საქართველოს ეროვნული უნივერსიტეტი სეუ
GEORGIAN NATIONAL UNIVERSITY SEU

Georgian National University SEU

One -Cycle Educational Programme

DOCTOR OF DENTAL MEDICINE (DMD)

2024

GENERAL INFORMATION

Programme title: Doctor of Dental Medicine (DMD)

Higher education cycle: One -Cycle Educational Programme

Specialty: Dentistry

Qualification awarded: Doctor of Dental Medicine (DMD) (0911.1.1)

Language of instruction: English

Course duration: 5 Years , 10 Semesters

Credit Point Required: 300 ECTS (7500 hrs)

Head of the Programme : Professor Maia Jikia

PROGRAMME DESCRIPTION

Dentistry is a broad field of Health Care, that includes constantly developing independent disciplines. Oral diseases are undoubtedly a global public health problem, the managment of oral diseases and impact on humen health continues to be an problem that become pose a major health burden for many countries and affect people throughout their lifetime. Today scientific approach towards etiopathogenesis, diagnosis and treatment of dental diseases is based on the study of mechanisms of interrelation of the orofacial problems and the whole body in norm and pathology. The program Doctor of Dental Medicine includes basic and clinical courses that help graduates consider human body as whole system in the context of dental pathology. Besides, dentistry, like other fields of medicine undergoes permanent development - new examination methods, methods of treatment and etc. are being introduced.

The educational program with its teaching plan provides modern approaches to basic problems of dentistry and serves the main mission of the faculty – educate a dentist with the knowledge and skills relevant to international standards.

In addition to health-related issues, various fields of dentistry have also received an aesthetic load, which has significantly increased the demand for dental professionals.

Taking the above into account and as well as in order to internationalization of georgian higher education system, was formed the english -language dental programe , the goal of which is to develop the competences that will ensure the successfully persue their study in the next level of professional development, for obtaining the right for independent dental practice or continue education at the third level of higher education system – doctoral level.

PROGRAMME AIMS

The programme aims at providing graduates with necessary knowledge, skills and competences relevant to the national and international standards of the field that will ensure their further study in professional direction and their formation as competitive specialists in the labor market; act in accordance professional principles, ethical and legal responsibilities and contribute to the field development in the constantly changing environment.

Therefor, the goals of the programme are to provide the graduates with necessary competencies listed below:

- Knowledge and understanding of biomedical and clinical sciences, which enable the graduate view dental disorders in the scope of pathogenesis of the whole body.
- Evidence -based clinical reasoning and decision- making in dentistry.
- The ability to work with professionalism, with ethical and legal responsibilities;
- Recognize the necessity for Life Long Learning (LLL), professional development in the constantly changing social and technological environment.

PROGRAMME LEARNING OUTCOMES

Knowledge and Understanding

1. Describes and critically analizes the normal and pathological processes of human body at the cellular, molecular and biochemical levels; cell biology, metabolism, development of the body and the functions of organ systems in normal and pathological conditions.
2. Describes the etiology, pathogenesis, risk factors, clinical features, diagnos methods, principles of prevention, prophylaxis and treatment of various general and dental diseases/conditions, as well as those somatic diseases that may be related to dental pathologies; defines their interconnection and prognosis, in different age categories. Understands public health issues and services, professional standards and its role in health care.
3. Describes the fundamental principles of behavioral and social sciences - human development, (child, adolescent, adult, elderly) human psychology and sociology.
4. Understands public health issues and services, professional standarts and its role in health care, taking into account ethical and legal principles.
5. Determines the effective and relevant use of drug therapy in the process of treatment of dental patients, taking into account their classification, mechanism of action, dosage and side effects.
6. Understands the need of evidence-based decision-making in the process of management of dental patients.

Skills:

1. Conducts a clinical examination of a dental patient, takes a history, prescribes additional examinations, identifies patient referral, manages the dental patients by taking into considerations deontological, psychological and social aspects, provides reasurencec and support to the patient, protects his rights, provides explanations and advice to the paient and/or carers.
2. Assess the clinical case, analyzes and synthesizes the data of laboratory/instrumental/ imaging results and by the integration of knowledge in biomedical, dental sciences provides with the evidence-based differential diagnoses and diagnoses.
3. Based on diagnosis, treatmant prognosis, patient's general health, indications /contraindications and the latest guidlines nagoiates an apropriate complex treatmant plan with patients and carers, with patients of all age groups.
4. Identidies and assesses emergency medical and dental conditions, provides with the first aid in accordance with the guidelines.
5. Prescribes medications clearly and correctly, taking into account the age, side effects, general health of the dental patient, synergistic / antagonistic drug interactions and in accordance with the clinical context of maxillofacial diseases.
6. Applies safety measures of a dentist and a patient based on the principles of infection control in dentistry, prevents infection spread by ensuring biosafe enviromant, understanding own and paients health problelms with regard to professional responsibilites.

7. Conducts practical (clinical) procedures:
   7.1 Performs medical procedures and determines the vital signs of the patient ;
   7.2 Provides restoration of caries/noncaries diseases/defects by using modern dental materials, the latest guidlines and technologies taking into account the anatomical-functional characteristics of tooth and/or teeth, type of damage and localization with patients of all age groups including the patients with special needs.
   7.3 Provides endodontic treatment using modern dental materials, latest guidelines, technologies, taking into account special needs and age features.
   7.4 Provides preventative dental care, oral hygiene education, advises the patient on the importance of maintaince of healthy lifestyle/diet and its impact on oral health in patients of all age groups including the patients with special needs.
   7.5 Manages periodontal diseases, performs diagnostic/therapeutic/preventive procedures using the latest guidelines, technologies with patients of all age groups including the patients with special needs.
   7.6 Manages Oral Mucosal lesions, lips and tohgue disorders by selecting and using aproprite medications with patients of all age groups including the patients with special needs.
   7.7 Manages and integrates the procedures necessary to provide biocompatible, functional and aesthetic restorations in prosthetic dentistry.
   7.8 Plans and implements dental implantation
   7.9 Performs simple oral surgical procedures in order to prevent oral diseases and promote health.
   7.10 Manages pain- performs injectable and non-injectable dental anaesthesia
   7.11 Selects and uses different types of orthodontic appliances for orthodontic treatment
8. Conducts effective verbal and non-verbal communication in professional/non-professional multicultural environment, in breaking negative news, in conflict situations, in seeking infromed consent etc. with any person regardless of his/her social, cultural, religious or ethnic origin; works in the team, presents and defends own point of view.
9. Finds the modern, reliable information, based on critical analysis, synthesis and evidence dentistry data formulates the results in oral and written form within the academic and professional field.
10. Uses evidence dentistry in practice, conducts the relevent litreture research, determines the research designing, criticly analysis published literature, seorces and formulates conclusions based on analysis.
11. Effectively uses modern information resources and technologies in practical activities.

12. Participates in health promotion, conducts the diagnostic/preventive dental procedures, identifies dental problems, and develops recommendations and preventive oral health care services.

Responsibility and responsibility

13. Demonstrates impartiality, emphaty, critical and self-critical attitude, recognizes the limites of own abilites, the importance of effective time management during practical activities, protects confidentiality, capasity of organization, planing and to learn (including life long and self -directied learning).
14. Provides quality dental care to patients regardless of their social, cultural, religious, ethnic background by following ethical and legal principles.

