Approved by
The decision of Academic Council N18/2019, dated by September 19, 2019

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Approved by
The decision of Academic Council N 2/2021, dated by Febryary 15, 2021
The decision of Academic Council N 13 /2021, dated by 03.09 . 2021

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The decision of Academic Council N4, dated by 14.03, 2025

Tbilisi Humanitarian Teaching University

Faculty of Healthcare

Name of the programme: Dentistry

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

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

One credit (ECTS) is equivalent to a student's workload for 25 hours, one semester lasts 20 weeks, during the semester a student accumulates 30 credits.

Language of Instruction: English

Education programme type: one-cycle higher educational program

Head of the program: Sopio Puturidze, Associate professor, DMD, PhD.

1. The Description of Dental field

The quality of undergraduate dental education is a prerequisite for successful dental practice. Its compliance with international standards, including those of the World Federation for Medical Education (WFME) and the Association for Dental Education in Europe (ADEE), is essential for the development of the field and the optimal functioning of the country's healthcare system. The development of proper practical skills, in accordance with medical ethics, is just as important as theoretical knowledge.

Oral health is an integral part of general health and influences a person's quality of life. Treating oral diseases continues to be a priority for human health. Currently, the scientific understanding of the etiopathogenesis, diagnosis, and treatment of dental diseases is informed by the study of the mechanisms linking the oral cavity to the entire human body in both normal and pathological conditions. The program includes both basic and clinical courses to help graduates view the human body as a unified system, particularly in the context of dental pathologies.

Dentistry is a constantly and rapidly developing field of healthcare, with new technologies and treatment approaches emerging in line with aesthetic considerations. This has significantly increased the demand for specialists in this subfield.

Dentistry is a broad field consisting of independent disciplines, each of which is developing intensively. New treatment technologies and diagnostic methods are constantly being created. Accordingly, a dentist must be focused on continuous development, must possess high-level practical skills and respond to modern requirements. Therefore, the goal of the dental education program of the Faculty of Health Sciences of the University is to prepare qualified graduates who are competitive in the labor market and who will have studied basic biomedical, clinical, behavioral and social sciences, dental disciplines, as well as research training courses, and will have developed clinical skills, etc.

The program is in accordance with both the standarts provided by the Council of Higher Education in Dentistry of the National Center for Educational Quality Enhancement, as well as international standards.

2. Programme Objectives

The goal of the one-step educational program in Dentistry is to develop a skilled, compassionate, and responsible dentists who are highly competitive in both the Georgian and international labor markets, and who are well-prepared for continued education and professional growth.

Accordingly, the aim of the program is to give graduates:

- The ability to discuss dental problems within the context of the entire organism's pathogenetic complexity, based on knowledge of biomedical and clinical sciences.
- Skills in clinical thinking and analysis using the principles of evidence-based dentistry.
- Ability to practice dentistry while adhering to professional and ethical standards.
- Awareness of the importance of continuous dental education and professional development.

3. Admission Preconditions

The prerequisites and procedures for admission to the dental educational program are in accordance with the current legislation

- 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 (CEFRB2, IELTS exam–5, BEC exam andCELS 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 document

4.Programme Learning Outcomes

The training of a qualified dentist ensures the formation of a number of competencies:

Academic competencies, which include knowledge of theoretical and clinical disciplines and the ability to learn;

Social-personal competencies, which include focus on professional values, knowledge of deonological norms and its adherence.

Professional competencies, which include a complex of knowledge and skills imperative for the implementation of diagnostic, treatment and preventive measures in professional activities;

According to the National Qualifications Framework and the Learning Fields Classifier for the second cycle of higher education, the completion of the undergraduate dental education program results in a qualification that corresponds to the second cycle of higher education, equivalent to a Master's degree. This alignment is in direct accordance with the program's objectives and the university's overarching mission. Upon graduation, the student demonstrates proficiency across three core areas of competence – knowledge, skills, and responsibility and autonomy, each integral to their professional development and expertise in the field of dentistry.

Knowledge:

1. Critically comprehends and logically formulates the functions of the structures of the human body at both the cellular and systemic levels, in both normal and pathological conditions formulating logical conslusions based on the understanding.

