



Educational institution  
Royal Metropolitan University

Quality Management System  
Syllabus of the course "Gerontodontology"  
Specialty 560004 "Dentistry" of the educational institution "RMU"

**Educational institution "RMU"**  
**Department of Dental Disciplines**

**Syllabus**

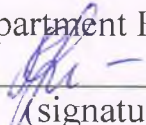
**in the field of "Gerontostomatology"**  
**for students studying in the specialty 560004 "Dentistry"**

Form of study	on an ongoing basis
Fine	5
Semester	9
Exam	
Total number of credits in the curriculum	2
The total number of hours allocated to the curriculum.	60
Lectures	18
Practical classes	18
Independent work	24


Curriculum Developer:  
Makenzhanov A.

Reviewed and approved at a meeting of the  
Department of Fundamental Disciplines.  
Protocol No. 1 dated "6" September 2025.

Head of the Department Bektasheva A.K.

  
(signature)

**Bishkek 2025**

	<b>Educational institution</b> <b>Royal Metropolitan University</b>
	<b>Quality Management System</b> <b>Syllabus of the course "Gerontodontology"</b> <b>Specialty 560004 "Dentistry" of the educational institution "RMU"</b>

**Lecturer:**Anum Shamim.

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**Email:** shamim\_anum@yahoo.com

**Scope of the discipline and types of academic work.**

Fine	Semester	Weeks	Total number of teaching hours		Number of hours of independent work		Total number of hours	Number of modules
			Lecture	Practical classes	SIV	SIVT		
5	9	18	18	18	12	12	60	2

**Abstract of academic discipline** Gerontostomology is a specialized academic discipline and branch of dentistry that focuses on the diagnosis, prevention, and treatment of oral diseases in elderly and geriatric patients (typically aged 60 years and older). It integrates gerontology and dentistry to address issues related to age-related physiological changes in the oral cavity, multiple comorbidities, and complex dental needs, such as periodontology, oral mucosal diseases, and specialized prosthetic rehabilitation.

**The purpose and objectives of this discipline**

**Objectives of the discipline**

The aim of the study is to analyze the main dental problems of elderly patients and to substantiate interdisciplinary approaches to the diagnosis, treatment, and prevention of age-related diseases of the oral cavity and maxillofacial region.

- Improving quality of life: increasing chewing ability, providing adequate nutrition, and increasing overall life expectancy and comfort in elderly patients.
- Preventive care: Implementation of preventive, diagnostic and therapeutic methods developed to meet the unique needs of older adults.
- Interdisciplinary approach: management of patients with oral problems taking into account complex systemic pathologies, multiple medications and psychological/socioeconomic factors.
- Orthopedic rehabilitation: providing the necessary prosthetic care to eliminate adentia (tooth loss) and improve function.



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- Education and training: To train dental students to understand the characteristics of geriatric patients and to develop skills in diagnosing and treating oral mucosal diseases in older adults.

Thanks to advances in dentistry, preserving natural teeth for as long as possible is one of the main goals of geriatric dentistry. Regular dental visits, fluoride treatments, and proper oral hygiene help strengthen enamel and prevent tooth loss. Residents learn the fundamentals of managing a wide range of conditions in older adults. They will acquire the necessary knowledge, skills, and attitudes to become highly qualified general practitioners responsible for the medical care of older adults. Depending on the focus and goals of their residency, residents will gain clinical experience in a variety of settings. These may include home visits, inpatient and outpatient rehabilitation services, emergency room consultations, and outpatient clinics. By the end of their internship, residents will have acquired competence in assessing and treating specific conditions common among older adults and gained experience providing clinical care to frail older patients.

### **After mastering this discipline, students**

#### **Finds out**

"After mastering the discipline of gerontostomatology, students will be able to assess the oral health of elderly patients, identify and treat age-related oral diseases, consider the interaction of systemic diseases, and provide comprehensive, patient-centered care adapted to the needs of the geriatric population."

#### **I'll understand.**

By mastering the discipline of gerontostomatology, students will understand the biological, clinical and psychosocial aspects of aging in the context of oral health, including the prevention, diagnosis and treatment of oral diseases in older patients.

