**Dental Technician**

**Course syllabi**

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| **Course** | **Achieving aesthetic results** | | | |
| Type | Semester | ECTS | Code |
| OPTIONAL (O) | 4 | 3 |  |
| **Course Lecturer** | Prof. Asst. Dr. Xhevdet Aliu | | | |
| **Course Assistant** | Prof. Asst. Dr. Xhevdet Aliu | | | |
| **Aims and Objectives** | This course provides an introduction to the techniques and materials used to achieve esthetic results in dental prosthetics and restorations. The course will include the application of aesthetic theories, restoration methods and innovative solutions to aesthetic challenge  **Aims of the course are** :   1. **Understanding the Basic Concepts of Dental Aesthetics:** Students must understand the basic theories and principles that guide dental aesthetics, including the importance of symmetry, proportion, and visual harmony in smile design**.** 2. **Development of Practical Skills:** Students must learn and practice the various techniques of working with dental materials used to achieve aesthetic results, such as porcelain and composites. They must apply practical knowledge to the creation of prostheses, fillings, and restorations to they look natural and aesthetically pleasing. 3. **Evaluation and selection of different materials and methods:** Students must identify and select the most appropriate materials based on specific patient characteristics and aesthetic requirements. To understand the different advantages and limitations of dental materials and application methods.   Upon successful completion of this course, students should be able to :   1. **Apply theoretical knowledge practically in dental laboratories:** Students must have the ability to apply the acquired knowledge in the treatment of different cases, including the challenges that may be presented in complex aesthetic cases. They must develop critical evaluation and decision-making skills to provide the best aesthetic solutions for patients. 2. **Reflect and evaluate their work:** Students should reflect on their work and be able to critically evaluate the aesthetic results, constantly improving the quality of their work. 3. **Engage in research:** Encourage current research and innovative equipment by critically evaluating their application during dental laboratory procedures.   By achieving these goals and objectives, the course "Achieving Aesthetic Outcomes" will ensure that students are well prepared to enter the professional world. These learning outcomes summarize the integration of theoretical knowledge with practical skills, as well as the research commitment that must be are used during the phases of laboratory work. | | | |
| **Learning outcomes** | Learning outcomes for this course are :   1. **( 6 ) Comprehensive understanding of the basics of aesthetics:** Students will be able to explain the basic concepts of dental aesthetics, including how visual factors influence the perception of beauty in a smile. 2. **( 7 ) Advanced Technical Skills:** Students will demonstrate practical skills in using various materials and techniques to create dental restorations that not only function well, but also look visually appealing**.** 3. **( 8 ) Research and critical thinking skills:** Students will demonstrate the ability to engage with current research, to select the most appropriate materials for each specific case. They will be able to critically evaluate their work, identify aspects that require improvement and apply changes to achieve the quality of aesthetic results.   These learning outcomes not only help to ensure that the course is geared towards the skills and knowledge that are relevant in the field of dental technology, but also ensure that students are prepared to meet the challenges in a professional environment. | | | |
| **Alignment of Course’s Learning Outcomes to Program’s Learning Outcomes** | Aligning the learning outcomes of the Achieving Aesthetic Results course with the learning outcomes of the Bachelor's Degree Dental Technician program ensures that the course contributes effectively to the program's overarching educational objectives. Here is how the specific learning outcomes of the "Achieving Aesthetic Outcomes" course are designed and support the achievement of the broader learning outcomes of the program:   1. **Comprehensive understanding of the basis of achievements in aesthetics:**   **-** Aligns with the program outcome on knowledge and understanding: This outcome supports the program's aim to equip students with a solid foundation, including an understanding of the principles and concepts of dental aesthetics.   