

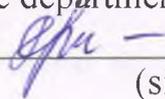
	Educational institution Roel Metropolitan University
	Quality management system faculty syllabus Department of Dental Disciplines

**SYLLABUS**  
in the discipline "**GERONTOLOGY** "  
for students of specialty **STOMATOLOGY**"

Form of study	full-time
Course	5
Semester	9
Total credits according to the curriculum	2
Total hours according to the curriculum	60
Lectures	18
Practical classes	18
Independent work	24

Syllabus developer:  
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Reviewed and approved at a meeting of the  
Department of Stomatology  
Protocol No. 1 from "6" *september* 2025.  
Head of the department Bktasheva A.K.

  
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(signature)

**Bishkek 2025**

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**Name and complexity of the discipline.**

Course	Semester	Weeks	Total academic hours		Number of hours for independent work		Total hours	Number of modules
			Lecture	Practical classes	SIW	SIWT		
5	9	18	9	9	12	12	30	2

**Annotation of subject**

Gerontology is an applied interdisciplinary program that fosters the study of the aging process along the life continuum; predominantly exploring the years after 65, focusing on individuals, families, and communities. Courses in the curriculum are designed to promote a cohesive interconnected holistic understanding of gerontological issues grounded in evidence-based biological, psychological, socio-cultural-spiritual, environmental, gender, generational, and political contexts. Along with providing a solid interdisciplinary knowledge and experiential base, the Department of Gerontology’s mission is to prepare graduates to 1.) assume roles in diverse settings serving the older adult community throughout the region, state, and nation, 2.) develop a distinctly humanistic, ethical, responsible, and professional approach to the conduct of those roles, and 3.) develop interest in and skills for life long inquiry and learning and participation in civic engagement.

**Purpose and objectives of the discipline.**

**Upon the completion of the gerontology department’s program of study the student will:**

- 1. demonstrate understanding of fundamental interdisciplinary evidence-based knowledge, skills, values, and current trends as a basis for competent gerontological practice. (1, 2, 5)**
- 2. demonstrate critical thinking when analyzing diverse and complex aging issues and outcomes for elders, families, and society from an interdisciplinary perspective that is grounded in the sciences, social sciences, and humanities. (1, 2, 3, 5)**

- 3. synthesize and apply learned interdisciplinary theories and research in applied settings. (1,2, 3, 4, 5.)**
- 4. demonstrate social and cultural awareness, sensitivity, respect, and support of multiple perspectives when interacting with others. (2, 3, 4, 5)**
- 5. exhibit personal and social responsibility, and ethical and professional behavior in all settings. (4, 5)**
- 6. exhibit effective use of basic communication (written, oral and interpersonal) skills and information technology needed in a global information society. (3, 4)**

***Skill competence is conceptualized as both general to learning and living in today's world, and specific to interdisciplinary***

**Gerontological practice. These skill competencies were adapted from 2014 national Association for Gerontology and Geriatrics in Higher Education (AGHE) Competencies and include the holistic domains of (see Miscellaneous Section):**

**Category I: Foundational Competencies – All Fields of Gerontology (Recommended)**

- Frameworks for Understanding Human Aging**
- Biological Aspects of Aging**
- Psychological Aspects of Aging**
- Social Aspects of Aging**
- The Humanities and Aging**
- Research and Critical Thinking**

**Category II: Interactional Competencies Across Fields of Gerontology (Recommended)**

- Attitudes and Perspectives**
- Ethics and Professional Standards**
- Communication With and on Behalf of Older Persons**
- Interdisciplinary and Community Collaboration**

**Category III: Contextual Competencies (Selective based on program)**

- Well-Being, Health and Mental Health**
- Social Health**
- Program/Service Development**
- Education**
- Arts and Humanities in elder population**
- Business and Finance**
- Policy**
- Research, Application and Evaluation**

**These ten competencies are reflected in the six (6) DLOs. Gerontology students are expected to progressively apply and**

build on these learned broad-based skills throughout their coursework as well as in their interactions with and management of individuals in their gerontology field practice(s) courses. Knowledge and skills students possess upon graduation are reflected in the Learner Outcome Criteria. While completing their course of study in the Gerontology Major, students are expected to achieve the Department Student Learning Outcomes and Competencies by building on their prior academic and experiential knowledge. It is anticipated that most of the interdisciplinary courses will provide unique opportunities for students to learn and practice general and specific skills leading to achievement of the Student Outcomes, however, not all courses will address each of the Outcome Criteria. The final measurement of Outcome Criteria will be done at the completion of the program through the identified measurements.

