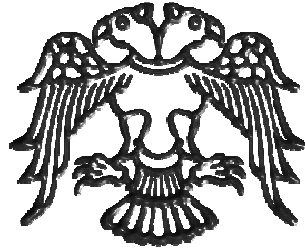


**DentEdEvolves**  
**SCHOOL VISIT**  
**FINAL REPORT**



**SELÇUK UNIVERSITY**  
**FACULTY OF DENTISTRY**

**KONYA, TURKEY**

**6-11 October 2001**

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Note: Visitors Comments are inserted at the end of relevant sections in the report. An overview of the assessment of the school is to be found from page 88-98.

## SECTION 1 – INTRODUCTION AND GENERAL DESCRIPTION

### INTRODUCTION:

Selçuk University was founded in 1975. It is one of the big Universities of Turkey with 55.000 students. The Faculty of Dentistry started education in the 1988-1989 fall semester at its' first small building in the Campus and moved to two new buildings in 1998 and 2001 respectively. The campus is 18 km away from the city center.

At the moment the faculty has at its disposal:-5 lecture halls, 1 conference room, 2 seminar rooms, 1 meeting room, 1 student laboratory and 8 clinics. A phantom-head laboratory is under construction.

Every year 55 new students are registered to the faculty after successful completion of the University Entrance Examination of the Turkish Higher Education Council. Students of the faculty are awarded a diploma in dentistry following the completion of a 5-year education and training programme. The first students graduated in 1993 and 320 students have been graduated up to the present.. The first two years of education is devoted mainly to basic sciences and biological knowledge. In the fourth and fifth years, the students are heavily involved in clinical training and patient treatment. The third dental year is devoted mainly to introductory courses in clinical dentistry.

The first three years, education and teaching is 36 weeks in a year. But in last two years, it takes 40 weeks. The undergraduates have 36 working weeks in each of the the first three years and 40 working weeks in their fourth and fifth years.

Postgraduate courses are also available. Students are accepted on courses for all clinical specialities of dentistry, following a scientific and foreign language examinations. Each postgraduate course is four years duration. On successful completion of the course, students are awarded Ph.D. degree. It is mandatory to prepare a doctorate thesis during last two years of the course.

The full range of dental, oral and dentofacial diseases for adults and children are managed in the school clinics with the state of the art techniques and materials. A dental disease preventive programme is also available and making progress in the local community. The average number of patients attending the School clinics in a year is 16,800. The number has been increasing year by year. With 72 academic and 40 administrative staff, the faculty is also providing a dental and oral health service to the Central Anatolian part of Turkey and its hinterland. The academic responsibility is discharged by active participation of staff and graduate students in research. There is a good foundation of internationally peer-reviewed

publications from many departments, and this is continually increasing and improving in scope and sophistication. The faculty regards participation in research and publication as a basic function and a measure of the School's ability and status when offering training programmes to dentists. The journal of the Faculty is published regularly every six months.

### **1.2. PRIMARY FUNCTIONS OF THE INSTITUTION:**

The main function of the faculty is to train competent dentists, who can serve independently in the population with state of the art, scientific and clinical knowledge. Faculty also works on providing its graduates with the social sensitivity to be able to educate the community they work in about the importance of oral health and the prevention of dental disease. With the postgraduate programs, it is ensured that students continue on further education following a clinical and research career. Scientific and social communications with other faculties nationally or internationally is encouraged for scientific exchange and development. In addition to its educational duties, the faculty serves as a special dental health care center for Central Anatolian part of Turkey. To maintain research cooperation with other faculties and internationally with other Dental Schools is another function of the faculty.

### **1.3. FACULTY ORGANISATION AND MANAGEMENT TO ACHIEVE AIMS AND OBJECTIVES:**

The functions of faculty are widely discussed in regular and/or extraordinary faculty meetings. The necessary steps are taken to keep the dental education programmes at the desired level. The curriculum is overviewed carefully at the beginning of every educational year.

### **1.4. OVERVIEW OF RESEARCH:**

Faculty has a young academic staff that is conscious of the importance of research. In the faculty's research laboratory many research projects have been completed. Selçuk University also has a big central research institute to meet the research requirements of all faculties. In addition, basic science laboratories of Veterinary Faculty are widely used by dental researchers and postgraduate dental students. For postgraduate students it is compulsory to complete a research project under an academic supervisor. The Research Fund of Selçuk University finances most of the projects. It is also possible to get some equipment and material help from big international dental firms with the good communication and relationships of the faculty. The number of articles published in well-known International Journals has increased very much recently. Participation by the young staff in international congresses and meetings with presentations is very common. Some of our clinical staff have good research collaboration with some research centers abroad. These are:

Tokyo Medical & Dental University, Japan

Medical College of Georgia, Atlanta / USA

Sapporo School of Dentistry, Japan

Oklahoma University, College of Dentistry, Oklahoma/ USA

**1.5. CONTINUOUS IMPROVEMENT OF QUALITY IN TEACHING, RESEARCH AND PATIENT SERVICES:**

The quality of teaching is improved each year by not only physical enlargement of the faculty buildings but also by the efforts of academic staff to actively participate in major national and international scientific meetings. The faculty also arranges day-long conferences for educating their students and local graduate dental practitioners. In these symposiums, the invited authors and audience discuss new favorite topics. The faculty also holds an annual symposium, which usually lasts 3-4 days. Some of the academic staff visit other faculties abroad for cultural and scientific exchange. An interfaculty agreement to exchange the students and academic staff will be signed between the Konya faculty and Tokyo Medical & Dental University next year. Well known international authors are also invited to give lectures one or two times each year. To date these were:

Prof. Dr. P. F. Bradley, The London Hospital Medical College and Royal Hospitals Trust, UK  
Use of lasers in the oral cavity,

Dr. Henri Thau, Queen Mary's University Hospital, Rosehampton, UK Current approaches in orthognathic surgery, Latest advances in head and neck surgery, craniomaxillofacial surgical approach, maxillofacial surgical anatomy and cadaver dissection.

Dr. Toni Davies, Queen Mary's University Hospital, Rosehampton, UK Surgical orthodontic treatment.

Prof. Dr. Enver Perriman, UK Surgical orthodontic treatment

Prof. Ram S. Nanda, Oklahoma University, College of Dentistry, Oklahoma, USA Various orthodontic subjects

Prof. Dr. Nejat Arpak, Ankara University, Ankara, Turkey. Failures of dental implants and titan membranes

Prof. Dr. Adel M. Raghip, Tanta University, Egypt Clefts of the lip and palate, tooth anomalies and syndromes.

Prof. Dr. Sema Kedici, Ankara University, Ankara, Turkey. Full ceramic crowns



Assist. Prof. Cem A. Gürgan, Ankara University, Ankara, Turkey Periodontal therapy prior to prosthetic replacement.

Prof. Dr. Bülent Uludağ, Ankara University, Ankara, Turkey Precision attachments in prosthodontics.

Prof. Dr. Herbert T. Shillingburg, Oklahoma University, College of Dentistry, Oklahoma, USA Treatment of severely damaged teeth; endodontics, periodontal surgery or implant.

Prof. Dr. Guido Vanherle, Catholic University of Leuven, Belgium Resin composites in posterior region

Prof. Dr. Zeynep Mısırlıgil, Ankara University, Medical School, Ankara, Turkey Allergic reactions and anaphylaxis in dentistry

Prof. Dr. Miura Hiroyuki, Tokyo Medical and Dental University, Tokyo, Japan Recent progress on the prosthetic treatment in Japan

Prof. Dr. Ömer Günhan, Gülhane Military Academy of Medicine, Ankara, Turkey Lesions of oral mucosa

Prof. Dr. G. Fräns Currier, Oklahoma University, College of Dentistry, Oklahoma, USA Differential diagnosis and treatment planning in dentofacial orthopaedics and orthodontics: early, middle and later perspectives

Prof. Dr. Junji Tagami, Tokyo Medical and Dental University, Tokyo, Japan Newly developed bonding systems and a new technique for indirect restoration.

Prof. Dr. Hideiko Sano, Sapporo School of Dentistry, Japan Pain free restorative procedures

Assist. Prof. Dr. Satoshi Inoue, Sapporo School of Dentistry, Japan Glass ionomer restorative materials

Dr. Roy Bertolotti, Private Practitioner, USA Various topics on adhesion

## SECTION 2 –FACILITIES

### 2.1. CLINICAL FACILITIES:

The school of dentistry is located in two buildings one of which was completed in year 2001. Total number of chairs is 110. Separate from its 3-unit surgery room the Oral and Maxillofacial Surgery department uses facilities in the Hospital Medical School for operations performed under general anesthesia.

#### Distribution of dental chairs

Conservative Dentistry	16 for students, 2 for academic staff
Oral Diagnosis and Radiology	7 for students, 1 for academic staff
Endodontics	10 for students, 4 for academic staff
Periodontology	8 for students, 2 for academic staff
Orthodontics	15 for students, 1 for academic staff
Oral & Maxillofacial Surgery	6 for students, 5 for academic staff
Prosthodontics	12 for students, 10 for academic staff
Pediatric Dentistry	11 for students and academic staff
TOTAL	110

#### Weaknesses;

Numbers of dental chairs in some clinics are not enough so that students have to share the same chair on the same session. Some clinics are in need of more equipment for clinical training.

### 2.2. TEACHING FACILITIES:

In the two buildings, there are five lecture halls and one conference room for 60 students. The two small seminar rooms located in the department of orthodontics and department of surgery

can accommodate 20 persons. The two amphitheatres are currently under construction and will be in service next semester. There is one preclinical laboratory. A phantom laboratory is planned for next year.

**Weaknesses;**

A phantom laboratory and some more teaching equipment in the lecture rooms are needed.

**2.3. RESEARCH FACILITIES:**

The dental school has a small research laboratory, which is operated under supervision of conservative dentistry department. In addition, the central research laboratory of the university is available to researchers. Research laboratories of other faculties and institutions can also be used. The laboratory in the faculty has some equipment for bond strength tests and microleakage studies.

**Weaknesses;**

In the faculty, the lack of some small research equipment for research fields other than bond strength tests..

**2.4. LIBRARY:**

Our library located in the new building is not very extensive currently. Each department has their own collection of books and periodicals. The students may also use the main university library, which is located in the same campus. The university supports the library with new books annually.

**Strength;**

Online access to scientific and bibliographic databases and other Internet sources are available from both libraries.

**Weaknesses;**

Lack of subscription to periodicals and Turkish textbooks. More computers for student use are needed.

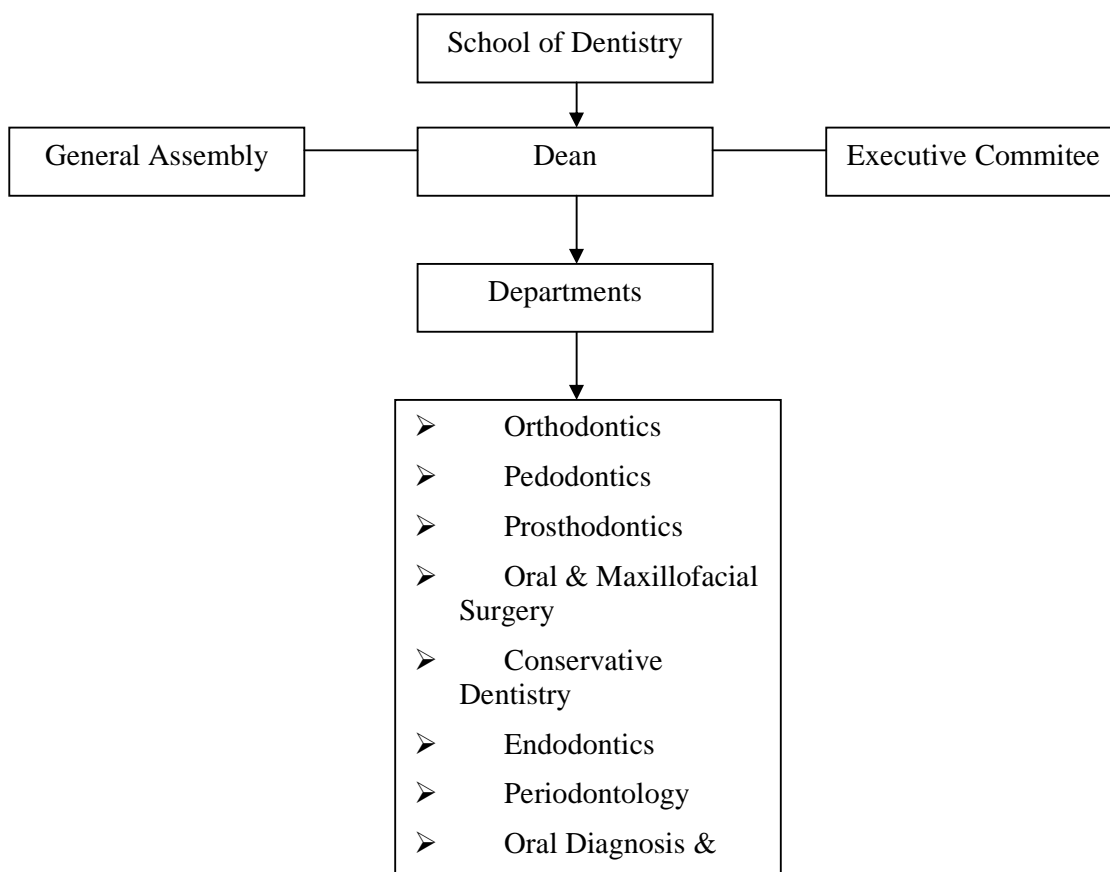
## SECTION 3 - ORGANIZATION AND ADMINISTRATIVE STRUCTURE

Person in School who will explain this section:

Name: Prof. Dr. Füsun Özer, [fozer@selcuk.edu.tr](mailto:fozer@selcuk.edu.tr), fax: +90-332-241 00 62

The Selçuk University is a government institute and in its present structure consists of fifteen faculties including the Faculty of Dentistry, 4 institutions of higher education and 24 vocational high schools located in and around Konya city center. The university is subject to state supervision by the Council of Higher Education (YÖK). The university's administrative authorities are the Rector, Senate and the administrative committee.

The faculty has its own computer server and there is a local area network (LAN) and Internet access with email accounts for administrative and academic staff and graduate students. The patient management and finance system is maintained on a Windows based custom written data base program, which runs on a LAN environment. Two computers with Internet access are located in the library for the use of undergraduate students. The administration is planning to increase the number of computers that are available to students.



## SECTION 4 – STAFFING

Person in School who will explain this section:

Name: Prof. Dr. Füsün Özer, [fozer@selcuk.edu.tr](mailto:fozer@selcuk.edu.tr), fax: +90-332-241 00 62

The staff establishment and infrastructure in the faculty has been developed and increased over the past 3 years.

The teaching staff is divided into two main categories. The first category represents the traditional faculty ranks of Professors, Associate Professors, Assistant Professors, Lecturers and research fellows. All these are full time staff and receive a monthly salary. The department of orthodontics has two visiting clinical instructors who are well-trained orthodontists with the university rank of Associate Professor.

A majority of the research fellows are also postgraduate doctorate students in various departments. Those doctorate students who are not appointed as Research Fellows also act as Clinical Associates, who receive no salary and assist the faculty members in the clinical or laboratory work. These are the second main group of faculty staff.

