MINISTRY OF EDUCATION AND SCIENCE OF RUSSIA

**Federal State Budgetary Educational Institution
of higher education
«I.N. Ulianov Chuvash State University»**
(FSBEI of HE «I.N. Ulianov Chuvash State University»)

Medical Faculty

Pediatric Dentistry Department

«APPROVE»
Vice-rector for Academic Affairs
__________________ I.E. Poverinov

«_13_» _04_______ 2022

Working programs of the discipline (module)
«Детская стоматология / Pediatric Dentistry»

Direction of training / specialty 31.05.03 Стоматология / Dentistry
Graduate's qualification Врач-стоматолог / Dental Practitioner

Direction (profile) / specialization «Dentistry»

Form of training – очная / intramural
Course – 4, 5
Term – 7, 8, 9
Total academic hours/credit points – 252/7
The year of beginning the training – 2022

Cheboksary - 2022

The fundamental document for compiling the working program of the discipline (module) Федеральный государственный образовательный стандарт высшего образования - специалитет по специальности 31.05.03 Стоматология (приказ Минобрнауки России от 12.08.2020 г. № 984)

Approved by:
Head of the department, Candidate of Medical Sciences K.V. Losev
Senior Lecturer O.V. Kuzina

The working program was approved at the meeting of the Pediatric Dentistry Department, 25.03.2022, protocol № 7
Head of the department K.V. Losev

Approved by
Dean of the Medical Faculty V.N. Diomidova
Acting Head of the Educational and Methodological Department E.A. Shirmanova

1. The purpose and objectives of training in the discipline (module)

The purpose of the discipline - preparation of a highly qualified doctor who has certain knowledge in the field of pediatric dentistry for independent professional activities and the performance of basic functions - medical, diagnostic, preventive, advisory assistance to children and adolescents.

The objectives of the discipline - 1. to acquaint the student with the anatomical and physiological characteristics of the child's body, their influence on the clinical course of the main dental diseases in children and adolescents;

2. introduce the features of the diagnosis and treatment of these diseases, and outcomes depending on the age of the child, the possibilities of rehabilitation after illnesses (medical and social) and ways to implement it;

3. to acquaint the student with the methods of prevention of major dental diseases, congenital and hereditary diseases;

4. to teach the student to perform individual medical manipulations;

5. to teach the student the skills of communication with patients of different ages and with different psyches.

2. The place of practical training in the structure of the educational program of higher education

The discipline «Детская стоматология / Pediatric Dentistry» относится к обязательной части учебного плана refers to the mandatory part in the curriculum of the educational program of higher education (hereinafter referred to as the EP of HE) in the field of training / specialty 31.05.03 Стоматология, direction (profile) / specialization of the program «Dentistry».

Previous academic disciplines (modules) and (or) practices that form the knowledge, skills and abilities necessary for training in the discipline (module):

Knowledge, skills and abilities formed as a result of training in a discipline (module) are necessary when teaching in the following disciplines (modules) and (or) practices:

3. Planned learning outcomes in the discipline (module), correlated with the planned learning outcomes

Planned learning outcomes in the discipline (module), correlated with the planned learning outcomes

Code and name of the competence	Code and name of the competence achievement	Descriptors for the indicator of competence achievement (learning)
ОПК-2 Способен анализировать результаты собственной деятельности для предотвращения профессиональных ошибок / He/she is able to analyze the results of his/her own activities to prevent professional errors	ОПК-2.1 Способен проводить анализ эффективности и безопасности проводимых медицинских вмешательств / He/she is able to analyze the effectiveness and safety of medical interventions	
ОПК-2 Способен анализировать результаты собственной деятельности для предотвращения профессиональных ошибок / He/she is able to analyze the results of his/her own activities to prevent professional errors	ОПК-2.2 Способен планировать мероприятия, направленные на профилактику осложнений медицинских вмешательств / He/she is able to plan activities aimed at preventing complications after medical interventions	
ОПК-2 Способен анализировать результаты собственной деятельности для предотвращения профессиональных	ОПК-2.3 Способен проводить и контролировать эффективность мероприятий по	

ошибок / He/she is able to analyze the results of his/her own activities to prevent professional errors	профилактике осложнений медицинских вмешательств / He/she is able to conduct and monitor the effectiveness of measures to prevent complications of medical interventions	
ОПК-5 Способен проводить обследование пациента с целью установления диагноза при решении профессиональных задач / He/she is able to conduct a patient's examination in order to make a diagnosis when solving professional problems	ОПК-5.1 Способен применять алгоритм обследования пациента / He/she is able to apply the algorithm of patient's examination	
ОПК-5 Способен проводить обследование пациента с целью установления диагноза при решении профессиональных задач / He/she is able to conduct a patient's examination in order to make a diagnosis when solving professional problems	ОПК-5.2 Способен применять навыки обследования пациента (сбор жалоб, анамнеза, физикальное обследование) / He/she is able to apply the skills of examining the patient (collecting complaints, taking the history, carrying out physical examination)	
ОПК-5 Способен проводить обследование пациента с целью установления диагноза при решении профессиональных задач / He/she is able to conduct a patient's examination in order to make a diagnosis when solving professional problems	ОПК-5.3 Способен анализировать информацию полученную при обследовании пациента / He/she is able to analyze the information obtained during the patient's examination	
ОПК-6 Способен назначать, осуществлять контроль эффективности и безопасности немедикаментозного и медикаментозного лечения при решении профессиональных задач / He/she is able to prescribe, monitor the effectiveness	ОПК-6.1 Способен определить показания и противопоказания при назначении медикаментозного, немедикаметозного и иных методов лечения / He/she is able to determine the indications and contraindications when	

