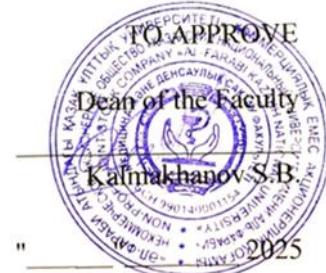


ӘЛ-ФАРАБИ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ УНИВЕРСИТЕТІ  
МЕДИЦИНА ЖӘНЕ ДЕНСАУЛЫҚ САҚТАУ ФАКУЛЬТЕТИ  
ЖОҒАРЫ МЕДИЦИНА МЕКТЕБІ  
КЛИНИКАЛЫҚ СТОМАТОЛОГИЯ КАФЕДРАСЫ



UCHEBNO-METHODICAL COMPLEX OF THE DISCIPLINE  
**DGO3210 Diagnostic Gnatology and occlusion**  
Specialty 6B10104-DENTISTRY

Almaty 2025

**SYLLABUS**  
**ДИАГНОСТИКАЛЫҚ ГНАТОЛОГИЯ ЖӘНЕ ОККЛЮЗИЯ**  
**DIAGNOSTIC GNATOLOGY AND OCCLUSION**

<b>1. General information about the discipline</b>			
1.1	Faculty/School: Higher School of Medicine	1.6	Credits (ECTS): 6 credits – <b>180 hours</b>
1.2	Educational Program (OP):  6B10113- DENTISTRY 6B10113- DENTISTRY 6B10113- DENTISTRY	1.7	<b>Prerequisites:</b> 1. Odontoegeu / Odontopreparation / Odontopreparation 2. Stomatologiyalyk biomaterialtanu/ Dental biomaterial science <b>Post-requirements:</b> 1. Zhak-bet prosthetics zhane orthodontics / Maxillofacial prosthetics and orthodontics /Dentofacial prosthetic and orthodontics 2. Fixed prosthetics / Alynbaytyn prostezdeu Fixed prosthetics / Fixed prosthetics
Aly nba yty n pro sth etic s 1.3	Agency and year of accreditation of OP NAAR 2025	1.8	SRS/SRM/SRD (qty): hours
1.4	Diagnostikalyk gnathology zhane occlusion / Diagnostic gnathology and occlusion / Diagnostic gnathology and occlusion	1.9	SRSP/SRMP/SRDP (qty): <b>50 hours</b>
1.5	Discipline ID: <b>91150</b> <b>Discipline code: DGO3210</b>	1.1 0	<b>Required</b> -yes
<b>2. Description of the discipline</b>			
	In the course of studying the course, to form students ' abilities:  The discipline develops knowledge and skills to assess the interaction of all the organs of the maxillofacial system, including the anatomy, physiology,		

	pathophysiology of the system, which involves a comprehensive study (surgical and orthopedic), diagnosis and planning of therapeutic measures; assessment of normal and pathological occlusion for diagnosis and treatment; creation of stable central occlusion in all types of occlusal correction; planning of treatment of occlusive diseases. functional occlusion in the manufacture of orthopedic structures. Reasonable syndromic diagnosis and treatment principles, taking into account the patient's age.		
<b>3</b>	<b>The purpose of the discipline</b>		
	is to develop knowledge and skills in assessing the interaction of all organs of the maxillofacial system, including the anatomy, physiology, pathophysiology of the system, which involves a comprehensive study (surgical and orthopedic), diagnosis and planning of therapeutic measures; assessment of occlusion in normal and pathological conditions for diagnosis and treatment; creation of stable central occlusion in all types of occlusal correction planning of functional occlusion in the manufacture of orthopedic structures. Reasonable syndromic diagnosis and treatment principles, taking into account the patient's age.		
<b>4.</b>	<b>Results of training (RO) in the discipline (3-5)</b>		
	RO of the discipline	The level	of RO proficiency in the educational program, which is associated with the RO in the discipline (RO number from the OP passport)
1	Interact with the. Interact with the patient's children and parents, their environment, colleagues, discuss and coordinate actions as part of interprofessional teams.		Provide effective patient-centered care that includes appropriate measures aimed at the diagnosis, treatment and prevention of common dental diseases in patients of all ages.
2	.Analyze and interpret data from clinical and instrumental studies of children and adolescents with maxillofacial pathology.		Possess interpersonal and communication skills that lead to effective information exchange and collaboration with dental patients/their environment and healthcare professionals, including through the use of information technology.
3	Get intouch with the methods of processing and maintaining medical records at an orthodontic appointment, which are necessary for evaluating statistical and medical-organizational indicators.		Perform the professional duties of a dentist and demonstrate a commitment to ethical principles.
4	Identify and interpret clinical symptoms and syndromes, data from laboratory and visual examination methods in patients with the most common somatic diseases in their typical manifestation and course, taking into account age-related aspects.	3	Provide effective patient-centered care that includes appropriate measures aimed at the diagnosis, treatment and prevention of common dental diseases in patients of all ages.
5	Uses communication skills, teamwork skills, organization and management of the diagnostic and treatment process.	4	Apply knowledge of the basic principles of human behavior for effective communication and the treatment and diagnostic process in compliance with the principles of ethics and deontology; apply knowledge of patient psychology, taking into account cultural characteristics and race; demonstrate skills in teamwork, organization and management of the diagnostic and therapeutic process; effectively build dynamic relationships

				between the doctor and the patient, which occur before during and after medical treatment; effectively communicate medical information verbally and in writing to provide safe and effective patient care; work effectively in an interprofessional / multidisciplinary team with other healthcare professionals;
<b>5.</b>	<b>Summative assessment methods (check (yes-no) / indicate your own):</b>			
5.1	MCQ testing for understanding and application	5.5	Research project NIRS	
5.2	Passing practical skills-Miniclinical Exam (MiniCex)	5.6	360 – degree assessment-behavior and professionalism	
5.3	3. SRS-creative task	5.7	Boundary control: Stage 1-MCQ testing for understanding and application Stage 2-passing practical skills (miniclinical exam (MiniCex)	
<b>6.</b>	<b>Detailed information about the discipline</b>			
6.1	Academic year: 2025-2026	6.3	Schedule (class days, time): From 8.00to 14.00	
6.2	Semester: 2nd semester	6.4	Place (academic building, office, platform and link to the meeting of training with the use of DOT):	
<b>7.</b>	<b>Discipline leader</b>			
Position		Full name	Department	Contact information (tel., e-mail)
Senior lecturer Ph. D.		Uataeva A. T.	Clinical Dentistry	Consultations before exams Before the examination sessions in the framework of 60 minutes
<b>8.</b>	<b>Content of the discipline</b>			
	Title of the topic			Number of hours
1.	Osnovnye principles of clinical gnatology. The main elements of the maxillary system and their function. The concept of "dental harmony"			6
				Formative assessment: 1. Using active learning methods: TBL 2.Survey, demonstration of a training presentation on the topic. 3. Work in albums

