

## T8. Field Experience Specification توصيف الخبرة الميدانية

For direction on the completion of this template, refer NCAAA guidebooks.

Institution <b>Najran University</b>	Date of Report <b>04/09/1438 (new form)</b>
College <b>Dentistry</b>	Department <b>Interns' Training Committee (ITC)</b>
Program <b>Bachelor in Dental Surgery (BDS)</b>	Track <b>Comprehensive Clinical Training in General Dentistry</b>

### A. Field Experience Course Identification and General Information

1. Field experience course title and code <b>Internship in General Dentistry</b>			
2. Credit hours (if any) <b>12 months</b>			
3. Name and title of faculty or teaching staff member responsible for the field experience. <b>Intern's Training Committee in the college</b>			
4. Dates and times allocation of field experience activities.			
a. Dates: <b>12 months started by 01 JULY annually</b>			
b. Times: (e.g., from 8:00 am to 2:30 pm) <b>from 8:00 am to 3 pm</b>			
5. Level or year of the field experience. <b>12 months</b>			
6. List names, addresses, and contact information for all field experience locations currently being utilized by the program.			
	Name and Address	Name of Contact Person	Contact Information (email address or mobile)
a.	<b>Teaching clinics in the dental college</b>	<b>Dr. Ahmed Al-Shabab</b>	<b>0557017562</b>
b.	<b>Specialized Dental Center/ Najran</b>	<b>Dr. Hamed AL-AMORAT</b>	<b>0561575175</b>

c.	Specialized Dental Center /Abha		
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## B. Learning Outcomes

1. List learning outcomes for the field experience.

- Enhance their knowledge, skills and competency in the practice of General Dentistry.
- Be involved in research projects that can motivate them to show their innovative ideas and develop their scientific writing abilities.
- Awaken their interest in pursuing graduate studies and continuing dental education.
- Excel in verbal communication skills and usage of audio visual aids through formal lectures and seminar presentations.

2. Learning Outcomes in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulate a consistent agreement between student learning and teaching.

The *National Qualification Framework* provides five learning domains. Learning outcomes are required in the first four domains and sometimes are also required in the Psychomotor Domain.

On the table below are the five NQF Learning Domains, numbered in the left column. For Program Accreditation there are four learning outcomes required for knowledge and cognitive skills. The other three domains require at least two learning outcomes. Additional learning outcomes are suggested.

**First**, insert the suitable and measurable learning outcomes required in each of the learning domains (see suggestions below the table). **Second**, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes. **Third**, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process.

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Describe basic principles of safe dental practice.		Direct measures

1.2	List the proper treatment modalities for each patient.	Seminars Journal Club	
2.0	Cognitive Skills		
2.1	Evaluate dental patient comprehensively.	Clinical cases discussion	Direct measures
2.2	Plan a comprehensive treatment for dental patients.		
3.0	Interpersonal Skills & Responsibility		
3.1	Show kind, sympathy behavior with patients.	Group discussion Research projects	Direct measures
3.2	Use proper verbal and body language with staff.		
4.0	Communication, Information Technology, Numerical		
4.1	Demonstrate confidence during discussion.	Discussion Demonstration	Direct measures
4.2	Write good scientific referral letter to other specialties.		
5.0	Psychomotor		
5.1	Perform various basic routine dental procedures.	Clinical work	Direct measures
5.2	Deal with different complications of dental treatments.		

#### **Suggested assessment methods and teaching strategies:**

According to research and best practices, multiple and continuous assessment methods are required to verify student learning. Current trends incorporate a wide range of rubric assessment tools; including webbased student performance systems that apply rubrics, benchmarks, KPIs, and analysis. Rubrics are especially helpful for qualitative evaluation. Differentiated assessment strategies include: exams, portfolios, long and short essays, log books, analytical reports, individual and group presentations, posters, journals, case studies, lab manuals, video analysis, group reports, lab reports, debates, speeches, learning logs, peer evaluations, self-evaluations, videos, graphs, dramatic performances, tables, demonstrations, graphic organizers, discussion forums, interviews, learning contracts, antidotal notes, artwork, KWL charts, and concept mapping.