COMPETENCY CHARTS

ALIGHNMENT OF PROGRAMME AIMES AND LEARNING OUTCOMES

Programme aims / Learning outcomes		Learning outcome numbering																		
		Knowledge 1	Knowledge 2	Knowledge 3	Knowledge 4	Knowledge 5	Knowledge 6	Skills 1	Skills 2	Skills 3	Skills 4	Skills 5	Skills 6	Skills 7	Skills 8	Skills 9	Skills 10	Skills 11	Skills 12	Skills 13	Skills 14
I	Knowledge and understanding of biomedical and clinical sciences, which enable the graduate view dental disorders in the scope of pathogenesis of the whole body	x	x	x	x	x	x	x	x	x		x		x					x		
II	Evidence -based clinical reasoning and decision-making in dentistry	x	x	x		x							x	x		x	x	x			

III	The ability to work with professionalism, with ethical and legal responsibilities			x	x		x	x	x			x	x	x	x					x	x
IV	Recognize the necessity for Life Long Learning (LLL), professional development in the constantly changing social and technological environment.				x		x							x						x	x

ALIGHNMENT OF PROGRAMME STUDY COURSES AND LEARNING OUTCOMES

Alighnment of programme study courses and learning outcomes - See the Annex 1 (Excel file).

PROGRAMME STRUCTURE

The one -cycle educational programme Doctor of Dental Medicine are developed on the basis of the ECTS system and provides a combined, student-oriented learning process that includes integration between theoretical leraning / teaching, practical activities and a research component.

The programme has been developed in compliance with the "Educational Programme Development, Revision and Termination Procedures" of Georgian National University SEU. The programme has been outlined with the involvement of the academic staff implementing the

programme, as well as has been discussed at the meeting of the medical committee, evaluated by the Quality Development Department and approved by the Academic Committee.

The content, scope, and comprehensive nature of the program in Doctor of Dental Medicine corresponds to the master's level. It matches the modern achievements, requirements and market trends of the sphere. The program implies the course prerequisites. The content and structure of the program is relevant to the awarded qualification and ensures achievement of learning outcomes. The program courses are coherent. The admission for the following courses is adequate.

The programme is compiled as a consistent, prerequisite chain of theoretical and practical learning processes. The skills developed within these courses correspond to the topics covered in the relevant semester's biomedical, preclinical, and clinical courses. The same activities may be developed in depth at higher levels of education courses. The courses focused on the development of professional skills are held in simulation labs and clinics.

First two years students study basics of medicine- body structure in the norm anatomy, histology, Physiology, Biochemistry, Molecular Biology and Genetics, Immunology & Microbiology etc., From the first year of study, in addition to biomedical courses, the student engages directly with dental subjects, which are combined in the unit of "Fundamental Dentistry". The course of "Introduction to Dentistry" covers the history and evolution of dentistry, achivments and the role of dental associations in the developmnet of the fields, opportunities for ongoing education and advatages for professional growth.

The block "fundamental dentistry" also covers oral structure in the norm -oral anatomy, histology and embryology , as well the microbiology and oral immune mechanisms in norm and against pathogens in the context of oral and systemic diseases , so that students understand the etiology , result and prognosis of treatment of dental diseases; fundamentals of gnathology to understand the concepts of gnathology for normal functioning of oro- facial system and prevention of muscle - TMJ dysfunction, as an important part in the planning of treatment, "Dental Material sciences" - the advantages, indication and contraindications of use of dental materials and at final the important part of the block become dental care of geriatric , special need patients and the principles for infection control. At the same period students study the diseases of hard tissue of tooth, pulpal, periapical pathosis, periodontology and etc.

Third and fourth years in semester sequence students study diseases of: hard tissues of tooth, pulpal / periapical tissues, periodontium, oral mucosal tissues; as welll odontogenic /nonodontogenic infections, oro-facial traumatic injuries, oncology disorders of the maxillofacial area, prosthetic and orthodontic managment of dental diseases, the important part become dental care of geriatric, special need patients and etc. Learning cycle of the programme covers interrelated courses of the theorical and practical studies.

From the third year, students deal with clinical courses in the format of clinical rotations.

The theoretical part includes the etiopathogenesis of dental diseases, clinical characteristics, etc., which helps students in critical analysis , synthesis of the received information, based on evidence conduct differential diagnosis, make a diagnosis and develop a dental patient management plan. In practical part, students will develop the practical/manual skills for clinical procedures by working in a dental simulation/clinical environment, as well as by participating in role-playing games, etc.

The clinical courses of the programme - internal medicine, infection diseases, pediatrics, neurology, radiology, dermato-venerology, ophthalmology, anesthesiology and Intensive care, otorhinolaryngology provides increase the awareness of students and manage dental patient into account interaction between general and oral conditions.

All courses are taught in the format of interactive lectures, practical training, and seminars, labs, simulation laboratories, etc. Students use high-fidelity mannequins, dental units, simulators, anatomical specimens, microscopes, microscopic specimens, audio-video equipment, etc.

Students are engaged in clinical problem-solving and critical reasoning; develop skills of synthesis and analysis of information and its clinical application. The studies of clinical dental sciences are held in dental clinics, hospitals and dental simulation center, which cover theorical part of study and practical trainings. Lecturers use case-based learning (CBL), role playing and etc.

Clinical training starts from the sixth semester, where the acquired knowledge and profetional skills of the students is reinforced, they are practicing under the supervising, provide examination, diagnosis, treatment planning and treatment of dental patients based on evidence-based dentistry, use ethical and legal principles in dental practice, develope clinical and comunication skills, present team work and manage dental patient acording the age and general condition. The assessment of students' performance is conducted by the OSCE exam.

PROGRAMME BENCHMARKING

Target settings are defined for each learning outcome of the one-cycle educational programme in Doctor of Dental Medicine, reflecting the extent to which the students are expected to achieve each learning outcome. Not all students can pass the learning outcome with the highest score. Therefore, the porgramme coordinator and other responsible persons for the main educational courses have determined the limit indicating the programme graduate to have reached the satisfactory level of the knowledge and skills as determined by the learning outcome.

Programme Target Benchmark - See the Appendix 1 (Excel file).

ORGANISATION OF TEACHING

The duration of the one-cycle educational program in Doctor of Dental Medicine is 5 academic years (10 semesters) and implies the accumulation of 300 ECTS credits, which is equal to 7500 astronomical hours. One credit (ECTS) is equivalent to a student's academic activity (student workload) for 25 hours and includes both contact and independent hours. While calculating the credit volume, the time specified for the additional exam (preparation, passing, evaluation) as well as the consultation time with the person responsible for carrying out the component of the educational programme is not taken into consideration.
During the academic (spring and autumn) semester, the student must overcome an average of 30 credits (30 credits = 750 hrs.), equal to annual amount of 60 credits (1500 hrs).
Taking into account the peculiarities of the higher education programme and/or the student's individual study program, it is allowed for the student's annual academic workload to exceed 60 credits or be less than 60 credits. It is not allowed for the student's annual academic load to exceed 75 (ECTS) credits.
An academic week is a period of time over which the academic workload of a student with average academic achievement is distributed and includes a combination of both contact and independent time activities. A semester is a period of time that

includes a combination of academic weeks, a period of delivering additional examination(s) and assessment of student achievement on additional examination(s).
The programme is considered complete when the student accumulates at least 300 ECTS credits, assuming the completion of the mandatory and optional components provided by the programme.
Through the electronic system of educational process management (emis.seu.edu.ge), the student receives information regarding the planning and progress of the educational process. When enrolling in the university, the student obtains a login name and password for the electronic system of educational process management. He/she is authorized to undergo academic registration without arriving at the university and enjoys academic freedom to register for the academic courses of their desire at the time of the academic registration, taking into account the particular educational programme; to have information in advance about the academic courses to be taken in the future; to be introduced to the syllabi of the academic courses and, depending on the specifics of the subject, to familiarize oneself with the evaluation system of each academic course.

