**Integrated Studies in Dentistry**

**Functional Treatment Planning Department**

**Course syllabus**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course** | **Functional Treatment Planning** | | | |
| Type | Semester | ECTS | Code |
| ELECTIVE (E) | 6 | 3 |  |
| **Course Lecturer** | Prof. Asst. Dr. Genc Demjaha | | | |
| **Course Assistant** |  | | | |
| **Aims and Objectives** | The purpose of this course is for students to learn and understand the implications of an appropriate treatment plan  Assessment of the vertical dimension of occlusion  Recording of intermaxillary ratios for placement of final functional models from cast to articulator  Fabrication of a provisional restoration to assess function, speech and esthetics and to serve as a guide for the dental laboratory technician | | | |
| **Expected results** | Upon successful completion of this course students should be able to:  • Describe the placement of the final functional cast models on the articulator.  • Define the roles and responsibilities of individuals who provide oral health care and dental laboratory work.  • Describe a provisional restoration to assess function, speech and esthetics.  • Interpret abbreviations commonly used in dental patient treatment records. | | | |
| **Alignment of course learning outcomes with program learning outcomes.** | 1. Description of Gypsum Models:  • 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. Describe a restoration a provisional restoration to assess function, speech and esthetics  • Students will identify the anatomical structures of the palate, floor and borders of the oral cavity in models and clinical cases.  3. Define the roles and responsibilities of individuals who provide oral health care and dental laboratory work  • Students will integrate this knowledge to develop and manufacture dental prostheses that meet aesthetic and functional standards.  Mid-semester assessments will help monitor student progress in meeting program objectives and performance standards.  4. Cooperation with the dentist:  • Students will collaborate effectively with dentists to understand patient needs and plan treatment.  • Effective collaboration with dentists will reflect on students' abilities to integrate theoretical and practical knowledge in patient care and the production of prostheses. | | | |
| **Content** | **Weekly Plan – Lectures** | | | **Week** |
| **Introduction to Dental Technical Treatment Planning**   * Overview of dental technical treatment planning process * Importance of planning in achieving successful dental outcomes * Basic principles and concepts in treatment planning | | | 1 |
| **Understanding Dental Anatomy and Physiology**   * Review of dental anatomy and physiology * Functional aspects of dental structures * Common dental abnormalities and their impact on treatment planning | | | 2 |
| **Diagnostic Tools and Techniques**   * Overview of diagnostic tools used in dental treatment planning * Radiographic imaging techniques and interpretation * Clinical examination and assessment protocols | | | 3 |
| **Patient Assessment and Case Presentation**   * Patient history-taking and record-keeping * Communication skills for presenting treatment options to patients * Developing comprehensive treatment plans based on patient needs and goals | | | 4 |
| **Dental Materials and Technologies**   * Introduction to dental materials used in prosthetic and restorative dentistry * Overview of CAD/CAM technology and its role in treatment planning * Understanding the properties and indications of different dental materials | | | 5 |
| **Occlusion and Bite Analysis**   * Principles of occlusion and bite analysis * Importance of occlusion in dental treatment planning * Techniques for assessing and correcting occlusal discrepancies | | | 6 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Mid-semester evaluation** | | | | **7** |
| **Restorative and Prosthetic Options**   * Overview of restorative and prosthetic treatment modalities * Indications, advantages, and limitations of various restorative materials * Prosthetic options for different clinical scenarios | | | | 8 |
| **Esthetic Considerations in Treatment Planning**   * Principles of smile design and esthetic dentistry * Factors influencing smile esthetics and patient satisfaction * Incorporating esthetic considerations into treatment planning | | | | 9 |
| **Multidisciplinary Treatment Planning**   * Collaboration with other dental specialties in treatment planning * Case studies demonstrating multidisciplinary treatment approaches * Interdisciplinary communication and coordination | | | | 10 |
| **Risk Assessment and Management**   * Identifying and assessing potential risks in treatment planning * Strategies for minimizing risks and complications * Informed consent and patient education regarding treatment risks | | | | 11 |
| **Treatment Sequencing and Timing**   * Importance of sequencing treatments for optimal outcomes * Factors influencing treatment timing and scheduling * Developing a phased treatment plan based on patient priorities and clinical needs | | | | 12 |
| **Review of Complex Cases**   * Analysis of complex case studies involving multiple treatment modalities * Problem-solving strategies for challenging clinical scenarios * Ethical considerations in managing complex cases | | | | 13 |
| **Practice Management and Documentation**   * Overview of practice management software for treatment planning * Documentation standards and legal requirements * Billing and insurance considerations in treatment planning | | | | 14 |
| **Final exam** | | | | 15 |
| **Teaching**  **methods** | **Aktivitetet e mësimdhenjes/mesimnxenjes Pesha (%)** | | | | |
| Lectures:  Group discussions and seminars:  Guest speakers and seminars  Tasks and Research Papers: | | | | 50%  20%  20%  10% |
|  | | | | **100.0 %** |
| **Assessment**  **Methods** | **Evaluation methods** | | | **Weight (%)** | |
| **1. Written exams:** | | | **(50%)** | |
| **Purpose**: To assess understanding of key concepts and theories in 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.  **Relevant** **to**: 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.  **Relevant** **to**: Allowing students to conduct detailed investigations into specific areas of knowledge management, demonstrating their ability to engage with complex material. | | | **(25%)** | |
|  | | | **100%** | |
| **Course resources** | **SOURCES** | | |  | |
| 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 auxiliary materials | | |  | |
| **ECTS Load** | **Activity Type** |  | |  | |
| Lectures | **50%** | |  | |
| Group discussions | **20%** | |  | |
| Research paper or assignment | **20 %** | |  | |
| Invited lectures and seminars | **10 %** | |  | |
| **Literatura** | 1. "Contemporary Treatment Planning in Dentistry" by Stephen J. Stefanac and Samuel P. Nesbit: 2. "Planning and Making Crowns and Bridges" by Bernard G.N. Smith and Leslie C. Howe 3. "Treatment Planning in Dentistry" by Stefanac & Nesbit | | | | |
| **Kontakti** | 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 Functional Treatment Planning 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 Functional Treatment Planning 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 Functional Treatment Planning 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".

|  |  |  |
| --- | --- | --- |
| **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** |  |  |