

**Educational Institution "Royal metropolitan University"**

**Department "Dental disciplines"**



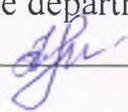
**SYLLABUS**

**in the discipline " Pediatric dentistry"  
for students of specialty 560004 "BDS"**

Form of study	full-time
Course	5
Semester	9
Exam	10
Total credits according to the curriculum	
Total hours according to the curriculum	
Lectures	18
Practical classes	270
Independent work	135

Syllabus developer:  
Makenzhanov A.A.

Reviewed and approved at a meeting of the  
Department of Dental Disciplines Department  
Protocol No. 1 from "6" 09 2025.  
Head of the department Bektasheva A.K.

  
\_\_\_\_\_  
(signature)

**Bishkek 2025**

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

**Teacher:** Makenzhanov Azim Almazovich  
**tel:** +996700010300 (WhatsApp)  
**e-mail:** azim.paragon@gmail.com

Well	Semester	Weeks	Total academic hours		Number of hours of independent work		Total hours	Number of modules
			Lecture	Practical classes	SIV	SIVT		
3	5	18	18	54	24	24	120	2
4	7	18	18	36	18	18	90	
5	9	18	18	72	30	30	150	
5	10	18	18	54	24	24	120	

## Course Summary: Pediatric Dentistry

### Review

Pediatric dentistry is a leading field of dentistry, as it not only treats but also prevents and studies the characteristics of childhood dental caries, periodontal disease, and oral mucosal diseases. The close relationship between pediatric dentistry and other clinical disciplines makes it a key preventative area in general dentistry, alongside surgical and orthopedic dentistry. Pediatric dentistry covers a wide range of oral diseases (such as dental diseases, periodontal diseases, and pathologies of the oral mucosa and tongue), which are treated primarily conservatively and often require a comprehensive etiopathogenetic approach, including collaboration with oral surgeons, orthodontists, endocrinologists, gastroenterologists, and other specialists.

**Placement in an educational structure:** This discipline is part of the compulsory professional training program.

### Prerequisite:

- Anatomy
- Histology
- Physiology
- Pathological anatomy
- Pathological physiology
- Microbiology
- Endodontics
- Periodontology
- Prosthetics

### Postrequisites:

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

- Pediatric maxillofacial surgery (maxillofacial gnathological surgery, head and neck diseases, pediatric maxillofacial surgery, dental oncology and radiation therapy, maxillofacial prosthetics)
- Gnathology and functional diagnostics of the temporomandibular joint (TMJ)
- Implantology and reconstructive surgery of the oral cavity
- Fundamentals of Internal Medicine
- Childhood diseases and other clinical disciplines.

### **Planned results of mastering the academic discipline**

**Target**The development of this discipline is aimed at preparing a dentist to provide outpatient dental care to patients with dental diseases.

#### **The objectives of mastering the discipline are:**

- master the diagnostic methods used in examining patients with dental diseases;
- understand the indications for dental treatment;
- master the planning of dental treatment;
- to develop theoretical and practical skills in treating dental patients in outpatient and polyclinic settings;
- master methods of identifying, preventing and eliminating possible complications in the treatment of dental diseases.

After mastering the discipline "Therapeutic Dentistry" the student:

#### I'll know:

- Anatomy of teeth and maxillofacial region, physiology of the oral cavity and maxillofacial region;
- Mechanisms of pathological processes arising from inflammation and trauma;
- Etiology, pathogenesis and clinical features of dental diseases.
- Treatment of major dental diseases.
- Understanding the basic approaches and problems of managing patients with dental diseases.

#### Can be used:

- Reveal the full picture of the disease.
- Develop a treatment plan for dental diseases.
- To formulate a strategy for managing patients with dental pathology.

#### Will be able to analyze:

- Have the skills to present and analyze the etiology and pathogenesis of various clinical diseases for diagnostic purposes.
- Master the algorithm for treating dental diseases.
- Have the skills to determine strategies for managing patients with dental diseases.

