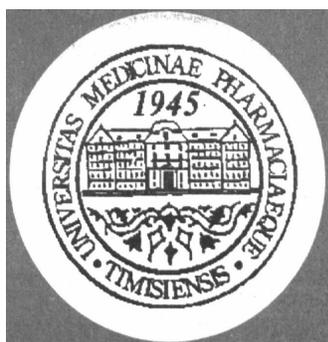


DENTED VISIT



UNIVERSITY OF MEDICINE AND PHARMACY

TIMISOARA

ROMANIA

FACULTY OF DENTISTRY

6-10 May 2000

INFORMATION FOR DENTED VISITORS

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INFORMATION FOR DENTED VISITORS

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UNIVERSITY OF MEDICINE AND PHARMACY**

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Dates for visit: **06.05.2000 to 10.05.2000**

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Section 1 – Introduction and General Description

Background

The University of Medicine and Pharmacy Timisoara , initially consisted from the Faculty of Medicine, was established in 1945 by Decree nr.660/December 1944, like a public institution , part of the Western University.

Since that period up to present the University of Medicine had expanded with creation and function of Faculty of Dentistry in 1963, The Faculty of Pharmacy in 1995 and a Dental College with 2 section (Dental Laboratory and Prevention).

The Faculty of Dentistry is a public university supported and financed by the Romanian State. Current enrollment of students in the Faculty of Dentistry is about 749; about 295 of them are foreign students.

Studies in the Faculty of Dentistry are completed in 6 years (Dental College= 3 years) and include:

- a. Full teaching of a course by lectures.
- b. Laboratory.
- c. Clinical teaching.

Total number of hours=900 hours/year

=900 x 6 years

=5,400 hours/full curriculum

The Faculty of Dentistry Timisoara has participated in ECTS from the academic year 1997/1998. An ECTS Board was denominated, advising all interested persons, specially students.

Each course in a given semester corresponds to a number of credit hours. The Curriculum of Dental Studies may be subject to revision each year, approved by the Executive Council of the School.

1.2 The primary functions of the institution in the field of dental education are:

Clinical training and education of undergraduate and postgraduate students of Dentistry

Training and education of dental technicians and dental hygienists.

Postgraduate training of Specialists in General Dentistry, Orthodontics and Oral & Maxillofacial Surgery.

Research

Patient Services

Curriculum

The study of dentistry at Timisoara University of Medicine and Pharmacy is an autonomous component of instruction at the Faculty of Dentistry. Its purpose is to prepare students for their career of expert dentists and at the same time to make it possible for them to acquire basic knowledge of general medical disciplines.

The study program spread over six years, takes place independently of general Medicine right from the very beginning. Each year of study consists of two equal fourteen

weeks terms (semesters). Study programs of theoretical and preclinical disciplines are modified with a point of view to the future specialisation of the graduate and differ from the general medicine program in their content as well as in the number of hours of classroom time. There are even more marked differences between the two study programs in the instruction of clinical subjects, in which, especially in the final years, both the classroom time and practical training are fully devoted to the specialised dental disciplines.

The first two years of dental study encompass mostly theoretical subjects, as Anatomy, Histology and Embryology, Chemistry, Biology and Genetics, Physiology and Biophysics. Pregraduate dental specialisation already begins in the first phase, which contains 4 semesters of instruction in Preclinical Dentistry.

Preclinical subjects (Pharmacology, Pathology, Pathophysiology, Microbiology) are taught during the 2nd and 3rd year of study

The last three-four years are mostly devoted to education and practical training in clinical (both medical and dental) disciplines. Successful graduate leave the Faculty as a Doctor of Dental Medicine

The difficult pregraduate curriculum does not allow concurrent study both of Dentistry and General Medicine. A graduate in Dentistry, however, has the chance to acquire approbation in General Medicine for doctors who want to specialise in Maxillofacial Surgery after graduation.

General Aims

To provide future dentists with an ethical and appropriate scientific foundation for a lifetime of learning and professional development

To promote and develop clinical competence in primary oral health care and prevention

To ensure that the educational programme at least fulfils national (and EU requirements).

General Objectives

These are set out in detail under the different subject headings in following sections inclusive and are only covered in broad outline in this introductory stage of the report.

To produce dentists who on graduation are capable of carrying out the practice in dentistry (under professional supervision during the first year) in all facets as appropriate for adults, children and special needs patients, at least to the primary care level, including: oral diagnosis, restorative dentistry, periodontology, oral surgery, oral medicine and pathology, within the context of prevention and health promotion.

To provide competence in and knowledge of human diseases to a level that is compatible with the appropriate and safe management of dental patients.

To provide sufficient education and training in the pre-clinical and para-clinical sciences in order to understand and acquire the competences required of a practising dentist.

To ensure that students have an appropriate understanding of the basic and biological sciences that is sufficient for them to understand the clinical and para-clinical sciences and also to provide them with an acceptable scientific basis to perform as a member of one of the professions in the health sciences.

To provide them with an acceptable basis in the science of materials appropriate to modern dentistry.

To promote a responsible attitude both for the individual and the profession in the identification of appropriate and ethical priorities in the delivery of oral health services and prevention.

Strengths

Pregraduate curriculum with balanced relations among theoretical, preclinical, medical and dental disciplines

Modern equipment of most teaching laboratories and dental offices

Transparency

Continuously under review

Assessment methods complement educational objectives and methods

Weaknesses

Contemporary economical rules of health service system disregarding peculiarities of teaching hospitals.

Insufficient financial support of Clinics and Faculty

Lack of attraction of university teacher profession for young colleagues (low salaries)

Innovations

Clinical Credit Hours (since 1997/1998)

Continual modernisation of clinical workplaces

Continual modernisation of laboratories for preclinical training

Best Practices

Considerable staff and student involvement

Emphasis on clinical competence and prioritised primary care

Considerable priority is given to student education and patient treatment

General approach to prioritised patient care serves as a good example to students

PROGRAMME OF UNDERGRADUATED STUDIES

	DISCIPLINE	I-YEAR		II-YEAR		III-YEAR		IV-YEAR		V-YEAR		VI-YEAR		Total
01	ANATOMY	3+3	3+3	2+2										240
02	PROPEDEUTICS		2+4	2+4	2+4									270
03	BIOPHYSICS	2+3												75
04	INFORMATICS		2+2											60
05	BIOCHEMISTRY		4+5											135
06	PHISIOLOGY	4+4												120
07	HISTOLOGY		4+4											120
08	BIOLOGY	2+2												60
09	PHISICAL TRAIN.	1			2	1		2						90
10	*FOREIGN LANGUAGE	4		4										120
11	GENETICS				2+2									60
12	MICROBIOLOGY			3.5+ 3.5										105
13	PATHOLOGY			4+4										120
14	PATHOPHISIOLOG.				4+4									120
15	IMMUNOLOGY			1+1										30
16	MED.SEMIOLOGY				3+4									105
17	PHARMACOLOGY					3+2								75
18	GEN.SURGERY					3.5+4	2+3							187.5
19	INT.MEDICINE					3.5+4	2+3							187.5
20	PSYCHOLOGY					1+1								30
21	ANESTESIOLOGY					1+1								30
22	ODONTOLOGY						3+4	3+8			3+9			450
23	PROSTHODONTICS						3+4	3+8			3+9	3+8		615
24	DENTAL MATERIALS					2+3								75
25	*MEDIC.ELECTRON.					1+1								30
26	PEDODONTICS							2+4	2+4					180
27	DENTAL RADIOLOGY							2+3						75
28	*BIOETHICS							1						15
29	*HIST.DENT.							1						15
30	PEDIATRICS								2+2					60
31	INFECT.DISEASE								2+2					60
32	ORAL SURGERY								2+4	3+8				255
33	ORL& OPHTALM								2+3					75
34	HYGIENE									2+2				60
35	NEUROPSYHIATR									3+3				90
36	DERMATOVENEROL									1+1				30
37	ORTHODONTICS									2+4		3+7		240
38	MED.SOCIOLOGY									1+1				30
39	HEALTH.MANAG.										1+1			30
40	PROPHILAXY DENT.										3+2			75
41	PERIODONTOLOGY											3+8		165
42	ORAL PATHOLGY											2+1		45
43	FORENSIC MED.											1+1		30
44	SURG.EMERG											1+1		30
45	ORAL REHAB.												3+4	105
46	MAX.FAC.SURG.												3+6	135
47	IMPLANTOLOGY												2+3	75
48	* MED.EMERG											1+1		
Total / weekly		24	34	27	27	30	24	33	27	31	31	31	31	5475

* OPTIONAL

Visitors' comments

Introduction

The dental faculty in Timisoara is part of the University of Medicine and Pharmacy, Timisoara, a public university supported and financed by the Romanian state. The dental school is one of five original schools funded by the state, the number of which has more recently been supplemented by the establishment of a further seven schools, some funded by the state but some privately funded. The school is able to enhance its income beyond that from the state support for an annual intake of seventy places per year by recruitment of approximately a further thirty privately funded Romanian and international students. In addition to preparing its students for examinations for the degree of Doctor of Dental Medicine graduates also take a national examination to become entitled to practise in Romania.

Among the positive features noted were:

a clear understanding by the institution of its primary functions in the field of dental education

a separate curriculum independent from that for medical students allowing the programme to be designed to meet the specific needs of dental students

an early introduction to pre-clinical dentistry alongside the biomedical sciences and paraclinical medical subjects

the opportunity for graduates in dentistry to acquire approval in general medicine if they wish to specialize in maxillo-facial surgery

a clear statement of general aims and objectives for the curriculum

the evident good relationship and willingness to co-operate of staff in different disciplines

the commitment to modernize facilities and open-minded approach to curriculum review

the emphasis placed on patient treatment and clinical competence

Issues for further consideration:

the possible addition of a statement of further objectives concerning the promotion of active reflective learning, the acquisition of problem solving skills and encouragement of lifelong learning

the reinforcement of the evident informal multidisciplinary collaboration into more formal integration in some areas of the curriculum, including linkage between basic science and related clinical elements

review and clarification of the limits of undergraduate education and the borderline between issues to be developed at undergraduate or postgraduate level
the definition of these limits to relate to dental health needs of the local and regional communities which the graduates will serve and to local knowledge of the pattern of activities in general and more specialized practice

I

The dental curriculum

The six year curriculum is delivered in two fourteen week semesters per year. In addition each student is expected to undertake three weeks summer practice following the second semester each year. The first two years are devoted primarily to the basic biomedical sciences but include pre-clinical dental teaching. In the third year some 63 percent of time is devoted to Human Disease and related subjects and the remainder to clinical dentistry. Approximately 20 percent of the fourth year content relates to Human Disease. The final two years are devoted predominantly but not exclusively to clinical dentistry. Discussions with staff and students, and observation of the clinics in operation, allowed the visitors to form the view that there is a sufficient supply of patients to allow the students the necessary range of experiences to develop clinical competence. Generally, the graduates are well prepared for a career in general dental practice and are provided with an insight into what can be achieved with higher levels of expertise. There is a sound foundation for further training for those who aspire to specialist careers.

The visitors gave considerable thought to the advantages and disadvantages of either a 6 year or a 5 year curriculum, the latter being more common throughout Europe. A shorter curriculum might offer economic advantages to the student but the visitors were of the view that any reduction should be accomplished without compromising the clinical dentistry part of the course.

The options for reduction which might be considered are:

expansion of the academic year; the existing curriculum could be accommodated without significant change by use of six additional weeks per year

review of the curriculum to minimize duplication of material, to ensure a sharp focus on the particular needs of the dentist in training, reduction or elimination of inappropriate or unnecessary content and a critical appraisal of the level of more specialized knowledge which is required at undergraduate level and that which could be developed more appropriately at postgraduate level. Comments in the following sections may assist such a process.

The Visitors would commend the development of a clear philosophy based on a strategy of prevention rather than repair in future evolution of the curriculum, while recognising the high level of dental disease currently present in the community served by the School and its graduates. This strategy will include recognition of the importance of Preventive Dentistry, Periodontology and Integrated (or Comprehensive) Dental Care.

The visitors also debated in depth the advantages and disadvantages of a curriculum organised on a more progressive longitudinal basis.

Disadvantages of the block approach are:

there is not always immediate progression from theoretical to related clinical teaching

there is a risk that teaching may become compartmentalised and that desirable associations and integration with related subjects may not be made in the most beneficial manner

there is risk that constraints of semesterisation may artificially dictate the amount of teaching time available for individual subjects such that there is too much time allocated to some subjects and too little to others

there may be insufficient timetable space to accommodate the introduction of key issues at the optimum point

the teaching of some clinical disciplines may conclude some time before graduation so that the student is unable to maintain a level of clinical experience and skills or benefit from more recent developments in that area. An example of such a problem is the placement of Paedodontics in fourth year only, two years before graduation.

The Visitors would commend consideration of creating some space within the curriculum to enable the introduction of some longitudinal elements to facilitate multi-disciplinary learning opportunities, encourage the progressive integration of knowledge and skills, and allow refreshment and introduction of recent advances in close proximity to the Final examination.

Teaching and learning

There are descriptions throughout the self-evaluation document of the methods of teaching and learning adopted. In general these reflect a traditional didactic style with reliance on established approaches. There is however evidence of the introduction and use of new technology, for example in multimedia laboratories.

The students appear generally to be allowed to develop their own individual learning strategies and there did not appear to be any formal arrangements for guidance on study skills.

Visitor's general comments

In accordance with good practice students are provided with statements of aims and objectives or intended learning outcomes at the beginning of courses. Teaching and learning is achieved through a wide range of activities including lectures, tutorials, seminars, practicals, technique classes and clinical supervision. The students are also encouraged to self-directed learning using computer based programmes and library facilities. The amount of interaction between staff and students varied according to the nature of the course and the size of student group for the particular activity. Both the self-evaluation and discussion with students suggested that less interaction occurred in the large class sizes during the preclinical course but that all staff were approachable and excellent interaction occurred in the clinical areas.

Section 2 – Facilities

Ass.Prof.Dr. Ligia Biris

The didactic activities are developing in a lot of buildings. Some of them belong to the University of Medicine and Pharmacy of Timisoara and others belong to different hospitals. The courses of lectures and stages of the preclinic subjects are proceeding in the buildings of the University of Medicine and Pharmacy in amphitheatres, lecture rooms, seminar rooms and laboratories that are in common with the other faculties that are included in the University. The course of lectures and stages of the clinic subjects are proceeding in the hospitals and university clinics alternating with the courses of lectures and stages of the other faculties

For the courses of lectures and stages of dental specialities:

the preclinic subjects are taking place in a building of the University where have been arranged and equipped in the last ten years laboratories purposefully achieved for that.

the clinic subjects are proceeding in four main buildings: Policlinic nr. 3 (part of the Municipal Clinic Hospital), The Clinic of Pediatric Dentistry (part of the Clinic Hospital for Children " Louis Turcanu "), Medicine II (part of the University of Medicine and Pharmacy) and the Clinic of Oral Surgery (part of the Municipal Clinical Hospital).

Planned Developments

To improve the dental education system the building of Policlinica nr.3 (part of the Municipal Clinic Hospital), has been take over by the Faculty of Dentistry, thus in this environment will be done all the clinic activities of the Faculty (both courses of lectures and stages).

In the next years here will arranged and equiped amphitheatres, lecture rooms, dental offices and laboratories. The first and second floor will be remodelled (at the 3rd, 4th and 5th floor are the Clinics of Prosthodontics, Integrated Patient Care and Dental Emergencies and Odontology-Periodontology). In the next few years here will be done an integrated learning activity in dentistry.

2.1 Clinical facilities

General Explanation

There are nine main clinics, with a variable number of dental chairs. These are:

- Department of Prosthodontics: 23 units ;
- Department of Conservative Dentistry and Periodontology: 33 units;
- Department of Integrated Patient Care and Dental Emergencies: 10 units;
- Department of Oral and Maxillofacial Surgery : 12 units;

Department of Orthodontics and Pediatric Dentistry: 13 units;
 Department of Preventive Dentistry : 11 units;
 Department of Implantology: 2 units;
 Department of Propedeutics and Dental Materials:3 units
 Department of Radiology.

Our clinics are designed for efficiency and economy in their operation and to facilitate the optimal use of staff un the supervision of students.

