



**CD 8.5.1 DISCIPLINE SYLLABUS FOR
UNIVERSITY STUDIES**

Edition: 08

Date: 21.02.2020

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**FACULTY OF STOMATOLOGY
STUDY PROGRAM 0911.1 STOMATOLOGY
DEPARTMENT OF PEDIATRIC ORAL AND MAXILLOFACIAL
SURGERY AND PEDODONTICS „ION LUPAN”**

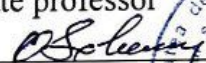
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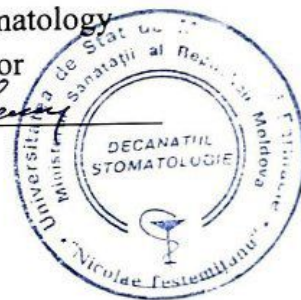
at the meeting of the Commission for Quality
Assurance and Evaluation of the Curriculum in
Stomatology
Minutes No. 1 of 22.09.2020

President, PhD MD, associate professor
Stepco Elena 

APPROVED

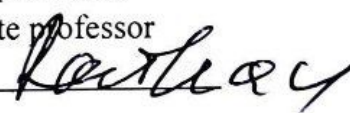
at the Council meeting of the Faculty of
Stomatology
Minutes No. 2 of 30.09.2020

Dean of the Faculty of Stomatology
PhD MD, associate professor
Solomon Oleg 



APPROVED

at the meeting of the Department of pediatric oral and
maxillofacial surgery and pedodontics „Ion Lupan”
Minutes No. 1 of 26.08.2020

Head of the Department,
PhD MD, associate professor
Railean Silvia 

**SYLLABUS
DISCIPLINE PREVENTION OF ORAL DISEASES**

Integrated studies

Type of course: **Obligatory discipline**



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I. INTRODUCTION

- **General presentation of the discipline: place and role of the discipline in the formation of the specific competences of the professional / specialty training program:**

Prevention of oral affections is a clinical discipline, the study of which at the university stage allows the future dentist to acquire the set of measures meant to ensure the integrity of the dento-alveolar structures. In the discipline, particular attention is paid to the prevention of oral diseases at the individual level, in children's community and at national level. In accordance with the oral health strategy developed by the World Health Organization, the discipline includes education measures for oral health, hygiene and community and / or special preventive care. The primary, secondary and tertiary prevention measures for oral cavity are the essential support for contemporary guidance in dental care and the development of future dental specialists to help improve the oral health of the population, especially the growing generation.

- **Mission of the curriculum (aim) in professional training:**

Vocational Training in the field of Prevention of Oral Diseases is the mission of integrating the knowledge gained by future of the dentists in the disciplines in order to provide effective, harmless dental care, observing the principles of preventive guidance in the specialty. The training of the specialist within the discipline will contribute to the development of the skills and clinical thinking of the students focused on the accumulation of skills in determining the optimal methods of prophylaxis according to the particularities of the growing organism in order to contribute to the improvement of the oral health and the improvement of the quality of life of the population

- **Language (s) of the course:** Romanian and English.
- **Beneficiaries:** students of the 3 year, faculty Dentistry.



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II. MANAGEMENT OF THE DISCIPLINE

Code of discipline		S.05.O.056	
Name of the discipline		Prevention of oral diseases	
Person(s) in charge of the discipline		Spinei Aurelia , dr. med., ass. prof. Şevcenco Nina , dr. med., ass. prof.	
Year	III	Semester/Semesters	V
Total number of hours, including:			60
Lectures	17	Practical/laboratory hours	17
Seminars	17	Individual work	9
Form of assessment	C	Number of credits	2



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III. TRAINING AIMS WITHIN THE DISCIPLINE