### Contents of the academic discipline

№	Name chapters and topics of discipline (lectures and practical classes)	Auditory lessons				Total hours for classroom work	Used educational technologies, methods and methods of teaching	Models	Forms of current and border control academic performance
		Lectures	Seminars	Practical lessons	Laboratory works				
1	Introduction gerontology <hr/> Introduction, group discussion of basis understanding	2	2	2		4	Lecture- presentation  Practical lesson.		Oral questioning with reinforcement of material.

2	<p>Changes in tissue and organs of the oral cavity in elderly</p> <hr/> <p>Biology, physiology and pathology of aging</p>	2	2	2		4	<p>Lecture-presentation</p> <p>Practical lesson.</p>		<p>Oral questioning with reinforcement of material;</p>
3	<p>Atrophy and osteoporosis of oral tissues in elderly</p> <hr/> <p>Age-changes of the orofacial system. • Psychology of ageing</p>	2	2	2		4	<p>Lecture-presentation</p> <p>Practical lesson.</p>		<p>Oral questioning with reinforcement of material;</p>
4	<p>Diseases of the mucous membrane in the elderly</p> <hr/> <p>Recording history and risk assessment in the ageing individual. • Patient-centred treatment planning. • Oral mucosal diseases and disorders in the aged</p>	2	2	2		4	<p>Lecture-presentation</p> <p>Practical lessons:</p>		<p>Oral questioning with reinforcement of material;</p> <p>Testing</p>
5	<b>Modul #1</b>			2		2	<p>Testing by using the educational platform test.edu.kg</p>		<p>Writing control work</p>
6	<p>Premalignant diseases of the oral mucosa and oral organs in elderly</p> <hr/>	2	2	2		4	<p>Lecture-presentation</p> <p>Practical lessons.</p>		<p>Oral questioning with reinforcement of material;</p>

	<p>Diagnosis of pain. • Salivary impairment and xerostomia. • Periodontal disease in the elderly population. • Denture-related conditions and prosthodontic evaluation in the aged</p>							
7	<p>Socio-economic problems in the older adults. • Barriers to oral care. • Epidemiology of oral health and dental state in the elderly population.</p> <hr/> <p>The oral manifestations of systemic diseases. The principles of pharmacodynamics and pharmacokinetics in the elderly patient. . Drug interactions and relevance of polypharmacy.</p>	2	2	2		4	<p>Lecture-presentation Practical lesson:</p>	<p>Oral questioning with reinforcement of material</p>

8	Caries risk assessment, particularly root caries. • Tooth wear assessment.	2	2	2		4	Lecture-presentation Practical lesson:		Oral questioning with reinforcement of material
9	Periodontal disease in the elderly population. Precancerous lesions in elderly <hr/> Module 2			2		2	Testing by using the educational platform test.edu.kg		Writing control work

### **Methodological recommendations for preparing for practical classes.**

Practical classes are held after lectures and are explanatory, generalizing and reinforcing in nature. They can be carried out not only in the classroom, but also outside the educational institution.

During practical classes, students perceive and comprehend new educational material. Practical classes are systematic, regularly following each lecture or two or three lectures.

Practical classes are carried out according to the schedule of the educational process and independent work of students in the disciplines.

When preparing for practical classes, it is necessary to study in advance the methodological recommendations for its implementation. Pay attention to the purpose of the lesson, the main questions to prepare for the lesson, and the content of the topic of the lesson.

Before each practical lesson, the student studies the seminar lesson plan with a list of topics and questions, a list of references and homework on the material presented at the seminar. The following scheme of preparation for the seminar lesson is recommended for the student:

1. work through lecture notes;
2. read the basic and additional literature recommended for the section being studied;
3. answer the questions of the seminar lesson plan;
4. study the topic and select literature for writing abstracts, reports, etc.

