**Dental Technician**

**Course syllabi**

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| **Course** | Removable Prosthetics I | | | |
| Type | Semester | ECTS | Code |
| OBILIGATORY (O ) | 3 | 7 |  |
| **Course Lecturer** | Ass. Dr. Krenare Mehmeti | | | |
| **Course Assistant** | Ass. Dr. Krenare Mehmeti | | | |
| **Aims and Objectives** | This course is essential for preparing students to meet the demands of the profession, emphasizing the theoretical understanding and practical application of concepts in mobile prosthetic treatments.  **Aims of the course are:**  **1. To provide a solid foundation in mobile prostheses**: The course aims to provide a comprehensive knowledge of the principles, materials and techniques used in mobile prostheses.  **2. To develop practical skills**: Equip students with practical experience in the design, fabrication and evaluation of mobile dental prostheses, preparing them for real-world dental laboratory work.  **3. To encourage inquiry and critical thinking**: Foster an environment where students are encouraged to explore current research, innovative materials and emerging working techniques in mobile prosthetics, promoting continuous learning and adaptation to advances in the field  **4**. **To promote ethical professional practice**: instill a deep understanding of ethical considerations, patient privacy and the importance of quality craftsmanship in dental laboratory procedures, ensuring that students are committed to the highest standards of professional conduct.  **5.** **To enhance collaboration and communication skills**: Prepare students to communicate and collaborate effectively with dentists, other dental technicians and health care professionals, emphasizing the importance of teamwork in planning and executing dental treatment.  After completing this course, students will be able to:  **1. Understand the Basics**: Demonstrate a thorough understanding of the basic concepts, materials science, and biomechanical principles underlying mobile prosthetics.  **2. Practically apply theoretical knowledge**: Demonstrate skills in applying theoretical knowledge to the practical tasks of designing, manufacturing and evaluating mobile prosthetic devices, using traditional techniques and modern flows.  **3. Engage in Research**: Identify and engage with current research and advances in working techniques in mobile prostheses, critically evaluating their application in dental laboratory procedures.  **4. Adhere to ethical standards**: Recognize and apply ethical standards in all aspects of mobile prosthetic work, including patient interactions, fabrication processes, and professional collaboration.  **5. Collaborate Effectively**: Demonstrate effective communication and collaboration skills with a multidisciplinary dental team, ensuring accurate transfer of treatment plans to prosthetic solutions.  **6. Critical evaluation of prostheses**: Gain the ability to critically evaluate the aesthetics, function and fit of mobile prostheses, applying quality control measures to ensure the highest level of patient care.  **7. Manage laboratory workflows**: Organize and manage dental laboratory workflows efficiently, prioritizing tasks and using resources effectively to meet deadlines and quality standards.  By achieving these goals and objectives, the Mobile Prosthodontics 1 course will ensure that students are well prepared to enter the professional world, with a strong foundation in mobile prosthodontics that supports further learning and specialization in this field. learning outcomes summarize the integration of theoretical knowledge with practical skills, research commitment, ethical professional practice, cooperation and effective communication within the dental care team. | | | |
| **Learning outcomes** | **1.(6) Comprehensive understanding of mobile prosthetics**: Students will demonstrate a comprehensive understanding of the principles, materials, techniques and biomechanical considerations essential to mobile prosthetics.  **2. (9) Practical skills in prosthetic techniques**: Students will demonstrate skills in the design, fabrication and practical evaluation of mobile dental prostheses, applying all laboratory procedures to create complete aesthetic and functional prostheses.  **3. (8) Research and critical thinking skills**: Students will demonstrate the ability to engage with current research to evaluate innovative materials in mobile prostheses. They will critically evaluate the implications of new discoveries and contribute to the advancement of the field.  **4. clo(5) Plo(1) Professional Ethical Practice**: Students will understand and apply ethical standards in all aspects of their work in mobile prosthodontics, demonstrating a commitment to patient privacy, informed consent and the provision of dental prostheses high quality.  **5. clo(5) (13)Collaboration and communication**: Students will communicate and collaborate effectively with dentists, dental technicians and other health care professionals. They will demonstrate the ability to translate treatment plans into precise prosthetic solutions through teamwork and clear communication.  **6. (15)Critical evaluation of dental prostheses**: Students will be able to critically evaluate the aesthetics, function and fit of removable dental prostheses, using quality control measures to ensure that the prostheses meet clinical requirements and expectations of the patient.  **7.(14) Efficient Laboratory Management**: Students will organize and manage dental laboratory workflows efficiently, demonstrating the ability to prioritize tasks, manage resources and adhere to deadlines, ensuring delivery in time of high-quality dental prostheses.  These learning outcomes ensure that students completing the Mobile Prosthodontics 1 course are well prepared to meet the demands of the profession. They will have a strong foundation in both the theoretical and practical applications of mobile prosthetics, ready to contribute effectively to dental health care teams and pursue further specialization in this area. | | | |