			4. Mini-conference topics of the SRS
2.	Alveolar process of the upper and lower jaw, their functional features, research methods.	6	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> <li>2. Survey, demonstration of a training presentation on the topic.</li> <li>3. Work in albums</li> <li>4. Mini-conference of the SRS topic</li> </ol>
3.	Masticatory and mimic musculature of the maxillofacial region.	6	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> <li>2. Survey, demonstration of a training presentation on the topic.</li> <li>3. Work in albums</li> <li>4. Mini-conference on the topic of SRS</li> </ol>
4.	<b>Temporomandibular joint.</b>	6	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> <li>2. Survey, demonstration of a training presentation on the topic.</li> <li>3. Work in albums</li> <li>4. Mini-conference topics of SRS</li> </ol>
5.	Teeth and dentition, examination methods.	6	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> <li>2. Survey, demonstration of a training presentation on the topic.</li> <li>3. Work in albums</li> <li>4. Mini-conference on SRS</li> </ol>
6.	Biomechanics of the lower jaw.	6	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> <li>2. Survey, demonstration of a training presentation on the topic.</li> <li>3. Work in albums</li> <li>4. Mini-conference on SRS topics</li> </ol>
7.	Articulation and occlusion.	6	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> </ol>

			<p>2. Survey, demonstration of a training presentation on the topic.      3. Work in albums      4. Mini-conference topics of SRS</p>
8.	Methods of functional diagnostics of the maxillofacial region	6	<p>Formative assessment:      1. Using active learning methods: TBL      2. Survey, demonstration of a training presentation on the topic.      3. Work in albums      4. Mini-conference topics SRS</p>
9.	<b>Boundary control 1</b>	6	<p>Summative assessment:      2 stages:      Stage 1-MCQ testing for understanding and application - 40%      Stage 2-Practical Skills Acquisition (Dops) - 60%</p>
10.	Classification of Temporomandibular joint diseases	6	<p>Formative assessment:      1. Using active learning methods: TBL      2. Survey, demonstration of a training presentation on the topic.      3. Work in albums      4. Mini-conference topics of SRS</p>
11.	Differential diagnosis of TMJ diseases.	6	<p>Formative assessment:      1. Using active learning methods: TBL      2. Survey, demonstration of a training presentation on the topic.      3. Work in albums      4. Mini-conference of the SRS</p>
12.	Central Jaw Ratio theme.	6	<p>Formative assessment:      1. Using active learning methods: TBL      2. Survey, demonstration of a training presentation on the topic.      3. Work in albums      4. Mini-conference on SRS</p>
13.	Changes in the temporomandibular joint due to tooth loss.	6	<p>Formative assessment:      1. Using active learning methods: TBL</p>

			2. Survey, demonstration of a training presentation on the topic. 3. Work in albums 4. Mini-conference of the SRS topic
14.	Physiological reserves of periodontal disease.	6	Formative assessment: 1. Using active learning methods: TBL 2. Survey, demonstration of a training presentation on the topic. 3. Work in albums 4. Mini-conference topics of SRS
15.	Basic principles of complex treatment of TMJ and masticatory muscle disease	6	Formative assessment: 1. Using active learning methods: TBL 2. Survey, demonstration of a training presentation on the topic. 3. Work in albums 4. Mini-conference topics of SRS
16.	Medical and diagnostic devices.	6	Formative assessment: 1. Using active learning methods: TBL 2. Survey, demonstration of a training presentation on the topic. 3. Work in albums 4. Mini-conference on the topic of SRS
17.	Selective grinding of teeth.	6	Formative assessment: 1. Using active learning methods: TBL 2. Survey, demonstration of a training presentation on the topic. 3. Work in albums 4. Mini-conference topics SRS
18.	<b>Boundary control 2</b>	6	Summative assessment: 2 stages: 1st stage-MCQ testing for understanding and application - 40% 2nd stage-Practical Skills Admission (Dops) - 60%

<b>Final control (exam)</b>	Summative evaluation: 2 stages: Stage 1 - tMCQ teasing for understanding and application-40% %Stage 2 – OCE-60%	
<b>Total</b>	<b>100</b>	
<b>9.</b>	<b>Teaching methods in the discipline</b> (briefly describe the teaching and learning approaches that will be used in teaching) Using active learning methods: TBL, CBL	
1	<b>Methods of formative assessment:</b> TBL-Team Based Learning CBL-Case Based Learning	
2	<b>Methods of summative assessment (from point 5):</b> 1. MCQ testing for understanding and application 2. Passing practical skills – miniclinical exam (MiniCex) 3. SRS-creative task 4. Protecting your medical history 5. R & D Research Project	
<b>10.</b>	<b>Summative</b>	
<b>asse ssm ent No</b>	<b>. of the control form</b>	<b>Weight in % of total %</b>
1	Reception of practical skills	30% (evaluated according to the checklist)
2	Border control	70%
<b>Total RC1</b>		30 + 70 = 100%
1	Oral response	20% (estimated by checklist)
2	Klassrum	10% (estimated by checklist)
3	R & D research project	10% (estimated on the checklist)
5	Milestone control	60% (Stage 1-tMCQ teasing for understanding and application-40%;

	2-Stage 2-mini clinical exam (MiniCex) - 60%)		
<b>Total RC2</b>		20+10+10 + 60 = 100%	
9	The exam	<b>has 2 stages:</b> 1st stage-TMCQ teasing for understanding and application - 40% 2-2nd stage-OCE with SP - 60%	
10	<b>Final grade:</b>	ORD 60% + Exam 40%	
<b>10.</b>	<b>Evaluation</b>		
Score Letter system	score Digital equivalent	Points (% content)	Description of the assessment (changes can only be made at the level of the decision of the Academic Quality Committee of the Faculty)
A	4.0	95-100	<b>Great.</b> Exceeds the highest task standards.
A -	3.67	90-94	<b>Excellent.</b> Meets the highest standards of the task.
At+	3.33	85-89	<b>Is Good.</b> Very good. Meets the high standards of the assignment.
In	3.0	, 80-84	<b>Is Good.</b> Meets most job standards.
B-	2.67	75-79	<b>Good.</b> More than enough. Shows some reasonable knowledge of the material.
C+	2.33	70-74	<b>Is Good.</b> Acceptable. Meets the main task standards.
From	2.0	65-69	<b>Satisfactory.</b> Acceptable. Meets some of the main task standards.
C-	1.67	60-64	<b>Satisfactory.</b> Acceptable. Meets some of the main task standards.
D+	1,33	55-59	<b>Satisfactory.</b> Minimally acceptable.
D	1,0	50-54	<b>Satisfactory.</b> Minimally acceptable. The lowest level of knowledge and task completion.
FX	0,5	25-49	<b>Unsatisfactory.</b> Minimally acceptable.
F	0	0-24	<b>Unsatisfactory.</b> Very low productivity.

