**Technician dental program**

**Curriculum of the subject**

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| **Course** | **Legislation** | | | | |
| Type | Semester | ECTS | | Code |
| Elective | 6 | 3 | |  |
| **Course Lecturer** | Prof. Ass. Aida Rexhepi | | | | |
| **Course Assistant** |  | | | | |
| **Aims and Objectives** | This course is designed to teach students of the Dental Technician Program about the fundamental concepts of ethical, and legislative issues. The course is based on the ethics science, through integration of knowledge from other relevant sciences. Students will learn to critically evaluate their experience and practice in collaboration with their colleagues and mentors and lead to further development proposals in the field of dentistry. Legislation and health aims to achieve better health standards, to ensure equal access to health services and increase investment in the public sector.  Aims of the course are :   1. To understand and follow the standards and ethical principles important for the dental technician profession.. 2. Demonstrate respect for patient confidentiality, informed consent and privacy in all professional interactions. 3. Maintain ethical behaviour and integrity in dental laboratory practices 4. To understand the importance of ethical principles and values, which are essential for professional behaviour and are usually included in the framework of qualifications.   Upon successful completion of this course, students should be able to :   1. Analyse changes and challenges at work and will be aware of the social significance of their profession and seek to influence public health and environmental policies. 2. Compare the different theories on Legislation and ethics, decision-making based on Legislation, 3. Consider issues and strategies in the delivery of health care 4. contribute to the provision of quality services in the health system | | | | |
| **Learning outcomes** | Learning outcomes for this course are :   1. prove their work based on practice / evidence. 2. promote quality and achieve better health standards, and ensuring equal access to health services, increase investment in the public sector. 3. understand and apply the principle of informed consent. 4. appreciate the importance of ethical principles that regulates the doctor-patient relationship (confidentiality, benefits, the judge, telling the truth, accepting mistakes) 5. be aware of common ethical dilemmas in their clinical practice.   These learning outcomes ensure that students who complete the "Legislation" course are well prepared to meet the ethical and legal requirements of the dental technician profession. They will have a strong foundation in both theory and practice to contribute effectively to dental health care teams. | | | | |
| **Alignment of Course’s Learning Outcomes to Program’s Learning Outcomes** | During this course students gain knowledge about ethical and legal aspects important for medical professions, Ethics of Communication for health problems   1. Comprehensive understanding of the subject   The program/subject Legislation focuses on the application of knowledge of health legislation and collegial ethical concepts to the patient's health problems while respecting the patient's rights.   1. **Evaluation and critical analysis**   The program/subject Legislation includes the understanding of ethical behavior and the connection between ethical concepts, medical practices and professional practices to improve the decision-making ability of professional and moral behavior and to clarify individual opportunities with contemporary challenges   1. **Development of practical skills**   In practical terms, students must gain knowledge to independently create ethical professional decisions that they need for the proper performance-exercise of the profession. | | | | |
| **Course Content** |  | | | |  |
| **Weekly schedule - Lectures** | | | | **Week** |
| Introduction to the basics of legislation and medical ethics, The history of ethics, | | | | **1** |
| Patients' rights: Their cards  Confidentiality. | | | | **2** |
| Professional legal regulation,  Ethics and Law  Ethical codes in the field of medicine | | | | **3** |
| Ethical and legal approach to health  Violations and errors in medicine | | | | **4** |
| Bioethics and deontology | | | | **5** |
| Principles of ethics in public health  The ideal collegial relationship between doctors | | | | **6** |
| **Mid-semester evaluation** | | | | **7** |
| Ethical-legal care and public health | | | | **8** |
| Ethics and patient safety  The ethics of doctor and laboratory technician relations with the patient | | | | **9** |
| Medical legislation in Kosovo  Relevant laws in health | | | | **10** |
| Legal and ethical aspects of research  Experimentation in humans  Transplantation | | | | **11** |
| General health legal provision  Penal assessments for violations of these provisions | | | | **12** |
| Discipline at work  Performance at work (obligations and rights of the employer, rights and obligations of the employee) | | | | **13** |
| Presentation of Seminars | | | | **14** |
| **Final test**  The content of this course is designed to provide a comprehensive foundation in ethical and legal foundations for health professionals | | | | **15** |
| **Weekly Schedule – Practical exercises** | | | | **Week** |
| Legislative bases in medicine | | | | **1** |
| Patient Rights, Privacy and Confidentiality. | | | | **2** |
| Professional ethical codes (for dentists) | | | | **3** |
| The difference between the concept of Malpractice and medical malpractice | | | | **4** |
| The history of the terms "Bioethics and deontology" | | | | **5** |
| The importance of ideal collegial relationships between doctors, for the success of the practice | | | | **6** |
| The legal importance of patient safety | | | | **7** |
| Ethical and legal principles in public health | | | | **8** |
| Relevant laws for health care in Kosovo | | | | **9** |
| Basics of International Health Care Legislation | | | | **10** |
| Legal and ethical aspects of human research | | | | **11** |
| The rights and obligations of the employer and employee in concluding the Contract | | | | **12** |
| Evaluation of the seminars presented | | | | **13** |
| **Consultations before the final test** | | | **14** | |
| **Teaching/Learning Methods** |  | | | |  |
