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**TBILISI HUMANITARIAN TEACHING UNIVERSITY**

***Syllabus***

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| **Name of the Educational Course** | **Orthodontics dentistry (patients survey and teeth anomalies)** |
| **Code of the Educational Course** | STOM0433DM |
| **Status of the Educational Course** | **C**ompulsory coursefor the one-cycle higher educational Programme-Dentistry |
| **ECTS** | **3 credits. Total: 75 hours**Contact Hours–35 hours (Class Meeting Time Period: 11L/20 Pr) + 4 hours (Midterm:2h and Final Examinations 2h):Individual Work-40 hours |
| **Lecturer**  | Jaba Adamia- THTU associate professorConsultation days: according to consultation schedule |
| **Goal of the Educational Course** | The Goal of the educational course is provide knowledge on examinational methods applied in orthodontic practice. Etiology, pathogenesis, diagnostics of teeth anomalies.The course aimed to 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. |
| **Preconditions for Admission** |  |
| **System of students’ assessment** | **Evaluation system of TBILISI HUMANITARIAN TEACHING UNIVERSITY is divided on following components:**Out of total evaluation score (100 points) mid-term evaluation amounts 60 points in total, divided in a following way: **Student activity during the educational term -**30 points;**Mid-term exam-** 30 points;And **final exam -** 40 points.Minimum competence limit in regard of a mid-term evaluations amounts at least **18 points**  in total. Minimum competence limit of the final evaluation is **50%** of the total amount of final evaluation, in other words **20 out of 40 points**. **Evaluation system includes:**a) **Five types of positive evaluation:**a.a) **(A) excellent** –91-100 points of evaluation;a.b) (**B) very good** –81-90 points of highest evaluation; a.c) (**C) good –**71-80 points of highest evaluationa.d) **(D) satisfactory** –61-70 points of highest evaluation;a.e) **(E) sufficient** –51-60 points of highest evaluation**b) Two types of negative evaluation:****b.a) (FX) unable to pass** – 41-50 points of highest evaluation, this means that a student should work more in order to pass the exam and he/she is granted a right to take the exam once more based on independent study;**b.b) (F) fail** – 40 or less points of highest evaluation. This means that the work performed by the student is insufficient and he/she has to study the subject again. 1. In case of receipt one of the negative evaluations: (FX) unable to pass, teaching university holds an additional exam no later than 5 days after declaring the results of the final exam and it is reflected in the exam schedule.
2. Evaluation obtained by the student at the additional exam is the final evaluation of the student and negative score obtained during the basic final exam is not considered in it.
3. If the student obtains from 0-50 taking into account the additional exam.
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| **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** 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.** **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.D) Writing quiz- will be held on fifth week and will be assessed by four point (2 open question-will be assessed by 2 points)2 point- A answer is complete. The student hasprofoundly acquired the past material and has deep and profound knowledge of basic as well assupplementary literature. No mistakes are made.1.5 point- the answeris complete. No essential mistakes are made. Thestudent has good knowledge of past material envisaged under the program. He/she has acquiredbasic literature. Reasoning is made well.1point- The answer is incomplete. Material relevant to the issue is provided partially. Studenthas 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 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 hasprofoundly acquired the past material and has deep and profound knowledge of basic as well assupplementary literature. No mistakes are made. Student provides top-level reasoning.4 points – the answer is complete, however compressed. No essential mistakes are made. Thestudent has good knowledge of past material envisaged under the program. He/she has acquiredbasic literature. Reasoning is made well.3 points- Answer is incomplete. The student has acquired material envisaged under the programhowever shortcomings are evident. Reasoning is fragmented.2 points – The answer is incomplete. Material relevant to the issue is provided partially. Studenthas insufficiently acquired basic literature. Several essential mistakes are made.1 point- The answer is deficient. The answer is essentially wrong. Only certain fragments ofmaterial relevant to the issue are presented.0 point – The answer is irrelevant to the issue or is not presented at all.**Final exam:** 40 pointsA) Writing (Test) - **30** 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. Studenthas 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. Sridhar Premkumar, BDS MDS Orthodontics. Prep Manual for Undergraduates,2016 2.William R. Proffit/ Contemporary Orthodontics,2019 3.Adrian Becker/ OrthodonticTreatmentofImpacted Teeth,2012 |
| **Additional Literature** | * Orthodontic therapy: fundamental treatment concepts I Andrea Wichelhaus; with the assistance o f Tena Eichenberg. 2018 by Georg Thieme Verlag KG
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| **Learning Outcomes.****Field Competences** | **Knowledge**1. Student describes how to conduct clinical and Para-clinical examination methods;
2. Student explains approaches for management of clinical data of anomalies of jaw and teeth;
3. Student identifies the oral health care needs of patients;

