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**TBILISI HUMANITARIAN TEACHING UNIVERSITY**

***SILLABUS***

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| ***Name of educational course*** | Children and adults’ odontology |
| ***Code of educational course*** | STOM0426DM |
| ***Status of educational course*** | **C**ompulsory coursefor the one-cycle higher educational Programme-Dentistry |
| ***ECTS*** | **4 credits. Total: 100 hours**Contact Hours–40 hours (Class Meeting Time Period: 13L/23 Pr) + 4 hours (Midterm:2h and Final Examinations 2h):Individual Work-60 hours |
| ***Lecturer***  | Nino Gvasalia, THTU invited lecturer, 55777895, nino.gvasalia@gmail.comLia Mania, THTU invited lecturer /,593329251Consultation days: according to consultation schedule |
| ***Goal of educational course*** | The goal of the course is to teach the students the Etiology, histo-pathogenesis, diagnosis, dif. diagnosis and treatment of caries and non-caries diseases and their peculiarities in children.The course aimed **to reinforced/practiced** the student on the various skills that are: Interpret pathological and clinical features of disease and apply to dental practice; Perform and practice practical procedures effectively and safely; Apply a population perspective to health and health care in the community; and **to mastering** the student on: Use effective communication skills and styles; Apply and evaluate health maintenance, promotion and disease prevention approaches to clinical practice; Demonstrate a working knowledge of the socio-cultural context of health care. |
| ***Precondition for admission***  | Phantom odontology |
| ***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 **18points.**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** 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 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.** **The practical training is conducted 5 times in the semester - Maximum assessment - 1 points (Total 5 points)**1 points - The student analyzes the principles of treatment and has ability to fulfill practical skills well.0.5 points – The student analyzes the principles of treatment and has not ability to fulfill practical skills well.0 points - The student can't analyze the principles of treatment and has not ability to fulfill practical skills.**Intermediate Exam assessment- in combined form, maximum 30 points**A) Writing (Test) - **20** points. The tests consists of 20 multiple choice questions reflecting the previous material and each correct answer in the test is assessed by 1 point, the incorrect answer - 0 point.B) Open questions -2. With 5 points will evaluate each open question. Totally 10 points.Criteria of evaluation of theoretical issue at midterm exam are the following: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) Writing (Test) - **20** points. The tests consists of 20 multiple choice questions reflecting the previous material and each correct answer in the test is assessed by 1 point, the incorrect answer - 0 point.B) Open questions -4. With 5 points will evaluate each open question. Totally 20 points.Criteria of evaluation of theoretical issue at midterm exam are the following: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. Rajendran and sivapathasundharam Shafer’s Textbook of Oral Pathology ., 7 Edition, 2012
2. Mahmoud Torabinejad, Richard E. Walton, Ashraf F. Fouad, Endodontics principles and practice, fifth edition, 2015
3. Badrinatheswar GV. PedodonticsPractice and Management.2010
4. Hendrik Meyer-Lueckel, Sebastian Paris, Kim R. Ekstrand . Caries Management Science and Clinical Practice, 2013
5. NishaGarg, Amit Garg. Textbook of Preclinical Conservative Dentistry, 2011
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| ***Additional******literature***  | 1. Sivakumar, MS MUthu/Pediatric Dentistry, 2009
 |
| ***Study results. Field competences*** | **Knowledge**1. Student describes classification, etiology and histopathology of tooth caries in children;
2. Student discusses about clinical progress of caries and non-caries in children and adolescents;
3. Student determines traumatic injuries of teeth;

**Skills**1. Student finds ways of solving of practical problems based on theoretical knowledge on Children and adults’ odontology;
2. Student selects instruments for examine oral cavity, teeth and oral mucosa, tongue and cheeks;
3. Student prescribes appropriate treatment plan;
4. Student makes differential diagnostics of carious and non-caries diseases;

**Responsibilities**1. Student manages the time of individual work;
2. Student manages their independent learning as well as extending of the Knowledge.
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| ***Teaching methods and forms*** | LecturePractical trainingDiscussion / debatesDemonstration of practical skillsIndependent work of a student and making a presentation |