| **Alignment of Course’s Learning Outcomes to Program’s Learning Outcomes** | Aligning the learning outcomes of the Mobile Prosthodontics 1 course with the learning outcomes of the Bachelor's Degree Dental Technician program ensures that the course contributes effectively to the program's overarching educational objectives. Here's how the specific learning outcomes of Prosthodontics Mobile 1 are designed and support the achievement of the wider learning outcomes of the programme:  **1. Comprehensive understanding of mobile prosthetics**:  o Aligns with the program outcome on knowledge and understanding: This outcome supports the program's goal of equipping students with a solid foundation, including an understanding of the principles and all techniques during the completion of full dentures.  **2. Practical skills in prosthetic techniques**:  o Aligns with the program outcome for practical skills: Contributes directly to the program's objective of developing practical skills in dental laboratory procedures, ensuring that students are prepared for real-world dental laboratory procedure tasks.  **3. Research and critical thinking skills:**  o Aligns with the program's research and innovation outcome: Enhances the program's goal of fostering an environment that encourages engagement with research, critical analysis, and innovation within dental laboratory procedures.  **4. Ethical professional practice**:  o Aligns with the program outcome in ethical practice: Reinforces the program's emphasis on ethical considerations and professional conduct, aligning with the goal of instilling high ethical standards in future dental technicians.  **5. Cooperation and Communication:**  o Aligns with the program outcome for teamwork and communication: Supports the program's goal of preparing students to work effectively within teams  interdisciplinary dental care, emphasizing the importance of communication skills in professional settings.  **6. Critical evaluation of dental prostheses**:  o Conforms to the program's quality control outcome: Contributes to the program's objective of ensuring that students can critically assess the quality of complete mobile prostheses, applying quality control measures in accordance with industry standards.  **7. Efficient laboratory management**:  o Aligns with the program outcome for management and organization: Enhances the program's goal of equipping students with the skills necessary to effectively manage dental laboratory operations, including resource management and work flow organization.  By achieving the learning outcomes in the Mobile Prosthodontics 1 course, students make significant progress toward meeting the broader learning outcomes of the Dental Technician program. . Aligning course learning outcomes with program learning outcomes ensures a cohesive and comprehensive educational experience that supports students' academic and professional development.  The course is structured to progressively build students' knowledge and skills, culminating in the ability to design, fabricate and evaluate full and removable dental prostheses. | | | |
| **Course Content** | **Weekly Plan - Lectures** | | | **Week** |
| Introduction to complete dentures  • What is a complete denture  • Parts of complete dentures  Finishing stages of the complete prosthesis | | | 1 |
| Measurement of complete dentures  • Introduction and classification of measures  • Principles and objectives  • Taking the anatomical measure - primary  • Individual spoons  • Formation of boundaries  Taking functional or final measure | | | 2 |
| Finishing the bite templates  Determination of the intermaxillary ratio  • Determination of the occlusal orientation plane  • Determination of bite height  • Determination of the central position of the mandible  Fixing templates and marking guide lines | | | 3 |
| Articulators in complete dentures  • Positions and movements of the lower jaw  • Articulator parts  • The arch of the face  • Separation of articulators  • Placing the models in the articulator | | | 4 |
| Preparation of working models of instruments and material for placing artificial teeth  • Selection and placement of front teeth  • Important criteria for placing artificial teeth Zona neutral | | | 5 |
| • Selection and placement of back teeth  • The most frequent mistakes when placing teeth | | | 6 |
| **Half – semester assesment** | | | **7** |
| • Concepts of occlusion in total dentures  • Placing the patient in difficult conditions | | | 8 |
| • Modeling the base of the prosthesis with wax  • Depositing the prosthesis in the muffle   * Wax removal * Placing the resin in the muffler * polymerisation * Reocclusion in the laboratory   Processing and polishing of prostheses | | | 9 |
| • Delivery of prostheses  • Returning the prostheses to the articulator | | | 10 |
| Repair and Rebase  • Requirements and need to repair and rebase.  • Materials used  Techniques for repair and rebasing | | | 11 |