#### **I will be able to use it**

"After mastering the discipline of gerontostomatology, students will be able to use evidence-based clinical approaches, diagnostic tools, and treatment strategies to manage oral diseases in older patients, taking into account overall health and age-related changes."

#### **Will be able to determine**



Having mastered the discipline of gerontostomatology, students will be able to determine the diagnosis, prognosis and appropriate treatment strategies for oral diseases in elderly patients, taking into account the general health, functional status and age-related changes.

Will be able to perform

Having mastered the discipline of gerontostomatology, students will be able to provide comprehensive clinical management of the oral cavity in elderly patients, including examination, diagnosis, treatment planning, and implementation of appropriate preventive and therapeutic measures.

Will be able to analyze

"After mastering the discipline of gerontostomatology, students will be able to analyze complex clinical cases in geriatric dentistry, taking into account systemic diseases, pharmacological factors, and functional limitations in order to make evidence-based decisions."

Will be able to synthesize

By mastering the discipline of gerontostomatology, students will be able to synthesize interdisciplinary knowledge, including medical, pharmacological and psychosocial aspects, to develop and substantiate evidence-based strategies for oral health management in older patients.

Will be able to appreciate

Upon mastering the discipline of geriatric dentistry, students will be able to evaluate complex clinical cases in geriatric dentistry, critically evaluate treatment options, and justify evidence-based decisions taking into account overall health status, functional limitations, and quality of life.

Curriculum for the discipline and competency matrix(the load is i)

No.	Name of sections and topics disciplines (lectures and practical classes)	Classroom activities				Total number of hours	SRSP	Independent work of a	Formed competencies	Used educational technologies, methods	Mannequins	Forms of current and border control academic performance
		lectures	practical classes	laboratory work								
	<b>9th semester</b>											



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1	INTRODUCTION, group discussion of basic concepts.	2		2		4			OK-1, SLK-1, SLK-2	lecture using video materials	Dental instruments	Assessment of the acquisition of practical skills (abilities)
2	Biology, physiology and pathology of aging.	2		2		4	2	2	OK-1, PC-3	lecture visualization	Jaw models	Testing, tests. Assessment of the acquisition of practical skills (abilities).
3	Age-related changes in the maxillofacial system. Psychology of aging.	2		2		4	2	2	OK-1, PC-3, PC-16	lecture using video materials	Jaw models	classes using training equipment and simulators
4	History taking and risk assessment in older adults. Patient-centered treatment planning. Oral mucosal diseases and disorders in older adults.	2		2		4	2	2	SLK-1, SLK-2	lecture visualization	Jaw models	classes using jaw models. Assessment of the acquisition of practical skills (abilities).
5	Pain diagnosis. Dyssalivation and dry mouth. Periodontitis in the elderly. Denture-related problems and evaluation of	2		2		4	2	2	PC-2, PC-15, PC-20	lecture using video materials	Jaw models	analysis of clinical cases. Use of mannequins.



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	denture performance in the elderly.											
6	Oral manifestations of systemic diseases. Principles of pharmacodynamics and pharmacokinetics in elderly patients. Drug interactions and the importance of polypharmacotherapy.	2		2		4	2	2	PC-3, PC-23, PC-26	lecture using video materials	Jaw models	Training sessions using simulators and training equipment. Testing. Assessment of the acquisition of practical skills (abilities).
7	Assessing the risk of developing dental caries, especially root caries. Assessing tooth wear.	2		2		4	2	2	PC-19, PC-16, PC-20	lecture using video materials	Jaw models	analysis of clinical cases. Classes using exercise machines and training equipment.
8	Periodontitis in the elderly. Precancerous lesions in the elderly.	2		2		4			PC-2, PC-16, PC-20	lecture using video materials	Jaw models	Classes using exercise machines and training equipment.
9	Age-related changes in the functioning of the senses (vision,	2		2		4			PC-19, PC-3, PC-22	lecture using video	Jaw models	analysis of clinical cases.




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hearing, smell, and taste). Common diseases among the elderly. The relevance and prevalence of comorbidities. Key socioeconomic factors influencing oral care in the elderly.									<i>materials</i>		<i>Testing. Assessment of the acquisition of practical skills (abilities).</i>
total	1 8		1 8		6 0	1 2	12				

(indicated in academic hours)

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### **Recommendations for completing practical classes**

Practical classes in gerontostomatology follow the lecture course and serve as explanatory, summarizing, and reinforcing elements. They can be held either online or in the clinic.

