GAZİ UNIVERSITY

FACULTY OF DENTISTRY (GUFD)

ANKARA, TURKEY

DentEd VISITATION
2–6 JUNE 2007

GAZİ UNIVERSITY
FACULTY OF DENTISTRY
(GUFD)

Self Assessment Document

and

Visitors Comments

CONTENTS

INFORMATION for VISITORS

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SECTION 1

INTRODUCTION and GENERAL DESCRIPTION

INTRODUCTION and GENERAL DESCRIPTION

Person who is responsible to explain this section to the visitors:

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1.1. OVERVIEW

History of Gazi University dates back to 1920s. After the proclamation of the Turkish Republic, 'Teacher Training Institute' was established in 1926. In 1929, the institute was given the name 'Gazi Teacher Training Institute' and in the 1949–1950 the name was changed as 'Gazi Institute of Education'. In 1982, with the act number 2809 the institution was given the name 'Gazi University'.

Today, Gazi University carries out its educational and research activities with its 14 faculties, 5 colleges, 9 Vocational High Schools, 35 research centers and 5 institutes in different campuses at various cities which three of them are in Ankara. With its 50.000 students and more than 3000 academic staff, the university is close to the world average in terms of the number of students per instructor. Gazi has about 1500 foreign students. Besides its undergraduate education, Gazi University has more than 5000 students in master and Ph.D. programmes.

History of Gazi University Faculty of Dentistry (GUFD) dates back to 1968. Today, GUFD carries out its education in 4 interconnected buildings that is around 6000 squaremeters within the premises. Building A houses the Dean's office and the administration offices, building B and C house all of the clinics and laboratories, where as building D houses lecture halls.

GUFD administratively comprised of Clinical and Basic Medical Sciences Departments as seen in Administrative Management Scheme in Section 3.

Admission to the GUFD is based on the directives of the Council of Higher Education (Yüksek Öğretim Kurumu - YÖK). Student selection is accomplished by central university enterance examination. 80-90 students are matriculated annually including 5 to 10 international students. Total education period is 5 years. Clinical practices commences at the 2nd semester of the third year as "observer students" and continue at fourth and fifth years as interns. Currently, 232 female and 233 male students, a total of 465 pursue their education. Student groups in our faculty perform musical activities, exhibitions, tours and scientific activities.

GUFD has both full-time (86) and part-time (7), a total of 93 academic staff and 137 Ph.D. students.

After graduation, Ph.D. programmes offer all departments within the context of Health Sciences Institute of Gazi University.

The Journal of Gazi University Faculty of Dentistry (JGUFD) has been publishing since 1984 and became a peer reviewed and refereed journal since 1998. The Journal has been included in Turkish Medicine Index by "The Scientific and Technological Research Council of Turkey (TÜBİTAK)" since 2003.

GUFD has had over 3000 graduates. Annually GUFD graduates accomplishing 25 years in the profession participate in scientific and social events at the "Traditional Graduates' Day" which is held on the first week of June.

1.2. MISSION STATEMENT

1.2.1. Mission of GUFD

GUFD aims to provide future dentists with ethical and appropriate scientific foundation for a life-long learning and professional development. In an environment of competitive conditions and rapidly changing knowledge and information; high quality education, health services and research activities are the main aims of GUFD.

GUFD supports the student-centred education, and gives priority to the staff and patient satisfaction while keeping in harmony with its external stakeholders.

1.3. ACHIEVEMENT of PRIMARY AIMS AND OBJECTIVES

The development of effective quality assurance procedures are provided by the Gazi University Academic Evaluation and Quality Improvement Board (GUADEK) for the quality management GUFD.

In order to achieve international standards in the education system of GUFD, the curriculum is periodically overviewed according to General Dental Council, ADEE and DentEd documents by the Commitee of Coordination of Teaching and Learning of the GUFD.

1.4. SPECIFIC CHARACTERISTICS of TEACHING PROGRAMME, FEATURES and INNOVATIONS

The impressive academic staff / student ratio (1/5) improves the quality of both theoretical and clinical dental education.

Adequate number of patients provides comprehensive clinical practice for the students and teaching staff.

Recently, 2 semesters of “English Language Preparatory School” under the auspices of “Gazi University Reserch and Application Centre for Instruction of Foreign Languages” and “Elective Courses” in several different fields have also been included in the dental curriculum commencing at the 2006–2007 education year.

In order to arrange teaching to cover more comprehensive themes certain subjects such as Public Oral Health and Implantology have been integrated within related departments.

Since 2004, GUFD has started academic staff mobility and undergraduate / postgraduate student exchange programmes successfully within the framework of the European Commision (EC) Education Programmes.

Following the establishment of the integrated clinics it is considered to start interdisciplinary clinical education.

1.5. RESOURCES

Organization and administrative staff is shown in Section 3.

GUFD has four lecture halls each having 150 person capacity, two multidisciplinary preclinic laboratories with a capacity of 100 and a simulation laboratory having 40 seats capacity utilized for student education.

The premises house 9 student clinics and 7 clinics for faculty staff, two operation theatres for day surgery, a conference hall with 450 seats capacity, one seminar room, an internet room for students, a dining hall and a cafeteria which are described in details in section 2.

1.6. OVERVIEW of RESEARCH

Most of the research activities are carried out by the funds provided by Gazi University Scientific Research Projects Board (GUBAP). The other research sources are TÜBİTAK and State Planning Agency (DPT) and other resources.

1.7. CONTINUOUS QUALITY IMPROVEMENT

1.7.1. Teaching

The Bologna criteria are now taken into consideration in the overall programme. By this context GUFD has an ongoing effort to achieve these goals.

Evidence based dentistry course is added to the curriculum by academic year 2007–2008

Since 2004, the credit system of the dental curriculum has been adopted to the ECTS programme. The theoretical education has been increased to 32 weeks in an academic year. Four more weeks are planned for the next academic year. The Education Programme is examining periodically and in every 6 months it is revised then uploaded to the web page.

The present undergraduate education system is also planned to be supported by e-education. E-learning modules are prepared by the academic staff of GUFD that serves both for the dental students and dentists.

Student education satisfaction and lecturer appreciation are assessed by student questionnaires and another questionnaire is also applied just before the graduation of the students in order to evaluate the whole education system of GUFD. Academic staff self evaluation survey is carried out annually as well.

The strong and weak aspects, opportunities and threats of the programme was determined by the SWOT analysis carried out late 2005.

Students participate in the quality development activities by the regular student meetings and monthly meetings with the student representatives.

Every year 4 lecturers from GUFD participate in the courses of “Education Skills and Training of the Educators” which is biannually held by Gazi University Faculty of Medicine.

GUFD has ERASMUS bilateral agreements with 5 Dental Schools which is mentioned in detail at Section 18.

1.7.2. Research

Cytology, histopathology and some of the PCR researches are regularly studied in laboratories of Basic Medical Sciences Department of GUFD.

Animal studies are carried out at Gazi University Laboratory Animals Breeding and Experimental Research Center.

1.7.3. Patient Services

The restoration and development of some of the patient clinics have been completed and some of them are planned to be completed in 2007-2008.

The ISO Quality Assurance Studies has been started at 2004–2005 within the context of Quality Assurance System. By this way since 2006, the surveys of student satisfaction have been conducted and the statistical data has been recorded.

1.8. Sıgnificant Aspects of the School's Programme

Significant aspects of the GUFD that was obtained by SWOT analysis in late 2005 is as follows:

Strengths of the Programme

Strengths of education: Sufficient and experienced lecturers, adequate number of patients for clinical practice, the quality of the theoretical and practical education.

Strengths of administration: The efforts for the reconstruction, development and the improvement of the physical conditions.

Strengths of research: The project support of the university (GUBAP), support of the lecturers for research, high number of research and publications.

Weakness of the Programme

Weak aspects of education: The inadequancy of physical areas, the absence of coordination between departments. Need of more emphasize on basic sciences, lack of free time for students due to the heavy clinical practice.

Weak aspects of administration: Places for social areas and service can not be supplied, inadequate number of cader, insufficient support for equipment. Insufficient student support for equipment and supplies. Need of more space for social activities of the students, need of restoration of the premises.

Weak aspects of research: Insufficient physical base structure, inadequate finance, lack of the local library. Insufficient physical properties like labs within the premises and inadequate finance of the government for research and development. Inefficent financial support for congress participation to the academics.

Innovations

Corrective measures are implemented according to the SWOT analysis. The studies to establish a library has already been started. The recently established student computer laboratory has enabled to reach online databases. Oral and poster presentations at international and national scientific meetings are financially awarded as a support. Papers published in journals that are indexed by databases like SCI are financially awarded.

Project studies in order to receive financial support from the university for amending and improving clinics, laboratories and medical services, buildings restoration have been completed.

Chief physicianship has recently been established and operating as an aid to the dean's office for clinical and related services. GUFD is the first and single school in this implementation among the other dental schools that have outpatient day services.

Commissions and coordinators of various issues are assigned and directories are defined. These commissions and coordinators are operating as an consulting body to the dean's office as schematized in Section 3.

