

BAU

International University
Batumi



PROGRAM CATALOGUE



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ABOUT US

Message from the Rector

BAU International University, Batumi is young higher educational institution in Georgia, where mission of teaching and research is conducted by highly professional, multinational academic personnel through the modern technologies and approaches to teaching.

Our educational programs are developed based on the best international practices, by the faculty and teachers of 7 countries around the world. BAU International University, Batumi is active part of BAU Global educational network with the head campus in Istanbul, Turkey and 8 other locations across three continents.



University is authorized and accredited by state accreditation agency – National Center for Educational Quality Enhancement, which is registered in the European Register of Quality Assurance in Higher Education and is recognized by the World Federation of Medical Education, which makes our programs recognized worldwide.

BAU International University, Batumi supports the global vision by establishing multicultural environment for education and research, oriented on the highest standards of teaching, research and clinical practices in line with continuous improvement and enhancement of the quality.

Demet Akin – Rector

BATUMI

Mission and Vision

MISSION

The mission of a teaching university BAU International University, Batumi, is to support and implement the values of the healthcare and medical education by promoting the highest scientific and ethical standards, initiate new learning methods, new instructional tools, and innovative management to continuously develop modern educational approaches in academia, in a strive improve the health of many peoples by training medical professionals.

An aspiration from our students to demand excellence in studying with didactic use of international academic experiences, and careers' options to become highly qualified professionals is our challenge to establish educational platform for development of globally applicable and transferable skills, scientific outlook, high moral standards, possession of innovative technologies and liberal values.

VISION

Our institutional vision is to establish BAU as highly reputable educational institution, both within the Caucasus region and by the international ranking systems, with active international collaboration in the education and research, which is led by the high-end qualification of our faculty and graduates.

Our role in Georgian, regional and worldwide scale is to:

- Transfer of education based on best practice and innovation;
- Implementation of the experience of international partnership in the Georgian and Adjarian educational sector;
- Supporting the globalization goals of the education by establishing and supporting multinational and multicultural environment;
- Developing the educational programs based on international benchmarks to ensure global competitiveness of our graduates
- Support popularization of Georgian educational sector and academic resources;
- Providing flexible, innovative student-oriented educational services;

Transferring our knowledge to the society through the support to applicable research, life-long-learning and professional development, implementation of educational social projects.



BATUMI

INTRODUCTION



Emir Yüzbaşıoğlu
Professor, PhD, DMD
Head of Dentistry program

One-cycle undergraduate educational program "Dentistry" of BAU International University, Batumi is based on the field benchmark of ADEE (Association of Dental Education in Europe) for "Graduating European Dentist" and it considers the context of national sector of higher dental education and the labor market. The program was designed with the experience of Queen Mary University School of dentistry in the United Kingdom and the Faculty of Dentistry at Istanbul Bahçeşehir University, in Turkey. The one-step dentistry curriculum complies with the ADEE's standard and sectoral characteristics developed by the abovementioned organization, while the required volume of biomedical and clinical medicine components of the program meet the National Higher Education Sector Orientation (NSBHEM) requirements. Each component of the program is designed for different levels of teaching, to develop the various competencies.

The framework of the learning outcomes of the BAU Batumi International University Education Program of Dentistry is the adaptation of the field educational standards and current competencies developed by the European Association of Dental Education in the Georgian educational space, taking into account the National Qualifications Framework of Georgia, which in the future may become the basis for the development of national sectoral benchmark of the field of dentistry.

Improving the quality of medical services and healthcare has become a top priority for the modern world. In this regard, improving the medical education, including dental medicine is an important task for many countries including Georgia. Oral health affects not only the physical but also the psychosocial condition of a person. Dentistry is a very rapidly evolving field and it responds adequately to scientific and technological advances. This in turn leads to the introduction of new treatment methods and guidelines. A clear cut example of this is periosteal surgery, digital dentistry, implantation using digital templates and many more. Awareness raising in patients has changed the attitude towards dentistry. Modern dentistry is not only one of the most important links for general health improving the quality of life, but it also has a great aesthetic value. An increase in demand for the dental services has led to the glutted market which consequently increased demand for qualified staff.



Irakli Chachua
DMD
Head of Dentistry program

An increase in the number of dental programs and graduates and the need to teach new advances in dentistry is a challenge to the quality of modern dental higher education programs. BAU International University, Batumi aims at developing the field of healthcare by training competitive alumni worldwide, including in the field of dental medicine, based on the best international practice which is directly in line with the University's mission.