**Course title**

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

No.	Course title	well	semester	Number of weeks	Number of credits	Number of academic hours		Hours of independent work	General	Type of final control
						lectures	seminary			
1	Pediatric dentistry	3	5	18	4	18	72	72	144	
2	Pediatric dentistry	4	7	18	3	18	54	72	126	
3	Pediatric dentistry	5	9	18	5	18	90	72	162	
4	Pediatric dentistry	5	10	18	4	18	72	72	144	

## Contents of the academic discipline

### 5th semester

N o.	Name chapters and topics disciplines (lectures and practical classes)	Classroom classes		Total number of hours for	Hours of independent work		Used educational technologies, methods and teaching techniques	Current shapes and border control academic performance
		lecture	seminary		SIVT	SIV		
1	<b>Lecture 1</b> Prevention of stoma diseases. Terms, principles, and types of prevention	2		8			L – Traditional RD – Regulated Discussion	AS – Assessment of practical skills (competencies) SPS – Situational Problem Solving
	The importance of hygienic education of the population, oral hygiene at different age periods		3		2	2		
	Medical Ethics. Medical Records of a Dental Patient. Methods of Patient Examination.		3		2	2		

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

2	<b>Lecture 2</b> The importance of hygienic education of the population, oral hygiene at different age periods	2	5			VL – Lecture on Visualization SGM – Small Group Method	AS – Assessment of practical skills (competencies) SPS – Situational Problem Solving A – Protection of Abstraction
3	<b>Lecture 3</b> Professional hygiene.	2	11			Lecture on visualization of overhead lines -SGM – Small Group Method - FD – Forum discussion	AS – Assessment of practical skills (competencies) AS – Assessment of practical skills (competencies)
			3		2	2	
			3		2	2	
			3		2	2	
4	<b>Lecture 4</b> Prevention of dental caries	2	8			<i>Lecture on visualization of overhead lines</i> -SGM – Small Group Method - FD – Forum discussion	AS – Assessment of practical skills (competencies) AS – Assessment of practical skills (competencies)
			3		2	2	
			3		2	2	
5	<b>Lecture 5</b> Prevention of non-cariou dental lesions	2	5			Lecture on visualization of overhead lines -SGM – Small Group Method - FD – Forum discussion	AS – Assessment of practical skills (competencies)
	<b>Module 1.</b>		3		2	2	
6	<b>Lecture 6</b> Prevention of pulpitis, periodontitis, gingivitis	2	5				• AS – Assessment of practical skills (competencies)

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

							<ul style="list-style-type: none"> <li>• SPS – Situational Problem Solving</li> <li>• DR – Report Protection</li> </ul>	
			3		2	2		
7	<b>Lecture 7</b> Oral hygiene assessment. Green-Vermillion, CPITN, and PM indices	2		8			<ul style="list-style-type: none"> <li>• VL – Lecture on visualization</li> <li>• SGM – Small Group Method</li> </ul>	<ul style="list-style-type: none"> <li>• AS – Assessment of practical skills (competencies)</li> <li>• SPS – Situational Problem Solving</li> <li>• DR – Report Protection</li> </ul>
			3		2	2		
			3		2	2		
8	<b>Lecture 8.</b>  The role of children's nutrition in the prevention of dental diseases and bad habits. The effectiveness of implementing preventive measures	2		8			<ul style="list-style-type: none"> <li>• VL – Lecture on Visualization</li> <li>• SGM – Small Group Method</li> </ul>	<ul style="list-style-type: none"> <li>• AS – Assessment of practical skills (competencies)</li> <li>• A – Annotation Protection</li> <li>• DR – Report Protection</li> </ul>
					2	2		
			3					
			3		2	2		
9	<b>Lecture 9</b> Modern methods of preventing dental diseases	2		5			<ul style="list-style-type: none"> <li>• VL – Lecture on Visualization</li> <li>• SGM – Small Group Method</li> </ul>	<ul style="list-style-type: none"> <li>• AS – Assessment of practical skills (competencies)</li> <li>• A – Protection of Abstraction</li> </ul>
			3		2	2		
10			3	3	2	2	<ul style="list-style-type: none"> <li>• AS – Assessment of practical skills (competencies)</li> <li>• A – Protection of Abstraction</li> </ul>	

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

11			3	3	2	2		<ul style="list-style-type: none"> <li>• AS – Assessment of practical skills (competencies)</li> <li>• A – Protection of Abstraction</li> </ul>
	<b>Final standings.</b>							
		<b>6 p.m.</b>	<b>54 hours</b>	<b>72 hours</b>	<b>36 hours</b>	<b>36 hours</b>		
	Total					<b>144 hours</b>		

