AETCOM (Attitude, Ethics & Communication Module):

AETCOM modules can be included as foundation elective courses designed by the university to fulfil the program outcomes prescribed by the DCI. After completions of the AETCOM modules, students should be able to
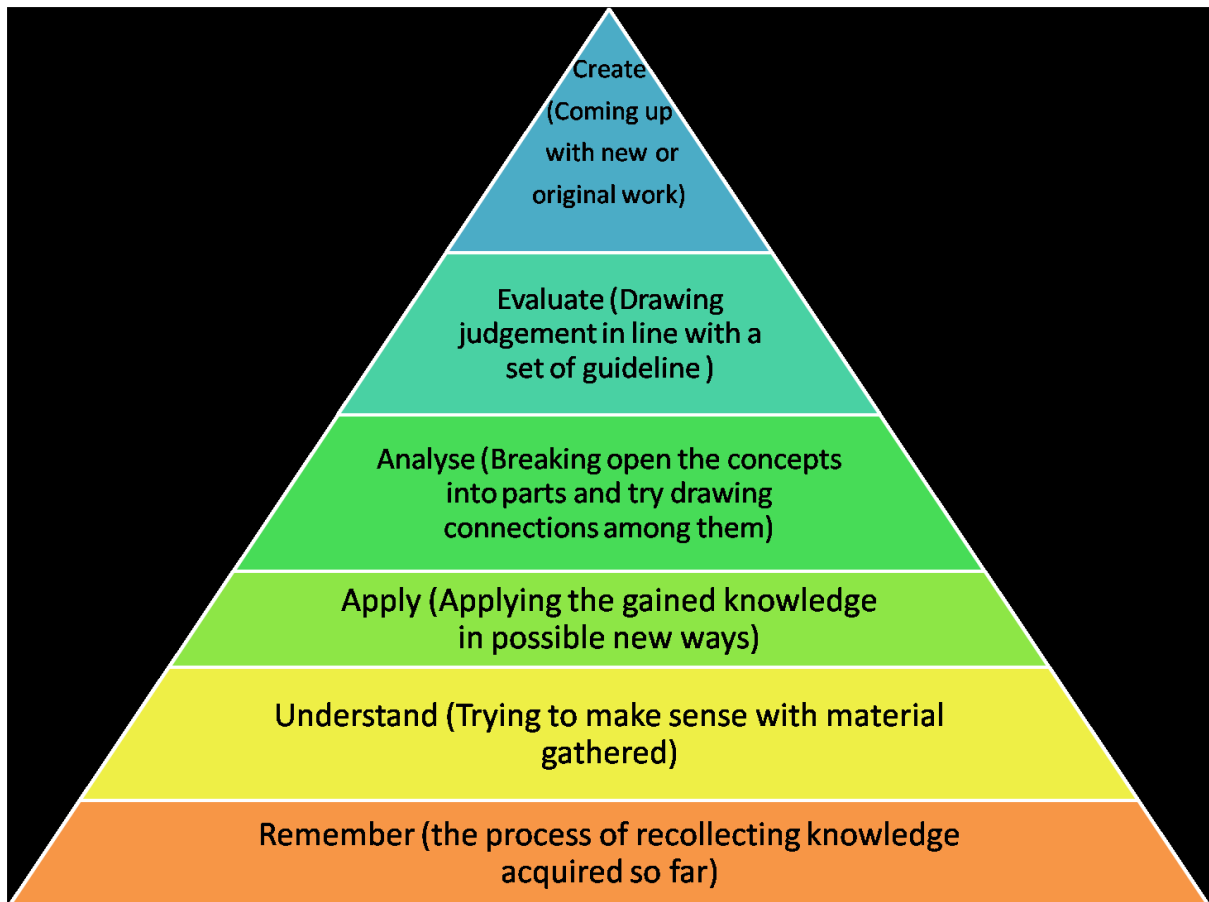
1. Enumerate and describe professional qualities and roles of a dentist.

2. Describe and discuss the commitment to lifelong learning as an important part of growth.

3. Describe and discuss the role of non-malfeasance as a guiding principle in patient care.

4. Describe and discuss the role of autonomy and shared responsibility as a guiding principle in patient care.

5. Describe and discuss the role of beneficence of a guiding principle in patient care.

6. Describe and discuss the role of a dentist in the healthcare system.

7. Describe and discuss the role of justice as a guiding principle in patient care.

8. Identify and discuss medico-legal, socioeconomic and ethical issues as it pertains to organ donation.

9. Identify, discuss and defend medico-legal, socio-cultural economic and ethical issues as it pertains to rights, equity and justice in access to health care.