- *at the level of knowledge and understanding:*

- ✓ to define the essence of the preventive concept in dentistry;
- ✓ to know the main objective of preventive dentistry;
- ✓ to know the definition of primary, secondary and tertiary prevention;
- ✓ to know the strategy of preventive dentistry;
- ✓ to define the notion of dental deposits;
- ✓ to know classifications of dental deposits;
- ✓ to know the stages of bacterial plaque formation;
- ✓ to know indices of bacterial plaque and oral hygiene (OHI-S, Green and Vermillion, Silness and Loe, Quingley and Hein, Lange);
- ✓ to know the classifications of oral hygiene objects;
- ✓ to know the types of toothbrushes;
- ✓ to know the destination signs between toothbrushes with natural and synthetic fibers;
- ✓ to know the distinctive signs of hygienic and prophylactic dental brushes;
- ✓ to know the classification of secondary oral hygiene objects;
- ✓ to know the properties of the dental floss;
- ✓ to know the types of interdental toothbrushes;
- ✓ to know the types of interdental toothpicks, gum stimulators and language cleansing devices;
- ✓ to know the principle of action of the irrigation systems of the oral cavity;
- ✓ to be familiar with the classification of secondary oral hygiene objects;
- ✓ to know the components and properties of the toothpastes;
- ✓ to know the dental paste components and their indications;
- ✓ to know the classification of secondary oral hygiene remedies;
- ✓ to know the composition and properties of mouthwashes, dental elixirs, balms and tonics for gum, aerosols and oral deodorants;
- ✓ to know the chemical methods of control of the dental plaque;
- ✓ to know the mechanical methods of control of dental plaque;
- ✓ to know the steps of performing professional oral hygiene;
- ✓ to know the indications and contraindications of manual and ultrasonic scaling;
- ✓ to know the stages of performing manual scaling;
- ✓ to know the stages of ultrasonic scaling;
- ✓ to know the types and methods of health education;
- ✓ to know the particularities of the health education of children and their parents;
- ✓ to know the methods of hygienic education of children in organized collectives;
- ✓ to know the bases of prevention of dental diseases;
- ✓ to know the etiological factors and pathogens of the main dental diseases, risk factors, individual, group, and community measures to maintain oral health.



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- ***at the application level:***

- ✓ be able to explain the strategy of preventive dentistry;
- ✓ be able to describe the levels of implementation of preventive measures;
- ✓ to be able to perform the clinical examination of the child with evidence of dental deposits;
- ✓ to be able to perform the clinical examination of the child with assessment of bacterial plaque and oral hygiene;
- ✓ to be able to describedestination signs between toothbrushes with natural and synthetic fibers;
- ✓ to be able to describe special, specific and artistic hygienic and prophylactic toothbrushes;
- ✓ to apply knowledge and skills in selecting hygienic and preventive toothbrushes;
- ✓ to be able to perform a clinical examination recommending the main oral hygiene objects;
- ✓ to be able to describe the properties of dental floss and interdental toothbrushes;
- ✓ to apply knowledge and skills in selecting interdental floss and toothbrushes;
- ✓ to be able to perform a clinical examination recommending oral hygiene items;
- ✓ to be able to describe the properties of toothpastes;
- ✓ to apply the knowledge and skills regarding the selection of hygienic and preventive dentifrices;
- ✓ to be able to perform the clinical examination and individual toothpaste recommendation;
- ✓ to be able to perform the clinical examination of the child and individually select the toothpaste depending on the clinical situation;
- ✓ to be able to describe the properties of secondary oral hygiene remedies;
- ✓ to be able recommend mouthwash according to child's age and clinical condition;
- ✓ to be able to recommend dental products, balms and tonic for gingiva, aerosols and oral deodorants depending on the clinical situation;
- ✓ to be able to perform the clinical examination with the individual recommendation of the oral hygiene secondary remedies;
- ✓ to be able to set directions for manual and ultrasonic scaling;
- ✓ to apply the knowledge and skills of professional oral hygiene;
- ✓ to be able to perform scraping manually;
- ✓ to be able to perform ultrasonic scaling;
- ✓ to apply knowledge and skills on the correct technique oftoothbrushing;
- ✓ to be able to perform guided toothbrushing;
- ✓ to apply knowledge and skills on the training of interdental cleansing techniques.