### CLINICAL ACADEMIC STAFF STATISTICS:

Professors	3
Assoc. Professors	12
Assist. Professors	13
Lecturers	3
Research Fellows	42
Visiting Clinical Instructors	2
Full Time Academic Staff:	73

### THE LIST OF SENIOR LECTURERS:

#### Conservative Dentistry

Prof Dr. Füsün ÖZER (Head of Department)	<a href="mailto:fozer@selcuk.edu.tr">fozer@selcuk.edu.tr</a>
Assist. Prof. Dr. Abdulkadir ŞENGÜN	<a href="mailto:sengun@selcuk.edu.tr">sengun@selcuk.edu.tr</a>
Assist. Prof. Dr. Nimet ÜNLÜ	<a href="mailto:nunlu@selcuk.edu.tr">nunlu@selcuk.edu.tr</a>
Assist. Prof. Dr. Şölen KARAKAYA	<a href="mailto:skarakaya@selcuk.edu.tr">skarakaya@selcuk.edu.tr</a>
Junior staff (Research fellows)	5

## Endodontics

Assoc. Prof. Dr. Sema BELLİ (Head of Department)	<a href="mailto:sbelli@selcuk.edu.tr">sbelli@selcuk.edu.tr</a>
Assist. Prof. Dr. Hale ARI	<a href="mailto:hari@selcuk.edu.tr">hari@selcuk.edu.tr</a>
Senior Lecturer Dr. Funda KONT ÇOBANKARA	<a href="mailto:k.funda@excite.com">k.funda@excite.com</a>
Senior Lecturer Dr. Cenk ALTINÖZ	<a href="mailto:caltinoz@yahoo.com">caltinoz@yahoo.com</a>

## Oral Diagnosis and Radiology

Assoc. Prof. Dr. Faruk AKGÜNLÜ (Head of Department)	<a href="mailto:drakgunlu@selcuk.edu.tr">drakgunlu@selcuk.edu.tr</a>
Junior staff (Research fellows)	4

## Periodontology

Prof Dr. Tamer ATAÖĞLU	<a href="mailto:ataoglu@selcuk.edu.tr">ataoglu@selcuk.edu.tr</a>
Assoc. Prof. Dr. MihtikarGÜRSEL	<a href="mailto:mgursel@selcuk.edu.tr">mgursel@selcuk.edu.tr</a>
Assoc. Prof. Dr. Nilgun Özlem ALPTEKİN	<a href="mailto:alptekin@selcuk.edu.tr">alptekin@selcuk.edu.tr</a>
Assist. Prof. Dr. İsmet DURAN	<a href="mailto:iduran@selcuk.edu.tr">iduran@selcuk.edu.tr</a>
Junior staff (Research fellows)	6

## Orthodontics

Assoc. Prof. Dr. Ali KARAMAN (Head of Department)	<a href="mailto:ihyakaraman@hotmail.com">ihyakaraman@hotmail.com</a>
Assoc. Prof. Dr. Yaşar GÖYENÇ	<a href="mailto:ygoyenc@hotmail.com">ygoyenc@hotmail.com</a>
Visiting Instructor Assoc. Prof. Dr. Enis GÜRAY	<a href="mailto:guray@tr-net.net.tr">guray@tr-net.net.tr</a>
Visiting Instructor Dr. Tamer BÜYÜKYILMAZ	<a href="mailto:buyukyilmaz@superonline.com">buyukyilmaz@superonline.com</a>
Assist. Prof. Dr. Zafer SARI	<a href="mailto:zafsar@hotmail.com">zafsar@hotmail.com</a>
Assist. Prof. Dr. Serdar ÜŞÜMEZ	<a href="mailto:susumez@hotmail.com">susumez@hotmail.com</a>
Assist. Prof. Dr. Faruk BAŞÇİFTCİ	<a href="mailto:fbascifteci@hotmail.com">fbascifteci@hotmail.com</a>
Junior staff (Research fellows)	8

## Oral & Maxillofacial Surgery

Prof Dr. Adnan ÖZTÜRK (Head of Department)	<a href="mailto:adozturk@selcuk.edu.tr">adozturk@selcuk.edu.tr</a>
Assoc. Prof. Dr. Necip MUTLU	<a href="mailto:nmutlu@selcuk.edu.tr">nmutlu@selcuk.edu.tr</a>
Assist. Prof. Dr. Ercan DURMUŞ	<a href="mailto:edurmus@usa.net">edurmus@usa.net</a>
Assist. Prof. Dr. Hanife ATAÖĞLU	<a href="mailto:hataoglu@selcuk.edu.tr">hataoglu@selcuk.edu.tr</a>

Assist. Prof. Dr. Dođan Dolanmaz [dolanmaz@hotmail.com](mailto:dolanmaz@hotmail.com)  
Junior staff (Research fellows) 5

### **Prosthodontics**

Assoc.Prof.Dr. Gürcan ESKİTAŞCIOđLU (Head of Depart) [g.urcan@excite.com](mailto:g.urcan@excite.com)  
Assoc. Prof. Dr. Bülent KESİM [bkesim@selcuk.edu.tr](mailto:bkesim@selcuk.edu.tr)  
Assoc. Prof. Dr. Filiz AYKENT [faykent@selcuk.edu.tr](mailto:faykent@selcuk.edu.tr)  
Assoc. Prof. Dr. Özgür İNAN [inan32@hotmail.com](mailto:inan32@hotmail.com)  
Assist. Prof. Dr. Mustafa KALKAN [mustafakalkan@hotmail.com](mailto:mustafakalkan@hotmail.com)  
Senior Lecturer Dr. Atilla ÖZYEŞİL [agozyesil@yahoo.com](mailto:agozyesil@yahoo.com)  
Junior staff (Research fellows) 10

### **Pedodontics**

Assoc. Prof. Dr. Alparslan GÖKALP (Head of Department) [agokalp@selcuk.edu.tr](mailto:agokalp@selcuk.edu.tr)  
Assist. Prof. Yađmur ŞENER, [yagmur@selcuk.edu.tr](mailto:yagmur@selcuk.edu.tr)  
Junior staff (Research fellows)

**Clinical Services Staff:**

General Nurses	9
Dental Technicians	4
Radiographers	4
Clinical Photographer	1

**Other Staff:**

Senior Management 3

(Chief Administrative Officer, Personnel Officer, Accountant)

Personnel	1
Appointments/medical records (Department secretaries)	10
Student Administration	3
Library	2
Crafts Persons	4
Porters/Domestics	18



## SECTION 5. THE DENTAL CURRICULUM

In the first two years there is an emphasis on the basic and biomedical sciences and consecutively the students are introduced to the dental subjects. From the third year on, the education is predominantly in dental clinical sciences. In the final two years the students are involved in treatment of patients along with lectures from some departments.

The curriculum is structured in three main sections, the basic and biomedical sciences, human diseases and the clinical sciences. Because the high number of the students, in the last two years the students are divided into groups during clinical hours. These groups visit different departments for clinical training in a rotational manner. The lecturers from the medical school deliver the biomedical and human diseases courses. The lectures are given in the dental faculty and practical education is conducted in medical school.

### **CONTENTS:**

#### **Section 5. Basic and Biomedical Sciences**

5.1 Biochemistry

5.2 Physics

5.3 Medical Biology and Genetics

5.4 Biophysics

5.5 Organic Chemistry

#### **Section 6.**

6.1 Anatomy

6.2 Histology – Embryology

#### **Section 7.**

7.1 Microbiology

7.2 General Pathology

7.3 Pharmacology

7.4 Epidemiology

7.5 Physiology

## **Section 8. Human Diseases**

Ophthalmology, Dermatology, General Pathology, Psychiatry, Otorhinolaryngology, General Surgery, Forensic Medicine, Internal Medicine–Hematology, First Aid and Emergency Treatment

### **Clinical Sciences:**

Section 9.1 Orthodontics

Section 9.2 Pedodontics

Section 10. Public Health and Preventive Medicine

Section 11. RestorativeDentistry

11.1 Conservative Dentistry

11.2 Endodontics

11.3 Prosthodontics

Section 12. Periodontology

Section 13. Oral and Maxillofacial Surgery

Section 14. Oral Diagnosis and Radiology

## THE DENTAL CURRICULUM AND ECTS CREDITS

<b>1. YEAR</b>		
<b>Program component</b>	<b>Lecture</b>	<b>Applied</b>
Medical Biology and Genetics	3	1,5
Physics	3	3
Organic Chemistry	1,5	1,5
Epidemiology	1,5	
Biostatistics (computer applied)	3	1,5
Behavioral Sciences	1,5	
Dental History	1,5	
Tooth anatomy and physiology	1,5	
Tooth anatomy and physiology (applied, including carving)		9
Turkish Language	3	
Foreign Language	3	
Principals of Atatürk and History of Turkish Revolution	3	
Gymnastics		1,5
Dental Materials	1,5	
Biophysics	3	3
Anatomy	3	3
Computer Programming Language	1,5	1,5
Total ECTS Credits	34,5	25,5
<b>Year Total</b>		<b>60</b>

<b>2. YEAR</b>		
<b>Program component</b>	<b>Lecture</b>	<b>Applied</b>
Histology-Embryology	6	2
Biophysics	4	
Physiology	6	2
Anatomy	6	2
Microbiology-Bacteriology	4	2
Operative Dentistry	4	4
Prosthetic Dentistry	4	8
Biochemistry	2	2
Dental Materials	2	
Total ECTS Credits	38	22
<b>Year Total</b>		<b>60</b>

<b>3.YEAR</b>		
<b>Program component</b>	<b>Lecture</b>	<b>Applied</b>
Dental Anesthesiology	1,5	
Pharmacology	3	
Orthodontics	1,5	3
Operative Dentistry	1,5	12
Prosthetic Dentistry	3	9
Pre-clinic Endodontics	1,5	3
Oral Radiology	1,5	
Oral-maxillofacial Surgery	3	
Periodontology	3	
Pathology	3	1,5
Oral Histology and Embryology	1,5	1,5
Oral Physiology	1,5	1,5
Oral Diagnosis	1,5	
Pediatric Dentistry	1,5	
Total ECTS Credits	28,5	31,5
<b>Year Total</b>		<b>60</b>

<b>4.YEAR</b>		
<b>Program component</b>	<b>Lecture</b>	<b>Applied</b>
Oral-Maxillofacial Surgery	2	
Dental Anesthesiology	2	
Internal Medicine – Hematology	2	
Orthodontics	4	
Orthodontics (internship)		4
General Surgery	2	
Operative Dentistry	2	
Operative Dentistry (internship)		4
Prosthetic Dentistry	2	
Prosthetic Dentistry (internship)		4
Endodontics	2	
Endodontics (internship)		4
Oral Diagnosis	2	
Oral Diagnosis (internship)		4
Oral-maxillofacial Surgery	2	
Oral Maxillofac. Surgery (internship)		4
Periodontology	4	
Periodontology (internship)		4
Pediatric Dentistry	2	
Pediatric Dentistry (internship)		4
Total ECTS Credits	28	32
<b>Year Total</b>		<b>60</b>

<b>5.YEAR</b>		
<b>Program component</b>	<b>Lecture</b>	<b>Applied</b>
Maxillofacial Prosthesis	1,5	
Maxillofacial Surgery	1,5	
Deontology	1,5	
Orthodontics (internship)		3
Dental History	1,5	
Operative Dentistry (internship)		3
Prosthetic Dentistry	1,5	
Prosthetic Dentistry (internship)		3
Endodontics (internship)		3
Oral Diagnosis and Radiology (internship)		3
Oral Maxillofacial Surgery	1,5	
Oral Maxillofacial Surgery (internship)		3
Pediatric Dentistry	1,5	
Pediatric Dentistry (internship)		3
Periodontology (internship)		3
Community Health	1,5	
Psychiatry-Neurology	1,5	
Ophthalmology	1,5	
Dermatology	1,5	
Forensic Medicine	1,5	
Otorhinolaryngology	1,5	
Seminar	3	
First aid and emergency intervention	1,5	
Computer Programming Language	3	3
Total ECTS Credits	33	27
<b>Year Total</b>		<b>60</b>

## BASIC AND BIOMEDICAL SCIENCES

### 5.1.BIOCHEMISTRY

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
36	36	-	-	3-4	2	4	Turkish

#### Contents

The course includes basic biochemical concepts and the interrelation of molecules. The biochemical approach to human metabolism is given at the 4<sup>th</sup> semester. Biochemical structures like amino acids, peptide, protein, carbohydrates, lipid acids and nucleic acids, interrelation of these molecules with the human body functions, metabolic paths of glycolysis, glycogenesis, hexose monophosphate path, lipolysis, lipogenesis, ketogenesis, citrate cycles are discussed.

#### Contact Hours and Assessment

36 hrs of lectures and 36 hrs of laboratory exercises. At least 1 midterm written examination per semester is required. There is a final written examination at the end of the semester.

### 5.2.PHYSICS

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
72	36	-	-	1-2	3	6	Turkish

#### Contents:

The course of physics is given to the first year students, during the first semester. The main purpose of the course is to supply the students with a general background in Physics. The course covers dynamics, statics, thermodynamics and fluid mechanics. The subjects covered in the course are reinforced with many examples from biological systems. Covering some additional topics (e.g. optics, waves) would be very helpful. However, the course period is not long enough.

#### Contact Hours and Assessment

72 hrs of lectures and 36 hrs of laboratory exercises. At least 1 midterm written examination per semester is required. There is a final written examination at the end of semester.

### 5.3.MEDICAL BIOLOGY AND GENETICS

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
72	36	-	-	1-2	2	4	Turkish

#### Contents:

The main objective of the course is to teach basic biology and role of genetics in dental maladies.

#### Contact hours and Assessment:

Lectures are given during the 1<sup>st</sup> year of dental education at 2hrs/week for 36 weeks. An additional 1hr/week of laboratory course is present. First year of dental education is early for these lectures. The timing of the course should be further arranged and standardized. At least 1 midterm written examination per semester is required. There is a final written examination at the end of semester.

### 5.4.BIOPHYSICS

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
72	72	-	-	1-2	2	6	Turkish

#### Contents:

The primary aim of the course is to teach the mechanism of physiological systems by application of physical concepts and rules to the investigation of living organisms. Main topics of the course are; Biophysical occurrences in the cell, Potential of action and compound potential of action, Equipment for investigation and measurement of bioelectricity, Dynamics of circulation, Dynamics of respiration, Students usually have difficulty comprehending the themes as a strong basis of physics, mathematics and physiology is required.

#### Contact Hours and Assessment:

The course is composed of 2hrs of verbal lectures and two hrs of practical application Per week. At least one examination per semester is required. There is a final written examination at the end of semester.

## 5.5. ORGANIC CHEMISTRY

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
36	36	-	-	1-2	2	3	Turkish

### Contents:

The students are taught about proteins, carbohydrates and lipids in detail to form a basis for their future courses in the following classes. In the first 6 weeks of the course, basic organic molecules are introduced which is followed by hydrocarbons, aromatic compounds, esters, ethers, alcohols, phenols, stereoisomerisms, aldehydes, cetons, carboxylic acids and amines.

### Contact hours and Assessment:

The course is given in the first year of dental education 2 hours per week. The followed book is Prof. Tahsin Uyar's "Organic Chemistry" which is discussed in detail. At least 1 midterm written examination per semester is required. There is a final written examination at the end of semester.

Course director: Assist. Prof. Şeref Ertul



## 6.1 ANATOMY

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
72	72	-	-	3-4	4,5	8	Turkish

### Contents:

The Department of Human Anatomy is situated at the Faculty of Medicine. The department teaches all aspects of the human anatomy (systematic, clinical, functional, gross and radiological) to the medical and dental faculty undergraduate students as well as nursing, midwife and medical technician students. Teaching in this department concentrates on the structure and function of the human body using bones, body models, cadavers and x-rays. There is also computer aided interactive teaching facilities within the department lab. Human anatomy is studied, together with other pre-clinical subjects, in the first year of the curriculum. An understanding of the structure of the living human body is aided by study involving dissection. The anatomy course is based on a series of theoretical and practical classes, stage by stage, through the regions of the body and other aspects of neuroscience. Throughout the course the academic staff of the department, who will stress the clinical implication of the anatomical studies, closely supervise the student work. Researchers enjoy international repute in the fields of fetal morphology and embryo culture. Many fields are collaborative and interactive across the departments within the university.

### Contact hours and Assessment:

The course has 2 hours of theoretical and 2 hours of practical lessons per week. At least 1 midterm written examination per semester is required. There is a final written examination at the end of semester.

**Course Director: Prof. Dr. Ahmet Salbacak, [Selcukanatomy@yahoo.com](mailto:Selcukanatomy@yahoo.com)**

## 6.2 HISTOLOGY

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
72	72	-	-	2-3	4	8	Turkish

### Contents:

The aim of the course is teach the basic description and research methodology of histology. The students should be able to interpret a histological sample. Detection of the tissue type, organelle distribution of the cell, and their functions should be taught. Basic histological

sample preparation and examination methods are also given. The method of teaching is in form of lectures supported with slides, acetate, video and schematic drawing on the board. The questions of the students are discussed at the end of each lecture. Laboratory lessons comprises of microscopic evaluation of histological samples. Our strengths are full time experienced educational staff, long practical laboratory study hours and wide selection of histological samples. Weakness of the course is the remote location of the dental school from medical school. This leads to waste of time for students. Future plans are preparation of new histological samples from the oral region and a specific textbook.

**Contact hours and Assessment:**

The course is based on 90 hrs of practical application and 50 hrs of lectures. At least 1 written examination is required for per semester. There is a final written examination at the end of semester.

## 7.1 MICROBIOLOGY

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
72	72	-	-	3-4	4	6	Turkish

Person in School who will explain and show this to the the visitor:

Name: Osman ERGANİŞ e-mail: [oerganis@selcuk.edu.tr](mailto:oerganis@selcuk.edu.tr)

### Contents:

Basically, the first objective at Microbiology Course is to teach general knowledge related to bacteria, fungi, viruses, parasites and immunology. Curriculum timing is 4 hours in a week (2 h theoretic, 2 h practice/ laboratory) at 2 semesters (at 3rd and 4th semesters).

### Primary aims

To teach how to grow, isolate, inactivate, and treat by antibiotics, antiseptics, disinfectants, oral pathogens and microbial flora.

To answer the question: what are the general immune system mechanisms in the body and specifically in the oral cavity?

### Main objectives

Oral microbial ecology, cell structure of gram positive and negative bacteria, virus, fungi, etc.

Staining techniques, growth of microorganisms, differentiation of microorganisms,

Antimicrobial susceptibility tests and effect mechanisms of chemotherapeutics

Disinfection and sterilization of instruments and environments

Practical applications at Microbiology (mostly Bacteriology& immunology, seldom virology and parasitology) Laboratories,

Serological tests and allergic reactions, antibacterial effects of saliva, vaccines

Cariogenic and perio-pathogen microorganisms in the oral cavity

Some important systemic infections (AIDS, Viral hepatitis, measles, etc.)

### Hours in the Curriculum

Two hours per week per year. Each student learns to isolate pathogenic bacteria from patients and to make its antibiogram.

### Methods of learning/teaching

Theoretical lessons, using seminars and lectures. Students are given recommended reading and some articles about microbiological research studied in the faculty.

Practical lessons, after a short demonstration, students do the tests.

### **Assessment methods**

Classical questions and answer, tests.

