**Integrated Studies in Dentistry**

**Department the Dental Morphology**

**Course Syllabi**

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| **Course** | **ANATOMY OF JAWS AND DENTAL MORPHOLOGY** | | | | |
| Type | Semester | ECTS | Code | |
| OBLIGATORY (O) | 2 | 5 |  | |
| **Course Lecturer** | Prof. Asst. Dr. Genc Demjaha | | | | |
| **Course Assistant** |  | | | | |
| **Aims and Objectives** | Purpose and the objective of this subject is to inform students with the morphology of the orofacial complex. Student at the end of course, must gain the knowledge about stomatognathic system, the morphology of orofacial complex, regional muscles, dental arcs how and general knowledge about the tooth - definition, classification, nomenclature and function of the tooth. | | | | |
| **Expected results** | At the end, the successful student on this subject will:   * Master the nomenclature and terminology used in dental morphology. * Obtain the knowledge of the morphological details of all temporary and permanent teeth, as well as be able to recognize each tooth. * Understand the functions of the stomatognathic system. * Fully master the structure of the tooth and the supporting apparatus * Understand the mechanisms of teeth abnormalities. | | | | |
| **Content** | **Course plan** | | | | **WEEK** |
| **DENTAL ANATOMY**  Dentition formation (in general)  Nomenclature  Tooth formula  The tooth counting system  Imaginary lines, division  Building anatomic The tooth | | | | 1 |
| **ERUPTION AND TEETH DEVELOPMENT**  Clinical considerations  Variability  Malformations  Chronology of the temporary dentition  Period of transitional dentition  Permanent dentition  Chronology of the permanent dentition  Standards of tooth development - age determination, age prediction, duration of root and crown formation | | | | 2 |
| **MUSCUTIVE APPARATUS**  Mastication system  Oral entry - vestibulum oris  Oral Cavity – cavum oris proprium  Bony part – mandible and maxilla, hard palate, soft palate  Muscles, salivary glands | | | | 3 |
| **ANATOMICAL AND PHYSIOLOGICAL CONSIDERATIONS OF TEETH FORMS AND FUNCTIONS**  Forensic odontology  The shape and position of the teeth.  Tooth surface shapes,  The shape and number of roots, the position of the teeth in the dental arch.  Organization of dental arches.  Contact between the teeth.  The height of the teeth | | | | 4 |
| **TEMPORARY DENTITION**  The importance of the temporary dentition.  Terminology.  Differences between temporary and permanent teeth.  Pulp chambers and pulp canals.  Detailed description of temporary teeth.  Importance of permanent dentition. | | | | 5 |
| **PERMANENT DENTITION - INTERCANIN SECTOR**  Maxillary permanent incisors and permanent canines.  Morphological characteristics of maxillary incisors and canines. | | | | 6 |
| **Mid-term evaluation** | | | | **7** |
| **PERMANENT DENTITION – INTERCANINE SECTOR**  Permanent incisors and permanent mandibular canines.    Morphological characteristics of the incisors and canines of the mandible . | | | | 8 |
| **PERMANENT DENTITION - PERMANENT MAXILLAR PREMOLARS**  Morphological characteristics of maxillary permanent premolars | | | | 9 |
| **PERMANENT DENTITION - MANDIBULAR PERMANENT PREMOLARS**  Morphological characteristics of permanent mandibular premolars | | | | 10 |
| **PERMANENT MAXILLAR MOLARS**  Morphological characteristics of maxillary molars. | | | | 11 |
| **MANDIBULAR PERMANENT MOLARS**  Morphological characteristics of mandibular molars. | | | | 12 |
| **ANOMALIES OF TEETH DEVELOPMENT** | | | | 13 |
| **Final exam** | | | | 14 |
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| **Weekly Plan - Laboratory exercises** | | | | **WEEK** |
| **Maxillary central incisor**  Demonstration of modeling the crown of the maxillary central incisor in wax. Student exercise: Modeling a tooth crown in wax | | | | 1 |
| **Maxillary lateral incisor**  Demonstration of modeling the crown of the maxillary lateral incisor in wax. Student exercise: Modeling a tooth crown in wax. | | | | 2 |
| **Maxillary canines**  Demonstration of modeling the crown of the tooth in wax. Student exercise: Modeling maxillary canines in wax. | | | | 3 |
| **Maxillary first premolar**  Demonstration of modeling a tooth crown in wax. Student exercise: Modeling a maxillary first premolar crown in wax | | | | 4 |