10. Identify, discuss and defend medico-legal, socio-cultural and ethical issues as it pertains to confidentiality in patient care.

11. Identify, discuss and defend medico-legal, socio-cultural and ethical issues as it pertains to patient autonomy, patient rights and shared responsibility in health care.

12. Identify, discuss and defend medico-legal, socio-cultural and ethical issues as it pertains to decision making in health care including advanced directives and surrogate decision making.

13. Identify, discuss and defend medico-legal, socio-cultural and ethical issues as it pertains to decision making in emergency care including situations where patients do not have the capability or capacity to give consent.

14. Identify, discuss and defend medico-legal, socio-cultural and ethical issues as it pertains to research in human subjects.

15. Identify, discuss and defend medico-legal, socio-cultural and ethical issues as they pertain to health care in children (including parental right to refuse treatment).

16. Identify, discuss and defend medico-legal, socio-cultural and ethical issues as they pertain to health care in children including parental rights.

17. Identify, discuss and defend, medico-legal, socio-cultural and ethical issues as they pertain to consent for surgical procedures.

18. Identify, discuss and defend medico-legal, socio-cultural, professional and ethical issues as it pertains to the physician patient relationship (including fiduciary duty).

19. Identify and discuss physician's role and responsibility to society and the community that she/ he serves.

20. Identify, discuss and defend medico-legal, socio-cultural, professional and ethical issues in dentist industry relationships.

21. Demonstrate ability to work in a team of peers and superiors.

22. Demonstrate ability to communicate to patients in a patient, respectful, non-threatening, non-judgemental and empathetic manner.

23. Demonstrate respect to patient privacy.

24. Demonstrate ability to maintain confidentiality in patient care.

25. Demonstrate a commitment to continued learning.

26. Demonstrate respect in relationship with patients, fellow team members, superiors and other health care workers.

27. Demonstrate responsibility and work ethics while working in the health care team.

28. Demonstrate ability to maintain required documentation in health care (including correct use of medical records).

29. Demonstrate personal grooming that is adequate and appropriate for health care responsibilities.

30. Demonstrate adequate knowledge and use of information technology that permits appropriate patient care and continued learning.

31. Demonstrate respect and follow the correct procedure when handling cadavers and other biologic tissues.

32. Administer informed consent and appropriately address patient queries to a patient undergoing a surgical procedure in a simulated environment.

33. Communicate diagnostic and therapeutic options to patient and family in a simulated environment.

34. Communicate care options to patients and family with a terminal illness in a simulated environment.

35. Demonstrate awareness of limitations and seek help and consultations appropriately.

36. Demonstrate appropriate respect to colleagues in the profession.

37. Demonstrate an understanding of the implications and the appropriate procedure and response to be followed in the event of medical errors.

38. Identify conflicts of interest in patient care and professional relationships and describe the correct response to these conflicts.

39. Demonstrate empathy in patient encounters.

40. Demonstrate ability to balance personal professional priorities.

41. Demonstrate ability to manage time appropriately.

42. Demonstrate ability to form and function in appropriate professional networks.

43. Demonstrate ability to pursue and seek career advancement.

44. Demonstrate ability to follow risk management and medical error reduction practices where appropriate.

45. Demonstrate ability to work in a mentoring relationship with junior colleagues.

46. Demonstrate commitment to learning and scholarship.

47. Identify, discuss and defend medico-legal, socio-cultural professional and ethical issues pertaining to medical negligence.

48. Identify, discuss and defend medico-legal, socio-cultural professional and ethical issues pertaining to malpractice.

49. Identify, discuss and defend medico-legal, socio-cultural and ethical issues as they pertain to refusal of care including do not resuscitate and withdrawal of life support.

50. Demonstrate altruism.

51. Administer informed consent and appropriately address patient queries to a patient being enrolled in a research protocol in a simulated environment.

OUTCOME BASED EDUCATION:

Most international accreditation bodies recommended curriculum documentation in compliance with outcome based education. Accordingly the DCI has given a set of program outcomes that are compatible with the requirements stimulated by the ADA (American Dental Education Association) and EDEA (European Dental education association). Program outcomes are standardised to be followed across the nation. Individual universities can add additional program outcomes without modifying the existing Program outcomes. Course outcomes on the other hand need to be institution specific. The DCI recommended following the prescribed course outcomes and adding additional course outcomes at each department level to distinguish their program from the rest of the country. The following attributes showing the OBE pyramid should be achieved for each individual student by the end of the training.

