



**CD 8.5.1 CURRICULUM DISCIPLINĂ PENTRU
STUDII UNIVERSITARE**

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**FACULTY OF STOMATOLOGY
STUDY PROGRAM 0911.1 STOMATOLOGY
DEPARTMENT OF ORTHODONTICS**


APPROVED

at the meeting of the Committee for Quality Assurance and Evaluation of the Curriculum Faculty of Stomatology
Minutes No. 1 of 23.09.2021
Committee president, PhD, DMS,
Associate professor,
Stepco Elena 

APPROVED

at the Council meeting of the Faculty of Stomatology
Minutes No. 2 of 12.10.2021
Dean of the Faculty of Stomatology
PhD, DMS, Associate professor,
Solomon Oleg 

APPROVED

at the meeting of the Department of orthodontics
Minutes No.1 of 24 august 2021
Head of the Department,
PhD, DMS, Associate professor
Trifan Valentina 



CURRICULUM

DISCIPLINE PREVENTION OF DENTO-MAXILLARY ANOMALIES

Integrated studies

Type of course: **Compulsory discipline**

Chisinau, 2021



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I. PRELIMINARY

- **General presentation of the discipline: place and role of the discipline in the formation of specific competences of the vocational training program / specialty**

Prevention and interception together form a functional prophylaxis of growth and development disorders of the dento-maxillary apparatus, being in fact the purest form of functional orthodontics. Interceptive orthodontics captures incipient or mild forms of dento-maxillary abnormalities through active detection and introduces measures to prevent true malocclusions or reduce orthodontic treatment to some simple measures.

GRABER (1985) defined the role of interceptive orthodontics, saying that "its purpose is to eliminate any existing pathogenic factor and minimize the negative consequences of etiological factors on dentition." This goal is not always easy to achieve due to the fact that in the etiology of dento-maxillary abnormalities endogenous, genetic and exogenous factors are incriminated at the actual time.

Interceptive therapy is a set of measures to ensure a harmonious development of the dento-maxillary system by eliminating factors that may adversely affect oro-facial growth and development and dentition evolution before they can produce clinical signs while maintaining the integrity of the dento-maxillary structures and proper development of its functions. Since the formation and development of the dento-maxillary system begins early in intrauterine life, prophylaxis should be initiated in the pregnant woman (prenatal prophylaxis) and continued postnatally in the infant, child, adolescent and even adult.

Most interceptive treatments are practiced in temporary dentition. Intervention in temporary dentition leads to suppression of obstacles in the normal development of the dento-maxillary apparatus and maintaining or restoring the normal functions of dento-maxillary apparatus.

- **The mission of the curriculum (scope) in training:**

Theoretical and practical training of students on the prevention, etiology, clinical manifestations and interceptive treatment of dento-maxillary anomalies and aims to integrate the knowledge acquired by the future dentists to the dental disciplines in order to ensure effective, harmless orthodontic assistance, observing the principles of primary, secondary and tertiary, prophylaxis, aseptic and antiseptic measures in accordance with the requirements.

- **Teaching language:** Romanian, Russian and English;
- **Beneficiaries:** students of the third year, Faculty of Stomatology.



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II. ADMINISTRATION OF THE DISCIPLINE

Code of discipline	S.06.O.069		
Name of the discipline	PREVENTION OF DENTO-MAXILLARY ANOMALIES		
Responsible for discipline	Ciumeico Lucia, PhD, associate professor Cazacu Igor, university assistant		
Year	III	Semester	VI
Total hours including:			60
Course	17	Practical work	17
Seminars	17	Individual work	9
Evaluation form	E	Number of credits	2



III. TRAINING OBJECTIVES IN THE DISCIPLINE

- ***at the level of knowledge and understanding:***

- ✓ to know the basics of prevention of dento-maxillary anomalies;
- ✓ be aware of etiology, clinical manifestations and objectives of interceptive treatment of physiological and pathological dental occlusions according to the reference plans.