#### **Lesson preparation plan:**

1. Review of lecture notes and textbook on this topic.
2. Study of the anatomical and morphological features of the teeth discussed in this topic.
3. Familiarization with the tools and materials required to perform manipulations.
4. Preparing answers to self-assessment questions.

#### **Guide to independent work (IW)**

When studying the discipline "gerontostomatology", the following types of independent work are used:

- Studying theoretical material from lecture notes and textbooks.
- **Manual skills practice** on dental models and phantoms.
- Independent study of specific issues with preparation of presentations.
- Analysis of clinical protocols and scientific articles on current issues in modern dentistry.
- Solving situational problems and interpreting data obtained using additional research methods.



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No .	Independent work topic for 3rd semester students:	Assignment for independent work	Recommended literature	Deadlines give up (week number)
1.	Age-related changes in hard dental tissues in elderly and senile patients.	Abstract, presentation, report preparation.	<input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 2: Periodontal diseases: textbook. - Moscow: GEOTAR-Media, 2021. <input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 3: Diseases of the oral mucosa: textbook. - 2nd edition, revised and supplemented - Moscow: GEOTAR-Media, 2015. <input type="checkbox"/> Trezubov V.N., Shcherbakov A.S., Mishnev L.M. Orthopedic dentistry (faculty course): textbook. - 9th ed., revised and additional - Moscow: GEOTAR-Media, 2019.	1
2.	Features of the structure and functions of the oral mucosa during the aging process.	Abstract, presentation, report preparation	<input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 2: Periodontal diseases: textbook. - Moscow: GEOTAR-Media, 2021. <input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 3: Diseases of the oral mucosa: textbook. - 2nd edition, revised and supplemented - Moscow: GEOTAR-Media, 2015. <input type="checkbox"/> Trezubov V.N., Shcherbakov A.S., Mishnev L.M. Orthopedic dentistry (faculty course): textbook. - 9th edition, revised and supplemented - Moscow: GEOTAR-Media, 2019.	2
3.	Polymorbidity in elderly patients and its impact on dental treatment.	Abstract, presentation, preparation using layouts.	<input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 2: Periodontal diseases: textbook. - Moscow: GEOTAR-Media, 2021. <input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 3:	3



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			<p>Diseases of the oral mucosa: textbook. - 2nd edition, revised and supplemented - Moscow: GEOTAR-Media, 2015.</p> <p>□ Trezubov V.N., Shcherbakov A.S., Mishnev L.M. Orthopedic dentistry (faculty course): textbook. - 9th ed., revised and additional - Moscow: GEOTAR-Media, 2019.</p>	
4.	Dry mouth in the elderly: causes, diagnosis, and treatment methods.	Abstract, presentation, preparation using layouts.	<p>□ Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 2: Periodontal diseases: textbook. - Moscow: GEOTAR-Media, 2021.</p> <p>□ Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 3: Diseases of the oral mucosa: textbook. - 2nd edition, revised and supplemented - Moscow: GEOTAR-Media, 2015.</p> <p>□ Trezubov V.N., Shcherbakov A.S., Mishnev L.M. Orthopedic dentistry (faculty course): textbook. - 9th ed., revised and additional - Moscow: GEOTAR-Media, 2019.</p>	4
5	Features of the course of caries in the elderly (including root caries).	Preparation of annotations, presentations and reports.	<p>□ Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 2: Periodontal diseases: textbook. - Moscow: GEOTAR-Media, 2021.</p> <p>□ Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 3: Diseases of the oral mucosa: textbook. - 2nd edition, revised and supplemented - Moscow: GEOTAR-Media, 2015.</p> <p>□ Trezubov V.N., Shcherbakov A.S., Mishnev L.M. Orthopedic dentistry (faculty course): textbook. - 9th ed., revised and additional - Moscow: GEOTAR-Media, 2019.</p>	5
6	Periodontal diseases in elderly patients: clinical picture, diagnosis and	Preparation of annotations,	□ Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 2:	6