Assessment of the learning outcomes is carried out by the direct and indirect assessment methods.

The direct assessment method envisages the assessment of a student's academic achievements in the course. It is based on the evaluation of course learning outcomes by the relevant methods. The forms of assessment are defined in each syllabus. The programme uses the following methods of assessment: quiz, test (multiple-choice questions (MCQs), presentation/demonstration of a clinical case, demonstration of clinical skills, Objective Structured Clinical Examination (OSCE), Lab work, quiz, test etc.

The assessment of students' performance at the OSCE exam is conducted by the checklists. Listed technical elements of skill and manipulations provide the objective evaluation of competences and learning outcomes achieved by the student. The exam uses simulators, maniquins and standardized patients.

The courses are delivered in the classes equipped with the relevant facilities. These are simulation labs, dental simulation center, chemistry and biochemistry Lab., anatomy class with anatomical models, specimens and posters, histology and microbiology class with microscopes and specimens. All classes are equipped with audio-video facilities.

The indirect method of assessment uses interviews with stakeholders (students, graduates, staff involved in the implementation of the programme, employers), and analysis of the survey results. It provides the indirect method of assessment of the educational programme.

The direct and indirect assessment delivers the quality assurance service with the programme director, the programme board members, the staff involved in the implementation of the programme. The decision and further steps depend on the results of survey.

Study on the couses – conduct the qualitative research, interviews with the course lecturer and students, in-depth study of the course syllabus.

According to the results the measures to be taken are the following:

- ✓ Changing the teaching and learning methods.
- ✓ Modification of workload allotted to the educational course.
- ✓ Modification of the assessment methods and forms of the course.
- ✓ Modification of the textbooks of the course.
- ✓ Modification (imposing or changing) of the course prerequisites, etc.

CURRICULUM

	Courses	ECTS	Hours	Prerequisite	Students' Workload						Credits allocation through semester									
					Lecture	Seminar/Practical training	Midterm exam	Final exam	Contact hours	Independent hours	I	II	III	IV	V	VI	VII	VIII	IX	X
	Mandatory Courses	**286**	**Credits according to the semester**								I	II	III	IV	V	VI	VII	VIII	IX	X
											28	**24**	**18**	**8**						
1.	Foreign Language I	4	100	N/A	-	52	2	3	57	43	4									
2.	Medical Physics and Biophysics	4	100	N/A	13	26	2	2	43	57	4									
3.	Bioethics	2	50	N/A	14	12	1	2	29	21	2									
4.	Human Anatomy I	5	125	N/A	13	39	1	2	55	70	5									
5.	Physiology I	3	75	N/A	13	13	1	2	29	46	3									
6.	Cell Biology	5	125	N/A	13	26	1	2	42	83	5									
7.	Histology I	3	75	N/A	13	13	1	2	29	46	3									
8.	Introduction to Psychology	2	50	N/A	12	14	1	2	29	21	2									
9.	Foreign Language II	4	100	Foreign Language I	-	52	2	3	57	43		4								
10.	Human Anatomy II	5	125	Human	13	39	1	2	55	70		5								

				Anatomy I																
11.	Physiology II	3	75	Physiology I	13	13	1	2	29	46		3								
12.	Molecular Biology and Genetics	4	100	Cell Biology	13	26	1	2	42	58		4								
13.	Histology II	3	75	Histology I	13	13	1	2	29	46		3								
14.	Biochemistry	5	125	N/A	13	26	1	2	42	83		5								
15.	Foreign Language III	4	100	Foreign Language II	-	52	2	3	57	43			4							
16.	Pathology I	3	75	Histology II, Molecular Biology and Genetics	13	13	1	2	29	46			3							
17.	Pharmacology I	3	75	Physiology II; Biochemistry	13	13	1	2	29	46			3							
18.	Immunology and Microbiology	4	100	Molecular Biology and Genetics	13	26	1	2	42	58			4							
19.	Academic Writing	4	100	N/A	13	26	1	2	42	58			4							
20.	Communication Skills	2	50	N/A	13	13	1	2	29	21				2						
21.	Pathology II	3	75	Pathology I	13	13	1	2	29	46				3						
22.	Pharmacology II	3	75	Pharmacology1	13	13	1	2	29	46				3						
	Research													**4**		**4**	**2**			

23.	Methods of Scientific Research	4	100	Academic writing	13	27	1	2	43	57				4						
24.	Epidemiology and Biostatistics	4	100	Methods of Scientific Research	12	27	1	2	42	58						4				
25.	Evidence-Based Dentistry	2	50	Epidemiology and Biostatistics	13	13	2	2	30	20							2			
	Healthcare															**4**			**4**	
26.	Health and Society I	4	100	N/A	12	27	1	2	42	58						4				
27.	Health and Society II	4	100	Health and Society1	12	27	1	2	42	58									4	
	Fundamentals of dentistry										**2**	**2**	**4**	**2**	**3**			**3**		
28.	Introduction to Dentistry	2	50	N/A	7	20	2	2	31	19	2									
29.	Oral Anatomy, Histology And Embriology	2	50	Histology I, Human Anatomy I	13	13	2	2	30	20		2								
30.	Oral Immunology And Microbiology	2	50	Oral Anatomy, Histology And Embriology	13	13	2	2	30	20			2							
31.	Fundamentals Of Gnathology	2	50	Oral anatomy histology and embriology	13	13	2	2	30	20			2							
32.	Dental Material Science	2	50	Biochemistry	15	11	2	2	30	20				2						

33.	Special Needs Dentistry	3	75	Therapeutic dentistry I	14	25	2	2	43	32					3					
34.	Geriatric Dentistry	3	75	Special Needs Dentistry	15	24	2	2	43	32								3		
	Therapeutic dentistry											**2**	**2**	**3**	**3**	**3**	**3**	**3**	**4**	**6**
35.	Therapeutic dentistry I	2	50	Histology I, Human Anatomy I	15	11	2	2	30	20		2								
36.	Therapeutic dentistry II	2	50	Oral Anatomy, Histology And Embriology, Therapeutic dentistry I	6	20	2	2	30	20			2							
37.	Therapeutic dentistry III	3	75	Therapeutic dentistry II	13	26	2	2	43	32				3						
38.	Therapeutic dentistry IV	3	75	Therapeutic dentistry III	10	27	2	2	41	34					3					
39.	Therapeutic dentistry V	3	75	Therapeutic dentistry IV	12	36	2	2	52	23						3				
40.	Therapeutic dentistry VI	3	75	Therapeutic dentistry V	9	27	2	2	40	35							3			