- ***at application level:***

- ✓ establish psychological and verbal contact with children of different ages;
- ✓ establish contact with parents in the treatment of children;
- ✓ perform palpation of soft tissues and facial bones, lymph nodes, salivary glands;
- ✓ perform the clinical examination of the orthodontic patient;
- ✓ determine symmetry and proportionality of the face, anthropometric indices;
- ✓ perform sounding, percussion and appreciation of tooth mobility;
- ✓ complete the dental formula in children of different ages;
- ✓ possess the determination of static and dynamic occlusion in orthodontic patients;
- ✓ identify and interpret biometric indices on the study model;
- ✓ apply diagnostic methods of dento-maxillary anomalies in children and adolescents;
- ✓ interpret contact radiographs, orthopantomograms, results of cephalometry;
- ✓ perform selective sanding as a method of interceptive treatment;
- ✓ make finger prints;
- ✓ perform casting and tethering of diagnostic models;
- ✓ have space maintainer adjustment;
- ✓ apply the knowledge gained in assessing clinical tests;
- ✓ solve clinical situation problems.

- ***integration level:***

- ✓ appreciate the importance of Orthodontics in the context of Medicine;
- ✓ to address creatively the problems of fundamental and clinical medicine;
- ✓ determine the interrelations between Orthodontics and other clinical disciplines;
- ✓ have skills to implement and integrate knowledge gained in clinical disciplines;
- ✓ be able to objectively evaluate and self-assess the knowledge in the field of dentistry;
- ✓ be able to assimilate and apply new achievements in Orthodontics.
- ✓ be able to implement the knowledge gained in the research activity;
- ✓ be competent to use critical and reliable scientific information obtained using the new information and communication technologies;
- ✓ be able to use multimedia technology to receive, evaluate, store, produce, present and exchange information;
- ✓ be able to acquire the totality of the didactic material, which will contribute to the management of the professional path.



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IV. PRIOR CONDITIONS AND REQUIREMENTS

Good knowledge of the subject is required in the field of fundamental medicine, therapeutic dentistry, orthopedic dentistry, oral and maxillofacial surgery, etc.

Student of year V needs to meet the following criteria:

- knowledge of the language of instruction;
- confirmed competences in lyceum sciences (biology, chemistry, physics);
- digital competences (use of the Internet, document processing, electronic tables and presentations, use of graphic programs);
- skills obtained in preclinical and clinical dental disciplines: dental propedeutics; dentistry; orthopedic dentistry; prophylaxis of dental affections;
- ability to communicate and team work;
- qualities - tolerance, compassion, autonomy.



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V. THE THEMATIC PLAN AND THE RELATIVE DISTRIBUTION OF HOURS

A. Courses (lectures):

Nr. d/o	TOPIC	Number of hours
1.	Prevention of orthodontics. A set of measures to detect and eliminate causal and contributing factors that could cause dento-maxillary anomalies. Dispensarization. Phases of dispensarization.	2
2.	Prenatal and postnatal prophylaxis of dento-maxillary anomalies. Heredity and chromosomal aberrations.	2
3.	Etiological and risk factors of the dento-maxillary anomalies	2
4.	Dento-maxillary dysfunctions versus dento-maxillary anomalies. Interdisciplinary approach.	2
5.	The influence of bad habits on the development of the dento-maxillary system. Breaking bad habits. Functional reeducation.	3
6.	Prevention of dento-maxillary anomalies by ensuring the integrity of dental arches. The early loss of temporary teeth impact on the dento-maxillary system development.	3
7.	Interceptive treatment of dento-maxillary anomalies in temporary dentition. Indications of interceptive treatment.	3
TOTAL		17

B. Practical work, seminars:

Nr. d/o	TOPIC	Number of hours		
		Seminars	Practice	Individual
1.	The prophylactic concept in orthodontics. Dispensarization. Phases of clinical follow up.	1	1	
2.	The prenatal prophylaxis. Influence of hereditary factors on the dento-maxillary complex development.	1	1	1
3.	Postnatal prophylaxis. Objectives and preventive measures. Heredity and chromosomal aberrations in dento-maxillary anomalies occurrence.	1	1	1
4.	General etiological factors of the dento-maxillary anomalies. Classification, general characteristics.	1	1	1
5.	Loco-regional etiological factors of the dento-maxillary anomalies. Dysfunctions.	1	1	1
6.	Principles of functional therapy. Functional reeducation.	1	1	1



