

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

Educational institution "RMU"
Department of Dental Disciplines

Syllabus

in the discipline "THERAPEUTIC DENTISTRY"
 for students majoring in 560004 "BDS"

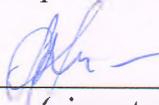
Form of study	on an ongoing basis
Well	3/4/5
Semester	5/6/7/9/10
Exam	
Total credits for the curriculum	4/4/3/5/4
Total number of hours for the curriculum	120/120/90/150/120
Lectures	18/18/18/18/18
Practical classes	54/54/36/72/54
Independent work	48/48/36/60/48

Curriculum Developer:
 Bektasheva A.K.

Reviewed and approved at a meeting of
 the Department of Fundamental
 Disciplines

Protocol No. 1 from "6"
Bektasheva 2025.

Head of the Department Bektasheva
 A.K.



 (signature)

Bishkek 2025

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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	72	36	36	144	2
4	87	18	18	54	36	36	126	
5	9	18	18	90	36	36	162	
5	10	18	18	72	36	36	144	

Course Summary: Therapeutic Dentistry

Review

Restorative dentistry is one of the leading areas of dentistry, as it addresses not only the treatment but also the prevention of dental caries, periodontal disease, and oral mucosal diseases. The close relationship between restorative dentistry and other clinical disciplines makes it a key preventative area in general dentistry, alongside surgical and orthopedic dentistry. Restorative 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:

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

- Maxillofacial surgery (maxillofacial gnathological surgery, head and neck diseases, pediatric maxillofacial surgery, oncological dentistry 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

TargetThe 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

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

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	Therapeutic dentistry	3	5	18	4	18	72	72	144	
2	Therapeutic dentistry	4	7	18	3	18	54	72	126	
3	Therapeutic dentistry	5	9	18	5	18	90	72	162	
4	Therapeutic dentistry	5	10	18	4	18	72	72	144	

Contents of the academic discipline

5th 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		
1	Lecture 1 Organization and equipment of a therapeutic dental office. Methods of patient examination	2		8			L – Traditional Lecture RD – Regulated Discussion	AS – Assessment of practical skills (competencies) – SPS – Situational Problem Solving
	Organization and equipment of a therapeutic dental office		3		2	2		
	Medical Ethics. Medical Records of a Dental Patient. Methods of Patient Examination.		3		2	2		
2	Lecture 2 Non-carious dental lesions. Classification. Etiology. Pathogenesis.	2		5			VL – Lecture on Visualization SGM – Small Group Method	AS – Assessment of practical skills (competencies) – SPS – Situational Problem Solving

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

								A Protection of Abstracti on
	Non-carious dental lesions. Classification. Etiology. Pathogenesis.		3		2	2		
3	Lecture 3 Non-carious lesions of teeth before eruption.	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)
	Hypoplasia. Hyperplasia. Clinical presentation. Diagnostics. Differential diagnostics. Treatment.		3		2	2		
	Endemic dental fluorosis. Clinical presentation. Diagnostics. Differential diagnostics. Treatment.		3		2	2		
	Hereditary disorders of dental development. Clinical presentation. Diagnostics. Differential diagnostics. Treatment.		3		2	2		
4	Lecture 4 Non-carious lesions of teeth after eruption.	2		8			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)
	Abrasion of hard dental tissues. Wedge-shaped defect. Dental hyperesthesia. Clinical presentation. Diagnostics. Differential diagnostics. Treatment.		3		2	2		
	Dental erosion. Necrosis of hard dental tissues. Clinical presentation. Diagnostics. Differential diagnostics. Treatment.		3		2	2		
5	Lecture 5 Traumatic lesions of teeth.	2		5			Lecture on visualization of overhead lines -SGM - Small	AS - Assessment of practical skills

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

							Group Method - FD - Forum discussion	(competencies)
	Traumatic dental lesions. Classification. Clinical presentation. Etiology. Treatment. Module 1.		3		2	2		
6	Lecture 6 Dental caries. Classification. Etiology. Pathogenesis.	2		5				<ul style="list-style-type: none"> • AS – Assessment of practical skills (competencies) • SPS – Situational Problem Solving • DR – Report Protection
	Dental caries. Classification. Etiology. Pathogenesis.		3		2	2		
7	Lecture 7 Caries in the spot stage. Superficial caries.	2		8			<ul style="list-style-type: none"> • VL – Lecture on visualization • SGM – Small Group Method 	<ul style="list-style-type: none"> • AS – Assessment of practical skills (competencies) • SPS – Situational Problem Solving • DR – Report Protection
	Caries in the spot stage. Clinic. Treatment.		3		2	2		
	Superficial caries. Clinic. Treatment.		3		2	2		
8	Lecture 8. Moderate caries. Deep caries.	2		8			<ul style="list-style-type: none"> • VL – Lecture on Visualization • SGM – Small Group Method 	<ul style="list-style-type: none"> • AS – Assessment of practical skills (competencies) • A – Annotation Protection • DR – Report Protection
	Medium caries. Clinic. Treatment.		3		2	2		
	Deep caries. Clinic. Treatment.		3		2	2		