and safety of non-drug and pharmacological therapy in solving professional problems	prescribing medication, non-drug and other methods of treatment	
ОПК-6 Способен назначать, осуществлять контроль эффективности и безопасности немедикаментозного и медикаментозного лечения при решении профессиональных задач / He/she is able to prescribe, monitor the effectiveness and safety of non-drug and pharmacological therapy in solving professional problems	ОПК-6.2 Способен оценить риски связанные с использованием медикаментозного, немедикаметозного и иных методов лечения / He/she is able to assess the risks associated with the use of medicamentous therapy, drug-free modalities and other methods of treatment	
ОПК-6 Способен назначать, осуществлять контроль эффективности и безопасности немедикаментозного и медикаментозного лечения при решении профессиональных задач / He/she is able to prescribe, monitor the effectiveness and safety of non-drug and pharmacological therapy in solving professional problems	ОПК-6.3 Способен оценить эффективность медикаментозного, немедикаметозного и иных методов лечения / He/she is able to assess the effectiveness of pharmacological therapy, non-drug and other methods of treatment	
ПК-1 Способен провести обследования пациента с целью установления диагноза / He/she is able to perform a patient’s examination in order to make a diagnosis	ПК-1.1 Способен провести физикальное обследования пациента (сбор жалоб и анамнеза, осмотр, пальпация, перкуссия) / He/she is able to conduct a patient’s physical examination (taking a history, inspection, palpation, percussion)	
ПК-1 Способен провести обследования пациента с целью установления диагноза / He/she is able to perform a patient’s examination in order to make a diagnosis	ПК-1.2 Способен анализировать информацию, полученную при проведении физикального обследования, дополнительных методов исследования,	

	сформулировать предварительный диагноз / He/she is able to analyze the information obtained during the physical examination, additional examination methods, formulate a preliminary diagnosis	
ПК-1 Способен провести обследования пациента с целью установления диагноза / He/she is able to perform a patient's examination in order to make a diagnosis	ПК-1.3 Способен сформулировать диагноз на основании полученной информации / He/she is able to formulate a preliminary diagnosis on the basis of information obtained	
ПК-2 Способен назначить, контролировать эффективность и безопасность немедикаментозного и медикаментозного лечения / He/she is able to prescribe, monitor the effectiveness and safety of non-drug and pharmaceutical treatment	ПК-2.1 Способен разработать план лечения, назначить лекарственные препараты, немедикаментозное лечение, медицинские изделия в соответствии с действующими порядками оказания медицинской помощи, клиническими рекомендациями (протоколами лечения) по вопросам оказания медицинской помощи с учетом стандартов медицинской помощи / He/she is able to develop a treatment plan, prescribe medications, non-drug treatment, medical devices in accordance with current procedures for providing medical care, clinical recommendations (treatment protocols) on the issues of providing medical care, taking into account the standards of medical care	
ПК-2 Способен назначить, контролировать эффективность и	ПК-2.2 Способен контролировать эффективность и	

безопасность немедикаментозного и медикаментозного лечения / He/she is able to prescribe, monitor the effectiveness and safety of non-drug and pharmaceutical treatment	безопасность назначенного лечения, при необходимости корректировать его в соответствии с действующими порядками оказания медицинской помощи, клиническими рекомендациями (протоколами лечения) по вопросам оказания медицинской помощи с учетом стандартов медицинской помощи / He/she is able to monitor the effectiveness and safety of the prescribed treatment, if necessary, adjust it in accordance with current procedures for providing medical care, clinical recommendations (treatment protocols) on providing medical care, taking into account the standards of medical care	

4. Structure, scope and content of the discipline (module)

Educational activities in the discipline (module) are carried out:

- in the form of students' face-to-face work with the teaching staff of the organization and (or) persons involved by the organization to implement the educational programs on other terms (hereinafter - contact work);

- in the form of students' independent work.

Face-to-face work can be classroom-based, extramural, as well as it can be conducted in an electronic information and educational environment (EIEE).

Learning sessions in the discipline (module) and interim assessment of students are conducted in the form of face-to-face work and in the form of students' independent work.

During learning sessions in the discipline (module) face-to-face work includes: lecture -type classes, seminar-type classes and (or) group consultations, and (or) individual work of students with the teaching staff of the organization and (or) persons involved by the organization to implement the educational programs on other terms (including individual consultations).

Legend:

Lec – lectures, Lab – laboratory work, Pr – practical classes, ICW – individual face-to -face work, IW – independent work.

4.1. Content of the discipline (module)

Section name	The section's content	Formed competences	Competence achievement indicator

4.2. Scope of the discipline and types of academic work

Forms of control and types of academic work		Labor intensity of the discipline (module)			
		7	8	9	total
1. Face-to-face work:		48	16,2	32,5	96,7
In-class learning in total, including:		48	16	32	96
Лекционные занятия (Лек)		32		16	
Лабораторные занятия (Лаб)		16	16	16	
Индивидуальная контактная работа (ИКР)			0,2	0,5	
2. Independent work of the student:		24	55,8	39,5	119,3
3. Intermediate certification (exam) (зачет, экзамен)			За, Эк		
Total:	academic hours	72	72	108	252
	credit units	2	2	3	7

№ item	The section's (theme's) name	Face-to face work, including in the electronic information and educational environment, academic hours				IW, academic hours	Total, academic hours
		Lect.	Pr.	Lab.	ICW		
Total academic hours							36

4.3. Summary of the discipline (module), structured by sections (topics)

5. Educational technologies

To implement the competence-based approach in the study of the discipline (module), extensive use of active and interactive methods of conducting classes in the educational process is provided:

The following types of educational technologies are used in the process of teaching students: lectures, laboratory classes.

A lecture is an oral systematic and consistent presentation of material on any problem, method, topic of the question, etc. It is an element of a lecture—seminary form of education.

Didactic and educational purposes of the lecture:

• to provide students with modern, holistic, interrelated knowledge, the level of which is determined by the target setting for each specific topic;

• to ensure the creative work of students together with the teacher during the lecture;

• to educate students with professional and business qualities, love for the subject, and develop their independent creative thinking.

The number of questions in a lecture is usually from two to four. Sometimes individual questions are divided into sub-questions that facilitate the presentation and assimilation of the material. Too fractional division of a two-hour lecture or, conversely, excessively large components are undesirable in logical and psychological-didactic terms. The duration of its parts should be commensurate with the scientific significance of the problems presented.

When conducting laboratory classes, a problem-based approach is used.

Problem classes are based on the logic of consistently simulated problem situations by posing problematic questions or presenting problematic tasks. A problematic situation is a complex contradictory situation created during classes by posing problematic issues, requiring active cognitive activity of students for its correct assessment and resolution.

The problematic issue contains a dialectical contradiction and requires for resolution not the reproduction of known knowledge, but reflection, comparison, search, acquisition of new knowledge or application of previously obtained knowledge.