11.	<b>Training resources</b> (use the full link and indicate where you can access the texts/materials)
Literature	<p><b>Main Literature:</b></p> <ol style="list-style-type: none"> <li>1. Clinical gnatology-V. A. Khvatova, Moscow: Meditsina Publ., 2020, 296 p.</li> <li>2. Anatomiya, fiziologiya i biomekhanika zubocheljustnoy sistemy: uchebnik [Anatomy, physiology and biomechanics of the dentoalveolar system: textbook]. - 2nd ed., reprint. Moscow: GEOTAR-media, 2017;</li> <li>3. Propaedeutics of orthopedic dentistry [Text]: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu. S. Lobanov; KazNNU named after S. D. Asfendiyarov-Almaty: Evero, 2010. - 412s. pp. 118-122.</li> </ol> <p><b>Additional information:</b></p> <ol style="list-style-type: none"> <li>4. Алтынбеков К.Д., Мырзабеков О.М., Нысанова Б.Ж. Тіс протезін жасау технологиясы. Almaty, 2011, 314 b</li> <li>5. Orthopedic dentistry-N. G., Abolmasov, N. N. Abolmasov, V. A. Bychkov et al. - Moscow: MEDpress-inform, 2005, 296 p</li> <li>6. . Complete Denture Prosthodontics. Treatment and Problem Solving. Editor Yasemin K.Ozkan,2017, 196 стр.</li> </ol>
Электронные ресурсы	<p><b>Интернет-ресурсы:</b></p> <p>e-library.kaznu</p> <ol style="list-style-type: none"> <li>1. <a href="http://www.damonsystem.md/orthodontic-instruments-ormco-ru/">http://www.damonsystem.md/orthodontic-instruments-ormco-ru/</a></li> <li>2. <a href="http://rep.bsmu.by/bitstream/handle/">http://rep.bsmu.by/bitstream/handle/</a></li> <li>3. <a href="https://malyshikarlson.ru/stati/klassifikatsiya-uzdechek-yazyka/">https://malyshikarlson.ru/stati/klassifikatsiya-uzdechek-yazyka/</a></li> <li>4. <a href="https://familydoctor.ru/about/publications/ortodontiya/anomalii-prikusa.html">https://familydoctor.ru/about/publications/ortodontiya/anomalii-prikusa.html</a></li> <li>5. <a href="https://www.bsmu.by/downloads/kafedri/k_ortodont/1.pdf">https://www.bsmu.by/downloads/kafedri/k_ortodont/1.pdf</a></li> <li>6. <a href="https://spectrudent.ru/article/klassifikacija-anomalij-prikusa/">https://spectrudent.ru/article/klassifikacija-anomalij-prikusa/</a></li> </ol>
Simulators in the simulation center	
Special software	<ol style="list-style-type: none"> <li>1. Google classroom – freely available.</li> <li>2. Medical calculators: Medscape, Doctor's Handbook, MD+Calc - freely available.</li> <li>3. Handbook of diagnostic and treatment protocols for medical workers from RCRS, Ministry of Health of the Republic of Kazakhstan: Dariger - available in free access.</li> </ol>
12.	<b>Training requirements and bonus system</b>
<p><b>Bonus system:</b></p> <p>For extraordinary achievements in the field of future professional activity (clinical, scientific, organizational, etc.), students can receive additional points up to 10% of the final assessment (by the decision of the department).</p>	

13.	<p><b>Discipline Policy</b> (please do not change the parts highlighted in green)</p>
	<p>The policy of the discipline is determined <a href="#">by the Academic Policy of the University</a> and <a href="#">the Academic Integrity Policy of the University</a>. If the links do not open, then you can find up-to-date documents in the Univer IP.</p> <p><b>Professional behavior rules:</b></p> <ol style="list-style-type: none"> <li><b>1) Appearance:</b> <ul style="list-style-type: none"> <li>✓ office style of clothing (shorts, short skirts, open T-shirts are not allowed to attend the university, jeans are not allowed in the clinic)</li> <li>✓ clean ironed dressing gown</li> <li>✓ medical mask</li> <li>✓ medical cap (or a neat hijab without hanging ends)</li> <li>✓ medical gloves</li> <li>✓ change of shoes</li> <li>✓ neat hairstyle, long hair should be gathered in a ponytail, or bun, both for girls and boys. Neatly cropped nails. Bright, dark manicure is prohibited. It is acceptable to cover your nails with clear varnish.</li> <li>✓ badge with full name (in full)</li> </ul> </li> <li>2) Mandatory presence of a phonendoscope, tonometer, centimeter tape, (you can also have a pulse oximeter)</li> <li>3) <b>*Properly issued sanitary (medical) book (before the start of classes and must be updated in due time)</b></li> <li>4) <b>* Availability of a vaccination passport or other document on a fully completed course of vaccination against COVID-19 and influenza</b></li> <li>5) <b>Mandatory compliance with personal hygiene and safety regulations</b></li> <li>6) Systematic preparation for the educational process.</li> <li>7) Accurate and timely maintenance of accounting documentation.</li> <li>8) Active participation in medical-diagnostic and social events of departments.</li> </ol> <p><b>A student without a medical book and vaccination will not be allowed to see patients.</b></p> <p><b>A student who does not meet the requirements of the appearance and/or who gives off a strong / pungent smell, since such a smell can provoke an undesirable reaction in the patient (obstruction, etc.)- is not allowed to see patients!</b></p> <p><b>The teacher has the right to make a decision on admission to classes for students who do not meet the requirements of professional behavior, including the requirements of the clinical base!</b></p> <p><b>Academic discipline:</b></p> <ol style="list-style-type: none"> <li>1. You can't be late for classes or a morning conference. If you are late , the decision on admission to the lesson is made by the teacher leading the lesson. If there is a valid reason, inform the teacher about the delay and the reason by message or by phone. After the third delay, the student writes an explanatory note to the head of the department, indicating the reasons for the delay, and is sent to the dean's office for admission to the class. If you are late without a valid reason, the teacher has the right to withdraw points from the current assessment (1 point for each minute of delay).</li> </ol>

	<ol style="list-style-type: none"> <li>2. Religious events, holidays, etc. are not a valid reason for skipping, being late, or distracting the teacher and group from work during classes.</li> <li>3. If you are late for a valid reason – do not distract the group and the teacher from the lesson and go quietly to your seat.</li> <li>4. Leaving a class earlier than the scheduled time, or being outside the workplace during school hours is considered a truancy.</li> <li>5. Additional work of students during school hours (during practical classes and duties) is not allowed.</li> <li>6. For students who have more than 3 passes without notifying the curator and a valid reason, a report is issued with a recommendation for expulsion.</li> <li>7. Missed classes are not processed.</li> <li>8. Students are fully subject to the Internal rules of the clinical bases of the department</li> <li>9. To greet the teacher and any older person by getting up (in class)</li> <li>10. Smoking (including the use of vapes, e-cigarettes) strictly prohibited on the territory of medical institutions (out-doors) and the university. Punishment-up to cancellation of border control, in case of repeated violation-the decision on admission to classes is made by the head of the department</li> <li>11. of Respect for colleagues, regardless of gender, age, nationality, religion, sexual orientation.</li> <li>12. Have a laptop / laptop / tab / tablet with you for training and passing MCQ tests on TBL,boundary and final controls.</li> <li>13. Taking MCQ tests on telemobile phones and smartphones is strictly prohibited.</li> </ol> <p>The student's behavior during exams is regulated <a href="#">by the "Rules for conducting final control"</a>, <a href="#">"Instructions for conducting final control of the autumn / spring semester of the current academic year"</a> (current documents are uploaded to the Univer IC and updated before the session starts); <a href="#">"Regulations on checking students ' text documents for borrowing"</a>.</p>
14	<p><b>1. Constantly preparing for classes:</b> For example, it supports statements with relevant links, makes brief summaries , demonstrates effective learning skills, and helps others</p> <p><b>learn 2. Take responsibility for your training:</b> For example, it manages its own training plan, actively tries to improve itself, and critically evaluates information resources</p> <p><b>3. Actively participate in the group's training:</b> For example, they actively participate in discussions and are willing to take tasks</p> <p><b>4. Demonstrate effective group skills</b> For example, it takes the initiative, shows respect and correctness towards others, and helps resolve misunderstandings and conflicts.</p> <p><b>5. Proficient communication skills with peers:</b> For example, actively listens, and is receptive to nonverbal and emotional cues Respectful attitude</p> <p><b>6. Highly developed professional skills:</b> Committed to completing assignments, looking for opportunities for more training, confident and qualified Compliance with ethics and deontology in relation to patients and medical</p>