Strengths

The dental practicies of our departments are well-designed, modern, state-of-the-art facilities. Their simple and efficient design accomodates cross-infection control procedures, patient confort and sense of privacy in a large clinic and ergonomic principles for staff and students. The design lends itself to the efficient rostering of full student classes supervised by teams of staff with complementary skills and varying ranges of experience.

The dental practicies were equiped with modern technology (dental chairs, photocuring units, etc) three years ago.

Students are managing manny different patients, covering a large area of pathology.

Best practices

See strengths

Students of the IVth, Vth and VIth year are treating a lot of patients.

2.2 Teaching facilities

General explanation

The Faculty of Dentistry has acces to all the teaching, recreational and cultural facilities in the University of Medicine and Pharmacy of Timisoara. In addition the Dental School has three lecture rooms.

2.3 Teaching laboratories

General Explanation

The Faculty of Dentistry has access to student and specialist laboratories in the University of Medicine and Pharmacy of Timisoara in the fields of anatomy, physiology, biochemistry, biophysics, informatics, cell biology, morphopathology, physiopathology, genetics, etc. In addition the faculty has:

- three teaching laboratories for propedeutics and dental materials;
- one teaching laboratory for implantology;
- one teaching laboratory for dental radiology.

Strengths

All laboratories were redesigned and reorganized in the last two-three years and are equiped with new technology.

Best practices

See strengths.

2.5 Library**General explanation**

The faculties of Medicine, Dentistry and Pharmacy are sharing the Library of the University of Medicine and Pharmacy of Timisoara.

It is a very large library that provides acces to medical information for undergraduate and postgraduate students and for the medical staff. Stock acquisition is directly related to teaching requirements and reflects the needs of all its users.

Being a multidisciplinary library, the acquisition of books, monographies, journals and CDs is designated to the all departments of the university. There are roumanian books, monographies and journals and also a lot of foreign medical books and journals.

There is a very good reservation/loan service that insure a permanent circulation of stock to all users.

There is also an informational center were the students and the teachers have access to medical literature searching facilities on Medline, access on Internet and access to e-mail facility.

Weaknesses

The library card catalogue should be saved in a computer data base.

Visitors' comments***2. Facilities***

Among the positive features noted were:

in general, teaching facilities are appropriate to the educational needs of dental students and include the availability of modern technology

the upgrading of clinical facilities with introduction of new modern equipment

the University of Medicine and Pharmacy Library offers enough working space for both educators and students. Visitors were impressed by the number and quality of computers and learning resources to which the students have access.

the allowance in the timetable for use of these facilities was appropriate

the plans to consolidate more clinical facilities in one site

the amount and quality of reading material provided by the staff for the students

the clinical facilities appeared to be used intensively

Issues for further consideration:

the teaching rooms and laboratories are located within the basic science, medical and clinical departments in several buildings and clinical activity occurs in a number of sites. Although the students seem to be able to handle this arrangement, the intention to move some clinical facilities to the main site will enable them to achieve more positively an integrated view of their course

books are available in several foreign languages but mostly in Romanian. The acquisition of international scientific periodicals is now based on interchanges between this School and other Schools abroad. The School should encourage the different departments involved in dental education to increase this interchange in order to acquire more specific dental scientific international periodicals.

Section 3-Organisational and Administrative Structures

Prep. Dr. Sebastian Soicu
fax: 220480

ORGANISATIONAL STRUCTURES WITHIN THE FACULTY OF DENTISTRY
RECTOR OF THE MEDICAL UNIVERSITY – Prof. Dr. Șt. I. Drăgulescu
PRORECTORS OF THE MEDICAL UNIVERSITY - Prof. Dr. Cristescu Alexandru - Prof. Dr. Virgil Niculescu - Prof.Dr.Sabau Ioan
SCIENTIFIC SECRETARY OF THE UNIVERSITY- Prof.Dr.Popa Ioan
DEAN OF THE FACULTY OF DENTISTRY - Prof. Dr. Dorin Bratu
SCIENTIFIC SECRETARY OF THE FACULTY– Assoc.Prof.Dr.Doina Onisei
THE EXECUTIVE COUNCIL OF THE SCHOOL – consists of the dean, scientific secretary, departments representatives, faculty members and students representatives

Departments of the Faculty of Dentistry

1. 33-rd Department – including :
 1. Propedeutics & Dental Materials
 2. Oral Rehabilitation
 3. Dental Radiology
 4. Preventive Dentistry
 5. Implantology
 6. Medical College with 2 specialities (Dental Technicians and Preventive Dentistry)
2. 34-th Department – Oro-Maxilo-Facial Surgery
3. 35-th Department – Odontology-Periodontology
4. 36-th Department – Prostodontics
5. 37-th Department – Pedodontics-Ortodontics

**Departmental structures within the University of Medicine,
Faculty of Dentistry :**

DEPARTMENT	HEAD OF DEPARTMENT	CLINICAL PRACTICE
ANATOMY	<i>Prof. Dr. Munteanu Marius</i>	Laboratory inside of an University building
HISTOLOGY	<i>Prof. Dr. Raica Marius</i>	Laboratory inside of an University building
PHYSIOLOGY IMUNOLOGY	<i>Prof. Dr. Drugărin Doina</i>	Laboratory inside of an University building
INFORMATICS	<i>Prof. Dr. Mihalaş Gheorghe</i>	Laboratory inside of an University building
BIOPHYSICS	<i>Prof. Dr. Nagy Iosif</i>	Laboratory inside of an University building
PATOPHYSIOLOGY	<i>Prof. Dr. Cristescu Alexandru</i>	Laboratory inside of an University building
PHARMACOLOGY	<i>Prof. Dr. Cîncă Rodica</i>	Laboratory inside of an University building
CELL BIOLOGY	<i>Prof. Dr. Tosici Aftina</i>	Laboratory inside of an University building
FOREIGN LANGUAGE	<i>Prof. Branea Stela</i>	Classes inside of an University building
PHYSICAL TRAINING	<i>Prof. Suru Nistor</i>	University Sport Hall
BIOCHEMISTRY	<i>Prof. Dr. Dogaru Constantin</i>	Laboratory inside of an University building
MORFOPATOLOGY	<i>Prof. Dr. Potencz Elena</i>	Laboratory inside of an University building
GENETICS	<i>Prof. Dr. Belengeanu Valerica</i>	Laboratory inside of an University building
MEDICAL SEMIOLOGY	<i>Assoc. Prof. Dr. Şuşanu Lelia</i>	C.F.R. Hospital
NEUROLOGY	<i>Prof. Dr. Matcău Liviu</i>	County Hospital Nr. 1
ENDOCRINOLOGY	<i>Prof. Dr. Zosin Ioana</i>	County Hospital Nr. 1
PSYCHIATRY	<i>Prof. Dr. Deheleanu Mircea</i>	Psychiatry Hospital
FORENSIC MEDICINE	<i>Prof. Dr. Dressler Milan</i>	County Hospital Nr. 1
INTERNAL MEDICINE	<i>Prof. Dr. Romoşan Ioan</i>	C.F.R. Hospital
GENERAL SURGERY	<i>Prof. Dr. Szucsik Adalbert</i>	C.F.R. Hospital
PEDIATRICS	<i>Prof. Dr. Popa Ioan</i>	BEGA Hospital
GINECOLOGY	<i>Prof. Dr. Munteanu Ioan</i>	BEGA Hospital
INFECTIOUS DISEASE EPIDEMIOLOGY	<i>Prof. Dr. Stănescu Doina</i>	Victor Babeş Hospital
MICROBIOLOGY	<i>Prof. Dr. Moldovan Roxana</i>	Laboratory inside of an University building
SOCIAL MEDICINE	<i>Assoc. Prof. Dr. Ursoniu Sorin</i>	Laboratory inside of an University building
HYGIENE	<i>Prof. Dr. Doroftei Rodica</i>	Hygiene Institute
ORL	<i>Prof. Dr. Cotulbea Stan</i>	O.R.L. Hospital

OPHTHALMOLOGY	<i>Assoc. Prof. Dr. Koos Marie Jane</i>	Oftalmological Hospital
DERMATO-VENEROLOGY	<i>Prof. Dr. Feier Virgil</i>	Dermato-venerological Hospital
PROPEDEUTICS & DENTAL MATERIALS	<i>Prof. Dr. Bratu Dorin</i>	Laboratory inside of an University building
IMPLANTOLOGY	<i>Prof. Dr. Bratu Dorin</i>	Laboratory inside of an University building
ORAL REHABILITATION	<i>Assoc. Prof. Dr. Colojoară Carmen</i>	Within Polyclinic Nr. 3 – City Hospital
DENTAL RADIOLOGY	<i>Assoc Prof. Dr. Drăgan George</i>	Laboratory inside of an University building
ANESTESIOLOGY	<i>Prof. Dr. Vasiluță Ilie</i>	Oro-Maxilo-Facial Surgery Clinic
ORO-MAXILO- FACIAL SURGERY	<i>Prof. Dr. Urtiță Emil</i>	Oro-Maxilo-Facial Surgery Clinic
ODONTOLOGY-PERIODONTOLOGY ORAL PATHOLOGY	<i>Prof. Dr. Nica Ioana</i>	Within Polyclinic Nr. 3 – City Hospital
PROSTHETICS	<i>Prof. Dr. Nussbaum Robert</i>	Within Polyclinic Nr. 3 – City Hospital
PREVENTIVE DENTISTRY	<i>Assoc. Prof. Dr. Podariu Angela</i>	Clinical Training Laboratory inside of an University building
PEDODONTICS	<i>Prof. Dr. Bratu Elisabeta</i>	Pediatric Dental Clinic
ORTHODONTICS +PSYCOLOGY	<i>Prof. Dr. Glăvan Florica</i>	Pediatric Dental Clinic
DENTAL TECHNICIANS MEDICAL COLLEGE	<i>Assoc. Prof. Dr. Benghia Viorica</i>	Laboratory inside of an University building
PREVENTIVE DENTISTRY MEDICAL COLLEGE	<i>Assoc. Prof. Dr. Podariu Angela</i>	Within Polyclinic Nr. 3 – City Hospital

THE ADMINISTRATION OF THE UNIVERSITY

General manager
 Bookkeeping department
 Library department
 Secretariat
 Legal juridical adviser
 Supply department
 Social department

Offices:

1. supply office
2. technical office
3. guard & fire office

4. foreign affairs office
5. salary/planning/employees office
- bookkeeping office

Canteen
Litography

In respect of student education/training, the following **information technology** systems are employed :

- Multimedia laboratory
- Internet
- Library – contains more than 169.000 books & 14368 periodical publications from inside & outside the country, that is renewed every year. The library has a computer network with CD-Roms, allowing acces to the most up-to-date medical information.
- Audio-visual office – has an extensive technological support used by students & teachers.

Patient records

In addition to their clinical activity, students register their patients, using special data records. There are different types of data records, related to the clinical case (total or partial loss of teeth), that include personal records of the patient, his general & dental diseases, the dental status at that moment, the patient main complaints related to this status, future expectations, general & local/exo & endooral examinations, as well as the diagnosis and treatment plan. The students also write down all the treatment steps they performed on their patients.

Finance systems

Faculty of Dentistry – Timișoara, uses a GLOBAL FINANCING SYSTEM.

This system includes two components of budget allocation :

- Basic financing – calculated through specific indicators for each category of expenses
- Complementary financing – which can be determined through institutional programmes, performance indicators and national project competition.

Visitors' comments

3. Administration and organisation

Among the positive features noted were:

the presence of dentally qualified individuals among the biomedical science teachers

the contribution of Faculty initiatives to supplement national budget financing

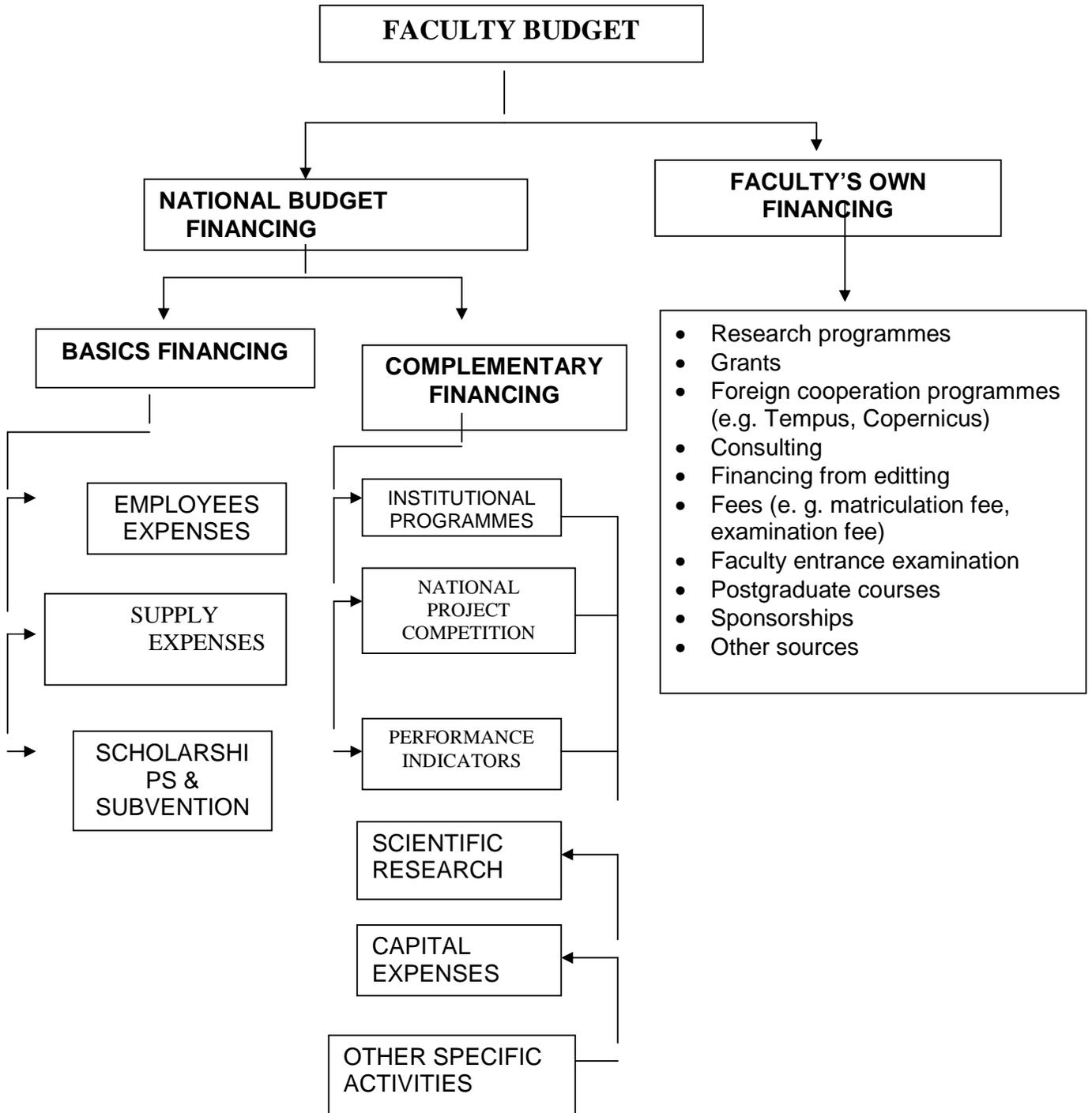
the opportunity for student representation on the Executive Council of the School

the evident informal collaboration of individual teachers across departmental boundaries

Issues for further consideration:

many universities and schools have established parallel substructures each with specific responsibilities in relation to the promotion of either teaching or research under the overview of an executive council or management committee. Such arrangements, for example the establishment of a widely representative Teaching and Learning Committee reporting to the executive body, can allow individuals with primary interests in educational developments to collaborate in the evolution of coherent and integrated approaches to curriculum planning and delivery, and also help to ensure a consistent core of quality management processes throughout the school.

**GLOBAL FINANCING SYSTEM IN FACULTY OF DENTISTRY -
TIMIȘOARA**



Section 4: Staffing

Ass.Prof.Dr.Corina Marcauteanu

Fax: +40 56 200142

4.1 Staffing Levels

To gain maximum benefit from staff available:

- The School was modernized with new dental equipment. Under these circumstances, the staff can perform better teaching and clinical care.

- Young doctors attend postgraduate national and international lectures and trainings.

- The extensive experience of the staff members in clinical care, teaching and research is leading to contributions to textbooks and many scientific publications.

- Staff members are involved in the development of interdisciplinary research projects.