- ***at the integration level:***

- ✓ to develop own opinions on preventive guidance in dentistry;
- ✓ to highlight the importance of prevention of dental diseases in the context of medicine;
- ✓ to evaluate oral hygiene with assessment of bacterial plaque and oral hygiene;
- ✓ to select the main items of oral hygiene according to the age of the child and the clinical situation;
- ✓ to select secondary oral hygiene objects according to child's age and clinical situation;
- ✓ to select the main oral hygiene remedies according to the child's age and clinical situation;
- ✓ to select secondary oral hygiene remedies depending on the child's age and clinical condition;
- ✓ to select methods of control of dental deposits according to the child's age and clinical situation;
- ✓ to develop the individual oral hygiene program according to the age of the patients and the clinical situation;
- ✓ to develop the children's health education program in organized communities;



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- ✓ to deduce the interrelations between prevention of dental affections and other clinical disciplines;
- ✓ to be able to objectively evaluate and self-assess knowledge in the field of dental disease prevention;
- ✓ to be able to assimilate new achievements in the field of preventive dental care;
- ✓ to be able to implement the knowledge gained in the research activity;
- ✓ to be able to use multimedia technology to receive, evaluate, store, produce, present and exchange information.



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IV. PROVISIONAL TERMS AND CONDITIONS

Knowledge and observance of ethical-moral and professional norms in patient relations. Knowing the purpose and tasks of dentistry. Knowledge of the anatomo-topographic features of the oro-maxilo-facial region. Knowledge of the organization of dental care in the cabinet / department of therapeutic dentistry. Knowledge of the necessary legislative framework and documentation in the therapeutic dentistry office / department (medical record, registry and records of sterilization control). Knowledge of methods and stages of clinical and paraclinical examination used in therapeutic dentistry. Knowing the methods of prophylaxis. Knowledge of the principles, stages of asepsis and antisepsis. Knowing the sources of information needed in the work of the dentist.



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V. THEMES AND ESTIMATE ALLOCATION OF HOURS

A. Lectures

No.	THEMA	Hours
1.	Preventive concept in dentistry. Primary, secondary and tertiary prevention.	2
2.	Dental deposits. Classification. Bacterial plaque: formation, composition and metabolism. Revealed substances of bacterial plaque.	2
3.	The main oral hygiene objects. Types of toothbrushes.	2
4.	Secondary oral hygiene objects.	2
5.	Toothpaste: composition, properties and selection criteria.	2
6.	Secondary oral hygiene remedies.	2
7.	Methods for controlling the bacterial plaque. Professional hygiene of the oral cavity. Scaling techniques.	2
8.	Sanitary education and hygienic training in collectives organized by children.	3
Total		17

B. Practical works, Seminars, Individual work:

No.	Thema	Hours		
		Seminars	Practical work	Individual work
1	Knowledge with the Preventive Dentistry Department: organization, working regime, equipment and tools.	1	1	
2	Preventive concept in dentistry. Primary, secondary and tertiary prevention.	2		
3	Basic methods of dental examination of children. Dental deposits. Classification.	1	1	
4	Bacterial plaque: formation, composition, structure and metabolism.	2		
5	Revealed substances of bacterial plaque.		2	
6	Indices of bacterial plaque and oral hygiene (Green Vermillion, OHI-S, Silness-Loe, Quingley and Hein).	1	1	
7	Indices of bacterial plaque and oral hygiene (retention index of the bacterial plaque (Loe); the approximate plaque index - API (Lange-1981). Assessment of oral hygiene.	1	1	
8	The main oral hygiene objects. Types of toothbrushes.	1	1	
9	Secondary oral hygiene objects	1	1	



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10	Classification, composition and properties of toothpastes.	2		
11	Secondary oral hygiene remedies.	2		
12	Methods of individual oral hygiene. The practical acquisition of dental brushing and training methods.	1	1	
13	Removal of bacterial plaque from dental areas. Methods of individual dental brushing control.		2	
14	Methods of control of dental deposits.		2	
15	Professional hygiene of the oral cavity.		2	
16	Scaling techniques.		2	
17	Sanitary education and hygienic training in collectives organized by children.	2		9
Total		17	17	9



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VI. REFERENCE OBJECTIVES OF CONTENT UNITS

