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| **Course** | **Dental Terminology** | | | |
| Type | Semester | ECTS | Code |
| OBLIGATORY (O) | 2 | 4 |  |
| **Course Lecturer** | Prof. Asst. Dr. Genc Demjaha | | | |
| **Course Assistant** |  | | | |
| **Aims and Objectives** | The aim of this course is for students to learn and understand the language of dentistry at a much deeper level and build a solid foundation for clinical competence. The innovative and interactive approach goes beyond simple memorization and encourages students to read, speak and use terms in context. The course covers the gamut of modern dental care - from an introduction to basic speech structure to the language of basic science, infection control, dental instruments and laboratory equipment, dental materials and an overview of general and specialist dentistry. | | | |
| **Learning outcomes** | Upon successful completion of this course students should be able to:  • Describe the elements of oral health care.  • Define the roles and responsibilities of individuals who provide oral health care and dental laboratory work.  • Identify the roles and responsibilities of oral health care support staff.  • Define the specialized areas of dentistry.  • Define terms that describe the anatomical structures of the mouth.  • Define terms that describe locations.  • Define dental terminology commonly used in dentistry.  • Use root words, prefixes and suffixes of words commonly used in dentistry and dental specialties.   * • Interpret abbreviations commonly used in dental patient treatment records. | | | |
| **Alignment of Course’s Learning Outcomes to Programs’ Learning Outcomes.** | **1. Description of dental arches:**  • Students will be able to describe the structures and functions of dental arches.  • Students will integrate theoretical knowledge on dental arches to perform laboratory procedures independently and effectively.  **2. Identification of the structures that make up the palate, the floor of the oral cavity and the lateral borders of the oral cavity**:  • Students will identify the anatomical structures of the palate, floor, and borders of the oral cavity in models and clinical cases.  • Students will integrate this knowledge to develop and manufacture dental prostheses that meet aesthetic and functional standards.  **3.** **Identifying the difference between clinical and anatomical eruption:**  • Students will identify and explain the differences between clinical and anatomical tooth eruption.  • Students will apply this knowledge to the process of designing and manufacturing dental prostheses to ensure accurate positioning and function of teeth.  **4. Mid-semester assessment:**  • Students will be able to evaluate and identify their progress during the midterms in terms of theoretical and practical knowledge.  • Mid-semester assessments will help monitor student progress in achieving program objectives and performance benchmarks.  **5. Understanding the timing of the emergence of milk teeth and the eruption of permanent teeth:**  • Students will understand the timing of tooth eruption in the dental development process.  • Understanding the timing of teething will be used to determine the necessary adjustments in the production of prostheses for patients in the stages of tooth change.  **6. Cooperation with the dentist:**  • Students will collaborate effectively with dentists in understanding patient needs and planning treatment.  • Effective collaboration with dentists will reflect on students' abilities to integrate theoretical and practical knowledge in patient care and the production of prostheses.  **7. Communication with patients/clients and others involved in the prosthetic process:**  • Students will develop appropriate communication skills with patients and other health professionals.  • Successful communication with patients will be seen as an expression of students' abilities to meet ethical and professional standards in dental technician practice. | | | |
| **Content** | **Weekly Plan - Lectures** | | | **week** |
| * Definition of primary, mixed and permanent dentition. | | | 1 |
| * Definition of occlusion. | | | 2 |
| * Description of dental arches. | | | 3 |
| * Identification of the structures that make up the palate, the floor of the oral cavity and the lateral borders of the oral cavity. | | | 4 |
| * Identification of the structures that form the face and hard and soft palate and the mechanisms involved in their development. | | | 5 |
| * Identifying the difference between clinical and anatomical eruption. | | | 6 |

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|  | **Mid-semester assessment** | **7** |
| Knowing the function of the tooth determines its shape, size and location within the dental arch. | 8 |
| * Definition of terms used to name dental landmarks. | 9 |
| Coding teeth using the Universal, Palmer Notation and ISO/FDI systems. | 10 |
| * Understanding the timing of the eruption of milk teeth and eruption of permanent teeth. | 11 |
| * Understanding how the gingival and supporting apparatus units function and interact. | 12 |
| * Identifying teeth using anatomy as a guide. | 13 |
| Understanding periodontal diseases. | 14 |
| Final exam | 15 |
| **Teaching methods** | **Teaching/learning activity - Weights (%)** | |
| Lecture:  Group discussions and Seminars:  Guest lecturers and Workshops  Assignments and Research Papers: | 50%  20%  20%  10% |
|  | **100.0 %** |

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| **Assessment**  **Methods** | **Assessment methods** | | | **Weight (%)** |
| **1. Written exams:** | | | **(50%)** |
| Purpose: To assess understanding of key concepts and theories on Dental Terminology.  Relevant to: Assessment of basic knowledge and ability to recall and explain the importance of Dental Terminology. | | |  |
| . **Class participation and discussions:**  **Purpose:** To assess engagement, understanding of course material, and ability to contribute thoughtfully to discussions.  Important for: Assessing active participation and the ability to articulate thoughts and ideas related to knowledge management in healthcare. | |  | **(25%)** |
| **Tasks and Research Papers:**  **Purpose:** To assess in-depth research skills and critical analysis.  Important for: Allowing students to conduct detailed investigations into specific areas of knowledge management, demonstrating their ability to engage with complex material. | | | **(25%)** |
|  | | | **100%** |
| **Course Resources** | **Resources** | | |  |
| 1. Classroom | | |  |
| 2. Computer | | |  |
| 3. Projector | | |  |
| 4. Dental Clinic | | |  |
| 5. Dental Laboratory | | |  |
| 6. Gypsum room – Trimmer and other instruments | | |  |
| 7. Center for Dental Research | | |  |
| 8. Books and other supporting material | | |  |
| **ECTS Workload** | **Activity type** |  | |  |
| Lectures | **50%** | |  |
| Group discussions | **25%** | |  |
| Research paper or assignment | **20 %** | |  |
| Invited lectures and seminar |  | |  |
| **Literature** | [Charline M. https://www.google.com/search?tbo=p&tbm=bks&q=inauthor:"Charline+M.+Dofka"Dofka https://www.google.com/search?tbo=p&tbm=bks&q=inauthor:"Charline+M.+Dofka"](https://www.google.com/search?tbo=p&tbm=bks&q=inauthor:%22Charline+M.+Dofka%22), Terminologji Dentare, Botimi i 3-të , Cengage Learning, 2012. | | | |
| **Contact** | Prof. Asst. Dr. Genc Demjaha, [genc.demjaha@ubt-uni.net](mailto:genc.demjaha@ubt-uni.net) | | | |

**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** |  |  |