MINESTRY OF HEALTH OF UKRAINE
Odesa national medical university
Department of surgical dentistry

APPROVE
Vice-rector for scientific and pedagogical work
_____ Eduard BURIACHKIVSKY
September 01, 2023 p.

WORK PROGRAM

of the elective discipline

SUBSTANTIATION OF THE METHODOLOGY OF SURGICAL INTERVENTIONS USED IN SURGICAL DENTISTRY

Level of higher education: second (master's)

Field of knowledge 22 "Health care"

Specialty 221 "Dentistry"

Educational and professional program: "Dentistry"

Odesa 2023

The work program is based on the educational and professional program "Dentistry" for the training of specialists of the second (master's) level of higher education in the specialty 221 "Dentistry" of the field of knowledge 22 "Health Care", approved by the Academic Council of ONMedU (Minutes No. 8 of June 29, 2023).

Developers:

Head of the Department, Doctor of Medicine, Professor A.G. Gulyuk

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The work program was approved at the meeting of the Department of Surgical Dentistry

Protocol № _1__ from 31.08.2023.

Head of the Department _____ Anatolii Gulyuk

Agreed with the guarantor of the EPP _____ Anatolii Gulyuk

Approved by the subject cycle methodical commission for dental disciplines of ONMedU

Protocol № ___ from 2023

Head of the Subject cycle methodical commission for dental disciplines of ONMedU

_____ Volodymyr Kryklias

Reviewed and approved at the meeting of the department

Protocol № ___ from "__ _" _____ 20__ p.

Head of the Department _____

(signature) (name)

Reviewed and approved at the meeting of the department

Protocol № ___ from "___" _____ 20__ p.

Head of the Department _____

(signature) (first name) (last name)

1. The description of the discipline:

<table>
<tr><td>indicators</td><td>Field of knowledge, specialty, specialization, level of higher education</td><td>Characteristics of the academic discipline</td></tr>
<tr><td rowspan="11">Total number:

Credit: 3

Hours: 90</td><td rowspan="11">Branch of knowledge

22 "Health care"

Specialty

221 "the Stomatology"

Level of higher education

second (master)</td><td>Full-time form of education

Selective discipline

Year of preparation 4</td></tr>
<tr><td>Teaching (0 years)</td></tr>
<tr><td>Seminar (0 years)</td></tr>
<tr><td>Practical (30 years)</td></tr>
<tr><td>Laboratory (0 years)</td></tr>
<tr><td>Independent work (60 years)</td></tr>
<tr><td></td></tr>
<tr><td>individual tasks (0 years)</td></tr>
<tr><td>Form of final control – test</td></tr>
<tr><td></td></tr>
</table>

2. The purpose and objectives of the discipline, competence, program results of training

The purpose of the higher education applicants to familiarize with the methods of studying the clinical anatomy and operative surgery of the maxillofacial area, to understand the mutual location of vessels, nerves, muscles and fascia in different parts of the maxillofacial area; , which will be directly used in the practical activities of the dentist and dentist-surgeon.

Tasks:

The main tasks of the selective discipline are:

1) gain in-depth knowledge of discipline and related specialties;
2) clinical manifestations of oral pathology and indications for the use of various methods of treatment and rehabilitation;
3) the opportunity to obtain an appropriate level of knowledge on the peculiarities of the clinic, diagnosis, timing and methods of treatment of dental diseases
4) in-depth study of the main stages and methods of dental operations
5) teach higher education applicants to use knowledge of clinical anatomy and operative surgery of maxillofacial area in the examination and treatment of patients with dental diseases.

The process of studying the discipline is aimed at the formation of elements of the following competencies:

General (GC):

1. The ability to abstract thinking, analysis and synthesis.

2. Knowledge and understanding of the subject area and understanding of professional activities.
3. Ability to apply knowledge in practical activities.
7. Ability to search, process and analyze information from different sources.
9. Ability to identify, put and solve problems.
10 ability to be critical and self-critical.
11 ability to work in a team.

Special competences of the specialty (SC):
SC 1. Ability to collect medical information about the patient and analyze clinical data.
SC 2. Ability to interpret the result of laboratory and instrumental studies.
SC 3. Ability to diagnose: Determine the previous, clinical, final,.
SC 5. Ability to design the process of medical care: To determine the approaches, plan, types and principles of treatment of diseases of organs and tissues of the oral cavity and maxillofacial area.
SC 8. Ability to perform medical and dental manipulations.
SC 12. Ability to organize and conduct screening examination in dentistry.
SC 14. Ability to maintain regulatory medical documentation.