VISITORS COMMENTS

SECTION 1 INTRODUCTION and GENERAL DESCRIPTION

The visitors were greatly impressed by the ambitions of GUFD under the leadership of the current Dean . There is a clear mission at GUFD which the academic staff seem to enthusiastically support although the long-term vision and how the organisation engages with the community is less clear. The work being done to identify strengths and weaknesses is to be commended and certainly helpful in identifying the schools future priorities and direction. The determination of GUFD to engage with the Association for Dental Education in Europe and also the various European initiatives in dental education is far sighted and helping to inform the development of the curriculum in the school. Similarly there is a clear awareness of the Bologna Requirements, as signed by the Ministers of 47 countries in the European Higher Education Area, and these are also being considered within the ongoing review of the teaching programme. The recent engagement with the Erasmus programme is again an excellent initiative and greatly valued by the postgraduate students. Otherwise the support for overseas travel of postgraduates and staff is variable and depends on presentations at meetings.

The plans for the renovation of the clinical and other facilities are ambitious and significant – we hope that the building work can be realised within the short time frame – it will revolutionise the working environment. There has obviously been a significant improvement in resource recently following some lean years and this will assist the delivery of the estate ambitions. However the dependency of the organisation on maximising income from clinical service is of some concern and may increasingly impact on teaching and research capacity and output unless carefully managed.

The visitors were impressed by the engagement of the Dental Faculty with the main Gazi University (the current Vice Rector is an Oral Pathologist and the University Student President is a Postgraduate of the Dental School).

The central location of the school with ready access to public transport links is a major advantage for the travelling of both patients and students to the school.

SECTION 2

FACILITIES

2.1. CLINICAL FACILITIES

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2.1.1. General Explanation

GUFD carries out its clinical education and services in buildings B and C which these are shown in Table I.

Table I: Clinical facilities of GUFD.

Clinics for Faculty Members and Students	Distribution of Dental Chairs (m^2)		
Oral Diagnosis and Radiology	68,20+100,74		
		10	for students
			for academic staff
Oral and Maxillofacial Surgery	295,63		
		7	for students
			for academic staff
Oral and Maxillofacial Surgery (Operation Theatre)	39,37		
		8	for students
			for academic staff
Periodontology	312		
		10	for students
		12	for academic staff
Periodontology (Operation Theatre)	36,36		
		4	for students
			for academic staff
Orthodontics	154,43		
		12	for students
		3	for academic staff
		2	Laboratory for Students and academic staff
Conservative Dentistry and Endodontics (Building B 1st Floor)	87,14		
		-	for students
		8	for academic staff
Conservative Dentistry and	283,20		

Endodontics (Building B 3rd Floor)		23	for students	
		2	for academic staff	
Conservative Dentistry and Endodontics (Building A Fifth Flor)	42,56	-	for students	
		3	for academic staff	
Prosthodontics (Building B 2nd Floor)	192,00	15	for students	
		10	for academic staff	
Prosthodontic (Building B 3rd Flor)	192,00	15	for students	
		2	for academic staff	
Pediatric Dentistry	283,20	18	for students	
		4	for academic staff	
		1	sedation room	

Service hour per week is 40 hours at all departments**.**

Strengths

Clinical education is carried out within the neighbour and connected buildings of the GUFD which enables students to use their time rationally. All of the clinical devices are modern and well functioning. Both conventional and digital radiographic techniques are available for radiographic assessment.

Location of the GUFD is very close to the underground station and coach terminal and therefore this provides easy access of the patients, students and staff.

Weaknesses

Some clinics are in need of more dental units for clinical training and services due to the continuosly increasing number of patients. The lack of central sterilisation leads to insufficient chairside dental nurse support for the academic staff and the students time to time which changes department to department.

Best Practices

Students have the chance to treat many patients with various treatment needs.

Innovations

General anesthesia facilities will be established in a new operation theatre of the Department of Oral and Maxillofacial Surgery. This unit will serve as a day hospital when completed. Also, the establishment of an ELIZA laboratory including HBs Ag, anti HBs, anti HBc, anti HBs, anti HCV, anti HIV is an another innovation compared with other dental schools in the country. A central sterilisation unit planned within the general development and restoration project of the premises and proposed to be established in the near future.

VISITORS COMMENTS

The clinical facilities are spread throughout the linked buildings which are of variable age and condition. The visitors felt that the clinical space available overall is largely adequate. Some chairs and related equipment appears new (e.g. Prosthodontics) whilst in other clinics (for example Orthodontics) it is old and tired. However, there is an ambitious plan for renovation of the clinics in the near future. Sterilisation services to the clinics are generally quite rudimentary and not in line with best practise, for example there is limited separation of 'clean' and 'dirty' areas – this problem is realised by GUFD and a central sterilisation unit is planned for the building although it may well be necessary to increase the instrument stock as a result, as has been the consequence in other dental hospitals, when this type of initiative has been implemented.

The existing clinics appear to be of adequate capacity for the teaching of the current curriculum, however this is quite a traditional teaching programme and the clinics are organised strictly along the lines of the dental specialities. The ambitions to develop a 'polyclinic' multidisciplinary type facility and a Primary Care 'Outreach' clinic show that this issue has already been identified and it may well be that there is an intention to get greater integration in the course – if so, there may be a need for the majority of clinical space to be more flexibly and centrally managed as the curriculum develops.

The Polyclinic and Outreach facilities, which are planned to be built, are an excellent innovation and are initiatives which are strongly supported by the visitors.

A small point raised by the students was the lack of ambidextrous units for the use of left-handed dentists – perhaps this could be easily addressed during the renovation? In most dental hospitals 10% of dental chairs are set up in ambidextrous manner to accommodate left-handed dental students and dentists.

2.2. TEACHING FACILITIES

2.2.1. General Explanation

Internet access is supplied by Gazi University. Computer, visual, and audio systems are available in lecture halls and also each office has a computer system. The capacity and service time of the lecture halls and the conference hall is shown below (Table II).

Table II: The capacity of the lecture halls and the conference hall

Name of Area	(m^2)	Capacity
Lecture Hall 1	127,52	150 person
Lecture Hall 2	125,92	150 person
Lecture Hall 3	191,98	150 person
Lecture Hall 4	190,23	150 person
Conference Hall	349,44	450 person

A general seminar room which has 40 person capacity provided with audio-visual (AV) equipment is present.

During the school days, students have internet access at the computer room which is equipped with 20 computers.

Strengths

The present undergraduate education is sufficient to provide the expected education outputs.

The education programme gives enough importance and time to the practical education besides the basic medical and dental sciences starting from the 1st year. The students attend to clinical education as an observer student from the 2nd semester of the 3rd year of their education and at 4th and 5th years they diagnose and treat patients under the supervision of the academic staff.

Weaknesses

GUFD's traditional way of education is a blended type of educational methodologies like seminars, enroute lectures and small group lessons. Due to the high student number, problem based learning (PBL) could not be applied yet.

Best Practices

High number of qualified academic staff. E-education as an aide to formal dental education has been started recently.

Innovations

For interdisciplinary clinical education, integrated clinics are considered to be established. Academic staff are encouraged to prepare e-learning modules at the GUFD web site. A strategi to promote PBL aimed to take place in the whole education in the future. Discussions and preparations have been started for PBL.

VISITORS COMMENTS

The Lecture Theatres are of good size and are fitted with good AVA and IT support. Seminar rooms vary greatly in size and facilities – for example the Paediatric Dental rooms are very small whilst Prosthodontics has a seminar/meeting room of excellent type and capacity. Perhaps a central system of room bookings for teaching should be considered to make best use of teaching space. If PBL teaching is to be included in the curriculum to any extent, then the extra small rooms indicated in the development plan to allow small-group student work will be necessary.

The students were concerned at the lack of good social space in the building but the visitors understand that this problem is to be addressed by the building of a new cafe area which looked a very impressive on the plans. This facility will be for the use of staff and students. It would be an advantage if wireless internet access could be included at some stage in the future to make this a proper internet cafe.

2.3 TEACHING LABORATORIES

2.3.1. General Explanation

Two multidisciplinary preclinical and a 40 seated simulation and an orthodontic laboratory are used at student education.

Strengths

Simulation laboratory leads to better preclinic education with its modern equipment.

Weaknesses

The lack of AV system at preclinical laboratory for demonstration purposes.

The lack of a student laboratory for the practical education of basic medical sciences.

Innovations

An AV system at preclinical laboratory and a multidisciplinary student laboratory for the basic medical science education is planned and considered to be completed within the context of development and restoration project in near future.

VISITORS COMMENTS

There is adequate teaching laboratory space of varying age and condition. Some of this space may need some renovation work in the near future. The new clinical simulation suite is outstanding and will benefit greatly from the planned AV and IT connections to this equipment. The visitors would support this latter development which would bring this in line with the best available facilities elsewhere in Europe. Some schools are now pursuing 'virtual reality' types of pre-clinical training facilities – this might be worth considering to further develop the facility in the future.

2.4 RESEARCH LABORATORIES

2.4.1 General Explanation

Department of Oral Pathology has the facilities of an PCR laboratory and equipment for the cytological and histopathologic surveys.

The other researchs (microbiological, immunological, etc.) are drived in the available research premises of the Faculty of Medicine and relevant research units of the Gazi University.

Animal studies are carried out at the Laboratory of Animals Breeding and Experimental Research Center of Gazi University and at other centers as well.

Strengths

Department of Oral Pathology is constantly upgrading and expanding PCR and histopathologic evaluation techniques. Most of the Ph.D. thesis are being performed with the coordination of this department.

Weaknesses

The absence of a multidisciplinary research laboratory and a laboratory for mechanical experimental studies within the premises.

Innovations

A multidisciplinary research laboratory is planned to be established for the year 2008. For preoperative patients some of the microbiologic and blood tests such as; calculating the complete blood count (CBC), protrombin time (PT) and activated protrombin time (APTT) are considered to be performed.