Bloom's Taxonomy pyramid:

- Create (Coming up with new or original work)
- Evaluate (Drawing judgement in line with a set of guideline)
- Analyse (Breaking open the concepts into parts and try drawing connections among them)
- Apply (Applying the gained knowledge in possible new ways)
- Understand (Trying to make sense with material gathered)
- Remember (the process of recollecting knowledge acquired so far)

PROGRAM OUTCOME (PO):

The current BDS regulations are designed to be compatible with the ADA predoctoral standards 2022. An Indian Dental Graduate should be competent in/to

PO 1. Apply critical thinking and problem-solving, skills in the comprehensive care of patients, scientific inquiry and research methodology.

PO 2. Self-assess their own professional competencies and the demonstrate of professional values and capacities associated with self-directed, lifelong learning.

PO 3. Demonstrate in-depth understanding of basic biological principles, consisting of a core of information on the fundamental structures, functions and interrelationships of the body systems.

PO 4. Understand the complex biological interrelationship between the oral cavity and the entire body

PO 5. Support a high level of understanding of the etiology, epidemiology, differential diagnosis, pathogenesis, prevention, treatment and prognosis of oral and oral related disorders.

PO 6. Apply the fundamental principles of behavioral sciences as they pertain to patient-centered approaches for promoting, improving and maintaining oral health.

PO 7. Understand the principles of ethical decision making and professional responsibility with clear concepts on legal and regulatory requirements pertaining to the provision and/or support of oral health care services.

PO 8. Implement the basic principles and philosophies of practice management, models of oral health care delivery, and how to communicate and function successfully as the leader of the oral health care team.

PO 9. Practice Evidence based health care and continue to acquire and appraise knowledge.

PO 10. Engage in service learning experiences and/or community-based learning experiences.

PO 11. Assess and manage the treatment of patients of all age groups with general and special needs.

PO 12. Demonstrate dexterity in preclinical laboratory skills.

PO 13. Patient assessment, diagnosis, comprehensive treatment planning, prognosis, and informed consent.

PO 14. Screening and assessment risk for head and neck cancer;

PO 15. Recognizing the complexity of patient treatment and identifying when referral is indicated;

PO 16. Health promotion and disease prevention, including caries management;

PO 17. Local anesthesia, and pain and anxiety control, including consideration of the impact of prescribing practices and substance use disorder;

PO 18. Restoration of teeth;

PO 19. Communicating and managing dental laboratory procedures in support of patient care;

PO 20. Replacement of teeth including fixed, removable and dental implant prosthodontic therapies;

PO 21. Periodontal therapy;

PO 22. Pulpal therapy;

PO 23. Oral mucosal, temporomandibular, and osseous disorders;

PO 24. Hard and soft tissue surgery;

PO 25. Dental emergencies;

PO 26. Malocclusion and space management; and

PO 27. Evaluation of the outcomes of treatment, recall strategies, and prognosis

PROGRAM SPECIFIC OUTCOME (PSO):

The University and or the institution with the feedback of stakeholders and the approval of the academic council should add program specific outcomes to add value, train new skills, improve employability and distinguish their program from the rest of the nation. This will promote significant innovation in dental education and allow the curriculum to evolve over many decades.

COURSE OUTCOME (CO):

Course Outcomes are specific and measurable statements that define the knowledge, skills, and attitudes necessary for dental undergraduates to practice in a competent manner. Course outcomes should fulfill the expectations of learners' have for the course, which are related to one or more program outcomes. Individual institutions should add additional course outcomes to distinct their unique / national training measures. All course outcomes should be mapped to the respective program outcomes as a fundamental part of curriculum development. The DCI has provided basic mapping between PO and CO for each core course. However, institutions can add additional maps to their curriculum.