41.	Therapeutic dentistry VII	3	75	Therapeutic dentistry VI	9	27	2	2	40	35								3		
42.	Therapeutic dentistry VIII	4	100	Therapeutic dentistry VII	11	29	2	2	44	56									4	
43.	Therapeutic dentistry IX	6	150	Therapeutic dentistry VIII	5	43	2	2	52	98										6
	Surgical Dentistry													**2**	**3**	**3**	**3**	**3**	**5**	**6**
44.	Surgical Dentistry I	2	50	Oral anatomy histology and embriology	13	13	2	2	30	20				2						
45.	Surgical Dentistry II	3	75	Surgical Dentistry I	14	25	2	2	43	32					3					
46.	Surgical Dentistry III	3	75	Surgical Dentistry II	12	28	2	2	44	31						3				
47.	Surgical Dentistry IV	3	75	Surgical Dentistry III	11	25	2	2	40	35							3			
48.	Surgical Dentistry V	3	75	Surgical Dentistry IV	12	28	2	2	44	31								3		
49.	Surgical Dentistry VI	5	125	Surgical Dentistry V	12	28	2	2	44	81									5	

50.	Surgical Dentistry VII	6	150	Surgical Dentistry VI	8	40	2	2	52	98										6
	Prosthetic dentistry												**2**	**3**	**3**	**4**	**4**	**4**	**6**	**7**
51.	Prosthetic dentistry I	2	50	Oral anatomy histology and embriology	14	14	2	2	32	18			2							
52.	Prosthetic Dentistry II	3	75	Prosthetic dentistry I	15	27	2	2	46	29				3						
53.	Prosthetic Dentistry III	3	75	Prosthetic dentistry II	14	25	2	2	43	32					3					
54.	Prosthetic Dentistry IV	4	100	Prosthetic Dentistry III	9	31	2	2	44	56						4				
55.	Prosthetic Dentistry V	4	100	Prosthetic Dentistry IV	10	26	2	2	40	60							4			
56.	Prosthetic Dentistry VI	4	100	Prosthetic Dentistry V	9	23	2	2	36	64								4		
57.	Prosthetic Dentistry VII	6	150	Prosthetic Dentistry VI	13	39	2	2	56	94									6	
58.	Prosthetic Dentistry VIII	7	175	Prosthetic Dentistry VII	13	39	2	2	56	119										7

	Pediatric Dentistry												**2**	**2**	**3**	**3**	**3**	**3**	**4**	**4**
59.	Preventive Dentistry	2	50	Oral Anatomy, Histology and Embryology	13	13	2	2	30	20			2							
60.	Pediatric Dentistry I	2	50	Preventive Dentistry	5	21	2	2	30	20				2						
61.	Pediatric Dentistry II	3	75	Pediatric Dentistry I	12	25	2	2	41	34					3					
62.	Pediatric Dentistry III	3	75	Pediatric Dentistry II	12	28	2	2	44	31						3				
63.	Pediatric surgical dentistry I	3	75	Pediatric Dentistry III	10	22	2	2	36	39							3			
64.	Pediatric surgical dentistry II	3	75	Pediatric surgical dentistry I	11	25	2	2	40	35								3		
65.	Pediatric surgical dentistry III	4	100	Pediatric surgical dentistry II	13	27	2	2	44	56									4	
66.	Pediatric surgical dentistry IV	4	100	Pediatric surgical dentistry III	18	20	2	2	42	58										4
	Orthodontics																**3**	**3**	**3**	**3**

67.	Orthodontics I	3	75	Pediatric Dentistry III	8	24	2	2	36	39							3			
68.	Orthodontics II	3	75	Orthodontics I	10	27	2	2	41	34								3		
69.	Orthodontics III	3	75	Orthodontics II	10	30	2	2	44	31									3	
70.	Orthodontics IV	3	75	Orthodontics III	8	24	2	2	36	39										3
	Clinical Skills												**2**	**2**						
71.	Clinical and Professional Skills I	2	50	N/A	-	26	1	2	29	21			2							
72.	Clinical and Professional Skills II	2	50	Clinical and Professional Skills I	-	26	1	2	29	21					2					
	Clinical Courses													**4**	**10**	**9**	**12**	**8**	**4**	
73.	Radiology	4	100	Human Anatomy II	13	26	1	2	42	58				4						
74.	Methods of Diagnosis	5	125	Pathology II	13	26	1	2	42	83					5					
75.	Surgery	5	125	N/A	13	39	1	2	55	70					5					
76.	Internal Medicine I	5	125	Methods of Diagnosis, Immunology &	13	39	1	2	55	70						5				

				microbiology																
77.	Pediatrics	4	100	Methods of Diagnosis	10	24	1	2	37	63						4				
78.	Internal Medicine II	6	150	Internal Medicine I	13	42	1	2	58	92							6			
79.	Infectious Diseases	3	75	Methods of Diagnosis; Immunology & Microbiology	5	15	1	2	23	52							3			
80.	Neurology	3	75	Methods of Diagnosis	5	15	1	2	23	52							3			
81.	Dermatology / Venerology	2	50	Methods of Diagnosis	5	15	1	2	23	27								2		
82.	Otorhinolaryngology	3	75	Methods of Diagnosis; Surgery	6	24	1	2	33	42								3		
83.	Ophthalmology	3	75	Methods of Diagnosis; Surgery	6	24	1	2	33	42								3		
84.	Anesthesiology and Intensive care	4	100	Surgery	7	28	1	2	38	62									4	
	Elective Courses	**12**												**2**	**3**			**3**		**4**
85.	Information Technologies	2	50	N/A	-	30	1	2	33	17				2						
86.	Philosophy		50	N/A	13	13	1	2	29	21										

87.	History of Medicine		50	N/A	13	13	1	2	29	21										
88.	Sociology		50	N/A	13	13	1	2	29	21										
89.	Medical Sociology	3	75	N/A	13	13	1	2	29	46					3					
90.	Nutrition		75	Pathology II	12	14	1	2	29	46										
91.	Dental public health	3	75	N/A	14	26	2	2	44	31								3		
92.	Forensic dentistry		75	N/A	14	25	2	2	43	32										
93.	Child Neurology	4	100	Neurology, Pediatrics	8	24	2	3	37	63										4
94.	Child Surgery		100	N/A	8	24	1	2	35	65										
Free credits		2	Within the framework of free credits, the student can choose the study courses of his choice from the educational programs operating in the university, observing the prerequisites defined for each study course.								2									
	Total	**300**									**30**	**30**	**30**	**30**	**30**	**30**	**30**	**30**	**30**	**30**

ADMISSION REQUIREMENTS

The prerequisites and procedures for admission to the dental educational program are in accordance with the current legislation, it is written in the program, in the regulation of the educational process, it is posted on the website of the university and it is available to all interested person.

Enrollment Conditions

A person with a full general education certificate or equivalent document issued in Georgia, who has obtained the right to enroll in SEU and has been registered on the basis of the results of the Unified National Examinations, shall have the right to study on the One-cycle Doctor of Dental Medicine (DMD) Program.

Obtaining the Student Status Without Passing the Unified National Examinations

Obtaining the status of a student without passing the Unified National Examinations shall be allowed in accordance with the rules and within the timeframe established by the Ministry of Education and Science of Georgia:

A) For foreign citizens and stateless persons who have received a full general or equivalent education in a foreign country, or foreign citizens and stateless persons (except for those who are citizens of Georgia at the same time), who received a full general or equivalent education in Georgia according to foreign or international programs recognized by Georgia;

B) For citizens of Georgia who have received full general or equivalent education in a foreign country and have studied in a foreign country for the last 2 years of full general education;

C) For foreign citizens (except for students participating in a joint Higher Education program and students participating in an exchange education program) who are studying/have studied and received credits / qualifications in a Higher Education Institution recognized in a foreign country in accordance with the legislation of that country.

