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**TBILISI HUMANITARIAN TEACHING UNIVERSITY**

***SILLABUS***

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| ***Name of educational course*** | **Orthodontics dentistry (Alveolr arches deformation)** |
| ***Code of educational course*** | STOM0434DM |
| ***Status of educational course*** | **C**ompulsory course  for the one-cycle higher educational Programme-Dentistry |
| ***ECTS*** | **4 credits. Total: 100 hours**  Contact Hours–43 hours (Class Meeting Time Period: 14L/25 Pr) + 4 hours (Midterm:2h and Final Examinations 2h):  Individual Work-57 hours |
| ***Lecturer*** | Jaba Adamia- THTU associate professor  consultation days: according to consultation schedule |
| ***Goal of educational course*** | The goal of the course is to provide knowledge to the students on occlusion anomalies in teeth dome, jaws in the sagittal, transversal and vertical planes, their aetiology, pathogenesis, diagnostics and treatment methods; the peculiarities of prosthetic repair, and mastering the student on the various skills that are: Provide effective and safe patient assessment and management; Perform and practice practical procedures effectively and safely; Use effective communication skills and styles; Demonstrate a working knowledge of the socio-cultural context of health care; Demonstrate a working knowledge of the socio-cultural context of health care; Demonstrate and apply critical thinking to practice problems; Identify and interpret the implications of systemic medical conditions to the management of oral health. |
| ***Precondition for admission*** | Orthodontics dentistry (Patients survey and teeth anomalies) |
| ***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.  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 assessmentreceivedat the additional exam is the student's final assessment, which does not reflect the negative points received at the basicfinal exam. If the student receives atthe 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** 8 times during curation, the maximum score is 2 points, (**16 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 5 points, assessment criteria:** **A) Contents of the presentation, use of sources - 2 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.**   **Practical training is conducted Five times in the semester - Maximum assessment – 1 points (Total 5 points)** 1 points - The student analyzes principles of treatment and has ability to fulfill practical skills well  0.5 points – The student analyzes principles of treatment and hasn’t ability to fulfill practical skills well  0 points - The student cannot analyzes principles of treatment and hasn’t ability to fulfill practical skills  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 choise questions 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. Contemporary Orthodontics. William R. Proffit, Dds, Phd. 2013  2. Spidhar Premkumar /orthodontics,2016 |
| ***Additional***  ***literature*** | Orthodontic therapy: fundamental treatment concepts I Andrea Wichelhaus; with the assistance o f Tena Eichenberg. 2018 by Georg Thieme Verlag KG |
| ***Study results. Field competences*** | **Knowledge**   1. Student describes the etiology, pathogenesis, clinics and treatment methods of the teeth dome in the sagittal, vertical and transversal planes; 2. Student describes the etiology, pathogenesis, clinics and treatment methods of forms of jaws, sizes in sagittal, vertical and transversal planes; 3. Student describes the etiology, pathogenesis, clinics and treatment methods of occlusive anomalies in sagittal, vertical and transversal planes;   **Skills**   1. Student uses clinical and laboratory methods for examination 2. Student plans optimal treatment based on anomaly diagnosis 3. Student selects of optimal structure when carrying out prosthetic repair based on the age. |
| ***Teaching methods and forms*** | Lecture Practical training Review of clinical cases Discussion / debates Demonstration of practical skills |