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7.	Bad habits that may cause dento-maxillary anomalies. Ways of breaking bad habits.	1	1	1
8.	Miogymnastics. Notion and objectives. Indications for miogymnastics.	1	1	1
9.	Physiology of mandibular kinematics. Muscle training for breaking oral breathing.	1	1	
10.	Physiology of deglutition. Infantile deglutition. Muscle training to remove infantile swallowing.	1	1	1
11.	Early loss of teeth. Measures to prevent dental migration.	1	1	
12.	Methods of restoring the integrity of dental arches, according to the dentition. Space maintainers.	1	1	1
13.	Objectives of interceptive treatment. Indications for use.	1	1	
14.	Interceptive treatment of dento-maxillary anomalies in sagittal plane.	1	1	
15.	Interceptive treatment of dento-maxillary anomalies in transversal plane.	1	1	
16.	Interceptive treatment of dento-maxillary anomalies in vertical plane.	1	1	
17.	Totalization.	1	1	
TOTAL		17	17	9



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VI. REFERENCE OBJECTIVES AND CONTENTS UNITS

Theme (Chapter) 1. The prophylactic concept in orthodontics. Dispensarisation. Phases of the clinical follow up.

Objectives	Content units
<ul style="list-style-type: none">● To define the discipline of orthodontics;● to know the definition of prevention of dento-maxillary anomalies;● to describe the interaction of Orthodontics with other dental disciplines;● to prove knowledge about children clinical follow up according to dentition;● to apply the knowledge and the skills regarding psychosomatic development of the child at different ages;● to draw conclusions on the state of child health;● to examine children of different ages;● to apply the knowledge acquired to other disciplines;● to draw conclusions.	Main compartments of discipline. Orthodontics - branch of dentistry. Age periods in children. Phases of clinical follow up.

Theme (Chapter) 2. The prenatal prophylaxis. Influence of hereditary factors on the dento-maxillary complex development.

Objectives	Content units
<ul style="list-style-type: none">● to define the notion of prenatal prophylaxis;● to know the objectives of prenatal prophylaxis;● to know the risk factors in the occurrence of dento-maxillary anomalies;● to know the prenatal development of the face;● to know the anatomic-physiological peculiarities of the dento-maxillary complex in the prenatal period;● to draw conclusions.	Dental occlusion in different age stages. Varieties of physiological occlusion. Prenatal prophylaxis.

Theme (Chapter) 3. Postnatal prophylaxis. Objectives and preventive measures. Heredity and chromosomal aberrations in dento-maxillary anomalies occurrence.

Objectives	Content units
<ul style="list-style-type: none">● to define the notion of postnatal prophylaxis;● to know the objectives of postnatal prophylaxis according to the age of the child;● to know the risk factors in temporary dentition;● to know the risk factors in mixed dentition;● to know the anatomic-physiological peculiarities of the dento-maxillary complex during the period of teeth changing;● to know the hereditary factors in dento-maxillary anomalies development	Postnatal prophylaxis. Hereditary factors. Chromosomal aberrations that influence the facial complex.



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- to know and be able to perform the clinical examination of the dento-maxillary complex in different stages of age;
- to draw conclusions.

Theme (Chapter) 4. General etiological factors of the dento-maxillary anomalies. Classification, general characteristics.

Objectives

Content units

- to know the plurifactorial character in the etiology of the dento-maxillary anomalies;
- to know the ontogeny of the dento-maxillary complex;
- to know the influence of phylogenetic, ontogenetic, hereditary, metabolic factors on the development and shaping of the dento-maxillary system;
- to be able to perform the clinical examination of the dento-maxillary complex at different ages;
- to draw conclusions.

General etiological factors of the dento-maxillary anomalies.
Ontogeny of the dento-maxillary complex.

Theme (Chapter) 5. Loco-regional etiological factors of the dento-maxillary anomalies. Dysfunctions.

Objectives

Content units

- to know the local causes in dento-maxillary anomalies etiology
- to know the treatment methods of tooth decay of temporary and permanent teeth in children of different ages;
- to evaluate the efficiency of the non-operative treatment of dental caries;
- be able to perform the clinical examination in children of different ages in order to detect dysfunctions of the dento-maxillary complex;
- to apply the knowledges acquired for other disciplines;
- to draw conclusions.

