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**TBILISI HUMANITARIAN TEACHING UNIVERSITY**

***SILLABUS***

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| *Name of educational course* | *Treatment of partial edentulism with removable prosthesis* |
| *Code of educational course* | *STOM0422DM* |
| *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* | *Sofia Kraveishvili, MD, Ph.D, THTU invited lecturer*  *Tel. 577743239*  *Consultation days: according to consultation schedule* |
| *Goal of educational course* | *The goal of the course is to teach the students clinical and laboratory stages of making partially removable dentures, for partially edentulous jaw; to introduce methods of determination of hight of the lower third of face and centric occlusion.* |
| *Precondition for admission* | *Dental materials for Prosthetic Dentistry* |
| *System of students’ assessment* | *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.*  *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.* |
| *Content of educationla course* | *See Appendix 1* |
| *Assessment forms/methods/*  *criteria/activities* | *Activity – Assessment of verbal knowledge - 14 points*  *A student is assessed 7 times during the course. Assessment of each - 2 points, the maximum assessment – 14 points.*  *Assessment criteria:*  *2 points - the student reveals the perfect, convincing and detailed knowledge of the material, uses specific terminology freely, actively completes the given tasks, uses information from reviewed materials, is interactive.*  *1 point - the material is not very well mastered by the student. Reveals only schematic knowledge, conveys material illogically, little mastery of specific terminology, difficulty in analyzing with reviewed material.*  *0 point - the student is passive, the material is not reviewed.*  *Practical skills: The student is assessed 5 times during the course. Assessment of each - 2 points. Maximum – 10 points.*  *Assessment criteria:*  *2 points - the student links the theoretical knowledge with the practical work well, performs the intended work accurately and perfectly. Adheres to ethical norms and time in the work process.*  *1 point - the student is not able to perfectly link the theoretical knowledge with the practical work, he/she is not able to perform the task assigned. Cannot use materials and instruments in proper sequence. Does not follow the norms of ethics in the work process.*  *0 point - the student does not have the proper theoretical knowledge, due to which he/she is unable to perform practical work, he/she is passive.*    *Participation in a situational task - 3 points*  *Assessment criteria:*  *3 points - the student understands the situation well. Demonstrates the theoretical knowledge. He/she has good analytical skills, uses in making conclusions and therefore correctly diagnoses and makes decisions independently.*  *2 points - the student understands the situation, demonstrates the general theoretical knowledge but is not able to make correct decisions.*  *1 point - the student doesn’t understand the situation, demonstrates general theoretical knowledge, cannot make the right decisions*  *0 point - the student does not understand the situation at all or does not participate at all.*  *Discussion 1 point*  *Assessment criteria:*  *1 point - the student has mastered the material well. Gives correct, convincing answers to questions. Thinks well. Demonstrates good skills of discussion with group.*  *0,5 points - the student does not know the material well. Answers the questions with difficulty. Cannot have a good discussion with the group.*  *0 point - the student is unable to master the theoretical material and is therefore unable to participate in the discussion. He/she is passive.*    *Tested form - 2 points*  *The student is given 10 tests, each correct answer is assessed as 0,2 points, incorrect answer - 0 point.*  *Midterm exam – maximum 30 points*  *a) Work (test form) - open test consists of 15 questions concerning the material passed. Each correct answer is assessed by 1 point, incorrect - by 0 point. Maximum - 15 points.*  *b) Verbal quiz - each closed ticket contains 3 questions / topics. Each is assessed with 0–5 points. Maximum - 15 points.*  *Criteria for evaluating a 5-point quiz:*  *5 points - the answer is complete. The answer is conveyed accurately and exhaustively. The student has a thorough knowledge of the past material provided by the program, has a good mastery of both basic and supplementary literature, the terminology is kept, demonstrates a good ability to analyse and generalize.*  *4 points - the answer is complete but shortened; Terminologically correct; There is no substantial error; The student is well versed in the past material provided by the program; Has the mastery of the basic literature, demonstrates the ability to analyse and generalize.*  *3 points - the answer is incomplete; The issue is satisfactorily conveyed; The terminology is imperfect; The student possesses the material provided by the program, but with a few errors noted, weak analysis of the issue presented by him/her.*  *2 points - the answer is incomplete; The terminology is erroneous and inaccurate; Relevant material on the issue is presented partially; The student has insufficiently mastered the basic literature; Due to insufficient theoretical training, the student finds it difficult to analyse the material in practice and draw valid conclusions.