2.5 LIBRARY

2.5.1 General Explanation

Library services are provided by the Central Library of the Gazi University **(www.lib.gazi.edu.tr)** which possesses a great number of pressed national and international 156.346 books and 61.938 periodicals. Library owns 200 student computers and gives access to online databases and 20.000 electonic journals.

Strengths

Access to the databases and electronic journals from the offices is supplied by Gazi University Central Library.

Computers are used for lending and membership processes in order to carry out book circulation in a more efficient manner.

Weaknesses

Lack of a local library at the GUFD.

Innovations

Studies to establish a library with in the premises has already been started.

VISITORS COMMENTS

As the academic staff at GUFD realise, the research facilities in the dental building are very limited. However, of course, the Gazi University Research Centre and Animal facilities are excellent. As is the case elsewhere in Europe it is difficult for clinical academics to easily leave their clinics to access this facility which is approximately 2 kilometres away. For this reason the visitors commend the ambitious renovation plans for the GUFD building which should provide some new laboratory and multidisciplinary space and thus hopefully increase staff research productivity.

It was impressive to see such a small Oral Pathology laboratory able to provide services to the whole of Turkey. At the moment it is difficult for students to gain access to this limited area to gain practical experience but the new multidisciplinary laboratory should help in this regard.

The main library at Gazi University Campus is truly impressive and an outstanding facility. It has a good range of opening hours but this could be made even more ‘clinician friendly’. There are 1,400 journal subscriptions of which 46 are dental, most are available ‘on-line’ and we were told that they can be accessed from home. IT facilities in the library appeared adequate and some progress has been made in bringing ‘wireless access’ to the campus. Limited dental books appeared to be available in the main library but we were told that these were ‘on loan’ to the staff and students and departments of GUFD. The ’DVD’ suite was an interesting innovation.

There is no doubt that there is a need for a library in the Dental School which should be available to hold an adequate stock of dental textbooks locally. The visitors would strongly support the plans to build such a facility and the students are also keen to see this happen.

The visitors noted that in the curriculum currently no time is given to teaching the undergraduate students library and information skills – this is increasingly done in schools around Europe as the job role of the librarian changes and students need to access information via computer and internet access. This concept to add extra training in this area should be given consideration by GUFD and the University in general.

SECTION 3

ORGANISATIONAL and ADMINISTRATIVE STRUCTURES

3.1. ORGANISATIONAL and ADMINISTRATIVE STRUCTURE

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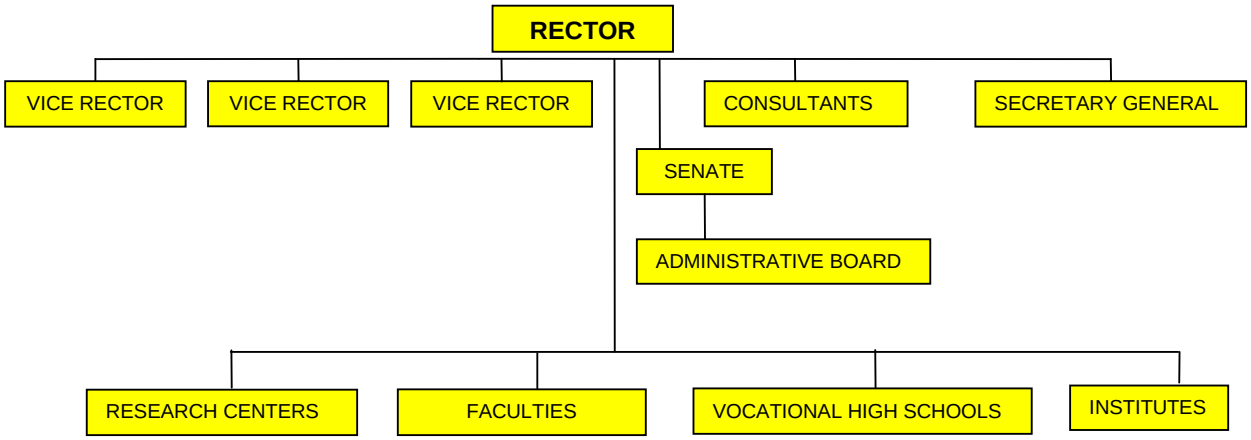
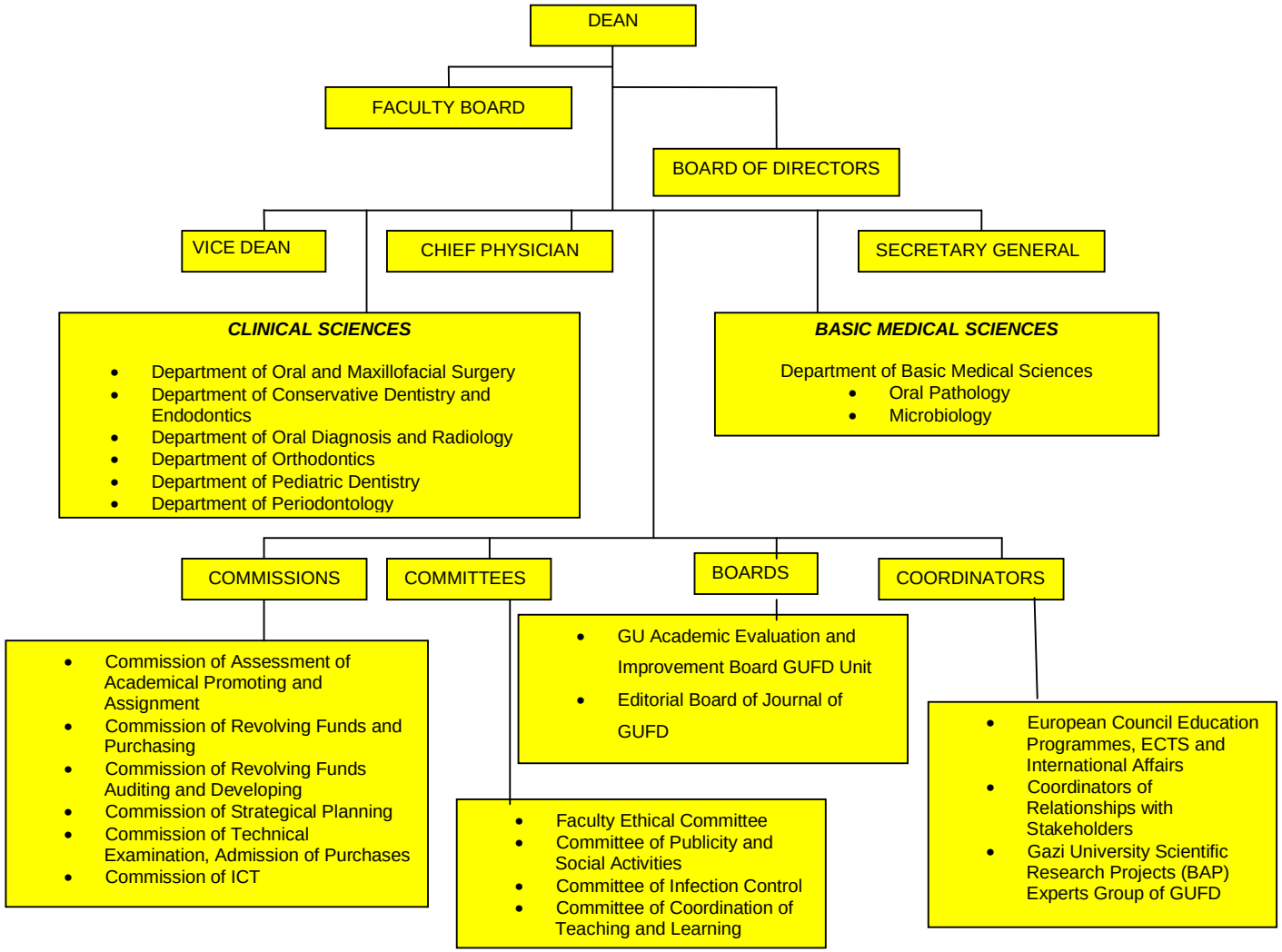
3.1.1. Organisational Structures

The following diagrams outline the organisational and administrative structure of GU and GUFD

ADMINISTRATIVE SCHEME of GAZİ UNIVERSITY



ADMINISTRATIVE MANAGEMENT SCHEME of GUFD



THE COORDINATIONS, COMMITEES and COMMISSIONS

Commission of Assessment of Academic Promoting and Assignment

Prof Gönen ÖZCAN	Chairman
Prof Ergun YÜCEL	Member
Prof Sevil AKKAYA	Member
Prof İnci KARACA	Member
Prof Sis YAMAN	Member

Commission of Revolving Funds and Purchasing

Prof Nadir GÜNGÖR	Chairman
Prof Çetin SUCA	Member
Prof Arife DOĞAN	Member
Prof Metin ORHAN	Member
Prof Levent ARAL	Member
Prof Gürcan ESKİTAŞÇIOĞLU	Member
Assoc Prof Deniz ÇETİNER	Member
Assoc Prof Cemal TINAZ	Member
Yakup Kadri OĞUR	Purchasing Officer
Prof Neşe AKAL	Standby Member
Assoc Prof Barış ŞİMŞEK	Standby Member
Assist Prof Haluk BODUR	Standby Member

Commission of Revolving Funds Auditing and Developing

Prof Kaya EREN	Member
Prof Yavuz BURGAZ	Member
Assoc Prof Sedat ÇETİNER	Member
Assist Prof Kahraman GÜNGÖR	Member
Oktay ŞAHİN	Member