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

9	Lecture 9 Mistakes and complications of caries.	2		5			<ul style="list-style-type: none"> • VL – Lecture on Visualization • SGM – Small Group Method 	<ul style="list-style-type: none"> • AS – Assessment of practical skills (competencies) • A – Protection of Abstraction
	Errors and complications in caries treatment.		3		2	2		
10	Filling materials.		3	3	2	2		<ul style="list-style-type: none"> • AS – Assessment of practical skills (competencies) • A – Protection of Abstraction
11	Prevention of caries and oral cavity sanitation.		3	3	2	2		<ul style="list-style-type: none"> • AS – Assessment of practical skills (competencies) • A – Protection of Abstraction
	Final standings.							
		6 p.m	54 hours	72 hours	36 hours	36 hours		
	Total hours					144 hours		

7th 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		

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

	Hypertrophic gingivitis. Clinical presentation. Differential diagnosis.		2					
5	Lecture 4 Vincent's ulcerative gingivitis.		2	4			<i>Lecture on visualization of overhead lines -SGM - Small Group Method - FD - Forum discussion</i>	AS – Assessment of practical skills (competencies) AS – Assessment of practical skills (competencies)
	Ulcerative gingivitis. Clinical presentation. Differential diagnosis. Module 1.		2		2	2		
6	Lecture 5 Periodontitis.	2		6			Lecture on visualization of overhead lines -SGM - Small Group Method - FD - Forum discussion	AS – Assessment of practical skills (competencies)
	Acute periodontitis. Clinical presentation. Differential diagnosis.		2		2	2		
	Chronic periodontitis. Clinical presentation. Differential diagnosis.		2		2	2		
7	Lecture 6 Periodontosis.	2		4			<ul style="list-style-type: none"> • VL – Lecture on visualization • SGM – Small Group Method 	<ul style="list-style-type: none"> • AS – Assessment of practical skills (competencies) • SPS – Situational Problem Solving • DR – Report Protection
	Periodontosis. Clinical presentation. Differential diagnostics.		2		2	2		
8	Lecture 7 Periodontolysis.	2		6				
	Periodontolysis. Eosinophilic granuloma. Lether-Ziwe disease. Clinical presentation. Differential diagnosis.		2		2	2		
	Papillon-Lefevre syndrome. Hand-Schüller-Christian disease. Clinical presentation. Differential diagnosis.		2		2	2		
9	Lecture 8 Local treatment of periodontal diseases.	2		2			<ul style="list-style-type: none"> • VL – Lecture on Visualization • SGM – Small Group Method 	

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

10	Lecture 9 General treatment of periodontal diseases.	2		2				<ul style="list-style-type: none"> • VL – Lecture on Visualization • SGM – Small Group Method
11	Periodontomas. Gingival fibromatosis. Clinical presentation. Differential diagnosis.		2	2	2	2		<ul style="list-style-type: none"> • AS – Assessment of practical skills (competencies) • A – Protection of Abstraction
12	Epulis. Periodontal cyst. Clinical presentation. Differential diagnosis. Module 2.		2	2	2	2		<ul style="list-style-type: none"> • AS – Assessment of practical skills (competencies) • A – Protection of Abstraction
	Final standings.							
		6 p.m	36 hours	54 hours	36 hours	36 hours		
	Total hours					126 hours		

9th 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		

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

1	Lecture 1 Classification of diseases of the oral mucosa.	2	10			L – Traditional Lecture – RD – Regulated Discussion	AS – Assessment of practical skills (competencies) – SPS – Situational Problem Solving
	Anatomical and physiological features of the oral cavity.		4	2	2		
	Classification of diseases of the oral mucosa.		4	2	2		
2	Lecture 2 Traumatic lesions of the oral mucosa.	2	18			VL – Lecture on Visualization – SGM – Small Group Method	AS – Assessment of practical skills (competencies) – SPS – Situational Problem Solving – A – Protection of Abstraction
	Traumatic lesions of the oral mucosa. Etiology. Clinical features. Treatment.		4	2	2		
	Mechanical trauma of the oral mucosa. Etiology. Clinical features. Treatment.		4	2	2		
	Chemical damage to the oral mucosa. Etiology. Clinical features. Treatment.		4	2	2		
	Physical damage to the oral mucosa. Etiology. Clinical features. Treatment.		4	2	2		
3	Lecture 3 Leukoplakia. Etiology. Clinical features. Treatment.	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)
	Leukoplakia. Etiology. Clinical features. Treatment.		4	2	2		

