**Integrated Studies in Dentistry**

**Dental Technical Department**

**Curriculum of the subject**

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| **Subject** | **Oral Public Health and Oral Pathology** | | | |
| Type | Semester | ECTS | Code |
| OBLIGATIVE (O) | 2 | 5 |  |
| **The lecturer of the subject** | Prof. Asst. Dr. Naser Rugova | | | |
| **Subject assistant** |  | | | |
| **Aims and objectives** | Public oral health and oral pathology are important topics for students of the dental technical faculty, as they will work in the field of dental medicine and have the responsibility to care for the oral health of patients. The purpose and objectives of this course for the students of this faculty are as follows:  Understand oral health and its importance: They should understand the importance of oral hygiene and its effects on overall health.  To recognize oral pathologies: Students must identify and understand the various diseases and conditions of the mouth, teeth, and tissues of the oral cavity. This includes recognizing oral cancer, dental caries, periodontitis, and any other pathological condition that may occur in the mouth.  To know the factors and causes of oral diseases: Students should learn about risk factors for oral diseases such as smoking, lack of oral hygiene, diet rich in sugar, etc. They should also know the connection between oral diseases and general health.   * • Know prevention and treatment methods: Students should learn about oral hygiene methods such as regular teeth cleaning and healthy eating practices. They must also know the procedures for treating oral diseases effectively and ensure proper care for patients. | | | |
| **Expected results** | Students of the dental technical faculty are expected to acquire a wide range of knowledge and skills in these fields. Some of the expected results for them include:   1. Ability to diagnose and treat various dental and oral diseases at an early stage. 2. Understanding the factors that affect the oral health of the population, such as diets, oral hygiene, lifestyles and environmental factors. 3. Ability to hold educational sessions for patients regarding good oral hygiene practices and disease prevention. | | | |
| **Alignment of course learning outcomes with program learning outcomes.** | 1. **Application of theoretical knowledge:**   It focuses on the application of public health methods, epidemiological methods and basic oral public health knowledge.   1. **Evaluation and critical analysis:**   Evaluation and critical analysis of oral public health and oral pathology for students of dental technical faculty is an important process to understand the essence and applications of these two fields in dental medicine.  Subject Oral Public Health and Oral Pathology:Students must have deep knowledge of the meaning and importance of public oral health. This includes factors that affect the oral health of a population such as oral hygiene, diet, lifestyle, and environmental factors. The analysis should also include the discussion on programs and public policies that are focused on the promotion and protection of the oral health of the population.   1. **Development of practical skills:**   Subject Curriculum: Includes some of the steps and strategies that can be followed to develop these practical skills:  1. Learning the theory and scientific basis: It starts with a good teaching of the theory and scientific basis of Public Oral Health and Oral Pathology. Students should have a good knowledge of anatomy, physiology and pathology of the mouth and throat.  2. Laboratory exercises: We make sure that students have opportunities to develop their skills in the laboratory. Here they can practice various dental techniques, such as the initiation of caries treatment, working with dental materials, and oral hygiene procedures.  3. Clinical Practice: Experience in the clinical field is essential for developing practical skills. This enables students to work in university clinics or practice in real clinical settings under the supervision of professionals in the field.  4. Virtual simulations: Using modern technology, such as virtual dental training simulations, can be an effective way to facilitate learning and the development of practical skills. These simulations can provide a realistic and safe experience for students.  5. Internships and internships: Students participate in internships or internships in college dental clinics or public health centers. This will enable them to experience real clinical situations and develop their skills in a professional environment.  **4. Evidence-based approach:**  Consisting of:  • Public education: Dissemination of information and education of the population regarding good dental hygiene practices and healthy diet.  • Disease prevention: Identifying and addressing risk factors for various oral diseases such as dental caries, lung diseases and gum problems.  • Organization of health services: Development of health policies and programs that promote access to oral health care for all.   * Oral pathology is the field of dental medicine that deals with the diagnosis, treatment and monitoring of diseases and pathological conditions of the oral mucosa and other tissues related to the mouth. These include: * Carious diseases: Dental caries is one of the most common diseases and involves the process of tooth destruction by the acids produced by bacteria in the mouth. * Periodontal diseases: These are diseases that affect the structures around the tooth such as gingivitis (inflammation of the gingiva) and periodontitis (deep infection of the tooth support). * Tumours and lesions: Includes unusual growths in the mouth that can be of different nature, from benign to malignant. * In the context of an evidence-based approach for dental technician students, it is important that they have in-depth knowledge of these two areas. | | | |
| **Content** | **Weekly plan** | | | **Week** |
| The concept of public health,  • Public health history  • Modern or new public health  • Health for all | | | 1 |
| Work methods in public health  • Public health programs and interventions  • Application of public health principles | | | 2 |
| Health Care Measures  • Strategic goals of health care measures  • Spectrum of health care measures | | | 3 |
| Primary health care  • Family medicine centres (health centres)  • Private health practice  • Primary health care, family medicine and health care for infants and preschool children, oral public health approach and measures | | | 4 |
| Public oral health measures at the primary health care level  • Measures to promote public oral health and disease prevention | | | 5 |
| Preparation for Seminars with examples from practice | | | 6 |
| Presentation of Seminars | | | 7 |
| Introduction to Oral Public Health | | | 8 |
| Definition and scope of public oral health | | | 9 |
| Epidemiology of oral diseases in different populations | | | 10 |
| Basics of oral pathology  Oral health is an important part of public health  • Oral health care techniques | | | 11 |
