



الجامعة الوطنية - السودان
National University Sudan

FACULTY OF DENTAL MEDICINE & SURGERY



NU.EDU.SD



Undergraduate & Graduate

PROSPECTUS

National University - Sudan

5TH EDITION JULY 2024 - JUNE 2028

National University

5th Edition July 2024 - June 2028

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National Library Cataloging - Sudan

38. 190624 National University N.p

Prospectus National University/National University 3rd ed. - Khartoum:

National University : 2015-06-05

95 p.: ill: 30 cm

ISBN: 978-99942-841-1-8

1 National University-Sudan - Directory.

A. Title

B. Qurashi M. Ali (E.D)

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Welcome

Note from The President of NUSU

[www.nu.edu.sd]



This is the 5th Edition of the PROSPECTUS of the National University-Sudan (NUSU). In this document registered students will find information about the mission, vision and values of NUSU, and all programme details and activities. This edition includes both UNDERGRADUATE and GRADUATE course outlines. NUSU aims at high-class education in medical, technological and social sciences. This is reflected in this comprehensive outline. It describes the basis of NUSU's educational philosophies, programme objectives including the characteristics of the graduate, strategies and methods, degree structure, semester duration and credit hour load, and brief outline of content. This represent a narrow window into the complex organization of NUSU. More information on the rationale of modules, behavioural objectives, and assessment can be found in the curriculum of each Faculty. The calendars, year plans and timetables are issued for each semester with the exact dates for teaching sessions, other learning opportunities, assessment, feedback, and holidays.

NUSU is now 19 years old. It is still developing, and trying to set traditions of availing all activities in its publications, that may remain relevant for 3-4 years, before new editions are issued. The councils and committees of NUSU, while compiling this, are drawing their experience from lo-

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ACKNOWLEDGEMENTS



Worldwide, the overall innovations and their modifications stem from the efforts of Professor Bashir Hamad. Every page of our documents could not be finalized, or brought to fruition, without his fatherly approval and comments or traces of his educational spirit. His direct and indirect contributions to the curriculum of this University and continuous encouragement are gratefully acknowledged, particularly those related to educational strategies, instruction, and evaluation. The following have reviewed and reorganized the final versions of this prospectus: Prof. A/Rahman Eltom MD, PhD, Prof. A Rahman Biri MD FRCP, Prof. Elthami Abdul Mageed PhD, (medicine), Hassan M. Ali PhD, Dr. Ahmed Abusham PhD and Dr. Salah Ibrahim PhD, and Dr. Fatma Mukhtar MSc. (pharmacy), Dr. Kamal Khalil MD, Dr. Elfatih A Mageed MD (physiotherapy), Dr. M. A. Siddiq PhD, Prof. Awad Haj Ali PhD. (computer and health informatics program), Prof. Ibrahim Ghandor and Dr. Abdalla Darous, Dr. Enas Badawi PhD, Dr. Arif Affan (dentistry), Prof. Sayda H. Elsafi MD, PhD and Dr. Nihal Mirza MD, Dr. M. Sirelkhatim, Dr. M. Abdelgadir, Dr. Maha Magoub (medical laboratory sciences), Dr. Abdel Moneim Saeed PhD, Dr. M. A. Elsheikh PhD, Dr. Elsir Ali Saeed PhD, Dr. M. Elfadiil PhD, Prof. Maha Esmeal (imaging technology), Prof. Awatif Ahmed PhD, and Ms. Fatma Bhruddin MSc, Dr. Sumia Ibrahim PhD (nursing and midwifery), Prof. Salih Faghiri PhD, Prof. Omer Elmagli PhD, and Prof. Hassan Kamal PhD, Dr. M. A. Osman, Dr. Mutaz Suliman, Dr. A Azim Almahal PhD, and Prof. A Gadir M. Ahmed PhD (management sciences). The contributions of Dr. Nadir Hasanain {Engineering} , Prof. A Latif Elboni and Dr. Ibrahim Mirghani (International Relations) are outstanding. The list, of those who, knowingly or unknowingly, contributed curricular details or ideas registered in Editor's memory or documents, is exhaustive. Our thanks are to the following professors: A/Hameed Lutfi, M.Y. Sukkar, Elbagir Ali El Faki, Amir El Mubarak, Omar Abdul Aziz, Othman Taha, Othman Khalafalla, Ali Habbour, Omar A. Mirghani, Awadelseed Mustafa, Mubarak Majzoub, M. Awadalla Salih, Hafiz El Shazali, Jaafar M. Malik, Othman Hamour, Ali Karar, A/Alla A/Wahid, El Tayeb Abdul Rahman, Eisa Othman El Amin, Mamoun Homeida, Hassan M. Ahmed, Ali Abdul Rahman Barri, Ibrahim M. A/ Rahim, Ahmed A. Muhammadani, Mukhtar El-Khatim, A/Rahman A/Hafeez, Sayed M. Ahmed, Awad A/Rahman El-Awad, M. Elamin El-Sharif, Kamal Zaki, A/Rahman El-Tom, Ghazi Salahuddin, Bakri Osman Saeed, Mohyiddin Majzoub, Jamal Suleiman, Abbas ElKarib, ElGamri ElRadi, Salah M. Omer, Majid Mustafa, Muzamil Hassan A/Qadir, M. A/Rahim A/AAI, Khalid Musa, Bakri Musa Abdul Karim, Tahir Othman Ali, Omar Siddiq, Fathel Rahman Ahmed Ali, A.Moneim Sahal, Omar Habbal, Mickell Seefldt, Ara Tekian, Margaret Uguroglu, Saleh A. Al Damegh, Zeinel Ab-

deen Karar, A/Rahman Eltom, Ahmed Fahal, Kamal Qurashi, Ammar Khamis, Elamin I. Eneima, Elsheikh A Elobeid, Sara M. Husein, Abubakr Suliman, Elfatih A/Majeed, Mabyua Mustafa, Mustafa Idris, Amin O Sidahmed, Ammar Eltahir, Mr. Suleiman M. Dafa'Alla, Salah Faraj, and many more, we will add them as soon as we are reminded. There is no intention of omission of any effort or opinion.

Most of the "Dentistry Curriculum" has been adapted, with permission, from experts all over the world, mainly deans and heads of departments in the Sudanese dental colleges, and institution in dental sciences. The outstanding effort of professors Ibrahim Ghandour, Yahya Eltayeb, Ibrahim Elkamil, Osman Elgindi, Ahmed Suliman, Abbas Ghariballa, Nadia A. Yahia, Elnur Ibrahim and the improvements made by Enas Badawi, Eman Khair, and Suha A/Gadir is gratefully acknowledged.

The Engineering curriculum has been designed by committees headed by Dr. Nadir Hasanain as dean and head of civil department, and valuable contributions by Prof. Seifeldin Sadig. The International Relations and diplomatic studies curriculum has been written first by Dr. Ibrahim Mirghani and has been edited and adapted to the national requirements by Prof. A Latif Albouni and Bakri A/Karim.

The whole idea could not have seen the light without the encouragement of the Investors' Corporation and Board of Trustees of the National University, who spend days every week responding to routine and emerging issues of financing. On their behalf, I would like to thank the genius and friendly contribution of Mr. Zahir Twahry for his artistic preparation of the 3rd and 4th editions and other NUSU publications. The final editing of most of the undergraduate manuscripts has been skillfully and patiently carried out by Prof. A Rahman Osman Beeri Former Secretary of Academic Affairs. The graduate prospectus has been compiled by Prof. M. M. A. Abulnur, Dean of Graduate Studies and Scientific Research, and Dr. M. Abd Al Kader and Dr. Hatem Al Rufaai.

WHAT IS THE NATIONAL UNIVERSITY?



1. MISSION, VISION AND VALUES

The **VISION** of the National University is to be a world-class leading provider of private higher education in the Sudan, in the aspects of elegance of environment and structures, excellence of curricula and learning strategies, quality of management systems, commitment of investors and employees to customer satisfaction (students, relatives, and regulators), distinguished graduates in academic achievements, general ethical standards, and concern with professionalism and original research production.

The **MISSION** is to: (1) constantly strive to provide efficient and best-in-class professionals, in their specialties, (2) meet and exceed our customer needs and expectations, and (3) stay ahead of the competition by creating safe and rewarding workplace facilities and innovating new quality output, services, and relationships in transparent, honest, and fair business.

The **VALUES** are: (1) obligations to treat the public and one another with personal and professional integrity, consideration, and mutual respect, (2) commitment to honesty, truthfulness, respect for human dignity, and professional ethical behaviour, (3) fair treatment of all citizens and employees, with no discrimination on the basis of morphology or ideology (4) promotion of democratic values, hard work, perseverance, commitment to success, accepting responsibility and accountability for one's conduct and obligations, and (5) creating and maintaining a respected reputation and positive image in the community as a trusted partner through excellent care of the individual and family, and responsibility towards the community and environmental problems and concerns.

2. DOCUMENTS

The legal documents of the University include: (1) the University Charter, (2) Academic Regulations (3) Rules of Activity and Conduct (4) Study Fees' Regulations, (5) Employment Regulations, (6) National Employment Penalty Regulations, (7) Contracts and Salary Scale, (8) Job Descriptions, (9) Staff Handbook, (10) Students' Manual, (11) Quality Manual, (12) Teaching, Learning and Assessment Policy, (13) Prospectus and Curricula, (14) Organizational Chart, (15) Committee Structure, (16) Log-books of students' skills and activities, (17) Year Plans, (18) Academic Calendars, (19) Programme Evaluation Forms, (20) Portfolio of Architectural and Structural Designs of Buildings, (21) External Examiners' Appointment, Reporting and Response documents and (22) numerous policies and procedures in areas of quality, safety, and non-discrimination.