- The senior academic staff coordinates and supervises studies focussed on topics related to Ph.D thesis. The staff members are encouraged and trained to receive their Doctoral Degree.

Clinical Academic Staff Statistics:

Professors: 6

Other Senior Non - Professorial Staff: 16

Non Senior Full - time Staff: 42

Part - time Whole - time Equivalent Staff: -none

Othe Non - Clinical Academic Staff:

Senior: -

Non - Senior: -

Administrative/Secretarial Staff: 2

Nursing Staff: -

Dental Technicians: 6

Remaining Staff: 3

Student / Staff ratio: 11:1

Profile of Academic Staff Qualifications:***Department of Propedeutics and Dental Materials:***

Bratu Dorin	Professor	DDS, Ph.D
Rominu Mihai	Lecturer	DDS, Ph.D
Leretter Marius	Lecturer	DDS
Negrutiu Meda	Assistant Professor	DDS
Lakatos Sorin	Tutor	

College of Dental Technique:

Bortun Cristina	Associate Professor	DDS, Ph.D
Matekovits Gheorghe	Associate Professor	DDS, Ph.D
Uram-Tuculescu Sorin	Lecturer	DDS
Sandu Liliana	Tutor	

Department of Oral Rehabilitation:

Colojoara Carmen	Associate Professor	DDS, Ph.D
Murgu Elena	Assistant Professor	DDS
Miron Mariana	Assistant Professor	DDS

Department of Implantology:

Bratu Emanuel	Assistant Professor	DDS
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Department of Dental Radiology:

Dragan George	Lecturer,	DDS
Puscasu Tudor	Assistant Professor	DDS

Department of Oral&Maxillo-Facial Surgery:

Urtila Emil	Professor,	DDS, Ph.D
Pricop Marius	Lecturer,	DDS, Ph.D
Ianes Emilia	Assistant Professor	DDS, Ph.D
Streian Felicia	Assistant Professor	DDS
Rivis Mircea	Tutor,	DDS
Gidea Paraschivescu Eduard	Tutor,	DDS

Department of Oral&Maxillo-Facial Surgery:

Vasiluta Ilie	Professor	DDS, Ph.D
Muscoi Camelia	Assistant Professor	DDS
Rusu Simona Daniela	Tutor,	DDS

Department of Operative Dentistry - Periodontology:

Nica Ioana	Professor	DDS, Ph.D
Cirligeru Virgil	Associate Professor	DDS, Ph.D
Onisei Doina	Associate Professor	DDS, Ph.D
Bold Aurel	Lecturer	DDS, Ph.D
Popescu Mugur	Assistant Professor	DDS, Ph.D
Voin Corina	Assistant Professor	DDS, Ph.D
Anghel Mirella	Assistant Professor	DDS, Ph.D
Bodea Rodica	Assistant Professor	DDS

Gaspar Diana	Assistant Professor	DDS
Valceanu Anca	Assistant Professor	DDS
Stratul Stefan	Assistant Professor	DDS
Ardelean Lavinia	Assistant Professor	DDS
Nica Luminita	Assistant Professor	DDS
Onisei Dan	Tutor	DDS

Department of Prosthodontics:

Nussbaum Robert	Professor	DDS, Ph.D
Benghia Viorica	Associate Professor	DDS, Ph.D
Covrig Valeria	Lecturer	DDS
Tucicovschi Mihai	Assistant Professor	DDS
Marcauteanu Corina	Assistant Professor	DDS, Ph.D
Biris Ligia	Assistant Professor	DDS, Ph.D
Jivanescu Anca	Assistant Professor	DDS, Ph.D
Pricop Nicoleta	Assistant Professor	DDS
Tirnea Marius	Assistant Professor	DDS
Niculescu Marius	Assistant Professor	DDS
Goguta Luciana	Assistant Professor	DDS
Mateescu Razvan	Assistant Professor	DDS
Soicu Sebastian	Tutor	DDS
Trandafirescu Mihai	Tutor	DDS

Department of Pedodontics - Orthodontics:

Bratu Elisabeta	Professor	DDS, Ph.D
Glavan Florica	Professor	DDS, Ph.D
Jianu Rodica	Lecturer	DDS, Ph.D
Schiller Eleonora	Lecturer	DDS, Ph.D
Pop Elisabeta	Assistant Professor	DDS, Ph.D
Pop Ioan	Assistant Professor	DDS
Baila Anca	Assistant Professor	DDS
Dragomirescu Dan	Assistant Professor	DDS

Department of Preventive Dentistry:

Podariu Angela	Associate Professor	DDS, Ph.D
Jumanca Daniela	Assistant Professor	DDS
Galuscan Atena	Tutor	DDS

Visitors' comments

4. Staff:

Among the positive features noted were:

a level of staffing considered adequate to deliver the curriculum

a good balance from young staff in training to various levels of experienced staff

the number of staff who had gained some experience and training outside Romania

the evident enthusiasm, energy and talent for teaching shown by individual members of staff

the ability of staff to adapt to constraints on research opportunities by developing interests in applied and clinical research

the outstanding production of textbooks in the Romanian language by staff often working collaboratively. These support the teaching programme , act as handbooks and complement the more limited availability of international textbooks in the library

the potential disadvantages due to the absence of part-time staff appear to be overcome by the ability of the full-time staff to undertake a limited amount of external practice.

Section 5 – The Biological Sciences

5.1 Biochemistry

Prof. Dr. Dogaru Constantin

- Introduction

The Biochemistry Course is destined for dental students in the first and second semester. The course is written specifically for dental students.

- Primary Aims

The Biochemistry Course for dental students is explaining the basic principles of biochemistry and it also includes topics that are of specifically dental interest (over 50% of the course), such as nutrition, the normal and pathological dental metabolism etc.

3. Main Objectives

The main objectives of the course are to teach

- The basic principles of General Biochemistry
- The chemical structure of the dental components such as dentine and cementum
- The general principles of carbohydrate, lipid and protein metabolism
- The control processes of the dental metabolism (hormones and growth factors)
- The biology of the mouth (the oral environment, the formation of the dental plaque, plaque metabolism and dental disease)
- The prevention of plaque-induced diseases

4. Hours in the Curriculum

The students can participate during two semesters at two hours course and two hours practical works / week/14 weeks.

5. Method of Learning/Teaching

Oral course, practical works, there is a textbook of dental biochemistry especially written for dental students etc.

6. Assessments Methods

The students have to pass an multiple choice examination.

7. Strengths

Over 50% of the time is destined for the study of the specific requirements of those whose main interest is dentistry (calcium and phosphorus metabolism, the formation and properties of the dental plaque etc.)

8. Weaknesses

The delivery of chemicals can be improved.

5.2 Molecular Biology

As.Prof.Dr.Muntean Ioana

1.Introduction

The cellular and molecular biology is a fundamental biomedical science which integrates the information from classic cytology, biochemistry, biophysics, genetics and physiology, providing a synthetic knowledge of the vital processes. The course of cellular and molecular biology presents the morphology, structure, ultrastructure and function of the normal human eukaryotic cell.

2. Primary Aims

- The study of the morphological, structural and ultrastructural aspects of the eukaryotic cells, as well as the specific functions of the main cellular types
- To get the students accustomed to operating the laboratory apparatus (microscopes, magnifying glasses, microtomes), handling the glassware , preparing of reagents and dyes , dyeing methods, formulating and interpreting the formulations of optical and electronical microscopy.

3.Others main objectives

- Cell and the relationship with other biology systems
- Characteristics of prokaryotic cell and eukaryotic cell
- Molecular composition of cells
- Molecular organization of membranes and functions
- The cytoskeleton –role in cell organization and motility
- Cytoplasmic organelles –structure , ultrastructure , functions and emphasizing methods

- Cell cycle. Nucleus in interphase, in division, emphasizing methods.
- Cell development and cell differentiation. Characteristics of malignant cell.

4. Hours in the Curriculum

The cellular and molecular biology is being studied by students in the first year, in a term, 14 weeks 28 course hours (2hours /week), and 28 hours practical lessons (2hours /week).

5. Method of learning / teaching

Both the courses and the practical lessons are presented on transparent plastic foils and film slides. The protocol of the practical lessons is exemplified by microscopic formulations examined under the optical and electronic microscope, ELFO, etc. Weekly consultations are also being provided, the teaching stuff being at the students disposal for explanations and question answering.

6. Assessment methods

Weekly, within the practical lessons, there are 10 minutes reserved for testing the accumulated knowledge. The final evaluation consists of practical and theoretical examination.

7. Strengths

The courses and laboratory lessons are academically presented, being permanently updated in order to meet the international standards. Each molecular mechanism is presented along with clinical notions of interest for the future doctor.

8. Weaknesses

The deficient endowments and insufficient modern equipment restrict students access to scientific research on a larger scale.

9. Innovation and Best Practices

We are permanently preoccupied with updating our knowledge in the field of molecular biology, with thoroughly considering the modern lab methods and their clinical applications.

10. Plans for Future Changes

Approaches are being made in order to align our lab equipment with the international standards. This will enable us to capitalize on our practical lessons and to involve the students to a higher degree in scientific research.

5.3 - Genetics

Assoc. Prof. Valerica Belengeanu Ph.D.

e-mail: valibel@mailexcite.com

1. Introduction

Basic molecular genetics (4 weeks):

Nucleic acids (DNA, RNA) structure

Replication, transcription, translation processes

Genetic Code

Mutations: definition, classification, molecular mechanisms

Mendelian inheritance (1 week)

Cytogenetics (1 week)

Molecular disorders with Mendelian inheritance (1 week)

Polygenic, multifactorial inheritance (1 week)

Oro-facial genetics (6 weeks)

Genes involved in dento-maxillary apparatus (1 week)

Genetic disorders of the teeth and gums: enamel disorders, dentin disorders, cement disorders, number and morphology teeth anomalies, eruption anomalies (4 weeks)

Labial & palate genetic disorders (1 week)

2. Primary Aims

The primary aim of the course is to teach the stomatology 2nd year students the main genetic mechanism leading to oro-facial anomalies and the clinics of these disorders.

3. Main Objectives

Introduction in general genetics

Particular genetics of the dento-maxillary apparatus

Building the right attitude in front of a genetic disorder

Building a correct genetic reasoning

Understanding of the genetic mechanisms leading to oro-facial disorders

The clinics of the main oro-facial syndromes

4. Hours in the Curriculum

Genetics is studied in a term, 14 weeks, 28 course hours (2 hours /week), and 28 hours practical lessons (2 hours /week).

5. Method of Learning/Teaching

Methods of teaching currently used - slides, photos and video recordings

Contacts with clinical cases (when available)

6. Assessments Methods

Theoretical examination

Practical examination: genetic diagnosis on photos and video recordings

7. Strengths

Modern, exhaustive bibliography

Exhaustive recorded material for practice

8. Weaknesses

Lack of molecular genetic analysis techniques

9. Innovation and Best Practices

Clinical video recordings (based on the University Dentistry Clinic casuistics)

10. Plans for Future Changes

We intend to introduce a practical training in molecular genetic diagnostics

Visitors' comments

5. The Biological Sciences

The Biological Sciences are taught during the first two years of the course by medically trained staff in courses specifically provided for to dental students. There is one dentally qualified teacher among those staff.

Among the positive features noted were:

these subjects appear to be well planned in order to present the information that dental students require to know

there is evidence that the views of the Dental School staff influence the timing, coordination and content of these courses.

there are good personal relationships between dental and medical staff which lead to reciprocal invitations to lecturing in some of the subjects

*laboratories are well equipped, especially those in the Biochemistry
Department*

Issues for further consideration:

visitors would like to see an increase in scientific collaboration between these departments and clinical dental staff in the future

Section 6- Pre-Clinical Sciences

6.1 Anatomy

Prof. Dr. Marius Muntean

1. Introduction

Anatomy is studied in the 1st year, 1st and 2nd semesters, 2nd year, 1st semester.

2. Primary Aims

The primary aims of studying anatomy are setting the bases for the stomatologic education and for the buccal, maxillary and facial surgery, together with knowledge of the entire human body.

3. Main Objectives

The main objectives of the course:

- Studying the development of the cephalic extremities and understanding of the morphological genesis of certain dental, maxillary and facial anomalies.
 - Setting the morphological bases in order to select certain anesthetic techniques.
 - Ensuring knowledge of individual morphological parameters of the temporal and maxillary joints in order to ensure functional prosthetic restoration.
- Ensuring knowledge of topographical anatomy required by the buccal, maxillary and facial surgery.
 - Ensuring knowledge required for the studying of general medicine.
 -

4. Hours in the Curriculum

1st year: 1st and 2nd semesters – courses: 3 hrs, dissection: 3 hrs.
2nd year, 1st semester – courses: 2 hrs, dissection: 2 hrs.

5. Method of Learning/Teaching

Methods: dissection of preserved bodies; using of anatomical molding, plastination specimens; color slides and sketches.

6. Assessments Methods

Assessment consists in practical and oral exams, seminars.

7. Strengths

Stomatologists, who correlate the anatomic studies with dental practicing, teach the courses.

8. Weaknesses

The low number of hours dedicated to the studying of anatomy.

9. Innovation and Best Practices

Exclusive use of the international *nomina anatomica*. Deciphering of the individual morphological parameters and their transposing on the

programmable joints. The laboratory has been supplied with moldings, plastination pieces and corrosion pieces.

10. Plans for Future Changes

Plans for future include better material supplying and re- actualizing of courses

6.2 Physiology

Prof. Smaranda Rodica Gotia

Fax: 00/40-56-190507

1. Introduction

Physiology is a fundamental preclinical science, studied in the first semester of the first year of study in Medical School. This course allows the cognition of the functional mechanisms and the regulation of the human body.

2. Primary Aims

Primary aims of our lecture concern in the study of all human body systems (42-44 hours of lecture) and the study of specific physiology for Dentistry School, the oro-facial system (16-18 hours of lecture).

3. Main Objectives

Main objectives of the Physiology lecture are the study of:

- General aspects on membranes, muscle and nervous cells physiology,
- The structure and the functions of the internal environment and the blood,
- The functions and the regulation of cardio-vascular system,
- The respiratory system,
- The renal system,
- The gastrointestinal tract,
- The effect of hormones and the regulatory mechanisms of hormone secretion,
- The oral environment: saliva, crevicular fluid and odonton,
- The motor activity of oro-facial system: mastication, swallowing,
- The sensibilities and receptors of the oro-facial zone,
- The bone physiology, the phospho-calcic metabolism and fluorine.

4. Hours in the Curriculum:

- Lecture: 4 hours per week - 56 hours per semester,
- Experiments and practical demonstrations: 4 hours per week - 56 hours per semester.

5. Methods of learning/teaching:

- Lecture: oral presentation, illustrated with slides,
- Textbooks: "The oro-facial system - Notions of Physiology ".

6. Assessment methods:

- Oral and written seminars
- Written partial examination from 14 lectures,
- Final oral examination from laboratory presentations and lectures.

7. Strengths

- A very well prepared staff,
- The staff can present the lectures in English and in French languages.

- Weaknesses

- Less hours of lecture,
- Less endowment for laboratory demonstrations.

9. Innovations and Best Practices:

- The study of Oro-Facial Physiology, integrated in General Physiology,
 - Specific laboratory demonstrations for the students in Dentistry: The study of saliva components; Electromyography of oro-facial muscle; In registration of mandible movements.

10. Plans for future changes:

- To extend the number of the lecture hours for the study of Oro-facial System,
- To improve the bibliographical materials of our department, with new journals and books of Physiology, in foreigner languages,
- To draw up a "Guide of Practical Laboratory Physiology" for the students in Dentistry,
- To diversify the laboratory presentation with specific themes for Dentistry.
 - To develop a research program for the students.

6.3- Histology

Prof.Dr.,Marius Raica

E-mail: marius.raica@usa.net

Fax: +40-56-190626

• Introduction

Students of the Faculty of Stomatology perform Histology in the 1st year of study, second semester, as lectures and laboratories.

- **Primary aims:** to define the general structure of cells, tissues and organs, and to apply them in the knowledge of the microscopic structure of the oral cavity.