### **Strengths**

Students think the courses is a secondary subject for them. But at the end of the year, they accept the importance of the course.

### **Weaknesses**

If there was a Microbiology Laboratory at the Dental Faculty, the diagnosis of oral infections could be routinely done.

### **Innovations**

For the first time in the world, the department isolated *Acinetobacter calcoaceticus* and *Acinetobacter lwoffii* infectious of the poultry. (Erganis O. Et. Al.1988. Veterinary Record, 123,374.). Cited by Calnek, B. Et al. 1997. Diseases of Poultry, 10 th Ed. Page; 295. Iowa State University Press, Ames, Iowa, USA.

Some animal vaccines were developed for the first time in Turkey. (colibacillosis, and salmonellosis vaccines for poultry, mastitis vaccines for cattle). All of them were published in Turkish.

Dot Immunobinding Assay for *Ornithobacterium rhinotrachale* was developed (Erganis et all 2000. Symposium on turkey production in Europe at Millennium, 23-25 November, Berlin, Germany, and also accepted for publication at Avian Pathology)

### **Future Plans**

Microbiology (mainly bacteriology and immunology) laboratories of the Faculty of Veterinary Faculty should support bacteriological research projects of Dental Faculty and some graduate students registering for a doctorate in microbiology should perform studies at some Departments of Dental Faculty.

There should be a research and routine diagnostic Bacteriology & Immunology laboratory in the dental faculty. PCR assay should be routinely used for rapid and highly specific diagnostic procedures.

Dental Faculty should work on the combined vaccine development against some cariogenic pathogens.

## 7.2 GENERAL PATHOLOGY

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
72	36	-	-	5-6	3	4,5	Turkish

### Contents:

The course gives the students basic general pathology education. Primary aim of the course is to give the students basic information on the oral pathology. Main topics are cell destruction, inflammation, general cancer pathology, liquid-electrolyte balance, oral system pathology and infection pathology.

### Contact Hours and Assessment:

The course is composed of 2hrs of lectures and 1 hour practical application per week for 36 weeks. The method of teaching is verbal lectures supported with slides. Strengths are presence of practical education and active response of students to the lectures. Weakness is the lack of technical equipment during practical applications. Future plan is to introduce surgical pathology. At least one written examination is required. There is a final examination at the end of the semester.

## 7.3 PHARMACOLOGY

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
72	8	-	-	5-6	2	3	Turkish

### Contents:

Main topics are mode of activation of different drugs, their indications and contraindications, dosage, side effects and interactions. The basic topics are; general information about pharmaceutical agents, chemotherapeutics, analgesics, agents that affect the cardiovascular system, agents that affect the autonomic system, agents that affect the central nervous system, general anesthetics, local anesthetics.

### Contact Hours and Assessment:

Lectures of pharmacology are given in the 3<sup>rd</sup> year of dental education in 2hrs/week for 36 weeks. Eight hours of this course is practical. Pharmacology education specific to dental curriculum should be discussed and standardized. At least one written examination is required. There is a final examination at the end of semester.

## 7.4 EPIDEMIOLOGY

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
36	-	-	-	1	1	1,5	Turkish

### Contents:

Epidemiology is the science of methodology and is an important tool for clinical and public studies. The primary aim of the course is to make students able to comprehend the demographic description, distribution, frequency, cause-effect relations and research methodology of the health related subjects. Main topics are; Descriptive studies and their variables, Cross sectional studies, Case-control studies, Cohort studies, Detection of cause-effect relation, Preparation of a research project, Criterion for health and disease, Private epidemiology.

### Contact hours and Assessment:

The course is given at the 1<sup>st</sup> year of dental education 2 hrs/week for one semester in 36 hrs. The lectures are verbal. Weakness of the course is lack of practical application. At least one written examination is required. There is a final examination at the end of semester.

**Course Director: Prof. Dr. Said Bodur, [saidbodur@hotmail.com](mailto:saidbodur@hotmail.com)**

## 7.5 PHYSIOLOGY

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
72	72	-	-	3-4	4,5	8	Turkish

### Contents:

Two hours of theoretical and 2 hours of practical education are given per week for 36 weeks. The course covers the physiology in terms of systems. Main topics are; cell, muscle physiology, blood and circulation physiology, respiration physiology, digestion and metabolism, body fluids, acid base, electrolyte balance, excretion physiology, special senses. The main objective of the course is first to teach students the basic functions of the human organism and give information related to the field of dentistry. Theoretical lessons are in the form of lectures. Practical lessons are performed in the laboratory in small groups. Topics covered and duration of the course are thought to be sufficient. Weakness is the insufficient research and interest in the field of oral physiology. There are plans are to develop better the topics relevant to oral physiology.

**Contact hours and Assessment:**

The course of Physiology is given in the 2<sup>nd</sup> year of dental education. At least 1 written examination is required for per semester. There is a final written examination at the end of semester.

## Section 8. HUMAN DISEASES

### 8.1 OPHTHALMOLOGY

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
18	-	-	-	9	1	1,5	Turkish

#### Contents:

Main topics are:- anatomy of the orbit and the eyeball, diseases of the conjunctiva and the cornea, diseases of the uvea, diseases of the lens, glaucoma, diseases of the orbit, tumors of the eye and orbit.

#### Contact Hours and Assessment:

This course is given to the last year students of the dental school. Primary aim of the course is to teach the diseases that can affect the eye and the orbit of the dental region. Two hrs/week for one semester is enough for the course. The course is given by verbal lectures with support of slides and acetate overheads. The content of the course is enough for dental students. However addition of a practical course would improve the quality of the course. Future plans are to improve the quantity and quality of course equipment. One educational staff is currently carrying out the course. There must be at least 1 midterm and 1 final examination.

### 8.2. DERMATOLOGY

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
18	-	-	-	9	1	1,5	Turkish

#### Contents:

Main objective of the course is to teach the diseases of the oral mucosa and head and neck region.

#### Contact hours and Assessment:

Department of dermatology is located in the medical school of Selçuk University. The courses of dermatology given to the medical and dental school are carried out by the department. Course is given as instructional lectures supported by slides. Applied hours at the medical school would be beneficial to dental students. There must be at least 1 midterm and 1 final examination.



### 8.3. PSYCHIATRY

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
18	-	-	-	10	1	1,5	Turkish

#### Contents:

Main objective of the course is a brief introduction to psychiatry, to describe some disorders that the dentist may encounter and to emphasize the role and contribution of psychiatric knowledge to the dentist – patient relationship. Main topics of the course are to;

Describe what is psychiatry and what is psychiatric disorder

Emphasize the differential diagnosis of somatoform disorders

Emphasize the importance of holistic approach to the patient

Teach main symptoms of psychiatric disorders

Teach the concept of normality and abnormality along with cultural differences

Give short information on main psychiatric disorders

Teach the concept of psychosomatic and somatopsychic

#### Contact hours and Assessment:

The course of psychiatry composed of 18 hrs of instructional lectures given to the last year students at the 10<sup>th</sup> semester. Method of teaching is practical and verbal lessons. Sample cases are introduced to reinforce the comprehension of lectures. Questions and answers are discussed at the end of lectures. We believe that emphasizing dentist-patient relationship and the holistic approach are beneficial for the students. Lack of a list of particular subjects to be thought leads to differences between different lecturers. The students are less interested with courses that are not considered as the main subjects of dentistry. The attendance of dental students is low at theoretical lectures. Our department is currently working on a curriculum specially designed for dental students. There must be at least 1 midterm and 1 final examination.

**Course Director:** Assist. Prof. Ali Savaş Çilli, [ascilli@selcuk.edu.tr](mailto:ascilli@selcuk.edu.tr)

### 8.5. OTORHINOLARYNGOLOGY

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
18	-	-	-	9	1	1	Turkish

**Contents:**

Primary objective of the course is to give general information concerning diseases of oral cavity, pharynx, nose and paranasal area. Interrelation between dental, orthodontic disorders and Ear Nose and Throat is discussed and students are informed about patient referral and consultation.

**Contact hours and Assessment:**

The course is given to the 5<sup>th</sup> year students on a preferential basis for 18 hrs. Course is composed of instructional lectures supported with slides, projection and case presentations. High number of students and remote location of dental school from medical school are main concerns and make applied lessons impossible. Practical education in the Otorhinolaryngology clinic in small groups is considered for future. There must be at least 1 midterm and 1 final examination.

Course Director: Assist. Prof. Dr. Hamdi Arbağ

**8.5. General Surgery**

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
18	-	-	-	8	1	1,5	Turkish

**Contents:**

The aim of the course is to give main surgical knowledge to dentistry students. The main topics are; surgical infections, suture materials, liquid and electrolyte balance, preoperative preparations and post operative follow-up, contemporary diseases, blood transferrons, burns, frostbite, approach to multi-traumatized patients etc.

**Contact Hours and Assessment:**

General Surgery course is given in two hours a week in the 2<sup>nd</sup> semester of the 4<sup>th</sup> class. The lessons are instructional and carried out in the dental school. One mid and one final examination are performed. Practical education in the medical school would be beneficial.

**8.6. FORENSIC MEDICINE**

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
18	-	-	-	10	1	1,5	Turkish

### **Contents:**

Main topics of the course are; brief introduction to forensic odontology and medicine, corpse identification, traumatology, ??, and importance of medical and dental records.

### **Contact hours and Assessment:**

Lectures are supported by slides. Students are also provided with lecture notes. One midterm and 1 final examination are carried out for assessment. The course is not long enough and lectures should be supported with practical training. There must be at least 1 midterm and 1 final examination.

### **Future plans:**

To organize a working team for corpse identifications with a dentist in it.

Course Director: Assist. Prof. Şerafettin Demirci

## **8.7. INTERNAL MEDICINE & HEMATOLOGY**

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
18	-	-	-	7	1	1,5	Turkish

### **Contents:**

The main objective of the course is to teach systemic diseases and conditions that may be encountered by the dental practitioner during dental procedures (such as hemorrhagic diatheses) and to inform the students about diseases with oral manifestations. Main topics of the course include; primary and secondary hemostasis, infective endocarditic prophylaxis, shock, emergency approach to patients with ischemic heart disease or myocardial infarct, amiloidozis, Sjögren syndrome and Behchet's syndrome.

### **Contact hours and Assessment:**

The lectures are supported by slides. The students are assessed by questions at the end of each lesson and 2 written examinations (1 midterm and 1 final). The weakest part of the course is it's theoretical nature. The length of the course is not enough.

## 8.8. FIRST AID AND EMERGENCY TREATMENT

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
18	-	-	-	9	1	1,5	Turkish

### Contents:

Main topics of the course are; definition of first aid and emergency treatment, cardiopulmonary resuscitation, allergy and emergency approach to the patient with trauma, ??, burns, thermal traumas, and water drowning.

### Contact hours and Assessment:

The course is given in the 9<sup>th</sup> semester, one hour per day. Slides and/or overhead projection are used in the lectures. One midterm and 1 final examination are carried out for assessment. The length of course is not enough. Practical training in the medical school should support it. Currently an emergency handbook is being prepared for dental students.

**Course director:** Assist. Prof. Ahmet Ak, [drahmetak@hotmail.com](mailto:drahmetak@hotmail.com)

## SECTION 9.1. ORTHODONTICS

Person in School who will explain this section:

Name: Dr. Serdar ÜŞÜMEZ, [susumez@hotmail.com](mailto:susumez@hotmail.com), fax: +90-332-241 00 62

The orthodontic education is independently carried out by the Department of Orthodontics during the final 3 years of dental education.

### PRIMARY AIMS;

The students should gain the necessary knowledge on the normal growth and development of the craniofacial complex and the factors that may interfere with normal development of the occlusion. Upon completion of this series of courses they should be able to classify clinically the malocclusions, assess the malocclusion that can be treated by the general practitioner and those that should be referred to a specialist and timing for referral or treatment.

Hours in the curriculum;

Category	Hours (per year)
Lectures (3 <sup>rd</sup> year)	72 hrs
Lectures (4 <sup>th</sup> year)	72 hrs
Preclinic (3 <sup>rd</sup> year)	72 hrs
Patient clinics (4 <sup>th</sup> year)	72 hrs
Patient clinics (5 <sup>th</sup> year)	72 hrs

Total ECTS Credits: 15,5

### METHOD OF TEACHING AND ASSESSMENT

First lectures start in the 3<sup>rd</sup> year and are composed of 72 hours theoretical lectures aiming to teach the definition of orthodontics, its basic considerations, growth and development of the normal and abnormal occlusion and dentofacial deformities along with basic diagnosis. The students also attend a 72 hours of preclinic laboratory education where they learn about basic removable appliance fabrication along with special focus on wire bending. The next 72 hours of lectures in the 4<sup>th</sup> class focuses on detailed diagnosis and treatment planning with focus on removable appliance therapy. Limitations of this type of therapy are also discussed and introductory presentation of the contemporary fixed appliance therapy, its levels and orthognathic surgery options are discussed. This year students also attend to 72 hours of clinical education where they are taught about some wire bending used in removable appliances. During the clinical hours of the 4<sup>th</sup> and 5<sup>th</sup> year, the students also attend seminars

in which the topics of the curriculum are discussed in detail with small groups of students. In these seminars, students are shown sample cases and treatment methods. It is obligatory to collect records of a new removable appliance patient and propose a treatment plan after studying the records. The student then prepares and applies the removable appliance to the patient under supervision.

During courses of orthodontics, students are assessed on their knowledge and clinical understanding by means of written and oral examinations. They are also graded for their wire bending in the 3<sup>rd</sup> year after the laboratory class.

**STRENGTHS:**

Full time attending teaching staff.

Students take part in treatment of patients.

Seminars during internship in small groups lead to better learning.

**WEAKNESSES:**

Students sometimes do not pay sufficient attention to lectures as they think that they will not be treating orthodontic patients in the future.

Lack of patient follow-ups by the students.

**FUTURE PLANS:**

An arrangement in the curriculum to enable students' follow-up their own patients is one of department's plans.

Contribution to the development of a comprehensive research laboratory in the faculty.

## SECTION 9.2. PEDODONTICS

Person in school who explain and show this to the visitors:

Assoc. Prof. Alparslan GÖKALP, e-mail: [agokalp@selcuk.edu.tr](mailto:agokalp@selcuk.edu.tr)

### THE COURSE AND ITS TIMING IN THE CURRICULUM

The education in Pediatric Dentistry comprises the theoretical lectures in 3<sup>rd</sup> and 4<sup>th</sup> years of the curriculum and the clinical training in 4<sup>th</sup> and 5<sup>th</sup> years of the curriculum. The main topics of the theoretical lectures are; psychological approach to the child patient, oral diagnosis, oral radiology, caries preventive procedures (fissure sealants and professional fluoride applications), restorative procedures, endodontics, management of dental traumatic injuries, oral surgical procedures, space maintainer appliances and periodontal diseases in children. During the clinical training, the majority of the practical aspects include diagnostic examinations, caries preventive procedures (fissure sealants and professional fluoride applications), restorative procedures, endodontics and space maintainer appliances.

### PRIMARY AIMS

Firstly, training our students as qualified and competent dentists and the secondly, educating the community about the importance of child dental health by performing a qualified dental service

### MAIN OBJECTIVES

Graduate student should know:

How to inform the people about the importance of child dental health,

The appropriate psychological approaches to the child patient,

How to prevent the dental caries in children,

How to perform the most appropriate treatments to decayed teeth of a child patient,

How to use the new dental instruments and materials,

How to prevent the malocclusions in children.

### HOURS IN THE CURRICULUM

Category	Hours (per year)
Seminars	6
Theoretical lectures in 3 <sup>rd</sup> year	36
Theoretical lectures in 4 <sup>th</sup> year	36
Clinical practices on patients in 4 <sup>th</sup> year	72

#### **METHOD OF LEARNING/TEACHING**

Collecting the theoretical data from dental literature and lecturing them the students is the commonly applied learning/teaching method supplied by slide projection and illustrations. The students who pass the examinations may join in clinical practices.

Clinical training includes; how to adapt a child patient to dental environment, how to use the hand instruments in a child's mouth in an effective and safe manner. Caries preventive procedures (fissure sealants and professional fluoride applications), restorative procedures, endodontics and space maintainer appliances are also carried out by the student under supervision.

#### **ASSESSMENT METHODS**

Students are assessed on their theoretical knowledge and their clinical performance by means of written and practical examinations.

#### **STRENGTHS**

There are a lot of patients for practical education and most of the people are satisfied with the treatments given by the students. The main library and internet support provides access to appropriate literature. The "University Television" gives the opportunity to reach the local community with an educational preventive programme.

#### **WEAKNESSES**

The department is in need of qualified dental staff like dental assistants, dental laboratory technicians, and nurses. A larger working area is also needed. Especially, a play room for children is needed.

#### **INNOVATIONS AND BEST PRACTICES**

Items will be presented by slide projection.

#### **PLANS FOR FUTURE CHANGES**

Dental imaging systems,

More qualified chair side dental staff and so, four-handed dentistry,

A research laboratory inside the department.



## SECTION 10. Public Health and Preventive Medicine

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
18	-	-	-	10	1	1,5	Turkish

### Contents:

Main topics of the course are; general epidemiology, health management, concept of preventive medicine and basic health service, early diagnosis, health education, family planning, health status criteria, oral health status of the world and Turkey, current status and future directions of the oral health services of Turkey.