3. BOARD OF TRUSTEES

The Board of Trustees (BOT) is formed according to the Charter to include the investors, the academicians, the representative of the Ministry of Higher Education, and public figures of interest in education or eminent individuals involved in social accountability issues of universities. The current BOT is chaired by Dr. Taha Eltayeb A. Elimam, and includes in its membership: Prof. Qurashi M. Ali, Dr. Amin O. Sidahmed, Dr. M. Sirelkatim Ali, Prof. A-Rahman Osman Beeri, Prof. Osama A-rahman Elamin, Eng. M. Awadelkarim Elgasim, Dr. Saad Subahi, Dr. Elhadi Bakheet, Eng. Yousif A. Yousif, Prof. A-Moneim Algousi, Dr. Ismail Qurashi, Prof. Hassan M. Ali, Deans of faculties, and representatives appointed by the Ministry of Higher Education and approved by the President of the Sudan.

4. RIGHTS

4.1 GENDER RIGHTS

Throughout this manual (and the webpage) every effort has been made to use he/she, his/her, him/her. It may not be possible to assure that this fair use has been consistent. Any such unintended mistake should be taken to mean both sexes. Females have been addressed in situations of special concerns, in gender-specific issues, mainly out of respect for their specialized roles.

4.2 EXCLUSION OF LIABILITY AND DISCLAIMER

Throughout this manual (and the webpage) every effort has been made to ensure that expert, accurate, and up-to-date guidance has been included. The administrative and academic authority continuously updates the NUSU data and academic regulations to satisfy the emerging needs, more quickly than publications would reflect. Approved changes are shown at the official noticeboards of the University. Accordingly, neither the Ministry of Higher Education, nor the NUSU administration, shall be liable to any person or entity with respect to any loss or damage caused or alleged to be caused by the information contained or omitted from this manual (or the webpage).

4.3 COPYRIGHTS

- a. The curriculum timetable and course details resemble many of those (or may contain parts) in other colleges in which the "President of NUSU" has been the main or essential member in the bodies responsible for curriculum design and evaluation. In many institutions he has been one of the driving forces for innovation. These institutions include: University of Gezira (Sudan), Sultan Qaboos University (Oman), Omdurman Islamic University, Alzaeim Al-Azhari University, University of Medical Science and Technology, African International University, National Ribat University, Al-Razi University (Sudan), and Al Qassim University (Saudi Arabia). Major innovations have been added to improve on the experience of the above institutions. This manual (and the webpage), in addition to comprehensive compilations in each program document (to be given to each student) is an entity of its own. Therefore, the total set of details, which is not available in any other institution so far, may not be

copied or published without written permission from the National University- Sudan.

- b. The teaching material available in the webpage, and other published material in the University notes, is original and should not be reproduced for commercial use, in any form without written permission of the National University- Sudan. Non-profitable teaching purposes are allowed. Our teachers and colleagues, who are mentioned in the “Acknowledgements”, are free to use this material because it is all from them, we could not single out what is ours from theirs.

5. ENTRANCE REQUIREMENTS

- A. Applications must be through the Ministry of Higher Education (Sudan) Admission Directorate, based on passing a fresh Sudan (or equivalent) School Certificate or equivalent qualification (please see relevant booklets provided at that office). Older 5-10 years’ School Certificates may be considered, if vacancies are there, and details are approved by the Admission Office. The newly introduced online application dismiss disqualified applicants automatically.
- B. Direct applications are welcome, but will be entered online by the University to the Admission Directorate for approval.
- C. International applications will be processed similarly, but candidates are advised to follow the application procedure in the webpage, and wait for a response, before arriving in the Sudan. The NUSU Administration takes 5 working days (after receipt of application) to finalize acceptance. Electronic communication is preferred. For security reasons. A student who is granted acceptance by the NUSU will NOT be allowed by the Ministry of Internal Affairs to transfer to any other university after arrival, except after studying and passing, at least, one academic year..
- D. Mature students qualified with a previous health science professional degree may be considered. In this case early application is recommended (6 months before national intake in September every year), because of the time it may take for the approval of the School Certificate by Ministries of General Education and Higher Education, Sudan.
- E. Final decision on acceptance depends on the results of an interview to confirm if the student has the aptitude to join a specialty, and is free from physical and psychological inabilities that are not compatible with the responsibilities of a specific or hardship profession. But individuals with special needs are welcome and will find NUSU a conducive environment of values against discrimination.
- F. Transfer NUSU from other universities may be considered for enrollment in Semesters 2, 3, 4 or 5 only, based on the approval of the General Directorate of Admission in the Ministry of Higher Education.

6. STAFF AND RECRUITMENT

Academic and administrative staff interested in joining the National University-Sudan, may show their intention by filling the e-recruitment form included in the webpage. A response will be sent

by e-mail within 48 hours, and further instructions will follow. Appointment of academic staff is based on academic excellence in the areas of research and teaching. Academic applicants with no research records or grants will not be considered for full-time positions in this university. Full- and part-time staff list may be looked up in [Academic Staff](#) section of the webpage.

Applicants interested in joining other private educational institutions in the Sudan can reach them through our web-page. The [employment conditions](#) and [salary scale](#) are not (currently) available in this manual or website.

7. LOCATION AND MAPS

A. The Country: The best advantage of this National University is that it is located in Sudan, an Afro-Arab country with rich human and natural life resources. The inhabitants are either Arabs or Africans.. The Sudan educational institutions are known, worldwide, for their academic excellence, ethical heritage and professional teaching perfection. A Sudanese national, wherever he/she may be is unique in considerateness, courtesy, and hospitality. In almost 80% of the country, it is the safest in the world. A single lady can jog in Khartoum, or any other city, in the middle of the night unbothered. Sudanese abide voluntarily by strong moral codes and respect for females as foreigners. The media-nourished concepts of North-South or West-East conflicts have largely exaggerated the reality. The color of people has no significance in this country, maybe the only country in the world where color has never and can never be a real cause of conflict. Media are prototyping other countries' dilemmas on a local setup that has got some developmental problems. It is interesting that the Arabs in this country are mainly non-white, and the non-Arabs are not necessarily black, contrary to what the media have publicized. The luckiest person in the world, any moment, is the one who has been received by a Sudanese host.



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- B. The City: The capital is Khartoum, a city made up of three cities striding the White Nile, Blue Nile as they join to form the River Nile. This has given it unique panoramic landscapes and scenery. There are about 4-6 million inhabitants, mostly in traditional houses, known for their spacious yards. Khartoum city is the official capital crowded with governmental offices, ministries, embassies and international organizations. There are some affluent districts where the price of a house may be as expensive as in New York or Tokyo, and other areas of modest housing. Therefore students have a wide range of choice. Transportation used to be a problem, now it is quite easy, but still, students are advised to find accommodation as near as possible to the University premises.
- C. Premises and Environment : (See map). The National University permanent building is located in the Eastern part of Khartoum called Al Raqi District, near the Khartoum-Medani Highway, in an affluent newly established residential area. This region has an interlacing and frequent network of transport, yet the wide roads give no impression of crowdedness, or noise pollution. This accessibility is an invaluable asset for an educational institution. The University block, a purpose-built structure, assumes a masterpiece of architectural innovation (see pictures). The National University is open to students and staff for 18 hours on weekdays and 6 hours on weekends. The library, self-directed learning facilities are available for registered students and staff. Limited access to research laboratories is allowed for certain students who are involved in staff's research projects. Certain sport facilities (Basket- ball and volleyball) are within the premises. In-door recreational facilities are available in the Cafeteria. The source of pride for the University is the design of its beautiful, environmentally friendly, and durable facilities that support its mission. Students and employees are expected to respect and work towards achieving that. Directives from them to their visitors are very important to maintain and improve the level of standards of perfection we intend to reach. There are few similar, or near, buildings of excellence of space and quality, so far, in higher education institutions in the Sudan.
- A 10-floor teaching hospital building stands next to the main University block and accommodates over 300 beds with full tertiary care facilities. A 5-floor building accommodate the Faculty of Engineering. NUSU owns a 35000 M2 area in Albagair Suburban Area, in which a new campus is being built. It includes a rural hospital.

8. PROGRAMME FEES

A list of tuition fees is published by the MHESR every year. Private institutions keep updating such list, but a student accepted in one particular academic year will NOT be charged with the fees published for fresh students. Fees cover teaching and administrative activities of the University including laboratories and in-campus training. Accommodation and food subsidies are NOT included. Transportation to and from the University or off-campus training sites is NOT included, but the University tries to provide that for selected activities. Additional fees are variable for compensations of absence or failure. Students pay for all courses Training outside the campus and examinations [substitute or supplementary], scheduled in the Summer or Holidays, based on the credit hour load of the courses. Fees for such compensations are usually not published in Academic Calendar, but requested by students or their sponsors.



Background

The faculty began as a programme in 2006 and, after substantial growth, attained full faculty status in 2012. It started with a small cohort of about ten students and has since expanded considerably to accommodate a larger student body. To support this growth, the faculty has upgraded its facilities, including dedicated dental clinics and modern laboratories, enabling more comprehensive clinical training, patient care, and research.