Objectives	Content units
Theme (chapter) 1. Preventive concept in dentistry. Primary, secondary and tertiary prevention.	
<ul style="list-style-type: none">to define the essence of the preventive concept in dentistry;to know the main objective of preventive dentistry;be familiar with the definition of primary prevention;to know the definition of secondary prevention;to know the definition of tertiary prevention;to be able to comment on the interaction of prevention of dental diseases with the disciplines of pediatrics and preventive medicine;be able to explain the strategy of preventive dentistry;be able to describe the levels of implementation of preventive measures;develop own opinions on preventive guidance in dentistry.	Main compartments of discipline. Preventive concept in dentistry. Primary prevention. Secondary prevention. Tertiary prevention. Levels of implementation of preventive measures.
Theme (chapter) 2. Dental deposits. Classification. Bacterial plaque: formation, composition and metabolism. Revealed substances of bacterial plaque.	
<ul style="list-style-type: none">to define the notion of dental deposits;to know classifications of dental deposits;to define the notion of bacterial plaque / dental biofilm;to know the stages of bacterial plaque formation;to know the composition and metabolism of the bacterial plaque;to know the revealing substances of the bacterial plaque;to know bacterial plaque and oral hygiene indices (OHI-S, Green and Vermillion, Silness and Loe, Quingley and Hein, Lange);to be able to perform the clinical examination of the child with the evaluation of the dental deposits;to be able to perform the clinical and paraclinical examination of the child with evidence of the bacterial plaque;to assess the pathogenic capacity of the bacterial plaque;to evaluate the oral hygiene status with assessment of bacterial plaque and oral hygiene.	Classification of dental deposits after M. Groşicov, 1973, G. Pahomov, 1982 and S. Ulitovskii, 1999. Dental pellicle. Bacterial plaque. Stages of bacterial plaque formation. Structure of the bacterial plaque. Composition of the bacterial plaque Metabolism of the bacterial plaque. Pathogenic capacity of the bacterial plaque. Revealed substances of bacterial plaque. White matter. Food scraps. Dental tartar. Indices of bacterial plaque and oral hygiene (Green-Vermillion, OHI-S, Silness-Loe, Quingley and Hein). Bacterial plaque and oral hygiene indices (Loe plaque retention index, approximate plaque index - API (Lange-1981), Assessment of oral hygiene status.



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Objectives	Content units
Theme (chapter) 3. The main oral hygiene objects. Types of toothbrushes.	
<ul style="list-style-type: none"> to know the classifications of oral hygiene objects; to know the types of toothbrushes; to know the destination signs of natural and synthetic fibers; to know the distinctive signs of hygienic and prophylactic toothbrushes; to be able to describe natural and synthetic fibers of toothbrushes; be able to describe special, specific and artistic hygienic and prophylactic toothbrushes; to apply knowledge and skills in selecting hygienic and preventative dentifrices; to be able to perform a clinical examination recommending the main oral hygiene objects; to select the main oral hygiene items according to the child's age and clinical situation. 	Means of mechanical control of bacterial plaque. Classification of oral hygiene objects. Types of toothbrushes. Comparative feature of dental brushes with natural and artificial fibres. Hygienic and prophylactic toothbrushes. Special dental brushes, specific and artistic. Toothbrushes for children. Selection of toothbrushes.
Theme (chapter) 4. Secondary oral hygiene objects.	
<ul style="list-style-type: none"> to know the classification of secondary oral hygiene objects; to know the types of dental floss and interdental toothbrushes; to know types of toothpicks, gum stimulators and torque cleansing devices; to know the principle of action of the irrigation systems of the oral cavity; to be able to describe the properties of dental floss and interdental toothbrushes; to apply knowledge and skills in selecting floss and interdental toothbrushes; to be able to perform a clinical examination recommending oral hygiene items; to select secondary oral hygiene items depending on the child's age and clinical situation. 	Classification of secondary oral hygiene objects. Interdental hygiene objects. Classification of dental floss. Interdental toothbrushes. I Toothpicks. Gingival stimulants. Tongue cleaning devices. Systems for irrigation of the oral cavity
Theme (chapter) 5. Toothpaste: composition, properties and selection criteria	
<ul style="list-style-type: none"> to know the classification of toothpaste; to know the dental paste components and their indications; to be able to describe the properties of toothpastes; to apply the knowledge and skills regarding the selection of hygienic and preventive dentifrices; to be able to perform the clinical examination and recommendation individual toothpaste; to be able to perform the clinical examination of the child and the individual selection of the toothpastes 	Classification of toothpastes. Dental paste components and their indications. Toothpaste properties. Hygienic and preventive dentifrices.



