Educational institution "RMU"

Department of Dental Disciplines

Syllabus

in the discipline "Pediatric dentistry" for students of specialty 560004 "Dentistry"

Form of study	on a permanent basis
course	3/4/5
Semester	5/6/7/8/9/10
Exam	9
Total number of credits in the curriculum	24
Total number of hours allocated to the curriculum.	720
Lectures Practical exercises	108 324
Independent work	288

Curriculum developer:
Zhumasheva A. J.

Reviewed and approved at the meeting of the Department of Dental Disciplines.
Protocol no. _1_ from "6_"
2025.

Head of the department Bektasheva A. K.

(signature)

Bishkek 2025

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Scope of the discipline and types of academic work

Course	Semester	Weeks	Total number of study hours		Number of hours of independent work		Total number of hours	Number of modules
			Lecture	Practical exercises	SIV	SIV		
3	5	18	18	54	24	24	120	2
3	6	18	18	54	24	24	120	
4	7	18	18	36	18	18	90	
4	8	18	18	54	24	24	120	
5	9	18	18	72	30	30	150	
5	10	18	18	54	24	24	120	

Abstract of the academic discipline. The discipline "Pediatric Dentistry" refers to the basic (or profile) part of the educational program in the specialty "Dentistry" and is aimed at developing students ' system of theoretical knowledge, practical skills and professional competencies necessary for the diagnosis, prevention and treatment of dental diseases in children of various age groups.it is the basis for further study of clinical dental disciplines.

Purpose and objectives of the discipline

Goal of the discipline

The main goal of mastering the discipline "Pediatric Dentistry" is to develop students ' professional competencies that ensure readiness to provide qualified, safe and effective dental care to children, taking into account age, anatomical, physiological and psychoemotional characteristics.

Objectives of the discipline

- to form an extensive and deep volume of basic, fundamental medical knowledge that forms the professional competencies of a doctor who is able to successfully solve his professional tasks;
- to develop and improve the professional training of a clinically minded doctor who is well-versed in complex pathology and has in-depth knowledge of related disciplines;

– study of anatomical and physiological features of the dentoalveolar system in children–
- development of methods for the diagnosis of dental diseases in childhood;
- formation of skills for the prevention of caries and its complications–
- study of modern methods for the treatment of diseases of the hard tissues of the teeth, pulp and periodontium in children–
- mastering the principles of emergency dental care;
- development of communication skills with children and their parents, taking into account the principles of medical ethics and deontology.
- develop skills in mastering the latest technologies and techniques in the field of their professional interests;
- to form and improve the system of general and special knowledge and skills that allow the doctor to work freely, insurance medicine, medical psychology, taking into account the requirements of regulatory legal acts, procedures and standards of medical care.

After mastering this discipline, the student:

Will know:
– anatomical and physiological, age-related and individual features of the development of the dentoalveolar system in children–
- terms of eruption and change of teeth, features of the structure of temporary and permanent teeth–
- etiology, pathogenesis, clinic and classification of dental diseases in children;
– modern approaches to the diagnosis of caries, pulpitis, periodontitis and non–carious lesions in children;
- principles of dental diagnostics of dental diseases in children. prevention of dental diseases in children, including the role of nutrition and oral hygiene–
- basic organization of dental care for children in outpatient settings–
- basic dental materials and technologies used in children's practice–
- indications and contraindications for various methods of treatment and anesthesia in children;

Will understand:
– the importance of early diagnosis of dental diseases in children;
- the need for primary and secondary prevention of caries and its complications–
- features of the child's psychoemotional state at a dental appointment–
- the importance of an individual approach to the treatment of children of different age groups–
- the role of parents in shaping the child's dental health;
- the importance of dispensary observation of children with dental pathology–
- the need for compliance with sanitary and epidemiological standards in dental practice;

It will be able to use:
– methods of clinical examination of the oral cavity in children;
- indices for assessing oral hygiene and the intensity of caries;
- methods for diagnosing dental diseases (clinical, instrumental)–
- methods of prevention (professional hygiene, fluoridation, fissure sealing)–
- modern dental materials for dental treatment in children–
- methods of psychological adaptation of the child to treatment;

It will be able to perform:
– collecting anamnesis from the child and his parents;
- performing oral cavity examination in children of various age groups;
- diagnostics of caries, pulpitis, periodontitis and other diseases–
- drawing up a treatment plan and prevention of dental diseases;
- performing professional oral hygiene;
- performing non-invasive and minimally invasive treatment methods
– - sealing fissure;
– treatment of initial forms of caries (remineralizing therapy)–
- providing emergency dental care for children
– - maintaining medical records;

It will be able to analyze:
– complaints, medical history and clinical data of the child–
- results of clinical and additional examinations
– - effectiveness of treatment and prevention;

It will be able to synthesize:
– data of clinical examination, medical history and additional research methods for making a diagnosis–
- a comprehensive treatment and prevention plan, taking into account the age of the child;

It will be able to evaluate:
– the condition of hard tooth and periodontal tissues in children–
- the level of oral hygiene;
- the risk of caries;
- the effectiveness of preventive measures
– - the child's behavior and readiness for dental treatment.

#	Name of sections and topics of the discipline (lectures and practical exercises)	Classroom sessions				Total hours for classroom work	SRSP	Independent work of the student	Formed competencies	Used educational technologies, methods and methods of	Dummies	Forms of current and mid-term control of academic
		performance	seminars	practical classes	laboratory work							
	Prevention of dental diseases. 5 semester											
1	Organization of preventive dental care for children	*2*		2		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*	*lecture using video*	*materials phantom with the possibility of practicing hygiene procedures*	*Assessment of the development of practical skills (abilities)*
2	Methods for assessing the hygienic state of the oral cavity in children. Hygiene indexes.			4		4			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*		*models with artificial plaque*	*Testing, control work. Assessment of the development of practical skills.*

												Solving situational problems
3	Determining the dental status of a child. Caries risk assessment.	2		2		4	2	2	*PC-1, PC-2, PC-3*	*lecture using video*	*materials models with caries, plaque, tartar*	*Assessment of the development of practical skills. Solving situational problems*
4	Classification of preventive measures in pediatric dentistry. Primary, secondary, and tertiary prevention.			4		4			*PC-1, PC-2, PC-3*		*models with malocclusion, models of normal development*	*Testing Control work. Assessment of the development of practical skills. Solving situational problems*
5	Oral hygiene in different age periods. Individual	2		2		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*	*lecture using video*	*materials models with caries,*	*analysis of clinical cases.*

	and professional oral hygiene.										*plaque, tartar*	*The use of computer training programs*
6	Impregnation methods for the prevention of dental diseases in children			4		4	2	2	*PC-3, PC-4, PC-5, PC-6, PC-7*		*models of teeth with initial enamel lesions*	*classes using artificial teeth. Testing. Control work.*
7	Prevention of non-carious dental lesions in children	2		2		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*	*lecture using video*	*materials models with malocclusion models of normal development*	*analysis of clinical cases. Use of computer training programs.*
8	Sealing fissure of temporary and permanent teeth in children.			4		4			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*		*teeth with pronounced fissures, models with imitation of initial caries*	*Classes using simulators, simulators*