Program learning outcomes (PLO)

PLO 1.identify and identify leading clinical symptoms and syndromes (list 1); according to standard methods, using preliminary data of the patient's history, data of the patient's examination, knowledge of the person, his organs and systems, to establish a probable nosological or syndromic preliminary clinical diagnosis of dental disease (according to the list 2)

PLO 2.to collect information about the general condition of the patient, to evaluate the psychomotor and physical development of the patient, the state of the maxillofacial area, based on the results of laboratory and instrumental studies, to assess the information about the diagnosis (list 5).

PLO 3.appoint and analyze additional (mandatory and optional) examination methods (laboratory, X-ray, functional and/or instrumental) on the list of 5, patients with diseases of organs and tissues of the oral cavity and maxillofacial area for differential diagnosis of diseases (list 2).

PLO 4. Determine the final clinical diagnosis following the relevant ethical and legal norms, by making a reasonable decision and logical analysis of the obtained subjective and objective clinical data, additional examination, differential diagnosis under the supervision of a doctor-manager in the conditions of a medical institution (on the list 2.1).

PLO 8.determine the approach, plan, type and principle of treatment of dental disease (list 2) by making an informed decision on existing algorithms and standard schemes.

PLO 10. Determine the tactics of dental patient in somatic pathology (list 3) by making an informed decision on existing algorithms and standard schemes.

PLO 11.carry out treatment of basic dental diseases according to existing algorithms and standard schemes under the supervision of a doctor-manager in the conditions of a medical institution (according to the list 2.1).

PLO 21perform medical manipulations on the basis of a preliminary and/or final clinical diagnosis (on lists 2, 2.2) for different segments of the population under different conditions (on the list 6).

PLO 22. perform medical dental manipulations on the basis of a preliminary and/or final clinical diagnosis (on the lists 2.2.1) for different segments of the population and under different conditions (on the list 7).

As a result of studying the academic discipline, the applicant of higher education must:

know: the principles of the mutual arrangement of vessels, nerves, muscles and fascia in different regions of the maxillofacial area.
to be able: to determine the tactics of surgical intervention taking into account the mutual location of vessels, nerves, muscles and fascia.

3.the content of the academic discipline:

Theme 1. Bones of the upper and lower jaw.

Upper jaw: Body and four processes. Four surfaces of the body of the jaw. Cuts and furrows. Iklova yamka. The facial and lobed process. Nasal surface, palatine process. Alveolar process. Maxillary sinus. The palatine bone. Lower nose sink. The slimy bone. Nose bone. Skulov bone: Three surfaces, two processes. The shoe.

Lower jaw. Body and two processes. Side projection, chin buds and chin holes. Crown and mishchelkovye processes. Нижньощелепний канал. The bottom hole. Under the tongue bone. The nasal cavity. Nasal sinks. Nose walk. Bone palate. Mouth cavity. Temporal, temporal, sacrotemporal, krylopidnebynna hole.

Theme 2. Innervation of the upper and lower jaw. The peripheral nervous system. Sensory, mixed, mobile nerves. In a pair – triple nerve, mixed. The three-nerve branches: Orbital, maxillary, mandibular. Up pair – facial nerve sensitive and mixed. 1X pair of tongue-and-throat nerves: Mobile, sensitive and parasympathetic. Zone of inertia.

Theme 3. Big goose foot. Orbital nerve (1 branch), upper jaw nerve (P branch) – sensitive, lower jaw nerve (W branch) – mixed. Zone of inertia.

Theme 4. Blood circulation of the face and mouth. External and internal carotid artery. External carotid artery: Front branches: Upper thyroid, tongue, facial. Hind branches: Occipital, medial branches, end branches, upper jaw. Inner carotid artery: Orbital branch.

Theme 5. Muscles and fascia of maxillofacial area. Muscles chewing and facial. Chewing muscles: Chewing muscle, temporal, medial-wing, lateral-wing. Facial muscles: The muscles of the skull vault, the muscles surrounding the orbital corymal, the muscles surrounding the nasal openings, the muscles surrounding the mouth slot, the muscles of the auricle.

Theme 6. Pidorbitalno fiber space, its boundaries.

Theme 7. The space of the dense area, its boundaries.

Theme 8. Lower-jaw cage space, its boundaries.

