

**Educational Institution “Royal metropolitan University”**

**Department “STOMATOLOGY”**

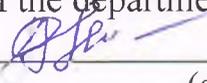
**SYLLABUS**

in the discipline "**PROPAEDEUTICS OF THERAPEUTIC DENTISTRY**"  
for students of specialty **STOMATOLOGY**

Form of study	full-time
Course	2
Semester	4
Total credits according to the curriculum	3
Total hours according to the curriculum	90
Lectures	18
Practical classes	72
Independent work	24

Syllabus developer:  
Dr Anum Shamim

Reviewed and approved at a meeting of the  
Department of Stomatology  
Protocol No. \_\_\_ from “\_\_\_” \_\_\_\_\_ 2025.  
Head of the department Bektasheva A.K.

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

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**Teacher: Dr Anum Shamim**  
**тел: 0555310122 (WhatsApp)**  
**e- mail: shamim\_anum@yahoo.com**

**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		
4	9	18	9	18	18	72	90	2

**Annotation of subject**

**Propaedeutics of therapeutic dentistry is a discipline that allows students to master the phantoms of certain dental manipulations used in the clinic in the treatment of caries and its complications. Acquired in this way special (professional) competencies students then use in the process of working directly with patients. On phantom models and removed teeth, students master the basic dental manipulations for the preparation and filling of carious defects of teeth, perform endodontic interventions in the teeth. Interdisciplinary connections: close connection with surgical, orthopedic and therapeutic dentistry, as well as with biology, anatomy, histology, physiology. Without this fundamental knowledge of organs, tissues and structures, it is impossible to qualitatively diagnose, treat, and prevent dental diseases.**

**Purpose and objectives of the course**

**The purpose of teaching the discipline "propaedeutics of therapeutic dentistry" is to study the problems of the history of dentistry, anatomical and physiological features of the oral cavity, dental instruments, ergonomics, deontology, and the structure of the dental service. The main tasks of studying the discipline "propaedeutics of therapeutic dentistry" are: -distinguish the features of the application of the principles of asepsis and antiseptics in the clinic therapeutic dentistry; -demonstrate on phantoms the ability to use basic dental tools and dental equipment; -demonstrate mastery of moral and deontological principles of medicine specialist; -demonstrate on phantoms the performance of dental manipulations during dental treatment for complicated and uncomplicated caries. 4. Competencies and learning outcomes Learning outcomes Teaching methods Have modern methods of prevention of diseases of the oral cavity Lectures, practices, oral interviews, tests, dialogue with applicants for higher education, creative work with the creation of multimedia presentations and their**

**presentation, independent work with literary sources - integral: Ability to solve problems and problems in the field of health care in the specialty "Dentistry" in a professional activity or in the learning process, which involves research and / or innovation and is characterized by uncertainty of conditions and requirements. - general:**

- 1. Ability to abstract thinking, analysis and synthesis; ability to learn and be modernly trained**
- 2. Knowledge and understanding of the subject area and understanding of the profession.**
- 3. Ability to apply knowledge in practical situations.**
- 4. Ability to communicate in the state language both orally and in writing. Ability to communicate in a second language.**
- 5. Skills in the use of information and communication technologies.**
- 6. Ability to search, process and analyze information from various sources.**
- 7. Ability to adapt and act in a new situation; ability to work autonomously.**
- 8. Ability to identify, pose and solve problems.**
- 9. Ability to choose a communication strategy.**
- 10. Ability to work in a team.**
- 11. Interpersonal skills.**
- 12. Ability to act on the basis of ethical considerations (motives).**
- 13. Skills for safe activities.**
- 14. Ability to evaluate and ensure the quality of work performed.**
- 15. The desire to preserve the environment.**
- 16. Ability to act socially responsible and civic conscious.**

### **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 to Propaedeutic Therapeutic Dentistry: History and	2	2 —	4		4	Lecture- presentation  Practical lesson.		Oral questioning with reinforcement of material.