Non-operative treatment of temporary and permanent tooth decay.
Interdisciplinary approach for the dysfunctions of the dento-maxillary complex.

Theme (Chapter) 6. Principles of functional therapy. Functional reeducation

Objectives

Content units

- to know the factors that influence the growth of the facial complex;
- to know and to be able to perform the examination of functions of dento-maxillary complex;

Principles of treatment in functional reeducation.



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- to know the dysfunctions of the dental-maxillary system in children of different ages;
- to define the swallowing;
- to know the varieties of the swallowing;
- to know the types of breathing and the mechanism of oral breathing;
- to know the phonetic dysfunctions;
- to perform myogymnastic exercises for the correction of phonation disorders;
- to know the masticatory dysfunctions;
- to apply the knowledges acquired for other disciplines;
- to draw conclusions.

Theme (Chapter) 7. Bad habits that may cause dento-maxillary anomalies. Ways of breaking bad habits.

Objectives

Content units

- to know the classification of vicious habits by dysfunction;
- to know vicious posture attitudes;
- to know the habits of interposition and to be able to perform the clinical examination in children of different ages;
- to know the methods of combating vicious habits;
- to know the orthodontic appliances indicated in the functional re-education;
- to apply the knowledges acquired for other disciplines;
- to draw conclusions.

Objectives of functional reeducation.
Interdisciplinary approach.

Theme (Chapter) 8. Miogymnastics. Notion and objectives. Indications for miogymnastics

Objectives

Content units

- to know the concept of myogymnastics;
- to know the objectives of myogymnastics in children of different ages;
- to know the indications for myogymnastics;
- to be able to demonstrate the exercises required for swallowing re-education;
- to be able to demonstrate exercises for the re-education of oral breathing;
- to be able to demonstrate exercises for rehabilitation of the phonetic function.

Functional orthodontic therapy.
Muscle training.



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Theme (Chapter) 9. Physiology of mandibular kinematics. Muscle training for breaking oral breathing.

Objectives	Content units
<ul style="list-style-type: none">● to know the concept of mandibular kinematics;● to know the muscles involved in the mandibular kinematics;● to be able to appreciate the type of breathing;● to be able to demonstrate the exercises for re-training oral breathing in children of different ages	Objectives in reeducation of swallowing dysfunction.

Theme (Chapter) 10. Physiology of deglutition. Infantile deglutition. Muscle training to remove infantile deglutition.

Objectives	Content units
<ul style="list-style-type: none">● to know the mechanism of somatic swallowing;● to know the notion of atypical swallowing;● to be able to demonstrate the exercises needed to reeducate swallowing in children of different ages.	Objectives in reeducation of swallowing dysfunctions.

Theme (Chapter) 11. Early loss of temporary teeth. Measures to prevent dental migration.

Objectives	Content units
<ul style="list-style-type: none">● to know the notion of early tooth loss;● to know the terms of tooth eruption of temporary teeth;● to know the terms of eruption of permanent teeth;● to know the disorders of the dental eruption process;● to know the indications of use of fixed and removable space maintainers;	The management for early tooth loss.

Theme (Chapter) 12. Methods of restoring the integrity of dental arches, according to the dentition. Space maintainers.

Objectives	Content units
<ul style="list-style-type: none">● to know the importance of the mastication function;● to know the indications of use of space maintainers according to the age;● to be able to describe a removable space maintainer;● to know the varieties of fixed space maintainers;● to know the terms of use of the space maintainers according to the dentition;.	Objectives of restoring dental arch integrity according to dentition.

Theme (Chapter) 13. Objectives of interceptive treatment. Indications for use.

Objectives	Content units
<ul style="list-style-type: none">● to know the notion of interceptive treatment;● to know the indications for the interceptive therapy;● to know the objectives of interceptive treatment in children of different ages.	Objectives of interceptive treatment.

Theme (Chapter) 14. Interceptive treatment of dento-maxillary anomalies in sagittal plane.

Objectives	Content units
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- to know the objectives of interceptive treatment in cases of the posterior position of the mandible;
- to know the muscles that move the mandible forward, with the purpose of it's anterior advancement;
- to be able to perform the examination of mandibular movements;
- to be able to perform the facial profile exam.

Interceptive treatment of sagittal malocclusions.

