******

**TBILISI HUMANITARIAN TEACHING UNIVERSITY**

***SILLABUS***

|  |  |
| --- | --- |
| ***Name of educational course*** | **Prevention of dental diseases** |
| ***Code of educational course*** | STOM0425DM |
| ***Status of educational course*** | **C**ompulsory course  for the one-cycle higher educational Programme-Dentistry |
| ***ECTS*** | **4 credits. Total: 100 hours**  Contact Hours–46 hours (Class Meeting Time Period: 15L/27 Pr) + 4 hours (Midterm:2h and Final Examinations 2h):  Individual Work-29 hours |
| ***Lecturer*** | Nino Gvasalia, THTU invited lecturer, 55777895  nino.gvasalia@gmail.com  Lia Mania, THTU invited lecturer  593329251  Consultation days: according to consultation schedule |
| ***Goal of educational course*** | The goal of the course is to teach the students characteristics of embryonic development of human oral cavity, teeth odontogenesis, stages of development and completion of development of oral cavity, (deciduous and permanent) dental germs, histology of dental tissues.  The course aimed **to reinforced/practiced** the student on Perform and practice practical procedures effectively and safely; Apply a population perspective to health and health care in the community; Apply the scientific/evidenced based approach to medicine and practice; Formulate diagnosis of systemic medical conditions that present with oral symptoms and initiate appropriate management; Interpret pathological and clinical features of disease and apply to dental practice and **to mastering** the student on Demonstrate in depth knowledge of aspects of normal human structure, function and behavior; Apply knowledge of the pathological and clinical features of disease  Apply knowledge of therapies to health, illness, and disease; Evaluate and discuss Disordered Structure, Function and Behaviour of the human in response to internal and external factors; Formulate diagnosis of systemic medical conditions that present with oral symptoms and initiate appropriate management. |
| ***Precondition for admission*** | Clinical Anatomy, Operative Surgery |
| ***System of students’ assessment*** | **The assessment system at the Tbilisi Humanitarian Teaching University is divided into the following components:** Out of the total score (100 points) the intermediate assessment makes totally 60 points that are distributed as follows: **A student’s activity during the educational semester** -30 points; **Intermediate exam** - 30 points; **and the final exam** - 40 points. The limit of minimum competence in the component of intermediate assessments totals at least **18 points.** The limit of minimum competence of the final assessment is **50%** of the total sum of the final assessment, i.e.**20 points out of 40 points.**  **The assessment system allows:** **A) Five types of positive assessment:** a.a) **(A) Excellent** - 91-100 points of the assessment;  a.b) **(B) Very good** - 81-90 points from maximum marks;  a.c) **(C) Good** - 71-80 points from maximum marks;  a.d) **(D) Satisfactory** - 61-70 points from maximum marks;  a.e) **(E) Sufficient** - 51-60 points from maximum marks.  **B) Two types of negative assessment:**  **b.a) (FX) Did not pass** - 41-50 points from maximum marks, which means that a student needs harder work to pass and is granted one additional attempt with independent work;  **b.b) (F) Fail-** 40 points and less from maximum marks, which means the performance a student is not sufficient and he/she has to learn the subject from the beginning.  Bb) (F) - Fifty points and less than maximum score, which means that the work performed by the student is not enough and he has to learn the subject from the beginning. 1. In case of one of the negative assessments: (FX) Did not pass, the Teaching University shall appoint an additional exam within at least 5 days after the final exam results are announced and reflected in the exam table. 2. The assessment received at the additional exam is the student's final assessment, which does not reflect the negative points received at the basic final exam. If the student receives at the additional exam from 0 to 50 points, (F) -0 score will be recorded in the student’s final examination record list. |