A problem problem, unlike a problem question, contains additional introductory information and, if necessary, some search guidelines for its solution.

The level of complexity, the nature of the problems depend on the preparedness of the students, the topic being studied and other circumstances.

The solution of problematic tasks and the answer to problematic questions is carried out by students together with the teacher.

The teacher must not only resolve the contradiction, but also show logic, methodology, demonstrate techniques of mental activity proceeding from the dialectical method of cognition of complex phenomena. This takes a lot of time, so the teacher is required to do preliminary work on the selection of educational material and the preparation of the "scenario" of the lesson.

Stages of preparation for the lesson.

• Analysis and selection of the main key material that makes up the logical backbone of the course.

• Selection of the main problems and their transformation into problematic situations (no more than 3-4).

• Thinking through the logic and methods of solving each problem situation.

• Arrangement of the entire content of the practical lesson into an integral system of knowledge and its methodological support.

• Correction and final preparation of the content and methodology of the practical lesson.

Problems are usually solved in groups of 4-6 people.

In the course of solving a problem, students: deepen their knowledge on a specific issue; develop the ability to solve problems by applying principles and procedures (theory); develop social and communicative skills.

The activity of the problem solving groups covers seven stages:

· clarification of the content/meaning of concepts and terms;

· problem definition;

· analysis of the problem and its consequences, i.e. splitting it into its constituent elements or tasks;

· ranking by importance of selected elements/tasks and establishing a link between them;

· formulation of the task;

· search for additional information;

· report to the group with a description of the chosen solution method and its justification.

6. Forms of control and types of evaluation materials for the discipline (module)

Intermediate attestation - evaluation of intermediate and final results of training in the discipline (module).

6.1. Sample list of questions for the credit test

1. Х-гистиоцитозы у детей. Клинические проявления в полости рта, диагностика, лечение патологии пародонта. Прогноз. Диспансеризация.

2. Проявление нейтропении в полости рта. Клиника. Диагностика. Лечение. Прогноз. Диспансеризация.

3. Синдром Папийона-Лефевра. Клиника. Диагностика. Лечение. Прогноз. Диспансеризация.

4. Принципы лечения заболеваний пародонта в детском и юношеском возрасте в зависимости от причин и условий возникновения. Значение профессиональной гигиены, медикаментозной и физиотерапии.

5. Анатомо-физиологические особенности слизистой оболочки полости рта в различные периоды детского возраста, взаимосвязь с заболеваниями. Классификация заболеваний слизистой оболочки полости рта у детей. Распространенность различных заболеваний слизистой рта в возрастном аспекте.

6. Травматический стоматит у детей. Классификация. Механическая травма слизистой рта. Причины, клиника, лечение, профилактика.

7. Химические и физические повреждения слизистой рта у детей. Причины, клиника, лечение, профилактика. Лучевые стоматиты.

8. Кандидозы в детском возрасте. Этиология, патогенез, классификация, клиника, лечение.

9. Физическая травма слизистой рта у детей. Причины, клиника, лечение, профилактика. Лучевые стоматиты.

10. Ошибки и осложнения при лечении кариеса, пульпита и периодонтита у детей.

11. Современные пломбировочные материалы и герметики, используемые в стоматологии детского возраста.

12. Деонтология в клинике детской стоматологии. Особенности общения стоматолога с ребенком, родителями, персоналом поликлиники.

13. Значение рентгенологической диагностики в детской стоматологии. Виды рентгенографии. Методика чтения рентгенограмм. Определение возраста ребенка по данным ортопантомографии.

14. Острый герпетический стоматит у детей. Этиология, патогенез, клиника. Диагностика, принципы лечения.

15. Рецидивирующий герпес. Этиология, патогенез, клиника. Диагностика, принципы лечения.

16. Проявления на слизистой оболочки полости рта у детей при ветреной оспе. Клиника, диагностика, принципы лечения.

17. Проявления на слизистой оболочки полости рта у детей при кори. Клиника, диагностика, принципы лечения.

18. Проявления на слизистой оболочки полости рта у детей при скарлатине. Клиника, диагностика, принципы лечения.

19. Тактика стоматолога, ВИЧ, СПИД. Проявления заболевания в полости рта ребенка.

20. Проявления в полости рта при соматических заболеваниях, при заболеваниях крови, желудочно-кишечных заболеваниях.

21. Хейлиты у детей. Этиология, патогенез. Клиника, диагностика, лечение.

22. Глосситы у детей. Этиология, патогенез. Клинические проявления, тактика стоматолога.

23. Поражения слизистой оболочки полости рта, вызванные туберкулезной инфекцией.

24. Поражения слизистой оболочки полости рта, вызванные сифилитической инфекцией.

25. Поражения слизистой оболочки полости рта при врожденном сифилисе.

26. Дифференциальная диагностика различных поражений слизистой оболочки полости рта у детей.

6.2. Sample list of questions for the examination

1. The history of the development of children's dental service in Russia.
2. Organization and structure of the pediatric dental service.
3. Clinical examination of children at the dentist.
4. Raising a positive attitude towards dental treatment in a child, the influence of the office environment, methods of psychological preparation, psychological impact during treatment.
5. Psycho-emotional status of the child.
6. Additional methods of examination of children used in pediatric therapeutic dentistry.
7. Features of local anesthesia in pediatric therapeutic dentistry.
8. Anesthesia in pediatric therapeutic dentistry: pain relief at the level of nerve receptors.
9. Anesthesia in pediatric therapeutic dentistry: anesthesia at the level of pathways.
10. Anesthesia in pediatric therapeutic dentistry: anesthesia at the level of the cerebral cortex.
11. Mistakes and complications during anesthesia in children.
12. Terms of development of permanent teeth. The dependence of these terms on the general condition of the body.
13. Anatomical features of temporary teeth and permanent teeth.
14. Development, eruption and resorption of temporary teeth. Influence on these processes of the general state of the organism.
15. The structure of the root during the period of formation and resorption. Stages of tooth root formation.
16. The main stages of development and mineralization of teeth. X-ray picture of teeth and their rudiments at various stages of formation.
17. Principles of examination of children in the practice of a pediatric dentist. Analysis of complaints and anamnesis. The order of inspection in childhood. Dental formula of temporary and permanent teeth. Special additional research methods.
18. Timing of eruption and mineralization of temporary teeth. Factors affecting the mineralization and formation of teeth.
19. Features of examination of children depending on age. Survey methods. X-ray picture of milk and permanent teeth at various stages of their formation. Making a medical card. dental formulas.
20. Features of the structure of the maxillofacial region of the child, the anatomy of children's teeth.
21. Classification of non-carious lesions of the teeth. Hypoplasia of tooth enamel in children.
22. Classification of non-carious lesions of the teeth. Local hypoplasia of tooth enamel in children.
23. Non-carious lesions that developed after teething: tooth erosion.
24. Non-carious lesions that developed after teething: drug and toxic disorders of hard dental tissues.
25. Classification of hereditary disorders in the development of dental tissues. Hereditary amelogenesis imperfecta.
26. Classification of hereditary disorders in the development of dental tissues.