PROGRAM OVERVIEW

Program Name: DENTISTRY

Qualification: Doctor of Dental Medicine (DMD)

Educational unit: School of Medicine and Healthcare Sciences

Direction: 09 Healthcare, social welfare

Specialty: 091 Healthcare

Specialization: 0911 Dental Medicine

Qualification code: 0911.1.1 Dentistry

Program Level: One-cycle Higher Educational Program
Equal to Level VII of European Qualification Framework

Language of instruction: English

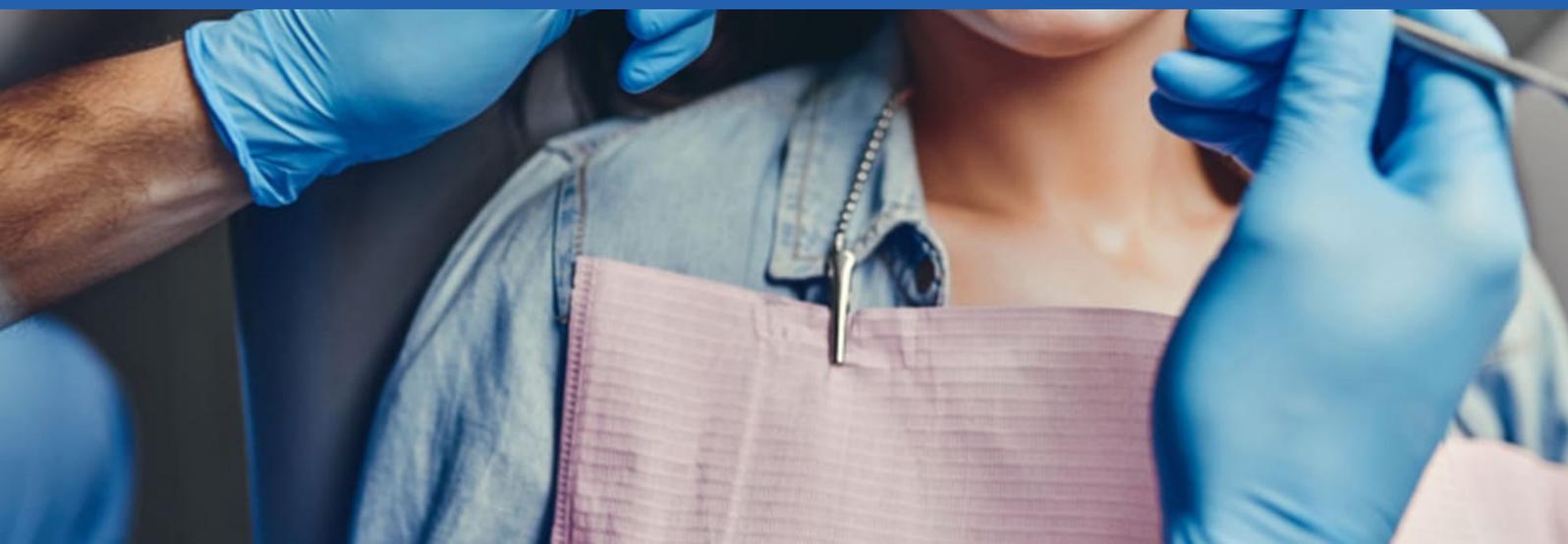
Program duration: 5 Academic Years

Program volume: 300 ECTS
9000 Academic hours

Academic Workload: Contact: 4 797 hours of mandatory courses
Independent Work: 3 813 hours
Elective Courses: 390 hours
Student's daily academic workload estimate: 6-7 hours

Recognition:

Authorized by Decision N689586 of Higher Educational Institutions Authorization Council of National Center of Educational Quality Enhancement of Georgia on 8th of July 2021



The Mission of the Program

The mission of the one-step dental education program is to implement innovative teaching approaches and technology-based education in the field of dentistry to prepare a competitive graduate to the international education and labor market.



Program Goals and Objectives

The goal of the dental education program is to prepare a highly qualified, competent dentist in accordance with the international standard of dental education, with fundamental theoretical and evidence-based scientific knowledge, innovative-technological visions of its implementation in practice and with important practical and clinical skills, who will be competitive on a national as well as international level in terms of employment or further study. The program focuses on the formation of professional and liberal values that will help graduates integrate into the world of education and healthcare community.

The objective of the program is to train an active member of the dental team with effective leadership and communicative skills in the professional field, who will understand the role of the dentist in the public health system at the regional, state and international level and based on all these, form appropriate professional values, accountability and critical self-esteem.