This course aims to contribute to the education of dentists so as enable them to give preventive and corrective dental services at the same time, motivate them to provide the best available service to the patients and the society and make them aware of the basic health organization of Turkey. Following the course the attendants should;

Know the concept of basic health services

Know the basic components of the health management

Know the application principles of the health education

Know and be able to use and evaluate the criterion of general and dental health status

Know and use the research methodology

Know the preventive dentistry applications (early diagnosis, nutrition, chemo-prophylaxis, etc.)

Know the basic concepts of the public health (family planning, environmental health, etc.)

### Contact hours and Assessment:

This course is given at the 2<sup>nd</sup> semester of the 5<sup>th</sup> year. The course is carried out by verbal lectures to an average of 50 students. Notwithstanding that it is possible to contact a large number of students in a short period of time, it is hard to attract attention and provide students' contribution to the lectures.

Lectures that were currently 1 hr/week will be given for 2 hrs/week from this year on.

## **SECTION 11. RESTORATIVE DENTISTRY**

### **11.1 CONSERVATIVE DENTISTRY**

Person in School who will explain this section:

Name: Prof. Dr. Füsün Özer, [fozer@selcuk.edu.tr](mailto:fozer@selcuk.edu.tr), fax: +90-332-241 00 62

The program starts in the second year of dental education. In second year 2 hours lectures and 4 hours practical training in a week is compulsory for the students. In the lectures, principles of cavity preparations, histological and biochemical structures of dental tissues, dental anomalies and the dental materials used in the conservative dentistry are the main topics. During practical training, the students work on models and extracted teeth to learn cavity preparations and restorative procedures.

In the third year, the department takes the students to the clinic to work on the patients. The students, under close supervision, restore only small, simple conservative cavities. The students are divided into groups. Each group is supposed to complete 11 hours practical training in a month (88 hours in a year). In addition to practical training, students take a 1-hour lecture every week. The main topics of the lectures are the examination of the oral cavity, caries diagnosis, etiology, pathology and microbiology of dental caries, caries prevention procedures (not in great detail).

In the fourth and fifth years, every student has to complete a rotational internship period of clinical training. It is 4 hours in a day and 36 days in a year (144 hours) for fourth year. In fifth year, it takes 4 hours in a day and 18 days in a year (72 hours). 1-hour lectures of fourth year in a week are mainly about newly developed dental materials and caries prevention in detail. There are no lectures in the fifth year. Only three new topics of conservative dentistry are presented by a group of students at seminars, while others are presenting some other topics from other departments. This makes 6 hours of seminars in a year.

#### **PRIMARY AIMS:**

To develop the clinical skills to diagnose dental caries and restore caries-defective dental hard tissues using the contemporary materials and techniques.

To emphasize the importance of caries prevention to the students and patients.

#### **PRIMARY OBJECTIVES:**

To use common diagnostic methods of caries diagnosis.

To provide the students with theoretical knowledge and practical skills to competently diagnose the caries in dental tissues, eliminate caries and apply dental restorative treatments.  
To know how to use new dental instruments and materials in caries restoration procedures.  
To provide necessary local anesthesia during cavity preparation procedures.  
To motivate the patients about caries preventive techniques.

**METHODS OF TEACHING:**

Preclinical laboratory work  
Demonstration of laboratory and clinical procedures  
Patient treatment under supervision  
Lectures and seminars

**ASSESSMENT METHODS:**

Laboratory and clinical credits  
Oral and written examinations  
There are 2 midterm and 1 final written examination for theoretical courses. Oral examinations are common at the end of clinical training.

**STRENGTHS:**

Sufficient clinical practice on the patients with close supervision of academic staff.  
Student/staff ratio is one to four in the clinics.  
Sufficient amount of patients for students.  
Detailed well-prepared lectures.

**WEAKNESSES:**

In the third year, because of the high number of the students it is impossible to take all students to the clinic. In second year, it is necessary to take the students to a phantom or simulating laboratory before getting involved with the patients in the clinic.

**PLANS FOR FUTURE CHANGES:**

To have a few more chairs in clinic and to take necessary steps to have a modern phantom or simulating laboratory.

## 11.2 ENDODONTICS

Person in School who will explain this section:

Name: Assoc. Prof. Dr. Sema BELLİ, [sbelli@selcuk.edu.tr](mailto:sbelli@selcuk.edu.tr), fax: +90-332-241 00 62

Pain, the origin of the pain, the history, clinical examination, appropriate treatment plan, radiographic examination, radiological knowledge, pulp, apex, treatment of pulpal or periodontal tissues due to pulpal problems, conservative and surgical treatment of pulpal problems, the histology and anatomy of the pulp, endodontic dental materials are the main topics of the course. The curriculum includes 3 years ( 2 years clinical, 6 months preclinical education).

### PRIMARY AIMS -

Primary aims are to teach the pulpal problems and their treatment. To teach the available treatment principles and the main rules of a successful endodontic treatment. To teach the available endodontic dental materials and appropriate use of them and to teach the developments in endodontics and new materials. To give practice to the students and most importantly how to manage patients with painful endodontic problems.

### MAIN OBJECTIVES

To teach the modern endodontic treatment principles, the relation of endodontics with other disciplines of dentistry, to give practice to students about practical dental treatment, to teach the anatomy and histology of the pulp, the relation with periodontal tissues, to teach a student to motivate patients to favour conservative treatment.

### HOURS IN THE CURRICULUM –

Third year of dental education: 36 hours theoretically, 36 hours preclinical education (6<sup>th</sup> semester), 4th year of dental education: 36 hours theoretical and 72 hours clinical education, 5th year of dental education: 72 hours clinical.

### METHOD OF LEARNING/TEACHING

First, it is important to teach the student the principles of endodontic treatment theoretically. Second, to teach to use this knowledge in clinical conditions. It is important to understand the patients problem, to make an appropriate treatment plan and to explain this plan to the patient and finally to complete the treatment and of course to teach the importance of final restoration for the longevity of the endodontic treatment.

## **ASSESSMENT METHODS**

Laboratory and clinical credits, oral and written examinations.

## **STRENGTHS**

Clinical conditions, equipments and educational principles are enough to give a good education. The very plentiful supply of patients gives great opportunities to learn all the diagnostic aspects and clinical skills of endodontics.

## **WEAKNESSES**

Conditions are limited for endodontic surgical treatment. The cases and are also not enough to give education about endodontic surgery. We do not have a well-conditioned preclinical laboratory yet. Preclinical education is too short so we decided to extend it to whole year instead of half year. We still need some new equipment for students use for example RVG or apex locators.

RVG for every unit, Apex locators for every unit, and more personnel for help, more preclinical education are still needed.

## **PLANS FOR FUTURE CHANGES**

Education for microsurgery, contact with other faculties, endodontic surgery conditions for our clinics, more personnel for surgery cases and laser use for endodontic practice.

## **11.3 PROSTHODONTICS**

Person in School who will explain this section:

Name: Assoc. Prof. Dr. Filiz AYKENT, [faykent@tr-net.net.tr](mailto:faykent@tr-net.net.tr), fax: +90-332-241 00 62

### **INTRODUCTION AND CURRICULUM:**

The prosthodontics program starts in the first year of dental education. In first year, 1-hour lecture and 6 hours practical training in a week is compulsory for the students. In the lectures tooth morphology and anatomy are the main topics. During practical training, students work to develop their three-dimensional understanding of tooth morphology and to learn manual manipulative skills.

In the second year, 2 hours (72 hrs per year) lectures and 8 hours practical training in a week is compulsory for the students. In the lectures, principles of tooth preparation for crowns and

bridges are the main topics. The lectures on dental materials provide the opportunity to understand the basic principles that guide the use of materials in dentistry.

In practical training, the techniques of modern clinical prosthodontics are demonstrated to the students using plastic teeth. The biological backgrounds that guide the various contemporary techniques and the procedures are taught.

In the third year, 2 hours lectures (72 hrs per year) and 8 hours practical training in a week is compulsory. In the lectures, fundamentals of fixed and removable prosthodontics are discussed. During practical training, students work on models to learn the construction of removable partial and complete prostheses, and also the tooth preparations for onlays, inlays and laminate veneers. The preparations of post-cores are also being taught.

In the fourth year students, treat patients in the clinic parallel to lectures, 4 hours in a day during 36 days. During these 36 days they have to complete clinical credits. These credits must include:

6 Crowns

2 total prostheses

3 Bridges

4 partial prostheses

Fourth year students have to take lectures that include occlusion and function of the masticatory system, fundamentals of implant dentistry, overdentures and immediate dentures, instruction of porcelain systems.

In the fifth year every student, has to attend the prosthodontic clinic for four hours a day for 36 days. Their credits must include:

6 Crowns

2 total prostheses

4 Bridges

4 partial prostheses

1 Post-core

By the end of the 36 days, the student is able to manage the clinical application of complete dentures, partial dentures and fixed prostheses.

A one hour lecture in the fifth year each week is mainly about maxillo-facial prostheses (36 hrs per year). There is also a one hour lecture per week about fixed and removable implant-retained dentures and some specific topics about fixed and removable prosthodontics.

### **PRIMARY AIMS**

To manage the clinical application of fixed and removable prostheses using contemporary knowledge, understanding and clinical techniques.

### **PRIMARY OBJECTIVES**

To treat partial- and totally-edentulous patients using modern clinical methods.

To motivate the patients about oral disease prevention and hygiene related to prostheses.

To show students how to use dental materials correctly.

To teach the students the basic principles of fixed and removable prosthodontics.

### **METHODS OF TEACHING:**

Pre-clinic laboratory work

Demonstrations of laboratory and clinical procedures

Patient treatment under supervision

Lectures and seminars

### **ASSESSMENT METHODS:**

Laboratory and clinical credits

Oral and written examinations

### **STRENGTHS**

All students can practice on the patients with contemporary materials and techniques under close supervision of academic staff.

Pre-clinical applied aspects are demonstrated by academic staff parallel to well prepared lectures.

### **WEAKNESSES:**

The number of students per year is very high.

The lack of some facilities (phantom models) for the preclinical education.

### **INNOVATIONS:**

The fourth and fifth year students can observe implant surgery and the construction of implant retained fixed and removable prostheses.

### **FUTURE PLANS:**

To have a well-equipped research laboratory.

## **SECTION 12. PERIODONTOLOGY**

Person in School who will explain this section:

Name: Dr Zübeyde ÖZGÜR, zubeydeozgur@hotmail.com fax: +90-332-241 00 62

The education in Periodontology comprises lectures (3<sup>rd</sup> and 4<sup>th</sup> years) and clinical training (4<sup>th</sup> and 5<sup>th</sup> years). In the 3<sup>rd</sup> year, the main topics of lectures are morphology, histology and embryology of periodontal tissues, microbial dental plaque, pathogenesis of periodontal diseases and periodontal diseases. In the 4<sup>th</sup> year, periodontal diagnosis, treatment planning, non-surgical and surgical periodontal therapy, anti-microbial therapy, supportive periodontal therapies, peri-implant tissues and osseointegration, peri-implant mucositis, peri-implantitis are taught. The clinical training is at the 4<sup>th</sup> and 5<sup>th</sup> years.

### **PRIMARY AIMS;**

A knowledge of oral sciences basic to Periodontology

A knowledge of clinical Periodontics.

### **MAIN OBJECTIVES;**

The students;

Should be familiar with the diverse anatomic and microscopic features of the periodontium and interrelated functional aspects.

Must understand the role of bacteria in the pathogenesis of periodontal tissue destruction.

Must have knowledge of the composition of plaque and the chemical and microbial structure.

Must understand the histopathological development of periodontal diseases and the pathogenic mechanisms of inflammation.

Must be able to recognize the various forms of periodontal disease in order to make diagnosis.

Must be aware of new diagnostic approaches available to detect changes in subgingival microflora, in host response and changes in the biochemical profile of the gingival crevicular fluid.

Must be fully acquainted with all available oral hygiene, scaling and root planing techniques (both with hand and power scaling instruments), their indications and contraindications, advantages and disadvantages, and effectiveness.

Must have a broad knowledge of the effects and limitations of antimicrobials and antibiotics on the bacteria associated with the inflammatory periodontal diseases.



Must be familiar with the general principles of the various surgical techniques, their indications, advantages and disadvantages and effectiveness.

Must be aware of the different implant materials used, the biology and pathology associated with peri-implant tissues and their long-term maintenance.

#### **HOURS IN THE CURRICULUM**

Category	Hours (per year)
Seminars	6 hr
Clinics (4 <sup>th</sup> year)	72 hr
Clinics (5 <sup>th</sup> year)	72 hr
Lectures (4 <sup>th</sup> year)	72 hr

The course in Periodontology includes lectures, seminars and attendance at the clinical training program (how to use the hand instruments and learn ergonomic aspects of the positioning of these instruments in the mouth)

During the periodontology course, students are assessed on their knowledge and their clinical performance by means of written and oral examinations. Proficiency tests of diagnosis and periodontal instrumentation are performed *in-situ* in the clinic.

#### **STRENGTHS;**

The high number of patients treated during clinical periodontal training

All of the clinical supervisors are in full-time practice.

The high ratio of supervisors for clinical training

#### **WEAKNESSES;**

The absence of pre-clinical training program.

The limited time period for clinical training (especially for case-follow-up)

#### **PLANS FOR FUTURE CHANGES**

Pre-clinical training program must be performed.

The student should practice the various the techniques of periodontal instrumentation in phantom heads.

Clinically, new diagnostic approaches available to detect changes in subgingival flora, in host response and in the biochemical profile of the gingival crevicular fluid can be performed easily.

The multimedia presentations and self assessment test by means of CD-ROM guides should be available in the course of Periodontology.

## **SECTION 13. ORAL AND MAXILLOFACIAL SURGERY**

### **13.1. ORAL SURGERY**

#### **INTRODUCTION AND CURRICULUM**

The program starts in the third year of dental education. This year 3 hours of theoretical lessons and lectures are given as oral surgery and dental anesthesiology courses. Therefore students take 72 hours oral surgery and 36 hours dental anesthesiology lectures. Local and regional anesthesia techniques, principles of surgery and teeth extractions are taught first. Students also are taught how to take a thorough medical and dental history of oral surgery patients, and if the patient has a local or systemic disorder, how to deal with it. Medications used in oral surgery are learnt this year too.

In the fourth year there are 3 hours of theoretical lessons per week (2 hours oral pathology and 1 hour oral and maxillofacial surgery) and 18 days of clinical practice. This year minor oral surgical procedures are taught theoretically. Before starting the clinic work, the students have to pass the introductory course exam. They may then perform local anesthesia and simple routine tooth extractions under very close supervision. Should the student fail or a complication occurs, the patients are taken over by the clinical teachers.

In the fifth year, the students have to attend 2 hours of theoretical lessons per week (1 hr oral surgery, 1 hr maxillofacial surgery) and there are 36 days of clinical training. In this year advanced oral surgical techniques, traumatology, dental implantology and principles of orthognathic surgery are taught. In addition to the procedures that were carried out in fourth class, more complicated surgical extractions and suturing techniques are done in the clinical work program.

#### **PRIMARY AIMS**

To train the students to make a treatment plan and to perform minor oral surgery procedures

To teach postoperative follow-up.

#### **OBJECTIVES**

To evaluate the patient and planning the treatment protocol

Topical, local and regional anesthesia techniques

Routine tooth extractions

Surgical extractions using flap techniques

Proper use of antibiotics, analgesics and other medical agents

Postoperative care of patients

Managing the complications

#### **METHODS OF TEACHING**

Theoretical lessons and lectures about anesthesia and oral surgical procedures

Demonstration of these concepts

Practical application under supervision

#### **ASSESSMENT METHODS**

Oral and written examinations

Theoretical and clinical credits

#### **STRENGTHS**

Detailed theoretical lessons and lectures are given

There are sufficient number of teachers and research assistants

#### **WEAKNESSES**

Since the number of patients is not enough, the students do not have sufficient clinical practice

#### **PLANS FOR FUTURE CHANGES**

To train the students to be more competent in practical applications.

The specialty of Oral and Maxillofacial surgery in Turkey is acquired after a 4-5 year post-graduate programme leading to a Doctorate degree. It appears that Oral and Maxillofacial surgery is not a major hospital specialty in Turkey, as hospitals are not staffed with Maxillofacial surgeons. Severe trauma cases and extensive operations in the orofacial area, are usually undertaken by the hospital surgery disciplines related to maxillofacial surgery, rather than by trained maxillofacial surgeons.

## **13.2 ORAL PATHOLOGY**

### **INTRODUCTION AND CURRICULUM**

The oral pathology curriculum starts in the fourth year. The importance of taking a medical and dental history to diagnose oral pathologies is emphasised and students are taught the

clinical methods of doing this. Basic knowledge of oral pathology, medications used in this area and biopsy techniques are also taught in this year. The students should attend 2 hours of lessons per week (72 hrs in a year).

In the fifth class advanced theoretical oral pathology lectures are given in two hours per week. The students could deal with oral pathologies in the clinical environment in fourth and fifth years of their oral surgery course.(three weeks in fourth year and six weeks in fifth year).

#### **PRIMARY AIMS**

To train the students to diagnose and to manage oral pathologies.

To identify suspicious lesions and refer them for specialist diagnosis and management.

#### **OBJECTIVES**

To teach to diagnose oral pathologic lesions and management of them.

To teach the symptoms of systemic disorders and syndromes and relations of these with oral pathology.

