

Medicine			
Bachelor	TR-NQF-HE: Level 7	QF-EHEA: Second Cycle	EQF-LLL: Level 7

## Course Introduction and Application Information

Course Code:	UNI299		
Course Name:	Oral and Dental Health Problems in Children		
Semester:	Spring Fall		
Course Credits:	<div>ECTS</div> <div>5</div>		
Language of instruction:	Turkish		
Course Condition:			
Does the Course Require Work Experience?:	No		
Type of course:	University Elective		
Course Level:	<div>Bachelor</div> <div>TR-NQF-HE:7. Master`s Degree</div> <div>QF-EHEA:Second Cycle</div> <div>EQF-LLL:7. Master`s Degree</div>		
Mode of Delivery:	E-Learning		
Course Coordinator:	Dr. Öğr. Üy. BETÜL BALLI DEMİREL		
Course Lecturer(s):	Betül Ballı Demirel, Mert Özçelik		
Course Assistants:			

## Course Objective and Content

Course Objectives:	The aim of this course is to have an idea about diagnosing childhood oral and dental health problems (such as caries, missing teeth, etc.) and orthodontic problems and referring them to a specialist.
Course	Importance of deciduous teeth in children,

Content:	<p>The importance of nutrition, oral care and dental health, and strategies to prevent early caries, First dentist visit</p> <p>The eruption age of permanent teeth and the consequences of early deciduous tooth loss</p> <p>Early interventionable orthodontic disorders in children,</p> <p>Etiologies of orthodontic problems</p>
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## Learning Outcomes

The students who have succeeded in this course;

- 1) As a result of this course, it is aimed to have information about oral health and its changes in early childhood.

## Course Flow Plan

Week	Subject	Related Preparation
1)	Why are deciduous teeth important in children?	
2)	Nutrition – what are the importance of oral care and dental health? What should be done to prevent early period caries?	
3)	When should the first dentist visit be? What is fluorine application? At what age should it be applied in children?	
4)	Will there be cavities in milk teeth? What is the misconception that these teeth will not change anyway?	
5)	At what age do permanent teeth begin to erupt? What should be considered during tooth replacement times?	
6)	Early deciduous tooth loss and its consequences	
7)	Early interventionable orthodontic disorders in children and the appliances used - Preventive orthodontics - Inhibitory orthodontics - Therapeutic orthodontics	
8)	Dental anomalies	
9)	Skeletal anomalies	
10)	Functional anomalies	
11)	Etiological factors of orthodontic problems	

## Sources

Course Notes / Textbooks:	<p>Mustafa Ülgen- Anomaliler, Sefalometri, Etioloji, Büyüme ve Gelişim, Tanı</p> <p>Mustafa Ülgen- Ortodontik Tedavi Prensipleri</p> <p>Textbook of Pediatric Dentistry- Nikhil Marwah</p>
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References:	Mustafa Ülgen- Anomaliler, Sefalometri, Etioloji, Büyüme ve Gelişim, Tanı Mustafa Ülgen- Ortodontik Tedavi Prensipleri Textbook of Pediatric Dentistry- Nikhil Marwah
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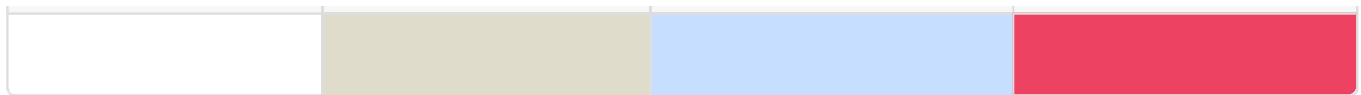
## Course - Program Learning Outcome Relationship

Course Learning Outcomes	1
Program Outcomes	
1) The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of both patient's health and healthcare workers health including her/his own.	
2) The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race, and gender.	
3) The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.	
4) The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.	
5) In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him.	
6) The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and other health care workers.	
7) While carrying out her/his profession, the graduate fulfils her/his duties and obligations with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, considering the integrity, privacy, and dignity of the patient.	
8) The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.	
9) The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health.	
10) To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components.	
11) The graduate physician evaluates the impact of health policies and practices on individual and	

community health indicators and advocates increasing the quality of health services.	<b>1</b>
<b>Course Learning Outcomes</b>	
12) The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this.	
13) During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.	
14) The graduate uses the resources cost-effectively, in the planning, implementation, execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation.	
15) The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary.	
16) The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice.	
17) The graduate communicates effectively with patients, patient relatives, health care workers and other professional groups, institutions, and organizations, including individuals and groups that require a special approach and have different sociocultural characteristics.	
18) The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms.	
19) When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results obtained and/or the results of other research for the benefit of the society.	
20) The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.	
21) The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.	
22) The graduate effectively manages individual study and learning processes and career development.	
23) The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.	
24) The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.	

### Course - Learning Outcome Relationship

No Effect	1 Lowest	2 Average	3 Highest
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	Program Outcomes	Level of Contribution
1)	The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of both patient's health and healthcare workers health including her/his own.	
2)	The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race, and gender.	
3)	The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.	
4)	The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.	
5)	In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him.	
6)	The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and other health care workers.	
7)	While carrying out her/his profession, the graduate fulfils her/his duties and obligations with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, considering the integrity, privacy, and dignity of the patient.	
8)	The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.	
9)	The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health.	
10)	To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components.	

11)	The graduate physician evaluates the impact of health policies and practices on individual and community health indicators and advocates increasing the quality of health services.	
12)	The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this.	
13)	During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.	
14)	The graduate uses the resources cost-effectively, in the planning, implementation, execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation.	
15)	The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary.	
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18)	The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms.	
19)	When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results obtained and/or the results of other research for the benefit of the society.	
20)	The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.	
21)	The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.	
22)	The graduate effectively manages individual study and learning processes and career development.	
23)	The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.	

24)	The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.	
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### Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Midterms	1	% 40
Final	1	% 60
<b>total</b>		<b>% 100</b>
PERCENTAGE OF SEMESTER WORK		% 40
PERCENTAGE OF FINAL WORK		% 60
<b>total</b>		<b>% 100</b>

### Workload and ECTS Credit Calculation

Activities	Number of Activities	Preparation for the Activity	Spent for the Activity Itself	Completing the Activity Requirements	Workload
Course Hours	13	6	1		91
Midterms	1	10	1		11
Final	1	10	1		11
<b>Total Workload</b>					<b>113</b>