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	treatment.	presentations and reports.	<p>Periodontal diseases: textbook. - Moscow: GEOTAR-Media, 2021.</p> <p>□ Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 3: Diseases of the oral mucosa: textbook. - 2nd edition, revised and supplemented - Moscow: GEOTAR-Media, 2015.</p> <p>□ Trezubov V.N., Shcherbakov A.S., Mishnev L.M. Orthopedic dentistry (faculty course): textbook. - 9th ed., revised and additional - Moscow: GEOTAR-Media, 2019.</p>	
7	Manifestations of somatic diseases of the oral cavity in elderly patients.	Preparation of annotations, presentations and reports.	<p>□ Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 2: Periodontal diseases: textbook. - Moscow: GEOTAR-Media, 2021.</p> <p>□ Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 3: Diseases of the oral mucosa: textbook. - 2nd edition, revised and supplemented - Moscow: GEOTAR-Media, 2015.</p> <p>□ Trezubov V.N., Shcherbakov A.S., Mishnev L.M. Orthopedic dentistry (faculty course): textbook. - 9th ed., revised and additional - Moscow: GEOTAR-Media, 2019.</p>	6
8	Features of pharmacotherapy in gerontostomatology (polypharmacy, drug interactions).	Abstract, presentation. Preparation using mock-ups.	<p>□ Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 2: Periodontal diseases: textbook. - Moscow: GEOTAR-Media, 2021.</p> <p>□ Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 3: Diseases of the oral mucosa: textbook. - 2nd edition, revised and supplemented - Moscow: GEOTAR-Media, 2015.</p> <p>□ Trezubov V.N., Shcherbakov A.S., Mishnev L.M. Orthopedic dentistry (faculty course): textbook. - 9th ed., revised and</p>	7



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			additional - Moscow: GEOTAR-Media, 2019.	
9	Principles of orthopedic treatment of elderly patients with complete and partial edentia.	Preparation of annotations, presentations and reports.	<input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 2: Periodontal diseases: textbook. - Moscow: GEOTAR-Media, 2021. <input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 3: Diseases of the oral mucosa: textbook. - 2nd edition, revised and supplemented - Moscow: GEOTAR-Media, 2015. <input type="checkbox"/> Trezubov V.N., Shcherbakov A.S., Mishnev L.M. Orthopedic dentistry (faculty course): textbook. - 9th ed., revised and additional - Moscow: GEOTAR-Media, 2019.	7
10	Problems of adaptation to removable dentures in elderly patients and ways to solve them.	Preparation of annotations, presentations and reports.	<input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 2: Periodontal diseases: textbook. - Moscow: GEOTAR-Media, 2021. <input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 3: Diseases of the oral mucosa: textbook. - 2nd edition, revised and supplemented - Moscow: GEOTAR-Media, 2015. <input type="checkbox"/> Trezubov V.N., Shcherbakov A.S., Mishnev L.M. Orthopedic dentistry (faculty course): textbook. - 9th ed., revised and additional - Moscow: GEOTAR-Media, 2019.	7
11	Precancerous conditions and oncologic vigilance in dentistry in the elderly.	Preparation of annotations, presentations and reports.	<input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 2: Periodontal diseases: textbook. - Moscow: GEOTAR-Media, 2021. <input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 3: Diseases of the oral mucosa: textbook. - 2nd edition, revised and supplemented - Moscow: GEOTAR-Media, 2015.	8



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			<input type="checkbox"/> Trezubov V.N., Shcherbakov A.S., Mishnev L.M. Orthopedic dentistry (faculty course): textbook. - 9th ed., revised and additional - Moscow: GEOTAR-Media, 2019.	
12	Prevention of dental diseases in elderly and aged people.	Preparation of annotations, presentations and reports.	<input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 2: Periodontal diseases: textbook. - Moscow: GEOTAR-Media, 2021. <input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 3: Diseases of the oral mucosa: textbook. - 2nd edition, revised and supplemented - Moscow: GEOTAR-Media, 2015. <input type="checkbox"/> Trezubov V.N., Shcherbakov A.S., Mishnev L.M. Orthopedic dentistry (faculty course): textbook. - 9th ed., revised and additional - Moscow: GEOTAR-Media, 2019.	8
13	Psychological features of communication with elderly patients in dental practice.	Preparation of annotations, presentations and reports.	<input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 2: Periodontal diseases: textbook. - Moscow: GEOTAR-Media, 2021. <input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 3: Diseases of the oral mucosa: textbook. - 2nd edition, revised and supplemented - Moscow: GEOTAR-Media, 2015. <input type="checkbox"/> Trezubov V.N., Shcherbakov A.S., Mishnev L.M. Orthopedic dentistry (faculty course): textbook. - 9th ed., revised and additional - Moscow: GEOTAR-Media, 2019.	8
14	The role of socio-economic factors in shaping dental health in the elderly.	Preparation of annotations, presentations and reports.	<input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 2: Periodontal diseases: textbook. - Moscow: GEOTAR-Media, 2021. <input type="checkbox"/> Barer G.M. (ed.) Therapeutic dentistry. In 3 parts. Part 3: Diseases of the oral mucosa:	9