*  *1 point - the answer is not perfect; The terminology is not used; The answer is fundamentally wrong. Only separate fragments of the relevant material are presented. The student is unable to analyse practical material.*  *0 point - the answer to the question is not relevant or not given at all.*  *Final exam maximum 40 point*  *a) Test - the open test consists of 20 questions relating to the material passed, each correct answer is evaluated by 1 point. Incorrect answer - 0 point.*  *b) Demonstrating the ractical skills - maximum 5 points.*  *c) Ticket with closed questions. Each ticket will include three questions. Each case is assessed with 0-5 points. Maximum - 15 points.*  *Criteria for assessing the demonstration of practical skills:*  *5 points - the student demonstrates good practical skills. Combines theoretical knowledge with practice well. Well, accurately and diligently performs the intended work. Has a good command of the necessary materials, tools and knows the rules of their use. Has a good ability of imagination. Performs the work in the specified time. Adheres to ethical norms in the process of work.*  *4 points - the student completes the practical assignment well. Demonstrates theoretical knowledge. Properly uses the necessary materials and tools. Has the ability of imagination, which is revealed in the work process. Performs the work in the specified time. Adheres to ethical norms in the process of work.*  *3 points - the student doesn’t demonstrates theoretical knowledge well, which is reflected in his / her practical work. Performs work at specified times but incompletely. Recognizes the necessary materials and rules for their use. Adheres to ethical norms and time in the work process.*  *2 points - the student finds it difficult to demonstrate practical skills. It is difficult to connect theoretical knowledge with practice. Fails to adhere to work ethic norms and timing. The work done is incomplete.*  *1 point - the student does not have adequate theoretical knowledge, which is reflected in the demonstration of his / her practical skills. Fails to adhere to ethical norms and time in the work process. The work done does not correspond to the real*  *thing.*  *0 point - the student is passive. He/she could not master practical skills.*  *Criteria for evaluating a 5- point verbal exam:*  *5 points - the answer is complete; the issue is conveyed accurately and exhaustively; The terminology is maintained. The student has a thorough knowledge of the past material provided by the program, has a good mastery of both basic and supplementary literature, demonstrates a good ability to analyze and generalize.*  *4 points: the answer is complete but shortened; Terminologically correct; There is no substantial error; The student is well versed in the past material provided by the program; Has the mastery of the basic literature, demonstrates the ability to analyze and generalize.*  *3 points: The answer is incomplete; The issue is satisfactorily conveyed; The terminology is imperfect; The student possesses the material provided by the program, but with a few errors noted, weak analysis of the issue presented by him/her.*  *2 points: The answer is incomplete; The terminology is erroneous and inaccurate; Relevant material on the issue is presented partially; The student has insufficiently mastered the basic literature; Due to insufficient theoretical training, the student finds it difficult to analyze the material in practice and draw valid conclusions.*  *1 point -the answer is not perfect; The terminology is not used; The answer is fundamentally wrong. Only separate fragments of the relevant material are presented. The student is unable to analyze practical material.*  *0 point - the answer to the question is not relevant or not given at all.* |
| *Mandatory literature* | 1. *Contemorary Fixed Prothodontics // Rosensteil, Land, Fujimoto (Fourth Edition)ics , parode 2006* 2. *John D. Jones Lily T. García Removable Partial Dentures A Clinician’s Guide 2009,* |
| *Additional*  *literature* | *Alan .B. Carr, david T Brown McCrackens removable Partial Prosthodontics 12th edition. 2011* |
| *Study results. Field competences* | *Knowledge*   1. *Student describes the methods of application of plated and bugel dentures with the purpose of restoration of defects of teeth alignment, how to construct dentures correctly and lead clinical and laboratory stages consistently.* 2. *Student defines functional and esthetic necessity of partially removable dentures.* 3. *Student explains advantages and disadvantages of plated and bugel dentures and orthopedic treatment of pathological and physiological wear of teeth.* 4. *Student realizes importance of continuous medical education and up-to-date information in his field*   *Skills*   1. *Student canpreparation of wax template with articulation rim on received models* 2. *Student determines the occlusion and occlusal vertical dimension;* 3. *Student defines Inspection of denture base in oral cavity* 4. *Student defines adjustment of ready denture to oral cavity.*   *Responsibilities*   1. *Student organizes time, priorities,* 2. *Student obtains information from various sources;* |
| *Teaching methods and forms* | *Lecture; Practical training; Discussion / debates; Teachback; Critical Reflection; Situated Learning-Review of clinical cases* |