The key task of the program is to equip a person with a wide range of knowledge in preventive measures for oral disease and the ability to carry them out; to train an individual in all areas of dentistry with the ability to develop an appropriate treatment plan using modern etiological factors, clinical picture, differential diagnosis and guidelines and the ability to maintain the achieved results.

The program is focused on developing professional and ethical values in students, including a research component and a constant strive to grow professionally, which is a key basis for the healthcare professional.

The one-cycle educational program in Dentistry provides the implementation of the mission of the University which focuses on promoting and improving public health approaches by introducing high scientific and ethical standards of health education, offering new teaching methods, and constantly developing modern educational approaches through the training of professionals in the field

PROGRAM DESCRIPTION

The educational program "Dentistry" provides horizontally integrated transdisciplinary modules of medical-biological components and continuing education courses in medicine, dentistry and elective (both dental and non-dental) directions. The program, is based on the logical and consistent integration of norm and pathology according to organ systems and basic and clinical subjects. The curriculum develops from simple to complex and the courses are organized on the principle of building on each other, with a system of logically assembled prerequisites.

BIOMEDICAL COMPONENT

The biomedical and clinical medicine components of the Dental Program meet the orientation requirements of the National Higher Education Sector (NSBHEM) to the extent necessary. Each component of the program is designed to build a variety of competences at a different level of tuition.

Each module/block of the first academic year MED1001-MED1008 includes disciplines of different natural sciences. The topics or issues in the module are organized according to organ systems in such a way that the student acquires theoretical knowledge around a specific topic from the perspective of various biomedical disciplines. In addition, the blocks integrate vertically clinical issues that are accumulated through PBL cases. Problem-based teaching (PBL) and case-based teaching (CBL) methods are actively applied throughout the program, especially in the interdisciplinary modules MED1001- MED1008, DEN2001 and DEN2003, which enhance the integration of learning. This format eliminates the possibility of knowledge fragmentation and ensures the development of independent clinical thinking and communication skills at an early stage of learning. The PBL session involves 7-10 students working around one problem under the supervision of a facilitator. Effective teamwork is an important part of PBL, as well as finding resources independently, setting your own learning goals, being able to learn independently and presenting your own conclusions to the group will help the student to apply the knowledge in practice and develop communication skills. From the second year of education, the study of pathological processes and factors based on organ systems is launched, which is the basis of diseases and is built on the knowledge of the already existing norm, taking into account the health of the oral cavity. In the third-fourth year of tuition, the program "Clinical Medical Sciences in Dentistry 1, 2, 3, 4, and 5" provides the study of the medical disciplines that are necessary for the dentist in terms of knowledge of systemic diseases. Also, in the direction of patient management, in case of allergic reaction to anesthetics, emergency care and other medical theoretical or practical knowledge related to oral health.



COMMUNICATION SKILLS

Communication Skills are vertically integrated in the program in the first academic year through the courses of "Communication Skills and Academic Reporting 1 and 2" and "Philosophy and Ethics in Medicine 1 and 2", in which role-playing games and case studies allow the student to study the elements of both verbal and written communication with different types of patients, colleagues, family members. These elements are essential in communicating in the medical field. The same issues are deepened in the second academic year in the "Basics of Good Medical Practice", and communication and behavioral skills are further developed through an introductory course in Sociology and Psychology and a course in Behavior Science. A foreign student studies Georgian Language with 22 credits and a Georgian student studying German or Turkish with 12 credits also to deepen their communication skills, which will help them communicate with the patient during the clinical internship. Subject communication course "Communication and teamwork in the dental office" serves to develop field communication skills from the third academic year. Of course, other field teaching courses also provide a certain dose of skills to communicate with the patient and not just the patient.



TEACHING IN SIMULATION ENVIRONMENT

1129 hours in the program are devoted to simulation (teaching in a simulated environment - TSE) and teaching in a clinical environment (TCE). The program from the beginning (still in the first year modules) is focused on the development of clinical practical skills. In the simulation environment, students work on cadavers and anatomical models in the anatomical mannequin and cadaver laboratory within the 15 courses of anatomy and clinical anatomy. Mannequins and simulators are then used to build clinical skills in the "Fundamentals of Good Medical Practice" course training in a simulated format at the OSCE and Clinical Skills Center. From the fourth semester, students start working on phantoms and prostheses (in the Clinical and Professional Dental Skills Laboratory, the Dental Prosthetics Technical Laboratory, and the Dental Clinic Simulation Laboratory) and directly develop dental clinical skills.