2. Describes dental diseases, as well as somatic diseases that may be related to dental pathologies, including their etiology, pathogenesis, clinical manifestations, modern treatment approaches, and the impact of environmental factors, unhealthy habits, lifestyle choices, and psychological and behavioral factors on human health and disease outcomes.

3. Explains the mechanisms of action of drugs, in various systemic, dental, and metabolic pathological conditions and diseases, use of dental materials in dentistry while also outlining the principles of treatment and management in emergency situations.

4. Demonstrates an understanding of the values and ethical standards in professional practice, research methodologies within the healthcare system, and the unique challenges associated with healthcare regulation.

Skills:

5. Provides consultations to patients by analyzing their case history and the clinical manifestations of somatic and comorbid conditions. Determines diagnoses and disease outcomes using evidence-based dentistry, considering the patient’s age, psychological traits, and special needs.

6. Communicates effectively with patients, accompanying individuals, and colleagues, both verbally and non-verbally, while collecting and registering the case history by adhering to ethical principles in all interactions.

7. Critically analyzes reliable and comprehensive information independently obtained from diverse sources, information systems, and electronic databases, as well as epidemiological data with presenting evidence-based conclusions and preventive measures in academic and professional settings.

8. Applies the latest technological advancements, modern treatment approaches, and clinical guidelines in the complex treatment of challenging dental cases, prioritizing the safety of both the patient and themselves.

9. Manages patients in common and emergency situations requiring first aid, particularly those related to dental conditions.

10. Adheres to standards set by sectoral legislation and regulations in healthcare and professional activities based on the assessment of environmental factors, develops recommendations for maintaining hygiene norms.

Responsibility and autonomy:

11. Recognizes the boundaries of their own expertise and, when needed, consults with other specialists, showcasing a commitment to continuous professional growth.

12. Adapts to new and complex environments, provides qualified dental care based on rational decisions and modern approaches regardless the patients' social, cultural, religious and ethnic origin.

5. Methods of achieving learning outcomes

The program begins with a focus on biomedical courses during the first three semesters, which provide a solid foundation in understanding the body's structure, as well as its physiological and metabolic processes in a healthy state. In the following two semesters, students deal with the preclinical courses, including Methods of Diagnosis, Pathology, Microbiology and Parasitology, Pharmacology, and Radiology. These courses deepen their understanding of pathological processes at both the systemic and cellular levels. From the ifth semester students start clinical courses in dentistry – Pediatric Endodontics, Inflammatory Diseases of Maxillofacial Area in Adults. From the sixth semester onward, the curriculum shifts to therapeutic and surgical clinical courses, such as internal medicine, pediatrics, neurology, infectious diseases, clinical immunology and allergy, dermatovenerology, ophthalmology, and otorhinolaryngology. Special emphasis is placed on conditions that intersect with dental health and the management of emergencies in dental practice.

Students also undertake two course - clinical skills and first aid, which are conducted in the simulation lab. Skills are developed through hands-on practice using mannequins and simulators.

The curriculum further addresses topics related to healthcare, including the impact of environmental factors on the human body, healthcare systems, and the principles of effective management within these systems.

For both DMD professionals and healthcare practitioners in general, the development of research skills is essential. To support this, the program includes three key courses: Research Methods (covering Introduction to Research Methods, Epidemiology, and Biostatistics) and Evidence-Based Dentistry, where students learn to identify, evaluate, and apply evidence-based information in their daily practice.

Students also acquire academic writing skills, enabling them to create logically structured and well-supported written content.

Additionally, the program offers elective courses, allowing students the flexibility to choose from a variety of fields of study to broaden their academic experience.

A significant part of achieving the outcomes of the dental program is the dental study courses. The education begins with the course "Introduction to Dentistry," which introduces first-year students to their future profession, the importance and role of the dentist in the well-being of society, the priorities of continuous dental education, the role of dental associations in the development of the field, and more. The course in “Dental Materials Science” covers fundamentals of dental materials as well as the characteristics and indications for use of basic dental materials in dental diseases/conditions, contraindications and advantages The dental study courses include modern approaches to diagnosis and treatment, as well as the latest guidelines. A course titled "Geriatric Dentistry" is included, which introduces students to the specifics of aging, potential patient limitations, and the peculiarities of treatment management based on the patient's needs. Particular attention is dedicated to the principles of dental care for special need patients. The program includes the main aspects of doctor and patient safety management. The dental study courses cover all areas of dentistry: therapeutic, prosthetic, surgical, pediatric dentistry, and orthodontics.

