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**Tbilisi Humanitarian Teaching University**  
**Faculty of Healthcare**

**Name of the programme:** Dentistry

**Education programme type:** one-cycle higher educational program

**Qualification granted:** Doctor of Dental Medicine (DMD)

**Direction:** Broad field–09 Health and Welfare; Narrow field -091Health;Detailed field - 0911 Dental Studies / 0911.1.1 Dental Medicine

**Language of Instruction:**English

**Programme volume by credits and hours:** 300 ECTS credits (7500 hours), 5 years, 10 semesters

## 1. The Description of Programme

According to LEARNING FIELDS CLASSIFIER OF GEORGIA(that is based on the international approaches-ISCED-F-2013 and ISCED-Foet-2013) **Dental Studies include the study of diagnosing, treating and preventing diseases and abnormalities of the teeth and gums. It includes the study of designing, making and repairing dental prostheses and orthodontic appliances.**

With the requirements of the GEORGIAN LAW OF HIGHER EDUCATION (Article 471) the Dentistry educational programme is elaborated as one-cycle higher educational programme, the academic degree awarded after the accomplishment of 300 ECTS and that is equal to Master's academic degree.

The Dentistry educational programme strategically meets to the mission of Tbilisi Humanitarian Teaching University to represent the hearth of higher education at a local and international level, which offers educational service and life-long learning opportunities, that fit changeable needs of society and is based on current achievements of scientific knowledge.

The programme is focused on the criteria offered by the World Federation of Medical Education and envisions recommendations of the Association for Dental Education in Europe (ADEE). In addition, the substantial clinical and pedagogic experience of Georgian Dental Medicine School has been considered.

## 2. Programme Objectives

The education programme aims graduation of dentists with the necessary profile and competences to enable them to contribute improving oral health in their communities. The programme's aim is to prepare specialists with four Major Competences (1. Professionalism; 2. Safe and Effective Clinical Practice; 3.

Patient-Centred Care; 4. Dentistry in Society) by integrating basic, medical and dental sciences for evidence-based practice that should inspire students to become life-long learners and to continue the process of knowledge acquisition throughout their professional lives.

### 3. Employment Spheres and Possibilities to Pursue Studies

Obtained knowledge and skills will enable a graduate of Education Programme of Dentistry to work in state, as well as private medical institutions, specialized dental clinics, in dental units of polyclinics, private dental cabinets.

Doctor of dental medicine may:

- Undertake residency and after passing state certification examination, get permission to carry out independent work in treatment-prophylactic institutions of dental profile (among them, in the hospital under the Defense Ministry auspices), which does not imply independent medical activities;
- Work as a junior doctor in any organization, operating for public healthcare and offering medical services;

Upon completion of the education programme, obtained skills and knowledge will enable a graduate to deepen his/her knowledge and pursue studies at the same specialization.

Upon completion of the education programme, the acquired knowledge and skills will give the graduate an opportunity to deepen knowledge and pursue studies in the same specialty at the next level - residency, as well as at doctoral level.

### 4. Admission Preconditions

- By passing the Unified National Exams of Georgia
  - A person, with complete general education holding a certificate of completion thereof, certified by a state authority;
  - On the basis of the results of the United National Examinations, passing the English exam with the minimum threshold 60%+1 points.
- Without passing the Unified National Exams \*  
according to the defined rule of Georgian legislation (the Georgian Law of Higher education, the Article 52 Paragraph 3):
  - Foreign citizens and stateless persons who have received general secondary or equivalent education in a foreign country;
  - Georgian citizens who acquired general secondary education in a foreign country or have studied the last two years of general secondary education abroad;
  - students (besides the participating in the joint programme for students) who have lived in a foreign country for at last 1 year, are studying/have studied and have obtained credits at a higher education institution recognized by the legal regulations of the country concerned.

\* - Persons shall pass the English language exam by test (B2) or provide English language certificate (CEFR B2, IELTS exam-5, BEC exam and CELS exam-Vantage, Cambridge exam-FCE, Pritman ESOL International, TOEIC-541, TOEFL-500(paper-based), 173(computer-based), 61(internet-based)).