The curriculum is regularly updated to align with international dental standards from accredited universities worldwide, ensuring graduates acquire current competencies, ethical principles, and professional skills. The faculty also plays a significant role in community service, collaborating with health authorities to promote school health programmes and community dental health awareness campaigns, with a focus on preventive care and public education.

As the parent institution, NUSU has earned notable accreditations, including ISO 9001-2008 for quality management of academic programmes and accreditation from the British Accreditation Council in 2016, underscoring its commitment to quality and external validation. Collectively, the faculty's dedication to academic excellence, research, and community service has established its standing as a leading dental institution in Sudan.

Our Vision

Ambitiously aiming to be the country's leading institute and internationally top-ranked, the faculty seeks to establish itself as a center of excellence in dental education, research, and clinical care.

Our Mission

Our aim is to advance oral health by upholding academic excellence, conducting high-impact research, and delivering quality clinical care. The faculty is dedicated to graduating clinically competent professionals who embody professionalism, ethical integrity, and a strong sense of social responsibility.

Our Values

Respect and professionalism, these values guide our decisions, behaviour, and daily interactions across the faculty.

- We are committed to treating the public and one another with dignity and courtesy in every interaction.
- We uphold the highest standards of professionalism, ethical conduct, confidentiality, and respectful communication.
- We foster an inclusive environment that values diversity and resolves conflicts constructively, ensuring fair treatment for all.
- Meeting and exceeding needs
- We strive to understand and anticipate the needs of our students, patients, and community.
- We are dedicated to delivering high-quality services and experiences that meet and surpass expectations.
- We welcome feedback, monitor satisfaction, and pursue continuous improvement to ensure accessibility, responsiveness, and reliability.
- Safety, innovation, and excellence
- We maintain safe, supportive, and well-equipped workplaces and clinical spaces for everyone.
- We continually innovate and enhance our outputs, services, and relationships through research, collaboration, and the adoption of best practices.
- We benchmark against national and international standards, invest in staff development, and cultivate strong partnerships to sustain leadership in dental education and care.

Our Objectives

Our objectives are to:

- Educate and prepare highly competent, best-in-class dental professionals through sustained academic excellence and alignment with current international competencies.
- Advance community health by promoting health literacy and cultural awareness, delivering treatment and preventive services, and elevating overall health standards

within the community.

- Foster scientific research and professional development by organising conferences, training programs, and seminars.
- Provide accurate, evidence-based dental care and comprehensive preventive services to patients.
- Establish and maintain global recognition by cultivating a respected reputation and a positive image for the faculty within the community and on the international stage.

Departments

The faculty comprises several departments that operate in harmony, including:

Department of Oral and Dental Histopathology

Focus:

Advancing students' understanding of oral tissues in health and disease through concise teaching and hands-on exposure.

Teaching programmes:

Core topics cover oral histology, pathological changes in dental and oral tissues, and advanced diagnostic techniques; integrates lectures with microscopy laboratories and clinical case correlations to strengthen diagnostic interpretation.

Research and innovation:

Encourages student participation in research on the pathology of oral and maxillofacial diseases; supports diagnostic laboratory services that contribute to accurate patient care and treatment planning.

Department of Oral Surgery

Focus:

Equipping students with comprehensive knowledge and practical skills for the surgical management of oral and maxillofacial conditions.

Teaching programmes:

Emphasises surgical principles, minor and major procedures, and management of maxillofacial trauma and pathology; combines classroom teaching with clinical rotations, surgical demonstrations, and case-based learning to develop competence.

Research and innovation:

Promotes research in surgical innovations, wound healing, and maxillofacial reconstruction; provides surgical services that directly enhance patient care and support community health

initiatives.

Department of Orthodontics

Focus:

Teaching the science and art of diagnosing, preventing, and correcting dental and facial irregularities.

Teaching programmes:

Emphasises growth and development, biomechanics, and orthodontic treatment planning; blends theory with hands-on laboratory and clinical training.

Research and innovation:

Promotes research in craniofacial growth patterns, orthodontic materials, and innovative treatment techniques; provides clinical orthodontic services that improve function and aesthetics.

Department of Periodontics

Focus:

Prevention, diagnosis, and treatment of diseases affecting the supporting structures of teeth.

Teaching programmes:

Covers periodontium anatomy, periodontal disease pathogenesis, and advanced treatment modalities; includes basic periodontology, surgical periodontal therapy, and periodontal regeneration; combines lectures with clinical practice and surgical demonstrations.

Research and innovation:

Encourages research in periodontal regeneration, implantology, and microbial studies; provides periodontal services that enhance oral health and overall well-being.

Department of Prosthodontics

Focus:

Training students to restore teeth to improve function, aesthetics, and oral health.

Teaching programmes:

Covers fixed, removable, and maxillofacial prosthodontics; includes complete dentures, partial dentures, fixed and implant prosthodontics.

Research and innovation:

Supports research in dental materials, prosthodontic design, and patient rehabilitation outcomes; provides prosthetic services that restore function and patient confidence.

Department of Operative Dentistry and Endodontics

Focus:

Restoration and preservation of natural teeth.

Teaching programmes:

Centers on restorative procedures, aesthetic dentistry, and root canal treatment; courses include operative dentistry, endodontics, and advanced restorative techniques; combines pre-clinical laboratory work with extensive clinical exposure.

Research and innovation:

Encourages research in restorative materials, endodontic techniques, and pain management; provides comprehensive restorative and endodontic services to maintain dental health.

Department of Pediatric Dentistry

Focus:

Providing comprehensive oral health care for children.

Teaching programmes:

Covers child psychology, preventive dentistry, and treatment of dental diseases in children; courses include preventive pediatric dentistry, restorative pediatric dentistry, and special needs dentistry; combines lectures with clinical sessions, emphasising behaviour management and prevention.

Research and innovation:

Promotes research in preventive strategies and child oral health epidemiology; delivers child-focused dental services that emphasise prevention and early intervention.

Department of Public Health

Focus:

Improving oral health through public health approaches and preventive strategies.

Teaching programmes:

Covers epidemiology, health promotion, and preventive dentistry programs; courses include dental public health, preventive dentistry, and oral health education.

Research and innovation:

Supports research in oral disease prevention, health policy, and epidemiological surveys; provides community-based services that promote oral health awareness and disease prevention.

Department of Basic Sciences

Focus:

Providing the foundational knowledge essential for the study and practice of dentistry.

Teaching programmes:

Covers core subjects such as anatomy, physiology, biochemistry, microbiology, pharmacology, and general pathology; courses include human anatomy, oral anatomy, dental physiology, dental biochemistry, microbiology, and pharmacology; combines lectures, laboratory sessions, and integrated teaching to connect basic science concepts with clinical applications.

Research and innovation:

Supports biomedical science research relevant to dentistry and oral health; provides laboratory services and educational resources that enhance students' understanding and clinical competence.

Facilities

The faculty houses well-equipped dental clinics and laboratories to ensure optimal training environments for students, including:

- Clinics: Surgery clinic, Periodontal clinic, Preventive therapy clinic, Removable prosthodontics clinic, Pediatric and Orthodontics clinic.
- Laboratories: Basic skills lab, Removable prosthodontics lab, Phantom head lab.

Administration

Dr Sara Abdulla Ahmed

Faculty Dean

Assistant Professor of Oral & Maxillofacial Surgery

Dr Salma Mosa

Deputy Dean

Assistant Professor of Periodontology

Mr Ahmed Elhag

Registrar

Staff

Name	Academic Rank	E-Mail
Prof. Bakri Gubara	Professor	Bakri234@gmail.com
Dr. Enas Badawi	Associate Professor	—
Dr. Eman Kheir	Associate Professor	eimankheir@gmail.com
Dr. Haytham Saeed	Associate Professor	—
Dr. Enas Musbah	Assistant Professor	enasmus@gmail.com
Dr. Hayfaa Noor Eldeen	Assistant Professor	Haifanoureldin02@gmail.com
Dr. Rogaya Awad	Assistant Professor	rogishwaia@gmail.com
Dr. Salma Elsir	Assistant Professor	salmaelsir@hotmail.com
Dr. Salma Musa	Assistant Professor	salmamusa@gmail.com
Dr. Sara Abdulla Ahmed	Assistant Professor	Sara05617a@gmail.com
Dr. Sara Hamid	Assistant Professor	Sara.h.mohamid1@gmail.com
Dr. Suha Abdulgadir	Assistant Professor	—
Dr. Alaa Beeri	Lecturer	Lollaty2020@gmail.com
Dr. Hazar Mohamed	Lecturer	hazarmohd@gmail.com
Dr. Hidia Elyas	Lecturer	Hidai23@gmail.com
Dr. Laila Elbatal	Lecturer	—
Dr. Marwa Elameen	Lecturer	—
Dr. Mrwa Mkhtar	Lecturer	Marwaahmedmukhtar1977@gmail.com
Dr. Muttasim Ismael	Lecturer	Ismailmutasim2002@gmail.com
Dr. Nafesa Bkri	Lecturer	Alhajmabia2019@gmail.com
Dr. Nahla Abdulla	Lecturer	Nahla234@gmail.com
Dr. Raheeq Babikir	Lecturer	Raheeq.rb@gmail.com
Dr. Samar Salah	Lecturer	Samarsalaheldin02@gmail.com
Dr. Samah Kamal	Lecturer	Smahkamal050@gmail.com
Dr. Abdulla Darous	—	—
Dr. Ali A. Maboud	—	aliabdalmaoud@gmail.com
Dr. Aya Jafar	—	Ayajaffer548@gmail.com
Dr. Eman Nadir	—	Mannadir0@gmail.com
Dr. Mostafa M Khair	—	Mustafamohamed3310@gmail.com
Dr. Noon Boshra	—	Noonbushra5@gmail.com
Dr. Razan Yosif	—	Razanyousif2@gmail.com
Dr. Rayan Kamal	—	rayankamaleldin@yahoo.com