9	Selection of personal oral hygiene products for children. Dental cleaning training	2		2		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*	*problem lecture*	*enlarged models of teeth and jaws, models with plaque (stained)*	*analysis of clinical cases. Using computertraining programs*
10	Prevention of periodontal diseases in children			4		4			*PC-3, PC-6, PC-7,*		*models with artificial plaque*	*analysis of clinical cases. Use of computer training programs*
11	Evaluation of the effectiveness of preventive measures	2		2		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*	*lecture-visualization*	*phantom with child's jaws (milk / removable bite), phantom with the possibility of working out hygiene*	*skills 12 The*

12	role of nutrition in the prevention of dental diseases			4		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*		*models with interdental gaps*	*analysis of clinical data cases. Using computer training programs*
13	Drawing up an individual prevention program Developing group prevention programs	2		2		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*	*lecture using video*	*materials "gaming" dummies for working with children*	*analysis of clinical cases. Use of computer training programs. Classes using simulators, simulators*
14	Sanitary and educational work among children Conducting health lessons in children's institutions			4		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*	*problem lecture*	*models with artificial plaque*	*analysis of clinical cases. Use of computer training programs.*

												Classes with the use of simulators, simulators
15	Modern methods of prevention of dental diseases in children.	2		2		4	2	2	*PC-3, PC-4, PC-5, PC-6, PC-7*	*lecture using video*	*materials phantom with the possibility of practicing hygiene procedures*	*analysis of clinical cases. Testing. Control work. Assessment of the development of practical skills. Solving situational problems*

16	Clinical examination of children with ASD			4		4			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-23*		*models with malocclusion models of normal development*	*analysis of clinical cases. Testing. Control work. Assessment of the development of practical skills. Solving situational problems*
17	Monitoring and analysis of preventive work of a dentist	2		2		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-20, PC-23*	*lecture using video*	*materials phantom with the possibility of practicing hygiene procedures*	*analysis of clinical cases. Exercises using simulators, simulators*

18	Application of orthodontic methods for the prevention of AF			4		4			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*		*models with malocclusion*	*small group method, discussion type the forum. Classes with the use of simulators, simulators*
	Total 5 semester	**18**		**54**		**72**	**24**	**24**				***Credit***
	Children's therapeutic dentistry. 6th semester.											
1	Features of examination of a child at a dental appointment. Collection of medical history and assessment of dental status.	2		2		4	2	2	*PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-20, PC-23,PC-21,*	*lecture using video*	*materials models of jaws with anatomical landmarks*	*analysis of clinical cases. Use of computer training programs. Classes using simulators, simulators*

2	Diagnostics of caries of temporary and permanent teeth in children			4		4	2	2	*PC-3, PC-6, PC-1, PC-2, PC-4, PC-5, PC-7, PC-8, PC-9 PC-20, PC-21,*		*teeth with caries (I-V classes according to Black)*	*analysis of clinical cases, classes using simulators, simulators*
3	Classification of carious cavities in children. Choice of treatment method	2		2		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-20, PC-23*	*lecture using video*	*materials teeth with caries (I- V classes on Black) - teeth with cavities for preparation*	*analysis of clinical cases. Assessment of the development of practical skills. Solving situational problems*
4	Preparation of carious cavities in temporary teeth.			4		4			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15,*		*models with different stages of caries, teeth with caries*	*analysis of clinical cases. The use of computertrai*

	Preparation of carious cavities in permanent teeth in children.								*PC-16, PC-20, PC-21*		*(I-V classes according to Black)*	*ning programs, classes using simulators, simulators*
5	Filling of carious cavities in children with modern materials.	2		2		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-21*	*lecture using video*	*materials models with different stages of caries, teeth with caries (I-V classes according to Black)*	*analysis of clinical cases. The use of computer training programs, debates*
6	Non-carious dental lesions in children.			4		4			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-21*		*models with non-carious lesions*	*clinical case analysis. Using computer training programs, debating*
7	Dental pulpitis in children. Etiology,	2		2		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6,*	*problem lecture*	*teeth with imitation of*	*analysis of clinical cases.*

	pathogenesis, classification.								*PC-7, PC-8, PC-9, PC-20, PC-23*		*pulpitis / periodontitis*	
8	Diagnostics, differential diagnosis of pulpitis in children.			4		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-20, PC-23*		*children's phantoms (milk and removable bite)*	*analysis of clinical cases. The use of computer training programs*
for the	treatment of pulpitis in children, biological methods for the treatment of pulpitis of temporary and permanent teeth. Module 1.2	2		2		4			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-20, PC-23*	*lecture using video*	*materials transparent teeth with channels*	*analysis of clinical cases.*
10	Treatment of pulpitis in children, surgical methods for treating pulpitis of temporary and permanent teeth in children.			4		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-20, PC-23*		*teeth with a channel system, models with caries complications*	*analysis of clinical cases. The use of computer training programs*

11	Features of endodontic treatment of teeth with an unformed tip.	2		2		4			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-20, PC-23*	*lecture using video*	*materials teeth with a channel system*	*analysis of clinical cases*
12	Complications after endodontic dental treatment in children. Modern methods of treatment of pulpitis in children.			4		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-20, PC-23*		*transparent teeth with channels, teeth with imitation of pulpitis/periodontitis*	*analysis of clinical cases. The use of computer training programs, debates*
and	periodontitis in children. Etiology, pathogenesis, classification.	2		2		4			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22*	*lecture using video*	*materials enlarged teeth*	*analysis of clinical cases. The use of computer training programs*
14	Diagnostics, differential diagnosis of dental periodontitis in children.			4		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8,*		*teeth with pulpitis simulation/periodontitis*	*analysis of clinical cases of*

									PC-9, PC-15, PC-16, PC-20, PC-22			*periodontitis .*
15	Treatment of periodontitis of temporary teeth	2		2		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*	*lecture using video*	*materials transparent teeth with channels, teeth with imitation of pulpitis/periodontitis*	*analysis of clinical cases. Using computer training programs*
16	Treatment of periodontitis of permanent teeth in children			4		4			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*		*transparent teeth with channels,*	*analysis of clinical cases.*
17	Surgical methods of periodontitis treatment in pediatric dentistry.	2		2		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*	*problem lecture*	*teeth with imitation of pulpitis/periodontitis*	*Using computer training programs*