	<p>staff Compliance with subordination.</p> <p><b>7. High introspection:</b> For example, it recognizes the limitations of its knowledge or abilities without taking the defensive or rebuking others</p> <p><b>.8 Highly developed critical thinking:</b> For example, the student demonstrates skills in performing key tasks, such as generating hypotheses, applying knowledge to cases from practice, critically evaluating information, making conclusions out loud, explaining the reflection process</p> <p><b>9. Fully complies with the rules of academic behavior with understanding, suggests improvements to improve performance.</b> Adheres to the ethics of communication-both oral and written (in chats and messages)</p> <p><b>10. Fully adheres to the rules with full understanding of them, encourages other group members to adhere to the rules</b> Strictly adheres to the principles of medical ethics and PRIMUM NON NOCER</p>
15.	<p><b>Distance/online learning is prohibited in the clinical discipline</b> дисциплине (please do not change the parts marked in green)</p> <p>1. According to the Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 17513 dated October 9, 2018 "On approval of the List of areas of training of personnel with higher and postgraduate education, training in which in the form of external and online training is not allowed" According to the above-mentioned regulatory document, specialties with the code of health care disciplines: bachelor's degree (6B101), master's degree (7M101), residency (7R101), doctoral studies, (8D101) - training in the form of external and online-training is <b>not allowed</b>. Thus, students are prohibited from distance learning in any form. It is allowed only to work out a class in the discipline due to the absence of a student for a reason beyond his control and the availability of a timely confirmation document (for example: a health problem and an application for an approval document - a medical certificate, a NSR signal sheet, an extract from a consultation appointment with a medical specialist- врачу).</p>
16.	<p><b>Approval and review</b></p>
Head of the Department	Yerkebay Raikhan Amangeldievna
Committee for the Quality of Teaching and Training of the Faculty	Protocol No . Kurmanova G. M. Date of approval
Dean	Signature Kalmakhanov Sundetgali Berkinovich

### Thematic plan and content of classes

#	Topic	Resources (literature)	Methods of teaching	Content
1	2	3	4	5
1	Osnovnye principles of clinical gnatology. The main elements of the maxillary system and their function. The concept of "dental harmony"	Propaedeutics of orthopedic dentistry: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu. S. Lobanov. Almaty: ZHSHS "Evero" Publ., 2010, 400 pages). Pp. 347-370. Fixed prosthodontics, 2012 Comprehensive prosthodontics notes, 2010 Orthopedic dentistry. Tutorial; Code: 217951; Author: Abolmasov N. G. Abolmasov N. N. Serdyukov M. S.	Formative assessment: 1. Using active learning methods: TBL 2. Survey, demonstration of a training presentation on the topic. 3. Work in albums 4. Mini-conference topics 1. Define the concept of "gnatology" SRS	2. Goals and objectives of gnatology. 3. The relationship of gnatology with other dental disciplines 4. List the elements of the maxillary system 5. Functional purpose of the elements of the dentoalveolar system. The concept of "Dental harmony". SRS
2	Alveolar process of the upper and lower jaw, their functional features, research methods.	Propaedeutics of orthopedic dentistry: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu. S. Lobanov. Almaty: ZHSHS "Evero" Publ., 2010, 400 pages). Pp. 347-370. Fixed prosthodontics, 2012 Comprehensive prosthodontics notes, 2010 Orthopedic dentistry. Tutorial; Code: 217951; Author: Abolmasov N. G. Abolmasov N. N. Serdyukov M. S.	Formative assessment: 1. Using active learning methods: TBL 2. Survey, demonstration of a training presentation on the topic. 3. Work in albums 4. Mini-conference topics SRS	1. Features of the structure of the alveolar processes of the upper and lower jaw; 2. Forms of the alveolar processes; 3. Age-related changes in the alveolar processes; 4. Basic and additional methods of examination of the alveolar process; 5. Gingival, basal arches, characteristics.
3	Masticatory and mimic musculature of the maxillofacial region.	Propaedeutics of orthopedic dentistry: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu. S. Lobanov. Almaty: ZHSHS "Evero"	Formative assessment: 1. Using active learning methods: TBL	1. Muscles, functions, examination methods. 2. Facial muscles, structural features; functions; 3. Masticatory muscles, structural features; functions;

		<p>Publ., 2010, 400 pages). Pp. 347-370.</p> <p>Fixed prosthodontics, 2012</p> <p>Comprehensive prosthodontics notes, 2010</p> <p><b>Orthopedic dentistry. Tutorial;</b>  <b>Code: 217951;</b>  <b>Author: Abolmasov N. G.</b>  <b>Abolmasov N. N. Serdyukov M. S.</b></p>	<p>2. Survey, demonstration of a training presentation on the topic.</p> <p>3. Work in albums</p> <p><b>4. Mini-conference topics of SRS</b></p>	<p>4. Muscles of the tongue, floor of the mouth and palate, structural features; functions;</p> <p>5. Examination of masticatory and mimic muscles.</p>
4	<b>Temporomandibular joint.</b>	<p>Propaedeutics of orthopedic dentistry: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu. S. Lobanov. Almaty: ZHSHS "Evero" Publ., 2010, 400 pages). Pp. 347-370.</p> <p>Fixed prosthodontics, 2012</p> <p>Comprehensive prosthodontics notes, 2010</p> <p><b>Orthopedic dentistry. Tutorial;</b>  <b>Code: 217951;</b>  <b>Author: Abolmasov N. G.</b>  <b>Abolmasov N. N. Serdyukov M. S.</b></p>	<p>Formative assessment:</p> <p>1. Using active learning methods: TBL</p> <p>2. Survey, demonstration of a training presentation on the topic.</p> <p>3. Work in albums</p> <p><b>4. Mini-conference topics of the SRS</b></p>	<p>1. Anatomical structure of the temporomandibular joint.</p> <p>2. Bone elements of the temporomandibular joint.</p> <p>3. Soft-tissue elements:</p> <ul style="list-style-type: none"> <li>- structure and function of the articular disc.</li> <li>- muscle attachment and function.</li> <li>- attachment and function of bundles.</li> </ul> <p>4. Functions, mechanism.</p> <p>5. Masticatory load on the TMJ.</p>
5	Teeth and dentition, examination methods.	<p>Propaedeutics of orthopedic dentistry: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu. S. Lobanov. Almaty: ZHSHS "Evero" Publ., 2010, 400 pages). Pp. 347-370.</p> <p>Fixed prosthodontics, 2012</p> <p>Comprehensive prosthodontics notes, 2010</p> <p><b>Orthopedic dentistry. Tutorial;</b>  <b>Code: 217951; Author: Abolmasov N. G. Abolmasov N. N. Serdyukov M. S.</b></p>	<p>Formative assessment:</p> <p>1. Using active learning methods: TBL</p> <p>2. Survey, demonstration of a training presentation on the topic.</p> <p>3. Work in albums</p> <p><b>4. Mini-conference topics of the SRS</b></p>	<p>1. Description of the concept of dentition;</p> <ul style="list-style-type: none"> <li>- description of the relationship between shape and tooth function.</li> <li>- anatomical crown, characteristic;</li> <li>- clinical crown, characteristic;</li> </ul> <p>2. Forms of dental arches;</p> <p>3. Basic and additional methods of examination of teeth and dentition.</p> <p>4. Factors that ensure the stability of dentition rows.</p> <p>5. Types of dentition stabilization.</p> <p>Occlusal compass</p>