### 7th semester

N o.	Name chapters and topics disciplines (lectures and practical classes)	Classroom classes		Total number of hours for	Hours of independent work		Used educational technologies, methods and teaching techniques	Current shapes and border control academic performance
		lecture	seminary		SIVT	SIV		
1	<b>Lecture 1</b> Anatomical and topographic features of the structure of the maxillofacial region in children	2		10			L – Traditional RD – Regulated Discussion	AS – Assessment of practical skills (competencies) SPS – Situational Problem Solving
			2		2	2		
			2		2	2		
			2		2	2		
			2		2	2		
2			2	2	2	2		

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

3	<b>Lecture 2</b> Surgery. Instruments in pediatric dentistry, anesthesia. Classification of drugs	2		6			VL – Lecture on Visualization SGM – Small Group Method	AS – Assessment of practical skills (competencies) SPS – Situational Problem Solving A – Protection of Abstraction
			2		2	2		
			2					
4	<b>Lecture 3</b> Surgery for the removal of primary and permanent teeth in children. Indications, complications	2		6			Lecture on visualization of overhead lines -SGM – Small Group Method - FD – Forum discussion	AS – Assessment of practical skills (competencies) AS – Assessment of practical skills (competencies)
			2		2	2		
			2					
5	<b>Lecture 4</b> Inflammatory diseases of the maxillofacial region in children	2		4			Lecture on visualization of overhead lines -SGM – Small Group Method - FD – Forum discussion	AS – Assessment of practical skills (competencies) AS – Assessment of practical skills (competencies)
6	<b>Lecture 5</b> Osteomyelitis in children	2		6			Lecture on visualization of overhead lines -SGM – Small Group Method - FD – Forum discussion	AS – Assessment of practical skills (competencies)
			2		2	2		
			2		2	2		
7	<b>Lecture 6</b> Abscesses and phlegmons of the maxillofacial region in children.	2		4			<ul style="list-style-type: none"> <li>• VL – Lecture on visualization</li> <li>• SGM – Small Group Method</li> </ul>	<ul style="list-style-type: none"> <li>• AS – Assessment of practical skills (competencies)</li> <li>• SPS – Situational</li> </ul>

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

			2		2	2		Problem Solving • DR – Report Protection
8	<b>Lecture 7</b> Diseases of the salivary glands in children.	2		6				
			2		2	2		
			2		2	2		
9	<b>Lecture 8</b> Inflammatory diseases of the maxillofacial lymph nodes in children.	2		2			<ul style="list-style-type: none"> <li>• VL – Lecture on Visualization</li> <li>• SGM – Small Group Method</li> </ul>	
10	<b>Lecture 9</b> Odontogenic cysts of the maxillofacial region in children.	2		2			<ul style="list-style-type: none"> <li>• VL – Lecture on Visualization</li> <li>• SGM – Small Group Method</li> </ul>	
11			2	2	2	2		<ul style="list-style-type: none"> <li>• AS – Assessment of practical skills (competencies)</li> <li>• A – Protection of Abstraction</li> </ul>
12	Module 2.		2	2	2	2		<ul style="list-style-type: none"> <li>• AS – Assessment of practical skills (competencies)</li> <li>• A – Protection of Abstraction</li> </ul>
	<b>Final standings.</b>							
		<b>6 p.m.</b>	<b>36 hours</b>	<b>54 hours</b>	<b>36 hours</b>	<b>36 hours</b>		
	Total					<b>126 hours</b>		
	hours							

**9th semester**

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

No.	Name chapters and topics disciplines (lectures and practical classes)	Classroom classes		Total number of hours for classroom work	Hours of independent work		Used educational technologies, methods and teaching techniques	Current shapes and border control academic performance
		lecture	seminary		SIVT	SIV		
1	<b>Lecture 1</b> Features of the structure of the oral mucosa in children.	2		10			L – Traditional Lecture RD – Regulated Discussion	AS – Assessment of practical skills (competencies) – SPS – Situational Problem Solving
			4		2	2		
			4		2	2		
2	<b>Lecture 2</b> Acute herpetic stomatitis, herpetic angina. Clinical presentation, diagnosis, treatment	2		18			VL – Lecture on Visualization SGM – Small Group Method	AS – Assessment of practical skills (competencies) – SPS – Situational Problem Solving A – Protection of Abstraction
			4		2	2		
			4		2	2		
			4		2	2		
			4		2	2		
3	<b>Lecture 3</b> Recurrent aphthous stomatitis, candidal stomatitis. Clinical features, diagnosis, treatment	2		6			Lecture on visualization of overhead lines – SGM – Small Group Method	AS – Assessment of practical skills (competencies) – AS – Assessment of