*Appendix 1*

*Content of educational course*

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| *Day* | *Teaching method* | *Number of hours* | *Topic of practical or laboratory training of Lecture/work in the working group* | *Literature* |
| *I* | *Lecture* | *2* | *Types of constructions of modern dentures for treatment of partial edentulism.* | *1.Contemorary Fixed Prothodontics // Rosensteil, Land, Fujimoto (Fourth Edition)ics , parode 2006,pp.99-101* |
| *Practical training\seminar* | *1* | *Syllabus presentation* |  |
| *II* | *Lecture* | *1* | *Fixation of removable dentures used for treatment of partial edentulism.* | *1.John D. Jones Lily T. García Removable Partial Dentures A Clinician’s Guide 2009,pp. 39-51*  *2.Alan .B. Carr, david T Brown McCrackens removable Partial Prosthodontics 12th edition. 2011, pp. 245-347* |
| *Practical training\seminar* | *2* | * *Component elements of partially removable plated and bugel dentures,denture base, denture base borders, and negative developments related to base.* * *Consideration of denture borders on phantoms.* |  |
| *III* | *Lecture* | *1* | *Ney clasp system*  *Types of Ney clasps.* | *1.John D. Jones Lily T. García Removable Partial Dentures A Clinician’s Guide 2009,pp. 39-51*  *2.Alan .B. Carr, david T Brown McCrackens removable Partial Prosthodontics 12th edition. 2011, pp. 436-453, 245-347* |
| *Practical training\seminar* | *2* | * *Anatomic retention and stabilization.* * *Clasp type, simple clasp and mesio-distal clasp.* * *Component elements of simple clasp.* |  |
| *IV* | *Lecture* | *1* | *Attachments applied for partially removable dentures.* | *1.John D. Jones Lily T. García Removable Partial Dentures A Clinician’s Guide 2009,pp. . 145-155*  *2.Alan .B. Carr, david T Brown McCrackens removable Partial Prosthodontics 12th edition. 2011, pp. 348-370* |
| *Practical training\seminar* | *2* | * *Component elements of mesio-distal clasp;* * *selection of clasp shape with consideration of clinical condition,* * *5 types of Ney clasps.* |  |
| *V* | *Lecture* | *1* | *Clinical methods of treatment with partially removable dentures.* | *1.Contemorary Fixed Prothodontics // Rosensteil, Land, Fujimoto (Fourth Edition)ics , parode2006, pp.43-49* |
| *Practical training\seminar* | *2* | * *Telescopic attachments,* * *snap attachments,* * *chandelier-shaped attachments,* * *simple attachments,* * *connecting attachments to denture.* * *Selection of abutment teeth for attachments.* |  |
| *VI* | *Lecture* | *1* | *Planning bugel denture.* | *1.John D. Jones Lily T. García Removable Partial Dentures A Clinician’s Guide 2009, pp. 30-38* |
| *Practical training\seminar* | *2* | * *Taking impression* * *identification of height and centric occlusion of lower part of face.* * *Purpose of template and articulation rim.* * *Rules of plastering in a flask.* |  |
| *VII* | *Lecture* | *1* | *Denture treatment in case of two-side and one-side free-end edentulous space. Small removable dentures.* | *1.John D. Jones Lily T. García Removable Partial Dentures A Clinician’s Guide 2009,pp.51-78* |
|  | *Practical training\seminar* | *2* | * *Planning bugel denture.* * *Parallelometer, ways of putting denture in and out.* * *Measuring depth of supporting zone.* |  |
| *VIII* |  | *2* | *Intermediate exam* |  |
| *IX* | *Lecture* | *1* | *Denture treatment with bugel constraction in case of one-side and two side bounded edentulous space.* | *1.John D. Jones Lily T. García Removable Partial Dentures A Clinician’s Guide 2009,pp.51-78* |
| *Practical training\seminar* | *2* | * *End saddle base problem, bugel configurations on upper and lower jaws.* * *Conssideration of a patient’s age and defect topography in case of one-side defect.* * *Small removable dentures.* |  |
| *X* | *Lecture* | *1* | *Denture treatment with bugel construction in case of defects of front part.* | *1.John D. Jones Lily T. García Removable Partial Dentures A Clinician’s Guide 2009,pp.51-78* |
| *Practical training\seminar* | *2* | *Advantages of bugel denture over plated denture in case of bounded edentulous space.* |  |
| *XI* | *Lecture* | *1* | *Adjustment of plated and bugel dentures to oral cavity.* | *1.John D. Jones Lily T. García Removable Partial Dentures A Clinician’s Guide 2009, pp. 92-3-134*  *2. Alan .B. Carr, david T Brown McCrackens removable Partial Prosthodontics 12th edition. 2011, pp1008-1036* |
| *Practical training\seminar* | *2* | * *Denture treatment in case of bounded edentulous space of front part.* * *denture treatment of insulated (separately standing) teeth on upper and lower jaws.* |  |
| *XII* | *Lecture* | *1* | *Orhtopedic treatment of Pathological and physiological wear of teeth and periodontities* | *1.Contemorary Fixed Prothodontics // Rosensteil, Land, Fujimoto (Fourth Edition)ics , parode 2006,pp121-127*  *Contemorary Fixed Prothodontics // Rosensteil, Land, Fujimoto (Fourth Edition)ics , parode 2006,pp149-150* |
|  | *Practical training\seminar* | *2* | * *Consideration of the first and second methods of direct prosthodontics.* * *Rules of becoming accustomed to and use of dentures.* * *Rules of hygiene in case of use of dentures.* |  |
| *XIII* | *Lecture* | *1* | *Comparing bugel and plated partial removable dentures. Summarizing clinical and laboratory stages of preparation.* | *. 1.Contemorary Fixed Prothodontics // Rosensteil, Land, Fujimoto (Fourth Edition)ics , parode 2006* |
|  | *Practical training\seminar* | *2* | * *Etiology, pathogenesis and clinical picture of pathological tooth wear. Orthopdic medical devices.* * *Differential diagnostics of traumatic syndrome. Selective filing of teeth. Selecting and putting a splint.* |  |
| *XIV* | *Lecture* | *1* | *Summery* |  |
|  | *Practical training\seminar* | *2* | *Presentation* |  |
| *XV-XVI* |  | *2* | *Final Exam* |  |
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