| Special types of total prostheses  Single total denture  Immediate total denture  Covering prostheses | | | 12 |
| Geriatric patients | | | 13 |
| Protection during work in the dental laboratory | | | 14 |
| Final exam | | | 15 |
| **Weekly Plan – Laboratory exercises** | | | **Week** |
| Complete dentures  • Taking the anatomical measure - primary  • Casting of the anatomical model based, from the anatomical mass of the jaw with complete edentulousness  Indexing of dental anatomical models | | | 1 |
| Finishing individual spoons  • Finishing the individual spoon for the upper jaw  Finishing the individual spoon for the lower jaw | | | 2 |
| Finishing the bite templates  • Adaptation of the shellac base  • Finishing the maxillary bite cylinder  Finishing the mandibular bite cylinder | | | 3 |
| Placing working models on the articulator | | | 4 |
| Placement of teeth  • Placement of maxillary anterior teeth  Placement of mandibular anterior teeth | | | 5 |
| Placement of teeth  • Placement of posterior maxillary teeth  • Placement of posterior mandibular teeth  Placing teeth in difficult conditions | | | 6 |
| Placing teeth in difficult conditions | | | 7 |
| Dental test  • Possible improvements during the maxillary teeth trial  Possible improvements during the trial of maxillary teeth | | | 8 |
| Final processing of prostheses  • Wax removal  • Muffling - Dumping  Physical stages of polymerization | | | 9 |
| Final finishing and polishing  • Removal from the muffle  • Polishing | | | 10 |
| Repair of complete dentures  • Repair of complete maxillary dentures  • Repair of complete mandibular dentures | | | 11 |
| Rebasing of complete dentures | | | 12 |
| Single complete dentures  • Indications and contraindications  • Finishing techniques | | | 13 |
| Immediate-immediate prostheses  • Types of immediate prostheses  • Procedures  Covering prostheses  • Termination procedures  • Covering prostheses on implants | | | 14 |
| Final exam - Consultations | | | 15 |
| **Teaching/Learning Methods** |  | | |  |
| Learning activity  These methods are designed to foster a deep understanding of the principles of mobile prosthetics, develop practical skills, encourage critical thinking, and uphold professional and ethical standards.  • **Lecture: 15%**  • Purpose: To provide basic knowledge and theoretical concepts.  • Implementation: Regular weekly lectures covering comprehensive course content.  **• Practical laboratory sessions: 30%**  • Purpose: To develop practical skills in the fabrication and evaluation of prostheses.  • Application: Laboratory work after lectures to put theoretical knowledge into practice.  • **Seminars and group discussions: 20%**  • Purpose: To increase understanding through discussion and collaborative learning.  • Implementation: Scheduled sessions to discuss case studies, research findings and current trends.  **• Invited lectures and seminars: 10%**  • Purpose: To provide exposure to external expertise and new developments.  • Implementation: Occasional guest lectures and seminars throughout the course.  **• E-learning resources: 25%**  • 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 may be adjusted based on specific course requirements, institutional guidelines, or student group needs. The allocation ensures a strong emphasis on practical practice and laboratory work (30%), while also maintaining a solid theoretical foundation through lectures (25%). Interactive and student-centered learning methods, such as seminars, case studies, are integrated to enhance critical thinking and collaboration.  • Ethical considerations and professional developmentare also included to round out the educational experience,ensuring thatgraduates are well prepared for their future careers. | | |  |
| **Assesment methods** |  | | |  |
| The following assessment methods correspond to the learning methods described previously, providing a comprehensive assessment of student performance throughout the course.  • Assessment methods in accordance with learning methods  **1. Lecture (15%)**  Evaluation method: Written exams  • Students will be evaluated through midterm and final written exams that cover the theoretical knowledge presented during the lectures. These exams may include multiple-choice questions, short-answer questions, and questions to assess understanding of basic concepts in mobile prosthetics.  **2. Practical laboratory sessions (30%)**  Assessment method: Assessments of practical skills  Practical examinations and continuous assessment of laboratory work will be used to assess students' skills in the design, fabrication and evaluation of prostheses. This includes direct observation of techniques, submission of completed prosthetic work, and practice tests for specific skills.  **3. Seminars and group discussions (20%)**  Evaluation Method: Participation and Presentation  Students will be evaluated based on their active participation in discussions and their ability to present case studies, research findings, or topics of current interest in mobile prosthetics. Group presentations will also be assessed for teamwork and collaborative learning outcomes.  **4. Guest lecturers (10%)**  Assessment method: Reflective journal  Following lectures and guest workshops, students may be required to submit reflective journals summarizing what they have learned, its relevance to their studies, and how it may apply to their future professional practice.  5. E-learning resources (25%)  Assessment Method: Quizzes and online assignments  Online quizzes and assignments related to e-learning resources will be used to reinforce learning and assess understanding of course materials. These may include quizzes on reading assignments or short essays on video lecture topics.  • These assessment methods are designed to comprehensively assess students' theoretical knowledge, practical skills, professional behavior and ethical understanding in the context of mobile prosthetics. By aligning assessment with learningmethods, the course ensures that students are assessed in a way that reflects their learning experiences and prepares them for professional practice. | | |  |