Commission of Strategic Planning

Prof Gökhan ALPASLAN	Chairman, Dean
Prof Belgin BAL	Member, Associate Dean
Prof Köksal BALOŞ	Member, Head of D. of Periodontology
Prof. Oktay ÜNER	Member, Head of D. of Orthodontics
Prof Ertan DELİLBAŞI	Member, Head of D. of Oral and Maxillofacial Surgery

Prof Tezer ULUSU	Member, Head of D. of Pediatric Dentistry Department
Prof Tayfun ALAÇAM	Member, Head of D. of Conservative Dentistry and Endodontics
Prof Cihan AKÇABOY	Member, Head of D. of Prosthodontics
Prof Tülin OYGÜR	Member, Head of D. of Pathology
Assist Prof Dilşat CERİTOĞLU	Member, Head of D. of Oral Diagnosis
Assoc Prof Sedat ÇETİNER	Member (Chief Physician)
Erdal MEMİLİOĞLU	Member (Faculty Secretary)

Commission of Technical Examination, Admission of Purchases

Prof Mehmet YALIM	Chairman
Prof Nurhan ÖZTAŞ	Member
Prof Handan YILMAZ	Member
Prof Hülya ERTEN	Member
Assoc Prof Mustafa ÖZTÜRK	Member
Assoc Prof Barış ŞİMŞEK	Member
Assoc Prof Orhan MERAL	Member
Assist Prof İsmet ÖZKURT	Member
Assist Prof Özgür TOPUZ	Member
Assoc Prof Kemal YAMALIK	Standby Member
Assoc Prof Bülent KURTİŞ	Standby Member
Assist Prof Kahraman GÜNGÖR	Standby Member

Commission of ICT

Prof Levent NALBANT	Chairman
Prof Tuba TORTOP	Member
Assoc Prof Turan KORKMAZ	Member
Assist Prof Cumhur TUNCER	Member
Gülsüm ÖZDEMİR	Member

Faculty Ethical Committee

Prof Mustafa TÜRKER	Chairman
Prof Hüsnü YAVUZYILMAZ	Member
Prof İ. Levent TANER	Member
Prof Emin TÜRKÖZ	Member
Prof Ergun YÜCEL	Member
Prof Tansev MIHÇIOĞLU	Member
Prof Dr.Tülin OYGÜR	Member

Prof Alev ALAÇAM	Member
Prof Sevil AKKAYA	Member

Committee of Publicity and Social Activities

Prof Berrin ÜNSAL	Coordinator
Prof Hüseyin YAZICIOĞLU	Member
Prof Emel YÜCEL	Member
Prof Engin KOCABALKAN	Member
Prof Dilek Aynur ÇANKAL	Member
Prof Nilüfer DARENDELİLER	Member
Assoc Prof Caner YILMAZ	Member
Assoc Prof Gülay TÜTER	Member
Assoc Prof Ayşen BODUR	Member
Assoc Prof Lale TANER	Member
Assist Prof Haluk BODUR	Member
Dietician Füsun ATAOĞLU	Member

Committee of Infection Control

Assoc Prof Sedat ÇETİNER	Chairman (Chief Physician)
Prof Oya BALA	Member
Prof Suat YALUĞ	Member
Prof Nurhan ÖZTAŞ	Member
Prof Nilüfer DARENDELİLER	Member
Prof Nurdan ÖZMERİÇ	Member
Assoc Prof Erkan ERKMEN	Member

Committee of Coordination of Teaching and Learning

Prof Şule YÜCETAŞ	Coordinator
Prof Sevda SUCA	Member
Prof Hüma ÖMÜRLÜ	Member
Prof Alev ALAÇAM	Member
Prof Emel ÖKTE	Member
Prof Cansu ALPASLAN	Member
Prof Mehmet YALIM	Member, Coordinator 5th Grade Implant Course
Prof Ali GÜLTAN	Member
Prof Sis YAMAN	Member

Prof Özgül KARACAER	Member, Coordinator 5th Grade Community Oral Dental Health Course
Prof. Cemal AYDIN	Member, 5th Grade Implant Course Coordination
Assoc Prof Kemal YAMALIK	Member, 5th Grade Implant Course Coordinator
Assist Prof Dilşat CERİTOĞLU	Member
Assist Prof Benay TOKMAN	Member
Assist Prof Gülfem ERGÜN	Member, 5th Grade Community Oral Dental Health Course
Assist Prof Berrin IŞIK	Member, In-Service Training and CPR

Gazi University Academic Evaluation and Improvement Board GUFD Unit

Prof Ayşegül ÖLMEZ	Coordinator
Prof Belgin BAL	Member
Prof Emel ÖKTE	Member
Prof Neslihan ÜÇÜNCÜ	Member
Prof Dilek NALBANT	Member
Prof Oya BALA	Member
Prof Dilek ÇANKAL	Member
H. Erdal MEMİLİOĞLU	Member (Faculty Secretary)
Merve Çakır	Member (Student Representative)

Editorial Board of Journal of GUFD

Prof Neşe AKAL	Chairman
Prof Oya BALA	Member
Prof Nülifer DARENDELİLER	Member
Prof Engin KOCABALKAN	Member
Assoc Prof. Bülent KURTİŞ	Member
Assoc Prof Erkan ERKMEN	Member
Assoc Prof Elif Sibel GÜLTEKİN	Member

European Council Education Programmes, ECTS and International Affairs

Prof Neslihan ÜÇÜNCÜ	Coordinator
Prof Cansu ALPASLAN	Member of GUADEK
Prof Dilek NALBANT	Member, Department of Prosthodontics
Prof Ayşegül ÖLMEZ	Member, Faculty Coordinator of GUADEK
Prof Tuba TORTOP	Member, Department of Orthodontics
Prof Özlem TULUNOĞLU	Member, Department of Pediatric Dentistry

Assoc Prof Nur MOLLAOĞLU	Member, Department of Oral and Maxillofacial Surgery
Assoc Prof Mine Betül ÜÇTAŞLI	Member, Department of Restorative Dentistry and Endodontics
Assoc Prof Deniz ÇETİNER	Member, Department of Periodontology
Assoc Prof S. Elif GÜLTEKİN	Member, Department of Pathology

Coordinators of Relationships with Stakeholders

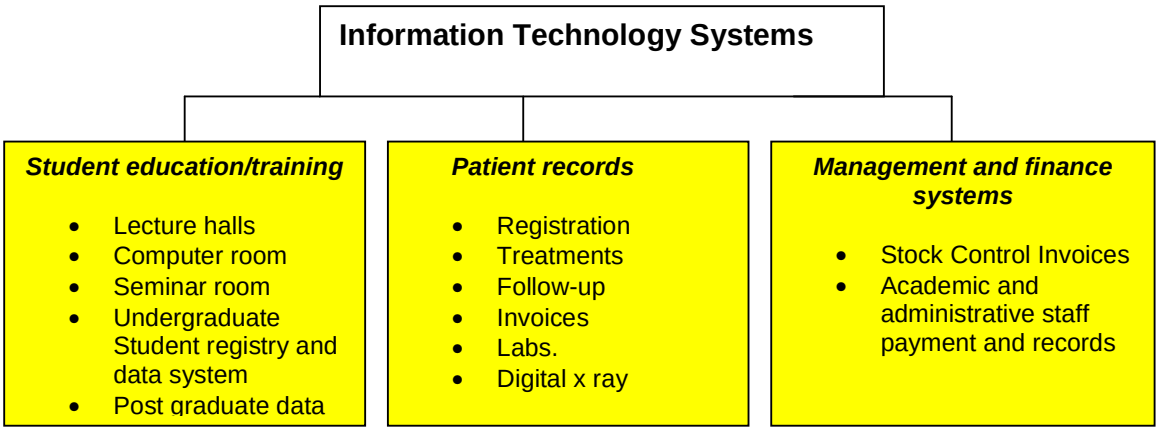
Assoc Prof Hişam DEMİRKÖPRÜLÜ	Member of Turkish Dental Association
Assoc Prof Mustafa ÖZTÜRK	Member of Ministry of Health

Gazi University Scientific Research Projects (BAP) Experts Group of GUFD

Prof Cihan AKÇABOY	Chairman
Prof Müfide DİNÇER	Member
Prof Güliz GÖRGÜL	Member
Prof Belgin BAL	Member
Prof Cansu ALPASLAN	Member
Prof Neşe AKAL	Member

3.2. INFORMATION TECHNOLOGY SYSTEMS

Information technology systems used at the GUFD is as follows:



All professors, associate professors and assistant professors have personal PC's provided by the university and GUFD. All computers have internet access via wired/wireless connection. The rest of the academic staff use their own PC within the premises. Our ultimate goal is to raise the ratio of students PC's from 1/20 to 1/10.

Below is the list of computer allocation per department/ sector

	No. of PCs
Department of Prosthodontics	32
Department of Pediatric Dentistry	10
Depatment of Orthodontics	18
Department of Periodontology	19
Department of Oral and Maxillofacial Surgery	18
Department of Conservative Dentistry and Endodontics	16
Department of Oral Diagnosis and Radiology	5
Department Oral Pathology	3
Some of the Committees	2
Lecture Halls	4
Revolving Funds	8
Computer Room	20
Chief of Student Affairs	3
Dean's Office	23
Store Room	18
Patient Admission	20
TOTAL	219

Creation of WEB page has been completed and maintained by the commission of ICT. In order to make this page updated various departments will advise the WEB administrator of all the subsequent changes within respective departments. Graduate database has recently created for the GUFD graduates. An e-learning module has recently created and academic staff are encouraged to prepare more modules as an aid to formal education.