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			textbook. - 2nd edition, revised and supplemented - Moscow: GEOTAR-Media, 2015. □ Trezubov V.N., Shcherbakov A.S., Mishnev L.M. Orthopedic dentistry (faculty course): textbook. - 9th ed., revised and additional - Moscow: GEOTAR-Media, 2019.
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### Student Guide/Instructions

#### 3.1. Methodological recommendations for students on studying this discipline.


The theoretical component of the "Gerontostomatology" course is designed not only to deepen and consolidate the knowledge acquired in the classroom, but also to promote the development of students' clinical thinking, initiative, and skills in managing a dentist's work time.

- **Working with lectures:**The material studied in lectures must be regularly reviewed and supplemented with information from relevant periodicals.
- **Preparation for studying the topics:**When studying a new topic, it is necessary to first familiarize yourself with the recommended literature and compile a brief summary of the main provisions, classifications and treatment protocols.
- **Workbook:**Each student maintains a workbook (practical training diary), the design of which must meet the following requirements:
  - Availability of a title page indicating full name, group and course.
  - Number each work, record the date and topic of the lesson.
  - It is necessary to indicate the title of the work, the purpose, a description of the clinical situation or the stages of preparation/filling.
  - **Graphic part:**Presentation of odontoglyphic diagrams, graphic representation of carious cavities, filling in the dental formula.
  - **Conclusions:**At the end of each paper, a rationale for the chosen treatment method or a brief conclusion based on the results of the clinical analysis is formulated.

**Abstract** -This is a brief written summary of the content of a research paper on a given topic. It is an independent research project in which the student explores the essence of the problem under consideration, using elements of analysis relevant to the essay topic.

The essay presents various points of view, as well as personal perspectives on the issues raised in the topic. The essay's content should be logical, and the presentation of the material should be problem-oriented and thematic.

*Requirements for writing annotations:*

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The abstract can be 9 to 10 pages long and can be typed or handwritten.

Main sections: table of contents (summary), introduction, basic information, conclusion, bibliography.

The annotation text should contain the following sections:

- Title page indicating: name of the university, faculty, topic of the abstract, full name of the author and full name of the instructor.

-Introduction, relevance of the topic

-main section

-Conclusion (analysis of literature search results)

conclusions

-The list of references must contain at least 10 bibliographic sources, including online resources.

The text part of the annotation 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, line spacing – 1.5;

-Page numbers are listed at the bottom of the page. The first page is unnumbered. The abstract must be completed correctly and in accordance with generally accepted presentation formatting standards. A bibliography is required, including periodicals from the past five years.

*Abstract evaluation criteria:*

-Relevance of the research topic;

-compliance of the content with the topic;

-depth of material processing;

-the correctness and completeness of the formulation of the questions posed;

-the significance of the results obtained for further practical activities;

-correctness and completeness of use of literature;

-compliance of the abstract project with the standard;

-The quality of presentation of the material and answers to questions during the defense of the report abstract.

**Report** -This is a brief but informative message that reflects the essence of the issue under consideration and various opinions on the topic. In some cases, the author's personal point of view may be expressed within the framework of thematic questions.

*Reporting requirements:*


The volume of text should not exceed five printed pages.

The quality report has four main structural elements:

1) introduction;

2) Introduction (at this stage, the speaker must 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 (summarizing the results of the work).

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*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, line spacing – 1.5;
- Page numbers are listed at the bottom of the sheet. There is no number on the first page.