***Appendix 1***

***Content of educational course***

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| ***Week*** | ***Teaching method*** | ***Number of hours*** | ***Topic of practical or laboratory training of Lecture/work in the working group*** | ***Literature*** |
| ***I*** | ***Lecture*** | *1* | *Deformations of maxilla and mandibular jaws.*  Contemporary Orthodontics. William R. Proffit, Dds, Phd. 2013pp  **pp. . 229-235** |  |
| ***Practical training*** | *2* | *Syllabus presentation* |  |
| ***II*** | ***Lecture*** | *1* | *Deformations of maxilla and mandibular jaws.*  Contemporary Orthodontics. William R. Proffit, Dds, Phd. 2013pp  **pp. 235-245** |  |
| ***Practical training*** | *2* | *Issues should be discussed:*  *Etiology pathogenesis diagnosis prevention and treatment of jaws disorders* |  |
| ***III*** | ***Lecture*** | *1* | *Disorder of alveolar arches*  Contemporary Orthodontics. William R. Proffit, Dds, Phd. **2013 pp.220-229** |  |
| ***Practical training*** | *2* | *Issues should be discussed*   * Disorders of interposition maxilla and mandible jaws * Disorder of anatomical parts of maxilla and mandible jaws |  |
| ***IV*** | ***Lecture*** | *1* | *Disorder of alveolar arches*  Contemporary Orthodontics. William R. Proffit, Dds, Phd. 2013**pp.305-311** | *1/2/3* |
| ***Practical training*** | *2*  *1* | ***Issues should be discussed***   * ***Trems*** * ***Diastems*** * didense arrangement of teeth * ***disorder of proximal contact to adjacent teeth*** |  |
| ***V*** | ***Lecture*** | *1* | *Physiological occlusion*  Contemporary Orthodontics. William R. Proffit, Dds, Phd. 2013 **pp.245-269** |  |
| ***Practical training*** | *2* | * Disorder of size, width, length and form of dental arcade * Disorder of symmetric arrangement of teeth adjacent to right and left halves of dental arcade |  |
| ***Quiz*** |  |  |  |
| ***VI*** | ***Lecture*** | *1* | *Malocclusion, definition of malocclusion ,Classification,*  *SpidharPremkumar /orthodontics,2016 pp 328-366* |  |
| ***Practical training*** | *2* | * *Anatomical feature of physiological occlusion* * *Functional feature of physiological occlusion* * *Characteristical feature of deciduous occlusion* * *Type of ooclusions (*Direct, biprognathicand physiological prognathic) |  |
| ***VII*** | ***Lecture*** | *1* | *Etiology of malocclusion*  *SpidharPremkumar /orthodontics,2016 Pp 367-415* |  |
|  | ***Practical training*** | *2*  *1* | * ***Definition of malocclusion*** * ***Classification*** |  |
| ***VIII*** |  | *2* | *Intermediate exam* |  |
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| ***IX*** | ***Lecture*** | *1* | *Management of transverse malocclusion*  *SpidharPremkumar /orthodontics,2016 pp 1514-1537* |  |
| ***Practical training*** | *2*  *1* | * ***Postnatal cause of malocclusion*** * ***General causes of malocclusion*** * ***Prenatal causes*** * ***Role of genetic malocclusion*** |  |
| ***X*** | ***Lecture*** | *1* | *Management of vertical malocclusion*  *SpidharPremkumar /orthodontics,2016 pp 1539-1560* |  |
| ***Practical training*** | *2* | *Definition and types of crossbites*   * *Etiology, diagnosis and management of anterior teeth crossbite* * *Etiology, diagnosis and management of posterior teeth crossbite* |  |
| ***XI*** | ***Lecture*** | *1* | *Management of sagittal malocclusion*  *SpidharPremkumar /orthodontics,2016 pp 1561-1605* | *1/2/3* |
| ***Practical training*** | *2* | * *Etiology, clinical feture and management of open bite* * *Etiology, clinical feture and management of deep bite* |  |
| ***XII*** | ***Lecture*** | *1* | **Merged disorders of occlusion simultaneously in two or three directions**  Contemporary Orthodontics. William R. Proffit, Dds, Phd. 2013 **pp. 514-523** | *1/2/3* |
|  | ***Practical training*** | *2*  *1* | * *Etiogy, clinical feature and management of class II devision 1 maloclusion* * *class II devision 1 maloclusion* * *class* III devision *1 maloclusion* |  |
| ***XIII*** | ***Lecture*** | *1* | *Prosthetics of children, indications and contraindications*  Contemporary Orthodontics. William R. Proffit, Dds, Phd. 2013**pp.523-530** |  |
|  | ***Practical training*** | *2* | **Issues to be considered:**  Mixed pathologies of occlusion. clinical description, etiology, pathogenesis, diagnostics, treatment and prevention |  |
| ***XIV*** | ***Lecture*** | *1* | *Summery* | *1/2/3* |
|  | ***Practical training*** | *2* | *Presentation* |  |
| ***XVII-XVIII*** |  | *2* |  |  |
| ***XIX-XX*** |  |  | ***Additional exam*** |  |