| ***Content of educationla course*** | See Appendix 1 |
| ***Assessment forms/methods/***  ***criteria/activities*** | **Activity - 30 points**  It is to be assessed by the current **oral interview** 10 times during curation, the maximum score is 2 points, (**20 points in total**). Assessment criteria:  2 points: The Student demonstrates comprehensive, convincing and detailed knowledge of the material, freely uses the specific terminology, actively fulfills the assigned tasks; uses the information from the learned material, and is interactive.  1.5 points: The Student demonstrates significant knowledge of the material, knows the specific terminology, fulfills the assigned tasks; uses the information from the learned material, and is interactive.  1 point: The Student’s knowledge of the material is not sufficient, demonstrates only schematic knowledge, does not know the specific terminology sufficiently, has difficulties in fulfillment of tasks.  0 points: The student is passive, has not reviewed the material.  **Presentation - Assessed by 6 points, assessment criteria:** **A) Contents of the presentation, use of sources - 3 points** The presentation provides full data, a large number of different sources are used, the topic is fully covered -**2 points;** The data is limited, the conclusions are not made, the less sources are used -**1 point;**  There is no sources used at all, the contents are not correctly provided -**0 point.**  **B) Presentation design (layout) -1 point** All the points of layout are observed, the presentation background is well perceivable, the slides are relevant to the presentation topic, various means of imaging are used in slide design: animations, pictures, and other objects -**1 point;**  No title layout is provided, none of the points is correctly specified, no slides and other means of designing are used -**0 point.**  **C) Presentation technology / contact with the audience - 2 points** The contact with the audience is established and is effective, speech is correct, good and interesting, the audience reaction is adequate - **2 points;** The contact with the audience is weak, sometimes uninteresting, no problems are arisen, the audience is experiencing difficulty in the process of perception of the presenter and presentation -**1 point;** The contact between the presenter and the audience is lost, the audience cannot perceive the presentation -**0 point.**  Writing quiz will be held on fifth week and will be assessed by 4 points (2 open questions will be assessed by 2 points) 2 points- Answer is complete. The student has profoundly acquired the past material and has deep and profound knowledge of basic as well as supplementary literature. No mistakes are made.  1.5 points-the answer is complete. No essential mistakes are made. The student has good knowledge of past material envisaged under the program. He/she has acquired basic literature.  1 point- The answer is incomplete. Material relevant to the issue is provided partially. Student has insufficiently acquired basic literature. Several essential mistakes are made.  0 point-The answer is irrelevant to the issue or is not presented at all.  **Intermediate exam evaluation - in combined form, maximum 30 points** A) Writing (Test) – **20** points. The test consists of 20 multiple choicequestions reflecting the previous material and each correct answer in the test is assessed by 1 point, the incorrect answer - 0 point. B) open question (two )-10. Each open question will be evaluated by 5 points   * **5 points** – Answer is complete. It is presented in precise and exhaustive manner. The student has profoundly acquired the past material and has deep and profound knowledge of basic as well as supplementary literature. No mistakes are made. Student provides top-level reasoning. * **4 points** – the answer is complete, however compressed. No essential mistakes are made. The student has good knowledge of past material envisaged under the program. He/she has acquired basic literature. Reasoning is made well. * **3 points**- Answer is incomplete. The student has acquired material envisaged under the program however shortcomings are evident. Reasoning is fragmented. * **2 points** – The answer is incomplete. Material relevant to the issue is provided partially. Student has insufficiently acquired basic literature. Several essential mistakes are made. * **1 point**- The answer is deficient. The answer is essentially wrong. Only certain fragments of material relevant to the issue are presented. * **0 point** – The answer is irrelevant to the issue or is not presented at all.   **Final exam:** 40 points  A) Is conducted in written form (tested) – 30 tests are given to the student, reflecting the learnt material, one question is assessed by one point, maximum 20 points. B) Open question (two )-10. Each open question will be evaluated by 5 points   * **5 points** – Answer is complete. It is presented in precise and exhaustive manner. The student has profoundly acquired the past material and has deep and profound knowledge of basic as well as supplementary literature. No mistakes are made. Student provides top-level reasoning. * **4 points** – the answer is complete, however compressed. No essential mistakes are made. The student has good knowledge of past material envisaged under the program. He/she has acquired basic literature. Reasoning is made well. * **3 points**- Answer is incomplete. The student has acquired material envisaged under the program however shortcomings are evident. Reasoning is fragmented. * **2 points** – The answer is incomplete. Material relevant to the issue is provided partially. Student has insufficiently acquired basic literature. Several essential mistakes are made. * **1 point**- The answer is deficient. The answer is essentially wrong. Only certain fragments of material relevant to the issue are presented. * **0 point** – The answer is irrelevant to the issue or is not presented at all. |
| ***Mandatory literature*** | 1. Arthur R. Hand/ Fundamentals of Oral Histology and Physiology, 2014 2. Badrinatheswar GV/Pedodontics Practice and Management, 2010 3. Hardy Limeback/Comprehensive Preventive Dentistry, 2012 4. CM Marya/A Textbook of Public Health Dentistry, 2011 |
| ***Additional***  ***literature*** | Zhou Xuedong. Dental Caries. Principles and Management. Springer-Verlag Berlin Heidelberg 2016 |
| ***Study results. Field competences*** | **Knowledge**   1. Student explains the anatomic and physiological peculiarities of child craniofacial system, terms of cutting and formation of primary and permanent teeth. 2. Student describes the embryological development of oral cavity, epidemiology of caries and periodontal diseases.   **Skills**   1. Student makes conclusions concerning the role of dental plaque and saliva in the development of oral diseases; 2. Student summarises the role of diet in the prevention of dental diseases, Vitamins, Specific Nutritional Deficiency States; 3. Student determines argumentative conclusions about prevention of dental caries and periodontal disease.   **Responsibilities**   1. Student Objectively and critically evaluates personal knowledge 2. Student identifies appropriate learning resources for future learning. |
| ***Teaching methods and forms*** | Lecture, Practical training,  Critical Reflection, Situated Learning  Role Play, Storytelling |

***Appendix 1***

***Content of educational course***

|  |  |  |  |
| --- | --- | --- | --- |
| ***Week*** | ***Teaching method*** | ***Number of hours*** | ***Topic of practical or laboratory training of Lecture/work in the working group and Literature*** |
| ***I*** | ***Lecture*** | *2* | Development of the face head and oral cavity during gestation period, clinical correlation  Arthur R. Hand/ Fundamentals of Oral Histology and Physiology,2014 Pp13-40 |
| ***Seminar*** | *1* | *Syllabus presentation* |
| ***II*** | ***Lecture*** | *1* | *Tooth development in gestation period,stages of teeth development,* clinical correlation  Arthur R. Hand/ Fundamentals of Oral Histology and Physiology,2014 Pp 44-54  Badrinatheswar GV/Pedodontics Practice and Management, 2010 Pp 25-30 |
| ***Seminar*** | *2* | * Development of the face * Development of the palate * FUSION OF THE PALATAL SHELVES * Development of the jaws * Development of the tongue and alveolar arches * Primary oral cavity (stomadeum) |