Hereditary imperfect dentinogenesis.

27. Classification of hereditary disorders in the development of dental tissues. Hereditary imperfect odontogenesis.

28. Classification of hereditary disorders in the development of dental tissues. Hereditary osteogenesis imperfecta.

29. Fluorosis. Cause of development, clinical manifestations, prevention.

30. Traumatic injuries of teeth, classification. Bruised permanent tooth in a child. Class 1, type 1, 2, 3. Clinic, diagnostics. Treatment of patients.

31. Uncomplicated fracture of the tooth crown. Class 11, type 1, 2. Clinic, diagnosis and treatment.

32. Complicated fracture of the crown of the tooth. Class 111, type 1, 2,3,4. Clinic, diagnosis and treatment.

33. Traumatic injuries of teeth in children. Acute dental trauma in children, classification, characteristics, examination methods.

34. Traumatic injuries of teeth in children (contusion, uncomplicated crown fracture, complicated crown fracture, complete crown fracture).

35. Traumatic injuries of teeth in children (crown-root longitudinal fracture, fracture of the tooth root, partial dislocation of the tooth, complete dislocation of the tooth).

36. Complete fracture of the crown of the tooth. Class 1V. Crown-root longitudinal fracture. Class V. Fracture of the root of the tooth. Class V1. Clinic, diagnosis and treatment.

37. Prevention of dental caries in children. Endogenous and exogenous remineralizing therapy. Clinical examination of children with caries.

38. Prevention of caries. The prevalence and intensity of dental caries in children of different ages, the concept of susceptibility and resistance of teeth to caries and methods for their determination. Factors affecting the incidence of caries.

39. Prevalence of dental caries in children. Influence of external and internal factors on the course of caries.

40. Statistical indicators of caries (prevalence, intensity). The concept of increase in intensity and reduction of caries. Factors that determine the magnitude of these indicators.

41. Classification of caries in children by Professor T.F. Vinogradova. Methodology for determining and digital criteria for the activity of the carious process.

42. Classification and clinical course of dental caries in children.

43. Dental caries in children: clinic, diagnosis, differential diagnosis.

44. Deep caries of permanent teeth with unformed roots. Clinic, differential diagnosis, treatment. Mistakes and complications in treatment.

45. Initial caries. Classification, clinic, diagnosis, treatment.

46. Caries of permanent teeth with unformed roots. Clinic, differential diagnosis, treatment. Mistakes and complications in treatment.

47. General pathogenetic therapy of dental caries in children.

48. Clinical forms of caries of temporary and permanent teeth, features of etiopathogenesis, localization and course. Methods for diagnosing initial caries.

49. Decompensated form of caries in children. Clinic, diagnosis, treatment.

50. Methods of treatment of caries of different localization of temporary and permanent teeth in children of different ages. Various types of preparation of carious cavities in children.

51. Methods of treatment of caries of different localization of temporary and permanent teeth in children of different ages. Minimally invasive methods of treatment of dental caries.

52. Focal demineralization of tooth enamel in children. Etiology, pathogenesis, pathology, clinic, differential diagnosis, treatment.

53. Treatment of superficial caries of milk and permanent teeth in children. Rationale

for the choice of filling material.

54. The method of delayed filling in the treatment of dental caries in children of different ages.

55. Treatment of secondary caries of milk and permanent teeth in children. Rationale for the choice of filling material.

56. Methods of treatment of caries of different localization of temporary and permanent teeth in children of different ages. Non-invasive methods of treatment of dental caries.

57. Treatment of initial caries of milk and permanent teeth in children. Rationale for the choice of filling material.

58. Subcompensated form of caries in children. Clinic, diagnosis, treatment.

59. Anatomical and histological features of permanent teeth with immature roots. Features of the clinical course of caries in permanent teeth with unformed roots.

60. Anatomical and histological features of temporary teeth. Etiology, epidemiology of caries. Indicators of the intensity of caries. Classifications of caries used in pediatric dentistry.

61. General pathogenetic therapy of dental caries in children.

62. Mistakes and complications in the treatment of caries of permanent teeth in children. Prevention and treatment of complications.

63. Mistakes and complications in the treatment of caries of temporary teeth in children. Prevention and treatment of complications.

64. Caries in the stain stage. Pathological anatomy, clinic, differential diagnosis with malformations of teeth, treatment.

65. Features of the clinical course of caries in temporary teeth, localization, pathoanatomical zones, symptoms.

66. Features of the course of caries of permanent teeth in children with immature enamel. Factors affecting the occurrence and course of caries in permanent teeth in children. Alternative processing methods.

67. Characteristics of filling materials, the choice of filling material in pediatric practice, indications for use. Features of the filling technique. The possibility of using modern technologies in the treatment of caries in children.

68. Methods of treatment of caries of different localization of temporary and permanent teeth in children of different ages.

69. Dental caries in children: prevalence, intensity, increase in intensity, etiology, pathogenesis, classification, pathology.

70. Treatment of deep caries in children. The use of medical pads, the rationale for the choice of filling material.

71. Clinical classification of caries in childhood. Features of the course of caries in children. Diagnosis, differential diagnosis of caries.

72. Compensated form of caries in children. Clinic, diagnosis, treatment.

73. Cements. Characteristics and application in pediatric therapeutic dentistry.

74. Therapeutic pads used in the treatment of dental caries in children. Classification.

75. Compomers and composite filling materials. Characteristics and application in pediatric therapeutic dentistry.

76. Features of the preparation of carious cavities in temporary and permanent immature teeth in children of different ages. Toolkit and equipment. Modern methods of anesthesia. Features of the application of adhesive technologies.

