**Dental Technician**

**Curriculum of the Course**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course** | **Aesthetics Foundation** | | | |
| Lloji | Semestri | ECTS | Kodi |
| ZGJEDHORE (Z) | 4 | 3 |  |
| **Course Lecturer** | Ass.Dr.Krenare Mehmeti | | | |
| **Course Assistant** | Ass.Dr.Krenare Mehmeti | | | |
| **Aims and Objectives**  **Learning Outcomes** | This course is necessary to prepare students to meet the demands of the profession, emphasizing the theoretical understanding and practical application of the concepts of aesthetics in prosthetic treatment.  **Aims of the course are:**  **1. To provide a solid foundation in the Basics of Aesthetics in prosthetics**: The course aims to provide knowledge about the importance of aesthetics in prosthetics.  **2. To develop practical skills**: Students should be provided with adequate practical experience of the concepts of prosthetic aesthetics, biology of aesthetics, divine proportion, preparing them for real-world dental laboratory work.  **3. To encourage research and critical thinking**: Foster an environment where students are encouraged to explore current research, innovative materials, colors and their importance in aesthetics, promoting continuous learning and adaptation to advances in the field.  **1. Understand the basics**: Demonstrate a thorough understanding of the basic concepts of prosthetic esthetics.  **2. Practically apply theoretical knowledge**: Demonstrate skills in applying theoretical knowledge to the practical tasks of aesthetic prosthetic treatment planning.  **3. Engage in Research**: Identify and engage with current research and advances in cosmetic dental contouring by critically evaluating their application in laboratory work phases.  By achieving these goals and objectives, the course "Esthetics in Prosthodontics" 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 to be used during the phases of laboratory work.  **1.(6) Comprehensive understanding of the basis of esthetics in prosthetics:** Students will demonstrate a comprehensive understanding of the concepts of prosthetic esthetics.  **2. (9) Practical skills in the basics of prosthetic aesthetics:** Students will demonstrate skills in the aesthetic planning of prosthetic treatment.  **3. (8)Research and critical thinking skills:** Students will demonstrate the ability to engage with current research, to evaluate innovative materials in prosthetic aesthetics. They will critically evaluate the implications of new discoveries and contribute to the advancement of the field**.**  These learning outcomes ensure that students who complete the Fundamentals of Esthetics in Prosthodontics course are well prepared to meet the demands of the profession. They will have a strong foundation in both the theoretical and practical applications of esthetics concepts in prosthetics. | | | |
| **Alignment of Course’s Learning Outcomes to Programs’ Learning Outcomes.** | Aligning the learning outcomes of the Fundamentals of Prosthodontic Esthetics 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's how the specific learning outcomes of "Fundamentals of Prosthodontics" are designed and support the achievement of the broader learning outcomes of the program:  **1. Comprehensive understanding of the Basics of aesthetics in prosthetics:**  o Aligns with the program outcome on knowledge and understanding: This outcome supports the program's goal of equipping students with a solid foundation, including an understanding of aesthetic principles and concepts when completing prosthetic work.  **2. Practical skills in the basics of prosthetic aesthetics**:  o Aligns with the program outcome for practical skills: Contributes directly to the program's objective of developing practical skills in the aesthetic planning of prosthetic treatments, ensuring that students are prepared for cosmetic dentistry during laboratory procedures.  **3. Research and critical thinking skills**:  o Aligns with the program's research and innovation outcome: Enhances the program's goal of fostering an environment that encourages engagement with research, critical analysis, and innovation in prosthetic aesthetics.  By achieving the learning outcomes in the Fundamentals of Esthetics in Prosthodontics 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** | **Course Plan** | | | **Java** |
| **• Introduction to Aesthetics** | | | 1 |
| **• Principles in Aesthetics**  Concepts of Prosthetic Aesthetics Aesthetictreatment planning | | | 2 |
| * **Marketing** * **Legal Considerations** | | | 3 |
| * **Biology of Aesthetics Divine Proportion** | | | 4 |
| **Color in Prosthetics and its importance in**  **aesthetics** | | | 5 |

|  |  |  |
| --- | --- | --- |
|  | * **Dental Photography** | 6 |
| **Presentation of seminars** | **7** |
| * **Creating Aesthetics with special effects.** | 8 |
| **Contouring Cosmetics** | 9 |
| **Whitening of discolored teeth** | 10 |
| **Resin composite** | 11 |
| * **Restaurimet e porcelanit me sistem bondimi: fasetat** | 12 |
| **• Porcelain restorations with bonding system: veneers** | 13 |
| **Crown restorations** | 14 |
| Final exam | 15 |
| **Weekly Plan – Laboratory exercises** | Week |
| Introduction to Aesthetics | 1 |
| * **Principles in Aesthetics**   **Concepts of Prosthetic Aesthetics Aesthetic treatment planning** | 2 |
| **• Marketing Legal Considerations** | 3 |
| * **Biology of Aesthetics Divine Proportion** | 4 |
| **Color in Prosthetics and its importance in aesthetics** | 5 |
| * **Dental Photography** | 6 |
| **Semi-Semester Assessment** | 7 |
| **Creating Aesthetics with special effects.** | 8 |
|  |  | |