• Main Objectives

1. Histology provides information about bright-field microscopy, fluorescent microscopy, and electron microscopy.

2. The learning process and research are based on morphological, histochemical, immunohistochemical and ultrastructural methods.
3. The microscope and the histological technique are used to characterize different types of cells and tissues.
4. General histology provides information about the arrangement of cells as tissues: epithelial, connective, muscle and nervous.
5. A special objective is to present the blood, bone marrow and haematopoiesis, and lymphopoiesis and lymphoid organs.
6. Data accumulated about general histology are mandatory in the understanding of the microscopic structure of organs and systems (cardio vascular, respiratory, urinary, digestive, endocrine, male and female genital, integumentary system and sense organs).
7. Special histology consists of ten lectures (20 hours), and refers to the histology of the oral cavity. Detailed information is presented about the general organization and development of the oral mucosa, tongue, teeth organs, salivary glands, a/o.
8. Specific methods in the study of oral tissues and their value in the clinical diagnosis are discussed.

- **Hours in the Curriculum**

Lectures 4 hours, laboratory 4 hours each week (one semester).

5.Methods of learning/teaching:

- Lectures are based on recent theoretical data and are richly illustrated by slides and assisted-projections.
- Laboratories: a large number of histological slides containing specimens of human tissues and organs are available for all students. Slides are stained with morphological methods, as well as with histochemical and immunohistochemical methods. Practice consists of the learning of some simple methods of staining that could be useful in the practice (blood smear staining, the staining of the oral smear).
- **Assessment:** the exam consists of a practical part (recognition to the microscope of three slides), and a theoretical part (three subjects).
- **Strengths:** lectures about the histology of the oral cavity.
- **Weaknesses:** continuous 4 hours for the practice.
- **Innovation and best practice:**
 - Introduction of new methods in oral cytology
 - Special histochemical methods applied on oral tissues
 - Immunohistochemistry of oral tissues and organs

10.Plans for future changes: to present the relationship between normal microscopic structures and oral pathology.

6.4 Morphology of the dentomaxillary system

Lect.Dr. Mihai Romînu

e-mail: rominu@hotmail.com

fax.: 0040 56 195 015

Introduction

The course attempts to combine the anatomy of the individual teeth with an exposition of the total dental complex acting as a component of the masticatory system. The content of the course deals with the concept of the stomatognathic system, his phylogenetic and ontogenetic dimension, the bony and the muscular components, the salivary glands, the dental morphology, the teeth eruption, the jaw relations and mandibular movements, the secondary functional morphology of the dentomaxillary system and his functions.

The course is sustained in the first year, the second term.

2. Primary aims

- teaching the anatomy of the stomatognathic system, focusing on the dental morphology and on the functional aspects also.

3. Main objectives

- to offer a comprehensive information regarding the external and internal configuration of the teeth;
- to place the stomatognathic system in a phylogenetic and ontogenetic approach;
- to explain the mechanisms and sequences of the teeth eruption;
- to emphasize on the jaw relations and the mandibular movements also;
- to explain in every case the relationship between the morphology and functions of the stomatognathic system.

4. Hours in the Curriculum

Lectures: 2 hours/week, 14 weeks, 1 term

Laboratory: 4 hours/week, 14 weeks, 1 term

5. Method of learning/teaching

oral presentations supported by slide projections;

practical works where the students are carving in plaster in order to obtain teeth crown forms at the 2:1 scale. The student work is conducted by a printed practical guide which explains the step by step subtraction from the a plaster cube (size 20 mm x 20 mm);

- slide projections and video projections focused on the main themes of the course are also performed

brief multiple choice tests (10 questions) are sustained by the students in order to assure the minimal knowledge for the plaster carving

models, natural anatomic pieces (including human and animal teeth, jaws, skulls) are presented to the students in order to assure a 3D understanding of the relevant anatomy

wax-up works focusing on the architecture of the teeth crowns

6. Assessment methods

- practical examination: wax carving (teeth shapes) and human teeth identification - eliminatory trial;
- multiple choice test - 150 questions;
- oral examination.

7. Strengths

- good monitoring of the students knowledge by the brief tests;
- exercise and improvement of the manual abilities;

8. Weaknesses

- low level of the interactive communication between students and teachers.

9. Innovations and best practices

10. Plans for future changes

- to accord the teaching pattern to the student level;
- to improve the teaching process by the introduction of new methods such as holographic presentation and other 3D systems.

6.5 Dental prostheses technology

Lect.Dr. Marius Leretter

e-mail: mleterter@hotmail.com

fax.: 0040 56 195 015

Introduction

The course covers the technology of the dental prostheses, starting from crowns and bridges (the first semester of the second year) and finishing with the removable complete and partial dentures (the second semester of the second year).

2. Primary aims:

- to facilitate the understanding of the importance of a comprehensive approach of the technological aspects in making prostheses in order to promote a good communication level between the practitioner and the dental technician.

3. Main objectives

- to put forth the clinical and technological steps in the prostheses

making process.

- to exercise the manual skills by wax-pattern modelling according the crown and bridge technology by the lost wax method;
- to inform the students about the new materials and technologies such as titanium casting, polymers injection, CAD/CAM technologies, thermoforming, special bridges (resin bonded and implant supported ones)

4. Hours in the Curriculum

Lectures: 2 hours/week, 14 weeks, 1 year

Laboratory: 4 hours/week, 14 weeks, 1 year

5. Method of learning/teaching

- a) oral presentation supported by slide projections;
- b) practical works where the students are making wax patterns for the crown and bridge technology and for the dentures technology also;
 - clinical demonstrations concerning the clinical steps in the prostheses making;
 - demonstrations of the related technological steps in the prostheses making;
 - demonstrations of some special technologies (polymers injection, titanium casting, thermoforming, Targis/Vectris method) are also done.

6. Assessment methods

- practical examination - models and wax patterns making, identification of dental prostheses - eliminatory trial;
- multiple choice test for the crown and bridge section;
- oral examination for the dentures section.

7. Strengths

- exercise and improving of the manual abilities;
- presentation and demonstration (in some cases) concerning the newest prostheses making technologies;

8. Weaknesses

- low level of the interactive communication between students and teachers;
- bad monitoring of the students knowledge.

9. Innovations and best practices

10. Plans for future changes

To monitor better the students knowledge by the introduction of more tests and seminars;

To make a more accurate selection of the information that the students really need for their instruction.

Dental materials

Lect.Dr.Mihai Rominu
e-mail: rominu@hotmail.com
fax.: 0040 56 195 015

1. Introduction

The course (the first semester of the third year) deals with the large category of dental materials, concerning two distinct classes: materials in the dental practice and materials in the dental lab. Physical and chemical grounds of the dental materials are also presented as introductory lessons.

2. Primary aims

- to inform the students regarding the impact caused by the new and newest materials in dentistry, their relationship with the clinical performance.

3. Main objectives

- to remind some physical and chemical data in order to facilitate the understanding of the dental materials properties;
- to familiarize the students with the dental materials, especially with those used in the dental practice;
- to reveal the importance of international norms (ISO, DIN, NIOM, ADA) in the election of the dental materials;
- to get the student ready for the use of the dental materials further in the clinical disciplines.

4. Hours in the Curriculum

Lectures: 2 hours/week, 14 weeks, 1 term
 Laboratory: 3 hours/week, 14 weeks, 1 term

5. Method of learning/teaching

- a) oral presentations supported by slide projections
- b) practical works:
 - brief multiple choice tests;
 - dental materials presentations and demonstrations;
 - slide and video projections;
 - preparation of some simple materials by the students;

6. Assessment methods

- practical examination - preparation of some dental materials - eliminatory trial;
- oral examination.

7. Strengths

- good monitoring of the student knowledge by brief multiple choice tests;
- permanent focus on the newest dental materials.

8. Weaknesses

- low level of communication between student and teacher

10. Plans for future changes

to optimize the student access at the large variety of dental materials

Visitors' comments**6. *The Preclinical Sciences***

Among the positive features noted were:

the visitors perceived that good working relationships between the Dental School and staff of departments teaching these subjects benefited a dentally oriented preclinical education

the visitors were particularly impressed with the quality of the learning opportunities and facilities offered by the Department of Anatomy. The application of IT to the teaching activities, the preparation and use of anatomical model material, the clinically directed application of the teaching, the students' personal involvement in dissection and the commitment of stomatologically trained staff to the education of dental students merits particular mention

the subject Morphology of the Dentomaxillary System is taught by dental staff and has the clear intention of making the students correlate the oro-facial anatomical knowledge acquired in the Anatomy Department with its application in the dental clinic. Special attention is given to the learning of dental morphology by performing carving in plaster and modelling with wax. The quality of the work performed by the students was excellent.

the course in Dental Materials science relates in its timing to the instruction in dental technology and to the preclinical and early clinical experience of operative work

the inclusion of a course in Informatics in the first year is commendable

Issues for further consideration:

it is a common problem internationally that dental students do not always appreciate the full relevance of scientific knowledge in the preclinical subjects to their later clinical studies and every effort should be made throughout the teaching of the basic and preclinical sciences to illustrate their clinical significance, so as to stimulate and motivate the student

as both dental morphology and the clinical application of oro-facial anatomical concepts are reviewed in the subject Morphology of the Dentomaxillary System the

visitors believe that the number of hours devoted to Anatomy is somewhat in excess of normal European standards

there is some concern that the interval between laboratory teaching of some aspects of fixed and removable prosthodontics and its clinical application may be too long

Section 7 – Para-clinical Sciences

7.1 Pharmacology

Prof.Dr. Cinca Rodica

- Introduction

The course is given in the third year of training. Students learn the general principals of drug action and drug disposition in the body, the adverse drug reactions and the role of the drugs in dentistry

- Primary Aims

To provide dental students with:

- An understanding of principles of drug absorption, distribution, metabolism, excretion
- Mode of action and adverse drug reactions
- A knowledge of drug used in dentistry

- Main Objectives

By the end of the course, students will be able to:

Describe methods of drug absorption, distribution, metabolism and excretion

List the principles of drug action

List the groups of drugs used in dentistry, their mode of action, metabolism, adverse reactions, precaution and inter-reactions with other drugs.

Write a legal prescription for a dental patient.

- Hours in Curriculum

3 hours courses / weekly

3 hours laboratory/ weekly

5. Method of Learning/Teaching

Setting out the course using the projections the exposure of the drugs (examples of drugs)

6. Assessments Methods

MCQ tests

7. Strengths

The modern and clear exposure of the drugs used in dentistry

8. Weaknesses

9. Innovation and Best Practices

10. Plans for Future Changes

The publishing of another course

New methods of learning

7.2 Microbiology

Prof.Dr. Roxana Moldovan
e-mail:mroxana@ciew.umft.ro;
fax: 096.190626

1.Introduction

The timing of “Oral microbiology and immunology”, concerning the role of infectious agents in the oral cavity, basic principles of infection and immunity, infection control methods, is 2hours per week, 1 semester;

2. Primary aims:

-to give our students general knowledge about bacteriology, virology and parasitology in oral health and disease;

- Objectives

Giving general knowledge about:

- sterilisation methods
- collection of specimens
- macroscopic and microscopic examination (staining methods)
- culture of specimens
- identification of bacteria
- antibiotic sensitivity tests
- clinical immunology-serological tests

- Hours in Curriculum

Lectures:3 hours/week
Laboratory:3 hours/week

- Methods of learning:

- lectures: on overhead projector and video projector,
- practical works: on overhead projector, video projector; computer assisted (Gram stain), and microscopy;

- Assessment methods

MCQ tests

- Strengths

The lecture is based on very good theoretical knowledge;

- Weaknesses

Low development of Microbiology in Dental Medicine all over the country and low technical support;

9. Innovations and Best Practices:

- improving material support in order to achieve technically competent laboratories
- expanding the field of microbiological investigations in dentistry

- **Plans for future changes**

Improving teaching methods by correlation with clinical cases (case presentation) and documentary film projecting;

7.3 General Pathology

Prof. Dr.Potencz Elena

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- **Introduction**

The pathology course is addressed to students who have already studied Anatomy and Physiology, and offers them the first notions of pathology and disease. General Pathology is the scientific study of the development of basic pathologic mechanisms, preparing the student for understanding the clinical aspects of disease.

- **Primary Aims**

The primary aim is to cover general principles and mechanisms of disease, as well as its terminology.

- **Main Objectives**

General Pathology studies the pathologic changes in a hypothetical tissue. This idealised tissue is composed of parenchymal cells and interstitial connective tissue and is the prototype of every tissue in the body. General pathology explores and explains the development of basic pathologic mechanisms without detailing the additional specific changes occurring different organs.

- **Hours in the Curriculum**

General pathology is taught for one semester (the third semester), with 4 course hours and 4 practice hours.

- **Method of Learning/Teaching**

We present information at the level of a second-year medical student, guiding them logically and as concisely as possible through the mechanisms by which the normal in our bodies is converted to the abnormal. Since our objective is to use pathology to facilitate medical education, we stress mechanisms leading to diseases. Understanding these mechanisms is more a function of logic than of memory. We hope that our course will leave students with a lasting knowledge of pathology and a desire to use pathology for the rest of their career as a scientific basis of medicine.

- **Assessments Methods**

Assessment methods include an optional partial exam and a final exam.

- **Strengths**
- **Weaknesses**

Despite all efforts of the staff, the contents of the course may be difficult to understand because it represents the first contact of the students with the general mechanisms of disease.

7.4 Immunology

Ass.Prof.Dr.Negru Serban Mircea
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fax: +40-56-190507

Introduction

Immunology course intends to integrate the immune system into the fundamental knowledge of the medicine student, both from the anatomical and physiological points of view.

Aims of the course

to present the macroscopic and microscopic structure of the immune system and the principal mechanisms of the immune response.

Main objectives

Study of the:

- Cells of the immune system
- Organs of the immune system
- Immunoglobulins
- HLA molecules and antigen presenting
- Humoral immunity
- Cell mediated immunity

Hours in the curriculum

1 hour\week lectures and 1 hour\week practicals, 14 weeks, 1 term

Methods of learning/teaching

lectures – slide presentations, orally sustained
practicals – using the endowment of the Central Immunology Laboratory

Assessment methods

multiple choice questionnaire from the lectures themes
practical exam from the immunological techniques

Strengths

Good endowment of the Central Immunology Laboratory: Flow cytometry, ELISA, Cell culture line

Weaknesses

problems with current supply of specific reagents
difficulties in accessing the immunological literature (books, journals, online materials)

Plans for future changes

introduction of computer presentations into lectures
new immunological techniques in practicals

Visitors' comments

7. The Paraclinical Sciences

Among the positive features noted were:

the courses in Pathology, Microbiology, Immunology and Pharmacology are appropriately positioned in the second and third years of the curriculum, preceding the majority of the teaching in Human Disease (medical and surgical specialties)

the objectives for the courses appear to focus well on essential principles and on the particular needs of dental students

the visitors viewed very positively the employment of dentally qualified junior staff to assist the education of dental students and the enthusiasm and commitment of all staff to their courses

Issues for further consideration:

there may be some scope for streamlining some of the teaching in some aspects of these subjects as the number of hours exceeds that in corresponding areas of the dental curriculum in some European countries

Section 8 – Human Diseases

8.1 Internal Medicine

Prof. Dr.Romosan Ioan

- Introduction

The course of Medical Semiology and of Internal Medicine is organised for the students of Stomatology and represents the theoretical and practical basis for obtaining the knowledge necessary in identifying the main pathologic entities in internal medicine and the therapeutically means. The cause is included in the Curriculum for the 2nd and 3rd year respectively and requires basic notions of the following fields: aetiology, epidemiology, fiziopathology, morphopathology, simptomathology, diagnosis, differential diagnosis, evolution, complications, and treatment.

2. Primary Aims

The main purposes of this two courses are to enhance the capacity of the student for understanding and interpreting the signs and symptoms of the main diseases in the medical pathology, the criteria for positive and differential diagnose.

3. Main Objectives

The use of the notions in anatomy, physiology, pathophysiology for understanding the pathogenesis and the somatic expression of the diseases;
 The creation of a cognitive mode of semiologic notions that will allow the identification and interpretation of the main medical syndromes;
 The shaping of medical thinking;
 The development of the capacity of solving specific problems;
 The strengthening of the intentional motivation;
 The building of a base of necessary notions for theoretic generalisations and the correlation of these to medical pathology and therapy.

4. Hours in the Curriculum

The course of Medical Semiology is made for 2nd year students in stomatology

1st semester = 14 weeks/semester

3 course hours/week

4 hours clinical practice/week.

The course of Internal Medicine is made for 3rd year students in stomatology

2 semesters = 14 weeks/semester

1 1st semester:

2,5 course hours/week

2,5 hours clinical practice/week

2 2nd semester

2 course hours/week

3 hours clinical practice/week.