Semester 1 [18 CHs - 17 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	ORIENTATION WEEK	-	-	-	-	-	-
2	ENGLISH LANGUAGE 1	DE-ENG-113	Longitudinal	3	-	-	3
3	INTRODUCTION TO MEDICINE AND MEDICAL EDUCATION	DE-EDU-114	3	2	-	-	2
4	PHYSICS FOR MEDICAL EQUIPMENT AND INVESTIGATIONS	DE-PHYS-115	3	2	-	-	2
5	COMPUTER SCIENCES -I	DE-COMP-116	2	1	-	2	2
6	BIOSTATISTICS	DE-STAT-117	Longitudinal	2	-	-	2
7	BASIC BIOCHEMISTRY	DE-BIOCH-118	4	2	1	1	3
8	BEHAVIORAL SCIENCES	DE-BEHAV-119	2	2	-	-	2
9	INTRODUCTION TO MEDICAL ETHICS	DE-ETHIC-226	3	2	-	-	2
			17	16	1	3	18

Examination of longitudinal courses (+re-sits) 1 week

Repeat courses or examinations for late comers and failures.

Semester 2 [22 CHs- 17 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	ENGLISH LANGUAGE-2	DE-ENG-123	Longitudinal	3	-	-	3
2	PROFESSIONAL SKILLS-1 COMMUNICATION	DE-SKILL-211	Longitudinal	1	-	2	2
3	HUMAN GROWTH AND DEVELOPMENT	DE-GROW-126	3	2	1	1	3
4	MAN AND ENVIRONMENT	DE-ENV-127	4	3	1	1	4
5	GENETICS & MOLECULAR BIOLOGY	DE-GET-119	2	2	-	-	2
6	PRINCIPLES OF DISEASES - I	DE-DIS-122	3	2	1	1	3
7	DENTAL MORPHOLOGY	DE-NAT-125	3	2	-	2	3
8	COMPUTER SCIENCE - II	DE-COMP-125	2	1	-	2	2
			17	16	3	9	22

Examination of longitudinal courses (+re-sits) 1 week

SUMMAR 1 AND ELECTIVES

1. Dental Records and Data Collection (PA-SUM-131) 2 CHs
2. Medical Genetics (E-131) 2CHs
3. Elective (E-132): A 1000 -word report on "Internet Sources of Dental Sciences" 1CH
4. Repeat courses or examinations for late comers and failures.

FIRST YEAR PROGRAMME EVALUATION

Semester 3 [22 CHs- 18 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	INTRODUCTION TO MEDICAL TERMINOLOGY	DE-TERM-211	Longitudinal	2	-	-	2
2	PRINCIPLES OF DISEASE-II	DE-DIS-212	3	2	1	1	3
3	BLOOD, LYMPH	DE-HEM-316	3	2	-	2	3
4	HEAD AND NECK	DE-HAN-214	3	2	-	2	3
5	ENDOCRINE AND METABOLISM	DE-ECDO-215	3	2	1	1	3
6	PROFESSIONAL SKILLS-2- DENTAL SERVICES IN PHC	DE-SKIL-221	Longitudinal	1	-	2	2
7	IMMUNOLOGY	DE-IMM-216	2	2	-	-	2
8	GASTROINTESTINAL SYSTEM	DE-GIT-218	4	2	2	2	4
			18	15	4	10	22

Examination of longitudinal courses (+re-sits) 1 week

Semester 4 [19 CHs - 17 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	RESPIRATORY SYSTEM	DE-RES-222	3	2	1	1	3
2	CARDIOVASCULAR SYSTEM	DE-CVS-223	3	2	1	1	3
3	ORAL ANATOMY, HISTOLOGY AND EMBRYOLOGY	DE-NAT-224	3	2	-	2	3
4	NERVOUS SYSTEM AND SPECIAL SENSES	DE-CNS-225	6	3	2	4	6
5	MEDICAL ETHICS AND PROFESSIONALISM	DE-ETHIC-226	Longitudinal	2	-	-	2
6	INTRODUCTION TO RESEARCH	DE-REC-227	2	1	--	2	2
			17	12	4	10	19

Examination of longitudinal courses (+re-sits) 1 week

SUMMAR 2 AND ELEVTIVE MODULES

1. Research methodology and scientific writing (PA-SUM231) 2 CHs
2. Elective (E232): Visit to dental services in a hospital and write a report 2 CHs.

SECOND YEAR PROGRAMME EVALUATION**Semester 5 [19 CHs- 16 weeks]**

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	PROFESSIONAL SKILLS-3- DENTAL EQUIPMENT	DE-SKIL-311	Longitudinal	1	-	2	2
2	DENTAL PHARMACOLOGY	DE-PHARM-312	3	3	-	-	3
3	DENTAL AND ORAL MICROBIOLOGY	DE-MIC-313	4	2	1	1	4
4	PROSTHODONTICS-I COMP.	DE-PROS-314	4	2	-	2	3
5	DENTAL MATERIALS	DE-MAT-315	4	3	1	1	4
6	DENTAL & ORAL PATHOLOGY	DE-PATH-324	Longitudinal	3	-	3	3
			15	15	2	9	19

Examination of longitudinal courses (+re-sits) 1 week

Repeat courses or examinations for late comers and failures.

Semester 6 [19 CHs- 18`weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	PROFESSIONAL SKILLS-IV	DE-SKIL-321	Longitudinal	1	-	2	2
2	PROSTHODONTICS-II PART.	DE-PROS-324	3	1	2	2	2
3	DENTAL AND ORAL PATHOLOGY	DE-PATH-324	Longitudinal	3	-	3	3
4	GENERAL MEDICINE	DE-MED-411	4	2	2	2	4
5	GENERAL SURGERY	DE-SURG-421	4	2	2	2	4
6	COMMUNITY DENTISTRY AND PUBLIC HEALTH	DE-DPH-323	Longitudinal	2	2	2	4
			18	11	8	13	19

Examinations (2weeks)

SUMMAR 3 AND ELECTIVES

1. Rural Hospital Residency (DE-SUM-331) 2 CHs Block 2 weeks.
2. Elective (E332): A 1000 work essay on antimicrobial therapy in dentistry 1CH .

Semester 7 [24 CHs - 18 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	CONSERVATIVE DENTISTRY - I	DE-CONS-411	Longitudinal	3	1	3	5
2	PROSTHODONTICS - II	DE-PROS-412	Longitudinal	2	2	2	4
3	PERIODONTICS - I	DE-PERIO-423	Longitudinal	3	-	2	4
4	MAXILLOFACIAL SURGERY -1	DE-OMFS-422	Longitudinal	3	2	2	5
5	ORAL MEDICINE	DE-OMED-424	Longitudinal	1	-	1	2
6	ORAL HYGIENE	DE-HYG-322	Longitudinal	2	2	2	4
			18	15	7	12	24

Examinations (2weeks)

Semester 8 [18 CHs- 18 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	CONSERVATIVE DENTISTRY-II	DE-CONS-413	Longitudinal	1	-	2	2
2	PROSTHODONTICS-III	DE-PROS-412	Longitudinal	2	2	2	4
3	ORAL MEDICINE	DE-OMED-424	Longitudinal	2	-	1	2
4	DENTAL RADIOLOGY	DE-RAD-424	Longitudinal	1	-	2	2
5	PAEDODONTICS-I	DE-PEDO-426	Longitudinal	2	-	2	2
6	PERIODONTICS-II	DE-PERIO-427	Longitudinal	1	-	2	2
7	MANAGEMENT OF MEDICAL-LY COMPLEX PATIENTS	DE-MCP-417	2	1	2	-	2
8	FORENSIC DENTISTRY	DE-LAW-415	2	2	2	-	2
			18	12	6	11	18

Examinations (2weeks)

FOURTH YEAR PROGRAMME EVALUATION

Semester 9 [26 CHs- 18 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	CONSERVATIVE DENTISTRY-III (FIXED PROSTHODONTIC)	DE-CONS-511	Longitudinal	3	1	4	7
2	ORAL AND MAXILLOFACIAL SURGERY-II	DE-OMFS-512	Longitudinal	3	1	3	5
3	PAEDODONTICS-II	DE-PEDO-513	Longitudinal	2	1	3	4
4	ORTHODONTICS-I	DE-ORTH-514	Longitudinal	2	1	2	6
5	GRADUATION PROJECT	DE-GRAD-515	Longitudinal	-	-	-	4
			18	10	4	12	26

Examinations (2weeks)

Semester 10 [20 CHs- 18 weeks]