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

4	Lecture 4 Acute herpetic stomatitis. Chronic herpetic stomatitis	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)
	Viral diseases of the oral mucosa. Acute herpetic stomatitis. Chronic herpetic stomatitis. Etiology. Clinical presentation. Treatment.		4		2	2		
	Viral diseases of the oral mucosa. Herpangina. Foot-and-mouth disease. Etiology. Clinical presentation. Treatment. Module 1		4		2	2		
5	Lecture 5 Syphilis. Etiology. Clinical features. Treatment.	2		6			Lecture on visualization of overhead lines -SGM - Small Group Method - FD - Forum discussion	AS - Assessment of practical skills (competencies)
	Syphilis. Etiology. Clinical features. Treatment.		4		2	2		
6	Lecture 6 Tuberculosis. Etiology. Clinical features. Treatment.	2		6			Lecture on visualization of overhead lines -SGM - Small Group Method - FD - Forum discussion	<ul style="list-style-type: none"> • AS - Assessment of practical skills (competencies) • SPS - Situational Problem Solving • DR - Report Protection
	Tuberculosis. Etiology. Clinical features. Treatment.		4		2	2		
7	Lecture 7 Candidiasis. Etiology. Clinical features. Treatment.	2		6			<ul style="list-style-type: none"> • VL - Lecture on visualization • SGM - Small Group Method 	<ul style="list-style-type: none"> • AS - Assessment of practical skills (competencies) • SPS - Situational Problem Solving • DR - Report Protection
	Candidiasis. Etiology. Clinical features. Treatment.		4		2	2		

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

8	Lecture 8 Erythema multiforme exudative. Etiology. Clinical features. Treatment.	2		6			<ul style="list-style-type: none"> • VL – Lecture on Visualization • SGM – Small Group Method 	<ul style="list-style-type: none"> • AS – Assessment of practical skills (competencies) • A – Annotation Protection DR – Report Protection
	Allergic diseases of the oral mucosa. Erythema multiforme exudative. Etiology. Clinical features. Treatment.		4		2	2		
9	Lecture 9 Recurrent aphthous stomatitis.	2		6			<ul style="list-style-type: none"> • VL – Lecture on Visualization • SGM – Small Group Method 	<ul style="list-style-type: none"> • AS – Assessment of practical skills (competencies) • A – Protection of Abstraction
	Recurrent aphthous stomatitis. Etiology. Clinical features. Treatment.		4		2	2		
10	Oesophageal reflux disease in exogenous intoxications. Etiology. Clinical features. Treatment.		4	4	2	2		
11	Oral mucosa in hypovitaminosis. Etiology. Clinical features. Treatment.		4	4	2	2		
12	Occipital mucosa in systemic diseases. Etiology. Clinical features. Treatment. Module 2		4	4	2	2		
13	Final standings.		4	4	2	2		
		6 p.m	72 hours	90 hours	36 hours	36 hours		
	Total hours					162 hours		

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		

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

5	Lecture 5 Dermatitis herpetiformis Duhring. Clinical presentation. Differential diagnosis. Treatment.	2		5	2	2	Lecture on visualization of overhead lines -SGM - Small Group Method - FD - Forum discussion	AS - Assessment of practical skills (competencies)
	Dermatitis herpetiformis Duhring. Clinical presentation. Differential diagnosis. Treatment.		3		2	2		
6	Lecture 6 Glossitis. Folded tongue. Black (hairy tongue). Clinic. Treatment.	2		8				<ul style="list-style-type: none"> • AS - Assessment of practical skills (competencies) • SPS - Situational Problem Solving • DR - Report Protection
	Folded tongue. Clinical presentation. Differential diagnosis. Treatment.		3		2	2		
	Black (hairy tongue) tongue. Clinical presentation. Differential diagnosis. Treatment.		3		2	2		
7	Lecture 7 Glossitis. Desquamative glossitis. Rhomboid glossitis. Clinical presentation. Differential diagnosis. Treatment.	2		8			<ul style="list-style-type: none"> • VL - Lecture on visualization • SGM - Small Group Method 	<ul style="list-style-type: none"> • AS - Assessment of practical skills (competencies) • SPS - Situational Problem Solving • DR - Report Protection
	Desquamative glossitis. Clinical presentation. Differential diagnosis. Treatment.		3		2	2		
	Rhomboid Glossitis. Clinical Features. Differential Diagnosis. Treatment. Module 1		3		2	2		
8	Lecture 8 Exfoliative cheilitis. Glandular cheilitis. Actinic and meteorological cheilitis. Clinical presentation. Differential diagnosis. Treatment.	2		11			<ul style="list-style-type: none"> • VL - Lecture on Visualization • SGM - Small Group Method 	<ul style="list-style-type: none"> • AS - Assessment of practical skills (competencies) • A - Annotation Protection DR - Report Protection
	Exfoliative cheilitis. Clinical presentation. Differential diagnosis. Treatment.		3		2	2		
	Glandular cheilitis. Clinical presentation. Differential diagnosis. Treatment.		3		2	2		
	Actinic and meteorological cheilitis. Clinical presentation. Differential diagnosis. Treatment.		3		2	2		