6	Biomechanics of the lower jaw.	<p>Propaedeutics of orthopedic dentistry: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu. S. Lobanov. Almaty: ZHSHS "Evero" Publ., 2010, 400 pages). Pp. 347-370.</p> <p>Fixed prosthodontics, 2012</p> <p>Comprehensive prosthodontics notes, 2010</p> <p><b>Orthopedic dentistry. Tutorial; Code: 217951; Author: Abolmasov N. G. Abolmasov N. N. Serdyukov M. S.</b></p>	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> <li>2. Survey, demonstration of a training presentation on the topic.</li> <li>3. Work in albums</li> <li><b>4. Mini-conference topics of the SRS</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Vertical movements of the lower jaw.</li> <li>2. Muscles that perform vertical movements.</li> <li>3. Mouth opening phases.</li> <li>4. Sagittal movements of the lower jaw: <ul style="list-style-type: none"> <li>- muscles that perform sagittal movements of the lower jaw.</li> </ul> </li> <li>5. Transversal movements of the lower jaw: <ul style="list-style-type: none"> <li>- muscles that perform transversal movements of the lower jaw.</li> </ul> </li> <li>6. Movements of the lower jaw in the horizontal (transversal) plane (Bennett's movement).</li> </ol>
7	Articulation and occlusion.	<p>Propaedeutics of orthopedic dentistry: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu. S. Lobanov. Almaty: ZHSHS "Evero" Publ., 2010, 400 pages). Pp. 347-370.</p> <p>Fixed prosthodontics, 2012</p> <p>Comprehensive prosthodontics notes, 2010</p> <p><b>Orthopedic dentistry. Textbook; Code: 217951; Author: Abolmasov N. G. Abolmasov N. N. Serdyukov M. S.</b></p>	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> <li>2. Survey, demonstration of a training presentation on the topic.</li> <li>3. Work in albums</li> <li><b>4. Mini-conference topics SRS</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Concept, types, classification.</li> <li>2. Value in normal and pathological conditions.</li> </ol> <p>Types of occlusion (according to K. M. Lehmann and E. Helving)</p> <ol style="list-style-type: none"> <li>3. Basic criteria for correct occlusion (A. Motsch).</li> <li>4. The Angle occlusion key</li> <li>5. is the angle and the Bonneville triangle. Gothic corner. The Spee and Wilson curve. The Ganau Law.</li> </ol>
8	Methods of functional diagnostics of the maxillofacial region	<p>Ruzuddinov S. R., Sedunov A. A., Lobanov Yu.S. Methods of functional diagnostics of the maxillofacial region Propaedeutics of orthopedic dentistry: Textbook. Almaty: ZHSHS "Evero" Publ., 2010, 400 pages). Pp. 347-370.</p> <p>Fixed prosthodontics, 2012</p> <p>Comprehensive prosthodontics notes, 2010</p>	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> <li>2. Survey, demonstration of a training presentation on the topic.</li> <li>3. Work in albums</li> <li><b>4. Mini-conference topics of the SRS</b></li> </ol>	<ol style="list-style-type: none"> <li>1. Electromyography</li> <li>2. Axiography. Arcus digma</li> <li>3. Mastication</li> <li>4. Registration of vertical movements of the lower jaw</li> <li>5. Methods of occlusiography</li> </ol>

		<b>Orthopedic dentistry. Textbook; Code: 217951; Author: Abolmasov N. G. Abolmasov N. N. Serdyukov M. S.</b>		
9	<b>Boundary control 1</b>	Reception of practical skills		Summative assessment: 2 stages: 1st stage-MCQ testing for understanding and application-40% 2nd stage - reception of practical skills (Dops)-60%
10	Classification of diseases of the temporomandibular joint	Propaedeutics of orthopedic dentistry: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu.S. Lobanov. Almaty: ZHSHS "Evero" Publ., 2010, 400 pages). Pp. 347-370. Fixed prosthodontics, 2012 Comprehensive prosthodontics notes, 2010 Orthopedic dentistry. Tutorial; Code: 217951; Author: Abolmasov N. G. Abolmasov N. N. Serdyukov M. S.	Formative assessment: 1. Using active learning methods: TBL 2. Survey, demonstration of a training presentation on the topic. 3. Work in albums 4. Mini-conference topics of the SRS	1. Classification of TMJ diseases based on (ICD-10); 2. Classification of TMJ diseases according to Wilkes
11	Differential diagnosis of TMJ diseases.	Propaedeutics of orthopedic dentistry: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu. S. Lobanov. Almaty: ZHSHS "Evero" Publ., 2010, 400 pages). Pp. 347-370. Fixed prosthodontics, 2012 Comprehensive prosthodontics notes, 2010 Orthopedic dentistry. Tutorial; Code: 217951; Author: Abolmasov N. G. Abolmasov N. N. Serdyukov M. S.	Formative assessment: 1. Using active learning methods: TBL 2. Survey, demonstration of a training presentation on the topic. 3. Work in albums 4. Mini-conference topics of the SRS	1. TMJ pain dysfunction syndrome (Kosten's syndrome) 2. Articular diseases 3. Inflammatory diseases of the TMJ