*Evaluation criteria:*

- timeliness of submission;
- compliance with requirements;
- depth of material processing;
- compliance of the content with the topic;
- correctness and completeness of the source use.

## List of basic and additional literature


### - Main literature

#### *a) main literature:*

1. Yanushevich O.O., Maksimovsky Yu.M., Maksimovskaya L.N., Orekhova L.Yu.  
**Therapeutic dentistry: textbook.**— 3rd edition, revised and supplemented — Moscow: GEOTAR-Media, 2023.
2. Barer G.M. (ed.)  
**Therapeutic dentistry. In 3 parts. Part 2: Periodontal diseases: a textbook.** — Moscow: GEOTAR-Media, 2021.
3. Barer G.M. (ed.)  
**Therapeutic dentistry. In 3 parts. Part 3: Diseases of the oral mucosa: a textbook.**— 2nd edition, revised and supplemented — Moscow: GEOTAR-Media, 2015.
4. Trezubov V.N., Shcherbakov A.S., Mishnev L.M.  
**Orthopedic dentistry (faculty course): textbook.**— 9th edition, revised and supplemented — Moscow: GEOTAR-Media, 2019.
5. Kalivradzhiyan E.S., Lebedenko I.Yu., Bragin E.A., Ryzhova I.P. (eds.)  
**Orthopedic dentistry: textbook.**— Moscow: GEOTAR-Media, 2018.
6. Abakarov S.I. etc.  
**Fundamentals of dental prosthetics technology: textbook: in 2 volumes.**— Moscow: GEOTAR-Media, 2022.

#### *b) additional literature:*

7. Maksimovsky Yu. M., Mitronin A.V.  
**Therapeutic dentistry. Caries and diseases of dental hard tissues. Endodontics: a textbook.**— Moscow: GEOTAR-Media, 2021.
8. Epifanov V.A. etc.  
**Medical rehabilitation in dentistry.**— Moscow: GEOTAR-Media, 2016.
9. Panin A.M. (ed.)  
**Surgical dentistry. Inflammatory and degenerative diseases of the salivary glands: textbook.**— 2nd edition, revised and supplemented — Moscow: Litterra, 2020.

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10. Tsarev V.N. (ed.)  
**Microbiology, virology, immunology of the oral cavity: textbook.**— 2nd edition, revised and supplemented — Moscow: GEOTAR-Media, 2021.
11. Briko N.I., Martynov Yu.V. (ed.)  
**Epidemiology: A Textbook for Students Majoring in Dentistry.**— Moscow: GEOTAR-Media, 2025.
12. Yanushevich O.O., Afanasyev V.V. (ed.)  
**Dentistry and maxillofacial surgery. Maintenance and storage of medical records.**— 3rd edition, revised and supplemented — Moscow: GEOTAR-Media, 2022.
13. Larentova LI, Smirnova NB  
**Psychology of doctor-patient relationships: a tutorial.**— Moscow: GEOTAR-Media, 2014.

**List of resources of the information and telecommunications network "Internet" necessary for mastering this discipline.**

Provide links to publicly accessible websites.

**List of resources of the information and telecommunications network "Internet" required for mastering the discipline (modules).**

- Scientific electronic library eLibrary (<https://elibrary.ru>)
- PubMed Central (<https://www.ncbi.nlm.nih.gov/pmc>)
- Websites of dental material manufacturers (3M, Ivoclar Vivadent, GC, Dentsply Sirona)

- **Monitoring and evaluation of learning outcomes**
- Each module is graded on a 100-point scale. The maximum score is 100.
- A student is allowed to take the final test if he or she has scored a certain number of points in all subjects.
- Disciplinary violations: 60 points or more.

<b>Evaluation criteria</b>	<b>Module 1</b>	<b>Module 2</b>
Classroom activities (participation in discussions, oral questions, group work, etc.)	40 points	40 points
Independent work: essay, report.	20 points	20 points
Total for the module (testing, situational task)	40 points	40 points
Final grade for the course (test):	100 points	100 points

- **Evaluation system**
- The maximum number of points for each module is 100, including:  
 Independent Student Work (ISW) – 20 points.