77. Features of the structure of the pulp in children.

78. Etiology, pathogenesis, classification of pulpitis in children.

79. Treatment of pulpitis of milk and permanent teeth in children with a biological method.

80. Clinic, diagnosis, differential diagnosis of acute pulpitis of temporary and

permanent teeth in children.

81. Clinic, diagnosis, differential diagnosis of chronic pulpitis of temporary and permanent teeth in children.

82. Treatment of pulpitis of milk and permanent teeth in children by the method of vital amputation.

83. Treatment of pulpitis of milk and permanent teeth in children by vital extirpation.

84. Treatment of pulpitis of milk and permanent teeth in children by devital amputation followed by pulp mummification.

85. Treatment of pulpitis of milk and permanent teeth in children by devital extirpation.

86. Mistakes and complications in the diagnosis and treatment of pulpitis in children.

87. Pulpitis. Age features of the structure of the pulp. The influence of anatomical and physiological features of the structure of the pulp and periodontal tissues on the course of pulpitis and periodontitis of temporary teeth.

88. Chronic hypertrophic pulpitis of temporary and permanent teeth with unformed roots. Etiology, clinic, differential diagnostics, treatment, medical examination.

89. Treatment of pulpitis in children by devital amputation. Stages, indications, contraindications.

90. Surgical methods of treatment of pulpitis in children (amputation, pulp extirpation).

91. Complications of caries: pulpitis and periodontitis in childhood, the impact on the state of health and development of the child. Odontogenic focus of infection in the occurrence of somatic diseases. The influence of caries and its complications on the development of the jaws, the formation of bite. Prevention.

92. Treatment of pulpitis in children by vital amputation. Stages, indications, contraindications.

93. Pulpotomy with the use of antiseptics, indications, contraindications, features of the procedure. Complications and errors in the treatment of pulpitis and their prevention.

94. Treatment of pulpitis in children with a biological method. Stages, indications, contraindications.

95. Treatment of chronic periodontitis of permanent teeth with immature roots.

96. Chronic simple pulpitis of temporary and permanent teeth with unformed roots. Etiology, clinic, differential diagnostics, treatment, medical examination.

97. Chronic gangrenous pulpitis of temporary and permanent teeth with unformed roots. Etiology, clinic, differential diagnostics, treatment, medical examination.

98. Preparations and filling materials used in the treatment of pulpitis of teeth with immature roots. Characteristics, methods of application.

99. Features of pulpitis in childhood.

100. Mistakes and complications in the treatment of periodontitis in children.

101. Methods of endodontic treatment of root canals. Features of endodontic treatment of teeth with unformed roots.

102. Features of X-ray diagnostics and treatment of periodontitis in permanent teeth with unformed roots.

103. The choice of root fillings in the treatment of periodontitis of temporary and permanent teeth.

104. Planning of dental care for children with complicated forms of caries and odontogenic inflammatory processes.

105. The structure of the periodontium of temporary teeth at the stages of root formation.

106. Influence of chronic periodontitis of temporary teeth on the development of permanent teeth.

107. Periodontitis of temporary teeth: clinic, diagnostics, differential diagnostics.

108. Clinical and radiological picture of chronic granulating periodontitis in childhood. Differential diagnosis, treatment.

109. Features of endodontics of immature teeth in chronic periodontitis. Choice of filling materials. impregnation methods of treatment.

110. Mistakes and complications in the diagnosis and treatment of periodontitis. Efficiency criteria in the treatment of periodontitis of temporary and permanent teeth.

112. Acute and aggravated chronic periodontitis of milk and permanent teeth in children: clinic, diagnosis, differential diagnosis, treatment.

113. Chronic granulomatous periodontitis in children. Clinic. Differential diagnosis. Treatment.

114. Periodontitis. Features of the structure of periodontium in children of different ages. X-ray characteristics of changes in the tissues of the growth zone, periapical tissues in complicated forms of caries in permanent teeth in children with unformed and formed roots.

115. Preparations and filling materials used in the treatment of periodontitis in teeth with unformed roots. Characteristics, methods of application.

116. Treatment of periodontitis in permanent teeth in children with unformed canals.

117. The structure of the oral mucosa in children of different ages. Lesions of the oral mucosa: frequency, etiology, classification. The state of the oral mucosa in diseases of internal organs and systems. (PK-2, PK-6, PK-8, PK-9)

118. Decubital ulcers, erosions in children. Causes, clinic, treatment.

119. Etiology, clinic, differential diagnosis of acute herpetic stomatitis in children. Treatment. Anti-epidemic measures.

120. Acute candidiasis. Etiology. Clinic.

121. Medical stomatitis. Clinic. Diagnostics. Treatment.

122. Candidiasis of the oral mucosa in children. Classification, clinic, treatment.

123. Stomatitis in acute infection (scarlet fever, measles, diphtheria).

124. Changes in the oral cavity in diseases of viral etiology (chicken pox, infectious mononucleosis, viral warts). Clinic, differential diagnosis, treatment, prevention. (PK-2, PK-6, PK-8, PK-9)

125. Pyoderma of the lips, face skin, oral mucosa: clinic, diagnosis, treatment.

126. Diseases of the mucous membrane of the tongue: treatment and prevention.

127. Diseases of the mucous membrane of the red border of the lips: treatment and prevention.

128. Features of the structure of the oral mucosa in children at different age periods of development.

129. Changes in oral mucosa in diseases of the blood and hematopoietic organs.

130. Changes in oral mucosa in diseases of the digestive system.

131. Damage to the oral mucosa: clinic, differential diagnosis, principles of treatment.

132. Traumatic stomatitis in children. Classification, etiology, clinic, treatment, prevention.

133. Features of the clinical course of lesions of the oral mucosa in children.

134. Erythema multiforme exudative, Stevens-Johnson syndrome, Lyell's syndrome. Etiology, clinic, differential diagnosis, treatment.

135. Recurrent aphthae in the oral cavity in children. Etiology, clinic, differential diagnostics, treatment, medical examination.

136. Recurrent herpetic stomatitis. Etiology, pathogenesis, clinic, diagnostics, differential diagnostics, treatment.

137. Changes in the oral mucosa in diseases of various organs and systems of the body.

138. Chronic candidomycosis in children, etiology, clinic, treatment, methods of prevention.

139. Chemical injury of oral mucosa, etiology, clinic, features of the course,

treatment.