| **Maxillary second premolar**  Demonstration of modeling the maxillary second premolar in wax. Student exercise: Modeling a tooth crown in wax. | | | | 5 |
| **Maxillary first molar**  Demonstration of modeling the crown of the tooth in wax. Student exercise: Modeling a maxillary first molar crown in wax. | | | | 6 |
| **Mid -semester assessment / quiz** | | | | 7 |
| **Maxillary second molar**  Demonstration of modeling the crown of the tooth in wax. Student exercise: Modeling a tooth crown in wax. | | | | 8 |
| **Mandibular central incisor**  Demonstration of modeling the crown of the tooth in wax. Student exercise: Modeling a maxillary second molar crown in wax | | | | 9 |
| **Mandibular lateral incisor**  Demonstration of modeling the mandibular lateral incisor in wax. Student exercise: Modeling a tooth crown in wax. | | | | 10 |
| **Mandibular canines**  Demonstration of modeling the crown of the tooth in wax. Student exercise: Modeling a mandibular canines crown in wax. | | | | 11 |
| **Mandibular first premolar**  Demonstration of modeling the crown of the mandibular first premolar in wax. Student exercise: Modeling a tooth crown in wax | | | | 12 |
| **The second mandibular premolar**  Demonstration of teeth crown modeling on wax \_ exercising per student: Modeling second mandibular Premolar on wax | | | | 13 |
| **Maxillary and mandibular molars**  Demonstration of modeling the crown of the tooth in wax. Student exercise: Modeling maxillary and mandibular molar crowns in wax. | | | | 14 |
| **Final exam** | | | | 15 |
| **Teaching/**  **Learning**  **Methods** | **TEACHING ACTIVITIES** | | | | **Weight (%)** |
| Lectures | | | | 60% |
| Exercises | | | | 30% |
| Seminars | | | | 10% |
| **Total** | | | | **100.0%** |
| **Assessment**  **Methods** | **Method of assessment** | | | | **Weight (%)** |
| 1. **Laboratory evaluation** | | | |  |
| Evaluation of weekly sessions | | | | 20% |
| Evaluation of laboratory sessions | | | | 80% |
| **General Laboratory Assessment** | | | | **100%** |
| 1. **Theoretical evaluation** | | | |  |
| Attendance and activity during lectures | | | | 10% |
| Half -semester assessment | | | | 10% |
| The workshop presentation | | | | 20% |
| Final Test | | | | 60% |
| **Evaluation of theoretical 100%** | | | |  |
| **Final Assessment** | | | | **100%** |
| **Course Resources** | **Means** | | | |  |
| **1. Textbooks and Academic Journals**:   * Purpose: Provide foundational knowledge and current research findings. * Examples: Standard textbooks on Dental Morphology, peer-reviewed articles on medical journals focusing on dental morphology. | | | |  |
| 1. **Case Studies**:  * Purpose: Illustrate practical applications of theories in real-world scenarios. * Examples: Case studies selected from healthcare organizations medical journals showing research or successful presentation on related topics. | | | |  |
| 1. **Online Databases and Research Articles**:  * Purpose: Offer access to a wide range of academic research and industry reports. * Examples: Access to databases like PubMed, and other sources that contain research papers and reports on Dental Morphology. | | | |  |
| **4. E-Learning Platforms and MOOCs**:   * Purpose: Provide supplementary learning materials and courses. * Examples: Online courses and lectures from platforms like Coursera, edX, or Khan Academy that cover relevant topics. | | | |  |
| **5. Guest Lectures and Workshops**:   * Purpose: Provide expert insights and practical perspectives. * Examples: Inviting local and/or regional academics - healthcare professionals with proven knowledge on Dental Morphology. | | | |  |
| **ECTS Load** | **Business The activity** | |  | |  |
| 1. Lectures | | 30 h | | 33.5% |
| 1. Clinical exercise s | | 15 h | | 16.5% |
| 1. Workshops | | 15 h | | 11.0% |
| 1. Testings | | 10 h | | 5.5% |
| 1. Individual learning | | 30 h | | 33.5% |
|  | **Total** | | **90 h** | | **100.0%** |
| **LITERATURE** | 1. ''Concise Dental Anatomy and Morphology'' James L. Fuller/ Gerald E. Denehy / Thomas M. Schulein Fourth Edition 2. "Dental Morphology" Prof. Dr. Skender Karahoda 3. '' Anatomy Dental, Physiology AND Occlusion '' Ash Nelson, 9th edition | | | | |
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**Educational Regulations**