The teaching methods of the program are diverse and include modern teaching approaches: interactive lectures, practical exercises, seminars, patient bedside/clinic training, laboratory work, role-playing, clinical correlations, simulation-based learning in the laboratory and directly with patients for developing clinical and practical skills, discussions, research work, problem-based learning (PBL), case-based learning (CBL), and more.

Clinical skills are developed in a simulation laboratory, which is equipped with mannequins and simulators, dental chairs, and phantoms; dental materials and instruments are provided for performing therapeutic, prosthetic, orthodontic and surgical procedures.

The university has its own dental clinic, where students have the opportunity to practice at the patient's chair and perform procedures directly on patients.

The assessment system includes the evaluation of students' clinical and professional skills through an objectively structured clinical examination (OSCE). Students' knowledge is also assessed through written evaluations, which include both multiple-choice questions (MCQs) and open-ended questions.

In the final year, students undergo clinical practice in various fields of dentistry. The teaching is carried out at the university's own clinics as well as other dental clinics. Students are given an excellent opportunity to adapt to the new clinical environment, where they make independent decisions and perform treatment stages directly on patients under the supervision of lecturers. Clinical practice is a mandatory component and covers therapeutic dentistry, surgical dentistry, pediatric dentistry, prosthetic dentistry, and orthodontics. The procedures to be performed during clinical practice are outlined in the syllabus. The syllabus is accompanied by a practice diary, which specifies the course, the course supervisor, the mandatory procedures to be performed, and their required quantity. The format also includes an evaluation of the quality of the completed work and recommendations from the supervisor, which helps students identify areas for improvement. Students perform all the procedures defined by the field-specific characteristics of dentistry, and their performance is evaluated through an objectively structured clinical examination (OSCE).

The program uses the below listed methocs of teaching:

- **Lecture –** involves the delivery of theoretical material by the lecturer in an interactive mode. Emphasis is placed on key concepts, explanations, assumptions, and hypotheses. The lecture provides students with scientific facts. The lecture material is presented with visual aids.
- **Seminar** - under the lecturer's supervision, the student group engages with the lecture topics and discusses the issues. This allows students to deepen their knowledge within the scope of the topics covered in the lecture. During the seminar, presentations are made and discussed, and conclusions are drawn. The lecturer coordinates these processes. Students are provided with the appropriate material and technical resources.
- **Discussion** – Interactive learning is a method in which students discuss a specific issue, express their opinions, reason logically, and provide justifications. It promotes the development of verbal communication and logical reasoning skills.
- **Group Work** – In this method of learning, students work in groups, and their educational activities are guided by the lecturer. Group members individually analyze the issue and, simultaneously, share their insights with the other group members. Afterward, a general discussion is held, during which it is possible to assign specific roles to the group members within the collaborative process. This strategy ensures maximum involvement of all students in the learning process.
- **PBL (**Problem-based learning): students are presented with a complex, unfamiliar problem that they must discuss and solve. This allows them to apply existing knowledge within the scope of the course and identify knowledge gaps. It promotes the development of skills in critical analysis of problems, information synthesis, decision-making, and teamwork collaboration.
- **Role-playing** – refers to students assuming the roles of both the patient and the doctor, while developing and demonstrating practical/clinical skills.
- **CBL (Case-Based Learning)** - the student applies knowledge when discussing real cases, which helps improve the student's cognitive skills. Clinical cases are discussed by students during group work. This method fosters collaboration, knowledge integration, increases students' motivation to learn, promotes the development of self-reflection and critical reflection, and enhances research skills.
- **Case Study –** the professor, together with the students, discusses specific cases during the lecture, which are thoroughly and adequately studied from all perspectives.
- **Demonstration method** – the method involves presenting information visually. From the perspective of achieving goals, it is quite effective. In many cases, the topic is simultaneously introduced and presented to students in a visual manner. The demonstration of the topic can be discussed from both the professor's and the student's perspective. This method makes different aspects of the learning material more comprehensible, and focuses on the specific issues that students are expected to understand. At the same time, this strategy visually presents the essence of the issue/problem.
- **Case-based learning** – the lecturer delivers a presentation. It requires active participation of both the professor and the students in the learning process where the practical interpretation of theoretical material carries significant importance.
- **Bedside/chairside teaching** – It represents the primary strategy for teaching the student's clinical courses; it takes place in a medical and/or dental institution under the supervision of the lecturer. The goal is to develop students' professional skills. It represents the primary strategy for teaching the student's clinical courses.
- **Practical** – A hands-on learning experience in a supervised environment designed to enhance the student's knowledge and foster professional development. Practical teaching involves the use of educational resources in teaching laboratories and specialized classes (such as anatomy, histology,