#### **METHODS OF TEACHING**

Theoretical lessons and lectures.

Demonstration of these concepts.

#### **ASSESSMENT METHODS**

Oral and written examinations

Theoretical and clinical credits

#### **STRENGTHS**

Detailed theoretical lessons and lectures.

#### **WEAKNESSES**

Practical applications.

#### **PLANS FOR FUTURE CHANGES**

Strengthening the lessons by not only more slides and diagrams but also with multimedia tools.

## **SECTION 14. ORAL DIAGNOSIS AND RADIOLOGY**

## **INTRODUCTION:**

The Oral Diagnosis and Radiology Department gives theoretical lectures in the third and practical education in 4<sup>th</sup> and 5<sup>th</sup> years. Oral Diagnosis and Radiology education is comprised of two departments; Diagnosis (5<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup>) and Radiology (5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup> 8<sup>th</sup> 9<sup>th</sup> 10<sup>th</sup>) semester with lectures, seminars, laboratory and clinical exercises.

In the 3<sup>rd</sup> year, the students are taught the essential concepts of history taking, and the physical examination of the oral cavity, head and neck. The basic intraoral and extraoral radiographic techniques also are covered. In the 4<sup>th</sup> year the students learn the clinical stages of how to examine the patients and how to diagnose the pathologic conditions occurring in the oral cavity. In the 5<sup>th</sup> year the students learn and practice the concepts of differential diagnosis and treatment planning.

## **PRIMARY AIMS:**

The course of Oral Diagnosis and Radiology aims at developing the students understanding the biological effects of ionizing radiation and the protective measures to be taken against it. They also are shown how to make treatment plans to manage dental and oral diseases by carefully using extraoral and intraoral physical examination methods, and radiographic images. The students knowledge of dental and maxillofacial radiological anatomy is developed and applied clinically. The radiological presentation of common pathological conditions is taught in some detail.

## **MAIN OBJECTIVES:**

The student must understand the indications and contraindications for use of radiographic imaging in dentistry.

The student must be able to take periapical, panoramic and cephalometric radiographs, which are of good quality.

The student must be able to read the radiographs logically and be able to take a radiographic imaging.

The student must be able to differentiate the artifacts from anatomical and pathological images.

The student must be able to decide which radiographic method should be used in a given situation.

The student should be able to diagnose the commonly occurring, as well as identify unusual, lesions of the oral cavity.

### **HOURS IN THE CURRICULUM:**

Category	Hours (Per year)
Seminars	6 hrs
Patients clinics 5 <sup>th</sup> year	72 hrs
Patients clinics 4 <sup>th</sup> year	72 hrs
Lectures 3 <sup>rd</sup> year	54 hrs (36 hrs oral radiology, 18 hrs oral diagnosis)
Lectures 3 <sup>rd</sup> year	36 hrs (Oral diagnosis)

### **METHODS OF TEACHING:**

Year3-Lectures, practical clinical experience

Year4-Lectures, practical clinical experience

Year5- Group seminars, practical clinical experience

### **ASSESSMENT METHODS:**

Theoretical knowledge is included in the assessment of problem-based-learning from year three onwards.

Clinical credits are recorded and assessed in radiography and diagnosis as in other clinical subjects.

### **STRENGTHS:**

Students can examine a vast number of patients. Approximately 12000 patients are examined annually in the Oral Diagnosis and Radiology clinics. RVG diagnostic system enhances working with the patients.

### **WEAKNESSES:**

The department does not have enough equipment like panoramic machines and film processing units. Experienced radiology technicians are also needed. The working space is not enough and more dark rooms are needed.

### **INNOVATIONS**

Using magnified slides of oral radiographs for better examining the radiographs. Widespread use of RVG

To give clinic notebooks to every student

To prepare and distribute lecture texts to the students.

To prepare and distribute doctorate students lecture texts to doctorate students.

## **PLAN FOR FUTURE CHANGES**

Slide and video demonstrations about oral pathologies, tomography and dissection, biopsies techniques.

To show video film about oral diagnosis and oral diseases to the patients in the waiting room.

To use light monitors to show patient order.

To give the patients brochures about oral diagnosis and oral diseases.

To use duplicators for archives.

To buy a new autoclave.

To have an emergency kit for emergencies in the clinic.

To examine smears with microscope.



## **SECTION 15. INTEGRATED (COMPREHENSIVE) PATIENT CARE, DENTAL EMERGENCIES, CARE OF SPECIAL NEED PATIENTS**

Integrated Patient Care is not available and patients are treated in separate clinics for different needs.

Primarily Oral Surgery, Endodontics and Pediatric Dentistry teach dental Emergencies. In endodontics department, 2 clinical staff in turn are in charge of providing relief for patients referred with severe toothache.

Teaching of care for patients in special needs is included in lectures and seminars within the various departments. However, these types of patients are rarely referred to the dental faculty. Dental treatments for mentally retarded and disabled patients are performed in the hospital of medical school under general anesthesia.

## SECTION 16. BEHAVIORAL SCIENCES

### 16.1. BEHAVIORAL SCIENCES

Lectures	Practical Exercises	Demos	Seminars/ Small Groups	Semester	Turkish Credits	ECTS Credits	Language of Instruction
36	-	-	-	1-2	1	1,5	Turkish

#### Contents:

The program aims to develop a perspective about human behaviors. The basic and primary aims of the course are:

Understanding and interpreting human behaviors from a broad point of view.

Understanding negative effect of technological and social change over man and society, gaining psychological knowledge in these domains in order to reach solutions about the problems in these fields.

Teaching the main psychology theories and principles.

Informing student about the recent developments in psychology

Helping students' adaptation problems

Revealing the connections between the psychology and physiology of man

#### Contact hours and Assessment:

The course of behavioral sciences is taught in the first year of the undergraduate curriculum for two semesters. It is one hour per week. Main methods of teaching are instruction and discussion. The course is assessed by two mid and one final examination. The course attracts the attention of students since it is related to the explanation of human behavior. Participation is high. Students follow references about the course issues. The students do not consider the course as a basic one and we are trying to overcome this misconception.

Course Director: Assist. Prof. Berin Eyce

[bereyce@hotmail.com](mailto:bereyce@hotmail.com)

### 16.2. ETHICS & JURISPRUDENCE

Ethics and jurisprudence is one-hour per week course that is given in first semester of fifth year (18 hrs per year). The essence of the courses is to give the basic knowledge of appropriate communicative and ethical interrelationships between dentist, patients and colleagues. Legislation covering patients' rights and duties of health professionals are also given. The course is basically theoretical. Analysis of the specific dental courses are needed

and planned to give to the students as an aid in the future. A written final examination is conducted at the end of the course. Further information and sense of ethics is given throughout the whole education during clinical hours and personal contact with students.

### **16.3. PRACTICE MANAGEMENT AND COMMUNICATIONS.**

There is no formal course in practice management but information is provided in various seminars in the 5<sup>th</sup> year of studies. In addition, in cooperation with the City Health Council and the Local Chamber of Dentists, the final year students are informed about the formal procedures and regulations of new dental office constitution.

## **SECTION 17: EXAMINATIONS, ASSESSMENTS AND COMPETENCIES**

The methods of assessment vary among the departments. There is at least one midterm written examination in a semester. Final examinations are at the end of the courses. Written examinations are common in basic and biomedical sciences and also in theoretical clinical science courses. The examinations are usually written essays or multiple-choice questions.

In the practical laboratory training, the students are expected to complete some numbers of credits. After completion of credits at the end of a laboratory course, the students are required to do practical examinations. At the end of internship periods, students usually have oral exams. In addition to oral exams, practical exams are performed in some departments. In some departments, scores are given for all practical work done by the student and the final score is the total for all of the practical work carried out. This system avoids a final practical examination. The midterm written examinations are usually one hour while final written examinations are 2 hours.

### **STRENGTHS**

During clinical assessments all aspects of students' patient management and behavioral attitudes are closely evaluated.

### **WEAKNESSES**

There are no self-assessment programs for students and faculty members. And also it is sometimes difficult to obtain a balanced assessment across the range of students in a class.

There have been no external examiners for the undergraduate education but in postgraduate scientific examinations external examiners are in use.

### **FUTURE PLANS**

To improve cooperation between departments

To create a more standardized and balanced assessment methods.

Training of teachers in pedagogies.

## **SECTION 18: OTHER INFLUENCES**

### **18.1. STUDENT SELECTION PROCEDURES**

The students enter the faculty of through University Entrance Exam that is given every year in June. A few students also transfer to the faculty from other dental schools.

The postgraduate students are admitted to the faculty after taking a scientific and language examination. Departments do the scientific examinations individually. High achievement in diploma examinations increase the chances of the applicants being accepted in a postgraduate program. Students from abroad are also welcome through a separate examination.

#### **Strength**

University Entrance exam is a very competitive test. The scientific knowledge of the students is evaluated.

#### **Weakness**

Even though the selected students come with a good scientific background, it is necessary to test the practical capacities of the students.

### **18.2. REGIONAL ORAL HEALTH NEEDS**

The faculty serves successfully as an oral health center in the area in which it is located. The majority of the patients have a governmental health insurance. They do not have to pay for their treatments. Only specific treatments have to be covered by the patients. The faculty academic staff takes part in community dental health programs of the Health Directorate of the city.

### **18.3. INVOLVEMENT IN OTHER UNIVERSITY ACTIVITIES**

The students easily can take part in sports activities throughout the university. There are special teams for the faculty. They participate in annual inter-faculty games every spring. The language, culture and music courses are also popular among students. They usually take the courses in the evening or weekends. In the spring time, a big social festival is held in the university campus with huge participation of students.

## **SECTION 19 STUDENT AFFAIRS**

The number of male and female students is approximately equal. The students are mostly Turkish. Some small numbers of students are also admitted to the faculty from neighboring countries. The education is in Turkish. Every department has a postgraduate course. The University insures the students for their health needs if they do not have any other insurance. In addition, a psychiatric counselor works as a consultant for the students in the University.

### **BASIC DATA FROM THE SCHOOL**

Present number of students admitted to the 1<sup>st</sup> year: 55  
Average number of dental students qualifying per year: 50.  
Length of course in years/semesters: 5 /10  
Is there a separate or vocational training following graduation as a dentist? NO

### **LIST OF POSTGRADUATE COURSES**

Orthodontics  
Prosthodontics  
Periodontology  
Conservative Dentistry  
Endodontics  
Pedodontics  
Oral and Maxillofacial Surgery  
Oral Radiology and Diagnosis

The main clinical departments have postgraduate courses. The courses take at least 4 years; two years for theoretical and clinical training followed by 2 years for preparing a doctorate thesis by conducting a unique research project.

### **Visitors' comments:**

The visitors were impressed by the enthusiasm and the confidence of the students, regarding their training programme. The students were articulate and forthcoming in their discussion and very anxious to communicate with the world outside the borders of the country. They expressed a high level of confidence in their ability to go into general practice. Most of the students felt a

severe pressure from their programme, especially during the fourth and fifth years.

## **SECTION 20. RESEARCH AND PUBLICATIONS**

The only published book is “Periodontology” by Prof. Dr. Tamer Ataoğlu and Assoc. Prof. Dr. Mihtikar Gürsel

### **ORTHODONTICS**

#### **Dissertations**

Ali Karaman, Effect of NiTi palatal expander on dentofacial structures (Supervisor: Assoc. Prof. Yasar Göyenc)

Ali Karaman, Effect of adenectomy on dentofacial structures – 6 year longitudinal study (Supervisor: Assoc. Prof. Enis Güray)

Metin Orhan, “Target on the mirror” technique in the determination of natural head position (Supervisor: Assoc. Prof. Yasar Göyenc)

Metin Orhan, Effects of Rapid Maxillary Expansion” on the dentofacial structures of high-angle subjects, (Supervisor: Prof. Adnan Öztürk)

Cenk Doruk, Effect of activator treatment on late puberty period, (Supervisor: Assoc. Prof. Yasar Göyenc)

Şeyda Ersoy, Effect of maxillary protraction with facebow on dentofacial structures (Supervisor: Assoc. Prof. Yasar Göyenc)

Elif Ertaş, Comparative evaluation of quality of orthodontic treatment in Turkey by means of IOTN and PAR indices (Supervisor: Assoc. Prof. Yasar Göyenc)

Zafer Sarı, Effect of splinted jasper jumper appliance on dentofacial structures (Supervisor: Assoc. Prof. Yasar Göyenc)

Funda Çırak, Current trends of Turkish orthodontics (Supervisor: Assoc. Prof. Metin Orhan)

Serdar Üşümez, Evaluation of “Inclinometer Method” for determination and transfer of natural head position (Supervisor: Assoc. Prof. Metin Orhan)

Fatih Öz, Effect of bruxism on craniofacial structures (Supervisor: Assoc. Prof. Enis Güray)

Abdullah Demir, TMD tendency of 6-19 year of Turkish Children (Supervisor: Assoc. Prof. Enis Güray)

#### **Ongoing PhD Thesis**

Sıddık Malkoç, Effects of mandibular symphyseal distraction on dentofacial structures and TMJ (Supervisor: Prof. Haluk İşeri)

Bülent Çatalbaş, Effects of Maxillator + Headgear combination on dentofacial structures (Supervisor: Dr. Tamer Büyükyılmaz)



Elvan Dolanmaz, Perception of malocclusion by different age groups and their families. Orthodontic treatment: need or demand? (Supervisor: Dr. Tamer Büyükyılmaz)

İbrahim Erhan Gelgör, Implant supported upper molar distalization, (Supervisor: Dr. Tamer Büyükyılmaz)

Nihal Kır, Rapid canine distraction by means of continuous force by NiTi coils, (Supervisor: Assoc. Prof. Ali Karaman)

Esad Zekiç, Use of parental data for evaluation of dentofacial structures, (Supervisor: Assoc. Prof. Ali Karaman)

Yusuf Şukurica, Rapid canine distalization through distraction of the alveolar bone, (Supervisor: Assoc. Prof. Ali Karaman)

Tancan Uysal, Ramal mini-plate supported lower molar distalization, (Supervisor: Assist. Prof. Zafer Sarı)

### **Papers Published in International Journals**

Sen BH, Buyukyilmaz T. The effect of 4% titanium tetrafluoride solution on root canal walls- a preliminary investigation. J Endod. 1998 Apr;24(4):239-43.

Buyukyilmaz S, Ruyter IE. The effects of polymerization temperature on the acrylic resin denture base-tooth bond. Int J Prosthodont. 1997 Jan-Feb;10(1):49-54.

Buyukyilmaz T, Ogaard B, Duschner H, Ruben J, Arends J. The caries-preventive effect of titanium tetrafluoride on root surfaces in situ as evaluated by microradiography and confocal laser scanning microscopy. Adv Dent Res. 1997 Nov;11(4):448-52.

Zachrisson YO, Zachrisson BU, Buyukyilmaz T. Surface preparation for orthodontic bonding to porcelain. Am J Orthod Dentofacial Orthop. 1996 Apr;109(4):420-30.

Buyukyilmaz T, Zachrisson YO, Zachrisson BU. Improving orthodontic bonding to gold alloy. Am J Orthod Dentofacial Orthop. 1995 Nov;108(5):510-8.

Buyukyilmaz T, Ogaard B, Dahm S. The effect on the tensile bond strength of orthodontic brackets of titanium tetrafluoride (TiF<sub>4</sub>) application after acid etching. Am J Orthod Dentofacial Orthop. 1995 Sep;108(3):256-61.

Buyukyilmaz S, Ruyter IE. Color stability of denture base polymers. Int J Prosthodont. 1994 Jul-Aug;7(4):372-82.

Buyukyilmaz T, Tangugsorn V, Ogaard B, Arends J, Ruben J, Rolla G. The effect of titanium tetrafluoride (TiF<sub>4</sub>) application around orthodontic brackets. Am J Orthod Dentofacial Orthop. 1994 Mar;105(3):293-6.

Herken H, Erdal E, Mutlu N, Barlas O, Cataloluk O, Oz F, Guray E. Possible association of temporomandibular joint pain and dysfunction with a polymorphism in the serotonin transporter gene. *Am J Orthod Dentofacial Orthop.* 2001 Sep;120(3):308-13.

Guray E. Temporary bite raiser. *J Clin Orthod.* 1999 Apr;33(4):206-8. No abstract available.

Guray E, Karaman AI. Effects of different roughening methods on band retention. *J Clin Orthod.* 1997 Jun;31(6):361-6. No abstract available.

Guray E, Orhan M. "En masse" retraction of maxillary anterior teeth with anterior headgear. *Am J Orthod Dentofacial Orthop.* 1997 Nov;112(5):473-9.

Guray E, Orhan M. Selcuk type headgear-timer (STHT). *Am J Orthod Dentofacial Orthop.* 1997 Jan;111(1):87-92.

Goyenc Y, Karaman AI, Gokalp A. Unusual ectopic eruption of maxillary canines. *J Clin Orthod.* 1995 Sep;29(9):580-2. No abstract available.

Ataoglu H, Uckan S, Karaman AI, Uyar Y. Bimaxillary orthognathic surgery in a patient with long face: a case report. *Int J Adult Orthodon Orthognath Surg.* 1999;14(4):304-9.