CLINICAL TEACHING

Adaptation to the clinical environment begins in the first year of study in the form of clinical visits, during which the student spends some time in the clinic to get acquainted with the clinical environment and to adapt to the medical / dental team and later, as a result of rotations in the clinic during the senior years, the student is able to understand how the skills mastered in the simulation environment can be applied to the patient in the clinic and reinforce these skills in a real-world relationship with the patient. During the clinical internship in the last year of study, which is awarded 8 credits, each student is individually given the opportunity to assist the dentist in the clinic. Clinical training is built into almost all clinical training courses and is completed through clinical practice, with a total of 511 contact hours of clinical training. Most medical as well as dental clinical training courses are conducted on a rotational basis with the duration of a minimum of one and a maximum of 6 weeks.



DEVELOPMENT OF SCIENTIFIC-RESEARCH SKILLS

A modern dentist is unthinkable without scientific-research skills. The existing program provides the development of skills needed for scientific research from the very first year of teaching through "Communication Skills and Academic Reporting", "Scientific Research Skills", "Research Methodology and Biostatistics", "Epidemiology and Preventive Medicine", "Evidence Based Dentistry" and completes and defends a research project in the final semester. The research component of the program allows students to learn and master scientific research methods, get used to the effective use of scientific sources, be able to analyze research results, and gradually improve their research skills. Students learn the evidence-based approach and critical analysis of information as well as research planning, conducting, writing, and presenting research. The research component holds 21 credits in the program.

DENTAL COMPONENT

Year

II

Sector-oriented courses start from the second year of teaching through integrated courses in clinical anatomy and physiological processes of the oral and maxillofacial organs. In the same year, the theoretical-practical teaching of oral diseases and appropriate manipulations for their treatment begins, such as: types of anesthesia in dentistry and their practical use, selection and use of surgical instruments, knowledge of appropriate methods and materials for therapeutic treatment of diseases. This theoretical-practical knowledge is a prerequisite for the student to study the correct diagnosis of diseases of different severity in the following semesters and to study the appropriate medical manipulations.

Year

III

The teaching of basic dental diseases in the program starts from the third year of teaching. The student will study caries, inflammatory diseases of the mouth and jaw, their etiology, clinical picture, differential diagnosis and treatment methods, therapeutic and surgical methods of treatment of inflammatory diseases, including the treatment of dental canals; the basics of diseases of the oral mucosa of children and adolescents; In the same year, the introductory part of oral prosthetics is considered, which deals with the issues of materials science for prosthetics. Within the third year, the theoretical-practical knowledge gained in the second year of teaching is deepened with teaching on phantoms in a simulated environment. In addition to the fundamental field related issues, the student masters the skills of effective communication with the dental team within the dental clinic.

Year

IV

In the fourth year of the study students deal with the etiology, clinical diagnosis and differential diagnosis of more complex and complex lesions and diseases of the hard and soft tissues of the maxillofacial system (pathology of the mandibular joint, trauma of the jaw and teeth, occlusal anomalies, restoration of missing teeth). Also, the latest methods of their therapeutic, surgical, orthodontic and orthopedic treatment are taught and their practice is strengthened in both simulated and clinical environments. These knowledge and skills form the basis for the student to be able to perform restorative manipulations of the pathological condition obtained as a result of oral and maxillofacial diseases in the final year

Year

V

In the fifth year of study, the student acquires theoretical and practical knowledge for the treatment of compound and complex diseases such as: diseases and infections of the oral mucosa, tumors of the mouth and jaw; In addition, the program provides a study of restorative manipulations, such as implantation, fixed and removable prosthetics, orthodontic treatment of the jaw-face and mouth, and more. The course of "Clinical Pharmacology", which is taught in the same year, allows the student to master the pharmacotherapeutic knowledge required for the non-invasive treatment of oral and maxillofacial diseases, which is also important for maintaining the postoperative outcome and selecting the course of personalized treatment.

CLINICAL PRACTICE

The clinical practice covered in the 10th semester of the program includes key areas of dentistry, in particular: therapy, orthopedics, oral surgery. Also, this course covers the practical part of managing a dental office. The course reinforces existing theoretical knowledge and practical skills mastered in a simulation environment with a real patient and dental team in a clinical setting.

PORTFOLIO

The program is also focused on personal and professional development. In this regard, student activities and achievements during the study are accumulated in a portfolio that is student-centered and through constant feedback contributes to his / her professional growth and assesses the basic competencies, self-assessment and lifelong learning skills of the dentist. This format allows for student formative assessment and provides regular feedback between a teacher and a student.

