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## Methods of Teaching Orthopedic Dentistry to English-Speaking Dental Students in IX -X Semesters

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### Abstract.

Orthopedic dentistry deals with the diagnosis and treatment of defects in dental hard tissues, dentition defects, illnesses of the periodontal tissues and dentofacial deformities using modern constructions of dentures and splints. The study at Ukrainian medical higher education institutions, the IFNMU in particular, is based on the Bologna principles one of the requirements of which is the acquisition of practical skills and the ability to work independently. One of the main directions of teachers' work should be the assistance in transferring theoretical knowledge to practical use.

The acquisition of practical skills by students at the Department of Orthopedic Dentistry starts in the 2<sup>nd</sup> study year when learning propedeutics and ends in the 5<sup>th</sup> study year with pre-graduate internship. We have published the textbook in English to help students prepare for their lessons better. It focuses on practical work and clinical laboratory methods of manufacturing dental prostheses. High-quality acquisition of theoretical knowledge and practical skills by students in semesters IX-X is a prerequisite for successful work of future dentists.



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Nowadays one of the main goals of higher medical education in Ukraine is high quality training of future dentists and wide recognition of Ukrainian diplomas. The process of teaching foreign students has some peculiarities [3]. At the Department of Orthopedic Dentistry a 10-year experience in teaching subject to English-speaking students is accumulated. The vast majority of them are students from the Arab countries and Poland.

Training of English-speaking dental students in semesters IX-X is the final stage of their study and, therefore, requires greater attention from teachers. Training of students in English stimulates teachers to improve not only second language skills but also their professional activity. Under the credit-modular system provision of methodological support to students is of great importance. This stage plays an extremely important role in acquiring knowledge. In methodological instructive regulations developed by the staff of our department there is a guide how to prepare for the lesson. The list of extracurricular activities contributes to systematization of the material already studied previously. The main topics or themes for lectures and tutorials are organized in accordance with standard education program in Orthopedic Dentistry [1,2].

During the period of pre-graduate internship dental students must know and be able to practise the requisite skills to diagnose, prevent and treat the most common diseases of the oral cavity. Practical knowledge is acquired through repeated performance of practical skills by every student during a certain period of time using simulation models. Only after this initial training they come into contact with actual patients in clinics. It, in turn, requires provision of all the necessary materials and supplies for each student. During the period of pre-graduate internship foreign students prepare for comprehensive final examination in Dentistry mastering and practising the requisite skills included to the examination [2,4].

The best way to assimilate theoretical knowledge is its integration in practice. Therefore, we have developed and adapted practical classes in such a way that the theory can be used in practice which contributes to the consolidation of acquired knowledge.

The study of diseases most often encountered in dental practice and being treated by orthopedic methods and dental prostheses used to replace defects in dental hard tissues and dentition defects is carried out repeatedly and at a qualitatively higher level. When considering the scheme of examining orthopedic patient the students' attention should be paid to the competency of examination that helps in making the diagnosis and developing treatment plan [1, 2, 4].

Therefore, great significance is given to the reception of patients by students during practical classes. Follow-up of patients is followed by writing and defense of case report.

When considering the methods of orthopedic treatment used in pathologies of dental hard tissues modern methods of replacing missing teeth using composite inlays, onlays, veneers and artificial metal-free crowns are studied together with traditional methods.

When studying the methods of treating dentition defects after consideration of the etiology, pathogenesis and clinical signs it is advisable to emphasize a differentiated approach to the selection of rational design of prosthetic device depending on clinical case. Special attention is paid to the methods of orthopedic treatment of periodontal diseases, selective grinding, temporary and permanent splinting in particular.

Recently, implantology has become an indispensable part of dentistry; therefore, many classes are dedicated to the study of the methods of manufacturing implant-supported prosthesis in special phantom rooms providing students with the kind of conditions they will meet. Every student can insert dental implant into phantom head jaws by himself.

We have published the textbook in English to help students prepare for their lessons better. It focuses on practical work and clinical laboratory methods of manufacturing dental prostheses.

Therefore, when training English-speaking dental students in their final year the major attention should be paid to the integration of knowledge obtained during all the study period and acquisition of practical skills during orthopedic consultation.

**Conclusions**

1. Becoming a dental specialist requires not only mastering of theoretical knowledge but also the ability to apply it in practice.
2. High-quality assimilation of practical skills by students which is based on thorough theoretical knowledge of both basic dental disciplines and general medical disciplines is a prerequisite for successful work in clinic and increases the rating of the IFNMU in training foreign dental students.

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