pathology, etc.), simulation labs, and clinical settings. Throughout these experiences, students receive continuous support and guidance from instructors to ensure their success and growth.

- **Laboratory Work** – Involves working with chemical substances in a laboratory setting, including measuring, conducting reactions, and performing other related tasks. Students also work with microscopes to examine microscopic samples, identify tissue preparations, assess pathologies, determine the extent of damage, and evaluate the outcomes of pathological processes.
- **Demonstration of Clinical/Practical Skills** – Includes taking patient histories, performing physical examinations, recording data, and assessing surgical patients. Students gain experience in treating urgent conditions, providing first aid in emergency situations, suturing, administering injections (intramuscular, intravenous, subcutaneous), performing venous catheterization, and administering infusions, among other essential clinical tasks.
- **Clinical Correlations** – Involves the discussion of relevant clinical cases that align with lecture topics from biomedical and preclinical courses. This approach helps students deepen their understanding of the material, analyze theoretical concepts from a clinical perspective, and integrate their knowledge across different stages of learning.
- **Simulation-Based Learning** – Utilizes a simulation laboratory with mannequins and simulators to develop clinical skills. In some instances, role-playing may also be incorporated to enhance the learning experience and practice real-world scenarios.
- **Research Work** – Focuses on research-oriented tasks within specialized courses, including data collection, analysis, and presenting findings in written format, helping students build essential research and analytical skills.
- **Oral Presentation** – Demonstrates understanding of theoretical material through discussions of specific topics, presented in the form of narratives or responses to questions. This includes problem-solving and making informed decisions.
- **Written Quiz** – Assesses the integration of skills and knowledge on specific topics covered in the course material. It may include a mix of open-ended questions and/or multiple-choice questions to evaluate comprehension.
- **Test** – A written examination conducted during intermediate and final assessments, designed to evaluate students' theoretical knowledge on the subject matter. It may include a mix of open questions and/or multiple-choice questions
- **Practical/Clinical Skill Demonstration** – Involves gathering the patient's medical history, conducting physical exams, recording data, examining surgical patients, and managing urgent conditions. This includes providing first aid in emergency situations, managing pain and distress, administering local anesthesia, controlling bleeding, using blood substitutes, suturing, performing intramuscular, intravenous, and subcutaneous injections, carrying out venous catheterization, administering infusions, and removing sutures and drains, among other essential clinical tasks.
- **Clinical Case Presentation** – Students present a patient's case to develop skills in clinical reasoning, data interpretation, and information integration. This process enhances the ability to make differential diagnoses and formulate treatment plans. The presentation includes a thorough review of the patient's medical history, an analysis of the case (including problem listing and differential diagnosis), and a management plan outlining the diagnosis and treatment approach.
- **Research Paper/Thesis** – Involves an in-depth analysis of a specific topic or issue, requiring extensive literature review, data processing, and the presentation of findings in written form. This process allows students to deepen their understanding of the subject, creatively integrate knowledge,

and communicate conclusions in both written and oral formats. Additionally, students are encouraged to reflect on the ethical considerations involved in their research.