1. **Advanced technical skills:**   **-** Aligns with the program outcome for practical skills: Contributes directly to the program's objective of developing practical skills in the use of various materials and techniques, ensuring that students are prepared for cosmetic dentistry during laboratory procedures.   1. **Research and critical thinking skills:**   **-** Corresponds to the result of the program for research and innovation:  Enhances the program's goal of fostering an environment that encourages engagement with research, critical analysis, and innovation in dental aesthetics.  By achieving the learning outcomes in the “Achieving Aesthetic Results” course, students make significant progress toward meeting the broader learning outcomes of the Dental Technician program. Aligning course learning outcomes with program learning outcomes ensures a cohesive and comprehensive educational experience that supports students' academic and professional development. | | | |
| **Course Content** | This course is structured to progressively build students knowledge and skills. | | |  |
| **Weekly schedule - Lectures** | | | **Week** |
| **Introduction to Bondet Ceramic Restorations** | | | **1** |
| **Development and Mechanism of Dental Adhesive Procedures** | | | **2** |
| **Current Ceramic Systems** | | | **3** |
| **Color and Light Transmission** | | | **4** |
| **Color of Natural Teeth** | | | **5** |
| **Treatment of Tooth discoloration** | | | **6** |
| **Seminars Presentations** | | | **7** |
| **Transfer of Esthetic Information** | | | **8** |
| **Shape and Position of Teeth** | | | **9** |
| **Ceramic Laminate Veneers** | | | **10** |
| **Ceramic and Modified Metal-Ceramic Crowns** | | | **11** |
| **Ceramic Inlays and Onlays** | | | **12** |
| **Dental Ceramics and Laboratory Procedures** | | | **13** |
| **Dental Photography** | | | **14** |
| **Final test** | | | **15** |
| **Weekly Schedule – Laboratory exercises** | | | **Week** |
| **Familiarity with aesthetic materials** | | | **1** |
| **Practical demonstration of different types of adhesives (Bond system)** | | | **2** |
| **Familiarity with ceramic restorative materials** | | | **3** |
| **Colorimetry and color perception** | | | **4** |
| **Hade guides** | | | **5** |
| **Whitening of discolored teeth** | | | **6** |
| **Seminars presentations**  -Collection of seminars  -Analysis of seminars  -Assessment of seminar presentations | | | **7** |
| **Comparison of crowns and other restorative works** | | | **8** |
| **Comparison of natural teeth with crowns and other prosthetic works (Achievemenaeaestaesthetics** | | | **9** |
| **Porcelain restorations with bonding system: veneers** | | | **10** |
| **Dental restorations with metal-porcelain crowns** | | | **11** |
| **Porcelain restorations with bonding system: inlay/onlays** | | | **12** |
| **Achieving aesthetics in works with ceramics, porcelain, porcelain metal and composites** | | | **13** |
| **Photography of natural and restored teeth** | | | **14** |
| **Assessments and Discussions** | | | **15** |
| **Teaching/Learning Methods** |  | | |  |
| These methods are designed to foster a deep understanding of the basic principles of dental aesthetics, develop practical skills, encourage critical thinking, and uphold professional and ethical standards.   1. **Lectures 15 %**  * Purpose : To deliver foundational knowledge and theoretical concepts. * Implementation : Regular weekly lectures covering the comprehensive course content.  1. **Hands-on Laboratory Sessions : 15 %**  * Purpose : To develop practical skills in aesthetic dental planning. * Implementation : Laboratory work following lectures to apply theoretical knowledge practically.  1. **Seminars and Group Discussions : 10 %**  * Purpose : To enhance understanding through discussion and collaborative learning. * Implementation : Scheduled sessions for discussing case studies, research findings and current trends.  1. **E-learning resources: 20%**   **•** Purpose: To supplement and reinforce learning outside the classroom.  • Implementation: Access to online materials and forums for further study and discussion    These percentages are indicative and can be adjusted based on specific course requirements, institutional guidelines or the needs of students group. The allocation ensures a special emphasis on the theoretical part through lectures ( 15 % ) while maintaining a solid foundation in practical and laboratory work ( 15 % ). Interactive and student-centered learning methods such as seminars are integrated to enhance critical thinking and collaboration. | | |  |
