****

**TBILISI HUMANITARIAN TEACHING UNIVERSITY**

***Syllabus***

|  |  |
| --- | --- |
| ***Name of the Educational Course*** | Oral mucosa disease in children and adults |
| ***Code of the Educational Course*** | STOM0430DM |
| ***Status of the Educational Course*** | **C**ompulsory course  for 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.com  Consultation days: according to consultation schedule |
| ***Goal of the Educational Course*** | The Goal of educational course is to teach student acquire peculiarities of clinical course of diseases of oral mucosa, modern methods of diagnostics, differential diagnostics, treatment, prevention and medical examination; diagnostics of diseases of oral mucosa according to morphological elements of affection with application of apparatus and other supplementary laboratory assessment; application of modern methods of treatment and prevention of diseases in children and adults. |
| ***Preconditions for Admission*** | \_ |
| ***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 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 the Educational Course*** | See Annex 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*** | Michael Glick, William M. Feagans Chair, Burket’s ORAL MEDICINE 12th edition, 2015.  Rajendran and sivapathasundharamShafer’s Textbook of Oral Pathology.7 Edition, 2012  Michael A. O. Lewis, Richard C. K. Jordan. Oral Medicine Second Edition,2012.  KMK Masthan/Textbook of Pediatric Oral Pathology, 2011 |
| ***Additional Literature*** |  |
| ***Learning Outcomes.***  ***Field Competences*** | **Knowledge**   1. Student describes Etiology, pathogenesis and diagnostics of diseases of oral mucosa in children and adults; 2. Student selects adequate method of treatment based on the study of various morphological elements and clinical picture; 3. Student explains approaches of removal of local irritating factors, antimicrobial treatment, application of vitamin, desensitizing and general stimulating therapy;   **Skills**   1. Student makes correct diagnostics manage diseases of oral mucosa in children and adults. Take complete history of the disease and life; 2. Student carries out instrumental examination of face, oral cavity, tongue, vermillion border, oral mucosa; 3. Student makes diagnostics of morphological elements of primary and secondary damage; 4. Student evaluates data of supplementary methods of examination; 5. Student elaborates complex and individual plan of treatment; 6. Student selects medications and dozes; 7. Student differentiates pathologies of various genesis in case of diseases of oral mucosa and consequently apply in practice the methods enabling differentiation of similar morphological element. |
| ***Learning methods and forms*** | Lecture  Practical work  Working in group  Case study  Independent work and presentation |