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Objectives	Content units
according to the clinical situation; • to select the main oral hygiene remedies depending on the child's age and clinical situation.	
Theme (chapter) 6. Secondary oral hygiene remedies.	
• to know the classification of secondary oral hygiene remedies; • to know the composition and properties of mouthwashes, dental elixirs, balms and tonics for gum, aerosols and oral deodorants; • to be able to describe the properties of secondary oral hygiene remedies; • can recommend mouthwash according to child's age and clinical condition; • to be able to recommend dental products, balms and tonic for gingiva, aerosols and oral deodorants depending on the clinical situation; • to be able to perform the clinical examination with the individual recommendation of the oral hygiene secondary remedies; • to select secondary oral hygiene remedies depending on the child's age and clinical situation.	Classification of secondary oral hygiene remedies. Composition of mouthwashes. The properties of mouthwashes. Cosmetic and therapeutic mouth waters. Dental elixirs. Balsam and tonic for the gum. Aerosols and oral deodorants.
Theme (chapter) 7. Methods of control of dental deposits. Professional hygiene of the oral cavity. Scaling techniques.	
• to know the chemical methods of control of the dental biofilm; • to know the mechanical methods of control of dental biofilm; • to know the steps of performing professional oral hygiene; • to know the indications and contraindications of manual and ultrasonic scaling; • to know the stages of performing manual scraping; • to know the stages of ultrasonic scaling; • to be able to set directions for manual and ultrasonic scaling; • to apply knowledge and skills regarding professional hygiene of the oral cavity; • can perform manual scraping; • to be able to perform ultrasonic scaling; • to select methods of control of dental deposits according to the age of the child and the situation	Methods of control of dental deposits. Chemical methods for control of dental biofilm. Mechanical methods for control of dental biofilm. Professional oral hygiene: steps, materials and instrumentation used. Scaling techniques. Ultrasound scaling indications and contraindications, technique of realization.
Theme (chapter) 8. Health education and hygienic training in collectives organized by children.	
• to know the types and methods of health education; • to know the particularities of the health education	Education for health. Types of health education.



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Objectives	Content units
<p>of children and their parents;</p> <ul style="list-style-type: none">• to know the methods of hygienic education of children in organized collectives;• to apply knowledge and skills on the correct technique of toothbrushing;• to be able to perform guided toothbrushing;• to apply knowledge and skills on the training of interdental cleansing techniques;• to develop the individual oral hygiene program according to the age of the patients and the clinical situation;• to develop the children's health education program in organized communities.	<p>Methods of health education. Methods of hygienic training of children in organized communities.</p>



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VII. PROFESSIONAL (SPECIFIC (SC)) AND TRANSVERSAL (TC) COMPETENCES AND STUDY OUTCOMES

✓ Professional (specific) (SC) competences

- PC1. The thorough knowledge, understanding and operation of the theoretical knowledge and the basic practical methods of preventive orientation in dentistry based on evidence to ensure an adequate management of oral cavity affections.
- PC2. Strong knowledge and practical application of the clinical and paraclinical examination algorithm of patients (children); evaluation of paraclinical examination data and assessment of the affections risk in the oral cavity.
- PC3. Develop a diagnostic plan and establish guidelines for the implementation of preventive measures and an individualized preventive care program. Elaboration of data collection algorithm and work with patients (children) in pedodontic cabinet / oral hygiene / oral hygiene office.
- PC4. Performing various practical exercises and procedures for the prevention of the main oral diseases based on knowledge from the fundamental and clinical disciplines (including dental).
- PC5. Planning, co-ordinating and conducting health promotion activities and measures to maintain or improve health and prevent major dental diseases in children at the individual and community level, establish and apply preventative care in school and pre-school communities.
- PC6. Implementation of professional standards for assessment and quality assurance of dental services for children. Knowledge of the basic principles and the functional structure of the medical and dental care, especially for children from Moldova.