| These methods are designed to foster a deep understanding of basic ethical principles and professional laws/codes and to encourage critical thinking   1. **Lectures 20 %**  * Purpose: To provide basic knowledge and theoretical concepts. * - Implementation: Regular weekly lectures covering the comprehensive content of the course.  1. **Practical Sessions : 20 %**  * Purpose : To develop practical skills in respecting professional ethical codes * - Implementation: Practical work for collegial relationships and respect for patient rights.  1. **Seminars and Group Discussions : 20 %**  * Purpose : To enhance understanding through discussion and collaborative learning. * Implementation : Scheduled sessions to discuss eventual cases of violations and errors.  1. **Individual lesson 40 %**   - Purpose : To supplement and reinforce learning outside the classroom.  - Implementation : Access to online materials and forums for further study and discussion.    These percentages are indicative and can be adjusted based on specific course requirements, institutional guidelines or the needs of students group. The allocation ensures a special emphasis on the theoretical part through lectures ( 20 % ) while maintaining a solid foundation in practical and work ( 20 % ). Interactive and student-centered learning methods such as seminars are integrated to enhance critical thinking and collaboration. | | | |  |
| **Assessment Methods** | The following assessment methods correspond to the learning methods outlined previously, ensuring a comprehensive evaluation of student performance throughout the course.  **Assessment Methods Aligned with Learning Methods :**   1. **Lectures ( 20 % )**   Assessment method – Written Examinations  Students will be assessed through written exams covering theoretical knowledge presented during lectures. These exams may include multiple-choice questions, short answer questions and essay questions to evaluate comprehension of foundational concepts in in medical legislation and ethics | | | |  |
|  | | | | **.** |
| 1. **Practical Sessions (20 %)**   Assessment method – Practical Skills Assessments  Practical work and continuous assessment will be used to assess students' ability to make fair judgments during their work.   1. **Seminars and Group Discussions (20%)**   Assessment method – Participation and Presentation  Students will be assessed based on their active participation in discussions and their ability to present case studies, research findings or topics of current interest in Legislation   1. **Individual lesson (20 % )**   Assessment method – Quizzes and Online Assignments  Quizzes and online assignments related to e-learning resources will be used to reinforce learning and assess understanding of course materials.  These assessment methods are designed to comprehensively evaluate students | | | |  |
|  | theoretical knowledge, practical skills and critical thinking in the context of Legislation and ethics. By aligning assessment methods with learning methods, the course ensures that students are evaluated in a manner that reflects their learning experience and prepares them for professional practice. | | | |  |
| **Course Resources** | These resources have been selected to provide comprehensive coverage of theoretical ethical and legislative knowledge, as well as practical skills in complying with them.  Here is a list of course resources :  **Textbooks and Reference Books**  Prof. Dr. Naser Ramadani: Shëndetësia Publike& Etika, Prishtinë, 2005  **Journals and Online Databases**  **International Journal of Ethics Education**  **Philosophy, Ethics and Humanities in Medicine**  Provides access to the latest research findings and peer-reviewed articles related to health professional conduct, compliance with the law, and ethical codes.  **Webinars and Online Workshops**  Access to recorded or live webinars hosted by experts in the field of Legislation and Ethics | | | |  |
| These resources have been selected to ensure that students have access to a wide range of material supporting both the theoretical and practical aspects of legislation. Incorporating a variety of learning tools such as textbooks and hands-on experiences enriches the learning environment and prepares students professionally by including not only professional skills but also human behaviors. | | | |  |
| **ECTS Workload** | **Type of activity** | |  | |  |
| 1. Lectures | | 15 h | | 20 % |
| 1. Practic sessions | | 15 h | | 20 % |
| 1. Seminars and Group Discussions | | 15 h | | 20 % |
| 1. Individual Lessons | | 30 h | | 40 % |
| **Total** | | **75 h** | | **100.0 %** |
| **Literature** | 1. Apollon Gjebrea: Cikël Leksionesh për Etikën Mjekësore, Tiranë 2007 2. Dental ethics at chairside : professional principles and practical applications, [David T. Ozar](https://search.worldcat.org/search?q=au=%22Ozar%2C%20David%20T.%22), [David J. Sokol](https://search.worldcat.org/search?q=au=%22Sokol%2C%20David%20J.%22), Georgetown University Press, Washington, DC, ©2002 | | | | |
| **Contact** | **Prof.Ass. Dr. Aida Rexhepi aida.rexhepi@ubt-uni.net** | | | | |

**Prerequisites for the course**

This course has no prerequisites

**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
* Demonstrating understanding of the content of the material.
* Adding ideas to class discussion
* Helping others clarify an idea
* Raising new ideas and questions
* Arriving on time and staying throughout the lesson.

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

**Educational Regulations**

**Participation in the lesson**

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

You made a contract with 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 smartphones, 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 callas 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 begging of the lesson. Tests and quizzes are one way teachers measure a student’s knowledge. Failure to participate in tests or quizzes interfers with theis 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 fot thaqt test or quiz. 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 ans 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 asigned 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 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 the explanation for the work is missing.

**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.