5. Method of Learning/Teaching

Direct transfer;

Passive course “*ex cathedra*”;

Active – seminars and practice in hospitals;

Participation of students in various stages of medical treatment;

Mediated transfer of information – multimedia method;

Interactive teaching in the multimedia laboratory of the clinic and distance education as a perspective.

6. Assessments Methods

Self evaluation during the seminars and practice in clinics by interactive teaching

Gradual evaluation

Examinations during seminars

Clinical study assessments

- For Medical Semiology:
 - oral examinations at the end of the semester
- For Internal Medicine:
 - examinations at the end of the 1st semester (the first part of the course: cardiovascular and respiratory diseases)
 - final assessment – examination at the end of the 2nd semester (the second part of the course: digestive, renal, metabolic, hematologic and rheumatologic diseases).

Parameters for professional training that are subject to evaluation

- the learning of theoretic notions and the way in which they are understand
- the way in which theoretic notions are applied in practice during clinical examination.

7. Strengths

The direct work with the student in the 4th Medical Clinic Timișoara, the training based on clinical cases recorded in our Clinic and the database on video support;

The possibility for students to continue studding the various topics in the course, in a finalised research forma (scientific seminars, diploma works).

8. Weaknesses

The insufficient providing with updated medical technology;

Few possibilities in morphological exploration and paraclinical investigations.

9. Innovation and Best Practices

Multimedia training system on recorded clinical cases;

Recording of clinical cases;

Unitary teaching methodology, allowing a dynamic adaptation and improving the quality of medical education;

Inventory of the ways for learning on the long term of knowledge, and for the development of specific problem solving skills by the students;

Establishment of the criteria by which students can self evaluates.

10. Plans for Future Changes

Conception of the project and contact for the connection with the Medical Internet web.

8.2 General Surgery

Asist.Prof.Dr. Moga Constantina

1. Introduction

The course of General Surgery is menth for the students of Stomatology and represents the theoretical and practical basis for obtaining the knowledge necessary in identifying the main pathologic entities in surgery and the therapeutical means. The cause is included in the Curriculum for the III-rd year and requires basic notions of the following fields: anatomy, histology, physiology and patophysiology.

2. Primary Aim

The main purposes of this course are :

1. to enhance the capacity of the student for understanding and interpreting the signs and symptoms of the main diseases in the surgical pathology, the criteria for positive and differentila diagnose
2. at the end of this course, a student must know the ways of surgical treatment for the diseases dealt with in the field, and his practical skills must cover the domaine of the "small surgery".

3. Main Objectives

3. the use of the notions in anatomy, physiology, pathophysiology for understanding the pathogeny, the somatic expression of the diseases (semiology)
4. the visualisation of the techniques and procedures used in general surgery, and their understanding by case study, by directly participating – actively or pasvely
5. the creation of a cognitive mode of semiologic notions shat will allow the identification and interpretation of the main surgical syndromes
6. the shaping of surgical thinking
7. the development of the capacity of solving specific problems
8. the strengthening of the intentional motivation
9. the building of a base of necessary notions for theoretic generalisations and the correlation of these to surgical pathology and therapy.

4. Hours in Curriculum

10. the course is meant for III-rd year students in stomatology
11. 2 semesters
12. 14 weeks/semester
13. I-st semester :3,5 course hours/weeck, 4 hours clinical practice/weck
14. 2-nd semester: 2 course hours/weeck,3 hours clinical practice/weeck

5. Methods of Learning/Teaching

15. direct transfer
16. passive course - "ex cathedra"
17. active – seminairs and practice in hospitals
18. participation of students in various stages of surgical treatment
19. mediatised transfer of information – multimedia method

20. interactive teaching in the multimedia laboratory of the Clinic and distance education as a perspective

6. Assessment Methods

21. self evaluation – during the seminars and practice in clinics; by interactive the teaching
22. gradual evaluation
23. examinations during seminars
24. clinical study assessments
25. oral examinations at the end of the semester (the first part of the course – semiology and “small surgery”)
26. final assessment – examination at the end of the II-nd semester (the 2-nd part of the course - surgical pathology)
27. parameters for professional training that are subject to evaluation
28. the learning of theoretic notions and the way in which they were understood
29. the way in which theoretic notions are applied in practice during clinical examination, in the actions and practical skills in the small surgery

7. Strengths

30. the direct work with the student in the Clinica III Chirurgie Timișoara the multimedia lab – the training based on clinical cases recorded in our Clinic; the database on video support
31. the updated course of the Clinica III Chirurgie Timișoara the speciality bibliography printed in the previous years, existing in the U.M.F. library
32. the possibility for students to continue studying the various topics in the course, in a finalised research form (scientific seminars, diploma works)

8. Weaknesses

33. the insufficient providing with updated surgical technology
34. few possibilities in morphological exploration and paraclinic investigations
35. the absence of teaching space within the Clinica III Chirurgie Timișoara the absence of institutionalised forms of teaching regarding recent developments in surgery for medical personnel through scholarships abroad

9. Innovations and Best Practices

36. multimedia training system on recorded clinical cases
37. recording of clinical cases
38. unitary teaching methodology, allowing a dynamic adaptation and improving the quality of surgical education
39. inventory of the ways for learning on the long term of knowledge, and for the development of specific problem solving skills by the students
40. establishment of the criteria by which students can self evaluate

10. Plans for Future Changes

Conception of the project and contact for the connection with the Medical Internet web

Visitors' comments

8. Human Diseases

The visitors gave considerable thought to the amount and range of teaching of Human Diseases within the curriculum as this is substantial compared to that in many, particularly Western, European countries. It is recognized that there is a strong tradition in parts of Europe towards a stomatologically rather than a more dentally based training and that this background is of significance in relation to the equal standing of the dental profession in relation to that of medical colleagues. The visitors themselves reflected this diversity of cultural background and agreed that future progress must take place on the basis of sound persuasive argument which fully appreciates local and regional sensitivities.

Nevertheless it was clear from discussions with staff and students that the arguments in support of the current amount of teaching were unconvincing. The students expressed the view strongly that much of this teaching was provided only to enable them to use the title "Doctor" and that it had little if any relevance to the anticipated nature of dental practice and the legal limitations imposed upon the extent of such practice.

The visitors agreed that the objectives of the teaching of Human Disease should be reviewed rigorously to ensure primary focus on issues on which a practicing general dental practitioner needs to be well-informed for the safe management of dental patients. The student should know how to elicit an appropriate medical history and be able to recognize and appreciate the significance of physical signs in the ambulant clothed patient. There should be emphasis on awareness of the significance of medical conditions for the management of dental treatment, the oral manifestations of systemic disease and the ability to manage medical emergencies which may occur in the dental surgery. The importance of communication with physicians and surgeons also responsible for care of a patient should be emphasized.

It is possible that some medical issues can be taught sufficiently in a dental context within courses such as Periodontology and Oral Medicine, focusing predominantly on the oral and dental implications and management of particular conditions, or by dual qualified staff approaching from the viewpoint of oral rather than general medicine.

It has also become the experience in some parts of Europe that the strength of the scientific base and the academic development of dentistry is such that it commands status as a free standing profession allied but equal to medicine.

Among the positive features noted were:

the stated intention in the objectives to relate teaching to a previously established scientific base and to enable the student to develop problem solving skills

the special programme for dental students and the effort to underline the role of dentistry in the diagnosis and treatment of internal disease

the small group teaching and potential for staff – student interaction the development of interactive teaching in the multimedia laboratory

the establishment of criteria to facilitate student self-evaluation

the availability of elective classes in emergency medicine

the well-equipped classrooms

Issues for further consideration:

the visitors recommend a thorough review of the amount of Human Disease teaching to identify the medical knowledge and skills which are clearly relevant to dental practice so as to ensure that the graduate has a secure knowledge for safe practice but is not burdened with a volume of information for which there will be no further application

review of this part of the curriculum should ensure that key issues such as management of medical emergencies, medical first aid, cardiopulmonary resuscitation and intravenous access are learned

the teaching on medical and surgical emergencies given in the sixth year could be streamlined to focus only on those conditions which might arise in the dental surgery and incorporated into earlier teaching in Human Diseases with short revision sessions later in the course

the student should have some insight into recognition and management of shock and the management of critically ill patients in intensive care, particularly in relation to application in oral and maxillo-facial surgery

while the allocation of time to Human Diseases may be comparable to that of some other countries with a stomatological tradition the visitors all agreed that a critical reappraisal of this part of the curriculum and its purposes would provide opportunity for a significant reduction in hours of teaching and change of emphasis to focus more directly on the knowledge and clinical skills required by a dental practitioner

8.3 Anaesthesiology

Ass.Prof.Dr. GIDEA PARASCHIVESCU EDUARD

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- Introduction.

The course of anaesthesiology is scheduled in the third year of study, and it represents the first step into the oral and maxillo-facial practice, trying to prepare the students for further advanced practical dentistry and surgery. The structure of the course consists of one hour per week for practical study and one hour per week for theoretical study, and it lasts for 14 weeks.

- Primary Aim

The primary aim is to get best acquainted to the loco-regional anatomy, and the second aim is to learn the most important techniques of anaesthesia.

3 Main Objectives.

41. learning the importance of anaesthesia in oral and maxillofacial surgery and dentistry;
42. learning how to manage the direct relation with the patient;
43. learning the main groups of anaesthetics, used in OMF surgery and dentistry;
44. practical exercises, first on a model and then on real patient;
 1. learning the risks of anaesthesia ;
 2. learning the indications for loco-regional anaesthesia;
 3. learning how to manage the complications of local and regional anaesthesia

- Hours in Curriculum

Unfortunately the most part of the course, the students spend practicing on models. They spend one hour per week, for 14 weeks/ year of study.

- **Methods of Learning/Teaching** We have two methods of teaching, one is the theoretical part, and the second is the practical study, first on

models and then on patient. The students have a number of anaesthesia to perform by the end of their study.

- **Assessments Methods**

First, the students have to take the practical examination, and those who pass must take the theoretical examination.

- **Strengths**

The first direct relation with the patient.

8. Weaknesses

The low number of hours and the insufficient number of patients related to the number of students.

9. Innovations and Best Practices

- periodical evaluation, on both theoretical and practical ways;
- obligatory clinical attendance and assistance in the duty service;

10. Plans for Futures Changes

To increase the number of practical hours per week and to extend the course in the 4th year of study. Also we plan to start collaboration with other stomatological services to receive a bigger number of patients.

Visitors' comments

8.3 Anaesthesiology

Among the positive features noted were:

the course in Anaesthesiology with the use of phantoms initially gives a sound base for further clinical experience in local and regional analgesia

Issues for future consideration:

there appears to be little emphasis on the possible use of conscious sedation for the anxious patient and there is scope for development of this aspect of patient management

Section 9 – Orthodontics and Child Dental Health

9.1 Orthodontics

Lect.Dr.Jianu Rodica

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fax: 0040-56220480

- **Introduction**
The course in the 5th year of study: 28hours
The course in the 6th year of study: 48 hours
- **Primary Aims:**
 - a) Orthodontic removable appliances
 - b) Fixed appliances
- **Main objectives:**
Clinical examination in Orthodontics
Diagnostic records: the dental cast, the facial photograph, the panoramic radiograph, radiographic cephalometrics
Orthodontic treatment
The study cast
Orthodontic removable appliances
Orthodontic forces
Fixed appliances
- **Hours in Curriculum**
In the 5th year of study, students spend 560 hours treating patients
In the 6th year of study, students spend 980 hours treating patients
- **Methods of learning:** by video and slides
- **Assessment methods:**
Written and oral tests, with marks between 1-10
Practical exams with accepted and rejected criteria for qualification

7. Strengths

The strengths in this Department is the practical training for students

8. Weakness

The weakness in this department is the amount of scientific research

- **Innovation and Best Practices**

10.Plans for Future Changes

Our plan for the future is to improve the equipment, so that the scientific research will be more competitive.

9.2 PEDIATRIC DENTISTRY

Lect.Dr. **Schiller Eleonora**
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fax : 220480

Introduction

Pediatric dentistry is a fourth year subject

2.Primary aim

The primary aim is the treatment needs in dental caries and pulp disease of primary teeth and young permanent teeth.

3.Main Objectives

- examination of the child and young patient
- development and morphology of the primary teeth and young permanent teeth
- eruption of the teeth
- treatment of dental caries
- pulp disease and treatment needs in the child and adolescent
- acquired and developmental disturbances of the teeth and associated oral structures,
- trauma of the teeth (primary and young permanent teeth)
- prosthetic treatment of the adolescent,
- oral pathology in pediatric dentistry,
- tumor of the oral soft tissues, cysts and tumor of the bone,
- local anesthesia for the child and adolescent,
- radiographic techniques,
- dental materials.

4.Number of hours :

- Course of lecture 2h/ week - 1 year
- Practice period 4h/week – 1 year

5.Methods of learning

course of lectures = oral presentation with visual aids slides and practice period

6.Assesment methods

- a testing of theoretical professional knowledge : oral and written examination
- b. practical examination

7.Strengths :

- great emphasis on the practical approach to teaching and learning
- opportunity to actually treat young patients in our clinic, under the direction and supervision of teaching staff
-

8.Weaknesses :

- lack of adequate number of dental chairs
- lack of up-to-date dental X-ray equipment
-

9.Innovations and Best Practices

Advanced training in prosthodontics in trauma to the teeth (resin-bonded retainer)

10.Plans for the future : hospital dental services for child and the use of general anesthesia and hospital dental services for child with H.I.V.

Visitors' comments

9. Orthodontics and Child Dental Health

Among the positive features noted were:

the presence of qualified staff in Orthodontics and Child Dental Health

the modernization of dental facilities and the practical experience offered

clear understanding of the aims of teaching these subjects

the evidence of interdisciplinary collaboration in diagnosis and treatment planning with other clinical specialties (Oral and Maxillofacial Surgery, Paedodontics) and in research with the Department of Genetics

the availability of Health Insurance for the children treated in these departments

the willingness to teach the most modern diagnostic methods and appliances in the treatment of orthodontic anomalies

the teachers of Orthodontics had a particularly clear appreciation of the objectives and limits of undergraduate teaching in the discipline and its borderline with the postgraduate level

the contribution of the staff of Paedodontics to the teaching of Behavioural Science

Issues for future consideration:

to review the positioning of the clinical teaching in Paedodontics in the fourth year, two years before graduation which at present does not provide the students with further opportunities to maintain their knowledge and skills

this review might also include consideration of the relationship and possible integration with the clinical experience offered in Preventive Dentistry which ideally should precede the operative experience developed further in Paedodontics

to consider some attention to the possibilities of pain and anxiety control other than behavioural management techniques in the treatment of children, for example methods of conscious sedation

to review aspects of the curriculum in which both Paedodontics and Oral and Maxillo-facial Surgery have an interest to ensure that the contributions of each specialty are complementary and integrated

Section 10 – Public Dental Health and Prevention

10.1 Public Dental Health and Prevention

Assoc.Prof.Dr. Podariu Angela Codruta

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1. Introduction

Preventive Dentistry is being studied in parallel with Community Dentistry, during the second semester of the fifth year (14 weeks - 2 lectures per week for Preventive Dentistry and 1 lecture per week for Community Dentistry).

Lectures are focused on : bacterial plaque; fluoride; sealing; prevention in periodonhthics, orthodontics, prosthetics ; prevention of nasocomial infections ; cleaning program.

The lecture is presented by Dr. Angela Codruța Podariu and audio-visual means are represented by : video-projectors, slides and video tapes.

2. Primary Aims

- prevention of dental and periodontal diseases
- prevention of dental-maxillary diseases.

3. Main Objectives

- introducing basic notions of health education in the field of oral health
- introducing basic notions of oral hygiene
- endo- and exogenous prevention with fluorides
- nutritional endo- and exogenous prevention

- sealing of fissures
- interceptive orthodontics

4. Hours in the Curriculum

Our present schedule includes 2 hours of practical works per week. In my opinion, 8 hours will be necessary in order to learn all preventive procedures and to perform them correctly.

5. Method of Learning/Teaching

Students can consult 5 available text-books. During lectures, the topics are being schematized, stressing on the latest achievements and presentations are supported by visual means (video-projector, slides and video tapes). During the last 30 minutes, students may ask questions, and new devices, recently introduced in dental practice are being presented (Diagnodent, Sonicsys, etc.). Students have to study the lecture material and to consult text-books because lecture themes are ahead of practical works.