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

			4		2	2	- FD - Forum discussion	practical skills (competencies)
4	<b>Lecture 4</b> Traumatic stomatitis, traumatic injuries. Bednar aphthae, decubital ulcer, iatrogenic injuries	2		10			Lecture on visualization of overhead lines -SGM Small Group Method - FD - Forum discussion	AS - Assessment of practical skills (competencies) AS - Assessment of practical skills (competencies)
			4		2	2		
	Module 1		4		2	2		
5	<b>Lecture 5</b> Streptostaphylococcal lesions, candidiasis. MEE, forms, clinical picture, diagnostics, treatment	2		6			Lecture on visualization of overhead lines -SGM Small Group Method - FD - Forum discussion	AS - Assessment of practical skills (competencies)
			4		2	2		
6	<b>Lecture 6</b> Allergic stomatitis. Stevens-Johnson syndrome. Clinical presentation, diagnosis, treatment.	2		6			Lecture on visualization of overhead lines -SGM Small Group Method - FD - Forum discussion	<ul style="list-style-type: none"> <li>• AS - Assessment of practical skills (competencies)</li> <li>• SPS - Situational Problem Solving</li> <li>• DR - Report Protection</li> </ul>
			4		2	2		
7	<b>Lecture 7</b> Lesions of the oral mucosa in infectious diseases. Clinical features, diagnostics, treatment	2		6			<ul style="list-style-type: none"> <li>• VL -</li> <li>Lecture on visualization</li> <li>• SGM - Small Group Method</li> </ul>	<ul style="list-style-type: none"> <li>• AS - Assessment of practical skills (competencies)</li> <li>• SPS - Situational Problem Solving</li> <li>• DR - Report Protection</li> </ul>
			4		2	2		

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

8	<b>Lecture 8</b> Lesions of the oral mucosa in infectious diseases (HIV, AIDS, syphilis)	2		6			<ul style="list-style-type: none"> <li>• VL – Lecture on Visualization</li> <li>• SGM – Small Group Method</li> </ul>	<ul style="list-style-type: none"> <li>• AS – Assessment of practical skills (competencies)</li> <li>• A – Annotation Protection DR – Report Protection</li> </ul>
			4		2	2		
9	<b>Lecture 9</b> Cheilitis in children. Classification, clinical features, diagnosis, and treatment.	2		6			<ul style="list-style-type: none"> <li>• VL – Lecture on Visualization</li> <li>• SGM – Small Group Method</li> </ul>	<ul style="list-style-type: none"> <li>• AS – Assessment of practical skills (competencies)</li> <li>• A – Protection of Abstraction</li> </ul>
			4		2	2		
10			4	4	2	2		
11			4	4	2	2		
12	<b>Module 2</b>		4	4	2	2		
13	<b>Final standings.</b>		4	4	2	2		
		<b>6 p.m .</b>	<b>72 hours</b>	<b>90 hours</b>	<b>36 hours</b>	<b>36 hours</b>		
	<b>Total hours</b>					<b>162 hours</b>		

### 10th semester

No.	Name chapters and topics disciplines (lectures and practical classes)	Classroom classes		Total number of hours for classroom work	Hours of independent work		Used educational technologies, methods and teaching techniques	Current shapes and border control academic performance
		lecture	seminary		SIVT	SIV		