***Annex 1***

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ***day*** | ***Learning Method*** | ***Amount of Hours*** | ***Topic of lecture/acting in a working group/practical or laboratory work*** | ***Literature*** |
| ***I day*** | ***Lecture*** | *2hr* | **Traumatic injury of oral mucosa, clinical picture, diagnostics, differential diagnostics and treatment.**  Michael Glick, William M. Feagans Chair, Burket’s ORAL MEDICINE 12th edition, 2015. **pP.86-88, 99-104** |  |
| ***Practical training\seminar*** | *1hr* | *Syllabus presentation* |  |
| ***II day*** | ***Lecture*** | *1 hr.* | *Allergic reactions* Allergic diseases, their manifestation in oral cavity. Hebra’s disease. Clinical picture, diagnostics, differential diagnostics and treatment  Rajendran and sivapathasundharamShafer’s Textbook of Oral Pathology.7 Edition, 2012. **pp. 665-681**  Michael Glick, William M. Feagans Chair, Burket’s ORAL MEDICINE 12th edition, 2015. **pp. 73-78, pp. 114-118** |  |
| ***P Practical training\seminar*** |  | Traumas caused by mechanical, chemical, physical effect. |  |
| ***III day*** | ***Lecture*** | *1 hr.* | *Allergic reactions* Allergic diseases, their manifestation in oral cavity. Hebra’s disease. Clinical picture, diagnostics, differential diagnostics and treatment  Michael A. O. Lewis, Richard C. K. Jordan. Oral Medicine Second Edition,2012.  **pp. 183-189** |  |
| ***Pra Practical training\seminar Practical training\seminarctical Work*** |
| *2hr* | Behcet’s syndrome, Sjogren’s syndrome. |
| ***IV day*** | ***Lecture*** | *1 hr.* | Injuries of oral mucosa in case of exogenous intoxication, avitaminosis, diseases of gastrointestinal tract and endocrine system. Clinical picture, diagnostics, differential diagnostics and treatment  Rajendran and sivapathasundharam,Shafer’s Textbook of Oral Pathology ., 7 Edition, 2012.**Pp. 615-658**  2.Michael Glick, William M. Feagans Chair, Burket’s ORAL MEDICINE 12th edition, 2015. **pp.563-609, pp.389-410** |  |
| ***Practical training\seminar*** | *1 hr.* | *stphen- jonsons syndrome*  *lyali syndrome*  *medicine allergy* |  |
| ***V day*** | ***Lecture*** | *1 hr.* | Diseases of oral mucosa caused by deficiency of vitamins A, B1, B2, PP, C, B12, B6, E. Diabetes mellitus, Itsenko-Cushing disease, Addison disease, myxedema   1. Rajendran and sivapathasundharamShafer’s Textbook of Oral Pathology 7 Edition, 2012.**Pp. 615-658** 2. Michael Glick, William M. Feagans Chair, Burket’s ORAL MEDICINE 12th edition, 2015 **pp.563-609, pp.389-410** |  |
| ***Practical training\seminar*** | *2 hr.* | avitaminosis, diseases of gastrointestinal tract and endocrine system. Clinical picture, diagnostics, differential diagnostics and treatment |  |
| ***VI day*** | ***Lecture*** | *1 hr.* | **Injuries of oral mucosa in case of diseases of cardio-vascular and nervous systems. Clinical picture, diagnostics, differential diagnostics, treatment.**   1. Michael Glick, William M. Feagans Chair, Burket’s ORAL MEDICINE 12th edition, 2015. **pp.367-388, pp.611-651,** 2. Michael A. O. Lewis, Richard C. K. Jordan. Oral Medicine Second Edition,2012.   **pp. 184-193** |  |
| ***Practical training\seminar*** | *2hr.* | deficiency of vitamins A, B1, B2, PP, C, B12, B6, E. Diabetes mellitus, Itsenko-Cushing disease, Addison disease, myxedema |  |
| ***VII day*** | ***Lecture*** | *1 hr.* | Ulcerative Condition of mucousmembrane   1. JOSEPH A. REGEZI/ORAL PATHOLOGY CLINICAL PATHOLOGIC CORRELATIONS,2012 pp 23-31 |  |
| ***Practical training\seminar*** | *2* | Swollen and cyanotic oral mucosa, necrotizing ulcerative injuries of oral mucosa entailing topical ulcer.  Glossalgia,  stomatodynia,ageusia, xerostomia. |  |
| ***VIII day*** |  |  | ***Mid-term exam*** |  |
| ***IX day*** | ***Lecture*** | *1hr* | PREMALIGNANT DISORDERS, Clinical picture,ORAL MANIFESTATION diagnostics, differential diagnostics   1. JOSEPH A. REGEZI/ORAL PATHOLOGY CLINICAL PATHOLOGIC CORRELATIONS,2012 pp100- |  |
| ***Practical training\seminar*** | *2* | Clinical picture,ORAL MANIFESTATION diagnostics, differential diagnostics of Gonorrhea ,Leprosy, Actinomycosis, Noma |  |
| ***X day*** | ***Lecture*** | *1 hr.* | **Radiotherapy-induced mucositis**   1. Michael A. O. Lewis, Richard C. K. Jordan. Oral Medicine Second Edition,2012.pp 41-43 |  |
| ***Practical training\seminar*** | *2* | Clinical picture,ORAL MANIFESTATION diagnostics, differential diagnostics **Oral Leukoplakia and Erythroplakia** |  |
| ***XI day*** | ***Lecture*** | *1 hr.* | **Allergic and Immunologic Diseases of the Oral Cavity**   1. KMK Masthan/Textbook of Pediatric Oral Pathology, 2011 PP 294-299 |  |
| ***Practical training\seminar*** | *2* | Clinical picture,ORAL MANIFESTATION diagnostics, differential diagnostics**Radiotherapy-induced mucositis** |  |
| ***XII day*** | ***Lecture*** | *1hr* | **Oral Aspects of Metabolic Diseases** Disturbances in Mineral Metabolism , Disturbances in Protein Metabolism, Disturbances in Carbohydrate Metabolism   1. KMK Masthan/Textbook of Pediatric Oral Pathology, 2011 PP 300-306 |  |
| ***Practical training\seminar*** | *2* | * Wegener’s Granulomatosis * Angioedema (Angioneurotic Edema) * Drug Allergy (Drug Idiosyncrasy |  |
| ***XIIIday*** | ***Lecture*** | *1* | *Summery* |  |
| ***Practical training\seminar*** | *2* | *Presentation* |  |
| ***XIV-XV*** |  |  | ***Final Exam*** |  |
|  |  |  | **Additional Exam** |  |