6. Assessments Methods

During the semester, students receive marks at each practical work, so individual manual ability and dexterity may be assessed. There is no practical examination, because students are being continually evaluated. Those who do not reach the established standard due to absenteeism or lack of interest are not received at the practical examination which is based on a multiple choice test : 60 questions (48 from the field of Preventive Dentistry and 12 from Community Dentistry) during 2 hours.

7. Strengths

Due to sponsors and friendly relations with colleagues in advanced countries, we have at least one sample with each of the latest dental products and modern technical devices. Each product and each technique is going to be demonstrated by the assistant professor to each group of students at least once, with all steps, technique, and advantages and weak points.

8. Weaknesses

- the reduced number of hours for practical works
- very poor technical support (dental devices and materials) from the University
- few participations in international scientific manifestations, due to high costs.
- reduced number of publications in foreign journals due to high fees

9. Innovation and Best Practices

- participation in the national dental prevention program
- finishing the project on fluorinated salt
- dental prevention program in institutionalized children (social cases)
prevention program in institutionalized elderly patients.

Visitors' comments

- ***Public Dental Health and Prevention***

It is recognised that high levels of dental disease are prevalent in Romania. Fluoride content of the drinking water is very low, as is the dental education of the general population, so oral health conditions are very poor. The dental profession faces a great challenge in managing this level of disease but it is important that graduates are not only able to perform basic treatment procedures well but know what can be done to prevent disease. This requires a longer-term strategy in which a significant effort is made by the dental team to promote dental health as well as continuing that necessary to repair the ravages of disease. A strong preventively orientated philosophy should lead to progressively improving levels of dental health for the younger and future generations and in time to reduced need for extensive and expensive remedial work for older generations. Ultimately, prevention is always better and less costly than cure.

Among the positive features noted were:

- *the visitors viewed the introduction of this subject as a very important step in modernizing the dental curriculum.*

the enthusiasm and personal efforts of teachers of this subject to provide extremely up to date information and skills in the field of preventive dentistry for dental students

- *postgraduate programmes may also have a very positive impact on dental public health in the region*

the work of the staff of the department in raising funds to improve its facilities for education provides an excellent example for the faculty of the potential benefits of such initiatives

Issues for further consideration:

the earlier introduction of the subject in the dental curriculum would affect positively the students' attitudes in understanding prevention as the basis of comprehensive dental care and in interpreting information gained from other sources on oral diseases.

emphasis on the importance of this subject throughout the curriculum should be increased in order to promote the philosophy of greater prevention and less repair as the aspiration to address the dental health problems and long-term needs of the population

Section 11: Restorative Dentistry

11.1 Operative Dentistry

Ass.Prof.Dr. Mirella Dorina Anghel

1. Introduction

Conservative Dentistry, in the Curriculum, is planned to be taught during a whole semester in the third year of studies (for 14 weeks). This course gets the students in touch with patients for the first time and offer them the opportunity to get the theoretical and practical knowledge necessary to examine, diagnose and treat the simple decay.

2. Primary Aims

The primary aims of this course are :

getting the theoretical and practical knowledge in order to examine, diagnose and treat the simple decay.

using the wide range of materials and techniques in restoring teeth.

3. Main objectives

assimilating the knowledge of cariology : etiology, prevention, and control.

patient examination, diagnosis and treatment planning.

getting the skills to prepare the cavities on phantom.

cavities preparation (Classes I – V , conventional and modified preparations).

amalgam and tooth –colored restorations .

choosing the adequate technique and materials in each clinical situation.

using the adhesive techniques (principles, techniques, materials).

finishing and polishing.

additional conservative and esthetic treatments.

4. Hours in the Curriculum

In the Curriculum there is planned a 3 hour theoretical course and 4hour of clinical training per week. The first clinical trainings are aimed for learning, examining and correct diagnosing, preparing and restoring teeth on phantom (Frasaco).

The treatment of patients is to take place along six consecutive clinical trainings,each student having to accumulate $6 \times 4 = 24$ hours for clinical treatment attaining all the objectives mentioned above.

5. Method of Learning/Teaching

During the theoretical classes and the clinical training, presentation, seminars, clinical and practical demonstrations, and multimedia methods are used.

6. Assessments Methods

Assessment methods used are: tests, seminars, oral and practical examinations.

7. Strengths

The greatest advantage is the fact that our students have the opportunity to put in practice on patients all the knowledge they acquired during the theoretical classes, under direct supervision.

8. Weaknesses

Our view is that there would be necessary a greater number of clinical training hours (at least two semesters) in order to get best abilities and skills.
Our medical school would need better equipment and supply.

9. Innovation and Best Practices

10. Plans for Future Changes

Restorative Dentistry should extend over two semesters.

11.2 Endodontics

Ass.Prof.Dr. Mugur-George Popescu

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Introduction

Undergraduate education begins in the fourth year and includes: the anatomy and physiology of the dental pulp, pulpitis – classification, aetiopathogenesis, diagnosis and treatment. The course continues in the fifth year including: Pulpal necrosis and gangrene: – classification, aetiopathogenesis, diagnosis and treatment.

Primary aims:

To develop :

Knowledge and understanding of the normal and pathological status of the pulp.

The diagnostic and clinical skills required to carry out endodontic procedures.

Main objectives:

The student must be able to:

Asses the status of the pulp

Diagnose and manage pulp treatment

Maintain the normal status of the periapical tissues.

Hours in the Curriculum

fourth year: 11 hours/week, 154 hours/semester, lectures 3 hours/week, lab 8 hour/week

fifth year: 12 hours/week, 168 hours/semester, lectures 3 hours/week, lab 9 hour/week

Method of Learning/Teaching

Lectures with slides

Demonstration of clinical and technical procedures

Patient treatment under direct supervision

Assessments Methods

Clinical and oral examination

Strengths

Well motivated clinical staff

Well motivated students, starting to work early on patients.

Small group teaching

Weaknesses

Modest materials means, subject to budgetary restrictions

11.3 Prosthodontics

Ass.Prof. Dr.Anca Jivanescu

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fax: 0040/56/200142

1. Introduction

Lectures and courses of Prosthodontics are held over a period of four years (the third, fourth, fifth and sixth year of study).

During these years of study the following topics are pursued:

Fixed Prosthodontics in the third year;

Complete Dentures in the fourth year;

Fundamentals of Occlusion, Diagnosis and Treatment of Temporomandibular Disorders in the fifth year;

Removable Partial Dentures in the sixth year.

Primary Aims

The primary aims of the Prosthodontics courses are:

Diagnosis and treatment planning of partial and total edentulous patients;

Phantom and patients clinical practicing.

Main Objectives

The main objectives are:

- Examination of the masticatory system;
- Diagnosis and treatment planning ;
- Preprosthetic treatment;
- Tooth preparation for different kinds of crowns;
- Impression techniques in fixed and removable prosthodontics;
- Registration of jaw relationships;
- Try-in of fixed and removable prosthesis;
- Reversible and irreversible treatments in temporo-mandibular disorders.

Hours in the Curriculum:

In the third year of study: lectures 3h/week, courses 4h/week, 14 weeks

In the fourth year of study: lectures 3h/week, courses 8h/week, 14 weeks

In the fifth year of study: lectures 3h/week, courses 9h/week, 14 weeks

In the sixth year of study: lectures 3h/week, courses 8h/week, 14 weeks

Method of Learning/Teaching

We use the following teaching methods:

- lectures;
- presentation of clinical cases;
- demonstrations ;
- practicing on patients.

Assessments Methods

The assessment is made by testing the students' knowledge at courses, during a practical exam on phantom or on patients and by oral exams.

Strengths

Theoretical knowledge is individually applied on a large variety of cases. Students are very well trained to perform all types of prosthodontic treatments.

Weaknesses

Weaknesses are the insufficient number of textbooks and the inability to address some research topics.

Innovations and Best Practices:

The students of the third year are working on the phantom attached to the dental unit.

Students of the fourth, fifth and sixth year are practicing on patients.

Plans for Future Changes

- Development of a computer network;
- Improvement of the functional exploration laboratory.

Visitors' comments

11. Restorative Dentistry

Among the positive features noted were:

- the level of skill and commitment of the teaching staff*
- the awareness of current constraints and the initiative shown to overcome these*
- the high standard and complexity of some of the work undertaken by students*
- the evidence of systematic modernisation of the clinical facilities*
- the generous allocation of time for the teaching of endodontics*
- the progressive introduction of prosthodontics principles throughout four years of the curriculum*
- the evidence of interdisciplinary collaboration and a holistic view of treatment planning despite a departmentally based curriculum*

Issues for further consideration:

- the visitors endorse the view of the teachers of Operative Dentistry that it would be helpful to identify a greater number of hours for clinical training to establish a foundation of greater experience of simpler procedures prior to more complex work later in the curriculum*
- the desirability of performing all endodontic procedures with rubber dam*
- the desirability (or otherwise) of reducing the interval between laboratory course in fixed prosthodontics and its clinical application*
- the possibility of reviewing the amount and timing of teaching of all constituent aspects of Restorative Dentistry, together with that in Integrated Patient Care and Implantology, to determine whether there is scope for further interdisciplinary collaboration, which with more flexible use of clinical facilities would permit greater practice of integrated patient care.*

Section 12 Periodontology and Implantology

12.1 Periodontology

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1. Introduction

Periodontology is taught in the undergraduate curriculum in the VI-th year of study, one term, as an independent core subject, intimately coordinated with both basic and dental clinical sciences.

2. Primary Aims

The course of Periodontology is taught both as a subject matter course and as a clinical practice, in order to allow dental student to integrate their periodontal knowledge with the rest of the dental clinical sciences. The primary aims are:

- To open the biological basis for the periodontal health to students
- To explore the aetiology, pathogenesis, progression and epidemiology of periodontal diseases.
- To diagnose and manage periodontal diseases.

3. Main Objectives

By the end of the course the student will be expected to demonstrate:

- A broad knowledge of science basic to periodontology;
- A broad knowledge of clinical medicine and surgery, in regards to the interaction of periodontal and systemic diseases and of the periodontal management of the medically compromised patient;
- A broad knowledge of periodontal epidemiology and the role of periodontology in public dental health;
- Intensive knowledge of clinical periodontics;
- Clinical expertise in the presentation, diagnosis and management of early and moderate periodontal disease;
- Clinical expertise in the presentation and diagnosis of advanced periodontal diseases.

4. Hours in the Curriculum

Lectures: 3 hours/weekly, 14 weeks, 42hours/term
Clinical practice: 9 hours/weekly, 14 weeks, 126 hours/term.

5. Method of Learning/Teaching

The subject matter course consist of lectures, seminars and tutorials, in order to cover most of the areas of modern periodontology.

The practical part of the course includes the assessment of periodontal diagnosis, treatment planning and basic periodontal instrumentation, in order to allow the student to master completely basic periodontal therapy.

6. Assessment Methods

By the end of the periodontal course, the students are assessed by means of clinical and oral examination.

7. Strengths

Theoretical knowledge is individually applied on a large variety of clinical cases.
Emphasis on teamwork with dental hygiene in the management of periodontal patients.

8. Weaknesses

Insufficient number of hours in curriculum.
Poor technical support (physical facilities, dental devices and materials) from the University
Insufficient access to periodontal surgical procedures

9.- Innovation and Best Practices

10. Plans for Future Changes

During the next years, the location of an independent Department of Periodontology is going to be changed, providing proper space for teaching in the new Faculty building; till now, the Department of Periodontology functioned together with Odontology Department.

Visitors' comments

12. Periodontology

Among the positive features noted were:

- *the teaching of Periodontology is carried out by highly educated, enthusiastic staff applying modern concepts of Periodontology and relying on a very up-to-date Romanian textbook*
- the establishment of a training programme for dental hygienists is most welcome and may offer opportunities for some common core teaching and collaborative teamworking with dental students*

Issues for further consideration:

the importance of Periodontology should be further emphasized in the curriculum

earlier introduction of the subject, preferably in the second year, and its continuous reinforcement throughout the whole curriculum, initially as a specialist discipline but later within the concept of Comprehensive Dental Care, would further improve the quality of education

*the discipline should be recognized as one of the essential foundations
of modern Restorative Dentistry*

12.2 Implantology

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Introduction

The course attempts to give the students the basics in oral implantology. It begins with the diagnosis elements for implant insertion. After this it explains some of the many implant systems available on the market, the basics of implant supported prosthesis, accidents and implant failure. Legislation and organisational problems are presented at the end of the course.

Primary aims:

Teaching the principles of implant insertion and implant supported prosthesis

3. Main objectives:

- to offer a comprehensive information regarding dental implants
- to explain the role of dental implants in modern dentistry
- to explain the risks in oral implantology.

4. Hours in the Curriculum

Lectures: 2 hours/week, 14 weeks, 1 term

Practical: 2 hours/week, 14 weeks, 1 term

5. Method of teaching/learning:

- a. oral presentations supported by slide projections
- b. practical works, also supported by slide projections, video projections.
Live operations
Training implants insertions in plastic models and in natural bone.
Impression technique

6.Assessment methods:

- multiple choice test 50 questions

7.Strengths:

- good level of presentations oral and video.
- good conditions for the insertion of training implants

8.Weaknesses

- low level of investigating capabilities(CT, X-RAY)
- no possibility for performing invasive implant surgery(sinus lift, etc.)

9.Innovations and best practices:

device for fixing the bone fragments when inserting training implants

hand made titanium plates and screws for bone fragments fixation

10.Plans for future changes:

- to accord the teaching pattern to the student level
- to improve the teaching process by introducing intraoral video and CT

Visitors' comments

12.2. Implantology

Among the positive features noted were:

the expertise of the staff in this aspect of dental care and the relatively large amount of implant provision undertaken in the school

Issues for further consideration:

implantology is a very highly specialised field .The new graduate should have an appreciation of the essential principles and awareness that further postgraduate training is essential before practising in this area. The number of hours of teaching currently provided greatly exceed those considered appropriate at undergraduate level in many parts of Europe and it is suggested that much of the more advanced teaching of this subject might be delivered at postgraduate level.

Section 13 : Oral and Maxillo-facial Surgery, Dental Radiology

13.1 Oral and Maxillo-facial Surgery

Lect. Dr. Marius Pricop
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Introduction

Spread on the period of 3 half-year of school (in the IV, V, VI year of school), the course represents one of the main field of formation of the future dentist, with a great clinical and practical value.

Primary Aims

The formation of a stomatological and surgical preparation of the future dentists

The knowledge of the prevention, diagnose and treatment of the main oro maxillo-facial diseases

Main Objectives

The knowledge of the dentist of the main problems about the tooth extraction

The knowledge of the dentist of the main problems about the oral surgery

The knowledge of the dentist of the main problems about the maxillo-facial surgery

The knowledge of the dentist of the main problems about the oro-maxillo-facial clinical examination

The knowledge of the dentist of the main problems about the relation dentists-patient

The knowledge of the dentist of the main problems in the surgical clinics

Hours in the Curriculum

The IV-th year- 2 hours course, 4 hours practical (weekly)

The V-th year- 3 hours course, 8 hours practical (weekly)

The VI-th year- 3 hours course, 6 hours practical (weekly)

5. Method of Learning/Teaching

The course is achieved with slights, through the permanent joint between clinical and theoretical cases. The practical activity is based on clinical examination of the patients, small surgical operation (like practican or helper), and report presentation.

6. Assessments Methods

The examination, on the end of the each half-year, consists on written work (4 subjects in 60 minute).

7. Strengths

The main quality of the course and practical activity is the permanent contact between the future dentists and the patient.

8. Weaknesses

The main weaknesses are the relative small number of the patients for the each student and the technical support.

9. Innovation and Best Practices

The best practices are:

- The achievement of a modern education oro-maxillo-facial center
- The increase of the surgical units number

10. Plans for Future Changes

The future plans follow:

- The increasing of the patient number
- The increasing of the role of the individual work

Visitors' comments

13.1 Oral and Maxillofacial Surgery

The visitors gained a good insight into the teaching programme after meeting with the staff of the Department of Oral and Maxillofacial Surgery. There was also an opportunity to meet the students during a seminar and practical work in Oral Surgery at the outpatient Department.