	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

			3		2	2	- FD - Forum discussion	
6	<b>Lecture 6</b> Maxillofacial bone fractures in children. Traumatic osteomyelitis	2		8				<ul style="list-style-type: none"> <li>• AS – Assessment of practical skills (competencies)</li> <li>• SPS – Situational Problem Solving</li> <li>• DR – Report Protection</li> </ul>
			3		2	2		
			3		2	2		
7	<b>Lecture 7</b> Facial bone injuries. TMJ dislocation	2		8			<ul style="list-style-type: none"> <li>• VL – Lecture on visualization</li> <li>• SGM – Small Group Method</li> </ul>	<ul style="list-style-type: none"> <li>• AS – Assessment of practical skills (competencies)</li> <li>• SPS – Situational Problem Solving</li> <li>• DR – Report Protection</li> </ul>
			3		2	2		
	Module 1		3		2	2		
8	<b>Lecture 8</b> Subperiosteal fractures in children	2		11			<ul style="list-style-type: none"> <li>• VL – Lecture on Visualization</li> <li>• SGM – Small Group Method</li> </ul>	<ul style="list-style-type: none"> <li>• AS – Assessment of practical skills (competencies)</li> <li>• A – Annotation Protection</li> <li>• DR – Report Protection</li> </ul>
					2	2		
			3					
			3		2	2		
			3		2	2		
9	<b>Lecture 9</b> Modern methods of diagnosis and treatment of maxillofacial injuries in children	2		14			<ul style="list-style-type: none"> <li>• VL – Lecture on Visualization</li> <li>• SGM – Small Group Method</li> </ul>	<ul style="list-style-type: none"> <li>• AS – Assessment of practical skills (competencies)</li> <li>• A – Protection of Abstracti on</li> </ul>
			3		2	2		
			3		2	2		

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

			3		2	2		
			3		2	2		
10	Module 2		3	3	2	2		
	<b>Final standings.</b>							
		<b>6</b> <b>p.m</b> <b>.</b>	<b>54</b> <b>hours</b>	<b>72</b> <b>hours</b>	<b>36</b> <b>hours</b>	<b>36</b> <b>hours</b>		
	Total hours					<b>144</b> <b>hours</b>		

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

Practical classes follow lectures and serve as explanatory, generalizing, and reinforcing activities. They can be held not only in the classroom but also outside the school.

During practical classes, students absorb and assimilate new course material. Practical classes are held systematically, regularly, after each lecture or two or three lectures.

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

When preparing for a practical lesson, it's important to review the methodological guidelines in advance. Pay attention to the lesson's purpose, key preparation questions, and the topic.

Before each practical lesson, students review the seminar plan, which includes a list of topics and questions, a list of references, and homework assignments covering the material presented. The following preparation plan is recommended for students:

1. study lecture notes;
2. read the main and additional literature recommended for the section being studied;
3. answer the questions in the seminar plan;
4. study the topic and select literature for writing essays, reports, etc.

### **Plan for organizing students' independent work**

Thematic plan for students' independent work (SIW)

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

No.	SIW Theme	Task for SIW	Literature	Deadline (weeks)	Maximum number of points
1	Study of the causes and mechanisms of caries development, the influence of external and internal factors on its progression.	ppt	<ol style="list-style-type: none"> <li>1. Oxford Handbook of Clinical Dentistry</li> <li>2. Cohen's "Pulp Paths"</li> <li>3. Harty's Endodontics in Clinical Practice</li> <li>4. Color atlas of common oral diseases (Robert P.Langlais)</li> <li>5. Craig's Restorative Dental Materials</li> </ol>	1	20 points
2	A review of Black's classification of dental caries and its application in modern dentistry.	ppt	<ol style="list-style-type: none"> <li>1. Oxford Handbook of Clinical Dentistry</li> <li>2. Cohen's "Pulp Paths"</li> <li>3. Harty's Endodontics in Clinical Practice</li> <li>4. Color atlas of common oral diseases (Robert P.Langlais)</li> <li>5. Craig's Restorative Dental Materials</li> </ol>	2	20 points
3	Methods for diagnosing caries at different stages and principles of its conservative and surgical treatment.	ppt	<ol style="list-style-type: none"> <li>1. Oxford Handbook of Clinical Dentistry</li> <li>2. Cohen's "Pulp Paths"</li> <li>3. Harty's Endodontics in Clinical Practice</li> <li>4. Color atlas of common oral diseases (Robert P.Langlais)</li> <li>5. Craig's Restorative Dental Materials</li> </ol>	3	20 points
4	Description of the stages of preparing a carious cavity for treatment, including the selection of instruments and materials.	ppt	<ol style="list-style-type: none"> <li>1. Oxford Handbook of Clinical Dentistry</li> <li>2. Cohen's "Pulp Paths"</li> <li>3. Harty's Endodontics in Clinical Practice</li> <li>4. Color atlas of common oral diseases (Robert P.Langlais)</li> <li>5. Craig's Restorative Dental Materials</li> </ol>	4	20 points
5	Analysis of modern materials for dental	ppt	<ol style="list-style-type: none"> <li>1. Oxford Handbook of Clinical Dentistry</li> <li>2. Cohen's "Pulp Paths"</li> </ol>	5	20 points