D) For citizens of Georgia (except for students participating in a joint Higher Education program and students participating in an exchange education program) who live/lived, study/studied and have received credits/qualification in a foreign country at a Higher Educational Institution recognized in accordance with the legislation of this country for the period determined by the Ministry of Education and Science of Georgia.

E) The Higher Educational Institution is obliged to confirm that the persons, wishing to obtain the right to study, possess the language of instruction of the chosen educational program at least B1 level.

Enrollment by Mobility

Admission of students from other higher education institutions / programs to the Bachelor's program through mobility is carried out in accordance with the rules established by the order N 10 / N of the Minister of Education and Science of February 4, 2010.

A person whose enrollment in a higher education institution has been carried out in accordance with the rules established by law and is a student of the institution wishing to register for mobility on the electronic portal of the Education Management Information System has the right to mobility.

The right to mobility is also granted to a person whose student status has been suspended at the time of registration on the electronic portal or to a person whose status has been terminated within 12 months of the termination of the status.

Enrollment in the Bachelor's educational program or enrollment by transfer from a recognized higher education institution abroad is carried out on the basis of the order of the Minister of Education and Science of Georgia. Based on the decision / consent of the Ministry of Education and Science of Georgia.

TEACHING-LEARNING METHODS

The combination of teaching-learning methods used in different components of the program ensures the achievement of learning outcomes provided by the program. It is impossible to study any specific issue in the teaching process with only one method.

The lecturer has to use different methods in the teaching process, and in many cases there is a combination of methods. In the process of teaching, the different methods complement each other. The lecturer chooses the necessary method from them, depending on the specific goal and task.

The teaching-learning method is based on modern teaching methods in education. In particular, the educational process takes place in auditoriums and laboratories equipped with modern technologies, using audio-visual materials, modern methods of teaching and evaluation, etc., which ensures the results of learning outcomes determined by the program.

Students have the opportunity to work independently on a predetermined schedule using laboratories and cabinets, and learn through anatomical models, posters, video recordings and microscopes. Perform practical procedures on dental phantoms.

Teaching-learning methods

Lecture – a process in which both a lecturer and a student take part. The basic aim of the lecture is to help students to comprehend the major notions of the subject taught which implies interaction and creative and active perception of the material. Attention is paid to basic concepts, definitions, designations, assumptions. The lecture provides scientifically concepts. Facts, examples, schemes, drafts, experiments, and other visual aids help explain the idea conveyed by the lecture. The lecture ensures the correct analysis of the topic and is based on the ability of the students to perceive and understand it.

Seminar - under the supervision of a lecturer a group of students find and perceive additional information, prepare presentations, write essays, etc. This enables students to deepen their knowledge of the themes studied at the lecture. At the seminar reports are

presented and discussed, conclusions are made. The lecturer coordinates these processes. Students are provided with anatomical models, posters, atlases, microscopic specimens, video programs.

Discussion – collaborative exchange of ideas among a teacher and students or among students for the purpose of furthering students thinking, learning, problem solving skills, understanding, or literary appreciation. Participants present multiple points of view, respond to the ideas of others, and reflect on their own ideas in an effort to build their knowledge, understanding, or interpretation of the matter at hand. Discussions may occur among members of a small group, or a whole class and be teacher-led or student-led.

Debate – requires students to work as individuals and as a team to research critical issues, prepare and present a logical argument, actively listen to various perspectives, differentiate between subjective and objective information, ask cogent questions, integrate relevant information, develop empathy, and formulate their own opinions based on evidence.

Working in a group (collaboration) – students are divided into groups and are given different tasks. Group members work over it, discuss and communicate, provide one's point of view with arguments based in analysis and synthesis. The strategy promotes involvement of all students into educational process.

Clerkship - a part of clinical rounds where both student and instructor attend the patient's bedside to discuss the case and/or demonstrate a clinical procedure. This is the student's opportunity to see how the attending physician relates to the patient and to get hands-on instruction in interviewing a patient, physical examination, and counseling skills. In teaching in the patients' presence, learners have the opportunities to use all of their senses and learn the humanistic aspect of medicine such as role modeling, which is vital but difficult to communicate in words. Students practice and develop their skills at the simulation lab. on manikins, by role-playing, etc.

Lab. – working with microscopes in laboratory, viewing microscopic specimens, identification of tissue samples, the pathological process, the level of lesion, outcome of the pathological process.

Role-playing – assume the roles of a patient and a doctor and develop and demonstrate practical/clinical skills.

CBL (Case-based learning) - an approach where students apply their knowledge to real-world scenarios, promoting higher levels of cognition. In CBL classrooms, students typically work in groups on case studies, stories involving special cases and/or scenarios. The cases present a disciplinary problem or problems for which students devise solutions under the guidance of the instructor. CBL utilizes collaborative learning, facilitates the integration of learning, develops students' intrinsic and extrinsic motivation to learn, encourages learner self-reflection and critical reflection, allows for scientific inquiry, integrates knowledge and practice, and supports the development of a variety of learning skills.

Practical Training – Bedside/Chairside teaching – teaching in the presence of patient is the core teaching strategy during the clinical years of a medical student. Hands-on learning experience in a supervised setting aimed at the professional preparation and training of a student. Students should be exposed to various areas of the organization in which they work. Practical training provides learning opportunities related to all parts of the course programme. The student always works with the support and appropriate help from the lecturer. The student is engaged in carrying out a particular activity. The course is held as a practical training in a simulation lab/clinic. During the semester skills are developed by role-playing, working on manikins/patients and etc. At the midterm and final exams are used simulated patients.

PBL (Problem-Based Learning) - a method of learning and teaching which allows students to focus on how and what they will learn. An unfamiliar, complex problem, situation or task is presented to the students and students are required to determine for themselves how they will go about solving the problem. This allows students to utilize their prior knowledge in the topic area and identify the gaps in their knowledge as they attempt to solve the problem, facilitates critical analysis of complex information, its synthesis, evaluation and making decision in a complex multidisciplinary environment, productive collaboration in a team.

The development and presentation of the project/topic -is a combination of educational and cognitive tools, which allows to solve the problem in the conditions of the necessary presentation of the student. independent actions and the obtained results. Teaching in this way raises students; motivation and responsibility. Work on the project/topic includes stages of planning, research, practical activity and presentation of results according to the chosen issue. The activity will be considered feasible if its results are visible, convincing and concrete. It can be performed individually, in pairs or in groups; Also, within one subject or several subjects (integration of subjects). Upon completion, the project/topic will be presented to a wide audience.

E -learning - This method includes three types of teaching:

- Attended when the teaching process takes place within the contact hours of the professor and the students, and the transfer of the teaching material is done through an electronic course.
- Hybrid (attendance/distance), most of the training is done remotely, while a small part is done within contact hours.
- Completely distance learning involves conducting the learning process without the physical presence of the lecturer. The training course is conducted electronically from beginning to end.

Methods of Assessment

Quiz – written test – checking the assessment of specific cases within the studied material and skills of integration of knowledge.

Test - a written work at the mid-term and a final exams; assessment of theoretical knowledge.

Verbal presentation – demonstration of knowledge of theoretical topics, discussion over specific issues in the form of narration or answering questions, ability to solve tasks and arrive to correct solutions.