Differentiated teaching strategies should be selected to align with the curriculum taught, the needs of students, and the intended learning outcomes. Teaching methods include: lecture, debate, small group work, whole group and small group discussion, research activities, lab demonstrations, projects, debates, role playing, case studies, guest speakers, memorization, humor, individual presentation, brainstorming, and a wide variety of hands-on student learning activities.

#### **C. Description of Field Experience Activity**

1. Describe the major student activities taking place during the field experience.

**The internship training program consists of the following :**

•**Clinical Training (General Practice, Primary Dental Care and Emergency Clinic) •Hospital Training: mainly in Oral and Maxillofacial Surgery Department**

•**Didactic Part :**

- Research Project ○ Treatment Planning Session ○ Advanced Education Seminar ○ Journal Club Activity
- Community Session and Participation ○ Community Projects

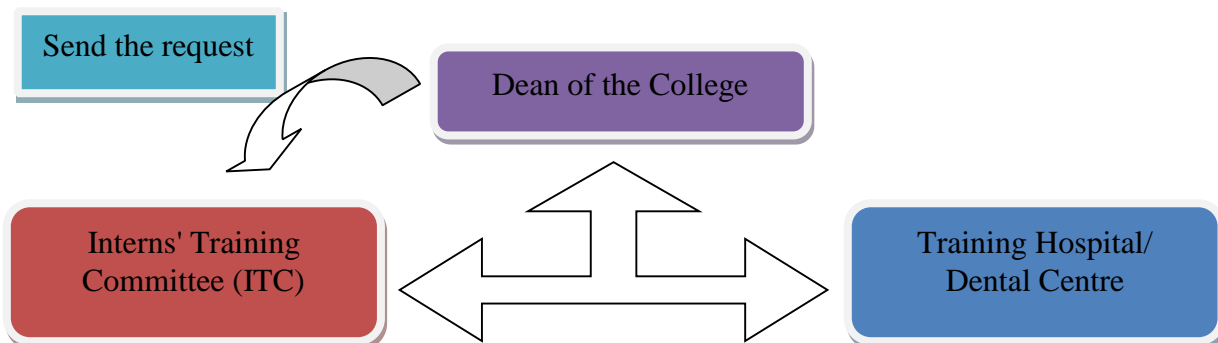
2. List required assignments, projects, and reports.

a. Attend local or international conference

3. Follow up with students (Describe what arrangements are made to collect student feedback?).

- **After each rota the intern should submit to the ITC the evaluation form (See appendix 1) that will be discussed thoroughly in the committee and according to decision the intern will be given a letter to the next rota center to complete or asked to redo the previous rota due to unsatisfying the committee.**
- **Regular field visit to the training center is a routine action done by head of the committee.**
- **Attendance observation has a strict part in the comprehensive evaluation of the interns.**

4. Insert a field experience flowchart for responsibility and decision-making (including a provision for conflict resolution).



Upon approval of the request, letter will be sent to the training center (in case of rejection, another center will be contacted (intern responsibility)  
Upon accepting the intern; the hospital or center will send by the end of rota the evaluation form to the ITC.

5. Supervisory Responsibilities (Check appropriate boxes).

	Field Teaching Staff	Program Faculty and Teaching Staff
<b>Student Activities</b>		
a. transport to and from site		
b. demonstrate learning outcome performance		√
c. completion of required tasks, assignments, reports, and projects	√	√
<b>Supervision Activities</b>		
a. field site – safety	√	
b. student learning activities	√	√
c. learning resources	√	
d. administrative (attendance)	√	
<b>Planning Activities</b>		
a. student activities	√	
b. learning experiences	√	
c. learning resources	√	
d. field site preparations	√	
e. student guidance and support	√	√
<b>Assessment Activities</b>		
a. student learning outcomes		√
b. field experience	√	
c. field teaching staff		√
d. program faculty and teaching staff		√
e. field site		√
f. learning resources	√	

b. Explain the student assessment process.