Among the positive features noted were:

the programme covers all the topics necessary for undergraduate education in Oral and Maxillofacial Surgery. Before starting with Oral Surgery, the students have passed the course in Anesthesiology (local and general) and taken a theoretical and practical examination. International guidelines for the basic Programme for Oral and Maxillofacial Surgery are followed.

the reinforcement of theoretical knowledge before the beginning of practical work

students gain considerable experience through attendance at the outpatient clinic of the Oral and Maxillofacial Department

highly qualified teaching staff are engaged in the teaching and treatment of patients

the presence of a technical laboratory for preparing the prostheses, splints, etc. needed for complex oral rehabilitation

special facilities for radiological investigation such as panoramic radiography, zonography and CT are available in the Department

the staff are involved in joint research with colleagues in other departments of basic sciences including Genetics and Histology.

Issues for further consideration:
for the research activities especially joint research with Department of Basic Sciences e.g. Microbiology, Immunology, Histology, etc. to continue the students involvement in research
the encouragement of applications for the research grants

3.2 Dental Radiology

Ass.Prof.Dr. Pușcașiu Tudor Horea
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1. Introduction

The topics contain information about radio-physics , bony semiology , radiological technique , dento-maxillary anomalies , general dental pathology .

2. Primary Aims

The primary aims are to prepare students in knowing to indicate the most appropriate radiological examinations and to be able to recognize and follow up the pathologic changes.

3. Main objectives :

- students should establish diagnosis;
- they should recognize associate pathology;
- they have to present differential diagnostics;
- they should establish operative indications and make a correct follow-up of lesions;
- they have to certify possibility of implants.

4. Hours in the Curriculum

The course consists of 14 weeks of study ,each with 2 hours of teaching and 4 hours of practice . Except for the first two weeks of study , students make direct contact by clinical and radiological examination with patients for at least two hours a week.

5. Method of Learning/Teaching

Teaching is made by hours of courses that include theory accompanied by images , followed by seeing radiological films and examining patients with the same pathology .

6. Assessments Methods

The assessment methods are a practical examination of films followed ,if successfully , by a multiple choice test.

- Strengths

The strengths of our way of teaching are the contact of students with patients and the fact that we are able to provide a large and various collection of radiological films .

8 . Weaknesses

The space we are using for teaching is not as we would like, it is always to crowded and the radiographic equipment should be replaced . We are going to move in another building that will solve these problems .

9. Innovation and Best Practices

Students are performing at least 10 radiological examinations under strict supervision, and get to know the legislation for radiographic devices .

10. Plans for Future Changes

During next year the location of the radiology department is going to be changed, providing proper space for examination and teaching .This department is going to be endowed with new radiographic equipment especially based on digital processing .

Visitors' comments

13.2 Dental Radiography and Radiology

Among the positive features noted were:

the expertise of the teaching staff

the range of diagnostic equipment available and the extensive material available for tutorial teaching of radiological diagnosis

Issues for further consideration:

dental practitioners from taking appropriate dental radiographs in their practices, as such local restrictions might be considered to impede the competent practice of dentistry in its fullest sense. This situation impacts upon the curriculum the visitors were concerned to learn of restrictions limiting or preventing in Dental Radiography.

The statement of Competences Required for the Practice of Dentistry in the European Union as published in relation to the Dental Directives by the

Advisory Committee for the Training of Dental Practitioners lists a series of tasks which a dentist should be capable of carrying out within currently acceptable clinical parameters and which are deemed prerequisite for a dentist to be considered clinically competent. Paragraph 1.8 of this list indicates that “Carrying out routine dental radiographic techniques e.g. periapical, bitewing and appropriate extra-oral views while protecting the patient and dental team from ionising radiation” is such a procedure. At present strict controls preclude student involvement in practical radiography in relation to their clinical practice to the extent that might be judged necessary to conform to this European requirement.

The visitors hope that opportunities can be developed to ensure that students obtain sufficient practical instruction and clinical experience in basic dental radiographic technique to fulfill the above requirements.

the optional third year course in Medical Electronics may be of limited value to a future general dental practitioner and there is scope for its streamlining and incorporation into the teaching in Radiology. Particular emphasis could be placed on the hazards of ionizing radiation and the proper radiation protection measures which should be observed in practice.

Section 14: Oral Pathology

14.1 Oral Pathology

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1. Introduction

The undergraduate education comprises lectures and practical sessions taking place in the terminal year and instructing the students in patient assessment and diagnosis in oral pathology

2. Primary Aims

- patient assesment in oral pathology
- diagnosis in oral pathology

3. Main Objectives:

- healthy oral mucosa
- oral lesions
- traumatic lesions
- bacterial and viral infections
- potentially malignant oral disease

4. Hours in the Curriculum

lectures 2 hours/week, 14 weeks/1term

5. Method of Learning/Teaching

- lectures are using slide presentation
- clinical activities are held in the university hospital base

6. Assessments Methods

- oral examination

Strenghts

Weaknesses

- modest materials means, subject to budgetary restrictions

Visitors' comments

14. Oral Medicine and Oral Pathology

*The amount of teaching under this heading is limited but the visitors recognize that much of Oral Pathology is taught within the courses provided by various clinical disciplines including Oral and Maxillo-facial Surgery and Dental Radiology. The course described in this section basically covers the oral problems often covered under the heading of **Oral Medicine**.*

Among the positive features noted were:

in accordance with modern trends in dental education the diagnosis of oral mucosal diseases has become a distinctive part of the dental curriculum, which could have a great influence in future in ensuring improvement of the ability of the profession in the early detection of oral cancer.

Issues for further consideration:

a change in title of the subject to Oral Medicine would conform better with current European practice

education in this subject area could be improved further by the addition of topics such as non-surgical diseases of salivary glands and oral manifestations of systemic disease to the course content

the aims might be extended beyond issues of assessment and diagnosis to include therapy for mucosal diseases

this teaching might also review modifications of dental treatment in the medically compromised patient

the development of this course might be considered in conjunction with the visitors' earlier comments on review of teaching of Human Diseases in changing emphasis from a general medical to a more oral medical perspective

Section 15: Integrated (Comprehensive) Patient Care

15.1 Integrated Patient Care and Dental Emergencies

Assoc.Prof.Dr. Carmen Colojoară PhD

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1.Introduction

The course proved the ability of the students to make the correlation of knowledge obtained at different specialties and learn to develop new clinical management in treating the patients with complex disease

2.Primary Aims

Fundamentals in clinically orientation and complex treatment
Dental Emergencies

3. Main Objectives

- Principles of investigation, diagnosis and treatment planning
Emergencies in dental practice
Dental Management of medical compromised patient
Esthetic design for anterior and posterior teeth restoration. Contemporary concepts
Dental care of the Elderly
Non-conventional therapy in dentistry: Laser treatment; Clinical procedures with kinetic system (Micro Air Abrasion) in cavity preparation
Orthodontic – prosthetic oral rehabilitation of the adult patients

4. Hours in the Curriculum

Courses of three hours per week /one term
Training of 4 hour per week/ one term (spend by students treating patients)

5. Method of Learning/Teaching

Courses with slides and transparency film , video projection
Practice and clinical demonstration

6. Assessments Methods

Multiple-choice tests during the training
Practical and oral examination ended of the term

7. Strengths

To assimilate practical management

8. Weaknesses

The small number of hours (only one term)

9. Innovation and Best Practices

- Clinical procedures performed with CO₂ laser on hard and soft tissues (in preventive and restorative dentistry; oral surgery)
- Low Level laser therapy applications in dentistry
- Nd.YAG laser application in endodontics and periodontology
- Clinical procedures performed with micro air abrasion systems (Kinetic Cavity Preparation Systems)
- Complete Dental Bleaching

10. Plans for Future Changes

Developing a center for non-conventional methods used in dental practice

Visitors' comments

Integrated Patient Care, Dental Emergencies and Special Needs Patients

15.1 Integrated (Comprehensive) Patient Care

Among the positive features noted were:

the possibility of linking the principles of diagnosis and treatment planning with opportunities for clinical practice of comprehensive patient care within one clinical department

the collaboration of staff in different aspects of Restorative Dentistry to agree comprehensive treatment plans enabling students to perform different aspects of treatment for the same patient in the appropriate specialist departments, thus fostering the students' appreciation of whole patient care

the insight into the application of advanced technology in dentistry

Issues for further consideration:

development of a more formalized protocol for the treatment planning and progression through the relevant departments of new patients requiring multidisciplinary treatment

some redistribution of time from other constituent elements of Restorative Dentistry to increase and extend the amount of clinical experience gained by students in the context of comprehensive patient care in one clinical area. Such a change would not affect an individual student's overall quantitative clinical experience nor the treatment provided for individual patients, but would emphasise the philosophy of holistic care and would require some redesignation of clinical facilities to a multipurpose polyclinic concept.

15.2 Dental Emergencies

Among the positive features noted were:

the plans to establish a dental accident and emergency clinic linked to the department of Integrated Patient Care to provide experience of the management of acute dental problems

Issues for further consideration:

the provision of initial or emergency treatment should be linked with the planning and arrangements for definitive restorative treatment in a systematic way to enhance the concepts of whole patient care discussed previously in relation to Restorative Dentistry

15.3 Special Needs Patients

Among the positive features noted were:

the opportunity for students to accompany the teachers of Preventive Dentistry on visits to local orphanages

Issues for further consideration:

the need to inform students of special dental needs of children and adults with physical and mental disabilities and the problems of delivery of dental care to such groups

Section 16: Public Health and Management

Lect.Dr. Sorin Ursoniu
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1. Introduction

The goal of the course is getting dentistry students acquainted with the working methods of public health and the calculus of some formulas, rates and indices (demography, morbidity, prevention in dentistry, detection and active surveillance of a state of health, evaluation of dentistry activities, sanitary education, health systems, a basic training of management and marketing, general methods of statistical research). For the time being, Public Health is limited to 14 hours of lectures plus 14 hours of tutorials during the fifth year of study.

2. Primary Aims

The primary aims are:

- To understand how information on health is collected and interpreted;
- To appreciate the range of possible interventions to improve the public health.

3. Main Objectives

The teaching objectives of the Discipline of Public Health and Management are that students should:

- Understand the main social and environmental determinants of human disease

- Understand the importance of population-based study for determining the aetiology and natural history of human diseases, and the main methods of study

- Be able to place individual diseases in perspectives through considering their impact on the whole community

- Understand how societies and communities as well as individuals need managing to lessen the impact of disease

- Be able to critically evaluate health interventions and their influence on the health budget

- Understand the need for carefully planned health care services which are able to serve an entire population.

4. Hours in the Curriculum

Lectures: 1 hour/week, 14 weeks, 1 term

Tutorials: 1 hour/week, 14 weeks, 1 term

Method of Learning/Teaching

The basic theoretical knowledge is learned during lectures and the majority of practical skills is exercised during tutorials. Practical problems are solved during tutorials with regard to common problems of the dental practice. Guided reading and oral debates are key-methods of familiarising students with the various aspects of the course.

6. Assessments Methods

A final mark (1-10) is given based on a 45 minutes written examination of 3 subjects related to the lectures and 4 short questions and a practical problem related to the tutorials, a bonus being given for distinguished activity during tutorials.

7. Strengths

The course offers a systematic, objective presentation of Romania's realities with regard to Public Health Medicine, having a strong link to practical issues.

8. Weaknesses

The course is not taught alongside other courses in all years of study, hence students become "socialised" into a medical model of thinking without considering population implications and needs.

9. Innovation and Best Practices

Students are "provoked" to speak freely about their ways of solving a specific problem. A dialogue between teacher and students or between students is encouraged related to public health problems.

10. Plans for Future Changes

We strive to the ideal situation where teaching of Public Health should begin as soon as possible after the start of the study and should be taught alongside other courses in all years of study and in close connection to evidence based medicine.

Visitors' comments***Behavioural Sciences***

Although there is no formal course in Behavioural Sciences many of the aspects which may be taught under this heading are covered in the third year course in Psychology and in the fifth year courses in Medical Sociology and Psychiatry. Behavioural issues are also developed further in the early part of the teaching in Paedodontics.

Among the positive features noted were:

the visitors felt that the teaching of Psychology was appropriately placed in relation to the beginning of clinical studies

the involvement of the teachers of Paedodontics in the teaching of Psychology was viewed very positively

Public Health and Management

Among the positive features noted were:

- the well presented objectives*
- the clear vision for development of these studies in conjunction with dental public health and prevention*
- the visitors welcome the emphasis placed on guided reading and oral debates within a philosophy of practical problem solving*
- the inclusion of a basic training in management and marketing is an imaginative innovation*
- the wish to foster critical reading and an evidence based approach to dental practice*

Issues for further consideration:

- the visitors feel that it is appropriate to deal with biostatistics at an early phase of the studies. The teachers' concerns that their teaching should begin earlier and continue alongside other courses might be facilitated by separating the of Epidemiology from a shortened course in Paediatrics and Infectious Diseases and introducing Epidemiology at that time with a more dental focus.*

Medical Sociology and Bioethics

Among the positive features noted were:

- the opportunity to consider issues such as the doctor/dentist – patient relationship*

Issues for further consideration:

- although feedback from both students and staff confirmed that professional ethics are dealt with by individual departments at various stages in the course it would be useful to include these topics in a short course at the time students are seeing their first patients.*
- some of the topics covered in the optional Medical Sociology course are included in compulsory Behavioural Science courses elsewhere in Europe*

Section 17: Examinations, Assessments and Competences

Assist. Prof.Dr.Stefan-loan Stratul
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1. At the end of each academic year / semester (dental disciplines) or learning block (mostly non-dental or dental-related medical disciplines) an assessment is carried out, the content of which is depending on the characteristics and importance of the discipline within the curriculum. A combination of any of the methods described below are used.

a. assessment of the theoretical knowledge:

- MCQ of various degrees of difficulty
- written test with short answer questions (< 10 minutes allocated /question)
- written test with short essay questions (10-20 minutes allocated/question)
- oral examination on short essay questions (usually 3 questions, randomly selected by the students among questions covering the whole subject matter; after 20 minutes of reflecting on the questions and written summary preparation, the students is exposing the answer as short essays. Depending on the quality of the essay, the exposure is usually followed by short explanations, requested by the examiner)

b. assessment of the practical skills

- recognizing and analyzing anatomical and histological structures - applicable to years 1 and 2
- interpreting and analyzing imagistic data - applicable to year 4
- selecting and performing clinical lab manoeuvres - applicable to years 1 and 2
- performing dental technical lab phases - applicable to years 1 and 2
- clinical case presentation - applicable to years 3, 4, 5, 6 only
- clinical case treatment (manoeuvres, phases or full treatments, depending on the complexity of the case) - applicable to years 3, 4, 5, and 6

Assessments are considered to be formative and therefore results are made available to the students following each examination. Summative assessment is achieved over all assessments throughout all the years of dental education and finds its expression in the final mean mark.

Scoring is based on a system of 0 to 10 points. Scores above 4 (5 to 10) signify, in various degrees, that the student had passed the examination. Scores below 5 (1-4) signify that the student flunked the examination. Usually, no scores below 4 are attributed.

Usually, the final mark represents a mean between the theoretical assessment and the assessment of the practical skills. So, the majority of the examinations have two components: a theoretical and a practical one.

Sometimes, additional marks accorded by the instructors, concerning aspects as the student's motivation and disciplinary aspects are taken into consideration. However, such additional marks are not influential on the final mark as strict mathematical mean, they represent rather orientative values for the main examiner.

Final dissertation:

At the end of the sixth year, students are required to sustain a final dissertation on a scientific topic decided by themselves. The dissertation could represent a personal research or a clinical presentation and is supervised by a teacher.

Final dental examination:

At the end of the sixth year, students are required to pass the final dental examination, called "the licence examination". This examination is based on the model of the American Board Examination system. Starting with the academic year 2000/2001, passing the "Licence examination" at a national level (unique national examination session) will confer for the first time to the student the right to practice free the dental medicine within the boundaries of Romania. Criteria, design and content of the "Licence examination" are therefore not yet set out.

2. Exams are taught to be "milestones" on the road to success in dental education and training. Students are strongly motivated to pass the exams. A lost/failed exam means usually a delay up to a semester in sustaining the same exam, a lost grant (legal financial support), direct financial losses affecting the student's budget, since re-examinations are charged. Furthermore, repeating an exam overcharges the already busy schedule of the student. Stress is also an important factor.

3. Strengths of Oral exams:

A good individual approach to every student, knowing his needs, his professional strengths and weaknesses, a certain flexibility in assessing, psychologic comfort for both student and examiner.