### **Plan for organizing student independent work**

Thematic plan for student independent work (SWS)

*Semester 3*

<b>Theme of SIW</b>	<b>Task for SIW</b>	<b>Hours</b>	<b>Literature</b>	<b>Dead line</b>	<b>Max points</b>
Geriatric assessment.	Making the a brief concept.	3	<a href="https://www.goodreads.com/book/show/7785072-aging-and-the-life-course">https://www.goodreads.com/book/show/7785072-aging-and-the-life-course</a>	1	10
Nutritional problems in the ageing individual	Making the glossary.	3	<a href="https://www.goodreads.com/book/show/7785072-aging-and-the-life-course">https://www.goodreads.com/book/show/7785072-aging-and-the-life-course</a>	2	10
Frequent health problems and multiple morbidity in older adults. • Oral	Making a cross word. .	3	<a href="https://www.goodreads.com/book/show/7785072-aging-and-the-life-co">https://www.goodreads.com/book/show/7785072-aging-and-the-life-co</a>	3	10

manifestations of common medical conditions. • Pharmacology and polypharmacy in old age					
Premalignant diseases of the oral mucosa and oral organs in elderly	Presentation.	3	<a href="https://www.goodreads.com/book/show/7785072-aging-and-the-life-course">https://www.goodreads.com/book/show/7785072-aging-and-the-life-course</a>	1	10
Socio-economic problems in the older adults. • Barriers to oral care. • Epidemiology of oral health and dental state in the elderly population	Preparation of test tasks.	3	<a href="https://www.goodreads.com/book/show/7785072-aging-and-the-life-course">https://www.goodreads.com/book/show/7785072-aging-and-the-life-course</a>	1	10
Changes in tissue and organs of the oral cavity in elderly	Assay.	3	<a href="https://www.goodreads.com/book/show/7785072-aging-and-the-life-course">https://www.goodreads.com/book/show/7785072-aging-and-the-life-course</a>	1	10
Atrophy and osteoporosis oral tissues in elderly	Report.	3	<a href="https://www.goodreads.com/book/show/7785072-aging-and-the-life-course">https://www.goodreads.com/book/show/7785072-aging-and-the-life-course</a>	1	10
Changes in tissue and organs of the oral cavity in elderly	Makins MCQs.	3	<a href="https://www.goodreads.com/book/show/7785072-aging-and-the-life-course">https://www.goodreads.com/book/show/7785072-aging-and-the-life-course</a>	1	10

### **Methodological recommendations for preparing independent work**

In studying the discipline “General and Clinical Biochemistry” the following types of independent work of students are used:

- study of theoretical material from lecture notes and recommended textbooks, educational literature, reference sources;
- independent study of some theoretical issues not covered in lectures, with writing abstracts and preparing presentations;

Students are invited to read and meaningfully analyze monographs and scientific articles on stomatology. The results of working with texts are discussed in practical classes.

To develop independent work skills, students complete assignments, independently turning to educational, reference and scientific-methodological literature.

Testing the completion of assignments is carried out both in practical classes with the help of students' oral presentations and their collective discussion, and with the help of written independent work.

**An abstract** is a brief written summary of the content of a scientific work on a given topic. This is an independent research work where the student reveals the essence of the problem under study with elements of analysis on the topic of the essay.

Presents various points of view, as well as his own views on the problems of the topic of the essay. The content of the abstract should be logical, the presentation of the material should be of a problem-thematic nature.

Requirements for writing an abstract:

The volume of the abstract can range from 9-10 printed or handwritten pages.

Main sections: table of contents (outline), introduction, main content, conclusion, bibliography.

The text of the abstract must contain the following sections:

- title page indicating: name of the university, department, topic of the abstract, full name of the author and full name of the teacher
- introduction, relevance of the topic.
- main section.
- conclusion (analysis of the results of the literature search); conclusions.
- the list of literary sources must have at least 10 bibliographic titles, including network resources.

The text part of the abstract is drawn up on a sheet of paper in the following format: indentation at the top – 2 cm; left indent – 3 cm; indentation on the right – 1.5 cm; bottom indent – 2.5 cm; text font: Times New Roman, font height – 14, space – 1.5; page numbering is at the bottom of the sheet. There is no number on the first page.

The abstract must be completed competently in compliance with the culture of presentation. There must be references to the literature used, including periodical literature for the last 5 years.

Abstract evaluation criteria:

- relevance of the research topic;
- correspondence of the content to the topic;
- depth of material elaboration;
- correctness and completeness of development of the questions posed;
- the significance of the findings for further practical activities;
- correctness and completeness of the use of literature;
- compliance of the abstract design with the standard;
- quality of communication and answers to questions when defending an abstract.

**A report** is a type of brief but informative message about the essence of the issue under consideration, various opinions about the subject being studied. In some cases, it is allowed to present the author's own point of view within the framework of thematic issues.