Bazat e Estetikes ne Proteti

|  |  |  |
| --- | --- | --- |
|  | **Contouring Cosmetics** | 9 |
| * **• Whitening of discolored teeth** | 10 |
| * **• Resin composite** | 11 |
| **Porcelain restorations with bonding system: veneers** | 12 |
| * **Porcelain restorations with bonding system: inlay/onlays** | 13 |
| * **Crown restorations** | 14 |
| **Final exam** | 15 |
| **Teaching methods** | **Learning activity**  These methods are designed to foster a deep understanding of the basic principles of aesthetics in prosthetics, develop practical skills, encourage critical thinking, and uphold professional and ethical standards.  **• Lecture: 15%**  **•** Purpose: To provide basic knowledge and theoretical concepts.  **•** Implementation: Regular weekly lectures covering comprehensive course content.  **• Practical laboratory sessions: 15%**  **•** Purpose: To develop practical skills in aesthetic planning of prosthetic treatments.  • Application: Laboratory work after lectures to put theoretical knowledge into practice.  **• Seminars and group discussions: 10%**   * Purpose: To increase understanding throughdiscussion and collaborative learning. * Implementation: Open sessions to discuss case studies, current analysis findings and trends. * . * E-learning resources: 20% * Supplementation: To supplement and reinforce learning outside the classroom. * Implementation: Access to online materials and forums for further study and discussion. * Some percentages are important and can be adjusted to the specifics of the course, institutional guidelines or student group. Allocating a strong theory in practicals and laboratory studies (15%) and reading a solid theoretical basis for lectures (15%). Interactive and student-centered learning methods, such as seminars, case studies, are inclusive of critical thinking and useful. |  |
| **Assessment Methods** | The following assessment methods correspond to the learning methods described previously, providing a comprehensive assessment of student performance throughout the course.  • **Assessment methods in accordance with learning methods**  **1. Lecture (15%)**  Evaluation method: Written exams  • Students will be evaluated through midterm and final written exams that cover the theoretical knowledge presented during the lectures. These exams may include multiple-choice questions, short-answer questions, and questions or to assess understanding of basic concepts in Fundamentals of Esthetics in Prosthodontics.  **2. Practical laboratory sessions (15%)**  Assessment method: Assessments of practical skills  Practical examinations and continuous assessment of laboratory work will be used to assess students' skills in aesthetic planning of prosthetic treatments. This includes direct observation of techniques, submission of completed prosthetic work, and practice tests for specific skills.  **3. Seminars and group discussions (10%)**  Evaluation Method: Participation and Presentation  Students will be evaluated on their active participation in discussions and their ability to present case studies, research findings, or topics of current interest in Fundamentals of Esthetics in Prosthodontics. Group presentations will also be assessed for teamwork and collaborative learning outcomes.  **4. E-learning resources (20%)**  Assessment Method: Quizzes and online assignments  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 assess theoretical knowledge and practical skills in the Basics of Esthetics in Prosthodontics. By aligning assessment with learning methods, the course ensures that students are assessed in a way that reflects their learning experiences and prepares them for professional practice. |  |

Bazat e Estetikes ne Proteti

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | |  |
| **Course Resources** | **Textbooks and reference books**  Ronald.E.:Esthetics in Dentistry, Second Edition, Volume 1, 1998  A foundational text covering the basic principles of aesthetics in defense.  Online journals and databases  • Journal of Prosthetic Dentistry  • Provides the latest research findings, case studies and review articles in defence.  **Dental Materials**  • Focuses on the properties and applications of related dental materials during the esthetics planning of prosthetic treatment.  Digital learning platforms and software  • Access to online lessons.  **Laboratory Equipment and Materials**  • Dental Laboratory  • All tools and materials are necessary for the practical sessions.  **Webinars and online seminars**  • Access to recorded or live webinars of information on the basics of defense aesthetics.  These are chosen for the materials needed to access a wide range of games that support both the theoretical and practical aspects of its foundation in prosthetics. The inclusion of a facility of teaching aids, such as textbooks, and practical reasons, enriches the learning environment and prepares the technique of professional practices. | |  |
| **ECTS Workload** | **Activity Type** |  |  |
| 1. Lecture | 15 h | 25.0 % |
| 2. Dental Laboratory Exercises | 15 h | 25.0 % |
| 3. Seminar papers | 1. h | 17% |
| 5. Electronic system resources | 20h | 33,3% |
|  | **Total** | **60h** | **100.0%** |
| **Literature** | Ronald.E.:Esthetics in Denistry, Second Edition ,Volum 1,1998 | | |
| **Contact** | **Dr. Krenare Mehmeti krenare.mehmeti@ubt-uni.net** | | |

**Pre -requirements for the course**

**This course does not have any pre-requirements**

**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 (without dominating the conversation).

• Demonstrating understanding of the content of the material read.

• Providing critical thinking about the subject matter.

• Adding ideas to class discussion.

• Helping others clarify an idea.

• Supporting others as they share their ideas and speak in class.

• Raising new ideas and questions.

• Arriving on time and staying throughout the lesson.

**Participation policy**

Students are expected to attend all lectures and exercises. The importance of class attendance is reflected in the percentage of the grade associated with attendance. You cannot receive attendance grades if you are not in class. If you have an emergency and cannot attend class, please email me in advance to let me know. Class will start on time to honor everyone's commitment. If you are late, please enter the classroom quietly. Participation marks will be deducted for lateness.

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

**Educational Regulations**

**Participation in the lesson**

UBT College undertakes the responsibility of training future professionals to the highest standards. One of these standards is taking responsibility 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 disciplinary problems that will not be tolerated.

You made a contract with the 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 smart phones, 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 calls 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 beginning of the lesson. Tests and quizzes are one way teachers measure a student's knowledge. Failure to participate in tests or quizzes interferes with this 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 for that test or quiz. It is the student's responsibility to prepare for tests and quizzes at all times. 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 and 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 assigned 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 the 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 there is no clarification about the work in class.

**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.