12	Central ratio of the jaws..	<p>. Propaedeutics of orthopedic dentistry: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu. S. Lobanov. Almaty: ZHSHS "Evero" Publ., 2010, 400 pages). Pp. 347-370.</p> <p>Fixed prosthodontics, 2012</p> <p>Comprehensive prosthodontics notes, 2010</p> <p>Orthopedic dentistry. Tutorial; Code: 217951; Author: Abolmasov N. G. Abolmasov N. N. Serdyukov M. S.</p>	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> <li>2. Survey, demonstration of a training presentation on the topic.</li> <li>3. Work in albums</li> <li>4. Mini-conference topics of the SRS</li> </ol>	<p>Concept of central occlusion. "Habitual" occlusion concept. Central position of the articular heads.</p> <p>Physiological rest of the lower jaw.</p> <p>Definition of the concepts "height of the lower part of the face in a state of relative functional rest of the masticatory muscles", "height of the lower part of the face in central occlusion", "interalveolar height".</p> <p>Methods for determining the height of the lower part of the face.</p> <p>Articulated axis.</p> <p>The central ratio of the jaws.</p> <p>Value in normal and pathological conditions.</p> <p>Graphical methods for determining the central ratio of the jaws.</p> <p>The concept of prosthetic plane, characteristic; Camper horizontal, characteristic; Facial arch, concept, meaning</p>
13	Changes in the temporomandibular joint due to tooth loss.	<p>Propaedeutics of orthopedic dentistry: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu. S. Lobanov. Almaty: ZHSHS "Evero" Publ., 2010, 400 pages). Pp. 347-370.</p> <p>Fixed prosthodontics, 2012</p> <p>Comprehensive prosthodontics notes, 2010</p> <p>Orthopedic dentistry. Tutorial; Code: 217951; Author: Abolmasov N. G. Abolmasov N. N. Serdyukov M. S.</p>	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> <li>2. Survey, demonstration of a training presentation on the topic.</li> <li>3. Work in albums</li> <li>4. Mini-conference topics of the SRS</li> </ol>	<ol style="list-style-type: none"> <li>1. Violation of the integrity and continuity of the dentition.</li> <li>2. Formation of a functioning and non-functioning group of teeth in violation of the integrity of the dentition.</li> <li>3. Functional periodontal overload of the remaining teeth.</li> <li>4. Deformations of the occlusal surface of the dentition rows.</li> <li>5. Morphological changes in bone tissue.</li> <li>6. Changes in the temporomandibular joint.</li> <li>7. Violation of the functions of chewing and speech formation.</li> <li>8. Violation of the function of the masticatory muscles.</li> <li>9. Aesthetic dissatisfaction.</li> </ol>

14	Physiological reserves of periodontitis.	<p>Propaedeutics of orthopedic dentistry: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu. S. Lobanov. Almaty: ZHSHS "Evero" Publ., 2010, 400 pages). Pp. 347-370.</p> <p>Fixed prosthodontics, 2012</p> <p>Comprehensive prosthodontics notes, 2010</p> <p>Orthopedic dentistry. Tutorial; Code: 217951; Author: Abolmasov N. G. Abolmasov N. N. Serdyukov M. S.</p>	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> <li>2. Survey, demonstration of a training presentation on the topic.</li> <li>3. Work in albums</li> <li>4. Mini-conference on the topic of SRS</li> </ol>	<ol style="list-style-type: none"> <li>1. Periodontal disease. The concept.</li> <li>2. Periodontal endurance.</li> <li>3. Functional overload of the periodontal system.</li> </ol> <p>Traumatic occlusion. Direct and reflected traumatic nodes.</p> <ol style="list-style-type: none"> <li>5. Deformity of the dentition rows.</li> </ol>
15	Basic principles of complex treatment of TMJ and masticatory muscle	<p>diseases Propaedeutics of orthopedic dentistry: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu. S. Lobanov. Almaty: ZHSHS "Evero" Publ., 2010, 400 pages). Pp. 347-370.</p> <p>Fixed prosthodontics, 2012</p> <p>Comprehensive prosthodontics notes, 2010</p> <p>Orthopedic dentistry. Tutorial; Code: 217951; Author: Abolmasov N. G. Abolmasov N. N. Serdyukov M. S.</p>	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> <li>2. Survey, demonstration of a training presentation on the topic.</li> <li>3. Work in albums</li> <li>4. Mini-conference topics of the SRS</li> </ol>	<ol style="list-style-type: none"> <li>1. What does comprehensive treatment of TMJ dysfunctions and diseases include?</li> <li>2. The purpose and essence of myohymnastics.</li> <li>3. What parafunctions are detected by introspection?</li> <li>4. Biofeedback as a psychological treatment method. Its essence and disadvantages.</li> <li>5. What is the step-by-step nature of osteopathic treatment?</li> </ol>
16	Medical and diagnostic devices.	<p>Propaedeutics of orthopedic dentistry: Textbook / S. R. Ruzuddinov, A. A. Sedunov, Yu. S. Lobanov. Almaty: ZHSHS "Evero" Publ., 2010, 400 pages). Pp. 347-370.</p> <p>Fixed prosthodontics, 2012</p> <p>Comprehensive prosthodontics notes, 2010</p>	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> <li>2. Survey, demonstration of a training presentation on the topic.</li> <li>3. Work in albums</li> <li>4. Mini-conference topics of the SRS</li> </ol>	<ol style="list-style-type: none"> <li>1. Kinds.</li> <li>2. Indications and contraindications.</li> <li>3. Occlusal splints.</li> <li>4. Relaxation and stabilization tires</li> <li>5. Repositional splints (protrusion, distraction).</li> <li>6. Gnatological aspects of orthodontic treatment.</li> </ol>

		Orthopedic dentistry. Tutorial; Code: 217951; Author: Abolmasov N. G. Abolmasov N. N. Serdyukov M. S.		
17	Selective grinding of teeth.	Selective polishing in periodontal diseases, Training manual, Minsk, BSMU, 2020	<p>Formative assessment:</p> <ol style="list-style-type: none"> <li>1. Using active learning methods: TBL</li> <li>2. Survey, demonstration of a training presentation on the topic.</li> <li>3. Work in albums</li> <li>4. Mini-conference topics of the SRS</li> </ol>	<ol style="list-style-type: none"> <li>1. The role of selective tooth polishing</li> <li>2. Indications and contraindications for selective tooth polishing</li> <li>3. Premature occlusal contacts (supercontacts, supracontacts, occlusal obstacles)</li> <li>4. Classification of premature contacts</li> <li>5. Methods for detecting premature occlusal contacts</li> <li>6. General principles of selective tooth polishing</li> <li><b>7. Method of selective tooth polishing according to</b></li> </ol>
Jenkelson 18	<b>Boundary control 2</b>	Reception of practical skills		<p>Summative assessment:</p> <p>2 stages:</p> <p>Stage 1-MCQ Comprehension and application testing-40% Stage</p> <p>2-Practical Skills Acquisition (Dops) - 60%</p>

### Independent work of students

n/	a Topics of the SRS	Type of SRS	Delivery dates
1.	<b>.Hardware functional diagnostics of the maxillary system in the partial absence of teeth.</b>	<b>Presentation</b>	<b>Border control No. 1</b>
2.	<b>.Modern methods of orthopedic treatment in the complex treatment of patients with deformities of the dentition.</b>	<b>Presentation</b>	
3.	<b>Diagnostics and treatment of functional overload of periodontal tissues</b>	<b>Presentation on the project</b>	
4.	<b>Features of diagnostics of occlusal disorders in deformities of dentition and bite associated with pathology of hard tissues of teeth, with parafunctions, partial absence of teeth.</b>	<b>Presentation</b>	
5.	<b>Neuromuscular regulation of the masticatory apparatus function</b>	<b>Abstract / presentation</b>	

6.	<b>Interrelation of occlusal disorders and TMJ dysfunction</b>	<b>Literature</b>	<b>Rubezhny control No.</b> 2
7.	<b>review Gnatological principles of functional diagnostics in orthopedic dentistry</b>	<b>Algorithm of actions in the diagnosis and management of the patient</b>	
8.	<b>Gnatological assessment of postural and craniocervical relationships</b>	<b>Clinical analysis</b>	