	Title	Code	Weeks	Units			CH
				Th	Tut	Prac	
1	PAEDODONTICS-III	DE-CDCT-521	Longitudinal	2	2	2	4
2	PERIODONTICS-III	DE-CDCT-521	Longitudinal	-	1	2	2
3	PROSTHODONTICS-IV	DE-CDCT-521	Longitudinal	-	1	2	2
4	ORTHODONTICS-II	DE-CDCT-521	Longitudinal	-	1	2	2
5	ORAL AND MAXILLOFACIAL SURGERY-III	DE-CDCT-521	Longitudinal	1	2	2	3
6	CONSERVATIVE DENTISTRY-IV (FIXED PROSTHODONTICS)	DE-CDCT-521	Longitudinal	2	2	2	4
7	CONSERVATIVE DENTISTRY-5	DE-CDCT-521	Longitudinal	1	2	2	3
			18	6	11	14	20

Examinations (2weeks)

COURSE OUTLINE

Detailed behavioural objectives, skills, assignments and problems are listed in each course book. The lists are too extensive to be included here

Phase 1 : Semester 1, 2 Preliminary Courses

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
ENGLISH LANGUAGE	DE-ENG-114	1and 2/Longitudinal	3 + 3

The sources of health information in the World are still in English. The Internet navigation to obtain information is basically in English. Some of the patients, attending clinics in Sudan, may only speak English language, especially with open-up of borders with economic development and of globalization. Passing the English language examination is an essential entry requirement to universities in Sudan. The general objectives of this course include: (1) correct pronunciation of medical Terms, including those related to health services in the country, (2) correct reading and showing understanding of texts from medical books, (3) expressing one's self in good English describing his daily activities, career ambitions, present problems in health and current attempts at management, and (4) translating some pieces from English to Arabic, and three others from Arabic to English, both sets from medical literature.

Most of the content is detailed in the University Notes (NC- 113/05), the rest is achieved by self-directed learning and written assignments

Most of the content is detailed in the Faculty Notes (Prof. Osama AbdelRahman Book) , the rest is obtained by self-directed learning and written assignments. The coordinators may decide to use other reference that fulfills the objectives.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
INTRODUCTION TO MEDICINE AND MEDICAL EDUCATION	DE-EDU-114	1/Block 3 weeks	2

This is a three-week (2 CHs) block, starting with a simple medical problem, that emphasize the meaning and message of health, health care delivery system in the country, the role of the physician in health care, role of other professional and administrative staff, priority health problems, concepts and principles of learning, adult education and learning, student centred and problem-based learning, instructional techniques (lecture, small group etc), student assessment methods, holistic approach, interdisciplinarity and partnership concepts, curriculum development, programme evaluation, leadership and professional ethics. Students are divided to groups to spend a week in a health facility, hospital theatre, hospital outpatient, health centre, various directorates and departments of Federal and State Ministries of Health, etc.. Meanwhile students are given discussion sessions on group dynamics and instructional methods, at the end of the course the groups present their field activity using a suitable audiovisual technique. Evaluation assesses the knowledge and attitudes of the students in these three areas: health system, group dynamics and instructional methods.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
PHYSICS FOR MEDICAL EQUIPMENTS AND INVESTIGATIONS	DE-PHYS-115	1/Block 3 weeks	2

The basic principles of general physics are important for understanding certain mechanism that take part in the human body, and also, the technical background of many medical and dental equipments used in dentistry, including radiology and imaging, anaesthesia, physical therapy and rehabilitation. A medical professional is often confronted with a method of investigation or intervention that is based on simple physical or mechanical process in the human being and he/she has to deal cautiously with the machine and use it correctly considering its proper maintenance and patient's and worker's safety. These include physical chemistry, gas laws, physics of light and sound, and radiation.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
COMPUTER SCIENCES -1 & 2	DE-COMP-116 DE-COMP-125	1&2/Block 2 weeks in each Semester	2 each semester

Most of the textbooks of medicine and allied sciences are available on internet, in which a large volume of knowledge is saved and easily retrievable. There are many software packages demonstrating methods and techniques in clinical skills including patient rapport in history taking, clinical examination, investigations and management. Students and teacher can access the internet for the unlimited sources of health information, both at their professional level and public level for health education. Students and future doctors are educators who have to prepare smart documents and presentations for the health team and profession at large. Knowledge of programmes-like Word, Excel, and PowerPoint are indispensable for anyone learner or teacher. Computer is important for students both in the developed or developing world, more so for the latter, who might not have inherited voluminous libraries in their colleges and have to utilize the virtual libraries available all over the world. Medical journal as hard copies are difficult to be owned by one institution, now almost all are available on-line for those who can use the computer efficiently. The course is intensive focusing on the basic principles of computer electronics and applications relevant to health science education. This is mainly on the hand-on experience in dealing with famous programmes like DOS, Word, Excel, PowerPoint, Access and Internet Explorer. The use of AI aided tools is stressed covered as well as having e-mails and navigating the internet for health information including how to access medical journals, and communicate with scientists worldwide.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
BIOSTATISTICS	DE-STAT-117	1/Longitudinal	2

A Longitudinal course basic statistics as applied to health, to include: introduction to statistics, probabilities, data summary, presentation; measurement of central tendency; interpretation of variation (dispersion), population means, normal distribution; confidence interval, frequency distribution, sampling techniques, calculation and interpretation of the concept of confidence

interval, the concept of p-value and its interpretation, the normal and skewed frequency distribution of biomedical data, and apply the appropriate test of significance for a given data set and a given research methodology (using t test as an example).

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
BASIC BIOCHEMISTRY	DE-BIOCH-118	1/Block 4 weeks	3

A four-weeks block in Semester 1, to include: atomic structure, chemical bonding, chemical reactions, anabolism and catabolism, molecular formulae, solutions and solubility, molarity, molality, normality and molar fraction, acids and bases, buffers, hydrocarbons, isomerism, introduction organic compounds, classification of aliphatic and aromatic hydrocarbons, their properties and reactions; aldehydes and ketones, alcohols, phenols and ethers acids and amines benzenes and their derivatives; carbohydrates, lipids and proteins, vitamins and enzymes and coenzymes, carbohydrates, lipids, proteins, phospholipids, cholesterol, nucleic acids, nitrogen bases, enzymes and co-enzymes.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
BEHAVIOURAL SCIENCES	BEHAV-119	1/Block 2 weeks	2

A two-weeks block during semester 1, to include: (1) introducing psychology, psychoanalysis, defense mechanism manifesting as behaviours, (2) role of stress in the etiology of physical and psychological illness, (3) coping with loss, grief and death, (4) biological basis of behaviour (catecholamines, dopamine, neurotransmitters, neuropeptides, (5) cultural considerations in medical practice, (6) family structure and dynamics in health care, (6) health and illness behaviour, (7) personality, (8) terminology of psychiatric disease, (9) medical bases of substance and drug abuse. 10) Application of behavioural principles in health and disease 11) The effect of environment in human behavior.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
INTRODUCTION TO MEDICAL ETHICS	ME-ETHIC-226	1/Block 3 weeks	2

The student should show an understanding of the (1) introduction about the course, history of medicine and Hippocratic oath, (2) professionalism, human rights and law, (3) Dentist's relationships to the patients, colleagues, staff, teachers and students (4) health equity and health policy, (5) confidentiality, (6) good medical practice, (7) how to deliver a bad news to the patient and his family, (8) ethical dilemmas and scenario related to these dilemmas, (9) research and ethics,

Phase 2: Basic Dental science courses

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
DENTAL MORPHOLOGY	DE-NAT-125	2/Block 3 weeks	3

This is a three-weeks block that details the descriptive anatomy of dentition and the various terms used in dental localization, and function of the individual teeth. The student should: (1)

define primary and permanent teeth, (2) discuss the function of the teeth, (3) identify the teeth, if in anatomical location (in a living subject, cadaver or model) or if presented individually outside the body, (4) collect and preserve extracted teeth of all types, (5) describe tooth morphology and nomenclature, (6) recognize the descriptive terms of surfaces and areas in the oral cavity, in relation to the teeth, (7) describe the arrangement of the teeth, (8) define and explain dental anthropology, and (9) describe the anatomy of the pulp.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
HUMAN GROWTH AND DEVELOPMENT	GROW-126	2/Block 3 weeks	3

This is a three-weeks block on general embryology (reproductive organs, gamete formation, fertilization, implantation, organogenesis, and subsequent morphological changes in the human development during prenatal, postnatal, childhood, preschool, school age, adolescence, adulthood and elderly (both physical and psychological) changes, teratogens and congenital anomalies. Students should visit an antenatal setup, a labor room, child care centre and growth monitoring charts, milestones, abnormalities of physical growth, maternal and child health care, elderly care. Students become familiar with the special features of all these stages and also gain knowledge about the role of health care providers at the different phases of human life in accordance to the specific needs of each phase. The course is planned to achieve these objectives through the different problems submitted in this block book and tutorials augmented by lab skills and clinical skills tutorials in addition to student interactions with the subject specialists. The students will also visit health centres and get acquainted with the health care delivery system with reference to antenatal care, paediatric care, immunization and also geriatric care.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
MAN AND ENVIRONMENT	DE-ENV-127	2/Block 4 weeks	4

This is a 4-week (4 CHs) course on the inter-relation between Man's internal and external environments, basic concepts of internal physiologic activities, body fluids, acid-base balance, biological membrane, body systems (respiratory, gastrointestinal, nervous etc..) exposed to environment, impact of environment on health, health consequences of exposure to potential environmental hazards (physical, chemical and biological), multidisciplinary approach to environment, the role of the international organizations interested in environmental protection, principles of epidemiology, biological spectrum of environmental diseases, endemic and epidemic diseases.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
PROFESSIONAL SKILLS	DE-SKIL-211	2 / Longitudinal	2
PROFESSIONAL SKILLS	DE-SKIL-221	3/ Longitudinal	2
PROFESSIONAL SKILLS	DE-SKIL-311	5 / Longitudinal	2
PROFESSIONAL SKILLS	DE-SKIL-321	6/ Longitudinal	2

This is a two-hour weekly session during semester 3,4,5 and 6 to include: (1) communication skills of speaking, hearing, listening, recognizing strengths and weaknesses of close-ended and

open-ended questions, non-verbal communications, establishing rapport, interview and be interviewed, dealing with a difficult patient, (2) dental services in primary health care, (3) dental equipment, and (4) primary dental care and all that requires from taking history and perform examination of the mouth and related parts of the body.