Karaman AI, Guray E. Effect of adenoidectomy on dentofacial structures – 6 year longitudinal study, accepted by *World Journal of Orthodontics*

Üşümez S, Orhan M. Evaluation of inclinometer method in determination and transfer of NHP in cephalometrics, accepted by *AJO-DO*

Üşümez S, Orhan M, Üşümez A. Laser etching of enamel for direct bonding of orthodontic attachments, accepted by *AJO-DO*

Orhan M, Öztürk A, Üşümez S, Malkoç S. Effect of RME on dentofacial structures of high angle subjects, accepted by *World Journal of Orthodontics*

Öz F, Üşümez S, Guray E. Jasper Jumper anterior repositioning splint, accepted by *World Journal of Orthodontics*

Başçiftçi FA, Karaman AI. Effect of chin cap therapy during RME treatment, accepted by *Angle Orthod*

## **PEDODONTICS**

### **Scientific Activities**

There are 20 published articles in Turkish, 4 published in English.

There are 11 studies presented in Turkish, 2 presented in English.

There are 3 Ph.D thesis inaugurated and 3 projects are still continue

### **Published articles in English**

Batırbaygil Y, Tanboğa İ, Korten G, Serdaroğlu B Gökalp A Özen H (1986) Clinical examination of the gingival sulcus in primary dentition. The Turkish Journal of Pediatrics. 28:3, 181-190

Tanboğa İ, Batırbaygil Y, Gökalp A (1987) Taurodontism (A case report). DENT Contemporary Dentistry. 2:3 129-131

Göyenci Y., Karaman A., Gökalp A (1995) Unusual Eruption of Maxillary Canines (Orthodontic Treatment Approach in Two Cases). JCO, 29(9): 580

Savacı N, Gökalp A, Yenidünya MO, Tosun Z (1998) Murray- Puretic Syndrome: A case report of two cases. European Journal of Plastic Surgery

### **Presentations in English**

Özer B, Gökalp A, Canik Z, Uyar Y, Güngör S, Acar A, Kesim S, Koral H, Uğur H (1993) Juvenil Hyaline Fibromatosis XV. World Congress of Otorhinolaryngology Head and Neck Surgery. 20-25 Haziran 1993, İstanbul-TÜRKİYE

Göyenci Y., Karaman A., Gökalp A (1994) Orthodontic Treatment in Cases of Transposition of Maxillary Canines. 70<sup>th</sup> Congress of European Orthodontic Society. 8-11 Haziran 1994, Graz-AUSTRIA

### **Dissertations**

Karaman S (1994) Experimental and clinical evaluation of the factors effecting retention period of two different light curing fissure sealants. Supervisor: Assoc.Prof.Dr.Alparslan GÖKALP

Durucan G (1995) Evaluation of the effect of xylitol and sucrose administered by drinking water on dental caries development and streptococcus mutans levels in rats fed with cariogenic diet. Supervisor: Assoc.Prof.Dr.Alparslan GÖKALP

Şener Y (1998) An in vitro investigation of the tensile bond strength and microleakage of compomer, glass ionomer and composite resin restorative materials on human teeth. Supervisor: Assoc.Prof.Dr.Alparslan GÖKALP

### **Ongoing Projects**

Tosun G: The effects of professional fluoride gell applications and alginate impression technique on salivary and urinary fluoride levels. Supervisor: Assoc.Prof.Dr.Yağmur ŞENER

Koyutürk AE: Bond strengths of different bonding systems on caries-affected and sound dentinal tissues in deciduous and permanent teeth: A microtensile bonding test and SEM study. Supervisor: Assoc.Prof.Dr.Yağmur ŞENER

Kahvecioğlu F: Evaluation of dentine permeability on human permanent and primary teeth. Supervisor: Assoc.Prof.Dr.Yağmur ŞENER

## **CONSERVATIVE DENTISTRY**

### **Scientific Activities (1991-2001)**

#### **Ph.D. Thesis**

BULUCU B.A (Supervisor: Prof. Dr. İ. TİMUR ESENER) Comparative evaluation of 3<sup>rd</sup> generation adhesive dentin bonding systems in terms of shear bond strength and marginal adaptation

BELLİ S. (Supervisor. Assist Prof. Dr. FÜSUN TANRIVERDİ) In-vitro and in-vivo comparison of composite and porcelain laminate veneers

ALPTEKİN. T (Supervisor Assist Prof. Dr FÜSUN TANRIVERDİ) Comparative evaluation of 3 different resin material in terms of structural decomposition, microleakage and wear.

KARAKAYA Ş (Supervisor: Assoc. Prof. Dr. FÜSUN TANRIVERDİ) Comparative evaluation of amalgam, composite inlay and porcelain inlay restorations of posterior teeth in terms of marginal adaptation, microleakage and break resistance

ŞENGÜN A (Supervisor: Assoc. Prof. Dr. FÜSUN TANRIVERDİ ÖZER) Effect of 4 different gum on plaque pH, salivary flow rate and pH, buffering capacity, F, Ca, P and total protein concentration

ÜNLÜ N (Supervisor: Assoc. Prof. Dr. FÜSUN TANRIVERDİ ÖZER) Effect of fluoridated or non-fluoridated tooth-paste on plaque pH, salivary flow rate and pH, buffering capacity, F, Ca, P and total protein concentration

#### **Scientific Publications in international journals**

TANRIVERDİ F, GÜNDAY M, ALTINTAŞ S. Early tensile bond strength between dentin and composite resin mediated by bonding agents. Brazilian Dental Journal, 1996 ; 7(1):13-7.

TANRIVERDİ F, ESENER T, ERGANİŞ O, BELLİ S. An in vitro test model for investigation of disinfection of dentinal tubules infected with E. Faecalis. Braz Dent J, 8(2)67-72, 1997.

BELLİ S, SANO H, PAREIRA PNR, F.ÖZER F. One-step regional bond strength to dentine in class II cavities, International Dental Journal, Ekim,1998, Congress Abstract, Barcelona.

BELLİ S, INOKOSHI S, ÖZER F, OGATA M and TAGAMI J Interfacial integrity of class II adhesive composite restorations, Abstract (IADR), Journal of Dental Research, June 24-27,1998, Nice, France.

BELLİ S, ŞENGÜN A, ÜNLÜ N, ÖZER F. An in vitro evaluation for direct restorative materials. Balkan Journal of Stomatology, 1999; 3 :161-164.

BELLİ S, ÖZER F. A simple method for single anterior tooth replacement . The Journal of Adhesive Dentistry , 2(1), 67-70;2000

BELLİ S, ÖZER F, Effect of cavity varnish, amalgam liner or dentin bonding agents on the marginal leakage of amalgam restorations. Journal of Oral Rehabilitation 2000

ŞENGÜN A, ÜNLÜ N, ÖZER F, ÖZTÜRK B. Bond Strength of five current adhesives to caries affected dentin. Journal of Oral Rehabilitation, (accepted for publication 05.12.2000)

BELLİ S, ZHANG Y, PEREIRA PNR, ÖZER F, PASHLEY DH, Regional Bond strengths of adhesive resins to pulp chamber dentin, Journal of Dental Research, 2000, 79 (special issue) 2381 abstract.

ÖZER F, ŞENGÜN A, BELLİ S, ALKAYA F. Three – Dimensional microscopic investigation of resin/ cavity wall integrity. Journal of Dental Research, 2000, 79 (special issue) 1539 abstract.

ŞENGÜN A, ÖZER F, ÜNLÜ N, ÖZTÜRK B. Shear Bond Strengths of tooth fragments reattached or restored. Journal of Dental Journal, 2000, 50(6): 336 abstract.

ŞENGÜN A, ÖZER F. Restoring function and esthetics in a patient with amelogenesis imperfecta; Aclinical report. (Quintessence International, accepted for publication, June 6 2001)

ŞENGÜN A, ÖZER F, ÜNLÜ N, ÖZTÜRK B. Shear Bond Strengths of tooth fragments reattached or restored. (Journal of Oral Rehabilitation, accepted for publication, May 24 2001).

ŞENGÜN A, ÜNLÜ N, ÖZTÜRK B, ÖZER F. Bond strength of two resin composite materials placed direct and indirect. Journal of Dental Research, 2001, 0626 abstract.

ÖZER F, ÜNLÜ N, ÖZTÜRK B, ŞENGÜN A. Amalgam repair: Evaluation of bond strength and microleakage. Journal of Dental Research, 2001, 0157 abstract.

**59 scientific papers are published in National journals.**

**Congress Presentations**

ÜNLÜ N, BELLİ S, ÖZER F. Evaluation of three new generation dentin bonding systems in microleakage of ClassV cavities. 4<sup>th</sup> Congres of the Balkan Stomatological Society, March 22 - 25, 1999, İSTANBUL.

ARI H, BELLİ S. Use of bondable reinforcement fiber for post and core build up in an endodontically treated tooth: Case report. 4<sup>th</sup> Congres of the Balkan Stomatological Society, March 22 - 25, 1999, İSTANBUL.

BELLİ S, ÜNLÜ N, ÖZER F. Shear bond strenght of six dentinal adhesives applied in vitro. 21<sup>st</sup> Asia Pasific Dental Congress, 21-25 April 1999 SINGAPORE

ŞENGÜN A, ÖZER F, SEZER N, İPEKDAL İ, ÖZKAN M. Dental Caries, Salivary Factors And Oral Hygyene Of A Group Dental Students In Turkey, 4<sup>th</sup> Congres of the Balkan Stomatological Society, March 22 - 25, 1999, İSTANBUL.

ŞENGÜN A, ÖZER F, ÖZTÜRK B The Effect Of Hydraulic Intrapulpal Pressure On Bond Strength Of A Self Etching Bonding System, 4<sup>th</sup> Congres of the Balkan Stomatological Society, March 22 - 25, 1999, İSTANBUL.

ŞENGÜN A, ÖZER F , İPEKDAL İ, SEZER N Effect Of Oral Hygiene And Dietary Habits On Caries Incidance, 4<sup>th</sup> Congres of the Balkan Stomatological Society, March 22 - 25, 1999, İSTANBUL.

ŞENGÜN A, ÖZER F, ÜNLÜ N, ÖZTÜRK B. Shear Bond Strengths of tooth fragments reattached or restored . FDI's Centerary Congress 29 th November-2nd December 2000 Paris, FRANCE

ÖZER F, ŞENGÜN A, BELLİ S, ALKAYA F. Three – Dimensional microscopic investigation of resin/ cavity wall integrity. 78th General session of the IADR April 5-8 2000, washington ,DC,USA.

BELLİ S, ÜNLÜ N, ŞENGÜN A, ÖZER F. A Simple method for single anterior tooth replacement: Anterior and Posterior Ribbond Bridge. TDB VII Uluslar arası Diş Hekimliği Kongresi –Expo Dental 2000, Mersin TÜRKİYE.

ŞENGÜN A, ÖZER F, MERT MA. Amelogenesis İmperfectalı bir hastada fonksiyon ve estetiğin sağlanması TDB VII Uluslar arası Diş Hekimliği Kongresi –Expo Dental 2000, Mersin TÜRKİYE.

ESKİTAŞÇIOĞLU G, BELLİ S, KALKAN M. Comparison of two different post and core systems using a finite element stress analysis and a convensional fracture strength test 4th

Joint Meeting Continental European and Scandinavian divisions of the International Association For Dental Research 24-27 August 2000 Warsaw, POLAND

BELLI S, ÖZER F, ESKITAŞÇIOĞLU G, TAGAMI J. Extended use of composite resin 3rd. International Kuraray Symposium 3-4 December, 1999, GRANADA

ÖZER F, ÜNLÜ N, ÖZTÜRK B, ŞENGÜN A. Amalgam repair: Evaluation of bond strength and microleakage. 79th General session & Exhibition IADR June 27-30, 2001, Chiba, JAPAN.

BELLİ S, ÜNLÜ N, PEREIRA PNR, TAY F, PASHLEY DH. Microtensile bond strength of two different adhesive systems to dentin. 79th General session & Exhibition IADR June 27-30, 2001, Chiba, JAPAN.

ÖZER F, ÜNLÜ N, KARAKAYA Ş, ERGANİŞ O, HADİMLİ H. Antibacterial activities of MDPB and fluoride in dentin bonding agents. 37th Annual Meeting of the Continental European Division of the International Association for Dental Research. 5-8 September 2001, Rome, ITALY.

KARAKAYA Ş, ŞENGÜN A, ÖZER F. Internal adaptation evaluation of ceramic and composite resin inlays: Silicon replica technique. 6th Congress of the Balkan Stomatological Society. Bass 2001, 3-6 may, ROMANIA.

ÜNLÜ N, SEZER N, ŞENGÜN A, ÖZER F. Surfaces roughness and hardness of dental composite resins, porcelain and enamel. 6th Congress of the Balkan Stomatological Society. Bass 2001, 3-6 may, ROMANIA.

ÜNLÜ N, İPEKDAL İ, ŞENGÜN A, ÖZER F. Effect of various caries removal techniques on microleakage of restorative materials. 6th Congress of the Balkan Stomatological Society. Bass 2001, 3-6 may, ROMANIA.

ÜNLÜ N, İPEKDAL İ, ÖZER F. Bond strengths of resins to root dentin excavated with conventional or chemomechanical technique. 6th Congress of the Balkan Stomatological Society. Bass 2001, 3-6 may, ROMANIA.

DURAN İ, ŞENGÜN A, CEYLAN N. Clinical evaluation of FRCS used for stabilization of periodontally involving teeth. 6th Congress of the Balkan Stomatological Society. Bass 2001, 3-6 may, ROMANIA.

ÖZTÜRK B, ÖZTÜRK N, ÖZER F, ŞENGÜN A. Correlation Between dentin depth and microleakage of restorative materials. 6th Congress of the Balkan Stomatological Society. Bass 2001, 3-6 may, ROMANIA.

ŞENGÜN A, ÖZTÜRK B, ÜNLÜ N, ÖZER F. Tensile bond strength of reattached posterior tooth fragments. 6th Congress of the Balkan Stomatological Society. Bass 2001, 3-6 may, ROMANIA.

## **21 studies are presented in National Congresses**

### **Posters**

BELLİ S, INOKOSHI S, ÖZER F, OGATA M, TAGAMI J. Interfacial integrity of Class II adhesive composite restorations. 76'th General Session & Exhibition of the IADR, 24-27.6.1998, Nice, FRANCE.

BELLİ S, SANO H, PEREIRA PNR, ÖZER F; TAGAMI J. One step regional bond strength to dentin in Class II cavity. 8-12.10.1998, 86 world Dental Congress, Barcelona, SPAIN.

BELLİ S, ÖZER F, SANO H. Regional Bond Strengths of Two Bonding Agents in Class II Cavities, 4<sup>th</sup> Congres of the Balkan Stomatological Society, March 22 - 25, 1999, İSTANBUL.

ÖZER F, BELLİ S, YAMADA T., TAGAMI J Chemical Degradation of Several Restorative Materials, 4<sup>th</sup> Congres of the Balkan Stomatological Society, March 22 - 25, 1999, İSTANBUL.

BELLİ S, ÜNLÜ N, ÖZER F, Effect of cavity varnish, amalgam liner or dentin bonding agents on the marginal leakage of amalgam restorations. 5<sup>th</sup> . congress of the Balkan Stamotological society , BaSS 2000, 13-16 April, THESSALONIKI.

BELLİ S, ZHANG Y, PEREIRA PNR, ÖZER F, PASHLEY DH, Regional Bond strengths of adhesive resins to pulp chamber dentin, International and American Associations for Dental research April 5-8 2000, Washington DC, USA

KALKAN M, BELLİ E, BELLİ S, ESKİTAŞÇIOĞLU G, an invitro evaluation of a bondable reinforcement ribbon post and core system, 5<sup>th</sup> . congress of the Balkan Stamotological society , BaSS 2000, 13-16 April, THESSALONIKI.

ÜNLÜ N, ŞENGÜN A, ÖZER F, Use of dentirifrice or mounthrinse before a sucrose challenge: A plaque PH study, Conseuro 2000, Academia Italiana Di Conservativa VII Congress, Bologna, May 11-13,2000, ,ITALY

ŞENGÜN A, İPEKDAL İ, ÖZER F. Adhesion of two bonding systems, two air abraded or bur abraded enamel surfaces. Conseuro 2000, Academia Italiana Di Conservativa VII Congress, Bologna, May 11-13,2000, ,ITALY



ŞENGÜN A, ÜNLÜ N, ÖZER F, ÖZTÜRK B. Bond Strength of five current adhesives two caries-affected dentin. Conseuro 2000, Academia Italiana Di Conservativa VII Congress, Bologna, May 11-13,2000, ,ITALY

ŞENGÜN A, ÖZER F, SEZER N, DURAN İ. The asidogenic potential of turkish baklava and cheddar cheese. Conseuro 2000, Academia Italiana Di Conservativa VII Congress, Bologna, May 11-13,2000, ,ITALY

KARAKAYA Ş, ÖZER F. Fracture resistance of teeth with MOD amalgam, composite inlay and porcelain inlay restorations5 th . congress of the Balkan Stamotological society , BaSS 2000, 13-16 April, THESSALONIKI.

KARAKAYA Ş, ÖZER F. Which is marginally adapted best? Amalgam, composite or ceramic inlay restorations. Conseuro 2000, Academia Italiana Di Conservativa VII Congress, Bologna, May 11-13,2000, ,ITALY

ALKAYA F, ÖZER F, BELLİ S,. The acetate peel technique : a rapid way of preparing serial sections of a single tooth for microscopic examinations. Academy of Operative Dentistry, European Section Annual Meeting 1-3 October 1999, Munich, GERMANY.

