**Public Health and Management**

**Course Syllabi**

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| **Course** | **Restorative Dentistry 2** |
| Type | Semester | ECTS | Code |
| OBLIGATORY (O) | IV | 6 |  |
| **Course Lecturer** | Prof. Ass. Dr. Nexhmije Ajeti |
| **Course Assistant** |  |
| **Aims and Objectives** | The objective of this course is to get to know the contemporary materials enforcement Inlay and Onlay. The purpose of this course is to enable the student to: * Understand the connection between laboratory part and the clinical part for enforcement melted fillings.
* To gain knowledge about methods of taking measurements after endodontic treatment.
* To be informed about the aesthetic restoration of teeth with the contemporary materials for enforcement melted fillings.
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| **Learning outcomes** | Upon satisfactory completion of the course, a student must: * To be informed about the theclasifications of dental lesions, indications, contraindications of melted fillings.
* To choose and use the materials, according to the indication given, respecting the instructions, the requirement for safety measures and the preservation of the environment.
* To make a comparison of practical training in the reasoning for the selection of dental restorations as well as methods for melted fillings on their indications.
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| **Alignment of Course’s Learning Outcomes to Programs’ Learning Outcomes.** | * **Application of Theoretical Knowledge**:

 MSc Program (Outcome 1, 2): Focuses on providing theoretical knowledge in dental sciences. Subject: Restorative Dentistry 1: Includes knowledge for melted fillings and new techniques for processing and design of dental fillings. * **Practical Skill Development**:

MSc Program (Outcome 2.7,14,15): Includes laboaratory work and training. Subject: Restorative Dentistry 1: Focuses on getting to know the tools for work in laboratory. * **Application of contemporary materials In the laboaratory:**

MSc Program (Outcome 6,14): Provides knowledge of materials and their selection in the laboaratory. Subject: Restorative Dentistry 1: Focuses on contemporary materials for laboratory work. * **Access to new and contemporary techniques in the laboratory:**

MSc Program (Outcome 7,8,15): Focused contemporary techniques in laboratory for melted fillings.Subject: Restorative Dentistry 1: provides new knowledge for the design of tooth fillings with the latest techniques for laboaratory work.  |
| **Course Content** | **Course Plan** | **Week** |
| Introduce to Restorative Dentistry 2. | 1 |
| Cavity preparation of class I according to Black in gipsum models for amalgam and comopostes with occlusion analysis.  | 2 |
| Cavity preparation of class II and class MOD according to Black in gipsum models for amalgam and comopostes with occlusion analysis. | 3 |
| Cavity preparation of class III and class IV according to Black in gipsum models for amalgam and comopostes with occlusion analysis. | 4 |
| Cavity preparation of class V and class VI according to Black in gipsum models for amalgam and comopostes with occlusion analysis. | 5 |
| Cavity preparation for Onlay. Indications, contraindications, benefits, deficiencies, complications and working tools.  | 6 |
| Materials for enforcement Inlay. | 7 |
| Alloys for the processing of Inlays. | 8 |
| Endocrowns. Indications, contraindications, advantages, disadvantages and cavity preparation.  | 9 |
| Methods for taking measurements after endodontic treatment, direct method, indirect method, indirect-direct methodMaterials for taking measurements.  | 10 |
| Finishing the crown for Inlay of composites. Advantages, disadvantages and cavity preparation. | 11 |
| Crown finish for porcelain Inlay. | 12 |
| Seminars | 13 |
| Practical exam | 14 |
| Final exam | 15 |
|  | **Weekly plan – Laboaratory exercises** | **Week** |
|  | The priniples of Black.  | 1 |
|  | Work place. Dental cabinet, light source, dental chair, dental trepane, RIS system, cavitron, dental microscope, therapists chair, work table, mill holders.  | 2 |
|  | Cavity preparation of class I and class II with occlusion analysis in gypsum models. | 3 |
|  | Cavity preparation of class MOD and class III with occlusion analysis in gypsum models. | 4 |
|  | Cavity preparation of class IV and class V with occlusion analysis in gypsum models. | 5 |
|  | Restoration of the prepared cavity. | 6 |
|  | Melted fillings - Inlay. Types of melted fillings. | 7 |
|  | Indications and contraindications for Inlay.  | 8 |
|  | Cavity preparation methods for Inlay in gypsum models. The method according to Black, Right, Tirsh, Boisson, Gile & Irving and Fabian. | 9 |
|  | Measurement methods for Inlay. Direct method, indirect method and indirect-direct method of measuring for Inlay.  | 10 |
|  | Materials for finishing Inlay fillings.  | 11 |
|  | Finishing Inlay, Onlay, Overlay with CAD-CAM.  | 12 |
|  | Seminars. | 13 |
|  | Practical exam. | 14 |
|  | Final exam. | 15 |
| **Teaching/****Learning****Methods** | **Teaching/Learning Activity – Weights (%)** |
| **1. Lectures: 15%** Purpose: To introduce knowledge and concepts in Restorative Dentistry 1: Relevant for: Provide theoretical knowledge of the subject.  |
| **2. Practical Skill Development**: **60%:** Purpose: To prepare students for independent work in the processing and design of dental fillings with contemporary materials.  Relevant for: Taking laboratory experience with modern techniques for filling design.  |
| **3. Group Discussions and Seminars: 15%**Purpose: To encourage interactive learning, exchange of ideas, and development of critical thinking.Relevant for: Discussing of different knowledge and theories in order to apply them in practice.  |
| **4. Guest Lectures and Workshops**: **10%** Purpose: To provide exposure to industry experts and practical insights. Relevant for: Gaining different perspectives on knowledge management practices and challenges in Restorative Dentistry 1: |
| **Total** | **100 %** |
| **Assessment****Methods** | **Assessment Activity – Weights (%)** |
| **1. Written Examinations: (20%)**Purpose: To assess understanding of key concepts, theories, and frameworks in knowledge management.Relevant for: Evaluating foundational knowledge and the ability to recall and explain core principles. |
| **2. Assessment of laboratory sessions: (30%)**Purpose: To assess laboratory skills during work. Relevant for: Evaluation of the practical approach to knowledge management to work t in the laboratory. |
| **3. Class Participation and Discussions: (10%)**Purpose: To assess engagement, understanding of course material, and ability to contribute thoughtfully to discussions.Relevant for: Gauging active participation and ability to articulate thoughts and ideas related to knowledge management for processing and designing fillings with contemporary techniques. |
| **4. Research Paper or Assignment: (10%)**Purpose: To assess in-depth research skills and critical analysis.Relevant for: Allowing students to conduct detailed investigations into specific areas of knowledge management, demonstrating their ability to engage with complex material. |
| **5. Group Projects and Presentations: (20%)**  Purpose: To assess collaborative skills, application of knowledge, and presentation abilities.  Relevant for: Evaluating the development of practical approaches to knowledge management and the ability to work effectively in teams.  |
| **6.** **Case Study Analysis: (25%)**  Purpose: To assess the application of theoretical knowledge to real-world healthcare scenarios.  Relevant for: Demonstrating critical thinking and problem-solving skills by analysing and suggesting solutions for knowledge management issues in healthcare.  |
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| **Total** | **100%** |
| **Course Resources** | **Means** |
| **1. Textbooks and Academic Journals**:Purpose: Provide foundational knowledge and current research findings. Examples: Standard textbooks on knowledge management and healthcare management, peer-reviewed journals focusing on healthcare policy, management, and informatics. |
| **2. Online Databases and Research Articles**:Purpose: Offer access to a wide range of academic research and industry reports.Examples: Access to databases like PubMed, EBSCO, and the platforms in order to provide material related to the problem that needs to be addressed.  |
| 1. **Software and Technology Tools**:

Purpose: Familiarize students with tools used in knowledge management. Examples: Introduction to software like electronic health records systems, data analysis tools (e.g., SPSS, Tableau), and collaborative platforms. |
| **4. Guest Lectures and Workshops**:Purpose: Provide expert insights and practical perspectives. Examples: Inviting healthcare professionals, knowledge management experts, and academics to speak or conduct workshops. |
| **5. Library Resources**:Purpose: Offer a broad range of additional reading materials.Examples: Access to physical and digital libraries with books, dissertations, and theses on healthcare management and knowledge management. |
| **ECTS Workload** | **Activity type** |  |  |
| 1. Lectures
 | 15 h | 8.33 % |
| 1. Laboartory practise
 | 60 h | 33.33 % |
| 1. Group Discussions and Seminars
 | 40 h | 22.22 % |
| 1. Guest Lectures and Workshops
 | 25 h | 13.88 % |
| 1. Group project and presentations
 | 20 h | 11.11 % |
| 1. Case study Analysis
 | 20 h | 11.11 % |
| **Total** | **180 h** | **100.0 %** |
| **Literature** | 1. Veton Hoxha, Sëmundjet e Dhëmbit, Paraklinika, Prishtinë 2017.
2. Peter Jacobsen, Restorative Dentistry: An Integrated Approach,2008
 |
|  | 1. A. C. Shortall, A. D. Walmsley, F. J. Trevor Burke, Philip Lumley, and Trevor F.Walsh, Restorative Dentistry, 2007.
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**Pre-requirements for the course**

To follow this course the student must have fully completed the following course **Restorative Dentistry 1.**

**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**

The Department of **Restorative Dentistry 2** take responsibility for training future dental technicians to the high 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.

**Evaluation of weekly laboratory sessions**

At the end of each clinical session, the faculty will assess the student utilizing the weekly laboratory session assessment. This evaluation allows the faculty to assess the student in the areas of professionalism, patient management, and performance at the expected level towards competence.

Each clinical session is graded as “satisfactory” or “needs improvement”. A satisfactory mark signifies acceptable performance in all three categories. A grade of needs improvement signifies a less than acceptable performance for that session in any of the evaluated areas.

To successfully complete the laboratory phase of **Restorative Dentistry 2,** a student must maintain a cumulative average of 80% of satisfactory session evaluations. For example, if a course has 15 session grades in a semester, at least 12 must be satisfactory. If a student is found to be below the 80% benchmark, then the student is counseled on the necessary measures to remediate their deficiencies. If the student falls below 60% benchmark, then the student is considered as failed.

The evaluation system measures the degree of mastery of the student for each laboratory sessions. All laboratory sessions are evaluated weighted the same. In order to have the session marked as a “satisfactory”, student must perform satisfactory in each category. To have a category marked as satisfactory, student cannot have more than one area marked as “need improvement”.

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| **Evaluation of weekly laboratory sessions** |
| **Profesionalizmi** | **Satisfying** | **It needs improvement** |
| Professional dress |  |  |
| Accepts and acts constructively on advice |  |  |
| Treats others with courtesy |  |  |
| Have ethical behavior |  |  |
| Evaluation of profesinalism |  |  |
| **Menagement of work in the laboratory** | **Satisfying** | **It needs improvement** |
| Presentation of work |  |  |
| Infection control protocol |  |  |
| Willingness |  |  |
|  |  |  |
| **Evaluation of work management** |  |  |
| **Performans** | **Satisfying** | **It needs improvement** |
| Time management |  |  |
| Documentation of laboratory work |  |  |
| Self-evaluation |  |  |
| Critical thinking |  |  |
| Demonstrates independence |  |  |
| Skill level in the development phase |  |  |
| **Performance evaluation** |  |  |