Part of this longitudinal course introduces students to the equipments, materials and supplies in the dental department of a rural hospital. The student should: (1) retain a notebook containing an inventory of all equipments and supplies needed in a primary care dental clinic and in a rural hospital, (2) describe the components of a modern dental chair, and the important electrical and air connections to it, (3) enumerate, and describe each of, the instruments used in dental extraction, (4) enumerate, and outline the uses of each of, the dental material used in filling, prosthetic and orthodontic dentistry, and (5) estimate the amount and cost of material and supplies needed by each patient in a rural setup.

An important component of this course assumes that a student should: (1) obtain information from the Directorate of dentistry in the Ministry of Health, and the national organization of dental practice, (2) review the contribution of health centre in the dental practice, as compares to the role of hospitals and private clinics, (3) summarize the means of keeping patient records in dental practice centres, (4) list the sorts of problem the patient takes to the dental unit, and the types of managerial choices offered, (5) interview patients about their satisfaction with the service provided, (6) list the sort of equipments, material and supplies used at each level of dental health care, and (7) present a seminar on the above objectives when completed.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
PRINCIPLES OF DISEASES I / II	DE-DIS-122	3 weeks in Semester 2	3
	DE-DIS-212	3 in Semester 3	3

This is a five-weeks block on general pathology and microbiology to include: (1) revision of general histology, (2) morphology, classification, staining reactions, and pathogenicity of bacteria, viruses and fungi, (3) sterilization and disinfection, (4) basic concepts in immunity, (5) principles of inheritance, introduction to molecular biology, and genetic defects underlying inherited disorders, (6) general pathology: inflammation: causes, tissue damage and repair, neoplasia and abnormal cell growth, (7) parasitic diseases, (8) anti-microbial and anti-parasitic drugs.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
GENETIC & MOLECULAR BIOLOGY	DE-GET-119	2/Block 2 weeks	2

This is a two-weeks (2 CHs) block, starting with a simple medical problem that emphasize the meaning and message of health, health care delivery system in the country, the role of the physician in health care, role of other professional and administrative staff, priority health problems, concepts and principles of learning, adult education and learning, student centred and problem-based learning, instructional techniques (lecture, small group etc), student assessment methods, holistic approach, interdisciplinarity and partnership concepts, curriculum development, programme evaluation, leadership and professional ethics. Students are divided to groups

to spend a week in a health facility, hospital theatre, hospital outpatient, health centre, various directorates and departments of Federal and State Ministries of Health, etc.. Meanwhile

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
BLOOD, LYMPH & IMMUNE SYSTEMS	DE-HEM-316	3 /Block3 weeks	3

This is a three-weeks block on general principles of hematology to include: (1) Hemopoieses, (2) hypochromic anemia and iron overload, (3) megaloblastic and ather macrocytic anemias, (4) hemolytic anemias, (5) genetic disorders of hemoglobin, (6) the white cells, (7) the spleen, (8) hematologic malignancies- acute leukemias, chronic myeloid leukemia, chronic lymphoid leukemia, myelodysplasia, Hodgkin's and non-Hodgkin's lymphomas, multiple myeloma, myeloproliferative disorders, (9) aplastic anemia and bone marrow failure, (10) platelets, blood coagulation and hemostasis, (11) bleeding disorders, (12) coagulation disorders, (13) thrombosis and thrombotic therapy, (14) blood transfusion and (15) pregnancy and neonatal hematology.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
HEAD AND NECK	DE-HAN-214	3 /Block3weeks	3

This is a three-week-block on the: anatomy of the head and neck. The student should: (1) identify the various parts of the skull bones, particularly the cranial cavity and facial skeleton, including all sutures and foramina, indicating the structures passing through them, (2) name and locate muscles; their attachments, nerve supply and action, on the skull bones, particularly the muscles of mastication and facial expression, (3) describe the walls, fissures, foramina, notches, and name and identify its contents, particularly the extraocular muscles and nerves, (4) Identify the various parts of the eyeball, and discuss the development, structure and function of each, (5) describe the morphology and structure of the various parts of the nasal cavity and their functions, including the paranasal sinuses (6) review the anatomy and histology of the oral cavity, including the salivary glands (7) describe the triangles of the neck and their contents, particularly lymph nodes and thyroid and parathyroid glands, (8) describe the skeleton and soft tissues of the larynx, its extrinsic and intrinsic muscles and their nerve supply and actions, (9) review the parts of the pharynx, its muscles and nerve supply, and (10) the various parts of the ear and their functions.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
INTRODUCTION TO MEDICAL TERMINOLOGY	DE-TERM-211	3/Longitudinal	2

To study medicine & often health science ,the students should be familiar with rules of medical language .this course prepare the students with the clues to formation & understanding words that describe the human body ,its component , conditions & functional processes In specific way the course is appropriate for health care administrations as well as health sciences students.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
ENDOCRINE SYSTEM AND METABOLISM	DE-ENDO-215	3 or 4/3 weeks	3

This is a three-week- course that covers the basic and clinical aspects of endocrine glands and

metabolic. It includes objectives on basic sciences integrated with clinical sciences and skills. It covers the: (1) anatomy, histology, development and secretions of these glands, (2) their functions, (3) diseases occurring as a result of reduced or increased production, (4) diagnostic tests and management, (5) related normal metabolic functions, (5) abnormalities causing disease like diabetes mellitus, their diagnosis, management and preventions of individuals and community, and (7) effect of metabolic and endocrine diseases to dental practice.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
GASTROINTESTINAL SYSTEM	DE-GIT-218	3 or 4/4 weeks	4

This is a four-week- course that cover: (1) outline of the structure of the anterior abdominal wall, inguinal region, testes and scrotum, abdominal cavity, gastrointestinal tract (GIT), associated glands (liver, biliary tract, pancreas and spleen including innervations, (2) details of the structural and functional aspects of mastication, deglutition, digestion and absorption of food, (3) an ideas on gastrointestinal symptoms like nausea, vomiting, diarrhea, constipation, abdominal pain, abdominal distention etc.,(4) outline of common diseases like peptic ulcer, jaundice, infections and infestations, neoplasms, (5) common investigative procedures for GIT disease, (6) common surgical procedures, and (7) drugs used in common GIT disease. In all the above the emphasis should be made on the impact of such system on the knowledge background and activities of the practicing dentist

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
IMMUNOLOGY	DE-IMM-216	3/Block 2 weeks	2

This is a two weeks block course that introduce : (1)basic aspect ,normal structure & function of immune system (2)mechanism of immune disorders (3)difference between innate & adaptive immunity (4)various types of hypersensitivity reactions (5)common features of autoimmune disorders.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
ORAL ANATOMY, HISTOLOGY AND EMBRYOLOGY	DE-NAT-224	3 or 4/Block3 weeks	3

This is a three-week block the includes: the following student objectives: (1) describe the development of the teeth and mouth, as well as that of the branchial arches and their derivatives, (2) outline general anatomy of the head and neck, (3) outline basic anatomy of the thorax, abdomen and extremities, (4) basic anthropology, (5) describe (and recognize under the microscope) the histological features of epithelia, glands, muscles, periosteum, bone cartilage, adipose tissue, fibrous tissue, elastic tissue, lymph tissue, blood and blood vessels, lungs, kidneys, spleen, liver, thymus, pancreas and other endocrine glands.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
RESPIRATORY SYSTEM	DE-RES-222	3 or 4 /Block3 weeks	3

This is a three-week block in Semester 3 or 4 to include: (1) describing the anatomy of the

thoracic cage, muscles, diaphragm, upper and lower respiratory tract (including nasal cavity, larynx, trachea, bronchial tree, lungs, pleura), mediastinum, mechanism of respiration, (2) physiological and biochemical bases of normal lung functions and volumes, gas exchange in lung and tissues, gas transfer, (3) pathological and microbiological aspects in airway obstruction, respiratory pathogens, respiratory infections, (4) skills of taking history and performing physical examination to elicit physical signs, prepare a list of differential diagnosis and suggest suitable investigations, (5) given one of the following problems/conditions: pneumonia, foreign body inhalation, bronchial asthma, pleural effusion, pneumothorax, tuberculosis, mediastinal masses, ca bronchus: use basic and clinical sciences to outline diagnostic criteria and management, and show impact on family and community, (6) role of inherited, environmental and occupational factors in respiratory disease, and the effect of respiratory disease on oral health, and consequences of oral disease on respiratory system and function..