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

9	Lecture 9 Contact allergic cheilitis. Atopic cheilitis. Eczematous cheilitis. Clinical presentation. Differential diagnosis. Treatment.	2		14			<ul style="list-style-type: none"> • VL – Lecture on Visualization • SGM – Small Group Method <ul style="list-style-type: none"> • AS – Assessment of practical skills (competencies) • A – Protection of Abstraction 	
	Contact allergic cheilitis. Clinical presentation. Differential diagnosis. Treatment.		3		2	2		
	Atopic cheilitis. Clinical presentation. Differential diagnosis. Treatment.		3		2	2		
	Eczematous cheilitis. Clinical presentation. Differential diagnosis. Treatment.		3		2	2		
	Macrocheilitis. Clinical presentation. Differential diagnosis. Treatment.		3		2	2		
10	Precancerous diseases of the oral mucosa.		3	3	2	2		
	Final standings.							
		6 p.m	54 hours	72 hours	36 hours	36 hours		
	Total hours					144 hours		

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

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

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)

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	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	1	20 points
2	A review of Black's classification of dental caries and its application in modern dentistry.	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	2	20 points
3	Methods for diagnosing caries at different stages and principles of its conservative and surgical treatment.	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	3	20 points
4		ppt	1. Oxford Handbook of Clinical Dentistry	4	20 points

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

	Description of the stages of preparing a carious cavity for treatment, including the selection of instruments and materials.		<ol style="list-style-type: none"> 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 		
5	Analysis of modern materials for dental fillings, their classification and features of material selection.	ppt	<ol style="list-style-type: none"> 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 	5	20 points
6	A review of various methods of filling carious cavities, including traditional and modern approaches.	Venn diagram	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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) 	8	20 points

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

			5. Craig's Restorative Dental Materials		
9	A review of the biological approach to the treatment of pulpitis, including indications and contraindications.	ppt	<ol style="list-style-type: none"> 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
10	Review of innovative technologies for endodontic treatment	ppt	<ol style="list-style-type: none"> 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 	10	20 points
11	Review of innovative materials for endodontic treatment	ppt	<ol style="list-style-type: none"> 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 	11	20 points
12	Differences between the Step-back and Crown-down techniques	ppt	<ol style="list-style-type: none"> 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 	12	20 points

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

13	Comparison of standard endodontic treatment methods with the balanced force method and associated complications	ppt	<ol style="list-style-type: none"> 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 	13	20 points
14	Dental caries prevention strategies: the role of oral hygiene and diet	ppt	<ol style="list-style-type: none"> 1. Oxford Handbook of Clinical Dentistry 2. Cohen's "Pulp Paths" 3. Harty's Endodontics in Clinical Practice 4. Color atlas of commonoral diseases (Robert P. Langlais) 5. Craig's Restorative Dental Materials 	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"> 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 	15	20 points
16	The role of radiography in the diagnosis and treatment of dental diseases	ppt	<ol style="list-style-type: none"> 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 	16	20 points
17	A study of various radiographic	ppt	<ol style="list-style-type: none"> 1. Oxford Handbook of Clinical Dentistry 	17	20 points

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

	techniques (e.g. radiography, CBCT) used to diagnose caries, pulpitis, periodontitis and other dental diseases, including their limitations and advantages		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		
18	The impact of systemic diseases on endodontic and periodontal treatment 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.	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	18	20 points

Guidelines for preparing independent work

When studying the discipline "Therapeutic 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;

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

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.

AnnotationAn 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 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;

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

- 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;
- 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.

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

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 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;

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

- **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

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:

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

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:

- - 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. Cohen's "Pulp Paths"
3. Endodontics in clinical practice according to Harty
4. Color atlas of common oral diseases (Robert P. Langlais)
5. Craig's Restorative Dental Materials

Additional sources

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