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- Current score: 40 points
- Midterm assessment (module) – 40 points
- The results of all modules for the semester are summed up and the average score is calculated.
- Students are required to make up missed classes and unsatisfactory grades in accordance with the faculty duty schedule established by the department.
- Retaking a module is only permitted for a valid reason and must be completed no later than two weeks after the module's due date.
- Admission to the final assessment
- A student is admitted to the final assessment (differentiated test or exam) if he or she scores 60 points or more in a given subject.
- Credit system
- The credit system uses a multi-point grading scale with letter designations, which allows teachers to assess students' knowledge more flexibly.
- The final assessment in the form of credits is based on attendance, the current assessment and the midterm (module) assessment.
- Final assessment format: Credit/Exam.
- 

Rating and Scoring Scale				
Maximum number of points	unsatisfactory	satisfactorily	good	big
	20	0-11	12-15	16-17
40	0-23	24-30	31-35	36-40
60	0-35	36-45	46-53	54-60
100	0-59	60-75	76-89	90-100



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Check (%)	Letter	Average score	Numerical	Traditional
96–100	A+	4.00	5	Big
93–95.99	A	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	Satisfactorily
73–76.99	WITH	2.00		
70–72.99	WITH-	1.67		
67–69.99	D+	1.33	2	Satisfactorily
63–66.99	D	1.00		
60–62.99	D-	0.67		
0–59.99	F	0.00	1	Refusal

- **I**– awarded to a student who has failed to complete all course requirements for a valid reason. The student has the right to complete all course requirements within the timeframe established by the educational institution, after which the grade will be adjusted.
- **IN**– awarded to a student who decides to withdraw from a course no later than the sixth week of the semester. Applies only to elective courses.
- **AB**– awarded to a student who has attended at least 80% (eighty percent) of the classes in the additional course as a listener (without receiving a grade).
- The average score for each subject is calculated automatically in the AVN information system.
- Based on academic performance, a grade point average (GPA) is calculated, with a maximum value of 4.0. A student's GPA is determined at the end of each semester and is totaled at the end of the entire course of study.
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- **Evaluation criteria:**
- **Practical lesson assessment criteria:**
- *- excellent grade*  
This grade is awarded to a student if he/she 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 significant of them; is able to analyze, compare, classify, generalize, concretize and systematize the studied material, highlighting the main points in it;
- *- Rating "good"*



- :The student has a virtually complete knowledge of the subject in accordance with the program (gaps in knowledge exist only in some sections); independently and partially, with leading questions, provides complete answers to questions in the assignment; does not always highlight the most important things, but at the same time does not make serious errors in the answers;
- *- rating "satisfactory"*  
This test is administered in cases where the student has basic knowledge of the subject; has difficulty answering independently, uses imprecise wording; makes mistakes when answering questions;
  - *- grade "unsatisfactory"*  
This credit is awarded in cases where the student has not mastered the required minimum level of knowledge on the subject and cannot answer the questions specified in the grade book, even taking into account additional leading questions from the teacher.
  - **Criteria for assessing practical skills:**
  - *- Excellent grade*  
The award is given for thorough and systematic completion of all stages of an obstetric and gynecological examination. Clear and professional communication with the patient during the examination is essential. The student must have a thorough understanding of the obstetric and gynecological aspects being studied, including the analysis and interpretation of specific symptoms.
  - *- Rating "good"*  
This skill is considered proven by competently performing the basic stages of an obstetric and gynecological examination and effectively interacting with the patient, ensuring understanding and trust. It also requires the ability to identify key symptoms and conduct appropriate analysis.
  - *- Rating "satisfactory"*  
This course covers the main stages of obstetric and gynecological examination, but includes some limitations, potential misunderstandings, and communication errors. It provides basic knowledge of symptoms and their interpretation.
  - *- Rating "unsatisfactory"*  
Penalties are imposed if a student makes serious errors or omissions during an obstetric-gynecological examination, or if communication problems arise that may cause difficulties or even dissatisfaction for the patient during the examination.
  - 
  - **Criteria for evaluating abstracts:**
  - *- excellent grade*



The student is given a grade if the essay topic is fully covered, excellent mastery of the material is demonstrated, relevant sources are used in the required quantity, the structure of the work corresponds to the assigned tasks, and the degree of independence in the work is high;