4.**structure of selective discipline**

	Name	Everything	Lectures	PR.zan.	SRS
Theme 1.	Bones of the upper and lower jaw	12		4	8
Theme 2.	Innervation of the upper and lower jaw	12		4	8
Theme 3.	Big goose foot	12		4	8
Theme 4.	Blood circulation of the face and mouth	12		4	8

Theme 5.	Muscles and fascia of maxillofacial area	12		4	8
Theme 6	Pidorbital fiber space	10		2	8
Theme 7	The space of the dense area	10		4	6
Theme 8	Low-jaw fiber space	10		4	6
	Together	90	0	30	60

5. What are the main topics of the study

№ themes	Theme name	Number of hours
1	Theme 1. Practical training 1. Bones of the upper and lower jaw	4
2	Theme 1. Practical training 2. Innervation of the upper and lower jaw	4
3	Theme 2. Practical training 3. Big goose foot	4
4	Theme 2. Practical training 4. Blood circulation of the face and mouth	4
5	Theme 3. Practical training 5. Muscles and fascia of maxillofacial area	4
6	Theme 3. Practical training 6. Pidorbitalnvuj kletchatovoj space	4
7	Theme 4. Practical training 7. (In Ukrainian) The space of the dense area	4
8	Theme 4. Practical training 8. Low-jaw fiber space	2
Total		30

6. What are the main topics of the study

№	Theme	Number

		of hours
Theme 1.	Bones of the upper and lower jaw	8
Theme 2.	Innervation of the upper and lower jaw	8
Theme 3.	Big goose foot	8
Theme 4.	Blood circulation of the face and mouth	8
Theme 5.	Muscles and fascia of maxillofacial area	8
Theme 6	Pidorbital fiber space	8
Theme 7	The space of the dense area	6
Theme 8	Low-jaw fiber space	6
	Together	60 hours

7. Methods of teaching

Practical classes: Conversation, role-playing games, solving clinical situational problems, practicing the skills of the patient's examination, practicing the skills of performing manipulations on the list of 5, instructing and practicing skills on simulation models.

Independent work: Independent work with recommended basic and additional literature, with electronic information resources, independent work with the bank of test tasks step-2, independent mastering of algorithms for communication with patients.

8. Forms of control and evaluation methods (including criteria for evaluating learning outcomes)

Current control: Oral questioning, testing, evaluation of practical skills, solution of situational clinical tasks.

Final control: Test.

Assessment of current educational activities in a practical lesson:

1. Assessment of theoretical knowledge on the subject of the lesson:
   - methods: survey, solution of situational clinical problem
   - the maximum score is 5, the minimum score is 3, the unsatisfactory score IS 2.
2. Assessment of practical skills and manipulations on the topic of the lesson:
   - methods: assessment of the correctness of the implementation of practical skills
   - the maximum score is 5, the minimum score is 3, the unsatisfactory score IS 2.

The evaluation for one practical lesson is arithmetic average for all components and can only have a whole amount (5, 4, 3, 2), which is rounded by the method of statistics.

Criteria for current assessment in a practical lesson

Evaluation	Evaluation criteria
“5” is great	The applicant discovered a comprehensive, systematic, deep knowledge of educational and program material, the ability to freely perform the tasks provided by the program, learned the basic and familiar with the auxiliary literature recommended by the program. As a rule, the assessment “excellent” is exhibited to applicants of higher education, who have learned the relationship between the basic concepts of the discipline and their importance for the profession that he wants to acquire, who have shown creative abilities in understanding, applying and using educational and program material; The applicant is fluent in the material, takes an active part in the discussion and solution of the situational clinical task, confidently interprets the data of clinical, laboratory and instrumental studies, expresses his opinion on the topic of the lesson, demonstrates clinical thinking.
“4” is good.	The applicant discovered complete knowledge of the educational and program material, successfully performs the tasks provided in the program, which he learned the basic literature, which is recommended in the program. As a rule, the assessment of “good” is exhibited to applicants of higher education, who have shown the systematic nature of knowledge in the discipline, capable of their self-replenishment and renewal in the course of further educational work and professional activities;
"3" is "good".	The applicant discovered the knowledge of the basic educational program material in the amount necessary for further study and future work by profession, which copes with the tasks provided by the program, as a rule, the assessment is “satisfactory” put to higher education applicants, who have assumed error in answering exams and performing examination tasks, but have the necessary knowledge to eliminate them under the guidance of the teacher;
“2” is not good.	The applicant found gaps in the knowledge of the main educational and software material, which made fundamental mistakes in the implementation of the program tasks. As a rule, the assessment “unsatisfactory” refers to applicants of higher education, who can not continue their studies or begin professional activities after graduation without auxiliary classes in the relevant discipline.