The portfolio includes three different areas:

1. Extracurricular activity of the student, which reflects the student's achievements; Certificates of conference, training and other activities attended; Involvement in university activities and additional clinical activity.
2. Case Presentation - Each student is required to process one actual clinical case once a semester during clinical visits or internships and present it to a mentor and commission.
3. Student Self-Assessment - Once a semester, teachers assess their students while the student conducts a self-assessment. Based on the teacher evaluation summary, the tutor provides feedback and outlines a development plan for each student. In addition, the mentor fills in information about the activity of a particular student in clinical practice.

ELECTIVE COMPONENT

In addition to the basic training courses, the program provides sectoral and non-sectoral elective courses such as "Ergonomics in Dentistry", "Dental Implantation", "Use of Information Technologies in Dentistry", "Laser Therapy and Dental Photography".

LEARNING OUTCOMES

The learning outcomes of the program are in line with the objectives of the program, the content of its mandatory learning components, the findings of national or international good practice analysis, the competencies set out in the framework of sectoral document of the European Association of Dental Education and the requirements of the National Qualifications' Framework for a graduated dentist.

THE LEARNING OUTCOMES OF THE PROGRAM ARE GROUPED ACCORDING TO 4 MAIN DOMAINS:

PROFESSIONALISM	SAFE AND EFFECTIVE CLINICAL PRACTICE	PATIENT-CENTERED CARE	DENTISTRY AND SOCIETY
<i>Ethics, Effective leadership and communication, Regulation and accountability, Critical self-assessment</i>	<i>Understanding biological processes in the body, Bio-medical basics of oral health</i>	<i>Behavior management, Clinical information gathering and diagnosis, Treatment planning, establishing and maintaining oral health</i>	<i>Public health problems, Need to promote healthcare, Importance and limitations of behavior change</i>
Knowledge, skills and responsibilities developed by the graduate in professional and business ethics, effective communication with the patient, his/her carer, dental team members and other healthcare professionals, knowledge of field rules and professional accountability, identification of critical awareness of their own capacity to distinguish the skills section	Development of in-depth knowledge of the systemic basis of the body's diseases and the scientific basis of the dental field, the evaluation of evidence-based information and decision-making skills, the implementation of effective clinical management in patient care	Clinical data collection and defines development of abilities of differentiated diagnosis, treatment planning for the patient with various needs and development of theoretical basis and practical/clinical skills for oral health maintenance.	In-depth study of the public effects of oral health care and their impact on their quality of life, the development of professional advocacy skills for a healthy lifestyle, and a broader understanding of the effects of one's own professional activities.

Besides field related domains, general outcomes, defining cross-curricular competencies, such as abilities to manage, analyze and synthesize information, renew learning and react to changed situations are described in Domain of General Outcomes.



PROFESSIONALISM

Ethics

Recognizes the health care of members of the community as one's own professional privilege - understands the ethical principles of health care and acts accordingly at all times and in all situations, taking into account the needs and the interests of the patient.

Acts in accordance with ethical principles in conducting scientific research, taking into account the values of scientific objectivity, validity, impartiality and academic integrity.

Effective leadership and communication

Demonstrates leadership qualities in managing the dental team, defines the action strategy, goals and objectives, manages the resources necessary for change. He/she explains the role of all team members in providing safe and effective dental services, including adherence to the established standards and ethical principles in practice.

Communicates effectively, receives and shares information with specialists or non-specialists, verbally or in writing, in Georgian and in English, following the accepted form of professional communication.

Regulation and accountability

Is familiar with the legislation in the field of health care in all aspects of dental practice (health and safety, informed patient consent, infection prevention and control procedures, data protection, use of ionizing radiation) complies with and takes into account the requirements of the regulatory system.

Critical self-assessment

Demonstrates critical self-assessment and peer assessment sharing skills and as a result understands when to seek help or advice. He/she correctly sets the limits of one's own capabilities and reveals professional responsibility for their own actions and decisions.

SAFE AND EFFECTIVE CLINICAL PRACTICE

Understanding biological processes in the body

Understands the biological processes in the body at the molecular, organic and organism levels.

Determines the causes and mechanisms of changes in the structure and functions of the human body in case of various diseases based on the evidence and the latest knowledge.

Bio-medical basics of oral health

Understands the scientific foundations of biomedicine related to the oral cavity, understands the etiology and pathogenesis of various systemic diseases and describes their connection with acute and chronic conditions in the oral cavity and jaw. He/she can diagnose and manage diseases based on existing knowledge, including pharmacotherapy.

Describes normal growth of the skull and face and the development of oral tissues, taking into account age-related changes.

Adheres to the basic principles and instructions for infection control and radiation safety during clinical procedures.