| **Assessment Methods** | The following assessment methods correspond to the learning methods outlined previously, ensuring a comprehensive evaluation of student performance throughout the course.  **Assessment Methods Aligned with Learning Methods :**   1. **Lectures ( 35 % )**   Assessment method – Written Examinations  Students will be assessed through written exams covering theoretical knowledge presented during lectures. These exams may include multiple-choice questions, short answer questions and essay questions to evaluate comprehension of foundational concepts in appliances and instruments in dental laboratory. | | |  |
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| 1. **Hands-on Laboratory Sessions ( 25 % )**   Assessment method – Practical Skills Assessments  Practical examinations and continuous assessment of laboratory work will be used to evaluate students proficiency in dental aesthetics.   1. **Seminars and Group Discussions ( 20 % )**   Assessment method – Participation and Presentation  Students will be assessed based on their active participation in discussions and their ability to present case studies, research findings or topics of current interest in dental aesthetics. Group presentations will also be assessed for teamwork and collaborative learning outcomes.   1. **E-learning resources (30%)**   Assessment Method: Online quizzes and assignments related to e-learning resources will be used to reinforce learning and assess understanding of course materials. These may include quizzes on reading assignments or short essays on video lecture topics. | | |  |
|  | These assessment methods are designed to comprehensively evaluate students  theoretical knowledge, practical skills and critical thinking in the context of appliances and instruments in dental laboratory. By aligning assessment methods with learning methods, the course ensures that students are evaluated in a manner that reflects their learning experience and prepares them for professional practice. | | |  |
| **Course Resources** | These resources are chosen to provide comprehensive coverage of the theoretical knowledge, practical skills and current trends in appliances and instruments in dental laboratory.  Here is a list of course resources :  **Textbooks and Reference Books**  “Esthetic Dentistry and Ceramic Restorations” Bernard Touati, Paul Miara, Dan Nathason  Ronald.E.:Esthetics in Denistry, Second Edition ,Volum 1,1998  A foundational text covering the basic principles of dental esthetics.  **Journals and Online Databases**  • Journal of Prosthetic Dentistry  • Google Scholar  • PubMed  • Provide access to the latest findings in dental restorations, case studies and various articles on Dental Esthetics findings and review articles in laboratory equipments.  **Laboratory Equipment and Materials**  Dental Laboratory  Equipped with all necessary tools and materials for hands-on practice.  **Webinars and Online Workshops**  Access to recorded or live webinars hosted by experts in the field of use of laboratory equipments.  These resources are selected to ensure that students have access to a broad range of materials that support both the theoretical and practical aspects of appliances and instruments in dental laboratory. | | |  |
| Provide access to the latest findings in dental restorations, case studies and various articles on Dental Aesthetics  **Dental Materials**  • Focuses on the properties and applications of dental materials used during aesthetic planning of prosthetic treatments and dental restorations    **Digital learning platforms and software**  • Access to online lessons.  **Laboratory Equipment and Materials**  • Dental Laboratory  • Equipped with all the necessary tools and materials for the practical sessions.  **Webinars and online seminars**  • Access to recorded or live webinars organized by experts in the field of the basics of dental aesthetics.  These resources have been selected to ensure that students have access to a wide range of materials that support both the theoretical and practical aspects of the foundation of dental aesthetics. Incorporating a variety of learning tools, such as textbooks, and hands-on experiences enriches the learning environment and prepares students for professional practice. | | |  |
| **ECTS Workload** | **Type of activity** | |  |  |
| 1. Lectures | | 15 h | 25 % |
| 1. Hands-on Laboratory sessions | | 15 h | 25 % |
| 1. Seminars and Group Discussions | | 10 h | 17 % |
| 1. E-learning resources | | 20 h | 33.3% |
| **Total** | | **60 h** | **100.0 %** |
| **Literature** | “Esthetic Dentistry and Ceramic Restorations” - Bernard Touati, Paul Miara, Dan Nathason, 1999  Ronald.E.:Esthetics in Denistry, Second Edition ,Volum 1,1998 | | | |
| **Contact** | **Prof. Asst. Dr. Xhevdet Aliu** [**xhevdet.aliu@ubt-uni.net**](mailto:xhevdet.aliu@ubt-uni.net) | | | |