All academic, administrative staff, residents and students as well have e-mail addresses provided by GU.

VISITORS COMMENTS

SECTION 3 ORGANISATIONAL and ADMINISTRATIVE STRUCTURES

The staffing and organisational model of GUFD has been clearly presented and although some titles might differ from elsewhere in Europe it can be judged to follow the model found in a modern Dental School elsewhere in the EU.

It should be restated that the leadership of GUFD is excellent under the current Dean, ably assisted by the Vice Dean and the senior academic staff.

Extending the SWOT analysis to the administration is a good innovation rarely followed in most European schools – it can only help the organisational development of GUFD. There appears to be good general IT and internet access following a recent initiative although an increased commitment to 'wireless' must be an ambition for the future.

In general, the school appears to be well organised and well administered. The committee/commission structure is extensive and this assists communication and staff involvement in decision making, which is to be commended. However, achieving the right balance between communication/involvement and administrative load is a challenge.

SECTION 4

STAFFING

4. STAFFING

Person who is responsible to explain this section to the visitors:

Name: Prof Gökhan ALPASLAN

E-mail: alpaslan@gazi.edu.tr

Fax: +90 312 223 92 26

4.1. Staffing Levels

The staffing levels are shown in below (Table 1).

Teaching Staff/ Academic title	Age Groups																		
	>30		30–34		35–39		40–44		45–49		50–54		55–59		60–64		65<		
	Number																		Total
	F[1]	M[2]	F[1]	M[2]	F[1]	M[2]	F[1]	M[2]	F[1]	M[2]	F[1]	M[2]	F[1]	M[2]	F[1]	M[2]	F[1]	M[2]	
Prof.					2		10	3	13	8	5	12	3	4		2		3	**65**
Assoc. Prof.					4	3	2	5		3									**17**
Assist. Prof.						2	4	2					1			2			**11**
Lecturer			4	2	2														**8**
Research assistant	40	23	18	13				1											**95**
Ph.D.				1	1														**2**
Total	**40**	**23**	**22**	**16**	**9**	**5**	**16**	**11**	**13**	**11**	**5**	**12**	**4**	**4**		**4**		**3**	**198**

LIST of ACADEMIC STAFF

Department of Oral and Maxillofacial Surgery

Name	Title	FT or PT	Degree	Instution Degree Gained		Experience Year	
						Teaching Member	In GUFD
Mustafa TÜRKER	Prof		Ph.D.	Ankara University	1971	30	22
Şule YÜCETAŞ	Prof		Ph.D.	Ankara University	1977	24	22
Mehmet Nadir GÜNGÖR	Prof		Ph.D.	Hacettepe University	1978	23	33
Ertan DELİLBAŞI	Prof		Ph.D.	Gazi University	1983	18	27
Ergun YÜCEL	Prof		Ph.D.	Gazi University	1984	18	25
Derviş YILMAZ	Prof	PT	Ph.D.	Gazi University	1986	18	24
Gökhan ALPASLAN	Prof		Ph.D.	Gazi University	1987	15	22
İnci Rana KARACA	Prof		Ph.D.	Gazi University	1991	11	20
Cansu ALPASLAN	Prof		Ph.D.	Gazi University	1991	11	18
İ.Levent ARAL	Prof		Ph.D.	Gazi University	1993	8	18
Dilek Aynur ÇANKAL	Prof		Ph.D.	Gazi University	1997	6	9
Kemal YAMALIK	Assoc Prof		Ph.D.	Gazi University	1990	13	20
Nur MOLLAOĞLU	Assoc Prof		Ph.D.	Eng-Wales	1997	4	17
Sedat ÇETİNER	Assoc Prof		Ph.D.	Gazi University	1997	3	13
Mustafa ÖZTÜRK	Assoc Prof		Ph.D.	Gazi University	1996	10	4
Barış ŞİMŞEK	Assoc Prof		Ph.D.	Gazi University	1998	2	13
Erkan ERKMEN	Assoc Prof		Ph.D.	Gazi University	2000	2	8
İsmet ÖZKURT	Assist Prof		Ph.D.	Gazi University	1986	5	25
Berrin IŞIK	Assist Prof		Speciality	Trakya University	1999	6	1

Department of Conservative Dentistry and Endodontics

Name	Title	FT or PT	Degree	Institution Degree Gained		Experience Years	
						Teaching	In GUFD
Tayfun ALAÇAM	Prof		Ph.D.	Ankara University	1981	22	21
Emin TÜRKÖZ	Prof		Ph.D.	Ankara University	1981	19	21
Hüma ÖMÜRLÜ	Prof		Ph.D.	Gazi University	1984	16	25
Güliz GÖRGÜL	Prof		Ph.D.	Gazi University	1984	17	25
Sis YAMAN	Prof		Ph.D.	Gazi University	1988	9	20
Oya BALA	Prof		Ph.D.	Gazi University	1992	9	20
Semiha Hülya ERTEN	Prof		Ph.D.	Gazi University	1995	7	15
Ali Cemal TINAZ	Assoc Prof		Ph.D.	Gazi University	1998	4	10
Mine Betül ÜÇTAŞLI	Assoc Prof		Ph.D.	Gazi University	1999	4	10
Aydın BAYRAKTAR	Assist Prof		Ph.D.	Gazi University	1991	12	22
Özgür TOPUZ	Assist.Prof		Ph.D.	Gazi University	2003	1	9

Department of Oral Diagnosis and Radiology

Name	Title	FT or PT	Degree	Instution Degree Gained		Experience Year	
						Teaching	In GUFD
Dilşat CERİTOĞLU	Assist Prof		Ph.D.	Gazi University	1986	12	27
Kahraman GÜNGÖR	Assist Prof		Ph.D.	Gazi University	1996	5	16

Department of Orthodontics

Name	Title	FT or PT	Degree	Instution Degree Gained	Experience year	
					Teaching	In GUFD

Oktay ÜNER	Prof		Ph.D.	Ankara University	1972	30	22
Hakan Necip İŞCAN	Prof	PT	Ph.D.	Ankara University	1983	22	22
Müfide DİNÇER	Prof	PT	Ph.D.	Gazi University	1986	19	24
Sevil AKKAYA	Prof		Ph.D.	Gazi University	1986	17	24
Sema YÜKSEL	Prof	PT	Ph.D.	Gazi University	1986	17	23
Ali Sermet GÜLTAN	Prof		Ph.D.	Gazi University	1986	19	24
Neslihan ÜÇÜNCÜ	Prof		Ph.D.	Gazi University	1986	15	24
Metin ORHAN	Prof		Ph.D.	Selçuk University	1996	9	4
Emel YÜCEL	Prof		Ph.D.	Gazi University	1991	14	18
Tuba TORTOP ÜÇEM	Prof		Ph.D.	Gazi University	1995	7	14
Nilüfer DARENDELİLER	Prof		Ph.D.	Gazi University	1992	10	17
Refia Lale TANER	Assoc Prof		Ph.D.	Gazi University	1994	8	15
Orhan MERAL	Assoc Prof		Ph.D.	Gazi University	1997	2	13
Cumhur TUNCER	Assist Prof		Ph.D.	Gazi University	2001	1	11

Department of Pediatric Dentistry

Name	Title	FT or PT	Degree	Instution Degree Gained	Experience year		
					Teaching		In GUFD
Tezer ULUSU	Prof		Ph.D.	Ankara University	1977	25	22
Alev ALAÇAM	Prof		Ph.D.	Gazi University	1986	17	24
Neşe AKAL	Prof		Ph.D.	Gazi University	1989	14	22
Nurhan ÖZTAŞ	Prof		Ph.D.	Gazi University	1991	10	15
Ayşegül ÖLMEZ	Prof		Ph.D.	Gazi University	1994	8	12
Özlem TULUNOĞLU	Prof		Ph.D.	Gazi University	1995	7	12
Haluk BODUR	Assist Prof		Ph.D.	Gazi University	1995	8	18

Department of Basic Medical Sciences

Oral Pathology

Name	Title	FT or	Degree	Instution Degree Gained	Experience year

		PT				Teaching	In GUFD
Tülin OYGÜR	Prof		Ph.D.	Gazi University	1986	14	8
Sibel Elif GÜLTEKİN	Assist Prof		Ph.D.	Gazi University	1999	3	7
Benay TOKMAN	Assist Prof		Ph.D.	Gazi University	1999	2	6

Department of Periodontology

Name	Title	FT or PT	Degree	Instution Degree Gained		Experience year	
						Teaching	In GUFD
Köksal BALOŞ	Prof		Ph.D.	Ankara University	1973	30	24
Gönen ÖZCAN	Prof		Ph.D.	Ankara University	1983	22	22
İ.Levent TANER	Prof		Ph.D.	London University	1982	24	22
Coşkun C. BARAN	Prof	PT	Ph.D.	Ankara University	1985	20	20
Kaya EREN	Prof		Ph.D.	Ankara University	1985	19	20
Ateş PARLAR	Prof	PT	Ph.D.	Gazi University	1986	18	23
Belgin BAL	Prof		Ph.D.	Gazi University	1986	17	24
Mehmet YALIM	Prof		Ph.D.	Gazi University	1986	16	24
Emel AYTUĞ ÖKTE	Prof		Ph.D.	Gazi University	1986	16	24
Altan DOĞAN	Prof	PT	Ph.D.	Gazi University	1988	12	22
Berrin ÜNSAL	Prof		Ph.D.	Gazi University	1993	11	14
Nurdan KURTULUŞ	Prof		Ph.D.	Gazi University	1996	6	10
Bülent KURTİŞ	Assoc Prof		Ph.D.	Gazi University	1996	3	13
Gülay TÜTER	Assoc Prof		Ph.D.	Gazi University	1997	3	13
Ayşen BODUR	Assoc Prof		Ph.D.	Gazi University	1997	4	13
F.Deniz ÇETİNER	Assoc Prof		Ph.D.	Gazi University	1997	4	13