- Students, transferred by the rule of mobility to Tbilisi Humanitarian Teaching University, are entitled to study at educational programme of Dental Medicine on the grounds of Georgian legislation, among them: the order N10/n, 04.02.2010, of the Minister of Education and Science of Georgia, as well as according to internal regulatory documents.

## 5. Programme Learning Outcomes

The programme emphasis to achieve the four Major Competences: 1. Professionalism; 2. Safe and Effective Clinical Practice; 3. Patient-Centred Care; 4. Dentistry in Society.

The program learning outcomes are divided into three learning outcomes - knowledge, skills, and responsibilities that is established by the National Qualification Framework of Georgia.

### The program learning outcomes and major competences

Learning outcomes - knowledge, skills, and responsibilities		Major Competences			
		1. Professionalism	2. Safe and Effective Clinical Practice	3. Patient-Centred Care	4. Dentistry in Society
<b>1. Knowledge</b>					
1.1	Demonstrate in depth knowledge of aspects of normal human structure, function and behavior	✓			
1.2	Apply knowledge of the pathological and clinical features of disease	✓		✓	
1.3	Apply knowledge of therapies to health, illness, and disease	✓		✓	
1.4	Apply the scientific/evidenced based approach to medicine and practice	✓	✓	✓	
1.5	Evaluate and discuss Disordered Structure, Function and Behaviour of the human in response to internal and external factors	✓		✓	
1.6	Identify and interpret the implications of systemic medical conditions to the management of oral health	✓	✓		
1.7	Formulate diagnosis of systemic medical conditions that present with oral symptoms and initiate appropriate management		✓	✓	
1.8	Interpret pathological and clinical features of disease and apply to dental practice	✓	✓	✓	
<b>2. Skills</b>					
2.1	Provide effective and safe patient assessment and management		✓	✓	✓
2.2	Perform and practice practical procedures effectively and safely		✓	✓	
2.3	Use effective communication skills and styles		✓		✓
2.4	Apply and evaluate health maintenance, promotion and disease prevention approaches to clinical practice		✓	✓	
2.5	Apply a population perspective to health and health care in the community			✓	✓

2.6	Demonstrate a working knowledge of the socio-cultural context of health care		✓	✓	✓
2.7	Identify the oral health care needs of patients	✓	✓	✓	
2.8	Apply appropriate diagnostic processes	✓	✓		
2.9	Demonstrate and apply critical thinking to practice problems	✓	✓		
2.10	Apply and evaluate research and new information to dental practice		✓	✓	✓
<b>3. Responsibilities</b>					
3.1	Identify one's own intellectual and physical limitations and apply this awareness to the practice of dentistry		✓	✓	✓
3.2	Demonstrate a strong commitment to continuing education in order to maintain and further develop skills and knowledge		✓		✓
3.3	Appraise and apply the legal, ethical and professional responsibilities required of a practising dentist			✓	✓

[Please see annexes 2 –A Basic Curriculum Map](#)

## 6. The Programme Structure

THE one-cycle educational programme of Dentistry consists of 300 ECTS credit that are divided as follows:

- The cycles of general educational courses 20 credits
- The cycles of fundamental sciences courses 68 credits
- The cycles of clinical courses 65 credits
- Therapeutic dentistry courses 35 credits
- Surgical dentistry courses 31 credits
- Prosthetic dentistry courses 28 credits
- Children and adults' dentistry courses 29 credits
- Orthodontics 15 credits
- Elective courses 10 credits

[Please see annexes 1- Programme Structure](#)

During a semester students must obtain 30 credits, per year - 60 credits, however, according to the programme specifics and the student's individual workload, number of credits may be less or more than 60credits, but no more than 75credits. 1 creditequals 25 hours, duration of a semester - 20 weeks.

## 7. Methods of Teaching

There are used a lot of teaching methods in the programme that emphasise learning skills and competence. Teaching and learning format is based on traditional dental education that includes a combination of lectures, group sessions/seminars and clinical sessions. Besides them are used a combination of educational methods that emphasise an evidence-based approach which includes critical thinking.