Core Course Mapping

Pre Clinical Courses

Clinical Courses
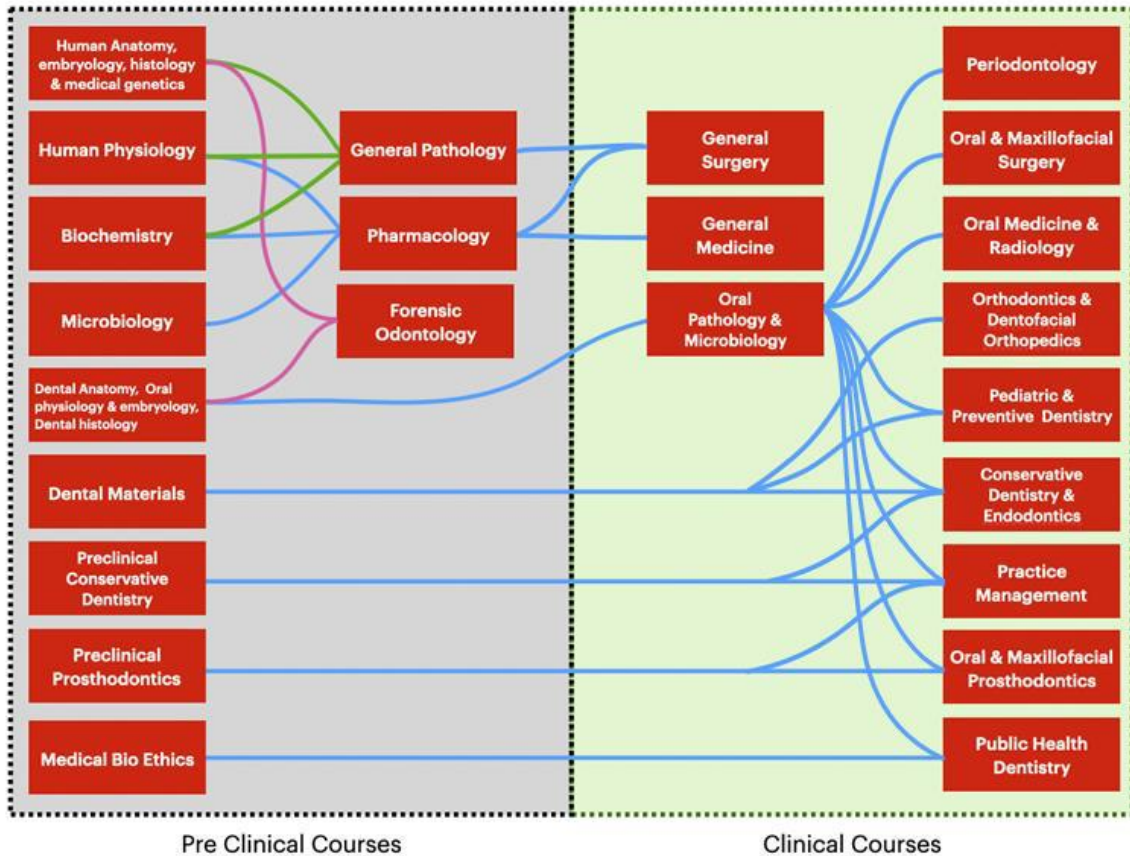
Elective courses shall also be mapped with their relevant prerequisites by the university academic council before deployment.

SCHEDULING

In the choice based system, prior to the launch of each course, the institution, university may launch a course survey to understand course demand. If there are too few takers(typically under 5 students) then the university / college may choose not to offer the course at that semester

A student has flexibility to take any course they are eligible within the following guidelines.

1. A student can enroll in a maximum of 32 credits in a semester.

2. A student can enroll in any course if they have completed all the prerequisites successfully.

3. Students can only enroll in courses offered by the institution / university in a particular time period.

Outcome Analysis Report (OAR):

After the results are declared for any course, the faculty incharge should prepare an outcome analysis report (OAR). Here, the average performance of the class for each course outcome (CO), entrustable professional activity (EPA) where applicable. These records should be presented to the accreditors for evaluation during periodic inspection. The department should also document evidence of measures taken to improve student performance between successive OARs.

ACADEMIC AUDIT

To ensure all components of the curriculum are followed and to encourage academicians to innovate their teaching learning process, the following checklist will be evaluated by the DCI during routine inspection. This process also makes the institution evaluation process outcome based, completing the entire loop of OBE.

1. PO-CO mapping across all unique courses created by the institution / university.

2. Additional CO introduced, implemented and mapped by the institution to make their program stand above peer institutions.

3. All additional COs should be mapped with their respective evaluations to complete the OBE cycle.

4. Outcome Analysis Report (OAR) documented for each CO across all batches who completed the course since the previous inspection.

5. Documentation of Stakeholder feedback and appropriate mechanisms for introducing curricular changes.

6. No: of Courses where curricular innovation was carried out. (Expected at least (60%)

7. A report on the experience gained by the institution in introducing innovative evaluations and their outcome analysis.