| The role of dental technicians in public oral health | | | 12 |
| Case Study Preparation | | | 13 |
| Presentation of case studies | | | 14 |
| Final assessment | | | 15 |
| **Teaching methods** | **Educational activity – Weight %** | | | |
| 1. **Lecture: 10%**   • Purpose: To introduce key concepts, models and theories in knowledge management in public health, public oral health and health care.  • Relevant to: Building fundamental understanding and providing a theoretical framework for the subject. | | | |
| 1. **Case studies and analysis: 20%**   • Purpose: To apply theoretical knowledge in practical oral public health scenarios in the real world.  Important for: Critically evaluating the effectiveness of knowledge management in different contexts and reflecting on practical examples. | | | |
| 1. **Group discussions and seminars: 20%**   • Purpose: To encourage interactive learning, exchange of ideas and development of critical thinking.  • Relevant for: Discussing different models and theories in depth and reflecting on their practical application in the field of public oral health. | | | |
| 1. **Project work: 20%**   Purpose: To foster creativity, application of practical skills and collaborative learning.  • Important for: The development of new and creative ways of knowledge management in the context of best practices in the prevention of oral pathologies and the identification of barriers and facilitators for the adequate management of knowledge in this field. | | | |
| **5. Assignments and Research Papers: 20%**  • Purpose: To enhance research skills and the ability to critically analyze information.  • Relevant to: In-depth study of specific topics within knowledge management, increasing understanding through research. | | | |
| **6. Invited Lecturers and Workshops: 10%**  • Purpose: To provide exposure to experts in the field, industry as well as advancement of practical knowledge.  • Relevant for: Gaining different perspectives on the practices and challenges of knowledge management in prevention, treatment and modern technology of public oral health and oral pathology. | | | |
| **Total:** | | | **100 %** |
| **Evaluation methods** | **Evaluation methods - Weight (%)** | | | |
| **1. Written exams: (20%)**  • Purpose: To assess understanding of key concepts, theories and frameworks in knowledge management.  • Important for: Assessing basic knowledge and the ability to recall and explain the essential principles of the subject. | | | |
| 1. **Analysis of case studies: (25%)**  * Qëllimi: Të vlerësohet zbatimi i njohurive teorike në skenarët e prevenimit dhe trajtimit të shëndetit publik oral në botën reale. | | | |
| 1. **Group projects and presentations: (20%)**   Purpose: To assess collaborative skills, application of knowledge and presentation skills.  • Relevant to: Assessing the development of practical approaches to knowledge management and the ability to work effectively in teams. | | | |
| 1. **Research paper or assignment: (15%)**   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. | | | |
| 1. **Journals or reflective notes: (10%)**   Purpose: To assess personal reflection and self-awareness.  • Relevance to: Encouraging students to reflect on their learning journey, the challenges they faced and how they applied their knowledge in different contexts. | | | |
| 1. **Class participation and discussions: (10%)**   Purpose: To assess engagement, understanding of course material and ability to contribute thoughts to discussions.  • Important for: Assessing active participation and the ability to articulate thoughts and ideas regarding knowledge management in public oral health and oral pathologies. | | | |
| **Total:** | | | **100%** |
| **Sources and tools of concretization** | **Tools** | | | |
| 1. **Textbooks and academic journals:**   Purpose: To provide basic knowledge and current research findings.  • Examples: Standard texts on knowledge management and adequate management of preventive measures in public oral health, peer-reviewed journals focusing on new policies and approaches in this field. | | | |
| 1. **Case studies:**   Purpose: To illustrate practical applications of theories in real-world scenarios. | | | |
| 1. **Online databases and research articles:**   Purpose: Provide access to a wide range of academic research and industry reports in the field.  • Examples: Access databases such as PubMed, JSTOR and industry-specific repositories containing research papers and reports on knowledge management in oral public health. | | | |
| 1. **E-learning platforms and MOOCs:**   Purpose: Providing supplementary learning materials.  • Examples: Online materials and lectures from platforms such as Coursera, edX or Khan Academy covering relevant topics. | | | |
| 1. **Technological tools and software:**   Purpose: Familiarizing students with the tools used in knowledge management.  • Examples: Introduction to software such as electronic health record systems, data analysis tools (eg, SPSS, Tableau), and collaborative platforms. | | | |
| 1. **Guest speakers and seminars:**   Purpose: Providing expert knowledge and practical perspective.   * • Examples: Inviting healthcare professionals, knowledge management experts and academics to speak or conduct workshops. | | | |
| **7. Interactive Discussion Forums:**  • Purpose: Facilitate peer learning and discussion.  • Examples: Online forums or platforms like Slack or Microsoft Teams where students can discuss course materials and exchange ideas. | | | |
| 1. **Group projects:**   Purpose: Support collaborative learning and practical application of concepts.  • Examples: Access to collaborative tools (such as Google Workspace), project development guidelines and evaluation criteria. | | | |
| 1. **Simulation tools and role-playing activities:**   • Purpose: Enable experiential learning in a controlled environment. | | | |
| **9. Library Resources:**  Purpose: Provide a wide range of additional reading material.  • Examples: Access to physical and digital libraries with books, dissertations and theses on public oral health and the prevention and treatment of oral pathologies. | | | |
| **ECTS workloads** | **Activity type** | |  |  |
| 1. 1. The lecture | | 30 h | 15.0 % |
| 1. 2. Analysis of case studies | | 50 h | 25.0 % |
| 1. 3. Group discussions and seminars | | 40 h | 20.0 % |
| 1. 4. Project work | | 40 h | 20.0 % |
| 1. 5. Research paper or assignment | | 20 h | 10.0 % |
| 1. 6. Guest speakers and workshops | | 20 h | 10.0 % |
| **Total:** | | **200 h** | **100.0 %** |
| **Literature/References** | 1. "Oral Pathology for the Dental Hygienist", Olga Ibsen and Joan Phelan, 2018, 8th Edition; 2. “Oral Medicine and Pathology at a Glance", Crispian Scully and Oslei Paes de Almeida, 2016, Second Edition; 3. “Color Atlas of Oral Diseases: Diagnosis and Treatment” 4th editon Edition, George Laskaris. | | | |
| **Contact** | Prof. Asst. Dr. Naser Rugova, [**naser.rugova@ubt-uni.net**](mailto:naser.rugova@ubt-uni.net) | | | |