✓ Transversal competences (TC)

- TC1. Applying professional standards of assessment, acting according to professional ethics, as well as the provisions of the legislation in force. Promoting logical reasoning, practical applicability, assessment and self-assessment in decision-making;
- TC2. Performing activities and exercising the roles specific to team work in medical institutions and especially in dentistry. Promoting the spirit of initiative, dialogue, cooperation, positive attitude and respect for others, empathy, altruism and continuous improvement of their own activities;
- TC3. Systematic assessment of personal competencies, roles and expectations, application of self-assessments of learned processes, acquired skills and professionalisation needs, knowledge in information technologies, effective use of language skills, research and communication skills for quality dental services and adapting to the dynamics of policy requirements in health and for personal and professional development.



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✓ Study outcomes

At the end of the course, the student will be able to:

- evaluate the state of oral hygiene by assessing and interpreting oral hygiene indices and bacterial plaque;
- to know and apply the bacteria plaque revealer;
- to know and be able to select the main and secondary oral hygiene objects according to their age and individual clinical situation;
- to know and be able to select primary and secondary oral hygiene remedies according to age and individual clinical situation;
- to train the correct toothbrush technique at the individual and micro group of children;
- to formulate optimal decisions in the preventive dental care of children according to their age and individual clinical situation;
- to know and apply different methods of education for the health of children and their parents;
- to apply various ways of psychological and moral support to children in dental care.



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VIII. THE STUDENT'S INDIVIDUAL WORK

One of the least effective methods of pedagogical learning is passive obedience to courses, but practical performance is much more effective. For these reasons, in the Prevention of Oral Diseases discipline, the individual practical activity of each student is guided by the teaching staff.

No.	The expected product	Implementation strategies	Evaluation criterias	Realization term
1.	Working with information sources	Reading the lecture or the material from the manual of the subject. Reflection on the topic in the questions. Know and select additional information sources on the topic. Read the text carefully and describe the essential content. Wording of generalizations and conclusions regarding the importance of the theme / subject.	The ability to extract the essentials. Interpretative skills. The ability to analyze and communicate the material accumulated on its own.	During the semester
2.	Solving the problems of the situation	Solving case problems, arguing the conclusions at the end of each practical work. Verification of the finalities and appreciation of their achievement. Selection of additional information, using electronic addresses and additional bibliography.	The quality of problem solving and clinical case, the ability to formulate and interpret clinical and paraclinical data. Ability to analyze selected information from national and international professional websites.	During the semester
3.	Theme: Health education and hygienic education in the collectives organized by children. Each student will develop a health education program and perform the health education of children of different ages.			
3.1.	Elaborate texts and demonstration materials for health education and hygiene education of children	Studying existing information and materials for health education and hygiene education for children. Critical analysis of the information studied and formulation of own texts of generalizations and demonstration materials for health education. Students will develop an education program for children's health in organized collectives.	Assessment of the correctness and quality of the elaborated materials.	During the semester
3.2.	Analysis of health education and demonstration developed materials	Each student will present their materials to colleagues in the academic group. Discuss programs / materials developed and suggestions for improvement.	Evaluating the correctness of information displayed by the student. Assessment of the quality of the developed demonstrative materials.	During the semester



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3.3.	Health education and hygiene education of children	Students will perform oral health promotion activities in organized colleges for children using the materials developed. Students will learn the correct technique of toothbrushing and guided toothbrushing in children.	Evaluation of the quality of the measures taken and the ability to reproduce information. Quality assessment	During the semester
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IX. METHODOLOGICAL SUGGESTIONS FOR TEACHING- LEARNING-ASSESSMENT

- ***Teaching and learning methods used***

When teaching the subject of oral disease prevention, different teaching methods are used, oriented towards the efficient acquisition and achievement of the objectives of the didactic process. The course provides lectures, seminars, practical works and individual work. Courses are taught in semester VI by the course holder.

In practical work students study the particularities of prevention of dental diseases in children. The following forms of training are used in the practical work: frontal, individual activity, brainstorming sessions, group discussions and case study. As a teaching aid, the specialized manuals available in the university library, the methodological recommendations of the department's staff, tables, schemes, information sources in electronic format, national and international professional websites, etc. are available. Students receive individual assignments that are presented for group discussions, which subsequently assess the quality of individual work and practical skills. To acquire didactic material and teambuilding skills during the semester the students perform a mini-research in the field, the results of which are presented in the seminars and practical lessons organized in the last month of the semester.