**Prerequisites for the course**

This course has no prerequisites

**Assessment of Competence**

For the class to reach a Bachelor’s level of learning, students must prepare by reading the given material, complete all assignments assigned for each class. Students will be evaluated for participation as :

* Full participation in class activities and group work
* Participation in class discussions
* Demonstrating understanding of the content of the material.
* Adding ideas to class discussion
* Helping others clarify an idea
* Raising new ideas and questions
* Arriving on time and staying throughout the lesson.

**Students must be present in at least 80 % of the exercises.**

**Educational Regulations**

**Participation in the lesson**

UBT College undertakes the responsability of training future professionals to the highest standards. One of these standards is taking responsability for personal actions. If a student misses a particular session, the student has lost that instruction forever. They can never be repeated. When a student is late to class, the entire class is interrupted. Such interruptions will not be tolerated. Students have a responsibility and a contract to stay in class for the duration of the sessions for each day. Students who leave sessions early, even if they leave with permission, cause disiplinary problems that will not be tolerated.

You made a contract with UBTs to be in class and attentive throughout the learning process. Every student must be in every session, every day that is scheduled, throughout the semester. All teaching sessions begin at their designated times in the lesson timetable.

All sessions start and end at their designated times in the class schedule. Any student who leaves the class session early will be considered absent.

**Electronic devices**

It is distracting to everyone in the classroom when cell phones ring during class. This is even worse if it happens during a test or quiz. Since this is a classroom and not a room for listening and/or viewing electronic devices such as smartphones, personal laptops and/or other electronic devices will not be allowed.

The classroom will be a cell phone free zone. If you must bring a cell phone to class, it must be turned off or set to vibrate. It is distracting for a classroom to have students constantly answering cell phones during class. If you absolutely must answer the call, leave the classroom. A student who accepts callas during class will be asked to leave class. Hearing devices will not be allowed in the classroom for any reason.

**Tests and quizzes**

Tests and quizzes are usually scheduled at the begging of the lesson. Tests and quizzes are one way teachers measure a student’s knowledge. Failure to participate in tests or quizzes interfers with theis process. UBT College does not reward students who do not take their tests or quizzes on time: therefore, the teacher cannot allow students to take tests or quizzes after the deadline.

Tests and quizzes must be taken by each student, any student who asks for help or helps other students during a test or quiz will be removed from the test and will be graded zero fot thaqt test or quiz. It is the student’s responsibility to know when there are tests or quizzes to take.

**Seminars and projects**

Seminars and projects must be done on the student’s own time, not during class.

Never allow another student to copy your seminars ans projects.

Never copy another student’s seminars and projects.

**Dates of submission of works**

One thing all professionals must learn is to be on time. Excuses do not make the student and teacher feel better about their wasted time. For all asigned tasks, sufficient time is given to complete, and all work must be completed in the time set by the teacher. No delay in the completion of the works will be accepted.

**Dress code**

Professionals must dress appropriately. Any student who does not dress appropriately during class time will not be allowed to participate in class activities.

**The behavior**

Students at UBT College must learn to work in groups, regardless of group composition. Tolerance, courtesy, respect and a peaceful environment are required in the classroom.

All students are expected to be respectful to other students and to the teacher during class and in dealing with class matters. Disrespectful behavior will affect your participation grade. Examples of respectful behavior in classroom include, but are not limited to :

* Listening to each other and exchanging ideas
* Arrival and departure according to the class schedule, except in cases of emergency
* Turn off the cell phone ringer and do not receive calls in class
* Speak so that others can hear and understand what you are saying
* Engaging in class discussion ( avoiding side conversations during class and dominating class discussion )
* Listening ( not speaking ) when the teacher or other students are addressing the class
* Working collaboratively with a specific or selected group
* Completion of class work on time
* Focusing on class topics and not on personal matters or work unrelated to the class
* Viewing your computer and / or cell phone only when related to class work
* Raising questions when the explanation for the work is missing.

**Academic Dishonesty**

Violations of Academic Integrity include, but are not limited to the following actions :

* Cheating in the exam
* Plagiarism
* Work together on an individual assignment, seminar or project when the teacher has specifically forbidden this
* Submitting the same paper to more than one teacher or allowing another individual to impersonate them for the purpose of improving the grade.