140. Physiotherapeutic methods of treatment of oral mucosa. Indications and contraindications.

141. Herpangina. Etiology, clinic, differential diagnosis, treatment, prevention.

142. ORM lesions caused by allergies and medications.

143. The state of the oral mucosa in AIDS.

144. Lesions of the oral mucosa caused by a specific infection.

145. The structure of the periodontium in children during teething and after it. Examination methods for periodontal diseases in children.

146. Methods of examination for periodontal disease in children.

147. Treatment of periodontal diseases in children. Drawing up an individual treatment plan. The effectiveness of the treatment of various periodontal diseases. Forecast.

148. Periodontolysis. Differential diagnosis of various forms and stages of periodontal diseases with tumor-like processes of the jaw bones.

149. Classification of periodontal diseases. Periodontitis in children. Etiology, clinic, diagnostics. Methods of treatment. Medical examination.

150. Idiopathic periodontal diseases in children (periodontal pathology in diabetes mellitus, X-histiocytosis, Papillon-Lefevre syndrome, neutropenia, hypogammaglobulinemia). Clinic, diagnosis, treatment. Medical examination.

151. Classification of periodontal diseases. Gingivitis in children. Etiology, clinic, diagnostics. Methods of treatment. Medical examination.

152. Age features of the structure of the periodontium in children. Classification of periodontal diseases. Methods of examination and evaluation of periodontal condition in children.

153. Clinical examination of children with diseases of the marginal periodontium.

154. Prevention of periodontal diseases.

155. Periodontolysis, clinic, differential diagnosis. Treatment approach.

156. Prevention of periodontal diseases in children.

157. X-histiocytosis in children. Clinical manifestations in the oral cavity, diagnosis, treatment of periodontal pathology. Forecast. Medical examination.

158. The manifestation of neutropenia in the oral cavity. Clinic. Diagnostics. Treatment. Forecast. Medical examination.

159. Papillon-Lefevre syndrome. Clinic. Diagnostics. Treatment. Forecast. Medical examination.

160. Principles of treatment of periodontal diseases in childhood and adolescence, depending on the causes and conditions of occurrence. The value of professional hygiene, medication and physiotherapy.

161. Anatomical and physiological features of the oral mucosa in different periods of childhood, the relationship with diseases. Classification of diseases of the oral mucosa in children. The prevalence of various diseases of the oral mucosa in the age aspect.

162. Traumatic stomatitis in children. Classification. Mechanical injury of the oral mucosa. Causes, clinic, treatment, prevention.

163. Chemical and physical damage to the oral mucosa in children. Causes, clinic, treatment, prevention. Radiation stomatitis.

164. Candidiasis in childhood. Etiology, pathogenesis, classification, clinic, treatment.

165. Physical trauma of the oral mucosa in children. Causes, clinic, treatment, prevention. Radiation stomatitis.

166. Mistakes and complications in the treatment of caries, pulpitis and periodontitis in children.

167. Modern filling materials and sealants used in pediatric dentistry.

168. Deontology in the clinic of pediatric dentistry. Peculiarities of communication between a dentist and a child, parents, clinic staff.

169. The value of x-ray diagnostics in pediatric dentistry. Types of radiography. Technique for reading radiographs. Determining the age of the child according to orthopantomography.

170. Acute herpetic stomatitis in children. Etiology, pathogenesis, clinic. Diagnosis, principles of treatment.

171. Recurrent herpes. Etiology, pathogenesis, clinic. Diagnosis, principles of treatment.

172. Manifestations on the oral mucosa in children with varicella. Clinic, diagnosis, principles of treatment.

173. Manifestations on the oral mucosa in children with measles. Clinic, diagnosis, principles of treatment.

174. Manifestations on the oral mucosa in children with scarlet fever. Clinic, diagnosis, principles of treatment.

175. Tactics of the dentist, HIV, AIDS. Manifestations of the disease in the oral cavity of the child.

176. Manifestations in the oral cavity in somatic diseases, blood diseases, gastrointestinal diseases.

177. Cheilitis in children. Etiology, pathogenesis. Clinic, diagnosis, treatment.

178. Glossitis in children. Etiology, pathogenesis. Clinical manifestations, tactics of the dentist.

179. Lesions of the oral mucosa caused by tuberculosis infection.

180. Lesions of the oral mucosa caused by syphilitic infection.

181. Lesions of the oral mucosa in congenital syphilis.

182. Differential diagnosis of various lesions of the oral mucosa in children.

6.3. Suggested themes of term papers (projects)

Не предусмотрено

6.4. Suggested themes of term projects

Не предусмотрено

6.5. Suggested topics of calculation and graphic works

1.Острый начальный кариес зуба 5.1 ребенка в возрасте 2 лет.

2. Хронический начальный кариес зуба 8.4 ребенка в возрасте 2 лет 6 месяцев.

3. Острый поверхностный кариес зуба 5.2 ребенка в возрасте 2 лет 10 месяцев.

4. Хронический поверхностный кариес зуба 8.5 ребенка в возрасте 1 года 8 месяцев.

5. Острый средний кариес зуба 5.3 ребенка в возрасте 2 лет 4 месяцев.

6. Хронический средний кариес зуба 8.5 ребенка в возрасте 2 лет 8 месяцев.

7. Острый начальный кариес зуба 1.1 ребенка в возрасте 8 лет.

8. Хронический начальный кариес зуба 4.6 ребенка в возрасте 10 лет.

9. Острый поверхностный кариес зуба 2.2 ребенка в возрасте 9 лет.