The test is presented to the applicant, who has completed all the tasks of the working program of the academic discipline, took an active part in practical classes, has an average current assessment of at least 3.0 and has no academic debt.

The test is carried out: At the last lesson before the beginning of the examination session - with a belt system of training, at the last lesson - with a cycle system of training. The score is the arithmetic mean for all the components on the traditional four-point scale and has a value rounded by the method of statistics with two decimal digits after the comma.

Assessment of current educational activities in a practical lesson:

1. Assessment of theoretical knowledge on the subject of the lesson:
- methods: survey, solution of situational clinical problem
- the maximum score is 5, the minimum score is 3, the unsatisfactory score IS 2.

1. Assessment of practical skills and manipulations on the topic of the lesson:
- methods: assessment of the correctness of the implementation of practical skills
- the maximum score is 5, the minimum score is 3, the unsatisfactory score IS 2.

The evaluation for one practical lesson is arithmetic average for all components and can only have a whole amount (5, 4, 3, 2), which is rounded by the method of statistics.

9. The distribution of points that receive higher education applicants

The average score obtained for the academic discipline for applicants who have successfully mastered the working program of the academic discipline is converted from the traditional four-point scale to points on a 200-point scale, as shown in the table:

Table of conversion of the traditional assessment into the multi-scale

The traditional four-point scale	The 200-point scale
Excellent ("5")	185 – 200
Good («4»)	151 – 184
The satisfactory(3)	120 – 150
Unsatisfied (2)	Below 120

The Bagatobalnaya scale (200-point scale) characterizes the actual success of each applicant for the assimilation of the educational component. Conversion of traditional assessment (average score for the academic discipline) to 200-point is performed by the information and technical department of the University.

According to the received points on a 200-point scale, the achievement of applicants is estimated on the rating scale of ESTS. Further ranking on the rating scale of ESTS allows to evaluate the achievements of applicants from the educational component, who are studying on one course of one specialty, in accordance with their points.

The ECTS scale is a relatively comparable rating, which establishes the applicant's belonging to the group of the best or worst among the reference group of fellow students (faculty, specialty). The score “A” on the ECTS scale can not be equal to the score “excellent”, and the score “B” – the assessment “good”, etc. When converting from a rich scale, the limits of grades "a", "B", "C", "D", "E" on the ECTS scale do not coincide with the limits of grades "5", "4", "3" on the traditional scale. Applicants who have received the marks "FX" and "F" ("2") are not included in the list of ranking applicants. The "FX" score is presented to applicants who have scored a minimum number of points for current educational activities, but who are not enrolled in the final control. The grade "F" is presented to applicants who attended all classes in the discipline, but did not score an average score (3.00) for current educational activities and are not admitted to the final control.

Applicants who study on one course (one specialty), based on the number of points earned from the discipline, are ranked on the scale of ESTS as follows:

Conversion of the traditional assessment of the discipline and the amount of points on the ECTS scale

Assessment of ECTS scale	Statistical indicator
AH	The best 10% of applicants
V.	The next 25% of applicants
S.	The next 30% of applicants
D.	The next 25% of applicants
UH, UH	The next 10% of applicants

10. What are the most practical methods of the study

- The working program of the discipline
- SILABUS
- Methodological developments for practical classes
- Methodological recommendations for independent work of higher education applicants
- Multimedia presentations
- Clinical tasks
- Electronic bank of test tasks for units of discipline

12. Suggested literature

Main list

1. Стоматологія : підручник : У 2 кн. — Кн. 1. / М.М. Рожко, З.Б. Попович,В.Д. Куроєдова та ін.; за ред. проф. М.М. Рожка. — К. : ВСВ “Медицина”, 2013. — 872 с.

2. Стоматологія : у 2 кн. : підручник. Кн. 2 / М.М. Рожко, І.І. Кириленко,О.Г. Денисенко та ін. ; за ред. М.М. Рожка. — 2-е вид. — К. : ВСВ «Медицина», 2018. — 992 с.

3. Челюстно-лицевая хирургия и хирургическая стоматология : учебник : в 2 кн. Кн. 1 / А. А. Тимофеев. – К. : ВСИ «Медицина», 2020. – 992 с.

13. Internet recourses:

1. Державний Експертний Центр МОЗ України http://www.dec.gov.ua/index.php/ua/

2. Національна наукова медична бібліотека України http://library.gov.ua/

4. Національна бібліотека України імені В.І. Вернадського http://www.nbuv.gov.ua/

5. https://www.studentlibrary.ru/book/ISBN9785970442081