18	Analysis of clinical cases and control of practical skills. Module 2			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*		*teeth with the system*	*detailed analysis of clinical cases. Testingcontrol work. Assessment of the development of practical skills.*
	Total 6 semester.	**18**		**54**		**72**	**24**	**24**				***Credit***
	Children's surgical dentistry 7 semester											
1	Organization of surgical dental care for children. Office equipment.	2		2		4	2	2	*PC-3, PC-6, PC-20, PC-22,*	*lecture using video*	*materials phantoms with milk and removable bite,*	*Testing*
2	Methods of examination of children at a surgical dental appointment. Anatomical and			2		2			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8,*		*models with soft tissues (gums,*	*analysis of clinical cases.*

	topographical features of the CHLO structure in children.								*PC-9, PC-15, PC-16,*		*cheeks, tongue)*	
3	Methods of local anesthesia in children Technique of infiltration anesthesia in children Technique of conduction anesthesia in children.	2		2		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*	*lecture using video*	*materials jaws with anatomical landmarks - models with the designation of nerve trunks*	*analysis of clinical cases. Testing. Control work. Assessment of the development of practical skills (abilities). Solving situational problems*
4	Surgical instruments in pediatric dentistry.			2		2			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7,*		*phantoms with milk and removable bite*	*Using computer training programs*

5	Technique for removing temporary teeth	2		2		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*	*lecture-visualization*	*of teeth with different degrees of mobility*	*analysis of clinical cases. Using computer training programs*
6	Methods for removing permanent teeth in children			2		2			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*		*silicone models of soft tissues, teeth with varying degrees of mobility*	*analysis of clinical cases. Using computer training programs Control work. Tests.*
7	Features of tooth extraction during root resorption Treatment of the hole of the removed tooth	2		2		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*	*lecture using video*	*materials silicone models of soft tissues, teeth with varying degrees of mobility*	*analysis of clinical cases. The use of computer training programs*

8	Inflammatory diseases of the upper respiratory tract in children. Periostitis of the jaws in children. (Acute form)			2		2			*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*		*models with imitation of purulent foci*	*clinical analysis cases. Assessment of the development of practical skills. Solving situational problems*
9	Inflammatory diseases of the upper respiratory tract in children. Periostitis of the jaws in children. (Chronic form). Module 1	2		2		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*	*lecture with using video*	*materials of the model with imitation of purulent foci*	*, Assessment of the development of practical skills (abilities). Solving situational problems Control work. Tests.*
10	Inflammatory diseases of the upper respiratory tract in children. Acute			2		2			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6,*		*silicone soft models*	*brief analysis of*

	osteomyelitis of the jaws in children.								*PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*			*clinical cases. The use of computer training programs*
11	Inflammatory diseases of the upper respiratory tract in children. Chronic osteomyelitis of the jaws in children.	2		2		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*	*lecture using video*	*materials models with imitation of purulent foci*	*Assessment of the development of practical skills (abilities). Solving situational problems*
12	Inflammatory diseases of soft tissues of the upper respiratory tract in children. Abscess.			2		2			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*		*jaws with anatomical landmarks – models with the designation of nerve trunks*	*Using computer training programs*

13	Inflammatory diseases of the soft tissues of the upper respiratory tract in children. Phlegmons.	2		2		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-23*	*lecture-visualization*	*of the jaw with anatomical landmarks*	*Assessment development of practical skills. Solving situational problems*
14	Inflammatory diseases of the salivary glands in children.			2		2			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*		*simulated models purulent foci*	*analysis of clinical cases*
15	Nonspecific CHLO sialadenitis in children	2		2		4	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16,*	*lecture using videomaterials*	*of the jaw with anatomical landmarks*	*Assessment of the development of practical skills (abilities). Solving situational problems*

16	Mumps in children. Diagnostics, treatment			2		2			*PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*		*models with imitation of purulent foci*	*analysis of clinical cases*
17	Inflammatory diseases of the lymphatic system CHLO nodes in children.	2		2		4			*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15,PC-16,*	*lecture using video*	*materials of the jaw with anatomical landmarks*	*Assessment of the development of practical skills (skills). Solving situational problems*
of	CHLO cysts in children.			2		2	2	2	*PC-1, PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23*		*models*	*Assessment of the development of practical skills with intraosseous formations. Solving situational problems*

												Control work. Tests.
	Total 7 semester	**18**		**36**		**54**	**18**	**18**				***Credit***
	Children's orthodontics 8 semester											
1	Introduction to children's orthodontics	2		2		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6*	*lecture using video*	*materials models with normal bite (milk, removable, permanent)*	*Use of computer training programs*
2	Anatomical and physiological features of the maxillary system in children			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*		*models with normal bite (milk, removable, permanent*	*analysis of clinical cases) cases*
3	Age stages of bite formation	2		2		4			*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7,*	*lecture using video*	*materials models of the skull and jaws*	*analysis of clinical cases*
4	Etiology of dental anomalies. Pathogenesis and mechanisms of development of dental anomalies			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9,*		*models with normal bite (milk, removable, permanent)*	*Solving situational problems*

5	Classification of dental anomalies	2		2		4			*PC-4, PC-5, PC-6, PC-7, PC-8, PC-9,*	*lecture-visualization*	*of the model with anomalies (distal, mesial, open, deep bite, crowding)*	*analysis of clinical cases*
6	Classification of dental anomalies. Engl classification and modern classification approaches			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16*		*models with anomalies (distal, mesial, open, deep bite, crowding)*	*Using computer training programs*
7	Clinical diagnostic methods in pediatric orthodontics	2		2		4	2	2	*PC-8, PC-9, PC-15, PC-16, PC-20, PC-22, PC-23, PC-37*	*lecture using video*	*materials jaws with anatomical features*	*Solving situational problems analyzing clinical cases*
8	X-ray and instrumental research methods			4		4			*IR-1, PC-15, PC-16, PC-20, PC-22,*		*gypsum / plastic models of jaws*	*Solving situational problems*

9	Diagnostic models of jaws and their analysis	2		2		4	2	2	*IR-1, PC-15, PC-16, PC-20, PC-22*	*lecture-visualization*	*gypsum / plastic models of jaws*	*Use of computer training programs*
10	Indications and contraindications for orthodontic treatment.			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16*		*jaws with anatomical features*	*analysis of clinical cases*
11	Types of orthodontic treatment.	2		2		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16*	*Lecture using video*	*materials of models with anomalies (distal, mesial, open, deep bite, crowding)*	*Using computer training programs*
12	Removable orthodontic devices			4		4			*PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16*		*plaster / plastic jaw models*	*Tests.*

13	Fixed orthodontic devices	2		2		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, PC-15, PC-16*	*Lecture using video*	*materials of the jaw with anatomical features*	*analysis of clinical cases*
14	Principles of orthodontic treatment in milk bite			4		4			*PK-2, PK-3, PK-4, PK-5, PK-6, PK-7, PK-8, PK-9, IK-1, PK-15, PK-16, PK-20, PK-22*			
15	Orthodontic treatment in removable and permanent bite	2		2		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, IK-1, PC-15, PC-16, PC-20, PC-22*	*lecture - visualization*	*of a model with anomalies (distal, mesial, open, deep bite, crowding)*	*Using computer training programs*
16	Oral hygiene and care in orthodontic treatment			4		4			*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8,PC-9,*		*jaws with anatomical features*	*analysis of clinical cases*