Strengths of Written exams:

Greater objectivity of the examiner.

Practical examinations:

Increased success rates, a mean to increase the overall results.

4. Weaknesses of Oral exams:

A certain subjectivity of the examiner.

Weaknesses of Written exams:

Cold, impersonal, do not reflect always the general professional skills of the student.

Practical examinations:

Sometimes fragmentary, inconclusive assessment.

5. The current system of assessing the students, already significantly changed after 1989, is under continuous improvement. While maintaining in function the

traditional 10 points-score system, this improvement concerns the increase of the objectivity of the above described methods of assessment, as an incentive for their general motivation to study.

6. Plans for future changes include computerized processing of the results of the tests and statistical analysis to determine the dynamics of the professional achievements during the years of study, both in a synchronic and diachronic perspective.

7. There are no external examiners involved so far.

8. So far: general graduation exam (written +/- practical) + final dissertation + free practice licence exam (requested by the government)

Starting with the academic year 2000/2001: final dental examination at national level ("License examination" - written) + final dissertation

The school covers the ENTIRE spectrum of competences recommended by the EU Advisory Committee on the Training of Dental Practitioners. However, the extent of the practical notions delivered by the school in certain cases (e.g. special pathosis, rare cases and situations) is restricted by the number of cases met in the clinics of the school. Some treatments (e.g. for advanced periodontitis, implants) are expected to be performed by a limited number of specialists, so there is no equal emphasis on all types of pathologies during the years of clinical training.

Visitors' comments

17. Examinations, assessments and competences

Among the positive features noted were:

the staff are well aware of the influence of assessments on students' study and learning strategies and of the significance of different assessment methods in relation to learning goals

- a wide variety of methods to test the acquisition of knowledge, skills and attitudes and to enable feedback to the students*
- the involvement of two teachers in assessments affecting student progression and of three in second attempt resit examinations*
- the recognition of the value of formative assessments throughout the course discussion with the students confirmed that they receive sufficient individual guidance and support in their learning process throughout all the semesters*

the use of continuous assessment clinically to monitor student progress and determine judgement of clinical competence

the plans to link the Final examination from 2000/2001 with the national "Licence examination"

the continuous review of the school's system of assessment

Issues for further consideration:

to continue to monitor assessment strategy including review of the balance between formative and summative assessments and the earliest possible identification of students with possible personal learning difficulties.

to examine the possibilities of adding more qualitative alongside quantitative factors in assessing clinical performance.

SECTION 18 Other Influences

Ass.Prof.Dr.Nicoleta Pricop

18.1 Regional oral health needs influences in a positive way the clinical training of the students, as the oral pathology in our country is quite varied & abundant.

18.2 Within the clinical disciplines, a huge attention is paid to the **evidence based treatments**. The aim of every case discussion is to achieve a proper medical vocabulary, a better patient examination technique and the capacity to make a systematized case presentation, establishing the diagnosis & treatment plan. Every discipline offer the students complete examination records, that they should fill up.

18.3 & 18.4 As a result of friendly relationships between universities, our students have the opportunity to attend other courses (foreign languages – mainly) and they are involved in football , basketball or chess competitions, playing against other university teams from our country or abroad.

18.5 Student selection procedures are based on the credits & examination marks gained during their activities developed within the clinical laboratory. The 6-year-studying period ends up with the Licence examination and Diploma's paper examination.

18.6 Labour Market Perspectives - the Faculty of Dentistry graduates have the opportunity to take the Postgraduate Examination (Examenul de Rezidentiat) which is a national examination. As a result of passing this trial, the young dentists start the Postgraduate Dental Training within a University Clinic, for different periods of time, varying from 2-3 years (General Dentistry, Orthodontics) to 5 years (Oral Surgery). The Postgraduate Examination consists of 200 multiple-choice questions. Getting the required score from the first 100 questions offers the dentist the private dental practice licence. Getting the required score from all 200 questions offers the dentist the opportunity to get into the Postgraduate Dental Training. During the 6-year-studying period, the students can apply for grants in other universities from abroad.

Visitors' comments

18. Other Influences

18.1 Regional oral health needs

Issues for further consideration:

- *the levels of oral health and of oral health education in the whole country are rather poor. There is no community water fluoridation, and regrettably there is no community primary preventive programme. There are also no relevant comparable data on oral health such as DMF-T indices, so that changes in the oral health of the population cannot be assessed easily. Improvement in the field of epidemiological studies regarding the oral health and treatment needs would enhance the research effort of the school and influence positively future review and modification of the curriculum.*

18.3 and 18.4 Involvement in other university activities

Students are encouraged to become involved actively in student affairs and have opportunity for physical training time within the curriculum as well as to participate in team sport or attend classes in a foreign language. Such student activities should be fostered and the possibility for involvement in international student exchange programmes should be encouraged.

The opportunity for students to contribute to the committee structure of the school is a positive feature.

18.5 Student selection procedures

Student selection is based upon a competitive dental school based examination taken by all applicants. It appears that guidance at high school level limits applications to credible candidates but the school is concerned that the opening of

a number of additional dental schools in Romania has led to a significant reduction in the number of applications per place. There is a potential risk that in these circumstances the threshold level of academic achievement necessary to gain admission could reduce although at present the intake have the academic capacity to cope with the demands of the course.

Issues for further consideration:

- the visitors were informed that all students are required to pass a medical examination prior to entry to the school. In some European countries vaccination against hepatitis B is mandatory for the protection of the student and future patients: in view of the prevalence of blood borne viral diseases in Romania it is suggested that the vaccination of all students should be mandatory rather than advisory.

18.6.Labour Market Perspectives

There is some concern that increase in the number of dental schools, and hence the number of dental graduates, although desirable to address the dental health needs of the population, will lead to possibly limited working opportunities for young dentists unless there is a corresponding improvement in economic circumstances.

Section 19 – Students Affairs

Prep.Dr.Dan Onisei
Email: onisei@mail.dnttm.ro

Visitors should meet full class together of final year together with the class representatives of earlier years

Name of Student representatives who will discuss this:

Final Year: Camelia Fleser
Fifth Year: Alexandra Peptan
Fourth Year: Marius Caragea
Third Year: Mihai Negrea
Second Year: Roxana Moldovan

19.1 Basic Data from Dental Schools

- a) Average number of dental students qualifying per year: 100
- b) Average number of dental students admitted to the first year: 100
- c) Length of course in years and/or semesters: 6 years
- d) Is there a separate period of vocational training following graduation as a dentist in your country? NO

19.2 List different postgraduate courses

Postgraduated Diploma of Specialist in :

- General Dentistry (2 years)
- Orthodontics (3years)
- Oral and Maxillofacial Surgery (5 years)

Clinical Competencies in :

- Implantology
- Endodontics
- Periodontology
- Prosthetics
- Radiology

Doctorat (PhD)- a supervised degree awarded upon the presentation of a research thesis.

Annual Continuing Education Lecture Programme

Specialist taught courses which include clinical teaching training to an advanced level have been established in the following areas:

Department of Child and Public Health

Paediatric Dentistry
Orthodontics
Prevention and Public Health

Department of Restorative Dentistry

Prosthodontics
Endodontics
Periodontics

Department of Oral and Maxillofacial Surgery

Oral Surgery
Maxillofacial Surgery

19.3 List different auxiliary/technology/other courses and state number who qualify per year

Dental Hygiene	25 students/year
Dental Technology	30 students/year

Visitors' comments

19. Student affairs

Among the positive features noted were:

the visitors were impressed by the enthusiasm of the students, their respect for the staff and loyalty to the school, as well as their fluency and willingness to discuss their educational experience

the good staff-student relations have created a positive atmosphere for successful studies.

student representation in organisational structures of the faculty

the opportunity for international students to attend for a pre dental year of tuition in the Romanian language

the high completion rate of students entering the course

the good performance of Timisoara graduates in national examinations and the success of international students in national licensing examinations in their own countries

the availability of postgraduate diploma courses

the contribution of staff to continuing education lecture programmes for the profession

the initiative of the school in developing auxiliary training courses in dental hygiene and dental technology

Issues for further consideration:

to increase opportunities for obtaining student opinion on the effective and constructive development of courses

to focus on the variation in individual needs for non-academic time in relation to the amount of independent study time. This issue has been stressed throughout the continent especially when greater emphasis is being placed on the variety of active learning methods and skills and upon individuals selecting the most suitable learning strategy to suit their own particular needs

to explore the possibilities for some limited joint core teaching with students on auxiliary training courses and for fostering teamworking between dental students and these groups. The visitors were disappointed to learn of barriers to the optimum employment and utilisation of hygienists in dental practices and hope that the profession will become increasingly aware of the value of the contribution that these auxiliary workers can make to improving dental health

Section 20: Research and Publications

- 20.1** number of publications in refereed journals: 312
20.2 number of textbooks published by staff: 115
20.3 number of chapters in books: 61
20.4 grants received: 6
20.5 number of invited presentations at international meetings: 37

Because of the long list of publications, each area set out below has a set of reprints available for visitors to see when they visit.

A.	The Biological Sciences Representative: Dogaru Constantin	e-mail:
B.	Anatomy, Physiology, Pharmacology, Microbiology, General Pathology Representative: Smaranda Gotia	
C.	General Medicine, General Surgery Representative: Moga Constantina	e-mail:
D.	Orthodontics, Paediatric Dentistry Representative: Schiller Eleonora	e-mail:
E.	Public Dental Health Representative: Podariu Codruta	e-mail:
F.	Restorative Dentistry , including Periodontology, Conservative Dentistry, Endodontics, Prosthodontics Representative: Popescu Mugur-George	e-mail
G.	Oral Surgery, Oral Radiology Representative: Pricop Marius	e-mail:

Visitors' comments

20. Research and Publications

Due to the financial situation, it is difficult for staff to obtain funds to do scientifically based research. However, the visitors were pleased to see the great interest in

research and scholarship of many of the staff. It was particularly pleasing to see evidence of a number of staff having worked or working for research degrees. Much of the work done in this field has been done especially in clinical research and by writing good quality teaching books, derived from review of best practice in the contemporary literature, that students follow as a basis for lectures and practicals.

It would be very positive for dental students to be encouraged to increase their scientifically based dental knowledge, for example by performing the work for the final dissertation which is necessary for their Diploma, in or in collaboration with the preclinical Departments. This would also help some dental graduates to develop interest in pursuing an academic career in these fields.

The visitors greatly appreciated that some of the staff are very committed to the undertaking of research investigations, have visited other schools abroad and maintained funded research collaboration that have resulted in international peer reviewed publications. We would like to encourage the staff to continue trying to improve their international collaboration and to apply for international funds in cooperation with international teams.

Section 21: Quality Development

Introduction

Quality development is an integral part of a continuous improvement programme. To be successful, quality development should be based on continuous evaluation of all the component parts of the curriculum, i.e. the staff, the course content and the student progress. There is no national program for quality development and enhancement, only an in-house program.

Aims & Objectives

To identify strengths and weaknesses, promote good practice and enable remedial action. Quality management and development is a continuous activity focussed on: education, research and dental care.

Continuing Education and Training for Staff

In the framework of postgraduate education the young members of the staff are prescribed to practice at all clinical dental departments of the Faculty. After two years training they can sit for a specialization exam (attestation) in Dentistry and reach a degree of Specialists in Stomatology. Further professional training, focused to certain narrower discipline (Orthodontics, Oral and Maxillofacial Surgery) is finished (after four years at least) with special examination (advanced attestation). Other possibility for improving qualification is professional training at other Faculties in Romania. Training abroad is possible, but still limited because of poor international contacts (remainder of international isolation during communist rule).

Postdoctoral studies of young members of staff start usually two or more years after graduation.

International experts in various areas of dentistry are invited to deliver guest lectures to students and staff.

Staff participates in meetings, seminars and courses nationally and internationally.

For dental students there are organised annual scientific meetings, where mainly senior students present oral presentations and posters under the supervision of faculty members.

Visitors' comments

21. Quality development

Among the positive features noted were:

the evidence of consideration of review of the Statement on Competences Required for the Practice of Dentistry in the European Union in developing curriculum objectives

the willingness of staff to reflect upon and review the rationale for their teaching
the discussion of quality issues by the Executive Council of the School
the involvement of student representatives in School committees and formal and informal measures

the obtaining of student opinion in some areas and regular review of examination outcomes within the School

the above average performance of Timisoara graduates in national examinations
the opportunity for teaching staff to undertake training in educational pedagogy soon after appointment is particularly notable

the regular participation of the School in international education meetings such as ADEE

the willingness to seek international peer review as the first Romanian School to be visited by Dented

introduction of the ECTS credit system

Issues for further consideration:

in the absence of national curriculum guidelines and an external examiner system to continue to seek international peer review

to continue to develop the already positive attitude to staff training in educational and professional matters

to consider the possibility of increasing student representation in university committees

to develop the current methods and possibly create a common approach to collecting data and obtaining feedback from students as a structured tool to assess teaching on regular systematic basis throughout the course

to continue the improvement of credit system especially in estimating the actual time devoted to independent study

Section 22: Overall Comments on the School

Strengths

- 6 year programme
- considerable background in medical sciences
- dedicated staff
- self-criticism
- a good library
- much voluntary support
- good opportunities to gain practical experience.

Weaknesses

- few career opportunities
- few resources
- low salaries compelling private practice.

22. Visitors' comments on the School

The visitors wish to thank the Dean, Professor Dr. Dorin Bratu for his invitation and the staff and students of the School for the warmth of their welcome and their courtesy and hospitality throughout the visit. Everyone was readily available to discuss issues with us and clarify our understanding of the work of the school and the environment for which it is preparing its graduates.

We were particularly appreciative of the efforts of the contact person, Professor Dr. Doina Onisei, for ensuring that documents were provided in good time before the visit to facilitate our preparation. Her attention to detail ensured that the timetable for the visit ran very smoothly.

We are indebted to the efforts of Professor Dr. Mugur Popescu whose translation skills helped us make full use of the available time and for his secretarial support in helping with the production of working papers and material for presentation.

The purpose of this visit has not been to judge the school but to share experience of common problems and possible strategies to address these. The comments and suggestions incorporated within this report are made in this spirit.

Conclusions

The School is providing a thorough course of instruction with a sound theoretical base and emphasis on clinical practice. In its future development the Visitors suggest that the school maintains this base but considers the following issues as its curriculum evolves:

an appraisal of whether the primary educational objective of producing a competent dental graduate could be achieved in five years rather than six as at present

an appraisal of whether some subjects, particularly clinical dental subjects, could be taught more effectively over longer periods of time, rather than condensed within a limited number of semesters

some further decongestion of curriculum time might be achieved by clarification of the objectives and limits of undergraduate education and definition of what falls more appropriately into the postgraduate sphere. The visitors feel that undergraduates only require insight rather than in-depth knowledge of some more advanced and specialized techniques which require further training and experience at a postgraduate level.

among more specific areas for review the school may wish to consider the introduction of Prevention in year 2, not in year 5

the introduction of Periodontics in year 2 and its progressive reinforcement throughout the course, later on within the concept of Comprehensive Dental Care;

the development of the elements of Comprehensive Dental Care individually at first and their consolidation earlier than at present in one clinical area

a critical appraisal of how much and what knowledge of Human Disease a dental practitioner really needs. This should ensure that there is focus on directly relevant conditions and that key issues such as management of medical emergencies, intravenous access and cardiopulmonary resuscitation are learned.

the School is encouraged to make representations for recognition of a sound but less restrictive code of practice for radiation safety in dental practice, in accordance with approved guidelines elsewhere in Europe, to enable dental radiography to become an integral part of routine general dental practice and to allow sufficient teaching and clinical experience in radiographic techniques to ensure that the graduate is competent in this aspect

The visitors wish to acknowledge how much they learned personally from the visit to Timisoara and their appreciation of the help and open-mindedness of the staff of the Faculty of Dentistry of the University of Medicine and Pharmacy in clarifying the matters discussed in this report. We are sure that the staff of the school will consider thoughtfully the issues which we have identified as meriting further consideration and that they will continue to develop their curriculum with the professionalism and commitment evident during our visit.

5 June 2000

Muir Martin
(Leeds, United Kingdom)
Chairman

Juha Ruotoistenmaki
(Helsinki, Finland)
Rapporteur

Concha Martinez
(Madrid, Spain)

Gabor Nagy
(Debrecen, Hungary)

Edvitar Leibur
(Tartu, Estonia)