**Participation in the lesson**

The Department of Dental Morphology takes responsibility for training future dentists to the highest standards. One of these standards is taking responsibility for personal actions. If a student is absent from class especially in a laboratory and/or clinical session, the student has lost those laboratory and clinical instructions permanently. 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 for the department 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, laboratory and dental clinic 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. This department 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.

**Due Dates**

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**

Dentists are professionals and should dress appropriately. Any student who does not dress appropriately during class time will not be allowed to participate in clinical and laboratory activities. Long hair should be tied back and away from the face for safety reasons. Long-sleeved shirts and blouses should be rolled up for safety.

Ties (collars) or handkerchiefs should be tucked inside the lab coat (coat) for safety reasons. A long-sleeved white lab coat is appropriate for a student.

Pointed toe shoes or sandals are not appropriate footwear for dental laboratories and clinics. For the safety of UBT staff, patients, students, family members and the community, we ask that all staff in clinical and laboratory sessions wear long pants.

**The behavior**

Students in the Department of Dental Morphology must learn to work in groups, regardless of group composition.

Tolerance, courtesy, respect and a peaceful environment are required in the classroom, dental laboratory and dental clinic.

**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 a grade.

**Assessment of weekly laboratory sessions**

At the end of each laboratory session, academic staff will evaluate the student using the weekly laboratory session evaluation. This assessment allows the academic staff to evaluate the student in the areas of professionalism and performance at the expected level towards the attainment of competence.

Each laboratory session is rated as "satisfactory" or "needs improvement". Any satisfactory rating means acceptable performance in all three categories. Any rating as needs improvement means an unacceptable performance for that session in any of the areas rated.

To successfully complete the Dental Morphology preclinical assessment a student must have an overall average of 80% satisfactory session assessments. For example, if a course has 15 assessment sessions in a semester, at least 12 must be satisfactory. If a student is graded below the 80% level, then the student is advised of the necessary steps to improve their deficiencies. If the student's overall grade falls below 60%, then the student is considered to have failed and must repeat the course.

The evaluation system measures the student's level of achievement for each laboratory session. All lab sessions are graded, and all lab sessions have equal weight in the overall grade. In order for the session to be marked as "satisfactory", the student must perform satisfactorily in each category. In order to have a satisfactory grade, a student cannot have more than one area marked as "needs improvement".

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| **Evaluation of Sessions weekly Laboratory** | | |
| **Professionalism** | **Satisfying** | **Needs IMPROVEMENT** |
| Clothing professional |  |  |
| Accepts and acts constructively on advice |  |  |
| Treat THE others politely \_ |  |  |
| It has manners ethical |  |  |
| Professionalism Evaluation |  |  |
| **Performances** | **Satisfying** | **Needs IMPROVEMENT** |
| Time Management |  |  |
| Documentation of the labor in the laboratory |  |  |
| Self- evaluation of critical thinking |  |  |
| Demonstrates independence |  |  |
| Skills in level with the stage of development |  |  |
| Performance Evaluation |  |  |
| **Evaluation of weekly Laboratory Sessions** |  |  |