17	Complications of orthodontic treatment Prevention relapses after orthodontic treatment	2		2		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8,PC-9,*	*Lecture using video*	*materials models of the skull and jaws*	*Using computer training programs* *analysis of clinical cases*
18	Analysis of clinical cases and control of practical skills			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*		*jaws with anatomical features*	*Assessment of the development of practical skills (abilities). Solving situational problems Control work. Tests.*
	Result of the 8th semester	**18**		**54**		**72**	**24**	**24**				**Offset**
	Diseases of the oral mucosa in children-9 semester											

1	Structure and age features of the oral mucosa in children	2		4		6	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*	*Lecture with using video*		*materials Using computer training programs*
2	Classification of diseases of the oral mucosa in children			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*		*models with normal mucosa, models with pathological changes*	*analysis of clinical cases*
3	Acute herpetic stomatitis. Clinic, diagnosis, and treatment. Herpetic sore throat. Clinic, diagnosis, and treatment.	2		4		6	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*	*Lecture using video*	*materials models with pathological changes*	*Solving situational problems*
4	Recurrent aphthous stomatitis. Clinic, diagnosis, and treatment. Candidal stomatitis. Clinic, diagnosis, and treatment.			4		4			*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*		*mucosal models*	*analysis of clinical cases*

5	Traumatic stomatitis, mechanical, chemical	2		4		6	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*	*lecture - visualization*	*of the mucosa model*	*Solving situational problems*
6	Traumatic stomatitis, under thermal, radiation exposure.			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*		*models with pathological changes*	*Using computer training programs*
7	Traumatic injuries: Bednar aphthae, decubital ulcer, iatrogenic injuries, mild leukoplakia.	2		4		6	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*	*Lecture using video*	*materials mucosal models*	*Solving situational problems*
8	Streptostaphylococcal lesions. Candidiasis. Clinic, diagnosis, and treatment.			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*		*models with pathological changes*	*analysis of clinical cases*
9	Exudative erythema multiforme. Toxic-allergic, infectious-allergic forms. Clinic, diagnosis, and treatment.	2		4		6	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*	*Lecture using video*	*materials mucosal models*	*Solving situational problems*

10	Allergic stomatitis. Clinic, diagnosis, treatment			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*		*models with pathological changes*	*Using computer training programs*
11	Stevens Johnson syndrome. Clinic, diagnosis, and treatment.	2		4		6	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*	*lecture - visualization*	*of the mucosal model*	*Solving situational problems*
of 12	SOPR lesions in infectious diseases (measles, diphtheria). Clinic, diagnosis, and treatment.			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*		*models with pathological changes*	*Tests.*
13	SOPR lesions in infectious diseases (scarlet fever, mononucleosis). Clinic, diagnosis, and treatment.	2		4		6			*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*	*Lecture using video*	*materials of the mucosal model*	*Solving situational problems*
14	SOPR lesions in infectious diseases (AIDS, HIV, syphilis			4		4			*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*		*models with pathological changes*	*analysis of clinical cases*

15	Cheilitis. Classification, diagnosis, treatment	2		4		6	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*	*lecture-visualization*	*of the mucosal model*	*Solving situational problems*
16	Drug treatment of diseases of the oral mucosa in children			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9 IR-1, PC-15, PC-16, PC-20, PC-22*		*models with pathological changes*	*Tests.*
17	Local treatment of diseases of the oral mucosa	2		4		6	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9 IR-1, PC-15, PC-16,PC-20, PC-22*	*Lecture using video*	*materials models with pathological changes*	*Solving situational problems*
18	Prevention of diseases of the oral mucosa in children			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9 IR-1, PC-15, PC-16, PC-20, PC-22*		*mucosal models*	*Assessment of the development of practical skills. Solving situational*

												problems Control work. Tests.
	Final 9 semester	**18**		**72**		**90**	**30**	**30**				**Exam**
	Maxillofacial injuries in children - 10 semester											
1	Methods of clinical examination of children with maxillofacial injuries	2		2		4	**2**	**2**	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9 IR-1, PC-15, PC-16, PC-20, PC-22*	*Lecture, using video*	*skull (different age groups) models with milk and replaceable bite*	*the analysis of clinical cases*
2	emergency care for injuries of the maxillofacial region in children			4		4			*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9, IR-1, PC-15, PC-16,*		*phantoms a comprehensive*	*analysis of clinical cases*
3	Diagnosis of injuries of the soft tissues of the face and oral cavity	2		2		4	2	2	*IK-1, PC-15, PC-16, PC-20, PC-22*	*Lecture with the use of video*	*models with combined injuries of*	*problem solving*

4	Primary surgical treatment of wounds of soft tissues			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*		*model with the combined damage*	*analysis of clinical cases*
5	Diagnosis of bruises and sprains teeth	2		2		4			*IR-1, PC-15, PC-16, PC-20, PC-22 PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*	*, the Lecture, using video*	*sprains (partial, full) – fractures of the root*	*problem solving*
6	Treatment of injuries and subluxations of the teeth in children			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*		*sprains (partial, full) – fractures of the root*	*analysis of clinical cases*
7	Treatment of dislocation of tooth replantation of teeth	2		2		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*	*, the Lecture with the use of video*	*models with fractures of the*	*analysis of clinical cases*
8	Fractures of the tooth crown in children			4		4			*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*		*models with fractures*	*problem solving Tests.*

9	Fractures of the tooth root in children	2		2		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*	*Lecture using video*	*materials models with fractures*	*analysis of clinical cases*
10	Diagnosis of mandibular fractures in children			4		4			*IK-1, PK-15, PK-16, PK-20, PK-22*		*complex phantoms*	*Solving situational problems*
11	Diagnostics of upper jaw fractures in children	2		2		4	2	2	*IK-1, PK-15, PK-16, PK-20, PK-22*	*Lecture using video*	*materials Mock-ups of jaw fractures*	*analysis of clinical cases*
12	Methods of immobilization for jaw fractures			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*		*complex phantoms*	*Solving situational problems*
13	Features of treatment of jaw fractures in children	2		2		4			*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*	*Lecture using video*	*materials Dummy fractures of the jaws*	*analysis of clinical cases*
14	Postoperative care and observation of children with CHLO injuries 4			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7*		*complex phantoms*	*Solving situational problems*

15	Complications of injuries to teeth and jaws	2		2		4			*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*	*Lecture using video*	*materials models with combined damages*	*Solving situational problems Tests.*
16	Rehabilitation of children after maxillofacial injuries			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*		*complex phantoms models with combinedinjuries*	*Solving situational problems*
17	Analysis of clinical cases of CHLO injuries in children	2		2		4			*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9*	*Lecture using video*	*materials complex phantoms models with combined injuries*	*analysis of clinical cases*
18	Control of practical skills and final analysis of clinical situations			4		4	2	2	*PC-2, PC-3, PC-4, PC-5, PC-6, PC-7, PC-8, PC-9 IR-1, PC-15, PC-16, PC-20, PC-22*		*complex phantoms models with combined damage*	*Development assessment practical skills. Solving situational problems Control work. Tests.*
	Total 10 semester	**18**		**54**		**72**	**24**	**24**				

	Total hours in the discipline:	**108**		**324**		**432**	**144**	**144**			**720**

Methodological recommendations for the implementation of practical classes

Practical classes in pediatric dentistry are held after the lecture course and are explanatory, generalizing and reinforcing in nature. They can be performed in both phantom classes and clinics.