- **OSPE (Objective Structured Practical Examination)** – An objective assessment tool designed to evaluate theoretical, practical, and problem-solving skills within preclinical courses. Students are required to identify and describe anatomical and histological samples, as well as radiological images, demonstrating their understanding and analytical skills.
- **OSCE (Objective Structured Clinical Examination)** – A structured assessment method that evaluates clinical skills and competencies through student presentations. This practical approach mimics real-life clinical situations, allowing for objective evaluation of a student's competencies. Each exam station focuses on a specific clinical skill, and every student performs the same task within a set time frame, ensuring fairness and consistency.
- **Role-Playing** – Students take on the roles of both patient and doctor, demonstrating and assessing practical and clinical skills in a simulated environment.
- **MiniCex** – A method for assessing essential clinical skills through a mini-clinical exercise based on a specific clinical case. The student is evaluated using a specialized assessment form that focuses on key clinical competencies.
- **Student Diary** – In the final semester, students maintain a diary documenting their practical work. Each practice syllabus is accompanied by a diary listing the mandatory procedures and their minimum required quantities. Students perform tasks under the supervision of a lecturer, receiving guidance initially. In the final stage, each procedure is assessed and scored accordingly.
- **Discussion** – Students participate in discussions on various clinical issues, where their engagement, activity, and the accuracy of their ideas are evaluated. This helps develop critical thinking and communication skills.
- **Case Analysis** – Students are provided with a clinical case and, using clinical reasoning, data interpretation, and information integration, they must select appropriate diagnostic methods and treatment approaches. They then develop a treatment plan, define preventive measures, and predict possible outcomes.
- **Laboratory Work** – Involves conducting chemical reactions in the laboratory, using microscopes to examine samples, identifying tissue preparations and pathologies, determining the extent of damage, and formulating solutions to address pathological processes.

6. Methods of Assessment

The system of evaluation of learning results and competencies is in accordance with the legislation and corresponds to the evaluation and credit granting standards approved by the order N3 (on "approving credit calculation rule of an education programme") of the Minister of Education and Science of Georgia dated January 5, 2007 and based on it, at Tbilisi Humanitarian University, by the order of the Rector of the University, approved assessment methods (No. 10/01 of January 18, 2017), and modified by the order of the Rector of the Tbilisi Humanitarian University, (No. 108/01 of June 19, 2018.

<u>General evaluation system of a student knowledge:</u>

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

The student's knowledge assessment system provides for:

a) Five positive assessments:

a.a) (A) excellent – 91 and more grade points;
a.b) (B) very good - 81-90 grade points;
a.c) (C) good - 71-80 grade points;
a.d) (D) satisfactory - 61-70 grade points;
a.e) (E) enough - 51-60 grade points;

b) Two types of negative grades are considered:

b.a) (FX) not passed - 41-50 grade points. It means that a student needs more individual work to cover material, and is given one more possibility to pass the exam.
b.b) (F) failed – 40 and less grade points. It means that work done by the student was not enough and the subject should be learnt again.

In case of acceptance of FX in the component of the educational program, the student has the right to take an additional exam in the same semester, not less than 5 days after the announcement of the final exam result.

- 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 explicitely 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).

Assessment criterias are detailed in each syllabus.

7. Employment Spheres

The graduates of one-step higher dental educational program are able to work as a junior doctor under the supervision of an independent doctor, who performs the function of a doctor under the direction and responsibility of an independent medical practitioner (Law of Georgia on Medical Practice, Article 5).

8. Possibilities to Pursue Studies

A graduate has the right to:

A. apply a post-secondary professional for the residence (or an equivalent professional program abroad, recognized by the legislation of that country) and after passing the state certification exam, receive the right to independent medical practice. (Law of Georgia "On Medical Activity", Article 17)

And/or

B. continue his/her studies at the doctoral educational program, get employed in pedagogical and/or scientific activities.

9. The organization of the teaching based on the program:

The program is led by Dr. Sophio Puturidze, Associate Professor in the Faculty of Healthcare, specializing in Dentistry. The program head is responsible for ensuring that courses are taught by qualified academic staff and invited professionals with the relevant qualifications and experience. She also oversees the establishment of agreements with state and private medical organizations, as well as teaching and clinical bases for conducting educational and research practices. Additionally, Dr. Puturidze coordinates the operations of the medical clinic and laboratory at the Faculty of Healthcare of Tbilisi Humanitarian University.