### Правила оформления СРС

#### *Оформление реферата:*

*Реферат должен быть оформлен в печатном виде, объемом не менее 68 страниц, включая рисунки, схемы (шрифт Times New Roman, кегль 14, через 1 интервал)*

- Титульный лист (организация, название реферата прописными буквами, ФИО исполнителя, курс, группа, ФИО преподавателя)
- Содержание (разделы реферата).
- Введение (цель и задачи реферата, актуальность).
- Основная часть (раскрытие каждой изучаемой проблемы по данным литературы с указанием в квадратных скобках источника литературы); в данной части реферата могут быть таблицы, схемы, графики, рисунки
- Заключение (информация реферата суммируется, делаются выводы )
- Список литературы с указанием ФИО авторов, полного названия источника, года издания, количества страниц

#### *Структура мультимедийной презентации:*

*Презентация по творческой работе должна быть представлена в программе PowerPoint ( не менее 25 слайдов, текстовые слайды не должны содержать более 8-10 строк, шрифт Verdana)*

- Титульный лист (организация, тема презентации, ФИО исполнителя, курс, группа, ФИО преподавателя)
- Введение (обобщенная актуальность темы, цели и задачи презентации)
- Основная часть: в данную часть презентации включаются все таблицы, схемы, графики, рисунки, отражающие суть проблемы. Приветствуется включение видеобзоров, видеозаписей, сделанных самостоятельно
- Заключение (суммируются данные презентации и делаются выводы, которые соответствуют цели и задачам презентации)
- Список использованной литературы с указанием ФИО автора, полного названия источника, год издания, количество страниц (не менее 8-10 источников

## CRITERIA FOR EVALUATING A STUDENT'S ORAL RESPONSE

Characteristics of the answer	Points in the BRS	Level of competence formation in the discipline	ESTS assessment
A complete, detailed answer to the question is given, a set of conscious knowledge about the object is shown, which manifests itself in the free operation of concepts, the ability to identify its essential and non-essential features, cause-and-effect relationships. Knowledge about an object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. The answer is formulated in terms of science, presented in literary language, logical, evidence-based, and demonstrates the author's position of the student. Fully mastered the competencies	of 96-100	High	A+
, a complete, detailed answer to the question is given, a set of conscious knowledge about the object is shown, which manifests itself in the free operation of concepts, the ability to identify its essential and non-essential features, cause-and-effect relationships. Knowledge about an object is demonstrated against the background of its understanding in the system of this science and interdisciplinary connections. Appropriate terminology is used in the answer, it is presented in literary language, is logical, evidential, and demonstrates the author's position of the student. He has fully mastered the competencies	of 90-95	Tall	, And
a complete, detailed answer to the question is given, the main provisions of the topic are revealed in evidence; the answer traces a clear structure, logical sequence that reflects the essence of the concepts, theories, and phenomena being revealed. The answer is presented in literary language using terminology. There were some errors in the response that were corrected by the student with the help of the teacher.	76-89	Average	B
Gives an insufficiently complete and consistent answer to the question posed, but at the same time shows the ability to identify essential and non-essential features and cause-and-effect relationships. The answer is logical, stated using the terminology of the topic. There may be 1-2 errors in the definition of basic concepts that the student finds difficult to correct on their own. Poorly mastered the competencies.	66-74	Low	. C

An incomplete answer is given, and the logic and sequence of presentation are significantly violated. Gross errors were made in determining the essence of the disclosed concepts, theories, and phenomena, due to the student's misunderstanding of their essential and non-essential features and connections. There are no conclusions in the response. Poorly mastered the competencies.	60-65	Extremely low	C
An incomplete answer is given, representing scattered knowledge on the topic of the question with significant errors in definitions. There is fragmentary, illogical presentation. The student is not aware of the connection of this concept, theory, phenomenon with other objects of the discipline. There are no conclusions, concretization, or evidence-based presentation. Speech is illiterate. Additional and clarifying questions from the teacher do not lead to correction of the student's answer not only to the question posed, but also to other questions of the discipline. Competencies are not formed.	0-59	Not formed	F

**EVALUATION SHEET**  
oral survey of a student with communication skills

№ n /	a Evaluation criteria	Level			
		Excellent-18 points	Good-14 points	Acceptable - 10 points	Bad-5 points
1.	<b>Content.</b>	Demonstrates an	Demonstrates an	Demonstrated a basic	A few facts related to the

	Demonstrated detailed and accurate content of the topic	understanding of the topic, the answer is always supported by facts.	understanding of the topic content. Almost all answers are supported by facts.	understanding of the topic. The answers were not supported by facts.	topic. Most of the information is opinion.
2.	<b>Knowledge.</b> Demonstrated knowledge of the subject	Demonstrates a deep knowledge of the topic. Answers all the questions of the teacher, the answers differ in the depth and completeness of the topic disclosure.	Demonstrates working knowledge of the topic. He answered the teacher's questions satisfactorily.	Demonstrates basic knowledge of the topic. Answers the teacher's questions by repeating the answers - without providing any additional information.	Demonstrates little or no knowledge of the topic. Can't answer the teacher's questions or comment on any part of the presentation.
3.	<b>Relationship.</b> Demonstrated an understanding of the essence of processes	Demonstrates a solid knowledge of the main processes, has a terminological apparatus, is able to explain, draw conclusions, and give reasoned answers in full.	Demonstrates knowledge of basic processes, has a terminological apparatus, is able to explain, draw conclusions, give reasoned answers, and allow inaccuracies.	Demonstrates basic knowledge of processes, does not have enough knowledge of terminology, explains it difficult, and draws conclusions with difficulty.	Demonstrates little or no knowledge of basic processes. Does not know the terminology apparatus, can not draw conclusions.
4.	<b>Comments.</b> Demonstrated proficiency in additional information on the topic	Demonstrates deep knowledge of the topic. Has additional information on the topic, answers differ in the depth and completeness of the topic disclosure. Applies examples. Maintains eye contact with everyone.	Demonstrates working knowledge of the topic. Has additional information on the topic, answers differ in the depth and completeness of the topic disclosure. Applies examples. I made eye contact several times during the presentation.	Demonstrates basic knowledge of the topic. Does not have additional information on the topic, and the answers do not differ in the depth and completeness of the topic disclosure. Doesn't apply examples. Occasionally making eye contact with one or two audience members	Demonstrates little or no knowledge of the topic. Doesn't have any additional information on the topic. Doesn't apply examples. He barely looks the audience in the eye. Looks down at record
5.	<b>Audience:</b> Demonstrated the ability to interact with the audience	Demonstrates an excellent rhythm and style of speech based on audience feedback. Calmly and eloquently responds to questions and comments from the	Demonstrates a good rhythm and style of performance. Adjusted the volume, tempo, and enthusiasm several times. Answered questions from	Demonstrates satisfactory rhythm and style of performance. Speaks louder at the request of the audience. The speaker felt uncomfortable. The speaker tried to change the	I didn't adjust my speech style based on the audience's reaction. I couldn't answer the audience's questions. The speaker made no visible

	audience. Engages the audience throughout the entire presentation.	the audience.	enthusiasm or tempo to keep the audience's attention.	effort to keep the audience interested.
<b>Total</b>	<b>90</b>	<b>70</b>	<b>50</b>	<b>30</b>

