaching (Diagnosis and treatment planning, patient handling)

Workplace based Learning (Clinical Skills)

Experiential Learning

## To achieve affective objectives (attitudes)

Interaction with patients, faculty, group members, teachers, support staff etc.

Workplace based Learning

Continuous Observation and 360-degree Feedback

## Learning Methodologies

To improve capacity building in academics following learning methodologies are used:

Large group Interactive Sessions

Small Group Discussions (SGD)

Case- Based Learning (CBL)

Case-Based Discussion (CBD)

Clinical rotations (CR)

Skills learning through demonstration and simulation (clinical learning and evaluation) (Skill Lab)

E- Learning

Self- Directed Learning (SDL)

Directed- Self Learning (DSL)

## BDS Program Curricular Outcomes (PLO's)

At the end of four years dental undergraduate program, the graduates should be able to:

- Demonstrate clear verbal and written communication skills while accessing the patients independently.
- Formulate a treatment plan in the domain of general dental practitioner and order relevant investigations.
- Practice evidence-based dentistry by integrating knowledge with clinical skills.
- Modify a treatment plan according to patient's special needs, if any, in the form of medical conditions, physical or mental disabilities
- Show respect and empathy in their attitude while interacting with patients.
- Provide basic life support to patients requiring critical care.
- Able to Manage dental emergencies.
- Work in a team of other health care professionals including other dentists, dental assistants, dental hygienists, laboratory technicians, ceramists, and dental nurses.
- Assess and refer patients with case difficulty indices requiring consultation or treatment by specialists.
- Draw upon their existing knowledge and update it through continuing education programs.

- Able to maintain patient records with emphasis on legal/patient confidentiality aspects.
- Exercise infection control protocol guidelines laid out by their local health council.

## Yearly Outcomes

### 1st Year BDS

At the end of 1<sup>st</sup> year, the students would be able to

1. Integrate knowledge of basic anatomy, physiology of head and neck region, biochemistry, and oral biology with its application in clinical scenarios.
2. Think critically to integrate basic and clinical knowledge.

### 2<sup>nd</sup> Year BDS

At the end of 2<sup>nd</sup> year, the students would be able to

1. Integrate knowledge of Pharmacology, General pathology, Science of Dental Materials, Community Dentistry, Preclinical Operative Dentistry and Prosthodontics with their application in clinical practice
2. Understand and able to manipulate different materials and instruments used in restorations and impression taking.
3. Outline basic concepts in health, disease and infection control in public and use that knowledge clinically in prevention of oral disease.

### 3<sup>rd</sup> Year BDS

At the end of 3<sup>rd</sup> year, the students would be able to

1. Diagnose and manage common surgical conditions, provide immediate care in dental emergencies. Carry out common practical procedures relevant to dental practice.
2. Apply the knowledge of periodontium in health and disease to diagnose and manage various periodontal conditions according to classification and plan treatment strategies to restore periodontal health and function.
3. Diagnose and manage oral manifestations of systemic diseases, orofacial pains, TMJ disorders, oral mucosal diseases, and salivary gland disorders.
4. Manage medically compromised patients presenting with oral diseases.

### 4<sup>th</sup> Year BDS

At the end of 4<sup>th</sup> year, the students would be able to

1. Diagnose all common dental problems, including restorative, surgical, periodontal, endodontic, orthodontic, and prosthodontic problems.
2. Diagnose and manage dental Trauma and emergencies.
3. Draft a comprehensive treatment plan including investigations, prognosis, complications, and outcomes of the treatment.
4. Demonstrate the use of different diagnostic tools.

5. Manage patients of different age groups and special needs group.
6. Demonstrates multi-disciplinary approach by integrating theoretical knowledge with clinical skills.

## Administration of Program

Department of Dental Education is the think tank for guidance & implementation of all curricular activities in collaboration with coordinators from the Yearly Curricular Committee, ICC, Basics, pre-clinical/ Clinical Departments & Department of Medical Education CMC.

## Undergraduate Competencies for Dental Graduates

CIMS DENTAL COLLEGE envisions to produce graduates who are proficient in following competencies at the end of 4th year

1. Medical Knowledge
2. Clinical & Procedural Skills
3. Patient Care
4. Interpersonal & Communication Skills
5. Critical thinking
6. Disease Management
7. Ethics and Professionalism
8. Research
9. Leadership

## Assessment Plan

Assessment in the institute is formative and summative. Final assessment exam is taken by National University of Medical Sciences (NUMS) at the end of the year

### Formative assessments

Formative assessment is a systematic process to continuously gathering evidence throughout each course to provide feedback to the students and help them identify learning gaps. Some of these assessments will be used only to inform students where they stand against benchmarks. These marks will not be added towards the final scores of continuous assessments. They will be in the form of quizzes, mock tests, mid-block tests, assignments, their participations in Practical, CBLs and Presentations.

## Summative assessments

Conducted in the form of end of Block exam.

Weightage of internal assessment shall be 20 %, each for theory and practical, in BDS Professional Examination.

The Internal Assessment record is kept in the respective department of the College / Institute and after approval of Principal, a summary as per university registration number shall be furnished to the Controller of Examinations, at least two weeks before the commencement of final examination.

The result of all the modules which contribute towards IA will be displayed to the students during an academic year.

The same internal assessment shall be counted both for pre-annual, annual, and supplementary examinations. The students who are relegated, however, can improve the internal assessment during subsequent year

These will contribute 20% towards the cumulative score of 100% of the year, of which 80% will be Professional examinations.

## Professional examinations

Professional examination will be conducted by NUMS at the end of the academic year. The examinations will be discipline/subject based and not system based.

## Curriculum Evaluation

The curriculum is evaluated by the collaboration of Institutional Curricular Committee, Department of Dental Education CDC and Medical Education CMC and L- QEC yearly by compiling and Internal Evaluation Report of each Block and whole course.

A final feedback and evaluation report generated will recommend curricular changes that will be incorporated. In case of major changes, the feedback is suggested to NUMS as an Agenda point for NUMS Curriculum Committee Meeting. In case of minor changes, the Institute is autonomous to implement the changes and inform faculty and Students about them as well.

Feedback is collected from faculty and students on forms provided by L-QEC NUMS.



