**Functional Occlusion**

**Course syllabus**

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| **Course** | **Functional Occlusion** |
| Type | Semester | ECTS | Code |
| OBLIGATORY (O) | 1 | 3 |  |
| **Course Lecturer** | Prof. Asst. Dr. Genc Demjaha; Prof. Asst. Dr. Agim Prokshaj |
| **Course Assistant** |  |
| **Aims and Objectives** | The purpose of this course is to teach the student a comprehensive understanding of how the TM joint, muscles, proprioceptive input, lower anterior teeth, upper anterior teeth, lower posterior teeth are designed to work in harmony with each other and posterior maxillae. in general.The aim of this course is to enable the student to have:• Understanding TM joints, muscles, maxillary and mandibular teeth.• An awareness of how the upper and lower jaws work in harmony with each other |
| **Expected results** | Upon satisfactory completion of the course, the student will be able to:• Know the critical factors for a durable closure and how their implementation results in long-term success in general and cosmetic cases;• Identify, before treatment, which patients present a risk of future instability;• Know how to support the dentist where the teeth need to go for veneers, crowns and implant supported restorations• To know why porcelain cracks and breaks and how to eliminate breakage;• Supporting the dentist using checklists for functional-esthetic analyzes and treatment planning |

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|  | 1. Dental Technician Program Includes cooperative learning experiences to enhance understanding and skill development.2. Apply critical thinking to problem solving for dental laboratory challenges Focuses on applying traditional classroom lectures to provide the theoretical foundations of dental laboratory techniques.Critical Assessment and Analysis: Dental Technician Program Includes assessment of the application of critical thinking in solving dental laboratory challenges. |
| **Content** | **Course plan** | **Java** |
| • Jaw movement and control• Jaw muscles – motors for jaw movement• Components of the central nervous system in the generation and control of jaw movements | 1 |
| • Classification of jaw movements• Basic movements of the mandibleHow to describe jaw movement | 2 |
|  | • Occlusal diagnosis for treatment planning• Clinical occlusal assessmentParafunctional tooth erosion | 3 |
|  | • Occlusal analysis• Provocation tests  | 4 |
|  | • Articulators, Registration and Study Transfer Models• Articulator• Transfer of intermaxillary relations | 5 |
|  | • Analysis of the flow pattern• Choosing an articulator | 6 |
|  |  • Mid-semester assessment | 7 |
|  | Occlusion and Orthodontics | 8 |
|  | • Occlusion and fixed prosthetics | 9 |
|  | • Occlusion and Mobile Prosthetics | 10 |
|  | • Occlusal splints and occlusal adjustment in occlusal management• Joint, muscle and NTM pain• production of Splints | 11 |
|  | • Registration of central occlusion• Indications for occlusal adjustment• Clinical exercises | 12 |
|  | • Preclinical preparation• Clinical procedures | 13 |
|  | • Preparation of the Case Study | 14 |
|  | • Presentation of case studies | 15 |
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| **Teaching/****Learning****Methods** | This course adopts a combination of didactic and workshop materials. Teaching methods include lectures, laboratory exercises, quizzes, lecture demonstrations, written laboratory reports. |
| 1. **Lecture: 50%**

• Purpose: To introduce the main concepts, models and theories in Functional Occlusion• Relevant to: Building fundamental understanding and providing a theoretical framework for the course. |
| **2. Group discussions and seminars: 20%****•** Purpose: To encourage interactive learning, the exchange of ideas and the development of critical thinking.• Important for: Discussing different models and theories in depth |
| **3. Guest lecturers and seminars 20%**Purpose: Providing the experience of experts in the field.Relevant to: Gaining different perspectives andknowledge. |
| **4. Tasks and Research Papers: 10%**Purpose: To increase research skills and the ability to critically analyze information.Relevant to: In-depth study of specific topics within knowledge management, increasing understanding through research. |
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| **Assessment****Methods** | **1. Written exams: (50%)**Purpose: To assess understanding of key concepts and theories on Functional Occlusion.Relevant to: Assessment of basic knowledge and the ability to recall and explain the importance of functional occlusion. |
| **2. Class participation and discussions: (25%)**Purpose: To assess engagement, understanding of course material, and ability to contribute thoughtfully to discussions.Relevant to: Assessment of active participation and ability to articulate thoughts and ideas related to Functional Occlusion. |
| **3. Research Paper or Assignment: (25%)**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. |
| **ECTS Load** | **Business The activity** |
| Lectures | 30 hours 50% |
| Group discussions | 10 hours 20% |
| Research paper or assignment | 15 hours 20% |
| Guest speakers and seminars | 2 hours 10% |
|  | Pc/Projektor, Dental Laboratory . |
| **LITERATURE** | Peter Dawson, Okluzioni funksional, First Edition, 2006. |
| **Contact** | Prof. Asst. Dr. Genc Demjaha, Genc.Demjaha@ubt-uni.net  |

**Educational Regulations**

**Clinical Requirements:** Prove knowledge and skills in diagnostic, treatment and procedures in Advanced Problem Solving in Dentistry for at least two patients.

**Student must attend at least 80% of clinical sessions.**

**Participation in the lesson**

The Department of Functional Occlusion 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 weekly Laboratory Sessions**  |
| **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**  |  |  |