Theme (Chapter) 15. Interceptive treatment of dento-maxillary anomalies in transversal plane.

Objectives

Content units

- to know the dysfunctions of the dento-maxillary complex that lead to jaw compression;
- to know the areas of growth of the upper jaw;
- to know the mechanism of the influence of the oral breathing on the sagittal development of the jaws;
- to be able to perform the dental occlusion examination in the transverse plane;
- to know the functional devices used in the interceptive treatment of the transverse anomalies.

Interceptive treatment of transversal malocclusions.

Theme (Chapter) 16. Interceptive treatment of dento-maxillary anomalies in vertical plane.

Objectives

Content units

- to know the notion of vertical disorder;
- to know the areas of growth of the dento-maxillary complex;
- to be able to perform the facial clinical examination in the vertical plane;
- to be able to determine the expression of naso-labial and mentonial folds;
- to know the stages of physiological elevation of dental occlusion;
- to know the objectives of interceptive treatment of vertical disorders.

Objectives of interceptive treatment of vertical malocclusions.

Theme (Chapter) 17. Totalization.

Objectives

Content units

- to pass the final, according to the accumulated knowledges.



VII. PROFESSIONAL COMPETENCES (CS) AND TRANSVERSAL (CT) COMPETENCES AND STUDY FINDINGS

✓ PROFESSIONAL COMPETENCES (SPECIFIC) (CS)

- CP1. Knowledge of the developmental particularities of the dento-maxillary apparatus in children at different stages of development. Risk factors for dento-maxillary anomalies.
- CP2. Elaboration of the clinical examination plan and means of prevention of dento-maxillary anomalies in children according to the teeth.
- CP3. Interdisciplinary approach to vicious dysfunctions and habits in children.
- CP4. Performing various practical exercises and procedures in prevention, functional reeducation and interceptive treatment in children of different ages.
- CP5. Planning, coordinating and conducting health promotion activities and prophylactic measures to improve health and prevent dento-maxillary abnormalities in children at individual and community level, establish and implement complex dispensary plans applicable to school and pre-school colleges.
- CP6. Implementation of professional standards for assessment and quality assurance of dental services for children with dento-maxillary abnormalities. Knowledge of the basic principles and functional structure of the medical and orthodontic care especially for the children of the Republic of Moldova.

✓ TRANSVERSAL COMPETENCES (CT)

- CT1. Applying professional standards of assessment, acting according to professional ethics, as well as the provisions of the legislation in force. Promoting logical reasoning, practical applicability, assessment and self-assessment in decision-making.
- CT2. Performing activities and exercising the roles specific to team work in medical institutions and especially in dental care. Promoting the spirit of initiative, dialogue, cooperation, positive attitude and respect for others, empathy, altruism and continuous improvement of their own activity.
- CT3. Systematic assessment of personal competencies, roles and expectations, application of self-assessments of learned processes, acquired skills and professionalisation needs, knowledge in information technologies, effective use of language skills, research and communication skills for quality dental services and adapting to the dynamics of policy requirements in health and for personal and professional development.



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✓ STUDY FINALIZATION

The student at the end of the course will be able to:

- to know the local, general and hereditary factors that lead to the occurrence of dento-maxillary anomalies in children of different ages;
- to know the functions of the dento-maxillary apparatus and the factors that can cause dysfunctions;
- to know the vicious habits that can influence the development of the dento-maxillary apparatus;
- be able to perform a set of exercises necessary to remove vicious objects;
- be able to perform the clinical examination in children according to the teeth;
- to know the objectives and indications of interceptive treatment in children in different age groups;
- to know the indications to the use of space maintainers;
- to apply different ways of psychological and moral support of children in orthodontic care. to know various ways of psychological and moral support of children in the treatment of dento-maxillary anomalies.



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VIII. THE STUDENT'S INDIVIDUAL WORK

One of the least effective methods of pedagogical learning is passive obedience to courses, but practical performance is much more effective. For these reasons, Orthodontics discipline is the individual practice activity of each student with the guidance of the teachers.