| ***III*** | ***Lecture*** | *1* | *Development of dental soft and hard tissues.* structure, composition, and properties.  Arthur R. Hand/ Fundamentals of Oral Histology and Physiology,2014 pp 63-79 |
| ***Seminar*** | *2* | * *Description of tooth development stages*   *Bud stage\periods*  *Cap stage \periods*  *Bell stage\periods*  *Late bell stage\periods* |
| ***IV*** | ***Lecture*** | *1* | *Development of dental soft and hard tissues.* structure, composition, and properties of periodontium and cement  Arthur R. Hand/ Fundamentals of Oral Histology and Physiology,2014 Pp 85-90 |
| ***Seminar*** | *2*  *1* | * *Formation of pulp* * ***Formation,*** structure and composition of Enamel and dentin * ***properties of enamel, dentin and pulp*** * ***clinical coralations*** |
| ***V*** | ***Lecture*** | *1* | Eruption of teeth  Badrinatheswar GV/Pedodontics Practice and Management, 2010 pp 31-34 |
| ***Seminar*** | *2* | * Formation of periodontium * Formation, Structure,composition, and properties of cement |
| ***VI*** | ***Lecture*** | *1* | *Eruption and shedding of primary teeth, terms of permanent teeth eruption*  Badrinatheswar GV/Pedodontics Practice and Management, 2010 pp35-37 |
| ***Seminar*** | *2* | * Factors affecting eruption * Theories of Tooth Eruption * Eruption Pattern |
| ***VII*** | ***Lecture*** | *1* | The role of diet in the prevention of dental diseases, Vitamins, Specific Nutritional Deficiency States  Hardy Limeback/Comprehensive Preventive Dentistry,2012 pp 99-113  CM Marya/A Textbook of Public Health Dentistry,2011 Pp 75-84 |
|  | ***Seminar*** | *2* | * *Eruption and shedding of primary teeth* * *terms of permanent teeth eruption* |
| ***VIII*** |  | *2* | *Intermediate exam* |
| ***IX*** | ***Lecture*** | *1* | **DEntal Plaque**  **The role of dental plaque in the development of oral diseases**  Badrinatheswar GV/Pedodontics Practice and Management, 2010 pp 121-123  CM Marya/A Textbook of Public Health Dentistry,2011 pp 111 273- 276 |
| ***Seminar*** | *2*  *1* | * Balanced Diet * Food MINERAL components * Vitamins imbalanced consumption   FAT SOLUBLE VITAMINS : Vitamin A, D, E, K  WATER SOLUBLE VITAMINS: Vitamin B Complex,C   * DISORDERS OF MALNUTRITION (UNDERNUTRITION) * Specific Nutritional Deficiency States |
| ***X*** | ***Lecture*** | *1* | **The role of saliva and oral fluid in the development of oral diseases**  Badrinatheswar GV/Pedodontics Practice and Management, 2010 pp 120  CM Marya/A Textbook of Public Health Dentistry,2011 pp 110 |
| ***Seminar*** | *2* | * *dental pellicle* * *dental plaque* * *calculus* * *The role of dental plaque and tartar in the development of caries and periodontities* |
| ***XI*** | ***Lecture*** | *1* | Epidemiology of Dental Caries  CM Marya/A Textbook of Public Health Dentistry,2011 Pp 98-111, |
| ***Seminar*** | *2* | * *composition and function of saliva* * *composition of oral fluid* * *The role of saliva and oral fluid in the development of caries and periodontities* |
| ***XII*** | ***Lecture*** | *1* | Epidemiology of Periodontal Disease  CM Marya/A Textbook of Public Health Dentistry,2011 Pp 185-210 |
|  | ***Seminar*** | *2*  *1* | * Epidemiology of dental caries * Theories of Dental Caries * Histopathology of Dental Caries * Factors Affecting Development of Dental Caries * prevelance of caries |
| ***XIII*** | ***Lecture*** | *1* | *Prevention of dental caries and periodontal disease*  CM Marya/A Textbook of Public Health Dentistry,2011 pp 101-414 375- 390, 415-421 |
|  | ***Seminar*** | *2* | * Epidemiology of periodontal disease * Prevalence of periodontal disease * *etiology of* periodontal disease * *prevelance of periodontal disease*   *indices* |
| ***XIV*** | ***Lecture*** | *1* | Oral hygiene education  Badrinatheswar GV/Pedodontics Practice and Management, 2010 pp 169-176 |
|  | ***Seminar*** | *2* | * Dental Caries Vaccine * Pit and Fissure Sealants * Systemic Use of Fluoride and Topical Fluorides * *prevention of periodontal disease* |
| ***XV*** | ***Lecture*** | *1* | *Summery* |
|  | ***Seminar*** | *2* | *Presentation* |
| ***XVI-XVII*** |  | *2* | ***Final Exam*** |
| ***XVII-XVIII*** |  |  | ***Additional exam*** |