Lesson preparation scheme:

1. Develop lecture notes and textbooks on the topic (for example, "Pulpitis in children" or "Periodontitis in unformed roots").
2. Study of anatomical and morphological features of teeth considered in this topic.
3. Familiarization with the tools and materials required for performing manipulations.
4. Preparing answers to questions for self-monitoring.

Methodological recommendations for performing independent work (SRS)

When studying the discipline "Pediatric Dentistry", the following types of SRS are used:

- Study of theoretical material based on lecture notes and textbooks.
- **Development of manual skills** on dental models and phantoms (preparation, filling, root canal treatment).
- Independent study of narrow issues (for example, "Modern methods of treating early caries in children" or "The use of lasers in endodontics") with the preparation of presentations.
- Analysis of clinical protocols and scientific articles on topical issues of modern dentistry.
- Solving situational problems and interpreting data from additional research methods (radiographs, CBCT, EDI).

#	**Topic of independent work of students of the 5th sem:**	**SRS assignment**	**Recommended literature**	**Deadlines Delivery dates(week number)**
1.	WHO classification of SZ prevention. Primary, secondary and tertiary prevention. Preventive measures, goals and objectives.	Abstract, presentation, report preparation.	1. Somatic Diseases During Pregnancy (Interdisciplinary Consensus): Educational and Methodical Guide / Edited by L. I. Ilyenko, N. V. Orlova, R. I. Shalina, D. N. Protsenko. — 2nd ed., revised and supplemented. — Moscow: GEOTAR-Media, 2026 2. Epidemiology: Textbook for Students in the Specialty "Dentistry" / Edited by N. I. Briko, Y. V. Martynova. — Moscow: GEOTAR-Media, 2025 3. Baranchugova, L. M. Histology and Embryogenesis of the Oral Cavity Organs: Textbook / L. M. Baranchugova, V. I. Obydenko, Ts. B. Bayaskhalanova. — Moscow: GEOTAR-Media, 2025	1
2.	Values of hygienic education of the population. Oral hygiene in different age groups, individual hygiene products.	Summary, presentation, preparation of the report	1. Pediatric Dentistry: Textbook / Edited by O. O. Yanushevich, L. P. Kiselnikova, O. Z. Topolnitsky - Moscow: GEOTAR-Media, 2020 2.Histology and Embryology of the Oral Cavity and Teeth: Study Guide / V. V. Gemonov, E. N. Lavrova, L. I. Falin - Moscow: GEOTAR-Media, 2019	2
3.	Methods for assessing the hygienic state of the oral cavity in children. Hygiene indexes.	Abstract, presentation, preparation on dummies.	1. Propaedeutic Dentistry: Situational Tasks: Textbook / E. A. Bazikyan [et al.]; edited by E. A. Bazikyan. - Moscow: GEOTAR-Media, 2023 2. Dentistry. Tests and Situational Tasks: Textbook / V. V. Afanasyev [et al.]; edited by V. V. Afanasyev. - Moscow: GEOTAR-Media, 2023	3

			3. Biological Chemistry and Biochemistry of the Oral Cavity. Situational Tasks and Assignments: Textbook / edited by A. I. Glukhov. - Moscow: GEOTAR-Media, 2023	
4.	Prevention of dental caries. Fissure sealing, types of sealing, indications, materials, efficiency. Impregnation methods of prevention.	Abstract, presentation, preparation on dummies.	1.Introduction to Dentistry / Sevbitov A. V. - Moscow: GEOTAR-Media, 2018 2.Somatic Diseases During Pregnancy (Interdisciplinary Consensus): Educational and Methodological Manual / edited by L. I. Ilyenko, N. V. Orlova, R. I. Shalina, D. N. Protsenko. — 2nd ed., revised and supplemented. — Moscow: GEOTAR-Media, 2026 3.Epidemiology: Textbook for Students of the Specialty "Dentistry" / edited by Briko N. I., Martynova Yu. V — - Moscow: GEOTAR-Media, 2025	4
5	Prevention of gingivitis, periodontitis. Assessment of oral hygiene, Green Vermilion indices, CPITN, PHR, PMA.	Abstract, presentation, report preparation.	1.Baranchugova, L. M. Histology and Embryogenesis of Oral Cavity Organs: Textbook / L. M. Baranchugova, V. I. Obydenko, Ts. B. Bayaskhalanova. — Moscow: GEOTAR-Media, 2025 2.Emergency Conditions in Dental Practice: Educational and Methodological Guide / S. A. Demyanenko, D. A. Kazantsev, O. N. Kazantseva, G. R. Geletsyan. - Moscow: GEOTAR-Media, 2025 3.Dental Materials Science: Textbook / E. S. Kalivradzhiyan, E. A. Bragin, I. P. Ryzhova [et al.]. - Moscow: GEOTAR-Media, 2023	5
6	The role of children's nutrition in the prevention of dental diseases, the negative impact of bad habits on the formation of ASF.	Abstract, presentation, report preparation.	1.Baranchugova, L. M. Histology and Embryogenesis of Oral Cavity Organs: Textbook / L. M. Baranchugova, V. I. Obydenko, Ts. B. Bayaskhalanova. — Moscow: GEOTAR-Media, 2025 2.Emergency Conditions in Dental Practice: Educational and	6