Demonstration of practical/clinical/professional skills – gather the data for case history, physical examination and registration of data; examination of a patient; treatment of urgent cases; delivery of a basic first aid care; treatment of pain and distress; conduct dental procedures, local anesthesia; treatment of bleeding; transfusion of blood substitutes; perform suturing/putting stitches; subcutaneous and intramuscular injections, vein puncture; catheterization of the vein; Use the infusion equipment for introduction of medicines into a vein; Remove stitches and drainage probes, etc.

Presentation of a clinical case – presentation of a patient's case that facilitates students' ability to demonstrate effective clinical problem solving and judgement skills for addressing a patient's problems, ability to interpret available data and integrate information to generate differential diagnosis and treatment plan. It consists of description of the patient's case (case history), analysis and synthesis of information (listing problems and differential diagnosis), case management (diagnosis and treatment plan).

Research Paper - in-depth analysis of a particular topic/issue. It requires reading and processing of additional literature and providing it in a written form. It enables the student to develop deeper knowledge, understanding, capabilities and attitudes of the course. It offers the opportunity to enhance the subject/field knowledge, capability to critically, creatively integrate the knowledge; clearly present and discuss the conclusions as well as the knowledge and arguments that form the basis for these findings in written and spoken English; understand the ethical aspects of a research work.

Role Play – Students play the role of patient and doctor and demonstrate practical/clinical/communication skills. Situational games- scenario-based role-playing games allow students to look at the issue from different positions and help them form an alternative point of view.

OSCE (Objective Structured Clinical Examination) – the assessment method based on students' performance that measures their clinical skills/competencies. It is a hand-on, real-world approach to learning and enables a reliable assessment of a student's competence. Its content and scoring procedures are standardized. Each examination station is designed to focus on an area of clinical competence. Each student is asked to perform the same task within the same timeframe. The tasks in each OSCE station represent real-life clinical situations.

OSPE (Objective Structured Practical Examination) – an objective instrument for the assessment of theoretical, practical and problem-solving skills in preclinical sciences. Students are given anatomical, histological specimens, radiological images for identification and description of its structures.

EVALUATION SYSTEM

The system of evaluation of learning results and competencies is based on the system recognized by the legislation and corresponds to the evaluation and credit granting standards approved by the order N3 of the Minister of Education and Science of Georgia dated January 5, 2007.

Assessment System

Student assessment system includes:

a) Five types of positive evaluation:

a.a) (A) Excellent – 91-100 points;
a.b) (B) Very good – 81-90 points;
a.c) (C) Good – 71-80 points;
a.d) (D) Satisfactory – 61-70 points
a.e) (E) Sufficient – 51-60 points;

b) Two types of negative evaluation:

b.a) (FX) did not pass - 41-50 points of maximum evaluation, which means that the student needs more work to pass the examination and is given the right to retake (one time) an exam via independent work;
b.b) (F) Failed – 40 points or less, which means that the work done by the student is not sufficient and he/she has to retake the course.

In case student gets FX, he/she can take the additional exam in the same semester at least 5 days after the announcement of the final exam results.

The number of points obtained in the final assessment is not added to the grade received by the student at the additional exam. The grade obtained at the additional exam is the final grade and is reflected in the final grade of the study component of the educational program.

Considering the additional exam evaluation if the points accumulated by student in the educational program component is 0-50 points, student is evaluated with F-0.

A prerequisite for a student's admission to the final exam is to overcome the 50% competence threshold of each component of Midterm Evaluation.

Competency threshold for the Final Exam is 50%.

Prerequisite for granting the credit is accumulating no less than 51 from 100 points and to overcome the minimum competency threshold of Midterm Evaluation Components and Final Exam.

The number of points obtained in the final assessment is not added to the grade received by the student in the make-up exam. The grade obtained on the make-up exam is the final grade and is reflected in the final grade of the educational program component. Taking into account the assessment received at the make-up exam, in case of receiving 0-50 points in the final assessment of the educational component, the student is assigned an F-0 point.
The prerequisites for admission to the final exam, the score of the final exam and the threshold of competence of the final exam are written detailed in the syllabus of the courses.

THE POSSIBILITY OF CONTINUING EDUCATION

A graduate of a one-cycle educational dental program can continue his/her studies at the third cycle of education in accordance with the procedure established by the law, following the prerequisites for admission to the doctoral educational program.

A graduate has the right to attend a post-secondary professional training course (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 dental practice.

FIELD OF EMPLOYMENT

The graduate of one-cycle higher education programme (Doctor Of Dental Medicine) is not granted to run the independent dental practice according to the applicable legislation, she/he can be:

1. Employed as a Junior Doctor under the responsibility of an independent dental practitioner
2. Carry out research and teaching activities in the theoretical fields of medicine or other fields of health care that do not include an independent medical practice.

PROGRAM PARTNERS

- Sathyabama University – India https://www.sathyabama.ac.in/search/node?keys=dentistry;
- Medipol University – Turkey https://www.medipol.edu.tr/en;
- Sharda University - India https://www.sharda.ac.in/;
- International University of Gorazde – Bosnia and Herzigovina

INTERNATIONALIZATION OF THE PROGRAM

In support of one of SEU's strategic priorities, which is the strengthening of its brand image, the following activities are actively carried out at the international level:

- Participation in international exhibitions of education, utilization of new markets and promotion of the university. Since 2017, after SEU added English-language programs, the university regularly participates in international education fairs across Europe and Asia. Participation in international education forums and events is one of the important components of promoting the university in the international market and raising its awareness. Within the framework of the exhibitions, new contacts and partners were found, agreements were signed with them and information about the university was disseminated. In addition, to raise awareness of SEU at the international level, the university uses public media and a website, where information is posted in two languages: Georgian and English. SEU constantly plans to participate in international exhibitions to attract students from different countries in accordance with the development plan of English-language educational programs.
- SEU is a member of the European Association of Dental Education (ADEE), which provides the opportunity for close cooperation with the association, systematic involvement in the development processes of dental education and international research, exchange of information and sharing of experience. The meetings organized by the European Association for Dental Education are open to both academic and visiting staff, as well as students.
- SEU is a member of the International Association of Dental Research (IADR), which provides an opportunity for the institution's academic staff and students to join various research groups, engage in research processes in various fields of dentistry, and take an active part.
- The Faculty of Medicine of SEU is registered in the database of the Medical Council of India, which means that the medicine program meets the standards of this country and is recognized by India.
- Faculty of Medicine of SEU is registered in the world database of medical schools.

INTERNATIONAL PARTNERS

Membership of international associations and participation in their events: in 2022, the university became a partner of Dentsply Sirona Company and a member of 3 international associations, including:

- European Association for Dental Education (ADEE)
- International Association for Dental Research (IADR)
- Georgian Association of Implantologists (GIA)
- Dentsply sirona (https://www.dentsplysirona.com/en-us)

PROGRAM RESOURSES

- Auditoriums equipped with modern technologies, specialized offices, laboratories (chemistry and biochemistry, histology and microbiology; anatomy; simulation laboratories), IT infrastructure, etc.

- A multi-functional, high-tech dental simulation center where students study the basic subjects of dental sciences, theory and practice are combined in a clinically structured student-oriented dental environment, students practice specific manual and pre clinical skills, introduce with principles of organization of dental units, devices, tools and facilities, conduct various dental procedures and methods of examination, use the principles of infection control.