***Appendix 1***

***Content of educational course***

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| ***Days*** | ***Teaching method*** | ***Number of hours*** | ***Topic of practical or laboratory training of Lecture/work in the working group*** | ***Literature*** |
| ***I***  | ***Lecture*** | *2* | **Diseases of carious and noncarious origin in children and adolescents. Factors affecting formation and mineralization of hard tissues of tooth in antenatal and postnatal period.**1. Rajendran and sivapathasundharam Shafer’s Textbook of Oral Pathology ., 7 Edition, 2012**pp.48-59, 571-577**
 |  |
| ***Practical training\seminar*** | *1* | *Syllabus presentation*  |  |
| ***II***  | ***Lecture*** | *1* | **Non caries diseases,Pathology of hard tissues of tooth originated in the period of their development. Hereditary disorders of tooth tissue development. Fluorosis** 1. Rajendran and sivapathasundharam Shafer’s Textbook of Oral Pathology ., 7 Edition, 2012.**Pp. 49-50, 53-59**
2. Hendrik Meyer-Lueckel, Sebastian Paris, Kim R. Ekstrand . Caries Management Science and Clinical Practice, 2013, **Pp.180-183**
 |  |
| ***Practical training\seminar*** | *2* | *Issues should be discussed* Pathology of hard tissues of tooth originated in the period of their development, pathology of hard tissues of tooth originated after eruption. damage of internal structure of oral cavity organs. |  |
| ***III***  | ***Lecture*** | *1* | **Non caries diseases. Pathology of hard tissues of tooth originated in the period of their development: hypoplasia, hyperplasia** 1. Rajendran and sivapathasundharam Shafer’s Textbook of Oral Pathology ., 7 Edition, 2012**pp.50-53**
 |  |
| ***Practical training\seminar*** | *2* | *Issues should be discussed:* *Type of fluorosis**Etiology and histophatology**Diagnosis**Differenation diagnosis**treatment* |  |
| ***IV***  | ***Lecture*** | *1* | *Non caries diseases .*Damages of noncarious origin developed after eruption of a tooth 1. Rajendran and sivapathasundharam , Shafer’s Textbook of Oral Pathology ., 7th Edition, 2012 **pp.571-576**
 | *1/2/3* |
| ***Practical training\seminar*** | *2**1* | *Issues should be discussed:* *Type of hypoplasia* *Etiology and histophatology**Diagnosis**Differenation diagnosis**treatment* |  |
| ***V***  | ***Lecture*** | *1* | **Traumatic injuries of teeth**1. Mahmoud Torabinejad, Richard E. Walton, Ashraf F. Fouad, Endodontics principles and practice, fifth edition, 2015 **Pp.163-183**
2. Badrinatheswar GV. PedodonticsPractice and Management.2010**pp. 212-228**
 |  |
| ***Practical training\seminar*** | *2* | Issues should be discussed:* wear-attrition ,
* abrasion,
* erosion, medicated and toxic disorders of development of tooth tissue.
* Abfraction
 |  |
| ***VI***  | ***Lecture*** | *1* | **Tooth caries, Classification of tooth caries in children** 1. Badrinatheswar GV. PedodonticsPractice and Management. 2010 **pp. 118-127**
2. NishaGarg, Amit Garg. Textbook of Preclinical Conservative Dentistry, 2011 **pp.50-60**
 |  |
| ***Practical training\seminar*** | *2* | **Issues to be discussed:** * Tooth injury with minor structural changes,
* uncomplicated crown fracture,
* complicated crown fracture,
* complete crown fracture,
* longitudinal fracture of crown and root,
* root fracture, tooth luxation, avulsion
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| ***VII***  | ***Lecture*** | *1* | **Tooth caries, etiology and histophatology of dental caries in children** **Sivakumar, MS MUthu/Pediatric Dentistry,2009 pp 147-153** |  |
|  | ***Practical training\seminar*** | *2* | * Classification of tooth caries according to the degree of activity of the disease and tooth tissue damage
* Etiology of caries
* pathogenesis,
* diagnostics of caries
* theories of origination of caries and prevention of caries.
 |  |
| ***VIII***  |  | *2* | *Intermediate exam*  |  |
| ***IX***  | ***Lecture*** | *1* | *Dental caries, epidemiology and clinical features of dental caries* 1. **Sivakumar, MS MUthu/Pediatric Dentistry,2009 pp 154-160**
 |  |
| ***Practical training\seminar*** | *2* | * **etiology of dental caries in children**
* **histophatology of dental caries in children**
 |  |
| ***X***  | ***Lecture*** | *1* | *Diagnosing and prevention of dental caries* 1. **Sivakumar, MS MUthu/Pediatric Dentistry,2009 pp 169-172**
 |  |
| ***Practical training\seminar*** | *2* | * *Epidemiology and clinical sighns of dental caries in children*
 |  |
| ***XI***  | ***Lecture*** | *1* | *Treatment of dental caries* 1. **Sivakumar, MS MUthu/Pediatric Dentistry,2009 pp 175-180**
 | *1/2/3* |
| ***Practical training\seminar*** | *2* | *Issues should be discussed* * *Diagnosing of dental caries*
* *prevention of dental caries*
 |  |
| ***XII***  | ***Lecture*** | *1* | **Filling material used in children,** Temporary and permanent filling materials, liners and bases in teeth, reduction of sugar in food, prescribing fluoride, fluoridation of drinkingwater.1. Hendrik Meyer-Lueckel, Sebastian Paris, Kim R. Ekstrand Caries Management Science and Clinical Practice, 2013,  **pp. 162-168, 185-190, 272-283**
 | *1/2/3* |
|  | ***Practical training\seminar*** | *2* | **Issues shoud be discussed:** **Treatment plaaning in pediatric dentistry** |  |
| ***XIII***  | ***Lecture*** | *1* | *Summery*  |  |
|  | ***Practical training\seminar*** | *2* | *Presentation*  |  |
| ***XIV-XV*** |  | *2* | ***Final Exam*** |  |
|  |  |  | ***Additional exam*** |  |