Requirements for the report:

The volume of the abstract should not exceed five printed pages.

A quality report has four main structural elements:

- Introduction;
- Introduction (at this stage the speaker must interest the audience, formulate the relevance and novelty of the research, emphasize the importance and purpose of the work performed.)
- The main part (it talks about the research methods used, the work done, and analyzes the results obtained);
- Conclusion (summarizing the results of the work).

The text part of the report is drawn up on a sheet of the following format:

- indentation at the top – 2 cm; left indent – 3 cm; indentation on the right – 1.5 cm; bottom indent – 2.5 cm;
- text font: Times New Roman, font height – 14, space – 1.5;
- page numbering is at the bottom of the sheet. There is no number on the first page.

Criteria for evaluation:

- timeliness of submission;
- compliance with requirements;
- depth of material elaboration;
- relevance of the content to the topic;
- correctness and completeness of use of the source.

**A crossword** is a puzzle task; its essence is to fill in intersecting rows of cells (vertically and horizontally) with words that can be solved according to the given list of definitions of the meaning of these words (questions).

Requirements for crossword design:

Crossword type – classic;

- the presence of unfilled cells in the crossword puzzle grid is not allowed;
- random letter combinations and intersections are not allowed;
- the hidden words must be nouns in the nominative case;
- two-letter words must have two intersections;
- abbreviations are not allowed;
- reductions are not allowed;
- all texts must be written legibly;
- each sheet must contain the author's surname;
- the crossword picture must be clear;
- grids of all crossword puzzles must be completed in two copies: with words filled in and only with position numbers;

Answers to the crossword puzzle are published separately, they are intended to check the correctness of the crossword puzzle solution.

**Criteria for evaluation:**

- originality of design;
- timeliness of submission;
- crossword volume;
- clarity of question formulation;
- aesthetics of work.

## References:

### Main textbooks

<https://www.goodreads.com/book/show/3083806-assessing-older-persons>

<https://www.goodreads.com/book/show/7785072-aging-and-the-life-course>

### Monitoring and evaluation of learning outcomes

Each module is assessed using a 100-point system. The maximum score is 100. A student is allowed to take the final test if he has a total score in the discipline of 60 points or more.

The results of the modules are added up and the average score is displayed.

Scoring Policy	Modul 1	Modul 2
Attendance	20 points	20 points
Classroom work (activity in discussions, during oral questioning, working with a glossary, etc.)	40 points	40 points
Independent work: essay, report	20 points	20 points
Total by module (testing)	20 points	20 points
Total by discipline:	100 points	100 points

## Evaluation criteria:

### Criteria for assessing the practical lesson:

- an **“excellent”** grade is given to a student if he has knowledge of the discipline in the full scope of the program and comprehends the discipline sufficiently deeply; independently, in a logical sequence and exhaustively answers all questions, emphasizing the most essential, is able to analyze, compare, classify, generalize, concretize and systematize the studied material, highlight the main thing in it;
- a **“good”** rating: the student has knowledge of the discipline almost in full of the program (there are knowledge gaps only in some sections); independently and partly with leading questions, gives complete answers to the ticket questions; does not always highlight the most significant, but at the same time does not make serious mistakes in the answers;
- a **“satisfactory”** grade is given in cases where the student has the basic knowledge of the discipline; shows difficulty in answering independently, uses imprecise formulations; in the process of answering, errors are made regarding the substance of the questions;
- an **“unsatisfactory”** grade is given in cases where the student has not mastered the required minimum knowledge of the subject and is unable to answer the questions on the ticket even with additional leading questions from the teacher.

### Evaluation criteria for the report and presentation

№	Criteria	Assessment	Number of points
1	<b>Structure</b>	- the number of slides corresponds to the content and duration of the speech (for a 7-minute speech it is recommended to use no more than 10 slides)	till 2 points

		- presence of a title slide and a conclusion slide	
2	<b>Visibility</b>	- Good quality illustrations, clear images, text is easy to read - means of visualization of information are used (tables, diagrams, graphs, etc.	till 4 points
3	<b>Design and customization</b>	- the design of the slides corresponds to the theme, does not interfere with the perception of the content, the same design template is used for all presentation slides.	till 2 points
4	<b>Content</b>	- the presentation reflects the main stages of the research (problem, goal, hypothesis, progress, conclusions, resources. - contains complete, understandable information on the topic of work - spelling and punctuation literacy	till 6 points
5	<b>Performance requirement</b>	- the speaker is fluent in the content, presents the material clearly and competently - the speaker answers questions and comments from the audience freely and correctly - the speaker strictly fits within the framework of the regulations	till 6 points
	<b>Maximum score</b>		<b>20 points</b>