- The university has concluded agreements with clinics where clinical training courses of the program are carried out.

- The library includes all mandatory literature provided by the study courses of the program, as well as additional literature (in printed and electronic format), the library has computers where students can work independently or perform group work. Students have access to databases, electronic libraries, etc.

MATERIAL RESOURCES

The infrastructure and resources of the National University of Georgia - SEU ensure the achievement of learning outcomes defined by the program. The university offers the following to the student:

- For sports activities, the university has swimming pool, gym for sports activities, indoor and outdoor sports fields, dance hall etc.
- Medical services - the university has a medical center and medical staff that provide assistance to students in case of need or to solve health-related problems.
- Student Circles - Students have the opportunity to join or form a group based on their interests to engage in activities that interest them.

HUMAN RESOURCES

Study Courses		Course Provider	Position
1.	Dental Material Science	Nino Tebidze	Associate Professor
		Nazi Vashakidze	Associate Professor
2.	Dental public health	Nazi Vashakidze	Associate Professor
3.	Evidence-Based Dentistry	Maia Jikia	Professor
		Marika Ramishvili	Invited lecturer
4.	Forensic Dentistry	Maia Jikia	Professor
		Meri Gonashvili	Invited lecturer
		Grigol Dzodzuashvili	Invited lecturer
5.	Fundamentals of gnathology	Sophio Puturidze	Invited lecturer
6.	Geriatric Dentistry	Sophio Puturidze	Invited lecturer
7.	Introduction to dentistry	Sophio Puturidze	Invited lecturer
8.	Oral Anatomy, Histology and Embryology	Maia Jikia	Professor
9.	Oral Immunology and Microbiology	Nino Tebidze	Associate Professor
		Nazi Vashakidze	Associate Professor
		Marika Ramishvili	Invited lecturer
10.	Special Needs Dentistry	Maia Jikia	Professor
		Nino Tebidze	Associate Professor
11.	Orthodontics I	Nana Omanadze	Assistant-professor
		Sopiko Kvaratskhelia	Invited lecturer
		Nika Gzirashvili	Invited lecturer
		Mariam Orjonikidze	Invited lecturer
12.	Orthodontics II	Nana Omanadze	Assistant-professor
		Sopiko Kvaratskhelia	Invited lecturer

		Nika Gzirashvili	Invited lecturer
13.	Orthodontics III	Nana Omanadze	Assistant-professor
		Sopiko Kvaratskhelia	Invited lecturer
		Nika Gzirashvili	Invited lecturer
14.	Orthodontics IV	Nana Omanadze	Assistant-professor
		Sopiko Kvaratskhelia	Invited lecturer
		Nika Gzirashvili	Invited lecturer
15.	Preventive Dentistry	Nazi Vashakidze	Associate Professor
16.	Pediatric Dentistry I	Nazi Vashakidze	Associate Professor
17.	Pediatric Dentistry II	Nazi Vashakidze	Associate Professor
18.	Pediatric Dentistry III	Nazi Vashakidze	Associate Professor
19.	Pediatric Surgical Dentistry I	Gela Imerlishvili	Invited lecturer
		Khatia Datunashvili	Invited lecturer
20.	Pediatric Surgical Dentistry II	Gela Imerlishvili	Invited lecturer
		Khatia Datunashvili	Invited lecturer
21.	Pediatric Surgical Dentistry III	Khatia Datunashvili	Invited lecturer
		Gela Imerlishvili	Invited lecturer
		Tamuna Nemsadze	Invited lecturer
22.	Pediatric Surgical Dentistry IV	Khatia Datunashvili	Invited lecturer
		Gela Imerlishvili	Invited lecturer
		Tamuna nemsadze	Invited lecturer
23.	Prosthetic Dentistry I	Zaza Nakudashvili	Professor
		Sophio Puturidze	Invited lecturer
		Alexsandre Peteishvili	Invited lecturer
		Grigol Dzodzuashvili	Invited lecturer
24.	Prosthetic Dentistry II	Zaza Nakudashvili	Professor
		Sophio Puturidze	Invited lecturer
		Alexsandre Peteishvili	Invited lecturer

		Grigol Dzodzuashvili	Invited lecturer
25.	Prosthetic Dentistry III	Zaza Nakudashvili	Professor
		Sophio Puturidze	Invited lecturer
		Alexsandre Peteishvili	Invited lecturer
		Grigol Dzodzuashvili	Invited lecturer
26.	Prosthetic Dentistry IV	Zaza Nakudashvili	Professor
		Sophio Puturidze	Invited lecturer
		Alexsandre Peteishvili	Invited lecturer
		Grigol Dzodzuashvili	Invited lecturer
27.	Prosthetic Dentistry V	Zaza Nakudashvili	Professor
		Sophio Puturidze	Invited lecturer
		Alexsandre Peteishvili	Invited lecturer
		Grigol Dzodzuashvili	Invited lecturer
		Nino Osadze	Invited lecturer
28.	Prosthetic Dentistry VI	Zaza Nakudashvili	Professor
		Sophio Puturidze	Invited lecturer
		Alexsandre Peteishvili	Invited lecturer
		Kate Vejdeni	Invited lecturer
		Grigol Dzodzuashvili	Invited lecturer
29.	Prosthetic Dentistry VII	Zaza Nakudashvili	Professor
		Sophio Puturidze	Invited lecturer
		Alexsandre Peteishvili	Invited lecturer
		Grigol Dzodzuashvili	Invited lecturer
		Kate Vejdeni	Invited lecturer
30.	Prosthetic dentistry VIII	Zaza Nakudashvili	Professor
		Sophio Puturidze	Invited lecturer
		Alexsandre Peteishvili	Invited lecturer
		Kakhaber Kharebava	Invited lecturer

		Tekla Rtveladze	Invited lecturer
		Nika Khetsuriani	Invited lecturer
31.	Surgical Dentistry I	Tamuna nemsadze	Invited lecturer
		Gela Imerlishvili	Invited lecturer
32.	Surgical Dentistry II	Tamuna nemsadze	Invited lecturer
		Gela Imerlishvili	Invited lecturer
		Dimitri gogoladze	Invited lecturer
33.	Surgical Dentistry III	Gela Imerlishvili	Invited lecturer
		Tamuna Nemsadze	Invited lecturer
		Dimitri Gogoladze	Invited lecturer
		Khatia Datunashvili	Invited lecturer
34.	Surgical Dentistry IV	Tamuna Nemsadze	Invited lecturer
		Dimitri Gogoladze	Invited lecturer
		Gocha Tavartkiladze	Invited lecturer
		Khatia Datunashvili	Invited lecturer
35.	Surgical Dentistry V	Tamuna nemsadze	Invited lecturer
		Gela Imerlishvili	Invited lecturer
		Gocha Tavartkiladze	Invited lecturer
		Khatia Datunashvili	Invited lecturer
36.	Surgical Dentistry VI	Tamuna nemsadze	Invited lecturer
		Gela Imerlishvili	Invited lecturer
		Gocha Tavartkiladze	Invited lecturer
		Khatia Datunashvili	Invited lecturer
37.	Surgical Dentistry VII	Tamuna nemsadze	Invited lecturer
		Gela Imerlishvili	Invited lecturer
		Gocha Tavartkiladze	Invited lecturer
		Khatia Datunashvili	Invited lecturer
38.	Therapeutic Dentistry I	Maia Jikia	Professor