- *- rating "good"*

The student is given a grade if the essay topic is generally covered, good assimilation of the material is demonstrated, appropriate sources are used, the structure of the work as a whole corresponds to the set tasks, and the degree of independence is average;

- *- rating "satisfactory"*

This grade is given to a student if the essay topic is poorly covered, satisfactory assimilation of the material is demonstrated, the sources used and the structure of the work partially correspond to the set tasks, and the degree of independence of the work is low;

- *- grade "unsatisfactory"*

This grade is given to a student if the essay topic is not covered, a low level of assimilation of the material is demonstrated, insufficient sources are used, the structure of the work does not correspond to the set goals, the work is not independent.

- **Project evaluation criteria:**

- *- Excellent grade*

The award is given to students whose projects demonstrate outstanding depth of research on issues and aspects of obstetrics and gynecology and present innovative research approaches. Effective outreach highlights the project's creativity and originality, as well as active community engagement. The project's organization and structure should be well-structured and logically organized, and ideas should be presented clearly and professionally.

- *- rating "good"*

The award is given to students who demonstrate in-depth research into issues and aspects of obstetrics and gynecology, supported by concrete facts and data. The impact on learning is significant, but there is room for improvement. The presence of creative elements lends originality to the project, but some aspects may require refinement. Community engagement is positive, but could be more intense. The project's organization and structure are generally good, but some areas may require improvement.

- *- rating "satisfactory"*

The project is presented to students if it meets the minimum requirements for studying topics and aspects of obstetrics and gynecology, but requires further development. The learning effectiveness is basic, and the project could be improved in this regard. The project contains creative elements, but these could be expanded and deepened. Community engagement could be more



active. The project's organization and structure require additional attention to improve clarity and coherence.

- *grade "unsatisfactory"*

The project proposed to students does not meet basic standards and does not provide sufficient depth of study in obstetrics and gynecology. The learning effectiveness is extremely limited, and the project lacks creativity and originality. Community engagement is insufficient or nonexistent. The project's organization and structure raise serious concerns, making it difficult to understand and disorganized.

- **Test evaluation criteria, MSQ:**

- *excellent grade*

A test score award is given to a student who provides correct, meaningful, and understandable answers, demonstrating a high level of knowledge and practical application. Important factors include the student's ability to solve complex problems, demonstrate creativity, and meet test requirements. Criteria may vary, but the general requirement is an excellent understanding and successful application of the course material (a score of 90 or more correct answers).

- *rating "good"*

A student is awarded a test grade if they demonstrate a good knowledge of the subject, provide correct answers, clearly and concisely express their thoughts, and successfully complete the main parts of the test questions. This grade may also reflect the student's ability to apply acquired knowledge in various situations and effectively utilize acquired skills within the test questions (number of correct answers from 76 to 89).

- *"satisfactory"*

A test grade is awarded 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 achieved a high level of depth of knowledge or was unable to cope with more complex aspects of the tasks (with 60-75 correct answers).

- *grade "unsatisfactory"*

A failing grade is given to a student if their knowledge of the subject is insufficient, their answers contain significant errors, do not meet the minimum requirements, or if the student fails to answer key test questions. This grade indicates an unsatisfactory level of mastery of the material and an inability to apply knowledge to the test questions (provided the student answered at least 59 questions correctly).

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**Correspondence scale between grades and final test scores.**



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Points	Grade
90-100	"Big"
76-89	"Good"
60-75	"Satisfactorily"
0-59	"Unsatisfactory"

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- **Academic Discipline Policy:**
  - - mandatory attendance of classes;
  - - active participation of the student in practical classes;
  - - preliminary preparation and homework;
  - - High quality and timely completion of SIW tasks;
  - - participation in all types of control (current, control, final);
  - - Being late for class and/or leaving class before its end for any reason is considered one missed class that cannot be made up;
  - — The following actions are unacceptable: using mobile phones during classes, cheating and plagiarism, late submission of assignments, failure to comply with the rules of subordination and conduct.
- **Help:**
  - For consultations on completing independent work (CA/CCA), its presentation and defense, as well as to obtain additional information on the material being studied and on all other issues arising in connection with the course being taught, please contact the teacher during the hours allocated for CA.