Consequently the applied methods of teaching and learning are: Lecture, Practical classes, Seminars/team-work, Discussion, Working on a book, Video method, Method of an educational game,

Applying phantoms, Student portfolio, General didactical methods -Explanatory-illustrative; Reproductive; Problem-statement; Partial-searching (heuristic); Research.

Except these methods, the following forms of teaching are used: interactive lecture, teamwork; Teaching in a clinical environment; Students role playing: as a doctor and a patient (role situational games); Clinical discussions on the history of disease; Laboratory lessons; Study practice; Clinical practice; Demonstration of practical skills on models and artificial teeth. All this allows to activate the learning process, stimulate students' cognitive activity to think professionally and deepen knowledge independently.

Each method has a specific structure - inductive, deductive or inductive-deductive (from the particular to the general, and vice versa). Each method provides a specific activity and level of mental activity and knowledge. To achieve the goals of training, various private-teaching methods, means, organizational systems and forms are used. Usually they are characterized by the type of activity of a teacher and a student: lecture, story, conversation, work with a textbook, demonstration of natural objects, researches, labor operations, visual aids, observation, exercises, etc.

According to the source of knowledge, private-teaching methods are divided into three groups: verbal (auditing, audiovisual, book, etc.), visual (filmstrip, film, video, illustrations), practical. In addition, in the learning process, practical and theoretical knowledge is integrated, which implies the development of clinical skills in a virtual simulation center (Tbilisi Humanitarian Teaching University dental clinic for II year students and on the basis of dental clinics- for II, III, IV and V years.) In the process of learning, priority is given to the application of the latest technologies and teaching methods tested in the world medical science. These methods include: Clinical practice, Teachback, Tacit Learning, Critical Reflection, Situated Learning, Role Play, Personal enquiry, Storytelling, Fishbowl learning.

#### The link between programme learning outcomes and some key teaching methods

Learning Outcomes \ Key Method	1. Professionalism	2. Safe and Effective Clinical Practice	3. Effective Patient Care	4. Dentistry in Society
Lecture	✓			✓
Clinical practice	✓	✓	✓	✓
Teachback	✓	✓	✓	✓
Tacit Learning		✓	✓	
Critical Reflection	✓	✓		✓
Situated Learning	✓	✓	✓	✓
Role Play	✓	✓	✓	✓
Personal enquiry	✓		✓	
Storytelling	✓		✓	
Fishbowl learning	✓		✓	✓

[Please see annexes 3 - Teaching Methods Description](#)

## 8. Methods of Assessment

Student evaluation is conducted in accordance with established procedures and based on the order #3 of January 5, 2007 on “approving credit calculation rule of an education programme” and the system, acting in the Tbilisi Humanitarian Teaching University, approved on the grounds of the mentioned order.

### General evaluation system of a student knowledge:

- Maximum evaluation of an education course- 100 points;
- Overall assessment system looks as follows:

91 -100	Excellent , A
81-90	Very good, B
71-80	Good, C
61-70	Satisfactory, D
51-60	Sufficient, E
41-50	Did not pass, Fx
0-40	Failed, F

- Passing of credit is allowed after attaining learning outcomes in correspondence with the syllabus and getting one of the positive evaluations;
- Evaluation implies total score, received after mid-term and final examinations.
- A student is allowed to take the final examination taking into account the minimum of 51 points, which are scored based on the points obtained in the mid-term and final examinations (11 + 40 points).
- A student may take additional examination in the same semester (trimester) not earlier than 10 days of getting (Fx- did not pass) (41-50points) at the final examination.
- Evaluation criteria and methods are explicitly formulated in syllabus and specifics of each discipline is considered.
- The mentioned evaluation system is multi-component and divided into the following components:
  - Activity- maximum 30points (practical, seminarwork, homework assignment, paper, presentation, writing an essay, discussion or other activity (upon a teacher’s choice and according to specifics of a discipline) -
  - One mid-term exam- maximum 30 points;
  - Final exam -maximum 40 points;
  - Total-maximum 100 points.
- A student is supposed to confirm the material acquired at the final examination.
- The final examination is regarded passed, if a student gets 51% of the maximum point (21 points out of 40 points).