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

	fillings, their classification and features of material selection.		3. Harty's Endodontics in Clinical Practice 4. Color atlas of common oral diseases (Robert P.Langlais) 5. Craig's Restorative Dental Materials		
6	A review of various methods of filling carious cavities, including traditional and modern approaches.	Venn diagram	1. Oxford Handbook of Clinical Dentistry 2. Cohen's "Pulp Paths" 3. Harty's Endodontics in Clinical Practice 4. Color atlas of common oral diseases (Robert P.Langlais) 5. Craig's Restorative Dental Materials	6	20 points
7	changes occurring in the pulp tissues.	ppt	1. Oxford Handbook of Clinical Dentistry 2. Cohen's "Pulp Paths" 3. Harty's Endodontics in Clinical Practice 4. Color atlas of common oral diseases (Robert P. Langlais) 5. Craig's Restorative Dental Materials	7	20 points
8	Differential diagnosis of pulpitis from other dental diseases.	ppt	1. Oxford Handbook of Clinical Dentistry 2. Cohen's "Pulp Paths" 3. Harty's Endodontics in Clinical Practice 4. Color atlas of common oral diseases (Robert P.Langlais) 5. Craig's Restorative Dental Materials	8	20 points
9	A review of the biological approach to the treatment of pulpitis, including indications and contraindications.	ppt	1. Oxford Handbook of Clinical Dentistry 2. Cohen's "Pulp Paths" 3. Harty's Endodontics in Clinical Practice 4. Color atlas of common oral diseases (Robert P.Langlais) 5. Craig's Restorative Dental Materials	9	20 points

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

10	Review of innovative technologies for endodontic treatment	ppt	<ol style="list-style-type: none"> <li>1. Oxford Handbook of Clinical Dentistry</li> <li>2. Cohen's "Pulp Paths"</li> <li>3. Harty's Endodontics in Clinical Practice</li> <li>4. Color atlas of common oral diseases (Robert P.Langlais)</li> <li>5. Craig's Restorative Dental Materials</li> </ol>	10	20 points
11	Review of innovative materials for endodontic treatment	ppt	<ol style="list-style-type: none"> <li>1. Oxford Handbook of Clinical Dentistry</li> <li>2. Cohen's "Pulp Paths"</li> <li>3. Harty's Endodontics in Clinical Practice</li> <li>4. Color atlas of common oral diseases (Robert P.Langlais)</li> <li>5. Craig's Restorative Dental Materials</li> </ol>	11	20 points
12	Differences between the Step-back and Crown-down techniques	ppt	<ol style="list-style-type: none"> <li>1. Oxford Handbook of Clinical Dentistry</li> <li>2. Cohen's "Pulp Paths"</li> <li>3. Harty's Endodontics in Clinical Practice</li> <li>4. Color atlas of common oral diseases (Robert P.Langlais)</li> <li>5. Craig's Restorative Dental Materials</li> </ol>	12	20 points
13	Comparison of standard endodontic treatment methods with the balanced force method and associated complications	ppt	<ol style="list-style-type: none"> <li>1. Oxford Handbook of Clinical Dentistry</li> <li>2. Cohen's "Pulp Paths"</li> <li>3. Harty's Endodontics in Clinical Practice</li> <li>4. Color atlas of common oral diseases (Robert P.Langlais)</li> <li>5. Craig's Restorative Dental Materials</li> </ol>	13	20 points