**Pre-requirements for the course**

This course does not have any pre-requirements.

**Assessment of Competence**

For the class to reach a master’s level of learning, students must prepare by reading the given material, complete all assignments for each class. Students will be evaluated for participation as:

• Full participation in class activities and group work.

• Participation in class discussions (without dominating the conversation).

• Demonstrating understanding of the content of the material read.

• Providing critical thinking about the subject matter.

• Adding ideas to class discussion.

• Helping others clarify an idea.

• Supporting others as they share their ideas and speak in class.

• Raising new ideas and questions.

**•** Arriving on time and staying throughout the lesson.

**Participation policy**

Students are expected to attend all lectures and exercises. The importance of class attendance is reflected in the percentage of the grade associated with attendance. You cannot receive attendance grades if you are not in class. If you have an emergency and cannot attend class, please email me in advance to let me know. Class will start on time to honor everyone's commitment. If you are late, please enter the classroom quietly. Participation marks will be deducted for lateness.

Students must be present at least 80% of the activities.

**Rules and Regulations**

**Attendance**

UBT College undertakes the responsibility of training future professionals to the highest standards. One of these standards is taking responsibility 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 disciplinary problems 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 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 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. 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 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.

**Proper Attire**

Professionals must dress appropriately. Any student who does not dress appropriately during class time will not be allowed to participate in class activities.

**Conduct**

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 the 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 there is no clarification about the work in class.

**Academic Dishonesty**

Violations of Academic Integrity include, but are not limited to, the following actions:

• Cheating on an exam.

• Plagiarism.

• Working together on an individual assignment, paper, or project when the instructor has specifically stated students should not do so.

• Submitting the same term paper to more than one instructor or allowing another individual to assume one’s identity for the purpose of enhancing one’s grade.