			Methodological Guide / S. A. Demyanenko, D. A. Kazantsev, O. N. Kazantseva, G. R. Geletsyan. - Moscow: GEOTAR-Media, 2025 3.Dental Materials Science: Textbook / E. S. Kalivradzhiyan, E. A. Bragin, I. P. Ryzhova [et al.]. - Moscow: GEOTAR-Media, 2023	
7	Efficiency of implementation of preventive measures.	Abstract, presentation, report preparation.	1.Introduction to Dentistry / Sevbitov A. V. - Moscow: GEOTAR-Media, 2018 2.Somatic Diseases During Pregnancy (Interdisciplinary Consensus): Educational and Methodological Manual / edited by L. I. Ilyenko, N. V. Orlova, R. I. Shalina, D. N. Protsenko. — 2nd ed., revised and supplemented. — Moscow: GEOTAR-Media, 2026 3.Epidemiology: Textbook for Students of the Specialty "Dentistry" / edited by Briko N. I., Martynova Yu. V. - Moscow: GEOTAR-Media, 2025	7
8	Modern means and methods of prevention of dental diseases.	Abstract, presentation. Training on dummies.	1.Introduction to Dentistry / Sevbitov A. V. - Moscow: GEOTAR-Media, 2018 2.Somatic Diseases During Pregnancy (Interdisciplinary Consensus): Educational and Methodological Manual / edited by L. I. Ilyenko, N. V. Orlova, R. I. Shalina, D. N. Protsenko. — 2nd ed., revised and supplemented. — Moscow: GEOTAR-Media, 2026 3.Epidemiology: Textbook for Students of the Specialty "Dentistry" / edited by Briko N. I., Martynova Yu. V. - Moscow: GEOTAR-Media, 2025	8
9	Selection of individual oral hygiene products in children. Dental cleaning training	Abstract, presentation, report preparation.	1.Baranchugova, L. M. Histology and Embryogenesis of Oral Cavity Organs: Textbook / L. M. Baranchugova, V. I. Obydenko, Ts. B. Bayaskhalanova. — Moscow: GEOTAR-Media, 2025	9

			2.Emergency Conditions in Dental Practice: Educational and Methodological Guide / S. A. Demyanenko, D. A. Kazantsev, O. N. Kazantseva, G. R. Geletsyan. - Moscow: GEOTAR-Media, 2025 3.Dental Materials Science: Textbook / E. S. Kalivradzhiyan, E. A. Bragin, I. P. Ryzhova [et al.]. - Moscow: GEOTAR-Media, 2023	
10	Determination of a child's dental status. Caries risk assessment.	Abstract, presentation, report preparation.	1.Introduction to Dentistry / Sevbitov A. V. - Moscow: GEOTAR-Media, 2018 2.Somatic Diseases During Pregnancy (Interdisciplinary Consensus): Educational and Methodological Manual / edited by L. I. Ilyenko, N. V. Orlova, R. I. Shalina, D. N. Protsenko. — 2nd ed., revised and supplemented. — Moscow: GEOTAR-Media, 2026 3.Epidemiology: Textbook for Students of the Specialty "Dentistry" / edited by Briko N. I., Martynova Yu. V. - Moscow: GEOTAR-Media, 2025	10
11	Drawing up an individual prevention program Development of group prevention programs	Abstract, presentation, report preparation.	1. Propaedeutic Dentistry: Situational Tasks: Textbook / E. A. Bazikyan [et al.]; edited by E. A. Bazikyan. - Moscow: GEOTAR-Media, 2023 2. Dentistry. Tests and Situational Tasks: Textbook / V. V. Afanasyev [et al.]; edited by V. V. Afanasyev. - Moscow: GEOTAR-Media, 2023 3. Biological Chemistry and Biochemistry of the Oral Cavity. Situational Tasks and Assignments: Textbook / edited by A. I. Glukhov. - Moscow: GEOTAR-Media, 2023	11
12	Medical examination of children with ASD	Abstract, presentation, report preparation.	1. Propaedeutic Dentistry: Situational Tasks: Textbook / E. A. Bazikyan [et al.]; edited by E. A.	12

			Bazikyan. - Moscow: GEOTAR-Media, 2023 2. Dentistry. Tests and Situational Tasks: Textbook / V. V. Afanasyev [et al.]; edited by V. V. Afanasyev. - Moscow: GEOTAR-Media, 2023 3. Biological Chemistry and Biochemistry of the Oral Cavity. Situational Tasks and Assignments: Textbook / edited by A. I. Glukhov. - Moscow: GEOTAR-Media, 2023	
13	Monitoring and analysis of preventive work of a dentist	Abstract, presentation, preparation of a report.	1. Propaedeutic Dentistry: Situational Tasks: Textbook / E. A. Bazikyan [et al.]; edited by E. A. Bazikyan. - Moscow: GEOTAR-Media, 2023 2. Dentistry. Tests and Situational Tasks: Textbook / V. V. Afanasyev [et al.]; edited by V. V. Afanasyev. - Moscow: GEOTAR-Media, 2023 3. Biological Chemistry and Biochemistry of the Oral Cavity. Situational Tasks and Assignments: Textbook / edited by A. I. Glukhov. - Moscow: GEOTAR-Media, 2023	13
14	Application of orthodontic methods for the prevention of HR	Abstract, presentation, preparation of the report.	1. Propaedeutic Dentistry: Situational Tasks: Textbook / E. A. Bazikyan [et al.]; edited by E. A. Bazikyan. - Moscow: GEOTAR-Media, 2023 2. Dentistry. Tests and Situational Tasks: Textbook / V. V. Afanasyev [et al.]; edited by V. V. Afanasyev. - Moscow: GEOTAR-Media, 2023 3. Biological Chemistry and Biochemistry of the Oral Cavity. Situational Tasks and Assignments: Textbook / edited by A. I. Glukhov. - Moscow: GEOTAR-Media, 2023	14

Methodological recommendations/guidelines for students

3.1. Methodological recommendations for students to study the discipline

The study of the theoretical part of the discipline **"Pediatric Dentistry"** is designed not only to deepen and consolidate the knowledge gained in classroom classes, but also to promote the development of students ' clinical thinking, initiative and skills in organizing the working hours of a dentist.

- **Working with lectures:** The material outlined in the lectures should be regularly reviewed and supplemented with information from specialized periodicals (journals "Dentistry", "Children's Endodontics", etc.).
- **Preparing for topics:** When studying a new topic, you should first read the recommended literature and make a brief summary of the main provisions, classifications (for example, the classification of caries according to Black or ICD-10) and treatment protocols.
- **Workbook:** Each student keeps a workbook (diary of practical classes), the design of which must meet the following requirements:
    - Have a title page with your full name, group, and course.
    - Numbering of each work, fixing the date and topic of the lesson.
    - Record the name of the work, goal, description of the clinical situation or stages of preparation/filling.
    - **Graphic part:** Presentation of odontoglyphic schemes, graphic representation of carious cavities, filling in the dental formula.
    - **Conclusions:** At the end of each paper, the rationale for the chosen treatment method or a brief conclusion based on the results of the clinical analysis is formulated.

Abstractis a short written statement of the content of a scientific paper on a given topic. This is an independent research work in which the student reveals the essence of the problem under study with elements of analysis on the topic of the essay.

The abstract presents various points of view, as well as their own views on the problems raised in the topic of the essay. The content of the abstract should be logical, and the presentation of the material should be problem-related.

Requirements for writing an abstract:

The volume of the abstract can be from 9 to 10 pages, printed or written by hand.