ŞENGÜN A, ÜNLÜ N, ÖZTÜRK B, ÖZER F. Bond strength of two resin composite materials placed direct and indirect. Journal of Dental Research, June 27-30, 2001, Chiba, JAPAN.

ÜNLÜ N, BELLİ S, ÖZER F. Clinical evaluation of a compomer resin in class V abrasion lesions: four year results. 37th Annual Meeting of the Continental European Division of the International Association for Dental Research. 5-8 September 2001, Rome, ITALY.

ÜNLÜ N, Şölen KARAKAYA, ÖZER F. Reducing Microleakage in Composite Resin Restorations: An in vitro study. 37th Annual Meeting of the Continental European Division of the International Association for Dental Research. 5-8 September 2001, Rome, ITALY.

ŞENGÜN A, İPEKDAL İ, ÖZER F, E Yaşar. Influence of surface preparation in resin/enamel interface: A SEM study. 37th Annual Meeting of the Continental European Division of the International Association for Dental Research. 5-8 September 2001, Rome, ITALY.

ŞENGÜN A, ÖZER F, CEYLAN N. Bonded surface are and bond strength: A Micro-Shear Test. 37th Annual Meeting of the Continental European Division of the International Association for Dental Research. 5-8 September 2001, Rome, ITALY.

## **7 posters are presented in National Meetings**

### **PERIODONTOLOGY**

To date, a total of 47 scientific articles had been published in Turkish and international journals.

#### **The list of scientific publications published in international journals**

Yamalik N, Tunçkanat F, Ataoğlu T, Şengün D. (1991) Effect of systemic doxycycline administration on the subgingival microflora: A darkfield microscopy study. *J Nihon Univ Sch Dent*, 33:108-114.

Alptekin, NÖ, Kurtoğlu, F, Serpek, B, Duran, İ, Gözlü, M. (2000) Effects on the clinical indices and gingival crevicular fluid enzyme activities of the cyclic regimen of low dose doxycycline therapy for adult periodontitis. *Journal of of the International Academy of Periodontology*, 2: 3-8.

Alptekin, NÖ, Kurtoğlu, F, Serpek, B, Özkaya, T. (2000) Effect of root roughness on clinical parameters and gingival crevicular fluid aspartate aminotransferase and alkaline phosphatase enzyme activities: six month results. *Periodontal Insights*, 6: 23-29.

İnan, Ö, Aykent, F, Alptekin, NÖ. (2000) Implant supported overdenture therapy: A 3-to-8 year Prospective Study. *Implant Dentistry*, 9: 369-373.

Ataoglu T, Üngör M, Serpek B, Haliloglu H, Ataoglu H, Ari H. Interleukin-1beta and tumor necrosis factor-alpha levels in Periapical exudates. *International Endodontic Journal* (accepted for publication, April 10, 2001).

Gursel M, Aldemir OS, Ozgur Z, Ataoglu T. A rare case of gingival myiasis by Diptera (Calliphoridae). *Journal of Clinical Periodontology* (accepted for publication, July 3, 2001).

#### **The subject list of ongoing studies in the department**

Anti-inflammatory drugs in periodontal therapy and gingival crevicular fluid PGE<sub>2</sub>, IL-1β, and Neutrophil elastase levels

Smoking and periodontal disease

Diabetes and periodontitis

Non-surgical periodontal therapy and GCF levels of IL-1B, TNF-α and Neutrophil elastase.

The relation between cardiovascular and periodontal diseases.

Hyperlipidemia and periodontal disease

The effect of the enamel matrix protein derivative on gingival recession defets.

Osteoporosis an periodontal disease

Low birth weight and periodontal disease  
Dentinal hypersensitivity: Clinical evaluation and SEM analysis  
Periodontal disease and gene polymorphism  
Gingival recession therapy with absorbable membranes  
Periodontal status of peritoneal dialysis and hemodialysis patients

### **Dissertations**

In vitro assessment of the effects of various root surface preparation techniques on the attachment and orientation of human periodontal ligament fibroblasts. Mihtikar GURSEL, 1993. (Supervisor Assoc Prof Dr Tamer ATAUGLU)

The effects of experimental diabetes on rat periodontium. A microbiological and histological study. Servet KESİM, 1994. (Supervisor Assoc Prof Dr Tamer ATAUGLU)

The relation between peri-implant crevicular fluid aspartate aminotransferase and alkaline phosphatase activities and clinical parameters. Nilgün Arıbaş ALPTEKİN, 1995. (Supervisor Assoc Prof Dr Tamer ATAUGLU)

The effect of mechanical debridement and adjunctive metronidazole plus spiramycine therapy on subgingival flora of periodontitis patients. İsmet DURAN, 1995. (Supervisor Assoc Prof Dr Tamer ATAUGLU)

The effect of closed root surface curettage on alveolar bone density. Metin ERSOY, 1995. (Supervisor Assoc Prof Dr Tamer ATAUGLU)

The effect of nonsteroid anti-inflammatory drug (tenoxicam) on crevicular fluid  $\beta$ -glucuronidase and lactate dehydrogenase activity in periodontitis patients. İsmail MARAKOGLU, 1996. (Supervisor Assoc Prof Dr Tamer ATAUGLU)

### **ORAL & MAXILLOFACIAL SURGERY**

Papers published in National Journals : 91

Papers published in international journals. : 7

### **Dissertations**

Investigation of pharmacodynamic properties of midazolam and flumazenil in oral surgery patient. Dt. Mehmet KÜRKÇÜ, Doç. Dr. İ. Sina UÇKAN , 1997

Finite element method stress evaluation of miniplak system used in mandibular fracture fixation. Dt. Serdar AK, Doç. Dr. İ. Sina UÇKAN , 1994

Antibiotic concentrations in human serum and oral tissues (alveolar bone, gingiva, dental follicle) following preoperative administration of a single dose of spiramycin. Dt. Mahmut SÜMER, Doç. Dr. İ. Sina UÇKAN , 1997

The use of freezed dried allogenic bone graft in sinus lift procedure. Dt. M. Necip MUTLU, Doç. Dr. Selçuk BASA , 1995

Clinical, radiological and microbiological evaluation of endosseous dental implants. Dt. Hanife ATAĞLU, Doç. Dr. Selçuk BASA , 1995

Histopathological and radiological comparative study on the efficacy of natural coral dens and porous hydroxylapatite used in experimental bone defects. Dt. Ercan DURMUŞ, Doç. Dr. İ. Sina UÇKAN , 1995

The effects of arthrocentesis on mouth opening and joint structures in the temporomandibular joint with closed lock patients and one year follow-up with magnetic resonance imaging. Dt. Nurhan GÜLER, Prof. Dr. İ. Sina UÇKAN , 2000

The effects and antibacterial activities of collagen and oxidized cellulose membranes on wound healing of palatinal donor areas. Dt. Fulya AKPINAR, Doç. Dr. İ. Sina UÇKAN , 1995

#### **Papers in international journals**

Uçkan S, Gürol M, Mutlu MN, Güngör S: Non-ossifying fibroma of the mandible: report of a case. British Oral and Maxillofacial Surgery (accepted for publication)

Uçkan S, Buchbinder D, Orhan M, Mutlu N: Management of early relapse after a sagittal split ramus osteotomy by gradual calls distraction : A case report. J Oral maxillofac Surg, 58: 220-223, 2000.

Herken H, Erdal E, Mutlu N, Barlas Ö, Çataoluk O, Öz F, Güray E: Possible Association Of Temporomandibular Joint Pain And Dysfunction With A Polymorphism In The Serotonin Transporter Gene Am J Orth Dentofac Orthop

Ataoglu T, Üngör M, Serpet B, Ataoglu H, Detection of interleukin and Tumor necrosis Factor-in Periapical Lesion Exudates. Journal of Endodontics.(accepted for publication)

Ataoglu H, Uçkan S, Öz G, Altınör N. Maxillofacial Hydatid cyst. Journal of Oral and Maxillofacial surg. .(accepted for publication)

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## **ORAL DIAGNOSIS & RADIOLOGY**

### **Dissertations**

Dr.Didem İNAN; Developing solutions on density and dejects formed in vitro in mandible.

Dr.Pınar SÜMER, The Effect of x-ray beam angulations on the detection of different size of seconder caries.

Dr.H.Hüseyin YILMAZ, Dysfunction with transcranial radiographic projection

28 papers published in national journals.

### **ENDODONTICS**

#### **Dissertations**

Comparative evaluation of two different calcium hydroxide containing root canal sealers in terms of cytotoxicity, apical leakage and antimicrobial effectiveness. (Mete ÜNGÖR, 1994)

Comparison of glass ionomer cement and amalgam used as retrograde filling material in terms of apical leakage and biocompatibility. (Fahire AKYILDIZ, 1995).

The investigation of biocompatibility, apical microleakage and antibacterial effectiveness of alpha tricalcium phosphate based root canal sealers. (Suzan Bağcı BİLGİNER, 1995).

An in vitro investigation of the effect of various types of sodium perborate either mixed with water or hydrogen peroxide on intracoronal bleaching and tubular permeability of the teeth. (Hale ARI, 1999)

In vitro investigation of adhesive properties of two different root canal sealers and effects on resistance to root fracture (Funda Kont Çobankara, 2000).

#### **Ongoing PhD Thesis**

Evaluation of the effect of hydrogen peroxide containing bleaching agent used for devital tooth bleaching on the ultrastructure of tooth (H. Cenk Altınöz, 2001).

The effect of chloroform and halothane, which are used in “solvent dip fitted gutta-percha” technique, on to biocompatibility and apical seal ability. (Ali ERDEMİR)

An Evaluation of YSGG Laser’s Effect in Endodontic Disinfection and Root Canal Wall Preparation. (Ayçe ÜNVERDİ ELDENİZ)

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Evaluation of a two post-core systems using two different methods (Fracture strength test and a finite elemental stress analysis). (ESKİTAŞÇIOĞLU G, BELLİ S, KALKAN M.) Journal of Endodontics, In press.

An in vitro evaluation of two traditional and a bondable reinforcement ribbon post-core system. (KALKAN M, BELLİ E, BELLİ S, ESKİTAŞÇIOĞLU G.) Marmara Üniversitesi Dergisi, In press

Use of bondable reinforcement fiber for post-core build up in an endodontically treated tooth: A case report. (ESKİTAŞÇIOĞLU G, BELLİ S. )Quintessence International, In press

## Ongoing Projects:

Regional bond strengths of adhesive resins to root canal dentin. (Hale ARI, Sema BELLİ)

Effect of medicaments for root canal treatment on bonding to root canal dentin. (Ali ERDEMİR, Hale ARI, Sema BELLİ)

Effect of solvents on bonding to root canal dentin.(Ali ERDEMİR, Ayçe ÜNVERDİ ELDENİZ, Sema BELLİ)

Effect of NaOCl on the bonding of two adhesive systems to dentin. (Hasan ORUÇOĞLU, Ayçe ÜNVERDİ ELDENİZ, Sema BELLİ)

A microleakage study of temporary restorative materials used in endodontics. (Ayçe ÜNVERDİ, Ali ERDEMİR, Necdet ADANIR, Sema BELLİ)

Effect of partial removal on the sealing of filled root canals with AH 26 plus sealer. (Ayçe ÜNVERDİ ELDENİZ, Gülşah GÜRBÜZ, Sema BELLİ)

Antimicrobial effects of root canal sealers, mechanical properties of root canal sealers. (Funda Kont Çobankara)

A Quantitative Evaluation of Apical Leakage of Four Root Canal Sealers (Funda K. ÇOBANKARA, Necdet ADANIR, Sema. BELLİ, David. H. PASHLEY)

The effect of smear layer upon the apical leakage of two different root canal sealers (Funda K. ÇOBANKARA, Necdet ADANIR, Sema BELLİ)

Long-Term Adhesive Sealing of The Pulp Chamber (Sema BELLİ, Necdet ADANIR, Funda K. ÇOBANKARA, David H. PASHLEY)

Comparison of Apical Leakage in Root Canals Obturated with Various Gutta-percha Techniques Using a Fluid Filtration Method (Necdet. ADANIR, Ali ERDEMİR, Ayçe Ü. ELDENİZ S. BELLİ)

Antimicrobial effects of root canal sealers, mechanical properties of root canal sealers. (Funda KONT ÇOBANKARA)

Pulp histology, antimicrobial effects of root canal sealers, a survey on the restorative and endodontic technique and equipment usage in private practice around Konya region and noise reducement in dental clinics. (H.Cenk ALTINÖZ)

## **PROSTHODONTICS**

### **Dissertations**

Adhesion of polycarboxylate and glass-ionomer cements to tooth-metal or metal-metal surfaces. Konya 1993. (Filiz AYKENT)

In vitro evaluation of effects of cavity varnish on the adhesion of cast restorations cemented with 3 different cements Konya 1993. (Mehtap Aktek ÜNGÖR)

Effect of different metal porcelain alloys and repeated firing on dentine porcelain shade Konya. 1995. (Ercüment BELLİ)

In vitro evaluation of bond strengths of two different adhesive systems to metal surfaces Konya. 1996. (Perçem Işıl YATMAZ)

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Effect of different ferrule levels on the compressive and shear stress resistance of endodontically treated teeth Konya 1998. (Mustafa KALKAN)

Evaluation of marginal adaptation of esthetic inlays Konya. 2000. (Atilla Gökhan ÖZYEŞİL)

In vitro evaluation of compressive and shear resistance of 3 different post-core systems Konya. 2000. (Hakan AKAN)

Comparative evaluation of porcelain margin adaptation prepared with different porcelain mixtures Konya. 2000. (Mehmet Ali MERT)

Dentin bond strength of different ceramic inlays with direct, indirect or conventional techniques Konya 2001. (Nilgün ÖZTÜRK)

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## **SECTION 21 QUALITY DEVELOPMENT AND CONTINUOUS IMPROVEMENT**

Quality development is one of the faculty's main objectives and has a continuous improvement program. This is achieved by:

Reviewing and evaluating regularly the objectives and aims of the faculty

Holding regular faculty conferences, symposiums and seminars

Visiting dental faculties abroad

Invitation of international experts to deliver lectures

Participation in meetings, seminars and national and international courses and workshops

Evaluating available resources for development

Improving teaching and clinical facilities of the faculty

Improving communication tools to get in contact with the world

Training of the academic staff

Student progress and motivation

Participation in the dental educational organizations within European Union Countries

## Summary Report and Recommendations

### General

The Faculty of Dentistry at Selcuk University in Konya is a relatively new and progressive faculty situated in a spacious and pleasantly located campus which is developing and expanding rapidly. The dental faculty occupy two new blocks on the campus and the medical faculty is shortly moving on site nearby.

The faculty staff has a young dynamic profile. Decision-making is concentrated in a seven-person general assembly. The undergraduate student body is derived from a competitive state examination system that ensures high-grade students. There is an equal gender distribution. Undergraduates are awarded a Diploma in Dentistry on satisfactory completion of their five year program. Graduate students are trained in all the dental specialties. These are selected by interview and examination. Graduate students do a four-year program, two years of which is intense clinical training and two years devoted to original research. Graduate students are awarded a doctorate degree, PhD, on satisfactory completion of their programme.

The teaching is carried out in the Turkish language. Most of the graduate students can speak English.

The undergraduate dental curriculum is soundly based and arranged in the traditional fashion. It presents a satisfactory balance of science-based theory and clinical practice to produce dentists competent in the basic skills required for general dental practice and to continually educate themselves in the future.

There is a large patient pool available and their dental treatment requirements are paid for by the state. The dental school clinics provide a major dental treatment service to the central Anatolian state.

The dental school does not train dental nurses, dental hygienists, or dental technologists.

### Strengths

- 1) The greatest strength of this dental school is in its young dynamic staff. The faculty staff has a high work ethic and commitment to teaching. They are active in research and publications and there is a strong drive towards quality improvement. Overall there is considerable ambition and the potential and energy to achieve high standards.
- 2) The undergraduate and postgraduate students respond very positively to the learning environment created in the school. Overall they were happy to be there and rated the education and training they were receiving very highly.
- 3) The clinics and lecturing facilities are large and roomy.
- 4) There is an excellent supply of patients for clinical training.
- 5) There is sufficient non-academic and non-clinical supporting administration in the school.

### Weaknesses

- 1) In the undergraduate curriculum the time devoted to preclinical and satellite medical subjects appears to be too great. The timing of some of these courses could be set in better relationship to the corresponding aspects of the clinical dental curriculum. A course in general statistics is needed. The course in internal medicine could be strengthened.
- 2) The clinical training is done on a block system that suits departmentalised teaching / learning. Areas / subjects where departments overlap become blurred with this system. A specific person or department needs to be given specific responsibility to follow through the implementation of the teaching or the practice involved e.g. responsibility for:
  - a) effective implementation of the clinical preventive dentistry program?
  - b) teaching the subject of dental occlusion and function?

- c) the treatment plan and adjustments to it which may have to be made, E.g. for a patient requiring preventive management, periodontal, orthodontic and prosthodontic treatment?
- 3) The relatively late start of the undergraduate clinical training in the overall program, combined with the block system, reduces the opportunity to practice structured treatment planning, integrated care of patients and review of the effects of preventive or reparative treatment. The same combination produces a very crowded schedule in fourth and fifth years.
- 4) There is over-reliance on the lecturing method to communicate knowledge.
- 5) There are insufficient state of the art textbooks in the Turkish language.
- 6) Junior staff and students have no direct input to decision-making in the school.
- 7) Student free time is very short, especially in the fourth and fifth years.