Learning methods are recommended: learning theoretical material after lecture and manually; observation - identifying the characteristic features of doctor-patient communication; analysis - in the use of clinical and paraclinical examination methods of patients, as well as methods and stages of prevention, asepsis and antisepsis; comparison - analysis by comparison of the methods of collecting the anamnesis, of the paraclinical examination methods according to their advantages and disadvantages; elaboration of the algorithm - selection of the mandatory elements and elaboration of the patient consultation algorithm; modeling - identifying and selecting the necessary elements for modeling the situations when consulting patients, formulating the conclusions, arguing and making the final decision.

- ***Applied teaching strategies / technologies (specific to the discipline)***

Exposure, interactive lecture, group interview, debate, creative controversy, brainstorming, clinical examination, clinical case study, teambuilding, individual study, work with manual and scientific text, case study, solving situations problem, role play, simulation, interactive listening, mini-research, comparative analysis.

- ***Methods of assessment (including the method of final mark calculation)***

Current: Current checks during seminars and practical works, 3 totals in writing and / or as test-control. For the individual work done during the semester, the student is evaluated, the grade being included in totals. At the end of the semester, based on the deductions from the totals, the average annual score is calculated.



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Final: colloquy.

The course ends with a colloquy. For oral oral colloquium at year 3 of Prevention of Oral Diseases 90 questions are selected and 30 have been prepared in Romanian and English. Each ticket contains 3 questions. The subjects for the colloquium are approved at the chair meeting and are brought to the attention of the students with at least 1 month until the colloquium. Students' answers are assessed with the final grade: average annual score (coefficient 0.2), practical test (coefficient 0.3) and oral test (coefficient 0.5). The oral test is appreciated with grades from 0 to 10.

Method of mark rounding at different assessment stages

Intermediate marks scale (annual average, marks from the examination stages)	National Assessment System	ECTSEquivalent
1,00-3,00	2	F
3,01-4,99	4	FX
5,00	5	E
5,01-5,50	5,5	
5,51-6,0	6	
6,01-6,50	6,5	D
6,51-7,00	7	
7,01-7,50	7,5	C
7,51-8,00	8	
8,01-8,50	8,5	B
8,51-8,00	9	
9,01-9,50	9,5	A
9,51-10,0	10	

Mark: Absence on examination without good reason is recorded as "absent" and is equivalent to 0 (zero). The student has the right to have two re-examinations.



CD 8.5.1 DISCIPLINE SYLLABUS FOR UNIVERSITY STUDIES

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X. RECOMMENDED LITERATURE:

A. Compulsory:

1. Lupan I., Stepco E., Șevenco N. Prevenția afecțiunilor stomatologice. Compendiu. Ch.: CEP Medicina (Tipografia AȘM), 2014. 212 p. ISBN 978-9975-118-71-2.
2. Godoroja P., Spinei A., Spinei I. Stomatologie terapeutică pediatrică. Chișinău, 2003.
3. Godoroja P., Lupan I., Botnaru A. et. al. Stomatologia pediatrică în teste. Ch.: CEP Medicina, 2000, 333 p.

B. Additional

1. Spinei A. Caria dentară la copiii cu dizabilități. Chișinău: Tipografia „Print-Caro”, 2016. 275 p. ISBN 978-9975-56-308-7.
2. Dumitrache A., Lăzărescu F., Sfeatcu R., Stanciu D., Temelcea A. Strategii preventive adaptate grupelor de risc pentru afecțiunile orale. Ghid de profilaxie. București, 2011, 52 p.
3. Bârlean I., Dănilă I., Podariu A., Săveanu C. Ghid de practică în prevenția oro-dentară. București, 2013, 101 p.
4. Koch G., Poulsen S., Espelid I., Haubek D. Pediatric Dentistry. A Clinical Approach. Third edition. Chichester, West Sussex, UK ; Ames, Iowa : John Wiley & Sons Inc., 2017. 390 p.
5. Персин Л., Елизарова В., Дьякова С. Стоматология детского возраста. Изд. 5-е, перераб. и доп. М.: ОАО «Издательство «Медицина», 2006. 640 с: ISBN 5-225-04354-2