7. Educational, methodological, informational and software support of the discipline (module)

The electronic catalog and electronic information resources provided by the scientific library of the FSBEI of HE "I. N. Ulianov Chuvash State University" are available at the link http://library.chuvsu.ru/

7.1. Regulatory documents, standards and rules

1. Федеральный закон "Об основах охраны здоровья граждан в Российской Федерации" от 21.11.2011 N 323-ФЗ

2. Приказ Министерства здравоохранения РФ от 13 ноября 2012 г. N 910н "Об утверждении Порядка оказания медицинской помощи детям со стоматологическими заболеваниями"

3. СанПиН 2.1.3. 2630-10 «Санитарно-эпидемиологические требования к организациям, осуществляющим медицинскую деятельность»

7.2. Recommended basic educational and methodological literature

№ item	Name
1	

7.3. Recommended supplementary educational and methodological literature

№ item	Name
1	

7.4. List of resources of the "Internet" information and telecommunication network

№ item	Name	Link to the resource
1		

7.5. Software, professional databases, information and reference systems, electronic educational resources and electronic library systems

Software, professional databases, information and reference systems provided by the Informatization Department of the FSBEI of HE "I.N. Ulianov Chuvash State University" are available for download at the link http://ui.chuvsu.ru //. The Unified Register of Russian programs for electronic computers and databases, including freely distributed ones, is available at the link reestr.minsvyaz.ru/reestr /.

7.5.1. Licensed and freely distributed software

Microsoft Windows operating System and/or Unix-like operating system and/or mobile operating system;

Office software packages:

Microsoft Office and/or LibreOffice

and (or) OpenOffice and (or) analogues;

Browsers, including Yandex.Browser.

List of software:

7.5.2. Lists of professional databases and (or) information reference systems and (or) electronic library systems and (or) electronic educational resources

8. Material and technical support of the discipline

Classrooms for lecture-type classes in the discipline are equipped with a teacher's automated workplace consisting of: a personal computer/laptop, multimedia equipment with a screen and (or) SMART interactive whiteboard/SMART TV.

The premises for students' independent work are equipped with computer equipment enabling to connect to the Internet and provide access to the electronic information and educational environment of the FSBEI of HE "I.N. Ulianov Chuvash State University".

№ item	Lesson type	Brief description and characteristics of the composition of installations, measuring and diagnostic equipment, computer equipment and experimental automation tools
1		

9. Means of adapting the discipline teaching to the needs of persons with physical conditions

If necessary, persons with physical conditions can be offered one of the following options for perceiving information, taking into account their individual psychophysical characteristics:

1) using e-learning and distance learning technologies.

2) using special equipment (enginery) and software in accordance with the students' health restrictions in the Training Centers for Persons with Disabilities and Physical Conditions (hereinafter referred to as special needs) available at the university.

In the course of training, if necessary, the following conditions are provided for persons with visual, hearing and musculoskeletal disorders:

- for persons with visual impairments: educational and methodological materials in printed form in enlarged font; in the form of an electronic document; in the form of an audio file (conversion of educational materials into audio format); in printed form in Braille; individual consultations involving a tactile interpreter; individual assignments and consultations.
- for people with hearing impairments: educational and methodological materials in printed form; in the form of an electronic document; video materials with subtitles; individual consultations involving a sign language interpreter; individual assignments and consultations.
- for persons with disorders of the musculoskeletal system: educational and methodological materials in printed form; in the form of an electronic document; in the form of an audio file; individual assignments and consultations.

10. Guidelines for students to perform independent work

The purpose of the student's independent work (IW) is to consolidate the theoretical knowledge gained and to acquire practical skills in using and performing research of algorithms and data structures when designing application software programs. IW includes independent study of educational issues, preparation for laboratory classes, performing calculation and graphic work, preparation for a test and an exam.

The list of questions and tasks for independent work to prepare for laboratory classes is given in the corresponding methodological instructive regulations in the description of each laboratory work.

The list of questions and tasks for independent work to carry out calculation and graphic work is given in the relevant methodological instructive regulations.

Independent work of students is an integral part of the educational process. The purpose of independent work of students is to master fundamental knowledge, professional skills, experience in creative, research activities.

The main forms of organization of independent work of students are: classroom independent work under the guidance and supervision of a teacher (at lectures, practical, laboratory classes, etc. and consultations); extracurricular independent work under the guidance and control of the teacher (at consultations, during research work), extracurricular independent work - the planned educational, teaching and research, research work of students, performed outside the classroom on the instructions and with the methodological guidance of the teacher, but without his direct participation.

When performing independent work, students should rely mainly on the knowledge and skills gained in lectures, practical, laboratory classes, group and individual classes. This provides the necessary basis for further in-depth study of other disciplines. However, this knowledge needs to be activated.

The forms of independent work of students, provided for by the discipline, include:

- Preparation for practical, laboratory classes, group and individual lessons.
- Independent study of educational issues.
- Preparation for the test / exam.

For self-preparation for practical, laboratory, group and individual classes, study of educational issues, preparation for tests and exams, the following sources are recommended:

- lecture notes and materials of practical, laboratory, group and individual lessons;
- educational (scientific) literature of the relevant profile;
- Internet resources.

At the beginning of the course, the teacher informs students about the forms, types and content of independent work, explains the requirements for the results of independent work, as well as the forms and methods of control and evaluation criteria.

According to the questions proposed by the teacher, the student studies the content of the recommended sections, chapters, paragraphs, textbooks, manuals and monographs; statistical collections; reviews; articles in periodicals. Normative legal acts are studied using the legal bases "Consultant - Plus" or "Garant", as well as Internet resources. The forms of control of such individual work are surveys in practical, group and individual classes, checking notes, conclusions.

Individual tasks of a creative orientation involve:

- preparation of analytical individual work on the subject proposed by the teacher. The completed task is evaluated taking into account the quality of the analysis, identification of factors, causes, conditions for changes, trends; substantiating conclusions; proposals put forward by the author;
- preparation for a discussion, for a business game, etc.;
- a critical review of articles from the list recommended by the teacher, etc.

Test tasks are a form of current control. They are designed to highlight the main provisions of the discipline, understand the features based on theory, repeat and consolidate educational material, test knowledge, and control residual knowledge.

Topics submitted for independent study, students need to take notes. The summary briefly outlines the main essence of the educational material, provides the necessary tabular data, diagrams.

The main stages of independent study of educational issues:

1. Initial acquaintance with the material of the topic under study according to the text of the textbook.
2. Highlighting the main thing in the material being studied, compiling the usual brief notes.
3. Selection of reference signals for this text in the form of separate words, figures.
4. Thinking over a schematic way of coding knowledge, using a different font, etc.

5. Drawing up a basic abstract.

11. Methodological instructive regulations for students studying the discipline (module)

The leading goal of laboratory classes is the formation of skills and the acquisition of practical experience aimed at the formation of professional competencies (the ability to perform certain actions, operations necessary in professional activities) or general competencies (general competencies are necessary for successful activity both in professional and non-professional areas) .