Evaluates and uses the results of appropriate imaging methods to diagnose dental diseases.

Adequately responds to and manages emergencies in medical and dental practice.

Knows the characteristics of dental materials, the advantages and limitations of their use, including environmental issues related to their use.

PATIENT CENTERED CARE

Behavior management

Is able to detect traces of violence and neglect on the patient and responds appropriately.

Is aware of the impact of oral health on the overall health and quality of life, analyzes the risk factors of general and oral health and by applying behavioral sciences has effective communication with patients regarding their behavior changes with age, and taking into account their age, state and needs.

Manages oral health with age, condition and special needs in mind.

Clinical information gathering and diagnosis

Properly analyzes and perceives patient complaints, genetic, social, and dental history. He/she can complete the patient's history.

Carries out oral and external examination of the soft and cool tissues of the oral cavity. Uses additional diagnostic methods as needed and makes an accurate diagnosis based on the information obtained.

Treatment planning, establishing and maintaining oral health

In the treatment planning and treatment process, takes into account the age, individual and special needs, requirements and values of each patient. He/she Identifies psychosocial factors that may complicate treatment planning, medical care, and follow-up.

Knows and uses clinical-laboratory and instrumental methods of early and differential diagnosis in the field of dentistry.

Performs direct and indirect restorations, performs functional, aesthetic restoration of dentition and replacement of unsuccessfully made structures.

Evaluates the outcome of treatment, establishes a monitoring program, and maintains the outcome of the treatment received, involving other dental team and medical professionals as needed.

Performs infiltrative and regional anesthesia for surgical and non-surgical procedures and manages potential complications.

Performs extraction, plans and performs dental implants.

Develops strategies to maintain the patient's oral health. Performs prophylactic procedures and minimally invasive procedures to prevent diseases of the soft and cool tissues of the oral cavity and promote health.

DENTISTRY AND SOCIETY

Understands demographic and health trends in the context of the national and global health systems - the impact of political, social and economic factors on public health; recognizes the need to promote healthcare in the community, analyzes the role of dental care in primary healthcare.

Is familiar with oral and systemic diseases, along with the associated risk factors that are recognized as public health problems.

Recognizes the importance and limitations of behavior change at the population level and analyzes the importance of professional advocacy for public health in promoting disease prevention and promoting a healthy lifestyle. Evaluates general and oral health policies in the field of health, identifies examples of best public health policies and strategies, evaluates public health measures in terms of equal access, quality and outcomes.



GENERAL OUTCOMES

- Has the ability of analysis and synthesis
- Has the ability to manage information
- Has the ability of problem solving, critical thinking and decision making.
- Has the ability to work independently
- Has the ability to renew learning / knowledge permanently
- Has the capacity to adapt to new situations

CATALOGUE OF TEACHING AND LEARNING METHODS

The teaching methodology used in the program integrates theoretical and practical teaching, development of practical and clinical skills in laboratory, simulation and clinical environment. The teaching methodology of each course or module corresponds to the objectives of the specific discipline and the expected learning outcomes. When selecting a methodology, the content, format and specific characteristics of the subject are also taken into account.

Interactive lectures, seminars, practical and laboratory trainings will be the main components of the learning process during the seminars. Methods of explanation, discussion, illustration, induction / deduction, problem-based teaching, synthesis and analysis will be used. At the initial stage of training, clinical skills will be developed using appropriate simulators, mannequins, and role-playing games between physician and patient. Next, skills will be refined in a clinical setting, with the student's direct involvement and contact with the patient's chair, his or her examination and treatment.

TO ACHIEVE THE GOALS OF THE PROGRAM, THE FOLLOWING METHODOLOGY WILL BE USED:

Lecture	A creative process in which a lecturer and a student are involved simultaneously. The main purpose of the lecture is to understand the basic provisions of the training course. The lecture can be didactic or interactive. In addition, it is important to provide the correct definitions, guidelines and assumptions and to creatively analyze key issues, facts and ideas. The lecture provides a scientific and logical delivery of the basic provisions of the subject, which is not laden with unnecessary details. Therefore, it is logically planned and conducted. In addition, the lecturer uses facts, examples, tables, drawings, and other visual material to illustrate his or her thought and material. The lecture provides an accurate analysis of the dialectical process in science and is based on the student's ability to think freely in a specific environment, understanding basic scientific problems and clinical value. The lecture can include the following activities: demonstration, discussion, induction, deduction, analysis and synthesis.
Seminar	a student or a group of students performs specific activities (based on acquired knowledge), obtains and processes additional information, etc. It includes speeches, discussions, conclusions.
Presentation	is the process of presenting a specific topic to the audience in a limited time. It is usually a demonstration, designed to inform, persuade, or deserve kindness. It can be performed individually, in pairs or in groups. A presentation in interdisciplinary modules is integrated. This method helps to develop communication skills and to understand one issue in different disciplines.
Problem-based learning – PBL	The session involves 7-10 students working around one problem under the supervision of a facilitator. Effective teamwork is an important part of PBL, as well as finding resources independently, setting one's own learning goals, being able to learn independently and presenting own conclusions to the group, helping the student to apply knowledge in practice and develop communication skills. This method is used in the disciplines of life sciences and it facilitates the clinical integration of interdisciplinary medical knowledge. This method also promotes the development of analytical thinking skills as well as the skills of analysis, synthesis, teamwork and independent learning. In addition, student develops collaborative skills for study, work, clinical reasoning and decision making, as well as participation in medical discussions and communication with colleagues and professionalism.
Case-based Learning / Case-based discussion (CBL, CBD)	is an active method where students read and discuss complex, evidence-based clinical cases or standard patients. Students work in small groups to prepare thematic assignments and solve specific problems. Under the supervision of a lecturer, students review the case, generate ideas during a brainstorming, diagnose, determine additional examination and establish a treatment plan. The method develops the following skills: teamwork, clinical reasoning, analysis and synthesis.
Laboratory work	Independent practical application of theoretical knowledge in a non-clinical setting. The student works with a microscope and with various laboratory equipment and independently carries out the experiment, works on the dissecting of cadavers and provides the lab report. This method encourages the development of practical skills and precisely working skills with the equipment.
Teaching in a simulated environment (TSE)	Training in an environment close to reality, where anatomical molds, cadavers, simulated mannequins, phantoms, simulated mock or interactive (Body Interct)patient are used. In this case, students master both knowledge and clinical skills, perform manipulations, as well as role-play where students perform the roles of a doctor and a patient.
Teaching in a clinical environment (TCE)	Clinical visits are conducted during the first two years when the student simply attends and observes the process, and from the third year begins as a clinical rotation at the clinic when the student attends and in some cases participates (within the limits allowed) in the process; In the fifth year, clinical practice is intensively involved in the process under the supervision of a supervisor. In the case of clinical rotations and clinical practice, training with the patient in bed is often used.

ASSESSMENT SYSTEM

The assessment methods and components of each course are in line with the objectives of that component and are logically linked to the learning outcomes of the program. Oral and written tests are used to assess knowledge and skills. Formative as well as summative assessment are used in the program. The program components include elements of assessment, self-assessment, and peer assessment by the lecturer / mentor / tutor.

Assessment of Practical Activity	The student will work on phantom models, perform syllabus-defined manipulations and will be assessed according to the accuracy and quality of the manipulation. This method helps to develop the student's practical skills.
Assessment of Directly Observed Procedural Skills (DOPS)	The student will perform a specific manipulation (e.g. measuring blood pressure). The student's ability to perform clinical manipulation in an accurate sequence and with quality will be assessed. The method can be used both in clinical and simulation settings.
Mini-Clinical Examination (Mini-CEX)	Performed in a clinical setting (simulation or patient care) within student's individual work with the patient, during which the student manages the patient from start to finish. Skills of medical interviewing, completing medical history, physical examination, confidentiality, adequate risk assessment, planning future examinations and treatment directions, and self-efficacy and patient referral are assessed.
Objectively Structured Clinical Exam OSCE	Conducted in a simulated environment to assess practical clinical skills and clinical thinking on mannequins, phantoms, simulated and standardized patients. The test must include at least 10 stations. It is permissible to integrate different clinical subjects.
Objectively Structured Practical Exam OSPE	Conducted to assess skills in working with microscopes and laboratory equipment in biomedical subjects. This method also assesses students' skills to correctly identify drugs.