	Objectives <hr/> Organization of the workplace of a dental therapist								
2	Asepsis, antisepsis and sterilization in dental practice <hr/> Familiarization with tools and equipment	2	2	4		4	Lecture-presentation Practical lesson.		Oral questioning with reinforcement of material;
3	Instruments and equipment for a dental therapist's office <hr/> Asepsis and antisepsis, preparation of instruments	2	2	4		4	Lecture-presentation Practical lesson.		Oral questioning with reinforcement of material;
4	Diagnosis of diseases of hard dental tissues <hr/> A) Sterilization and disinfection B) diagnosis of caries and pulpitis on phantoms	2	2	4		4	Lecture-presentation Practical lessons:		Oral questioning with reinforcement of material; Testing

5	<b>Modul #1</b>			4		2	Testing by using the educational platform test.edu.kg		Writing control work
6	<p>Diagnosis of soft tissue diseases of the oral cavity</p> <hr/> <p>A)methods of caries prevention</p> <p>B)Filling of carious cavities on phantom</p> <p>c)diagnosis of periodontal diseases</p>	<del>2</del>	4			4	<p>Lecture-presentation</p> <p>Practical lessons.</p>		Oral questioning with reinforcement of material;
7	<p>Prevention and treatment of caries and pulpitis</p> <hr/> <p>a)prevention of gingivitis and periodontitis</p> <p>b)oral hygiene</p> <p>c)methods of pain relief during therapeutic</p>	2	4	2		4	<p>Lecture-presentation</p> <p>Practical lesson:</p>		Oral questioning with reinforcement of material

	<p>procedure.</p> <p>d)mistakes in caries treatment and their prevention</p>							
8	<p>Prevention and treatment of periodontitis , gingivitis</p> <hr/> <p>A)pulpitis and periodontitis treatment technique using phantom</p> <p>b)care of tools</p> <p>C) dressings and temporary fillings</p>	2	4	2		4	<p>Lecture- presentation</p> <p>Practical lesson:</p>	<p>Oral questioning with reinforcement of material</p>
9	<p>Ethics and deontology in the work of dental therapist.</p> <p>Emergency care for acute dental conditions</p> <hr/> <p>a)simulation of complications during therapeutic procedures</p> <p>b)Algorithms of action in acute dental conditions</p> <p>c)Final lesson; assessment of theoretical and</p>	2	4	2		2	<p>Testing by using the educational platform <a href="http://test.edu.kg">test.edu.kg</a></p>	<p>Writing control work</p>



## **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>
Organization of the workplace of a dental therapist	Making the a brief concept.	4	<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
Familiarization with tools and equipment	Making the glossary.	4	<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
Asepsis and antisepsis, preparation of	Making a cross word. .	4	<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

instruments					
Sterilization and disinfection	Presentation.	4	<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
Diagnosis of caries and pulpitis on phantoms	Preparation of test tasks.		<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
Methods of caries prevention	Assay.	4	<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
Filling of carious cavities on phantoms	Report.	4	<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
Diagnosis of periodontal diseases	Makins MCQs.	4	<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) - presence of a title slide and a conclusion slide	till 2 points
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</b>	- the design of the slides corresponds to the theme, does not	till 2 points

	<b>customization</b>	interfere with the perception of the content, the same design template is used for all presentation slides.	
4	<b>Content</b>	<ul style="list-style-type: none"> <li>- the presentation reflects the main stages of the research (problem, goal, hypothesis, progress, conclusions, resources.</li> <li>- contains complete, understandable information on the topic of work</li> <li>- spelling and punctuation literacy</li> </ul>	till 6 points
5	<b>Performance requirement</b>	<ul style="list-style-type: none"> <li>- the speaker is fluent in the content, presents the material clearly and competently</li> <li>- the speaker answers questions and comments from the audience freely and correctly</li> <li>- the speaker strictly fits within the framework of the regulations</li> </ul>	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.