**By the end of each rota (3 months), the training center or hospital will fill the evaluation form that will be submitted to the ITC by the intern.**

c. Explain the resolution of differences process (If the field teaching staff and the program faculty and teaching staff share responsibility for student assessment, what process is followed for resolving differences between them?)

**The authenticated internship policy is the reference in case of differences.**

## D. Planning and Preparation by the Program

### 1. Identification of Field Locations

List Requirements for Field Site Locations (IT, equipment, labs, rooms, housing, learning resources, clinical)	List Safety Standards	List Specialized Criteria
a. <b>Good flow of patient with different dental problems.</b>	<b>Strict infection control measures.</b>	<b>Presence of specialist in the center.</b>
b. <b>Dental clinic for the intern to examine and treat the patient.</b>		
c. <b>Presence of library (books or e-library) to carry on scientific assignments</b>		
d. <b>Regular seminars in different clinically oriented topics.</b>		
Explain the decision-making process used to determine appropriate field experience locations.  <b>Field location visits by one of the ITC and according to his report, decision will be made.</b>		

### 2. Identification of Field Staff and Supervisors

List Qualifications	List Training Required (if any)
a. <b>CONSULTANT</b>	<b>General dental practice and for one rota oral and maxillofacial surgery</b>
b. <b>Specialist (registrar or senior registrar)</b>	

### 3. Identification of Students

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
a. <b>to pass all courses during bachelor study</b>	<b>Reviewing the documents by ITC and interview (as required)</b>	
Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities. <b>Mentioned in the above table</b>		

#### 4. Safety and Risk Management by the Program

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
a. Anti-HBV titer should be above 12 mIU (if not below 5 mIU booster should be done).	Blood borne infection: HBV, HCV, HIV...etc Air borne infection: T.B....etc	Following strictly the Standard precaution	Infection Control Courses
<p>Explain the decision-making process used to protect and minimize safety risks.  <b>The training center and hospitals infection control committee is the responsible unit to apply such guidelines.</b></p>			

#### E. Evaluation of the Field Experience

<p>1. Describe the evaluation process and list recommendations for improvement of field experience activities by:</p> <p>a. Students</p> <p>Describe evaluation process</p> <p><b>Report will be written by each intern by the end of each rota regarding the center/hospital he finished his rota in, mentioning in details what he likes and what he dislikes and submitted to ITC.</b></p> <p><b>For any urgent issue, intern should contact ITC immediately and proper action will be taken accordingly.</b></p> <p>List recommendations for improvement</p> <p><b>On-line survey and questionnaire on the faculty website will be generated and filled by each intern that will be automatically delivered to ITC for reviewing and using it in continuous improvement plan.</b></p> <p>b. Supervising staff in the field setting Describe evaluation process C.V.</p> <p><b>Impression by each intern regarding the benefit he gained from this supervising staff.</b></p> <p>List recommendations for improvement</p> <p><b>Sending interns to hospital/centers with highly qualified consultant and specialist in different specialties of Dentistry.</b></p> <p>c. Supervising faculty from the institution Describe evaluation process</p> <p>List recommendations for improvement</p>
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e. Others—(e.g. graduates, independent evaluator, etc.)  
Describe evaluation process

List recommendations for improvement

2. Action Plan for Improvement for Next Semester/Year

Actions Recommended	Intended Action Points and Processes	Start Date	Completion Date	Person Responsible
a. Finalizing the internship modified policy.	Authentication by the faculty council			IGU
b. Seeking new training centers and hospitals.	Contacting formally the intended hospitals and specialized dental center in KSA			
c. Starting the research projects for each internee.	Enrolling the inters in the departmental research activity			
d. Starting the community service by interns	Doing dental camps inside the university campus and in different schools in Najran.			

Name of Instructor: Dr. Mohammed ALWatary

Signature: *ALWatary* Date Report Completed 04/09/1438 H

Name of Field Experience Teaching Staff: IGU

Program Chair/ Coordinator: Dr. AbdelNaser Emam

Signature: *ANaser Emam* Date Received 04/09/1438 H