### Learning Outcomes Assessment Tools

There are used a wide range of assessment methods for achieve the programme learning outcomes.

**OSCE:**The Objectively-Structured-Clinical-Examination - appropriate summative assessment by testing a range of practical clinical skills of students. This type of test has utility across a wide range of skills such as:

- Communication and information gathering/transfer – taking histories, consent, communicating with the team, dealing with poor performance, whistleblowing
- Clinical skills – operative skills, surgery/clinic management, cross-infection procedures, note-taking

- Quality assurance and diagnostic testing – checking the quality of work, assessing records and formulating judgements leading to diagnoses

**Written Examinations:** Most useful for assessing knowledge and the application of knowledge, the multiple choice (MCQ), extended matching item (EMI) and short answer question (SAQ) formats provide a reasonable amount of utility.

**Oral Examinations:** The format involves the student being questioned by one or more examiners in relation to a pre-defined context (usually a seen/unseen patient). Typically, oral examinations are reserved until the latter parts of a clinical course, when the student is expected to be able to understand and rationalise the treatment that should be/has been provided for a patient

**Workplace-Based Assessments:** These approaches are used to test practical competence within the clinical environment. There are used two types of this Assessment: Mini Clinical Examination (mini-CEX) and Directly Observed Procedural Skills (DOPS).

Mini-CEX tests involve the student carrying out investigations with a patient and reaching a diagnosis. They are used to assess history taking, physical examinations, diagnosis, decision-making, communication and time-management. DOPS are designed to assess clinical practical skills, resulting in a judgement of competent or not.

**Case-Based Discussions:** The Case-Based Discussion (CBD) is another form of formative clinical assessment. Marked in a similar way to the mini-CEX and DOPS, the CBD assessment takes the form of a detailed discussion between student and clinical teacher about the care that they are planning to or have provided for a patient. The clinician may discuss their clinician judgement and decision-making, as well as their ability to record information accurately and contemporaneously.

**Reflective diaries/portfolios:** Based on the clinical grading and feedback that students receive, a portfolio system is used for recording the quantitative aspects of student activity and performance. This is used to monitor student progress and compare the activity to the wider cohort.

A student should formulate reflective accounts or 'logs' of significant events. In time, this reflective analysis, by a student (and graduate dentist) can provide the basis for a positive impact on future clinical and professional practice.

**Longitudinal Observation:** Evidence about potential significant patterns of student clinical activity over a longer period, for example, a semester. Feedback from patients and other members of the dental team – Workplace-based feedback is extremely valuable for both students and the educational institution. Whilst verbal feedback should be encouraged, written feedback provides a more permanent and accessible record of activity. Feedback can be collected overtly by the student from patients or colleagues, or anonymously, using standardised feedback forms. The forms can ask questions relating to a number of domains, such as clinical care, relationships with colleagues, and professionalism. It supports to students be in the habit of engaging with peer-review at all stages.

**Clinical competencies:** clinical exercises or workplace-based assessments (WPBAs), these competency-based assessments are used to critique examination, diagnosis, communication and operative skills. Clinical competency of the student is assessed in the pre-clinical environment, prior to the treatment of patients, for access to future treatment of patients.

**Adaptive assessment:** Within the pre-clinical skills environment, adaptive assessment of operative skills is a useful strategy to allow students showing clear competence in a range of clinical skills across the term/semester. This approach is not used in isolation but is triangulated with other performance data.

**Clinical grading and feedback:** The students are offered feedback and grading after every patient contact. Whilst this type of feedback is demanding of staff time, it critically underpins the learning and reflective process whilst within the clinical environment. To give to students reflective process and the feedback

supports their professional development. Clinical feedback can be offered both within the Dental clinic and the patient clinic. It is common for feedback and grading to be segregated into domains that facilitate discussion – often focussing on treatment quality, subject knowledge and aspects of professionalism.