Department of Prosthodontics

Name	Title	FT or PT	Degree	Instution Degree Gained		Experience year	
						Teaching	In this institute
Çetin SUCA	Prof		Ph.D.	Gazi University	1974	25	35

Yavuz BURGAZ	Prof		Ph.D.	Ankara University	1980	22	21
Arife DOĞAN	Prof		Ph.D.	Ankara University	1983	21	21
Cihan AKÇABOY	Prof		Ph.D.	Hacettepe University	1980	24	30
Hüsnü YAVUZYILMAZ	Prof		Ph.D.	Ankara University	1972	30	22
Sevda SUCA	Prof		Ph.D.	Hacettepe University	1977	17	36
Celil DİNÇER	Prof		Ph.D.	Gazi University	1985	18	25
Levent NALBANT	Prof		Ph.D.	Gazi University	1986	15	24
Bülent BEK	Prof		Ph.D.	Hacettepe University	1976	24	32
Hüseyin YAZICIOĞLU	Prof		Ph.D.	Hacettepe University	1980	24	32
Dilek NALBANT	Prof		Ph.D	Gazi University	1988	12	22
Suat YALUĞ	Prof		Ph.D	Gazi University	1991	11	15
Özgül KARACAER	Prof		Ph.D.	Gazi University	1989	11	22
Cemal AYDIN	Prof		Ph.D.	Gazi University	1994	10	19
Handan YILMAZ	Prof		Ph.D	Gazi University	1995	7	14
Engin KOCABALKAN	Prof		Ph.D	Gazi University	1993	7	15
Gürcan ESKİTAŞÇIOĞL	Prof		Ph.D	Ankara University	1991	10	1
Hişam DEMİRKÖPRÜLÜ	Assoc Prof		Ph.D.	Gazi University	1989	12	22
Caner YILMAZ	Assoc Prof		Ph.D.	Gazi University	1991	11	20
Turan KORKMAZ	Assoc Prof		Ph.D	Gazi University	1995	7	16
Gülfem ERGÜN	Assist Prof		Ph.D.	Gazi University	1998	4	10

FT: Full time

PT: Part time

ADMINISTRATIVE and SUPPORT STAFF

	Total Number	Education			
		Bachelor Degree	Associate Degree	High School	Primary School
Technician	**9**	1	3	5	-
Administrative Staff	**52**	11	18	22	1
Other Staff (Support Staff etc.)	**55**	12	20	14	9

Strengths

GUFD has a ratio of one academic staff per 5 students which improves the quality of both theoretical and supervised clinical dental education.

Admittance for postgraduate education from other universities is high due to experienced academic staff.

Weaknesses

There is insufficient chairside dental nurse support for the academic staff and the students.

Innovations

Since 2005 some of the lecturers have had the courses of “Education Skills and Training of the Educators” and it is proposed to continue this education. In order to improve teaching quality, self evaluation reports of the academic staff is achieved for academic year 2006.

VISITORS COMMENTS

SECTION 4 STAFFING

There appears to be an excellent staff to student ratio and this must be a major strength in the school. Having said this many staff appear to have a very heavy workload much of which is committed to clinical service and the generation of income. This is not an unusual model in international terms but the visitors felt that this must be well managed in this particular instance if teaching and research output is to be maintained. Perhaps this is a matter for the consideration of the Higher Education Council (YOK) it is important that the school be allowed to compete on equal terms in research terms with the rest of Europe.

The work that has been started on annual staff appraisal and development by the Dean is excellent. The documentation associated with this is a good practise. It will be important that the appraisal programme cascades down through the organisation. GUFD is also commended for the work that has started on staff development and there is no doubt that this will eventually generate an organisational staff development plan. The age profile of the staff is good and all staff we met were enthusiastic and very supportive of the senior management team.

A matter that needs to be considered urgently at national level is the shortage of Dental Nurse chair-side support. There is very little four-handed dentistry either taught or performed in the school. There is an urgent need for the development of a Dental Nurse / Dental Assistant training programme, the visitors understood that currently the state of the law did not allow this to happen and to be supported. It must be stressed that it is very difficult to teach the modern dental 'Team Concept' without the development of proper chairside support.

The academic staff are a major strength of GUFD.

SECTION 5 -16

THE DENTAL CURRICULUM

INTRODUCTION

2006 – 2007 Academic Calendar is shown below (Table I).

Table I: 2006-2007 Academic Calendar

18 September 2006 - 05 January 2007	Autumn Semester
08 January 2007 - 12 January 2007	Autumn Semester Make-Up Exams
15 January 2007 - 19 January 2007	Autumn Semester Final Exams
22 January 2007 - 11 May 2007	Spring Semester
14 May 2007 - 18 May 2007	Spring Semester Make-Up Exams
21 May 2007 - 22 June 2007	Spring Semester Final Exams
09 July 2006-10 August 2007	Re-Sit Exams
13 August 2007–07 September 2007	Re-Sit Exams For 5th Grades Practice

The academic year consists of 2 semesters with 2 weeks mid term vacation at the end of the semester. The whole programme for dentistry is 5 years and within completion the degree of DDS degree is granted.

In recent years the undergraduate programme has undergone major structural changes, such as 2 semestres of English language preparatory school and also Elective Courses have been included in the curriculum for the 2006–2007 academic year. Applying ECTS and curriculum changes to a more student-directed learning curriculum and integrate different basic and clinical subjects. In ECTS, 60 credits represent the workload of an academic year of study. Teacher centered education has been started to adopt student centered education.

In order to arrange teaching which cover more comprehensive themes, such as Implantology and Public Dental Health, courses from related departments have been integrated and taught together.

Beginning from the 2nd semester of the 3rd year, the students begin to observe the clinical practice of the senior dental students and teaching staff as observers. At the 4th and 5th year, students treat the patients under the supervision of the teaching staff. The work with the patients is of prime importance and gives the students the necessary skills in clinical diagnostics and treatment procedures.

As a general prerequisite the students are allowed to begin a new year when the previous was completed successfully.

Main Objectives

To provide future dentists with an ethical and appropriate scientific foundation for a life-long learning and professional development:

Acquisition and understanding of core theoretical knowledge

Learning practice of a healthcare professional including social and public health issues and health promotion.

Development of skills associated with the clinical and technical aspects of dental practice.

Student Exchange

Through the Socrates / Erasmus programme, in collaboration with the European Union, students at GUFD have the opportunity to spend three months abroad. GUFD has the highest number of both student and teaching staff mobility among the 18 dental schools of Turkey.

Curriculum Design

	FIRST YEAR	1st Semester		2nd Semester		
Code	Subjects	Courses	Practice	Courses	Practice	ECTS CREDITS
FZK 111	Physics	2	2			4
MAD 110	Science of Dental Materials	1				2
EPD 110	Epidemiology	1				2
DTE 110	History of Dentistry and Ethic Principles	1				2
BYS 101	Biostatistics	2	1	1	1	5
TBG 101	Medical Biology and Genetics	2	1	2	1	6
KMY 101	Chemistry	1	1	1	1	4
DHF 101	Dental Anatomy and Physiology	1	6	2	6	12
DBL 100	Behavioral Sciences	1		1		2
TAR 101	Atatürk's Principles and the History of Turkish Revolution	2		2		2
TRK 100	Turkish	2		2		2
YAD 101	Foreign Language	2		2		2
BYF 121	Biophysics			2	2	4
ANT 121	Anatomy			2	2	4
DNT 120	Deontology			1		2
TBB 121	Basic Computer Sciences			1	1	2
TBT 102	Use of Basic Information Technology			2	1	2
	Elective			1		1
					Total credits	60

Electives	FIRST YEAR	1st Semester	2nd Semester	

Code	Subjects	Courses	Practice	Courses	Practice	ECTS CREDITS
INV 120	Innovation			1		1
MZK 120	Music			1		1
RSM 120	Drawing			1		1
TSE 120	Philosophy of Art			1		1
EST 120	Esthetics			1		1
HLK 120	Public Relations			1		1

	SECOND YEAR	1st Semester		2nd Semester		
Code	Subjects	Courses	Practice	Courses	Practice	ECTS CREDITS
HST 201	Histology – Embryology	2	2	1	1	6
MAD 200	Science of Dental Materials	1		2		4
FZY 201	Physiology	2	2	2	2	7
MKB 201	Microbiology - Parasitology	2	1	2	1	6
BYK 201	Biochemistry	1	1	1	1	4
ANT 201	Anatomy	1	1	1	2	4
PRT 201	Prosthodontics	2	8	2	8	16
DHT 201	Conservative Dental Treatment	2	4	2	4	10
YDK 210	Foreign Language-reading and conversation	1				1
MYD 220	Professional Foreign Language(1)	1				1
	Elective			1		1
					Total credits	**60**

Electives	SECOND YEAR	1st Semester		2nd Semester		
Code	Subject	Courses	Practice	Courses	Practice	ECTS Credits
FTG 220	Applied Basic Photography			1		1
KTK 220	Speech Techniques			1		1
IMJ 220	Image Management			1		1
HSB 220	Nutrition in Sickness			1		1
TEG 220	Consumer Education			1		1
MBG 220	Substance Abuse			1		1
ALT 220	Alternative Medicine			1		1