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

14	Dental caries prevention strategies: the role of oral hygiene and diet	ppt	<ol style="list-style-type: none"> <li>1. Oxford Handbook of Clinical Dentistry</li> <li>2. Cohen's "Pulp Paths"</li> <li>3. Harty's Endodontics in Clinical Practice</li> <li>4. Color atlas of common oral diseases (Robert P.Langlais)</li> <li>5. Craig's Restorative Dental Materials</li> </ol>	14	20 points
15	A review of common emergencies in endodontics, such as acute pulpitis or post-treatment pain, and strategies for their diagnosis and immediate treatment.	ppt	<ol style="list-style-type: none"> <li>1. Oxford Handbook of Clinical Dentistry</li> <li>2. Cohen's "Pulp Paths"</li> <li>3. Harty's Endodontics in Clinical Practice</li> <li>4. Color atlas of common oral diseases (Robert P.Langlais)</li> <li>5. Craig's Restorative Dental Materials</li> </ol>	15	20 points
16	The role of radiography in the diagnosis and treatment of dental diseases	ppt	<ol style="list-style-type: none"> <li>1. Oxford Handbook of Clinical Dentistry</li> <li>2. Cohen's "Pulp Paths"</li> <li>3. Harty's Endodontics in Clinical Practice</li> <li>4. Color atlas of common oral diseases (Robert P.Langlais)</li> <li>5. Craig's Restorative Dental Materials</li> </ol>	16	20 points
17	A study of various radiographic techniques (e.g. radiography, CBCT) used to diagnose caries, pulpitis, periodontitis and other dental diseases, including their limitations and advantages	ppt	<ol style="list-style-type: none"> <li>1. Oxford Handbook of Clinical Dentistry</li> <li>2. Cohen's "Pulp Paths"</li> <li>3. Harty's Endodontics in Clinical Practice</li> <li>4. Color atlas of common oral diseases (Robert P.Langlais)</li> <li>5. Craig's Restorative Dental Materials</li> </ol>	17	20 points

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

18	<p>The impact of systemic diseases on endodontic and periodontal treatment</p> <p>To study how systemic diseases such as diabetes, hypertension, and autoimmune disorders affect the treatment of endodontic and periodontal diseases and how to adjust treatment protocols accordingly.</p>	ppt	<ol style="list-style-type: none"> <li>1. Oxford Handbook of Clinical Dentistry</li> <li>2. Cohen's "Pulp Paths"</li> <li>3. Harty's Endodontics in Clinical Practice</li> <li>4. Color atlas of common oral diseases (Robert P.Langlais)</li> <li>5. Craig's Restorative Dental Materials</li> </ol>	18	20 points
----	--	-----	---	----	-----------

### **Guidelines for preparing independent work**

When studying the discipline "Pediatric Dentistry", the following types of independent work of students are used:

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

Students are asked to read and thoroughly analyze monographs and scientific articles on biochemistry. The results of their work with these texts are discussed during practical lessons.

Develop independent work skills. Students complete assignments independently, consulting textbooks, reference books, and scientific and methodological literature. Assignment completion is monitored both during practical classes through oral presentations and group discussions, and through written independent work.

**Annotation** An abstract is a brief written summary of the content of a scientific paper on a given topic. It is an independent research project in which the

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

student explores the essence of the problem being studied, with elements of analysis relevant to the abstract's topic.

Presents various points of view, as well as personal perspectives on the essay topic. The content of the essay should be logical, and the presentation of the material should be problem-based and thematic.

Requirements for writing annotations:

The volume of the abstract can be 9-10 pages of printed or handwritten text.

Main sections: content (plan), introduction, main content, conclusion, bibliography.

The text of the abstract should contain the following sections:

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

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

The abstract must be formatted correctly and respectfully. References to references, including periodicals from the past five years, are required.

Abstract evaluation criteria:

- relevance of the research topic;
- compliance of the content with the topic;
- depth of material processing;
- the correctness and completeness of the disclosure of the questions posed;
- the significance of the results obtained for further practical activities;
- correctness and completeness of use of literature;
- compliance of the annotation design with the standard;
- quality of communication and answers to questions during the defense of the abstract.

**Report**— a type of brief but informative communication on the essence of the issue under consideration, presenting various opinions on the subject under study. In some cases, the author's personal perspective may be expressed within the framework of thematic questions.

Reporting requirements:

The abstract should not exceed five printed pages.

The quality report consists of four main structural elements:

- Introduction;

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

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

The text part of the report is formatted on a sheet of paper in the following format:

- top indent – 2 cm; left indent – 3 cm; right indent – 1.5 cm; bottom indent – 2.5 cm;
- Text font: Times New Roman, font height – 14, spacing – 1.5;
- Page numbers are at the bottom of the sheet. There is no number on the first page.

Evaluation criteria:

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

### Course policy

- Students are required to attend all classes (if a student misses more than 2 classes without a valid reason, he/she is required to make up the missed classes).
- During practical classes, students must complete all assigned tasks.
- Disrespectful behavior or rudeness may result in the student being removed from class.

### Evaluation criteria

Current assessment is carried out through an oral survey, independent work and solving situational problems during practical classes, as well as class attendance and a total of up to 40 points.