		Magda sigua	Invited lecturer
		Valeri Gugutsidze	Invited lecturer
39.	Therapeutic dentistry II	Maia Jikia	Professor
		Magda sigua	Invited lecturer
		Valeri Gugutsidze	Invited lecturer
40.	Therapeutic dentistry III	Maia Jikia	Professor
		Magda Sigua	Invited lecturer
41.	Therapeutic dentistry IV	Maia Jikia	Professor
		Magda sigua	Invited lecturer
		Valeri Gugutsidze	Invited lecturer
42.	Therapeutic dentistry V	Maia Jikia	Professor
		Magda sigua	Invited lecturer
		Marika Ramishvili	Invited lecturer
		Valeri Gugutsidze	Invited lecturer
43.	Therapeutic dentistry VI	Maia Jikia	Professor
		Nino tebidze	Associate Professor
		Magda sigua	Invited lecturer
		Marika Ramishvili	Invited lecturer
		Maia Beridze	Invited lecturer
44.	Therapeutic dentistry VII	Maia Jikia	Professor
		Nazi Vashakidze	Associate Professor
		Tamuna Dundua	Invited lecturer
		Valeri Gugutsidze	Invited lecturer
45.	Therapeutic dentistry VIII	Maia Jikia	Professor
		Tamuna Dundua	Invited lecturer
		Valeri Gugutsidze	Invited lecturer
46.	Therapeutic Dentistry IX	Maia Jikia	Professor
		Nazi Vashakidze	Associate Professor

		Sophio Antadze	Invited lecturer
		Ina Kobiashvili	Invited lecturer
		Valeri Gugutsidze	Invited lecturer
47.	Pathology I	Megi Dumbadze	Associate Professor
48.	Pediatrics	Irma Korinteli	Assistant-Professor
49.	Pharmacology I	Giorgi Gurgenidze	Professor
50.	Pharmacology II	Giorgi Gurgenidze	Professor
51.	Philosophy	Aleksander Khmaladze	Invited lecturer
52.	Physiology I	Irma Khachidze	Professor
		Vera Tsomaia	Invited lecturer
53.	Physiology II	Irma Khachidze	Professor
		Vera Tsomaia	Invited lecturer
54.	Radiology	Maia Demurishvili	Assistant-professor
55.	Sociology	Aleksander Khmaladze	Invited lecturer
56.	Academic Writing	Nino Chkhikvadze	Invited lecturer
57.	Anesthesiology and Intensive care	Ia Aghdgomelashvili	Invited lecturer
58.	Biochemistry	Matrona Chachua	Professor
59.	Bioethics	Irine Sakhelashvili	Professor
60.	Clinical and Professional Skills I	Nana Nikolaishvili	Assistant-professor
		Ketevan Ediberidze	Assistant-professor
61.	Clinical and Professional Skills II	Nana Nikolaishvili	Assistant-professor
		Ketevan Ediberidze	Assistant-professor
62.	Cell Biology	Elene Petriashvili	Invited lecturer
63.	Communication skills	Lali Koptonashvili	Invited lecturer
64.	Dermatology-venerology	Medea Ebralidze	Invited lecturer
65.	Health and Society I	Manana Maridashvili	Professor
		Maka Kuchava	Invited lecturer
66.	Health and Society II	Lasha Loria	professor

		Manana Maridashvili	Professor
		Levan Metreveli	Invited lecturer
		Maka Kuchava	Invited lecturer
67.	Epidemiology and Biostatistics	Irine Sakhelashvili	Professor
		Otar Chokoshvili	Professor
		Nino Badridze	Assistant-professor
68.	Georgian Language I	Nino Chankvetadze	Invited lecturer
69.	Georgian Language II	Nino Chankvetadze	Invited lecturer
70.	Georgian Language III	Nino Chankvetadze	Invited lecturer
71.	Internal Medicine I	Tamar Kemoklidze	Associate Professor
		Maka Gelashvili	Invited lecturer
		Dodona Akhvlediani	Invited lecturer
		Nino Turashvili	Assistant-professor
72.	Internal Medicine II	Gocha Barbakadze	Professor
		Maka Kvirikashvili	Invited lecturer
		Maia Ananiashvili	Invited lecturer
73.	Introduction to Psychology	Natia Badridze	Invited lecturer
74.	Pathology II	Megi Dumbadze	Associate Professor
75.	Surgery	Levan Gopodze	Invited lecturer
76.	Human Anatomy I	Lali Bugadze	Associate Professor
		Ekaterine Mamukelashvili	Invited lecturer
77.	Human Anatomy II	Lali Bugadze	Associate Professor
		Ekaterine Mamukelashvili	Invited lecturer
78.	Histology I	Irina Vashakidze	Professor
		Marina Nebieridze	Professor
79.	Histology II	Irina Vashakidze	Professor
		Marina Nebieridze	Professor
80.	History of Medicine	Ketevan Ediberidze	Assistant-professor

81.	Immunology and Microbiology	Ekaterine Zangaladze	Associate Professor
		Giorgi Shengelidze	Assistant-professor
82.	Infectious Diseases	Maia Jamutashvili	Invited lecturer
83.	Information Technologies	Gocha Chitaishvili	Invited lecturer
84.	Medical Physics and Biophysics	Lali Koptonashvili	Invited lecturer
85.	Medical Sociology	Aleksander Khmaladze	Invited lecturer
86.	Methods of Diagnosis	Dodona Akhvlediani	Invited lecturer
		Ekaterine Mamukelashvili	Invited lecturer
		Irakli Topuria	Invited lecturer
87.	Methods of Scientific Research	Sophio Uchaneishvili	Assistant-professor
88.	Molecular Biology and Genetics	Elene Petriashvili	Invited lecturer
89.	Neurology	Lali Vashakidze	Assistant-professor
		Ekaterine Mamukelashvili	Invited lecturer
90.	Nutrition	Giorgi Gurgenidze	Professor
91.	Ophthalmology	Nana Nikolaishvili	Assistant-professor
92.	Otorhinolaryngology	Irine Katsarava	Assistant-professor
93.	Child Neurology	Lali Vashakidze	Assistant-Professor
94.	Child Surgery	Merab Janelidze	Professor

PROGRAM DEVELOPMENT PLAN

The one-cycle English-language educational Dental program is new and not yet implemented. After the implementation of the program, it is necessary to constantly monitor and develop it based on the results. Program development is an ongoing, continuous and comprehensive process aimed at improving its effectiveness. Educational programs should be developed based on needs assessment, identification of weaknesses, and determination of areas that need to be modified. It is also important to identify the requirements of the interested parties for the development of the program.
For the development of the program, it is necessary: market research, determination of required competencies and provision of the program with appropriate courses and learning outcomes; Determination of specific community needs.

The University plans to continuously develop and upgrade the infrastructure for the programs of the Faculty of Medicine:

- Development of program infrastructure - purchase of 3D anatomical theater, Anatomage, "Body Interaction" (clinical simulation with virtual patients);
- Training of teachers for preparation of assessment sheets for OSCE exam;
- Training of OSCE exam evaluators;
- Creating a database of simulated patients and their training;
- Training of teachers on composing MCQ questions;
- Training of teachers on the development of PBL and CBL cases;
- Academic and administrative staff training on online systems and their use in the educational process;
- Promotion of participation of students in international cooperation, international conferences, international practice;
- Promotion of academic staff in international cooperation, international conferences, research activities.