**SCORE-RATING ASSESSMENT OF THE SRS-CREATIVE TASK**  
 (maximum of 90 points) + bonuses for English language and time management

		<b>20</b>	<b>15</b>	<b>10</b>	<b>5</b>
<b>1</b>	<b>Problem focus</b>	Organized focused, highlights all questions related to the main identified problem with an understanding of the specific clinical situation	Organized, focused, highlights all questions related to the main identified problem, but there is no understanding of the specific clinical situation	Unfocused, Distraction to questions not related to the main identified problem	Inaccurate, misses the point, inappropriate data.
<b>2</b>	<b>2 Informative and effective presentation</b>	All the necessary information on the topic is fully conveyed in a free, consistent, logical manner The product form is adequately chosen	All the necessary information is conveyed in a logical manner, but with minor inaccuracies	All the necessary information on the topic is presented chaotically, with minor errors	Important information on the topic is not reflected, gross errors
<b>3</b>	<b>Reliability</b>	of the material selected based on well-established facts. Display of understanding by the level or quality of evidence	Some conclusions and conclusions are formulated based on assumptions or incorrect facts. There is no complete understanding of the level or quality of evidence	There is insufficient understanding of the problem, some conclusions and conclusions are based on incomplete and unproven data-questionable resources are used	Conclusions and conclusions are not justified or incorrect
<b>4</b>	<b>Logic and consistency</b>	The presentation is logical and consistent, has internal unity, the provisions in the product follow from each other and are logically interrelated	internal unity, product positions follow from one another, but there are inaccuracies	There is no consistency and logic in the presentation, but it is possible to track the main idea	Jumps from one to another, it is difficult to grasp the main idea
<b>5</b>	<b>Literature analysis</b>	Literary data are presented in a logical relationship, demonstrate a deep study of the main and additional information resources	Literary data demonstrate the study of the main literature	Literary data show the study of the main literature data is not always in place, does not support the consistency and evidence of statements	Inconsistency and randomness in the presentation of data, inconsistency No knowledge of the main textbook

<b>6</b>	<b>Practical significance</b>	High	Significant	Not enough	Not acceptable
<b>7</b>	<b>Patient-oriented</b>	High	Focused	Not enough	Not acceptable
<b>8</b>	<b>Applicability in future practice</b>	High	Applicable	Not enough	Not acceptable
<b>9</b>	<b>Presentation clarity, report quality (speaker's assessment)</b>	Correctly, all the features of Power Point or other e-gadgets are used to the point, fluency in the material, confident manner of presentation	Is overloaded or insufficiently used visual materials, incomplete knowledge of the material	Visual materials are not informative does not confidently report	Does not own the material, does not know how to present
<b>it bonus</b>	<b>English/Russian/Kazakh*</b>	The product is fully delivered in English/Russian/Kazakh (checked by the head of the department) + <b>10-20 points</b> depending on the quality	of the product prepared in English, submitted in Russian / kaz + <b>5-10 points</b> depending on the quality (or vice versa)	When preparing the product, we used English-language sources + <b>2-5 points depending on the quality</b>	
<b>of the bonus</b>	<b>Time management**</b>	Product delivered ahead of time <b>10 points</b>	are awarded Product delivered on time – <b>no points are awarded</b>	Postponement of delivery that does not affect quality <b>Minus 2 points</b>	Delivered late <b>Minus 10 points</b>
<b>Bonus</b>	<b>Rating***</b>	Additional points (up to 10 points)	Outstanding work, for example: Best work in a group Creative approach Innovative approach to completing tasks At the suggestion of the group		
	<p>* - for Kaz/Rus groups-English; for groups studying in English - completing tasks in Russian or Kazakh</p> <p>*The deadline is determined by the teacher, as a rule - the day of border control</p> <p>** so, you can get the maximum 90 points, to get above 90-you need to show a result <b>higher than expected</b></p>				

**EVALUATION SHEET**  
**Border control No.1 and 2**

<b>Nº n /</b>	<b>a Evaluation criteria</b>	<b>Level</b>			
		<b>Excellent</b>	<b>Good</b>	<b>Requires correction</b>	<b>Unacceptable</b>

1.	After reviewing the clinical situation, I identified the leading symptoms	10	7	5	0
2.	Justified the choice of additional diagnostic methods	10	7	5	0
3.	Interpreted the received (expected) or available results of the physical examination.	10	8	5	0
4.	Interpreted data from additional survey methods	10	7	5	0
5.	Identified diseases that are similar in clinical presentation	10	7	5	0
6.	Logically, I made a differential diagnosis and reasonably excluded similar diseases	10	8	5	0
7.	Made a reasonable clinical diagnosis	10	8	5	0
8.	Argued for indications to consult related specialists	10	7	5	0
9.	Justified the choice of treatment method, necessary pharmaceutical preparations, physiotherapy	10	8	5	0
10.	Demonstrated the ability to answer the teacher's questions in the course of completing the task	10	8	5	0
	<b>TOTAL</b>	<b>100</b>	<b>75</b>	<b>50</b>	<b>0</b>

### ASSESSMENT SHEET FOR ADMISSION TO THE SECOND STAGE

Full name of the student \_\_\_\_\_ Group \_\_\_\_\_ Date \_\_\_\_\_

#### Checklist: Determination of occlusiogram

No n /p	Criteria a Evaluation criteria	Level				
		The level is	Very good	Accept able	Requires	Unaccep table

		excellen t			Correcti on	
1.	Determined the closure of the dentition in direct occlusion.	4	3	2	1	0
2.	Determined the closure of the dentition rows of the right lateral occlusion	4	3	2	1	0
3.	Determined the closure of the dentition rows of the left lateral occlusion	4	3	2	1	0
4.	Determined the closure of dentition in direct occlusion	4	3	2	1	0
5.	Conducted a determination of relative physiological rest	4	3	2	1	0
6.	Identified signs of closure related to all teeth.	4	3	2	1	0
7.	I selected the necessary tools	4	3	2	1	0
8.	I chose articulation paper.	4	3	2	1	0
9.	Performed interpretation of occlusal contact points on articulation paper.	4	3	2	1	0
10.	I drew conclusions.	4	3	2	1	0
	Total	80	60	40	20	0

## Evaluation sheet: Identification of signs of tooth closure and jaw biomechanics

n / a Step	assessment criteria	Level				
		The level is	very	acceptable	high acceptable requires correction	unacceptable
1.	Identified signs of closure related to all teeth	10	8	5	2.5	0
2.	Identified signs of closure related to the front teeth	10	8	5	2.5	0
3.	Conducted Examined the sign of masticatory teeth closing in the buccal-palatal direction	10	8	5	2.5	0
4.	Performed examination of the sign of masticatory teeth closing in the anteroposterior direction	10	8	5	2.5	0
5.	Performed examination of articulatory movements n /	10	8	5	2.5	0
6.	Performed examination of vertical movements n /	10	8	5	2.5	0
7.	Performed examination of sagittal movements n /	10	8	5	2.5	
8.	Performed examination of transversal movements of the lower jaw	10	8	5	2.5	0
9.	Gave all the necessary theoretical facts in the answer	10	8	5	2,5	0

10.	Used professional terminology	10	8	5	2,5	0
	Total: points	100	85	75	50	0