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
CARDIOVASCULAR SYSTEM	DE-CVS-223	3 or 4 /Block3 weeks	3

This is a three-week-block on the: (1) structure, functions and disorders of the heart and blood vessels, (2) morphology of the heart, its blood supply, various blood vessels, (3) structure of cardiac muscle, (4) contraction of cardiac muscle, (5) electrical activity of the heart and normal ECG tracing, (6) cardiac cycle and cardiac output, (8) blood pressure regulation, hypertension, coronary arteries and ischemic heart disease, (9) rheumatic fever and valvular heart disease, (10) heart failure, (11) essential drugs used in cardiovascular disease, and (12) effects of cardiovascular disease on oral health, and the consequences of oral disease on the cardiovascular system and function.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
NERVOUS SYSTEM AND SPECIAL SENSES	DE-CNS-225	3 or 4/Block6 weeks	6

This is a 6-week- course that covers the basic and clinical sciences of the nervous system including the special senses, all integrated with the necessary skills, around common problems. The content detailed in the comprehensive objectives below includes the anatomy of the central nervous system, peripheral and cranial nerves and plexuses, autonomic nervous system, their histological and developmental features, their functions, common problems, methods of examining the systems, diagnosis, management and prevention, all with vision and consideration for the needs of a practicing dentist.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
INTRODUCTION TO RESEARCH	DE-REC-227	4 or 6 or ANY PRE SUMMAR/ Block 2 weeks	2

This is a two-week- block, which focuses on the synthesis of professional knowledge, skills, and attitudes in preparation for professional employment and lifelong learning. Students are trained to perform small research projects in one of the medical topics that enable them to collect data, review literature, obtain results and discuss their findings in the form of present-

tations. The student should: (1) describe research methodology listing elements of research, (2) collect up to date information on a particular topic, using proper sampling techniques (3) execute a small research project and analyze obtained data, (4) discuss the significance of the results obtained and research conclusions, and (5) write down a research paper, and (6) present his findings in front of the class and discusses it with his colleagues and staff.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
MEDICAL ETHICS & PROFESSIONALISM	DE-ETHIC-226	4/Longitudinal	2

The course provide an opportunity for students to incorporate ethical principles & professionalism into their students experience. the student should be able to : (1)show an understanding of history of medicine (2)discusses the research ethics (3)understanding the terminology (4)manage a death episode (5)understanding medical behavior (6)able to give an expert witness at court.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
DENTAL PHARMACOLOGY	DE-PHARM-312	5 or 6/Block3 weeks	3

The three-week-block introduces the students to the general principles of drug use, actions and interactions, particularly those relevant to the practice of dentistry. The student should: (1) describe the sources and nature of drugs, (2) describe the forms, routes of administration of drugs and their absorption, distribution, metabolism and excretion, (3) discuss the factors modifying drug response and the adverse drug effects and interactions, (4) discuss the use of general and local anesthetics, hypnotics, and analgesics, antiseptics, astringents, obtundents, mummifying agents, bleaching agents, styptics, disclosing agents, dentifrices, and mouth washes, and those used in dental conditions, (5) outline the use of the major CNS, cardiovascular, respiratory, endocrine, gastrointestinal, autonomic, renal, chemotherapy, vitamins and hormones.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
DENTAL AND ORAL MICROBIOLOGY	DE-MICRO-313	5 or 6/Block4 weeks	4

This block introduces microbiological sciences to dental students. The student should: (1) describe methods and equipment of sterilization, (2) discuss the causes of infection transmission in dentistry, (3) classify microbiological organisms, (4) describe the common bacterial infections, (4) discuss the etiology, presentations, diagnoses and management of microbiological disorders affecting the oral cavity and teeth.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
DENTAL MATERIALS	DE-MAT-315	5 /Block 4 weeks	4

This 4-week-block introduces students to the properties, quality and uses of various types of materials utilized in dental practice. The student should: (1) enumerate the aims and scope of the science of dental material, (2)describe the structure and behaviour of matter, (3)describe the use of gypsum material used in dentistry, (4) describe the nature and use of impression materials, (5) describe the properties and used of synthetic resins, as denture base, restorative and relene material (6) describe the properties and use of metals and alloys, such as dental

amalgam, gold foil, gold alloys, stainless steel, chrome and cobalt alloys, (7) describe the properties and use of welding and soldering material, (8) describe the properties and uses of dental porcelain, and porcelain furnace, (9) review the material and instruments used in tooth cutting, abrasive and polishing agents and dye and counter dye materials.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
DENTAL AND ORAL PATHOLOGY	DE-PATH--324	5 & 6 /Longitudinal	3/semester

This longitudinal course details the pathology necessary for dental practice. The student should: (1) know the basic of oral & maxillofacial disease (2) the basic concepts of differential diagnosis (3) disorders of teeth ,bone & soft tissue (4) periapical disease (5) cysts of the jaw & oral soft tissues (6) odontogenic tumors (7) biopsy & cytology (8)connective tissue disorders (9) keratoses & related disorders of oral mucosa (10) oral epithelial tumors & melanocytic lesions (11) salivary glands disorders & tumors.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
PROSTHODONTICS 1	DE-PROS COMP. 314	5/Block 4 weeks	3
PROSTHODONTICS 1	DE-PROS PART. 324	6/Block 4 weeks	2
PROSTHODONTICS 2	DE-PROS. 412	7/Longitudinal	4
PROSTHODONTICS 3	DE-PROS. 422	8/Longitudinal	4
PROSTHODONTICS 4	DE-CDCT- 521	10/Longitudinal	4

This is an extended clerkship (12 weeks) in three blocks on the advantages, disadvantages, indications, contraindications, and the materials and techniques of removable prosthodontics. Student should know: 1- terminology, Kennedy classification rules, denture base, Surveying, Design Laboratory work for R.P.D framework, 2- Diagnosis & treatment planning of edentulous patients, Impression Registration of maxillomandibular relationship, Selection of artificial teeth, Try in, Patient education & instruction, Post insertion problem. 3- terminology for RPD, Phases of RPD service, Diagnosis & treatment planning, Mouth preparation for RPD, Impression materials for RPD, Support for distal extension bases, fitting of RPD framework, Relining, rebasing & repair for RPD, Temporary RPD. 4- immediate denture, over denture, copy denture, single complete denture, maxillofacial prosthodontics(obturator),

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
COMMUNITY DENTISTRY AND DENTAL PUBLIC HEALTH	DE-COM-323	6/Longitudinal	4

This course describes the practice of dentistry in the community. The student should: (1) be introduced to community dentistry and dental public health,(2) have received health education and health promotion.(3) overview of epidemiology and epidemiology of common oral diseases,(4) overview of health system, planning, and economy, (5) oral hygiene and community malpractice.(6) discuss the cost of dental services and the burden of that on the individual, family, employer, and state.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
GENERAL MEDICINE	DE-MED-411	6 /Block4 weeks	4

This is a 4-week continuous clerkship, which is interrupted by longitudinal courses for one half-day every week. During this 12-week clerkship, the student should: (1) demonstrate good attitudes, ethics and professional behaviour in the practice of internal medicine (2) obtains full history relevant to the medical problem in general practice, perform appropriate physical examination, requests informative and cost-effective investigations, synthesizes information to reach (or suggest differential) diagnosis, select (or suggest) proper treatment, health promotion, prevention, protection, follow up and rehabilitation, including problems seen in emergencies, on dental and oral health. (3) outline recognition of epidemic and endemic diseases, common respiratory, cardiovascular, gastrointestinal, renal, endocrine, rheumatic, and nervous system problems, (4) demonstrate knowledge of basic and clinical sciences, relevant to internal medicine and general dental practice, (5) recognize urgent and emergency dental and oral conditions, (6) analyze community problems related to medical disease, and (6) essential drugs used in common medical problems (malaria, hypertension, disorders of the motor systems. coronary heart disease, congestive heart failure, arrhythmias, pneumonia, asthma, causes of dyspepsia, nephrosis, nephritis and renal failure, diabetes, vomiting, diarrhoea, constipation, nutritional deficiencies, anemias, hematological malignancy, bleeding disorders, osteoarthritis, rheumatoid arthritis, SLE, and gout.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
GENERAL SURGERY	DE-SURG-421	6 /Block4 weeks	4

This is a four-week continuous clerkship, interrupted only by longitudinal courses for one half-day every week. The student should: (1) demonstrate good attitudes, ethics and professional behaviour in the practice of surgery (2) obtain full history relevant to the surgical problem, perform appropriate physical examination, requests informative and cost-effective investigations, synthesizes information to reach (or suggest differential) diagnosis, select (or suggest) proper treatment, health promotion, prevention, protection, follow up and rehabilitation, including problems seen in emergency situations in oral and dental practice, (3) demonstrate knowledge of basic and clinical sciences, particularly anatomy, pathology, microbiology and basic skills, relevant to dental and surgery, (4) recognize urgent and emergency surgical conditions, e.g. burns, acute abdomen, head injury, (5) diagnose and manage (or detail description of management of) goitre and thyroid disorders, acute abdomen, breast lump, lymphadenopathy, biliary and liver surgical conditions peptic ulcer, chest trauma, (6) outline diagnostic procedures and management of cardiac surgical problems, brain tumors, (7) describe the anesthetics for preoperative and postoperative management, (7) basic operative skills, (8) essential drugs used in general surgery.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
ORAL HYGIENE	DE-HYG-322	7/Longitudinal	4