**Skills**1. Student makes intra and extra oral examination by appling knowledge of the pathological and clinical features of disease;
2. Student provides effective and safe patient assessment and management;
3. Student demonstrates and applies critical thinking to practice problems on Orthodontics dentistry (patients survey and teeth anomalies).
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| **Learning methods and forms** | Lecture; Practical training; Discussion / debates; Teachback; Critical Reflection; Situated Learning-Review of clinical cases |

**Annex 1**

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| **day** | **Learning Method** | **Amount of Hours** | **Topic of lecture/acting in a working group/practical or laboratory work**  | **Literature** |
| **I day** | **Lecture** | 2 hr. | History of orthodontics, Aims objectives and/or goals of orthodontics Sridhar Premkumar, BDS MDS **Orthodontics**Prep Manual for Undergraduates,2016pp 30-45 |  |
|  |  1 hr | Syllabus presentation  |  |
| **II day** | **Lecture** |  1 hr. | Examination methods used in orthodontics |  |
|  | 2 | * History of orthodontics,
* Definition and divisions of orthodontics
* Aims objectives and/or goals of orthodontics
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| **III day** | **Lecture** | 1 hr. | Aetiology and Disturbances in Embryologic Development , classification in orthodontics   |  |
|  | 1 | * **Questionnaire and Interview**
* **Medical and Dental History**
* **Clinical Evaluation**
* **Diagnostic Records**
* **Analysis of Diagnostic Records**
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| **IV day** | **Lecture** | 1hr. | Concepts of Growth and Development**William R. Proffit/**Contemporary Orthodontics,2019 pp 18-37 |  |
| **Practical Work/Seminar /Workდინეობა** | 2 | * Growth Disturbances in the Fetal and Perinatal Period
* Progressive Deformities in Childhood
* Disturbances Arising in Adolescence or Early Adult Life
* Disturbances of Dental Development
* **Genetic Influences**

**Environmental Influences** |  |
| **V day** | **Lecture** |  1 hr. | Concepts of Growth and Development**William R. Proffit/**Contemporary Orthodontics,2019 pp 38-46 |  |
| **Practical Work/Seminar Work** | 1 hr.1 | * **Methods for Studying Physical Growth**
* **The Nature of Skeletal Growth**
* **Sites and Types of Growth in the Craniofacial Complex**

**Quiz** |  |
| **VI day** | **Lecture**  | 1 hr. | Teeth anomalies in adults and children; their aetiology, pathogenesis, diagnostics, **Adrian Becker/ Orthodontic Treatment of Impacted Teeth,2012,pp 319-340** |  |
|  | 2 | * **Theories of Growth Control**
* **Social and Behavioral Development**
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| **VII day** | **Lecture** | 1 hr. | Early Stages of Development**William R. Proffit/**Contemporary Orthodontics,2019 pp 60- 83  |  |
|  | 2 | Teeth anomalies in adults and children; their aetiology, pathogenesis, diagnostics, prevention and treatment. |  |
| **VIII day** |  |  | **Mid-term exam** |  |
| **IX day** | **Lecture** | 1hr. | Later Stages of Development, **William R. Proffit/**Contemporary Orthodontics,2019 pp 84-88 |  |
|  | 2 | * Physical Development in the Preschool Years
* Influences on Physical Development
* Maturation of Oral Function
* Eruption of the Primary Teeth
* Late Childhood: The Mixed Dentition Years
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| **X day** | **Lecture** |  1 hr. | Comprehensive Treatment**William R. Proffit/**Contemporary Orthodontics,2019 pp 556-570 |  |
|  | 2 | * **Adolescence: The Early Permanent Dentition Years**
* **Growth Patterns in the Dentofacial Complex**
* **Maturational and Aging Changes**
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| **XI day** | **Lecture** |  1 hr. | Summery  |  |
|  | 2 | **Presentation** Observing the manipulation on patients carried out by a doctor. |  |
| **XII****day** |  |  | **Final Exam** |  |
|  |  |  | **Additional Exam** |  |