STUDENT KNOWLEDGE IS ASSESSED ON A 100-POINT SCALE, WHICH INCLUDES:

WEEKLY ACTIVITIES	MIDTERM OR BLOCK EXAM	FINAL EXAM
written assignments, verbal and written quizzes, problem-based learning, case-based learning, presentation	MCQ	determined individually for each course or module
0-40 points	0-20 points	0-40 points

A STUDENT RECEIVES CREDIT IF HE/SHE ACCUMULATES 51 POINTS OUT OF 100 POINTS AND CROSSES THE APPROPRIATE THRESHOLD IMPOSED BY THE COURSE

STUDENT KNOWLEDGE ASSESSMENT SYSTEM

Score	Rate
91-100 (A)	Excellent
81-90 (B)	Very good
71-80 (C)	Good
61-70 (D)	Medium
51-60 (E)	Satisfactory
41-50 (FX)	Failed - Student has the right to take the exam
0-40 (F)	Interrupted - the student has to go through the course / block again



SPACES OF LEARNING

BAU CAMPUS

Bau International University, Batumi operates in a new building with well-equipped auditoriums, computer classes, teaching and research laboratories and a library. State-of-the-art infrastructure and opportunities to collaborate with partner clinics ensure the development of clinical/practical and scientific-research skills.

There are 9 teaching and 1 research laboratories in the campus, as well as classes for teaching in a simulation environment:

- Laboratory of Microbiology and Immunology;
- Pharmacogenetics Laboratory and Real Time PCR Laboratory;
- Laboratory of Cytology and Histology and Physiology;
- Laboratory of Biochemistry and Molecular Biology;
- Laboratory of Clinical and Professional Dental Skills;
- Technical Laboratory of Dental Prostheses;
- Dental Clinic Simulation Laboratory;
- Anatomy and PBL / CBL class;
- OSCE Center
- Anatomical Dissection Laboratory.



DENTAL LABS

The Clinical and Professional Dental Skills Laboratory, with a capacity of 30 students, is an opportunity for students to develop their practical skills and study professional dental procedures on phantoms before completing clinical practice. There are camera systems in the lab that can record high resolution images. In addition, the manipulations performed by the lecturers have a high quality sound. The practical desk is equipped with state-of-the-art dental equipment and automatic LCD monitor systems. During the lecture, students can simultaneously watch, listen and repeat the manipulations performed by the lecturers on their desk. There are a total of 30 phantoms in the laboratory. In accordance with pre-defined treatment plans, students have the opportunity to develop professional knowledge and skills by performing the necessary manipulations on the phantoms. In addition, students will explore ergonomic work positions to work in the correct position.



The Dental Prosthetics Technical Laboratory allows students to explore the laboratory stages of removable and fixed dentures that are made for the patient on real models. The laboratory also has technical laboratory devices equipped with the latest technology, where more than one student can comfortably work, observe and practise on printed materials, plastic, wax, metal, acrylic and ceramic materials.

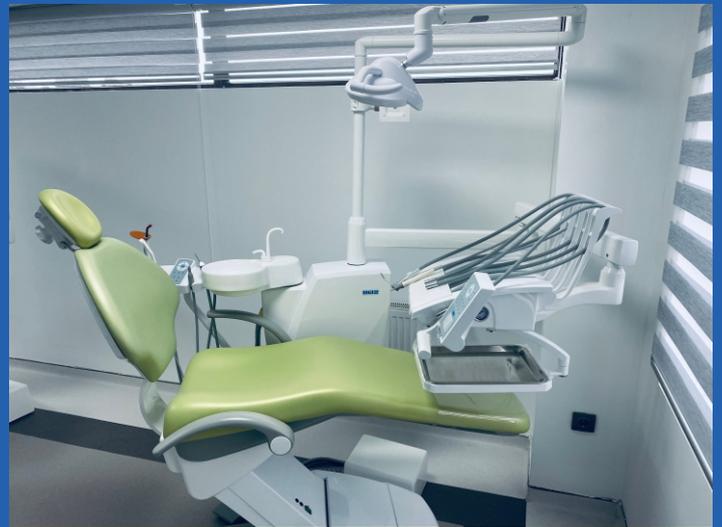
Dental Clinic Simulation Laboratory allows students to learn how to communicate with a patient in a clinic before treating a patient, they can also acquire clinical skills through simulation games. This lab is an analogue of a real dental practice. In this laboratory students will learn how to sterilize, develop communication skills in relation to simulated patients. Prior to sending the student to the clinic, their competencies will be assessed through the OSCE and DOPS.



BAU UNIVERSITY DENTAL CLINIC

Clinical rotations and clinical practice are conducted in a university clinic equipped with 4 modern dental facilities, where it is possible to perform any dental manipulation. In addition, the university clinic has a dental x-ray that allows diagnostic x-rays to be taken on real patients, to discuss them, to plan treatment and to carry out further treatment procedures. The University Clinic adheres to modern standards of sterilization, which is carried out using the appropriate tools for packaging and sterilization autoclave. Besides, the clinic is equipped with appropriate tools and materials in all areas of dentistry.

Clinical practice is also conducted in dental clinics affiliated with the University



DENTAL CLINIC

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