This Longitudinal course is practiced mainly in the community. The student should: (1) identify the ideal health behavior in dental hygiene (2) health promotion (3) behavioral change and communication skills, (4) oral indices, (5) lifestyle and oral health discussion,

(6) dental phobia, (7) dental caries and its prevention in details, (8) dentifrice, (9) fluorosis, (10) (ART) a traumatic restorative treatment, (11) prevention of oral cancers, (12) prevention of periodontal disease, (13) prevention of malocclusion, (14) school health program, (15) field work.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
ORAL AND MAXILLOFACIAL SURGERY	DE-OMFS-422	7 / Longitudinal	5
ORAL AND MAXILLOFACIAL SURGERY	DE-OMFS, 512	9 / Longitudinal	5
ORAL AND MAXILLOFACIAL SURGERY	DE-CDCT 521	10 / Longitudinal	3

This 12-week-clerkship is divided into three longitudinal courses to the diagnosis and management of oral surgical problems. The student should: (1) state the indications for tooth extraction, (2) evaluate patient fitness for oral surgical procedures, (3) describe the techniques of tooth extraction including transalveolar technique and the use of elevators, (4) describe the complications of extraction and their management, (5) list the acute infections of the oro-facial region, and discuss their etiology, presentation and management, (6) describe the etiology, presentation and management of bone infection in the oro-facial region, cystic lesions of the jaw, precancerous conditions of the oral cavity, facial pain, oro-antral fistulae, odontogenic tumors, benign and malignant tumors, (7) outline the diagnosis and management of orthognastic surgery including craniofacial deformities, and reconstructive surgery of skeletal and soft tissue elements, and (8) show ability to take history, do thorough examination, request appropriate investigation and carry out patient counseling and advice.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
CONSERVATIVE DENTISTRY I	DE-CONS-411	7/ longitudinal	5
CONSERVATIVE DENTISTRY II	DE-CONS-413	8/ longitudinal	2
CONSERVATIVE DENTISTRY V	DE-CDTC-521	10/ longitudinal	3
CONSERVATIVE DENTISTRY III	DE-CONS-511	9/ longitudinal	7
CONSERVATIVE DENTISTRY IV	DE-CDTC-521	10/ longitudinal	4

This fourteen-week-clerkship is distributed into five longitudinal course to introduce the student to various restorative skills to a level acceptable to patients and the profession. The student should: (1) define conservative dentistry, (2) review knowledge on dental materials, (3) review knowledge on the etiology, classification, presentation and prevention of dental caries, (4) describe the instruments used in operative dentistry and their use, (5) describe the principles and techniques of cavity preparation, (6) describe the use of various restorative materials: amalgam, dental matrices, their selection and application, (7) discuss the biological bases of restorative dentistry, (8) describe tooth coloured restorative material, (9) describe the pin-technique and pin-retained restorations, (10) describe the gold foil restorations, (11) describe the intra-coronal wax pattern and cast gold restorations, (12) review the vital aesthetic restorations, and (13) organize records of patient assessment. (13) do endodontic treatment (14) restore crown and bridge, and describe crown and bridge failure and repair, (15) describe the fitting and cementation of the fixed prosthodontics, (16) discuss oral hygiene in fixed prosthodontics,

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
ORAL MEDICINE	DE-OMED-424	7&8/ longitudinal	4

This is a longitudinal course (in semester 7 & 8) that aims to promote the necessary skills of taking detailed history and recording, proper clinical examination, constructing a provisional diagnosis, ordering relevant investigations and interpret them and arriving at a definitive diagnosis and management. It also enable students to recognize wide range of disorders and diseases that affect the oral cavity; teeth, their supporting tissues; the surrounding structures with greater emphasis on the oral mucosa.

Additionally, the course enforces the concept of the strong relation between health and diseases of the oral cavity and the general health. Moreover, it emphasizes the impact of systemic diseases in the management of patients who require routine dental care.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
PERIODONTICS I	DE-PERIO-423	7/longitudinal	4
PERIODONTICS II	DE-PERIO-427	8/longitudinal	2
PERIODONTICS III	DE-CDCT-521	10/longitudinal	2

This 12-week-clerkship provides knowledge of the diseases of the periodontium. The student should: (1) describe the anatomy and histology of the periodenium, (2) describe the definition, classification, formation, composition, and diagnosis of dental plaque, (3) describe the definition, classification, formation, effects on gingival and periodontal disease, and diagnosis of dental calculus, (4) describe the microbiology of dental plaque associated with gingival and periodontal disease, (5) discuss periodontitis, gingivitis, and differentiate between them, (6) oral hygiene as related to gingival and periodontal disease, (7) describe the non-surgical management of periodontal disease, (8) discuss the indications and contra-indications of periodontal surgery, and (9) describe orthodontic management in periodontal disease..

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
PEDODONTICS- I	DE-PEDO-426	8 / longitudinal	2
PEDODONTICS-II	DE-PEDO 511	9 / longitudinal	4
PEDODONTICS-III	DE-CDCT 521	10 / longitudinal	4

This is a clerkship of two longitudinal, which aims at the common dental problems in children. The student should: (1) follow the development of a child and its dental maturation, including the developmental anomalies of the teeth and jaws (2) list the oral habits of children, (3) list the oral manifestations of infectious and neurologic diseases, (4) outline the dental management of children with special needs, (5) describe the special arrangements in local anesthesia and tooth extraction in children, (6) outline the indications and procedures of plaque control and topical fluoride therapy, fissure sealants, amalgam and composite restorations in children, stainless steel crowns, pulpal treatment in children, extraction of primary teeth, and space management appliances, and (7) manage oral trauma.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
DENTAL RADIOLOGY	DE-RAD-424	8 / Longitudinal	2

This longitudinal clerkship provides students with the technical and diagnostic abilities of oral (and related) radiology. The student should: (1) describe the history of radiology and main imaging modalities, (2) describe the physical basis of x-ray production, attenuation and absorption, (3) explain the techniques of obtaining tomographs and pantomographs, (4) identify major anatomic structures in the routine skull, (5) produce intra-oral radiographs, and describe their normal radiographic appearance, and that of a pantomograph, (6) identify the normal variations in the shape and number of teeth in x-rays, (7) discuss the radiological diagnosis of dental caries, trauma to teeth and jaw, (8) outline and suggest the radiological diagnosis of periodontal disease, apical and peripheral problems, teeth resorption, oral and peri-oral cysts, dysplastic disease, and benign and malignant tumors.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
FORENSIC DENTISTRY	DE-LAW-415	8/Block 2 weeks	2

This is a two-week-clerkship that introduces the expanding topic of forensic pathology, using dental and oral evidence in crime detection and identification of victims and suspects. The student should: (1) list the various components of dental structure and function used in forensic pathology, (2) identify individual he/ she encountered in his training on oral observations of shape, size and number of teeth, occlusal pattern and biting marks on the body of the victim or suspect.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
MANAGEMENT OF MEDICALLY COMPLEX PATIENTS	DE-MCP-417	8/Block 2 weeks	2

This is two-weeks block course focusing on dental management of medically complex patients. The student should be: (1) able to take detailed history and perform proper clinical examination (2) identify oral manifestations of systemic diseases (3) modify dental treatment in medically complex patient if needed (4) prescribe premedication before to treatment of medically complex patient if needed (5) know basic guidelines for managing medical emergency in dental clinic (6) able to refer patient to physician when needed.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
ORTHODONTICS	DE-ORTHO-514	9/Longitudinal	6
ORTHODONTICS	DE-CDCT-521	10/Longitudinal	2

This is a 12-week-clerkship, which is mainly about orthodontic problems and their management. The student should: (1) discuss the etiology, classification and management of malocclusion (2) fabricate removable fixed appliances for preventive, interceptive and minor corrective procedures, (3) describe the developmental anatomy of skull and occlusion, (4) show familiarity with trace cephalometric roentgenograms and space analysis control, (5) describe the anatomy of oral muscles, (6) discuss the principles of impression techniques and model preparation, (7) de-

scribe the therapeutic methods of obtaining space, (8) enumerate and list the principles and design of removable and fixed appliances, (9) outline the management of habits of mouth breathing, finger sucking, tongue thrust, and that of abnormal labial frenulum.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
GRADUATION PROJECT	DE-GRAD-515	9/Longitudinal	4

Longitudinal module reserved to writing a short thesis ,which can be a review or experimental research. no formal didactic timetable is needed since students had a previous course on research methodology. Students will contact their supervisors to decide on the topic title & advice students to start & progress In writing .the cost of research & examinations is the responsibility of the candidate.

<i>Title</i>	<i>Code</i>	<i>Semester/Duration</i>	<i>Credits</i>
COMPREHENSIVE DENTAL CLINICAL TRAINING	DE-CDCT-521	10/ 12 weeks	20

This is a twelve-week-clerkship. It is a practical one in which the student practices comprehensive dentistry across specialty borders, dealing with all cases from all aspects of care. The student may be given a predesigned logbook determining the clinical requirements in different disciplines. The list includes interventions and skills of various levels (from P1-P4) ranging from those which he/she should do alone to those in which he/she can only observe an expert doing it. In all he/she has to get a signature from the supervisor who witnessed the moment of doing or seeing the skill or intervention.

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