10. The Programme Structure

The structure and content of the program have been developed in accordance with the University's procedures for the development, review, and updating of educational programs. The program has been reviewed and aligned with the new sectoral standards in dentistry. It is also based on the latest market research in the relevant field. The review/update of the program involved key stakeholders, including employers, clinic representatives, implementing staff, alumni, and students.

The learning outcomes of the program align with the second level of higher education within the national qualifications framework. The content and structure of the program are coherent. The prerequisites for the courses are logical and ensure the successful achievement of learning outcomes. The program complies with the regulations and standards defined by Georgian legislation and international legal frameworks.

The program is implemented by the University's affiliated academic, academic, and invited staff. The University has the necessary material-technical infrastructure, including classrooms, offices, laboratories,

and simulation rooms, all equipped with modern information and communication technologies, anatomical models, mannequins, and phantoms. The University also has its own dental clinic. The University library provides students with all the essential literature and textbooks specified in the syllabus, as well as additional resources. Students have access to international databases through the library.

The program incorporates modern teaching and assessment methods. Lectures are interactive, and among the teaching methods used are problem-based learning (PBL), clinical correlations, case-based learning (CBL), as well as the development of clinical/practical skills in simulation labs and directly with patients. The assessment system includes the objective structured clinical examination (OSCE), which evaluates students' clinical and professional skills. Students' knowledge is also assessed through written evaluations, which include both multiple-choice questions (MCQs) and open-ended questions.

The program in dentistry has been developed with consideration of prerequisites: the program begins with biomedical courses (biology, anatomy, biochemistry, immunology, biophysics, cytology, histology, embryology, etc.), followed by preclinical courses (microbiology, pathology, pharmacology, internal disease propedeutics). It is then followed by clinical courses (internal diseases, surgery, clinical immunology and allergology, dermatology, infectious diseases, pediatrics, neurology, etc.). While studying these subjects, priority is given to various areas related to the field of dentistry.

Students are introduced to the specialty through introductory courses in the university's laboratories and clinics, where they acquire practical skills. The subsequent learning process takes place in specialized clinics, focusing on therapeutic, surgical, orthodontic, pediatric, and adolescent dentistry. It is noteworthy that the final semester is dedicated to clinical practice, which is conducted entirely in dental clinics, where students perform procedures directly on patients under the supervision of the lecturer. This helps them develop independent decision-making skills and adapt to various environments.

The educational program is based on the study of the structure of the human body, the physiological and biochemical processes occurring within it, the etiology and pathogenesis of diseases (both dental and non-dental), pathology, morphology, clinical issues, treatment, and prevention, which includes:

• The structure and development of the human body within the norm (structure and function of the body, medical biology, genetics, histology, cytology, embryology, anatomy, topographic anatomy);

• Mechanisms for ensuring the functioning of the human body (biophysics, physiology, biochemistry);

• Mechanisms of disease development and diagnostic methods (pathology, microbiology, parasitology, Methods of Diagnosis);

• Principles of clinical manifestation, diagnosis, treatment, and prevention of diseases (surgical diseases, internal diseases, pediatrics, infectious diseases, dermatovenerology, psychiatry and medical psychology, clinical immunology and allergology, ophthalmology, otorhinolaryngology, neurological diseases, etc.). Special emphasis is placed on those diseases that the future specialist may encounter in dental practice.

Within the biomedical course, the tructure of the human body (anatomy) is integrated with the function of the human body (physiology). The study of the body’s structure is carried out in parallel with its