Main sections: table of contents (short outline), introduction, main content, conclusion, bibliography.
The abstract text should contain the following sections:
- Title page with the following information: name of the university, faculty, abstract topic, full name of the author and full name of the teacher.
–Introduction, relevance of the topic
–main section
–Conclusion (analysis of literature search results)
conclusions
–The list of references must contain at least 10 bibliographic names, including network resources.
The text part of the abstract is drawn up on a sheet of paper in the following format:
–Top margin – 2 cm; left margin-3 cm; right margin-1.5 cm; bottom margin-2.5 cm.
–Text font: Times New Roman, font height-14, interval-1.5;
–The page numbering is located at the bottom of the sheet. There is no numbering on the first page.
The abstract should be filled out correctly and in accordance with generally accepted standards of presentation design. It is necessary to provide references to the literature used, including periodicals for the last 5 years.
Annotation evaluation criteria:
–Relevance of the research topic;
–content matches the topic.
–depth of material processing.
–correct and complete wording of the questions raised;
–significance of the obtained results for further practical activity;
–correct and complete use of literature;
–compliance of the abstract project with the standard.
–Quality of presentation and answers to questions when defending abstracts.
A reportis a short but informative message that reflects the essence of the issue under consideration and various opinions on the topic under study. In some cases, it is allowed to present the author's own point of view within the framework of thematic issues.
Requirements for the report:
The text should not exceed five printed pages.
The quality report has four main structural elements:
1) introduction;
2) Introduction (at this stage, the speaker should interest the audience, formulate the relevance and novelty of the research, emphasize the importance and purpose of the work performed);
3) the main part (it describes the research methods used, the work done and analyzes the results obtained); 4) conclusion (summing up the results of the work).
*The text part of the report has been compiled.*on a sheet of the following format:
–Top margin – 2 cm; left margin-3 cm; right margin-1.5 cm; bottom margin-2.5 cm.

–Text font: Times New Roman, font height-14, interval-1.5;
–The page numbering is located at the bottom of the sheet. There is no number on the first page.
Evaluation criteria:

- timely submission;
- compliance with the requirements;
- depth of material processing.
- content matches the topic.
- correct and complete use of the source.

List of basic and additional literature

- **Basic literature**

- ***a) main literature:***
- 1. Children's maxillofacial surgery. Manual to practical exercises / ed. by O. Z. Topolnitsky, A. P. Gurgenadze. - 2nd ed. - Moscow: GEOTAR-Media, 2020
- 2. Detskaya stomatologiya: uchebnik [Children's dentistry: textbook] / ed. by O. O. Yanushevich, L. P. Kiselnikova, O. Z. Topolnitsky. Moscow: GEOTAR-Media Publ., 2020
- 3. Persin L. S. Children's dentistry
- Khoroshilkina F. Ya. Stomatology of children's age
- 4.Pediatric Dentistry: Infancy through Adolescence — Arthur J. Nowak
- Preventive Dentistry — Stephen Mason

- ***b) additional literature:***

1. Kalivradzhiyan E. S., Bragin E. A., Ryzhova I. P. Nauka o stomatologicheskikh materialov: Uchebnik [Science of dental materials: Textbook]. Moscow: GEOTAR-Media, 2023
2. Daurova F. Yu. [et al.] Metodicheskie podkhody k modelirovaniyu zubov: Uchebnoe posobie [Methodological approaches to tooth modeling: A textbook]. Moscow: GEOTAR-Media, 2023
-3. Orthodontics. Diagnostics and treatment of dental anomalies and deformities: Textbook / L. S. Persin [et al.]. - Moscow: GEOTAR-Media, 2022
4. Mironova M. L., Mikhailova T. M. Nauka o materialov stomatologicheskoi tekhniki s kursom po okhrana truda: Uchebnik [Science of materials of dental technology with a course on labor protection: Textbook]. - Moscow: GEOTAR-Media, 2021

- **List of resources of the information and telecommunication network "Internet" required for mastering the discipline**
- Specify links on sites that are open for free access.

- **List of resources of the information and telecommunication network "Internet" required for mastering the discipline (modules)**
- - www.kyrlibnet.kg.
- - www.iprbookshop.ru.
- - www.consilium-medicum.com.
- - www.medportal.ru.
- - www.studmedlib.ru
- - Cochrane.org, sciencedireckt.com.
- - www.mediliter.ru, www.meduniver.com,
- - kingmed.info, vk.com, itweek.ru, medlit.biz,
- - allmedbook.ru, booksmed.com, medicalenglish.ru,
- - library.bsu.edu.ru, rutracker.org.
- **Monitoring and evaluation of learning outcomes**
- Each module is evaluated on a 100-point system. The maximum score is 100.
- A student is allowed to take the final test if they have scored a certain number of points in all subjects.
- Discipline of 60 or more points.

Evaluation criteria	**Module 1**	**Module 2**
Classroom work (participation in discussions, oral questions, working in groups, etc.)	40 points	40 points
Independent work: abstract, report.	20 points	20 points
Total by module (testing, situational task)	40 points	40 points
Final score for the discipline (test):	100 points	100 points

- **Rating system**
- The maximum number of points for each module is 100, including:
  Independent Student Work (SIW) – 20 points.
- Current score – 40 points
- Intermediate assessment (module) – 40 points
- The results of all modules for the semester are summed up and the GPA is calculated.
- Students must work out missed classes and unsatisfactory grades in accordance with the faculty duty schedule established by the department.
- The module can only be retaken for a valid reason and must be completed no later than two weeks after the module's completion date.
- Admission to the final assessment
- A student is allowed to take the final assessment (differentiated credit or exam) if he / she scores 60 points or more in this discipline.
- Credit system

- The system of credit units uses a multi-point rating scale using letter designations, which allows teachers to evaluate students ' knowledge more flexibly.
- The final credit score is based on attendance, the current score, and an intermediate (modular) score.
- Final assessment format: Credit / Exam.
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Scale of matching grades and scores				
Maximum points				
	unsatisfactory	satisfactory	good	excellent
20	0-11	12-15	16-17	18-20
40	0-23	24-30	31-35	36-40
100	0-59	60-75	76-89	90-100

Invoice (%)	Letter	Average score	Numeric	Traditional
96–100	A+	4.00	5	Excellent
93–95.99	But	3.75		
90–92,99	A-	3.67		
87–89,99	B+	3.33	4	Good
83–86,99	B	3.00		
80–82,99	B-	2.67		
77–79.99	C+	2.33	3	Satisfactory
73–76.99	With	2.00		
70–72,99	With-	1.67		
67–69,99	D+	1.33	2	Satisfactory
63–66,99	D	1.00		
60–62,99	D-	0,67		
0–59,99	F	0.00	1	Unsatisfactory овлетворительно

- I– issued to a student who has not completed all the course requirements for a valid reason. Within the time limit set by the institution, the student has the right to complete all the course requirements, after which the grade will be changed.
- **W**-is assigned to a student who has decided to withdraw from the course no later than the sixth week of the semester. Applies only to elective courses.
- **AU**-assigned to a student who has attended at least 80% (eighty percent) of the additional course classes as a listener (without receiving a grade).
- GPA - The average academic achievement score for each discipline is calculated automatically in the AVN information system. Based on the results of academicperformance, a GPA is calculated, with a maximum value of 4.0. A student's GPA is determined at the end of each semester and summed up at the end of the entire course of study.