Nr.	The expected product	Implementation Strategies	Evaluation criterias	Deadline
1.	Working with books and ICT	Work systematically in the library and mediate. Exploring current electronic sources on the subject.	1. Quality of formed judgments, logical thinking, flexibility. 2. The quality of the systematization of the informational material obtained through its own activity.	During the semester
2.	Report	Analysis of relevant sources on the topic of the paper. Analysis, systematization and synthesis of information on the proposed theme. Compilation of the report in accordance with the requirements in force and presentation to the chair.	1. The quality of systematization and analysis of the informational material obtained through its own activity. 2. Concordance of information with the proposed theme.	During the semester
3.	Case study analysis	Analysis, systematization and synthesis of the information on the basic factors in the growth and formation of the facial skeleton.	1. Analysis, synthesis, generalization of data obtained through own investigation. 2. Formation of a knowledge algorithm based on the conclusions obtained.	During the semester



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IX. METHODOLOGICAL SUGGESTIONS FOR TEACHING- LEARNING-EVALUATION

- **Teaching and learning methods used:**

The discipline of Orthodontics is taught in classical ways: with lectures and practical works. At the lectures the theoretical course is read by the course holders. In practical work students study the particularities of diagnosis, clinical picture, treatment and prevention of dento-maxillary anomalies in children with various age groups.

For a more detailed understanding of the material, different semiotic systems (scientific language, graphical and computerized language) and teaching materials (tables, diagrams, microphotography) are used. Within the lessons and extracurricular activities are used Communication Technologies - Power Point presentations.

- **Applied didactic strategies / technologies (discipline specific):**

Exposure, interactive lecture, group interview, debate, creative controversy, problem-solving, brainstorming, group work, individual study, working with textbook and manual, case study, problem solving, role play, simulation, interactive listening.

- **Evaluation methods** (including an indication of how the final note is calculated).

Current: frontal and / or individual control through

- a) the application of docimological tests,
- (b) solving problems / exercises,
- (c) analysis of case studies
- (d) playing role plays on the topics discussed.
- (e) control work

The final: Exam

At the Prevention of dento-maxillary anomalies discipline is scheduled a exam in the 3rd year, VI semester.

At the exam are not allowed students who have not recovered absences and who have negative grades at practical lessons.

Final grade in the discipline Prevention of dento-maxillary anomalies consists of: annual average (coefficient 0.5), test-control (coefficient 0.2) and oral examination (coefficient 0.3).

The average annual grade is established based on 3 totals.

The SIMU test-control test consists of variants of 100 questions each.

For the oral exam 90 questions are proposed, organized in 30 exam tickets, of 3 questions each. The oral exam is graded from 1 to 10.



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Methods of mark rounding

The average of current and final marks	Final mark	Equivalent ECTS
1,00-3,00	2	F
3,01-4,99	4	FX
5,00	5	E
5,01-5,50	5,5	
5,51-6,0	6	
6,01-6,50	6,5	D
6,51-7,00	7	
7,01-7,50	7,5	C
7,51-8,00	8	
8,01-8,50	8,5	B
8,51-8,00	9	
9,01-9,50	9,5	A
9,51-10,0	10	

***Note:** The failure to present the exam without good reason is recorded as "absent" and is equivalent to 0 (zero). The student is entitled to 2 repeated claims of the unsuccessful exam.*



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X. RECOMMENDED BIBLIOGRAPHY

A. Mandatory:

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2. Avornic Lucia. Factori etiologici și de risc ai anomaliilor dento-maxilare. Recomandare metodică. Chișinău, 2019, 26 p.
3. Bratu E., Grivu O., Dragomirescu D., Schiller E. Ortodonție interceptivă. Timișoara, ed. Helicom, 1999.
4. Grivu O., Podariu A., Jianu R.. Tehnica ortodontică. Timișoara, Mirton, 1994.
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B. Additional:

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2. Lupan I., Stepco E., Șevcenco N. Prevenția afecțiunilor stomatologice. Compendiu. Chișinău, CEP Medicina, Tipografia AȘM, 2014. 212 p. ISBN 978-9975-118-71-2.
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4. Персин Л., Елизарова В., Дьякова С. Стоматология детского возраста. Изд. 5-е, перераб. и доп. М.: ОАО «Издательство «Медицина», 2006. 640 с: ISBN 5-225-04354-2
5. Хорошилкина Ф. Я. Ортодонтия. М., Медицина, 2010, 591 с.