#### **Evaluation criteria for notes:**

- **the "excellent"** rating is given to the student if the completeness of the use of educational material, the logic of presentation (the presence of schemes, the number of semantic connections between concepts), clarity (the presence of drawings, symbols, etc.; accuracy of execution, readability of the summary, literacy (terminological and spelling);
- **the "good"** rating is given to the student if the use of educational material is not complete, it is not sufficiently logical to present (the presence of schemes, the number of semantic connections between concepts), clarity (the presence of drawings, symbols, etc.; accuracy of execution, readability of the summary, literacy (terminological and spelling), lack of related sentences;
- the "satisfactory"** rating is given to the student if the use of educational material is not complete, it is not sufficiently logical to present (the presence of schemes, the number of semantic connections between concepts), clarity (the presence of drawings, symbols, etc.; accuracy of execution, readability of the summary, literacy (terminological and spelling), lack of independence during compilation can be traced;
- **the "unsatisfactory"** rating is given to the student if the use of educational material is not complete, there are no schemes, the number of semantic connections between concepts, there is no clarity (presence of drawings, symbols, etc.; accuracy of execution, readability of the summary, terminology and spelling errors, lack of independence in drafting were made.

#### **Evaluation criteria for Crossword:**

the score **"excellent"** is given to the student if the crossword fits successfully into any figure or image, all the words of the crossword correspond to

the topic, the questions are clearly formulated, there are no spelling, grammatical and speech errors;

the grade **"good"** is given to the student if the crossword fits enough into any figure or image, all the words of the crossword correspond to the topic, the questions are clearly formulated, spelling, grammatical and speech errors are present;

- the **"satisfactory"** rating is given to the student if the crossword does not fit into any figure or image, not all words of the crossword correspond to the topic, the questions are not formulated clearly enough, spelling, grammatical and speech errors are present;

- the **"unsatisfactory"** rating is given to the student if the crossword puzzle is not executed or does not fit into any figure or image, most of the words of the crossword puzzle do not correspond to the topic, the questions are not clearly formulated, spelling, grammatical and speech errors are present.

### **Criteria for assessing test tasks**

#### **RATING SCALE 20 QUESTIONS**

“5” - from 18 to 20 correct answers out of 20 test questions;

“4” - from 15 to 17 correct answers out of 20 test questions;

“3” - from 11 to 14 correct answers out of 20 test questions;

“2” - from 0 to 10 correct answers out of 20 test questions.

#### **RATING SCALE 15 QUESTIONS**

“5” - up to 10% errors on test questions;

“4” - up to 20% errors on test questions;

“3” - up to 30% errors on test questions;

“2” - more than 30% of errors on test questions.

#### **RATING SCALE 10 QUESTIONS**

“5” - from 9 to 10 correct answers out of 10 test questions;

“4” - from 7 to 8 correct answers out of 10 test questions;

“3” - from 6 to 7 correct answers out of 10 test questions;

“2” - from 0 to 5 correct answers out of 10 test questions.

#### **Evaluation criteria for exam:**

- the **"excellent"** rating is given to the student, with the number of correct answers from 90 and above;

- the **"good"** rating is given to the student, with the number of correct answers from 76 to 89;

- the **"satisfactory"** rating is given to the student, with the number of correct answers from 60 to 75;

- the **"unsatisfactory"** rating is given to the student if he gave up to 59 correct answers inclusive.

#### **Academic discipline policy:**

- compulsory attendance at classes;

- active participation of the student in practical classes;
- preliminary preparation and completion of homework;
- high-quality and timely completion of tasks under CDS;
- participation in all types of control (current, milestone, final);
- one lateness to classes and/or leaving before their end for any reason is considered as one missed lesson that cannot be restored;
- unacceptable: the use of cell phones during classes, deception and plagiarism, late submission of assignments, failure to comply with chain of command and rules of conduct.

**Help:** For advice on completing independent work (SIW/SIWT), their delivery and defense, as well as for additional information on the material covered and all other questions that arise regarding the course being taught, please contact the teacher Mon, Sat.