Evaluation criteria:

- **Criteria for evaluating a practical lesson:**
- - *grade "excellent"*This grade is given to a student if he has knowledge of the discipline in the full scope of the program and understands it deeply enough; independently, in a logical sequence and exhaustively answers all questions, highlighting the most essential; is able to analyze, compare, classify, summarize, concretize and systematize the material studied, highlight it the main thing.
- - *Grade "good":*The student has almost complete knowledge of the discipline in the program (there are gaps in knowledge only in some sections);

independently and partially with leading questions gives complete answers to the questions in the task; does not always highlight the most important, but at the same time does not make serious mistakes in the answers;

- - *assessment "satisfactory"*This test is carried out in cases when the student has basic knowledge of the discipline; has difficulties with an independent answer, uses inaccurate wording; in the process of answering, makes mistakes regarding the essence of the questions;
- - *rating "unsatisfactory"*This pass is issued in cases when the student has not mastered the required minimum level of knowledge in the subject and cannot answer the questions in the pass, even taking into account additional leading questions from the teacher.
- **Criteria for evaluating practical skills:**
- - *"excellent" rating*The award is awarded when all stages of obstetric and gynecological examination are carried out carefully and systematically. It is necessary to have clear and professional communication with the patient during the examination. The student should have a deep understanding of the obstetric and gynecological aspects studied, including the analysis of specific symptoms and their interpretation.
- - *Rating "good"*The skill is considered confirmed if the main stages of obstetric and gynecological examination are performed competently and effective interaction with the patient ensures understanding and trust. It also involves the ability to identify the main symptoms and conduct an appropriate analysis.
- - *The rating "satisfactory"*is given during the main stages of obstetric and gynecological examination, but with some shortcomings, misunderstandings or errors in communication with the patient. With a basic knowledge of symptoms and their interpretation.
- - *Rating" unsatisfactory "*The penalty is imposed if the student makes serious mistakes or omissions during the obstetric and gynecological examination, as well as if there are problems in communication that can cause difficulties or even dissatisfaction of the patient during the examination.
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- **Criteria for evaluating annotations:**
- - *an "excellent"*grade is given to the student if the subject of the essay is fully disclosed, excellent knowledge of the material is demonstrated, appropriate sources are used in the right amount, the structure of the work corresponds to the tasks set, the degree of independence in the work is high;
- - *grade "good"*is given to the student if the subject of the essay is mostly disclosed, good assimilation of the material is demonstrated, appropriate sources are used, the structure of the work mainly corresponds to the tasks set, the degree of independence is average;
- - *grade "satisfactory"*This grade is given to the student if the subject of the essay is poorly disclosed, satisfactory assimilation of the material is

demonstrated, the sources used and the structure of the work partially correspond to the tasks set, and the degree of independence of the work is low;

- - *grade "unsatisfactory"*This grade is given to the student if the topic of the essay is not covered, a low level of assimilation of the material is demonstrated, the sources used are insufficient, the structure of the work does not correspond to the tasks set, the work is not independent.
- **Project evaluation criteria:**
- - *"Excellent" rating*The award is awarded to students if the project demonstrates outstanding research depth on issues and aspects of obstetrics and gynecology, as well as presents innovative research approaches. Effective educational work emphasizes the creativity and originality of the project, as well as the active participation of the community. The organization and structure of the project should be highly organized, logically structured, and ideas should be presented clearly and professionally.
- - *Score "good"*The award is awarded to students if the project demonstrates deep research work on obstetric and gynecological issues and aspects, supported by specific facts and data. The effectiveness of training is significant, but there is room for further improvement. The presence of creative elements adds originality to the project, but some aspects may need to be refined. Community engagement is positive, but may be more intense. The overall organization and structure of the project is good, but some areas may need improvement.
- - *assessment "satisfactory"*The project is given to students if it meets the minimum requirements for studying obstetric and gynecological issues and aspects, but needs to be finalized. The effectiveness of training is at a basic level, and the project can be improved in this area. The project contains elements of creativity, but they can be supplemented and deepened. Community involvement could be more active. The organization and structure of the project needs additional attention to improve clarity and consistency.
- - *rating "unsatisfactory"*The project offered to students does not meet the basic standards and does not provide sufficient depth of study of obstetric and gynecological issues. The effectiveness of training is extremely limited, there is no creativity and originality. Public participation is insufficient or absent. The organization and structure of the project raises serious concerns, making it difficult to understand and disorganized.
- **Test evaluation criteria, MSQ:**
- *The*award for successful passing of the test is awarded to the student who gives correct, in-depth and understandable answers, demonstrating a high level of knowledge and their practical application. Important factors are the student's ability to solve complex problems, be creative, and meet the test requirements. The criteria may vary, but the general requirement is an excellent understanding and successful application of the course material (with a score of 90 or more correct answers).

- - *"good"*grade A test score is given to a student if they have demonstrated good knowledge of the subject, given correct answers, clearly stated their thoughts, and successfully completed the main aspects of the test tasks. This score can also reflect the student's ability to apply the acquired knowledge in various situations and effectively use the acquired skills in test tasks (the number of correct answers is from 76 to 89).
- - *"satisfactory"*The test score is given to a student who has demonstrated a basic understanding of the subject, provided answers that meet the minimum requirements, and successfully completed the main elements of the test. This grade may indicate that the student has mastered the basics of the material, but may not have reached a high level of depth of knowledge or failed to cope with more complex aspects of tasks (with 60-75 correct answers).
- - *grade "unsatisfactory"*The grade" unsatisfactory " is given to the student if his knowledge of the subject is insufficient, the answers contain significant errors or do not meet the minimum requirements, as well as if the student did not cope with the main aspects of the test. Such an assessment indicates an unsatisfactory level of assimilation of the material and inability to apply knowledge in the framework of test tasks (if the student gave up to 59 correct answers inclusive).
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Scale of correspondence between grades and scores on the final control exam.	
Scores	**Evaluation**
90-100	"Excellent"
76-89	"Good"
60-75	"Satisfactory"
0-59	"Unsatisfactory"

Academic discipline policy:

- - mandatory attendance of classes;
- - active participation of the student in practical classes;
- - preliminary preparation and completion of homework;
- - High quality and timely execution of SIW tasks;
- - participation in all types of control (current, control, final);
- - Being late for classes and / or leaving before their end for any reason is considered one missed class that cannot be restored.
- - Not allowed: use of mobile phones during classes, cheating and plagiarism, late delivery of tasks, insubordination and rules of conduct.

Help:

- For advice on the implementation of independent work (SA/SAU), its presentation and protection, as well as for additional information on the material being studied and on all other questions that arise in connection with the course being taught, please contact the teacher during the hours reserved for SAU.