The link between programme learning outcomes and some key assessment methods

Learning outcomes Assessment methods	1. Professionalism	2. Safe and Effective Clinical Practice	3. Effective Patient Care	4. Dentistry in Society
OSCE	✓	✓	✓	
Written examinations	✓		✓	✓
Oral examinations	✓		✓	✓
WBA (Workplace-based assessments)	✓		✓	✓
CBD (Case-based discussion)	✓		✓	✓
Reflective diaries and portfolios	✓	✓	✓	✓
Adaptive assessment	✓	✓		
Clinical grading and feedback	✓	✓	✓	✓
Longitudinal observation	✓	✓		✓
Adaptive assessment	✓	✓		
Clinical Competencies		✓	✓	✓

## 9. Providing Teaching Resources

The head of the programme: Doctor of Medicine, THU Professor- Jaba Adamia, Mariam Gogoberidze.

Dental programme is managed by the Healthcare Faculty, the head of dental direction, doctor on medicine, Professor – Ilona Sakvarelidze. The programme head provides education courses of the mentioned programme by academic and invited personnel with relevant qualifications and professional experience; concludes agreements with different public and private medical institutions, dental clinics and other training/clinical bases for providing study-clinical practices to student; coordinates the working process of medical clinic and laboratory at Healthcare Faculty of Tbilisi Humanitarian Teaching University.

Tbilisi Humanitarian Teaching University has a material and technical base, which ensures the implementation of all types of disciplinary and interdisciplinary studies, scientific and practical work of students, provided for by the curriculum of the programme: there is a dental clinic on the basis of the university, where lectures and practical classes are held, classrooms for conducting lectures and practical (seminar) classes, they are equipped with specialized classroom furniture and technical teaching aids for the presentation of study information to a large audience. Spaces for independent work are equipped with computers, having internet access.

Students can enjoy high-quality library with book-fund and electronic bases (OPEN BIBLIO). The library includes a learning and auxiliary space and includes the following spaces: book archive, reading hall, library staff office space, meeting and group workspace, IT equipment space. Along with the paper-



based books there are e-versions of the textbooks in the university. Access to international library network (EBSCOHost (<http://search.epnet.com>) (electronic journals and books) and different free library links is provided.

## **10. Opportunity to continue learning**

The knowledge and skills acquired by the graduate after completing the dental education program will allow him/her to improve knowledge and continue studies in residency and doctoral studies.

## **11. Curriculum organization chart:**

The dentist program is led by Jaba Adamia, Associate Professor of Dentistry at THU, Faculty of Health. The program manager ensures that the training courses of the mentioned program are staffed with academic personnel and invited teachers with relevant qualifications and professional experience. He/she signs agreements with various public or private medical institutions, dental clinics and other educational / clinical bases for the purpose of teaching / researching practice for students. Coordinates the work process of THU Faculty of Health, Medical Clinic and Laboratory.

## **12. Financial support of the program**

The implementation of the one-step educational program of the dentist is financed by using the income received from Tbilisi Humanitarian University, the investments made by the founders and other funds defined and allowed by the legislation of Georgia. The above-mentioned funds attracted for the implementation of the program are used for the provision of salaries for academic staff, encouragement and motivation of students, renewal of the library fund, improvement of the material and technical base and other educational purposes.

## **13. Internationalization of the program**

The one-step educational program of the dentist is modified according to the international experience. It is compatible with similar programs in Central and Eastern European countries, allowing students for unimpeded international mobility. In order to increase the degree of internationalization of the dental program, the University, upon the request of the Faculty of Health, is authorized to invite foreigner and/or foreign language staff to study the educational disciplines specified in the program in a foreign language. In order to increase the degree of internationalization of the dental program, the University, on the basis of the request of the Faculty of Health, is authorized to attract foreign students upon successful completion of the Georgian language educational program.

### **Annexes:**

- [Annexes 1 -The Programme Structure](#)
- [Annexes 2 - A Basic Curriculum Map](#)
- [Annexes 3 - CV \(resume\) of the Programme Head](#)
- [Annexes 4 - Information on Human Resources of the Programme](#)
- [Annexes 5 - Teaching Methods Description](#)