	THIRD YEAR	1st Semester		2nd Semester		
Code	Subject	Courses	Practice	Courses	Practice	ECTS CREDITS
AHE 311	Oral Histology-Embryology	1	1			2
AGF 311	Oral Physiology	1	1			2
TAN 311	Topographic Anatomy	1	1			2
PAT 301	Pathology	1	1	2	1	4
FRM 300	Pharmacology	1		2		3
ABY 301	Oral Biochemistry	1	1	1	1	3
AMK 301	Oral Microbiology	1	1	1	1	3
PRT 301	Prosthodontics	2	8	2	G	9
ORT 300	Orthodontics	2		2	G	5
ODR 300	Oral Diagnosis and Radiology	1		1	G	3
ADC 300	Maxillo-facial Surgery	2		2	G	5
PER 300	Periodontology	2		2	G	5
PED 300	Pediatric Dentistry	1		1	G	3
DHT 301	Conservative Dental Treatment	2	5	2	G	8
DAN 300	Dental Anaesthesia	1		1		2
OKL 320	TMJ Movement and Occlusion			1		1
MYD 310	Professional Foreign Language(2)	1				1
IYD 320	Foreign Language for business			1		1
					Total credits	62

G: Observer dental student (8 hours per week)

	FOURTH YEAR	1st Semester		2nd Semester		
Code	**Subjects**	**Courses**	**Practice**	**Courses**	**Practice**	**ECTS CREDITS**
AFR 411	Oral Pharmacology	1	1			2
DHL 410	Internal Medıcıne-Hematology	1				1
GAN 410	General Anaesthesia	1				1
APT 401	Oral Pathology	1	1	1	1	3
ADH 400	Oral and Maxillofacial Diseases	1		1		2
PRT 401	Prosthodontics	2	K	2	K	7
ORT 401	Orthodontics	2	K	2	K	7
ODR 401	Oral Diagnosis and Radiology	1	K	1	K	7
ADC 401	Maxillo-facial Surgery	2	K	2	K	7
PER 401	Periodontology	2	K	2	K	7
PED 401	Pediatric Dentistry	2	K	2	K	7
DHT 401	Conservative Dental Treatment	2	K	2	K	7
GCR 420	General Surgery			1		1
DER 420	Dermatology			1		1
60					**Total**	**credits**

K:Clinical Practice/Internship: According to the decision taken by the Faculty Board, each student group undertakes clinical duty in related clinics for 20 hours per week throughout a month.

	FIFTH YEAR	1st Semester		2nd Semester		
Code	Subjects	Courses	Practice	Courses	Practice	ECTS CREDITS
KBB 510	Otorhinolaryngology	1				1
ADP 510	Forensic Medicine	1				1
ERG 510	Office Management and Ergonomics	1				1
DNT 510	Dental Deontology	1				1
TDS 500	Public Dental Health	1	3	1	3	6
CYP 500	Oral and Maxillofacial Prosthetics	1		1		2
CYC 500	Oral and Maxillofacial Surgery	1		1		2
ACL 500	First Aid and Emergency Treatment	1		1		2
ADC 500	Maxillo-facial Surgery	1		1		2
PRT 502	Prosthodontics		2K		2K	8
ORT 502	Orthodontics		K		K	4
ODR 502	Oral Diagnosis and Radiology		K		K	4
ADC 502	Oral & Maxillofacial Surgery		2K		2K	8
PER 502	Periodontology		K		K	4
PED 502	Pediatric Dentistry		K		K	4
DHT 502	Conservative Dental Treatment		2K		2K	8
PSK 520	Neurology-Psychology			1		1
MPL 520	Implantology			1		1
					Total credits	**60**

2K: Clinical Practice: According to the decision taken by the Faculty Board, each student group undertakes clinical duty in related clinics for 20 hours per week throughout two months.

VISITORS GENERAL COMMENTS ON CURRICULUM

We wish to commend the dental faculty for the hard work that has gone into the preparation of the information contained in Sections 5 to 16 (including the Extra Section) of the GUFD Self Assessment Document, and for being so generous with their time to discuss pedagogic matters.

Comments on matters of detail can be found at the end of Sections or departmental submissions.

The curriculum is a 5-year odontologically based course. Admission to the course is dependent upon the results of a central examination. The top 3% may apply to enter dental school.

We were told that The Higher Education Council (HEC) in Turkey defines the core curriculum in dentistry and individual schools have autonomy for structure and content. The HEC also decides how many students will be admitted to dentistry.

The self-assessment document has a clear mission statement to 'provide future dentists with ethical and appropriate scientific foundation for a life-long learning and professional development.' The curriculum appears to provide this, and clearly stimulates many of GUFD graduates to continue their academic studies and undertake speciality training by entering a PhD programme.

The mission statement also states that GUFD 'supports the student-centred education'. We felt that this is a laudable aim, but will require a widespread change in pedagogic approach to achieve fully. From our discussions with staff it seems that the Department of Oral and Maxillofacial Surgery is moving in this direction, and there is a general willingness amongst all staff to understand and implement such a change.

The leadership of the school actively supports pedagogic strategies that are student centred and promote self-directed learning. The Dean should be supported in this important initiative. Staff development should be encouraged and promoted through external contacts and the resources of ADEE / DentEd should be fully utilised by the school.

There is a traditional divide in the curriculum between the basic and the clinical sciences. Basic science occupies the first 3 years of the course, and clinical science the final 2 years. Basic science teaching is delivered by staff from the medical faculty, and, whilst relations between staff from the Medical and Dental Faculties appear to be good, this division limits the ability of staff in the Dental Faculty to approach the entire curriculum in a strategic manner and, for example, to plan inclusion of dentally relevant material in the basic science part of the course, and *vice versa*.

Whilst some parts of the curriculum displayed vertical integration within a subject within a single department, there appeared to be little horizontal integration across the different departments or subjects within departments. Thus the teaching appears to be conducted largely in speciality based 'silos'. This has resulted in substantial duplication, which is expensive of curriculum time, and does not encourage the students to consider the holistic care of the patient.

The final 2 years of the course appear to carry a heavy clinical load for the student. This seems to arise partly due to the high numbers of patients who receive treatment within the dental hospital, and partly due to the need to compress the students' clinical experience into 2 years.

The curriculum is based on a 'block' model that is departmentally based. These blocks are of varying length and nominal student learning. This makes the translation of these blocks into ECTS 'credits' challenging. Student learning is generally assessed by a minimum of one 'mid-term' (60%) and one 'final' (40%) written examination based on the block of teaching. There is compensation between the mid-term and final assessment. Students must pass each assessment to progress through the course. We were told that only 60% of students graduate in 5 years. This must be seen as an important deficiency of the course to be addressed when the scheme of assessment is next reviewed.

The department-led block model has limitations for integration across disciplines, and leads to particular problems within the clinical part of the course. For example, if a student has not completed a particular course of treatment or procedure (such as removable orthodontic appliance treatment, or endodontic treatment) by the end of the block, they have no opportunity to maintain contact with the patient, or to follow-up on the success or failure of their treatment.

We were impressed by the level of support on clinic for students, with a very favourable staff:student ratio of 1:5. If PhD students (who themselves carry a heavy teaching burden) are included this ratio improves further to 1:1.5.

There is little chair-side support for students from dental assistants. We understand that dental nurses / assistants are not officially recognised within Turkey, and the nurses working in the dental school/hospital are general nurses who have chosen to work in the dental field. We also understand that there are plans for the Nursing Council in Turkey to allow specialisation into dental nursing, following the 4-year university general nursing programme currently in existence.

Should this proposal become reality, the school/hospital will have a resource of highly qualified support staff who could become involved more closely in the education of the undergraduate dental students.

Dental technicians appear to have a service role, supporting staff. They have no formal contact with students. These technicians undergo a 2-year high school training, and could contribute to the training of dental students for removable prosthetics.

Both of the above developments could release some staff time, and enable the student to understand more fully the 'team' concept in the delivery of dental care.

There are 9 clinics for undergraduate activity and 7 clinics for Faculty practice, with a total of 175 chairs. Faculty practice is important for the financial viability of the school.

We recommend that the school should consider the introduction of students to the clinics in the first year of the course. This would have several benefits including an improved integration between basic and clinical science, and the opportunity for students to see the same number of patients, but spread over an additional 3 years of the course, allowing reflective learning and practice. We accept that this would place additional strain on

clinical resource, but the planned developments to the infrastructure of the building and the proposed outreach clinic would ameliorate some of the logistical difficulties.

We recommend that the school explore alternatives to the block system of learning, perhaps moving towards a theme or topic-based curriculum. This would facilitate integration across departments, reduce duplication and promote a holistic approach to oral and dental care. At the same time it would be worth reviewing the programme of assessment since we feel that the students are over-assessed during their journey through the dental course and this contributes to the relatively low course completion rate at 5 years.

In summary, whilst the curriculum is 'fit for purpose', and clearly is producing dentists equipped with the skills, abilities and outlook given in the mission statement of GUFD, the journey followed by the student through the course would benefit from re-appraisal. In particular early clinical contact and integration of teaching between departments would bring GUFD into line with contemporary best practice within Europe.