The midterm assessment (modular exam) consists of a written assessment or computer-based knowledge test covering theoretical and practical material.

Midterm assessment questions cover the entire course module and assess students' understanding of the material. The total score is up to 40 points.

The final assessment (exam) is conducted using examination tickets, including theoretical questions and a practical assignment, worth up to 20 points.

The grades received for the quizzes, glossary, written papers, and presentations will serve as the basis for assigning grades on the final exam. If a student scores

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

less than 60 points, no final grade is assigned, resulting in academic failure for the course.

The assessment policy stipulates that students must earn credits for each module:

Evaluation criteria	Module 1	Module 2
Classroom work (participation in discussions, oral questions, working with a glossary, attendance, etc.)	40 points	40 points
Independent work (work, presentation)	20 points	20 points
Total for the module (testing)	40 points	40 points
Total for discipline	100 points	

### Evaluation criteria:

- **90-100**The student is given an “excellent” grade if the work meets the following requirements: completeness of the use of educational material, logical presentation (presence of diagrams, number of semantic connections between concepts), clarity (presence of drawings, symbols, etc.); accuracy of design, readability of notes, literacy (terminology and spelling);
- **76-89 "good"**A student is given a grade if the use of educational material is incomplete, the presentation is not logical enough (the presence of diagrams, the number of semantic connections between concepts), clarity (the presence of drawings, symbols, etc.); neatness of design, readability of notes, literacy (terminology and spelling), lack of connected sentences;
- **-60-75 "satisfactory"**A student is given a grade if the work does not use the educational material in full, if there is insufficient logical presentation (presence of diagrams, number of semantic connections between concepts), clarity (presence of drawings, symbols, etc.); neatness of design, readability of notes, literacy (terminology and spelling), and a lack of independence in compilation is observed;
- **0-59 "unsatisfactory"**A student is given a grade if the teaching and methodological material is not fully utilized, diagrams are missing, the number of semantic connections between concepts is insufficient, there is a lack of clarity (presence of drawings, symbols, etc.); the accuracy of the design, the readability of the notes, terminological and spelling errors, and lack of independence in composing the work.

### Test assignment evaluation criteria

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

## **20-QUESTION RATING SCALE**

“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.

## **15-QUESTION RATING SCALE**

“5” – up to 10% errors in test questions;

“4” – up to 20% errors in test questions;

“3” – up to 30% errors in test questions;

“2” – more than 30% of errors in test questions.

## **10-QUESTION RATING SCALE**

“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” – 6 to 7 correct answers out of 10 test questions;

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

### **Exam assessment criteria:**

-an “excellent” grade is given to a student who scores 90 or more correct answers;

-a “good” grade is given to a student who gives from 76 to 89 correct answers;

- the grade “satisfactory” is given to a student who has a number of correct answers from 60 to 75;

- the grade “unsatisfactory” is given to a student if he/she gave up to 59 correct answers inclusive.

### **Academic Discipline Policy:**

#### **Requirements for students during classes:**

- - Mandatory presence
- - Active participation during the lesson
- - Preparation for classes, homework and independent work
- - Timely resolution of any outstanding tasks
- - Mandatory presence in appropriate clothing (lab coat, cap)

#### **Prohibited actions:**

	<b>Educational institution</b> <b>Roel Metropolitan University</b>
	<b>Quality management system</b> <b>PPS syllabus</b> <b>Department of Dental Disciplines</b>

- - Being late or leaving classes early
- - Use of mobile phones during classes
- - Late submission of assignments and grades
- - Cheating or cheating during classes and assessments
- - Take an exam for another student

**Help:**For consultations on completing independent work (SIW/SIW), submitting and defending it, as well as for additional information on the material covered and on all other questions arising in the course taught, please contact the teacher Mon, Sat, Moskovskaya 176 +996999086111v/d

### **Links:**

#### **Sources of requirements**

1. Oxford Handbook of Clinical Dentistry
2. McDonald and Avery Children's Dentistry
3. Types of anesthesia and emergency conditions in dental dentistry Rabinovich S.A.
4. Color atlas of common oral diseases (Robert P. Langlais)

#### **Additional sources**

- Oral pathology according to Schaefer
- Phillips's Science of Dental Materials (Textbook of Dental Medicine, Oral Diagnosis, and Oral Radiology)