### **Best Practices**

- 1) The active international collaboration with a number of dental schools
- 2) The new and spacious buildings
- 3) Proximity to the Medical Faculty.

### **Innovations**

Behavioural science is a welcome topic in the undergraduate curriculum  
Innovative interactive learning in the anatomy department devised by the local team.

### **Recommendations**

- 1) Introduce integrated patient care in the undergraduate program
- 2) Introduce variety in teaching / learning methods e.g. project work, case-based learning, and when the library is stocked, problem-based learning.
- 3) Provide an intensive course in the first dental year designed to enable reading / writing in the English language. This will enable students to access a vast area of the dental literature.
- 4) Provide an adequate number of computers with library and internet access.
- 5) Provide small group teaching rooms.
- 6) Appoint external examiners to co-examine with the faculty examiners, especially when making the assessments in the fifth year upon which the Diploma will be awarded.
- 7) Develop a central policy defining directions and criteria for quality management.
- 8) Try to have graduate students in the Oral and Maxillo-facial Surgery specialty posted to duty in Accident and Emergency Units of General Hospitals to gain experience in the immediate diagnosis and management of facial trauma.
- 9) Encourage organisation of a student society and participation in student exchange programmes.
- 10) Enable junior staff and student input to decision-making in the school.

## **VISITORS COMMENTS**

### **GENERAL**

The Visitors would like to thank the Dean, the staff and students of the dental Faculty of the Selcuk University of Konya, for their invitation and warm hospitality throughout the visit. The amount of effort the faculty devoted in the preparation and execution of this visit programme really impressed the visitors, and we are especially grateful to Professor Fusun Ozer, Assoc. Professor Faruk Akgunlu, Assoc. Prof. Nilgun Alptekin, Assist. Professor Serdar Usumez and Assist. Professor Abdulkadir Sengun. The visitors are also grateful for the warmth and openness of all the staff members and students and their willingness to share their experience and views with the visitors.

The Selcuk university is a new and modern university, with a great potential. The dental school is located in a modern and very pleasant environment in one of the university campuses. The dental faculty has a young and dynamic profile and the potential to meet the highest standards set by European and International schools. The faculty is very open to international collaborations and research and there is a strong drive towards continuous quality improvement in all fields.

### **FACILITIES**

The newly built dental school covers a total area of 9000 m<sup>2</sup>. The clinical facilities are spacious, modern, well planned, easy to clean and excellently lit. However there is a shortage of appropriate waiting rooms for the large number of patients treated everyday in the clinics. Cross infection control is managed locally.

The research facility within the dental school building is confined to a single room attached to the conservative dentistry department. It is equipped with an INSTRON Testing machine and a few other items, including a few laboratory microscopes. The staff has access to other research facilities in the University Central Research laboratory and in collaboration with other universities overseas.

The teaching facilities were very adequate and modern, but there was a lack of suitable spaces for small group teaching.

The library was supplied with a limited amount of textbooks and Journals. The visitors were happy to see that students were provided with Internet access and Medline through the computers in the faculty's library. However the amount of computers available to students was inadequate and should be increased.

The Central Library facility on the campus is a very modern and well designed and appointed building. Sixteen computers were available at the ground floor for search in the bibliographic catalogues and publications. About twenty more computers with Internet connections were available on the third floor. The central library will hold one major international journal for each department of the dental school, as well as several major standard textbooks in this early period of development. Since this library is the central library for the entire university campus, access for large classes of dental students will be limited, especially if interactive learning methods are introduced. The library was not fully stocked, as it has been open for only two weeks.

## **ADMINISTRATION**

The decision –making body within the dental faculty is the general assembly, which consists of the Dean, three professors, two elected associate professors and one assistant professor. The students, the junior staff and research fellows are not represented in this committee. The Dean, and the heads of the departments constitute the executive committee, which has a more consulting role. The junior staff and the students cannot influence directly the decision-making processes within the faculty.

The administrative support of the faculty is very adequate, both in terms of administrative and secretarial personnel, as well as housekeeping staff. There are two vice deans with separate responsibilities in academic and administrative aspects.

## **STAFF**

The staff of the faculty is young and enthusiastic. Their energy contributes a lot to the development of a dynamic and motivating atmosphere in the school and is to be considered one of the major assets of the faculty.

The ratio of clinical instructors to students is one to four in the clinics. This is better than the ratio in most other dental schools.

There appears to be a gap in the academic progress between the research fellows and the lower ranks of teaching personnel. There are 42 research fellows currently in the faculty but only 3 lecturers. This fact could be attributed to the recent increase in the amount of research fellows, so an increase in the number of lecturers is to be expected in the near future.

There are only nine nurses in the dental school clinics. The visitors feel that this may increase the workload on staff and students in the clinic.



## **CURRICULUM**

The visitors opinion is that the aims of the curriculum cover all the necessary details to produce a good quality general dental practitioner. It was also very good to see that the curriculum was structured according to ECTS creditation system. However, the visitors are concerned that the introduction of clinical practice in the fourth year causes difficulties in the follow-up of treatments carried out by the students and in the establishment of favorable treatment planning procedures. The visitors would favor a continuous sequencing of students' clinical schedule rather than the currently used "block" system. This would provide much greater opportunity for the students to observe the results of their own treatment and to integrate the various disciplines involved in that treatment. It also would create a good opportunity to introduce the students to integrated patient care.

There is a heavy emphasis on lecturing as the method of acquiring knowledge and variety could be introduced into knowledge acquisition by more interactive methods, e.g. Project work, problem based learning, case based learning.

It might be possible to reschedule the introduction to the clinics as early as the second dental year.

Regarding the clinical curriculum as a whole, the visitors are of the opinion that the requirements for the numbers of treatment items are higher than expected by the average European school. Reducing the numbers of items required would not detract from the overall effectiveness of the clinical skills training. It would however reduce the pressures on the students in the clinic and give them time to consider aspects of treatment other than the technical components.

The visitors felt that one free session per week, especially in the fourth and fifth year would greatly benefit the students and would result in better output from them.

## **BASIC AND BIOMEDICAL SCIENCES**

The basic and biomedical sciences are taught in the Medical school, with the exception of Microbiology, which is taught in the Faculty of Veterinary Medicine. The teaching facilities are appropriate for these sciences. The anatomy department has introduced some excellent multimedia applications. The staff is very well informed and active within their scientific field and dental

students are exposed to a wide range of expertise within biological science. The visitors were impressed with the programme in biology and genetics. The course in pathology is very comprehensive. A programme in basic statistics is a requirement.

The visitors felt that the time allocated for basic and biomedical sciences in general could be reduced and perhaps the focus could be directed more towards orofacial applications.

## **HUMAN DISEASES**

The visitors felt that the distribution of hours in this field should be re-examined under the scope of interest of the general dental practitioner. For example we would question the necessity for the hours devoted to ophthalmology and psychiatry. Regarding First Aid and Emergency we would favor the introduction of some practical clinical exposure rather than only a series of lectures. The programme in general surgery is adequate, but the group feels that both the topics listed and the time allocated to teaching internal medicine might not be sufficient.

## **ORTHODONTICS**

The orthodontics department is very well organized, active and responding to the orthodontic needs of the regional population. The staff are well qualified. The department has an effective quality updating programme, based on international contacts and peer reviewed publications. The main shortcoming of the undergraduate programme is the fact that students cannot review the effects of their own treatments. This in turn is related to the late start of the orthodontic clinical programme in the curriculum. The introduction of clinical training in orthodontics as early as the second year would be beneficial. The assessment methods in the undergraduate programme are thorough and effective . There is a heavy reliance on lecturing in the theoretical part of the education. The visitors would strongly encourage the staff to replace some part of the lectures with some more active learning methods or project work.

## **PEDODONTICS**

The undergraduate programme is well organised and delivers adequate training in the stated objectives. The treatment output of the department is really impressive. The department has made a vigorous effort to improve the preventive awareness of the local population. However the regional preventive needs would require intervention at government level. Published epidemiological data on the incidence and progression of child dental disease appears to be scarce. The staff quality management could be strengthened.

## **CONSERVATIVE DENTISTRY**

The department is well organized with an active and enthusiastic staff. The programme ensures that the learning objectives are accomplished well. The students receive more than adequate exposure to the clinical procedures. The number of patients (7,500 per year) that the clinic treats is very extensive. The high throughput may divert attention at times from the application of full preventive measures.

The planned introduction of a phantom laboratory will add value to the preclinical training of the students. The department operates a good quality management programme for the staff, who are active internationally, nationally and locally. The research activity of the department is to be commended, despite restricted resources. The level of international collaboration is very good.

## **ENDODONTICS**

The visitors were impressed by the large amount of routine root canal treatments the students perform during their clinical education, which is probably the largest encountered among European dental schools. The preclinical education of the students is adequate. The staff of the department is well informed and active at national and international level, while the research outcome is also of a high standard. The department has an excellent quality management programme for the staff.

The management of the endo-perio lesion in the undergraduate programme was unclear. The teaching of endodontics is done as a “block”, which means that the students cannot follow the results of their own treatment.

The students do not perform endodontic surgery and facilities for endodontic surgery are not present in the clinic.

## **PROSTHODONTICS**

The department was excellently organised and has a very good undergraduate clinical programme. The staff is up to date and active within the international fora in this field. The department had a high clinical output and the student requirements for completion of the clinical programme were higher than most European or American undergraduate programmes. The department has a throughput of almost 6,000 patients per year and of these 4/5 are treated with fixed prosthesis and 1/5 with removable. The number of edentulous patients treated in the school is low, as edentulousness in the region is low. The treatment planning sequence for prosthodontic patients probably should involve the prosthodontic department very early in the decision making process.

## **PERIODONTOLOGY**

The staff in periodontology is well qualified and up to date with modern periodontology. The integration of periodontal treatment with restorative dentistry is unclear. The amount of research produced in the department is significant. The staff needs to be encouraged to disseminate their research results to international journals and fora, rather than local and national publications. Also the international collaboration and quality improvement of the staff could be expanded.

## **ORAL AND MAXILLOFACIAL SURGERY**

The department is adequately manned and equipped for the training of undergraduate students in oral surgery. However, the training of their graduate staff requires access to local general hospital facilities, which, currently is restricted. The departmental staff should be on a call rota for the management of facial trauma in the casualty and emergency areas of these hospitals. The undergraduate training of the students is comprehensive and covers all the necessary areas. The teaching of clinical local anaesthesia is very adequate, but it should come earlier in the curriculum.

The quality management for staff improvement might be expanded. The research output of dissertations in this department is good. The specialty of Oral and Maxillofacial surgery in Turkey is acquired after a 4-5 year post-

graduate programme leading to a Doctorate degree. It appears that Oral and Maxillofacial surgery is not a major hospital specialty in Turkey, as hospitals are not staffed with Maxillofacial surgeons. Severe trauma cases and extensive operations in the orofacial area, are usually undertaken by the hospital surgery disciplines related to maxillofacial surgery, rather than by trained maxillofacial surgeons

## **ORAL PATHOLOGY**

As far as the visitors can assess from the overview, the oral pathology programme is quite comprehensive. The visitors feel that the aim of this programme should focus on the capability to recognize a lesion as abnormal so that the patient can be referred to a competent diagnostician.

## **ORAL DIAGNOSIS AND RADIOLOGY**

The staff is highly qualified, motivated and enthusiastic. The staff members are very active internationally. The undergraduate programme is well structured and covers all the aspects of modern Radiology. However, the visitors feel that the teaching of radiographic techniques should focus more on the making and interpreting of good quality intraoral periapical radiographs. The introduction of RVG in the teaching of the department is a very welcome addition to a modern curriculum.

The visitors were impressed by the high throughput of patients in this clinic and the great variety of teaching material, which this presents. There is a standard history and clinical examination format, from which a tentative treatment plan is developed. This appears to be functional under the tremendous workload of the clinic.

## **INTEGRATED (COMPREHENSIVE) PATIENT CARE, DENTAL EMERGENCIES, CARE OF SPECIAL NEED PATIENTS**

The visitors would strongly recommend the inclusion of an integrated care component in the undergraduate curriculum, if possible in the fourth and fifth year. The advantages of this inclusion in the curriculum are that the student will have greater opportunity for more rational treatment planning and follow up and observe the effects of their treatments. These features will prepare the undergraduate better for the needs of general dental practice and will bring the school curriculum in line with modern trends in undergraduate dental education. At present patients presenting with emergency complaints e.g. dental pain, broken prostheses, broken teeth, bleeding , post extraction problems etc, are directed to the relevant clinic within the faculty. The oral surgery department has a mobile phone emergency number, which the emergency patients can call 24 hours a day to reach a specialist. Since the facilities for treating patients with special needs are not present in the faculty, all these patients are treated under general anesthesia in the medical school hospital. The dental students are therefore not exposed to the needs of this patient group or the treatment methods used in their management, although they receive theoretical knowledge through lectures. Less invasive ways of treatment such as sedation, behavioral approaches and Nitrous Oxide might be considered, so that these treatments will be possible within the faculty as well.

## **BEHAVIORAL SCIENCES**

The visitors strongly support the introduction of behavioral science in the dental curriculum. However such a course might be much more effective later in the curriculum, when the students will be able to apply the knowledge and models to their communication with patients. For example the behavioral science can provide useful insight in changing patients' attitude towards oral hygiene, preventive dentistry and dentistry in general. It should be possible to meet the requirements of the course in a shorter period of time.

## **EXAMINATIONS, ASSESSMENTS AND COMPETENCIES**

In general the examination system is thorough and the continuous assessment through the credit system gives a good quality assurance for the clinical competence. Competencies in the sense used by DentEd, are not carried out within the school. A point raised by the students was that when they failed credit points in clinical procedures, they did not get an adequate explanation of why they failed. They claim that the criteria for judging the quality of the clinical procedures were not listed.

## **OTHER INFLUENCES**

There is a lack of epidemiological data regarding the oral health condition of the population in the region. In addition, high numbers of patients attend the dental school for treatment of emergency conditions, without being seriously interested in the complete range of health care services. Nevertheless, from this pool of patients, very adequate numbers are gained for dental treatment in the school. Competence with the English language should be one of the aims of the curriculum, as this will give access to the students to current scientific literature and will make possible international collaboration and exchange. One of the student complaints was that, because of the crowded curriculum in the fourth and fifth years, they did not have time to engage much in extra-curricular activity.

## **STUDENT AFFAIRS**

The visitors were impressed by the enthusiasm and the confidence of the students, regarding their training programme. The students were articulate and forthcoming in their discussion and very anxious to communicate with the world outside the borders of the country. They expressed a high level of confidence in their ability to go into general practice. Most of the students felt a

severe pressure from their programme, especially during the fourth and fifth years and many expressed the need of some free time during the working week in these years. The visitors agree that this would benefit the undergraduate programme. The students would like high level presentations in specialist clinical topics at intervals over the fourth and fifth year. They also expressed the desire for more direct access to teachers at lecturer level and above in both clinical and academic matters.

The students also feel that access to postgraduate education is limited and not always based on objective assessment. The suggestion was made that a general national examination in Turkey could be arranged with the objective of finding the best candidates for dental specialist training, as is reported to be done in the medical profession in Turkey.

It appears there is not an official Student Association within the faculty. Such an organization could represent the students at a faculty and national level and provide the basis for international contacts and cooperation. An official organization could then apply for funds for exchange and student activities and could access and distribute important information.

The students feel they are not able to influence their education and are not included in the formal decision making structures.

The students would favor more interaction in the learning/teaching methods, for instance using project work, problem based exercises and case based learning.

The students felt that the examination system was hard, but ensured the quality of their education.

The visitors would strongly recommend the introduction of student exchange programmes, as the students appeared very eager to participate. The students mentioned financial limitations as the major handicap in exchange. Their knowledge of information regarding funding and existing exchange possibilities was very limited.

## **RESEARCH AND PUBLICATIONS**

The research facilities within the dental school are very limited and the staff has to carry out research projects in several other faculties and laboratories within the university or often in other universities in Turkey or abroad. The staff is really interested in research, despite the obvious limitations. The research production of the faculty was very good both in terms of quality and quantity, especially considering the small size of the faculty and the load of clinical work for the staff. The visitors would strongly encourage the faculty members to direct their research results mainly to English speaking peer reviewed international journals, as this would benefit both the international scientific community and their institution.

The PhD degree is appointed after only two years of pure involvement with research, which seems to be a comparatively short period of time, bearing in



mind that in most European states and U.S. a PhD would require at least 4 years of full time research. . Maybe a clear distinction between clinical speciality training and research degrees such as a PhD, would be beneficial.

## **QUALITY MANAGEMENT**

It appears that there is not an overall strategy for the quality improvement of the staff and the services of the faculty, although certain steps have been made towards this direction. For example the faculty has a long list of guest speakers both from Turkey and foreign countries. At department level, quality improvement of the staff is managed through international collaborations and active participation in many national and international institutions and fora. In this way, different departments demonstrate different approach and level of activity towards quality management. The visitors would recommend an overall strategy that would define directions and criteria for quality management of the staff of all departments.