functional mechanisms. Horizontal integration allows students to perceive the human body as part of a unified system. The biomedical course also incorporates problem-based learning, clinical correlations, within which clinical cases are discussed. This promotes vertical integration and helps develop students' critical thinking and independent information-gathering skills.
The teaching of dental courses incorporates interrelated cycles of theoretical and practical studies. The theoretical part includes the etiology and pathogenesis of dental diseases, clinical manifestation, etc., determined to help the student with considering abundant clinical cases based on the critical analysis, synthesis and evidence-based dentistry of the acquired information, formulating differential diagnosis and diagnosis, as well as developing a dental patient treatment plan. The practical part of studies provides developing of practical/manual skills necessary for dental clinical procedures by working within a dental simulation environment, chairside in dental clinics and participating in role-playing games. In clinical dental courses students are involved in the clinical examination of patients, diagnostics and treatment of dental diseases under the supervision of professors. Besides they provide assisting of the dentists, wich helps to improve several skills needed for future professional work in dental team. During the treatment process, they develop communication skills within professional society as well as communication with patients, considering ethical principles, familiarize themselves with teamwork, adapt to new environments, discuss the conclusion and develop a disease treatment plan based on evidence-based dentistry, considering the patient's general condition, special needs, age, dental status, etc.

Among the mandatory disciplines of the specialty are: propedeutics of therapeutic and prosthetic dentistry, prevention of dental diseases, phantom and clinical odontology, endodontics, periodontology, diseases of the oral mucosa; pediatric therapeutic and surgical dentistry; oral surgery; maxillofacial surgery; oral, head, and neck radiology; integrated course of dental implantology; oncology of the maxillofacial area and reconstructive surgeries; orthodontics; prosthetic dentistry; geriatric dentistry. The final course of teaching includes clinical practice in dental clinics.

The one-cycle educational programme Dentistry has been created on the basis of the ECTS system and provides a combined, student-oriented learning process which includes theoretical studies, practical training and a research module.

The curriculum content, volume and studying methodology correspond to the master's level as well as the current achievements of the dental field, requirements and market tendency.

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

- general educational courses – 27 credits
- Biomedical sciences – 66 credits
- Research skills – 12 credits
- Clinical courses – 53 credits
- General moduele in Dentistry – 7 credits
- Therapeutic dentistry - 32 credits
- Surgical dentistry – 26 credits
- Prosthetic dentistry – 26 credits
- Pediatric dentistry – 26 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 creditequels 25 hours, duration of a semester - 20 weeks.

11. Teaching Resources

The implementation of the one-step dental education program is ensured by the Faculty of Health at Tbilisi Humanitarian Teaching University. Within the framework of the dental education program, the University has an agreement with clinics, where clinical and dental educational courses are conducted.

For the implementation of the program, the University utilizes its material-technical base, specifically the THU library, which is equipped with modern computers, projectors, and projection screens. Additionally, classrooms equipped with other teaching inventory, the dental clinic, and the professor's office are used. The educational process of the program is supported by necessary educational and methodological materials, including relevant library resources (both physical and digital), particularly modern textbooks, internet resources, and other informational materials. All students have access to the library resources, databases (OPEN BIBLIO), and international library network access is also provided.

EBSCOHost – http: //search.epnet.com (online journals and books)

Cambridge Journals Online (https://www.cambridge.org/core)

BioOne Complete (http://www.bioone.org/)

e-Duke Journals Scholarly Collection (https://www.dukeupress.edu/)

Edward Elgar Publishing Journals and Development Studies e-books (https://www.elgaronline.com/page/70/journals)

IMechE Journals (https://us.sagepub.com/en-us/nam/IMeche)

IMF eLibrary (http://www.elibrary.imf.org/?redirect=true)

New England Journal of Medicine (http://www.nejm.org/)

Royal Society Journals Collection (https://royalsociety.org/journals/)

SAGE Premier (https://us.sagepub.com/en-us/nam/sage-premier)

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.

The one-step dental education program has been revised in line with international best practices. It is designed to align with similar programs in Central and Eastern European countries, facilitating seamless international mobility for students. To further enhance the program's internationalization, the University, upon request from the Faculty of Health, is authorized to invite foreign and/or foreign-language instructors to teach the courses specified in the program in a foreign language. Additionally, to increase the program's international reach, the University can admit foreign students upon successful completion of the Georgian language educational program, as requested by the Faculty of Health.

Annexes:

- Annexes 1 -The Programme Structure
- Annexes 2 - A Basic Curiculum Map
- Annexes 3 - CV (resume) of the Programme Head
- Annexes 4 - Information on Human Resources of the Programme