|  | summarizing what they have learned, its relevance to their studies, and how it may apply to their future professional practice.  **5. E-learning resources (25%)**  Assessment Method: Quizzes and online assignments  Online quizzes and assignments related to e-learning resources will be used to reinforce learning and assess understanding of course materials. These may include quizzes on reading assignments or short essays on video lecture topics.  • These assessment methods are designed to comprehensively assess students' theoretical knowledge, practical skills, professional behavior and ethical understanding in the context of mobile prosthetics. By aligning assessment with learningmethods, the course ensures that students are assessed in a way that reflects their learning experiences and prepares them for professional practice. | | |  |
| **Course resources** | **Mjetet** | | |  |
| **Textbooks and reference books**   1. Agim Islami, Dugagjin Sokoli. Preclinical Dental Prosthetics, University of Pristina, Pristina.   A basic text covering the principles of tooth preparation, material selection and denture design.   1. Sewart’s Clinical Removable Prosthodontics. 4th Edition. Quintessence Publishing Co, Inc. 2. McCracken’s Removable Prosthodontics, 10th Edition, by McGivney GP, Carr AB. The C.V. Mosby Co., St. Louis. 3. 4.Dental Laboratory Procedures (Removable Partial Dentures), Morrow, Rudd, Eissman, 2nd Edition. Mosby Co., St. Louis.   • Provides in-depth discussions on techniques, materials in mobile prosthetics.  **Online journals and databases Journal of Prosthetic Dentistry**  Focuses on the properties and applications of dental materials used in mobile prostheses.  Digital learning platforms and software  • Access to online lessons.  Laboratory Equipment and Materials  • Dental Laboratory  • Equipped with all the tools and materials necessary for practical practice, including dental lathe, plaster room-Trimer and other instruments. | | |  |
|  | Provides access to the latest research findings, case studies and review articles in prosthetics.  **Dental Materials**  Focuses on the properties and applications of dental materials used in mobile prostheses.  Digital learning platforms and software  • Access nline lessons.  **Laboratory Equipment and Materials**  • Dental Laboratory  • Equipped with all the tools and materials necessary for practical practice, including dental lathe, plaster room-Trimer and other instruments.  **Webinars and online seminars**  • Access to recorded or live webinars hosted by experts in the field of mobile prosthetics.  • Guest lectures and Industrial Partnerships  • Visit of experts  • Sessions with experienced dental technicians, prosthodontists and material scientists to share knowledge and real-world experiences.  **Industry tours and demonstrations**  • Organized visits to dental laboratories and production facilities for direct observation of practices.  These resources have been selected to ensure that students have access to a wide range of materials supporting both the theoretical and practical aspects of mobile prosthetics. The inclusion of a variety of learning tools, such as textbooks, and hands-on experiences  enriches the learning environment and prepares students for professional practice. | |  |  |
| **ECTS Workload** | **Type of activity** | |  |  |
| 1. Lectures | | 1. h | 1. % |
| 1. Dental Laboratory Exercises | | 1. h | 1. % |
| 1. Seminars | | 20 h | 10 % |
| 1. Individual Learning | | 2o h | 10 % |
| 1. Electronic System Resources | | 80 h | 35 % |
| **Total** | | **210 h** | **100.0 %** |
| **Literature** | 1. Agim Islami, Dugagjin Sokoli. Preclinical Dental Prosthetics, University of Pristina, Pristina. 2. Stewart’s Clinical Removable Prosthodontics. 4th Edition. Quintessence Publishing Co, Inc. 3. McCracken’s Removable Prosthodontics, 10th Edition, by McGivney GP, Carr AB. The C.V. Mosby Co., St. Louis.   Dental Laboratory Procedures (Removable Partial Dentures), Morrow, Rudd, Eissman, 2nd Edition. Mosby Co., St. Louis. | | | |
| **Contact** | **Ass. Dr. Krenare Mehmeti krenare.mehmeti@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 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 (without dominating the conversation).

• Demonstrating understanding of the content of the material read.

• Providing critical thinking about the subject matter is.

• 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 in at least 80% of the exercises.

**Educational Regulations**

Participation in the lesson

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 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 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.

**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 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**

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 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 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.