The content of laboratory classes is the solution of various kinds of problems, including professional ones (analysis of production situations, solving situational production problems, performing professional functions in business games, etc.).

To prepare for a laboratory lesson, the student needs to study the theoretical material on this topic, remember the basic definitions and rules. In case of difficulties in its implementation, it is recommended to seek help from the teacher at the time allotted for consultations.

Stages of preparation for a laboratory lesson:

- study of the theoretical material received at the lecture and in the process of independent work;
- self-examination on control questions of the topic.
- for each laboratory work, control is carried out: the content of the report is checked, the assimilation of theoretical material is checked. Control of assimilation of theoretical material is individual.

Laboratory work is one of the forms of mastering theoretical material with the simultaneous formation of practical skills in the discipline under study.

The purpose of laboratory work is to deepen the study of theoretical material, the formation of practical skills through regular and systematic independent work of students throughout the course. The process of preparation for laboratory work includes the study of legal documents, mandatory and additional literature on the issue under consideration.

Topics submitted for independent study must be outlined. The summary briefly outlines the main essence of the educational material, provides the necessary justifications, tabular data, diagrams, sketches, calculations, etc. It is advisable to write an abstract entirely on the topic. Such notes are of great value in preparing for classes.

11.1. Methodological instructive regulations for preparing for seminar-type classes

Preparing students for graduation includes:

- viewing the program of the training course;
- determination of the sources necessary for the preparation (textbooks, additional literature, etc.) and their study;
- use of lecture notes, practical training materials;
- Counseling with a teacher.

Preparation for the test begins with the first lesson in the discipline, in which students receive a general attitude from the teacher and a list of basic requirements for current and final reporting. At the same time, it is important from the very beginning to systematically master the material, guided primarily by the list of questions for the test (exam), to outline the sources that are important for solving educational problems. During the semester, there is a replenishment, systematization and adjustment of student developments, the development of new and consolidation of already studied material.

11.2. Methodological instructive regulations for preparing for an examination

The exam aims to evaluate the work of a student for a certain course: the theoretical knowledge gained, its strength, the development of logical and creative thinking, the

acquisition of independent work skills, the ability to analyze and synthesize the knowledge gained and put into practice the solution of practical problems.

The exam is conducted orally on tickets approved by the head of the department. The examination paper includes three questions. The wording of the questions coincides with the wording of the list of questions brought to the attention of students one month before the examination session. In the process of preparing for the exam, a pre-exam consultation was organized for all study groups. The result of the exam is expressed as "excellent", "good", "satisfactory".

In order to clarify the assessment, the examiner can ask no more than one or two additional questions that do not go beyond the requirements of the work program. An additional question is a question that is not related to the subject matter of the ticket questions. An additional question, as well as the main questions of the ticket, requires a detailed answer. In addition, the teacher can ask a number of clarifying and leading questions related to the subject of the main questions of the ticket. The number of clarifying and leading questions is not limited.

11.3. Methodological instructive regulations for preparing for a test

11.4. Methodological instructive regulations for performing computational and graphical

Структура расчетно-графической работы (истории болезни):

1. Титульный лист.
2. Оглавление.
3. Основная часть:

- сбор жалоб, анамнеза заболевания и жизни пациента. На данном этапе надо полностью изложить данное обучающемуся задание.
- практическая часть: обследование пациента по органам и системам, составление плана обследования, оценка результатов проведенного лабораторно- инструментального исследования, проведение дифференциального диагноза, составление плана и реализация лечебно-профилактического лечения.

4. Выводы - эпикриз с проведением оценки тяжести и прогноза заболевания.
5. Список использованной литературы.
6. Приложение: иллюстрации, графики, схемы.

Жалобы больного. Опрос должен проводиться целенаправленно.

История развития настоящего заболевания. Необходимо спросить больного о начале (острое, постепенное) и развитии заболевания. Выяснить этапы развития болезни. Какие лечебно-профилактические мероприятия проводились, их эффективность.

Собранный анамнез должен носить по возможности объективный характер, поэтому рассказ больного о развитии заболевания, о последовательности возникновения признаков и симптомов болезни необходимо контролировать соответствующими вопросами.

В анамнезе жизни выясняют основные факты (развитие в раннем детстве, условия жизни, материальная обеспеченность, годы учения, пребывание в армии, участие в войне, ранения, контузии; условия жизни в настоящее время, семейное положение; вредные привычки, перенесенные болезни, гемотрансфузии, наследственность).

Объективное исследование больного проводится в обычной последовательности. При обследовании больных необходимо обратить внимание на комплекс симптомов или синдромов, отражающих наиболее характерные изменения различных органов и систем.

Данные лабораторных, инструментальных, лучевых и других исследований. Большое значение следует придавать клинико-физиологическим методам исследования, помогающим как ранней диагностике, выявлению стертых форм заболевания, так и установлению обоснованного диагноза.

Клинический диагноз и его обоснование. Приведенные в предыдущих разделах истории болезни данные: тщательно собранный анамнез с объективным исследованием, целенаправленное обследование больного с применением ряда клинико-физиологических, клинико-диагностических, рентгенологических и биохимических методов исследования - безусловно позволяют правильно и своевременно установить диагноз заболевания с указанием его выраженности, ведущих клинических синдромов, функциональных нарушений и осложнений. Во многих случаях правильная оценка имеющихся в момент обследования клинических данных возможна только в свете материалов динамического наблюдения. Изучение динамики патологического процесса, в частности нередко наблюдаемых остаточных явлений и определенных последствий, а также обратимости патологии.

Лечение. Дается подробная характеристика лечебного комплекса, назначенного данному больному.

Дневник должен отражать течение заболевания за период нахождения больного под наблюдением.

Требования по оформлению работы:

Оформление от «руки» в письменном виде.

Нумерация страниц расчетно-графической работы должна быть сквозная.

Титульный лист не включается в общую нумерацию

11.5. Methodological instructive regulations for performing a control work

11.6. Methodological instructive regulations for performing a course work (project)

List of additions and changes

The name and details (if any) of the document attached to the Working Program of the discipline (module) containing the text of updates	Department's decision		Full name of department head:
	Date	Protocol №	