ECTS

The visitors encourage the use of the ECTS as a tool that will open Gazi University to the world by facilitating student, staff and researcher mobility. ECTS is a measure of time that represents the student workload including contact hours, reflective studies, clerkship and assessment/examination time. ECTS follows the guidelines of the Thematic Network DentEd III, which, in turn, follows the Tuning process (itself a successful development of the Bologna Process). The guidelines recommend a shift from discipline-based towards a competence-based, thematic curriculum, structured to facilitate the recognition of the course by all European partners.

In many European universities there is confusion regarding the meaning of a course transfer credit mainly because they try to count the contact hours of traditional separate disciplines. Obviously that makes it impossible to fit with the orientation of ECTS. However adoption of this procedure can help the promotion of curriculum renewal through diagnosis of weaknesses within the curriculum such as a lack of reflective learning and a rigid redundant departmentalised course. We would encourage this change which will allow Gazi dental school to occupy a place in the vanguard of European schools.

This process is strongly supported by the Vice Rector of Gazi University and the Dean of the dental school and will be of benefit for all staff and students. We recommend that staff support the Dean in this endeavour.

SECTION 5

THE BIOLOGICAL SCIENCES

5.1 BIOCHEMISTRY
5.2 MEDICAL BIOLOGY AND GENETICS
5.3 CHEMISTRY
5.4 PHYSICS
5.5 BIOSTATISTIC
5.6 BIOPHYSICS

5.1.1. BIOCHEMISTRY

Person who is responsible to explain this section to the visitors:

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BIOCHEMISTRY (BYK 201)								
Semester	Teaching Methods						Credits	
	Lecture	Recite	Lab	Home work	Other	Total	Credit	ECTS Credit
2nd Year (1st and 2nd Semester)	32		32	10	26	100	3	4

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents: Chemical structures and methabolism of vitamines, bioenergetics, carbohydrates, lipids, proteins and hormones are explained

Primary Aims

Biochemistry's goal is to teach the students a basic understanding of general biochemical processes.

Main Objectives

The principal objectives are to develop an understanding of the relationships between chemical properties and functions of body constituents, metabolic and regulatory processes and vital functions and adaptive responses of the human body

Hours in the Curriculum

Lectures: 1 hour per week in the first and second semester

Lab Courses: 1 hour per week in the first and second semester

Method of Learning / Teaching

Lectures and seminars and lab

Assessment Methods

The assessment includes a midterm exam, a quiz, homework and a final exam with a test and writing exam

Strengths

Provides sound knowledge to the students in molecular biochemistry.

Weaknesses

No biochemistry lab within the premises

Innovations and Best Practices

Lecturer of this particular course implements various educational methods for the easy of students' learning.

Plans for Future Changes

Multidisciplinary laboratory provides better understanding of the discipline. Also biochemical assays provide better service for the dental hospital.

Staff Name

Tamer YILMAZ, Ph.D. Prof, tyilmaz@dentistry.ankara.edu.tr

VISITORS COMMENTS

See comments at end of section

5.1.2. ORAL BIOCHEMISTRY

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ORAL BIOCHEMISTRY (ABY 301)								
Semester	Teaching Methods						Credits	
	Lecture	Recite	Lab	Homework	Other	Total	Credit	ECTS Credit
3rd Year (1st and 2nd Semester)	32		32	10	10	84	3	3

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents: At this course, the chemical structures of hard and soft tissues, chemical compositions and functions of body fluids and saliva, and chemical structure of bacterial plaque and caries are explained.

Primary Aims

Oral Biochemistry's goal is to teach the students a basic understanding of oral biochemical processes.

Main Objectives

The principal objectives are to develop an understanding of the relationships between chemical properties and functions of body constituents, metabolic and regulatory processes and vital functions and adaptive responses of the human body

Hours in the Curriculum

Lectures: 1 hour per week in the first and second semester

Lab Courses: 1 hour per week in the first and second semester

Method of Learning / Teaching

Lectures are administered in the form of oral presentation by using computer power point system

Seminars

Assessment Methods

The assessment includes one midterm exam (40 %) one quiz (10 %), homework (10 %), and a final exam (40 %), with a test and writing exam

Strengths

Provides sound knowledge to the students in oral biochemistry.

Weaknesses

No biochemistry lab within the premises

Innovations and Best Practices

Lecturer of this particular course implements various educational methods for the ease of students' learning.

Plans for Future Changes

Multidisciplinary laboratory provides better understanding of the discipline. Also biochemical assays provide better service for the dental hospital.

Staff Name

Tamer YILMAZ, Ph.D., Prof., tyilmaz@dentistry.ankara.edu.tr

VISITORS COMMENTS

See comments at end of section

5.2. MEDICAL BIOLOGY and GENETICS

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MEDICAL BIOLOGY AND GENETICS (TBG 101)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
1st Year (1st and 2nd Semester)	64	-	32	68	164	5	6.5

Introduction

The course in Medical Biology and Genetics is held in the fall and spring semesters (two semesters) of the 1st year of studies at the GUFD. Teaching is by means of lectures and practical classes. Practices have an important role in teaching Medical Biology and Genetics.

Primary Aims

Teaching of medical biology and genetics subjects, and enhancing these subjects with experiments in laboratory.

In the Medical Biology and Genetics course special attention is given;

To develop critical thinking and scientific skills such as formulating hypotheses, designing and conducting experiments, problem solving etc.

To develop a quantitative approach in the acquisition and interpretation of biological data

To develop specific skills such as the use of the microscope, making observations, collecting and recording data, constructing tables, graphs and dissections, etc through training

Main Objectives

General information about medical biology

Biological molecules, Nucleic acids

Cell theory, Cell structure and organelles, Cell division

Replication, Transcriptions, Protein synthesis

Cell respiration, Mendel laws, Chromosomes and chromosome anomalies

Inheritance, Blood groups and Genetics of blood groups

Population genetics, Genetic engineering, Animal tissues, Immunity and AIDS

Digestive, circulatory, excretory, respiratory systems in animals

Reproductive system, Hormones and their structures, Sense organs

Hours in the Curriculum

A lecture lasts for 2 academic hours (45+45) or 90 minutes, usually with a break between the academic hours. A practical class lasts for 1 academic hour.

The course involves 36 hours of lectures and 16 hours of practicals in a year.

Method of Learning / Teaching

Using visual aids (data projectors for presentation of texts and illustrations, overheads, videos) during the lecture is widely practiced. Practicums have an important role in teaching biology and medical biology. It is where skills are acquired for work with microscopes, to conduct an experimental study and to understand morphology, genetic and life cycles of human. Using visual aids (data projectors for presentation of texts and illustrations, overheads, videos) during the practicums is widely practiced.

Assessment Methods

The assessment includes one midterm exam (40 %) one quiz (10 %), laboratory work (10 %), and a final exam (40 %), with a test and writing exam

Strengths

As the strengths of the curriculum of " Medical Biology and Genetics ", the students considered its interesting and wide-ranging subjects, and that completing the curriculum provides a strong theoretical basis. The teaching staff is well trained and motivated. They are ready to accept new technologies and respond to the feedback given by students.

Improvement of with Medical Biology and Genetics new methods and information.

Weaknesses

The stucture of the building makes impossible to provide class works with smaller groups. Rooms for practicums are planned for 24 student. Rooms are in use by different courses, not only by "Biology". Rooms with equal equipment, needed for teaching of "Biology", are absent The time available for practical is inadequate.

Innovations and Best Practices

The lecturer responsible for this course pays particular importance on human biology rather than botanics and animals in the context of the course.

Plans for Future Changes

Both the content and methods of teaching will develop continously. There are some ideas and plans for improving the quality of teaching, primarily self practical application. The technical base of teaching (preparations, videos, PCs, soft ware) needs modernization.

Staff Name

Belma ASLIM, Ph.D. Prof., baslim@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

5.3. CHEMISTRY

Person who is responsible to explain this section to the visitors:

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CHEMISTRY (KMY101)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
1st Year (1st and 2nd Semester)	32	32	-	36	100	3	4

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents: Chemical bonding, structures of organic compounds, hybridization, hydrocarbons, isomerism, structures and reactivity of alkylhalides, alcohols, ethers, carbonyl compounds, carboxyclic acids and derivatives and amines.

Primary Aims

To learn the structures and reactivity of organic compounds, to provide a back ground for biochemistry, pharmacology and physiology courses.

Main Objectives

To provide a basis for understanding chemical reactions in living organisms. Important outcomes are to gain a through understanding of fundamentals and the ability to use these fundamentals to analyse, classify and predict.

Hours in the Curriculum

Lectures: 1 hour per week in the first and second semester

Practical Courses: 1 hour per week in the 1st and 2nd semester

Method of Learning / Teaching

Lectures and seminars and lab

Power-point and video demonstrations

Assessment Methods

The assessment includes one midterm exam (40 %) , one quiz (15 %), homework (5 %), and a final exam (40 %), with a test and written exam.

Strengths

The combination of lectures, lab studies and audiovisual presentations has provided useful and appears popular among students.

Weaknesses

Although attemps are made to integrate this course teaching with lab practice lack of staff render this situation difficult.

Plans for Future Changes

Future development plans for multidisciplinary labs.

Staff Name

Ali DİŞLİ Ph.D., Prof.

VISITORS COMMENTS

See comments at end of section

5.4. PHYSICS

Person who is responsible to explain this section to the visitors:

Name: Assoc Prof Mehmet ÇİVİ, Gazi University, Faculty of Arts and Sciences, Department of Physics

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PHYSICS (FZK 111)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
1st Year (1st Semester)	32	32		36	100	3	4

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents: Vectors, Motion in one Dimension, Motion in two dimension, Circular Motion and Other application of Newtons' Laws, Work and Energy, Potential Energy and Conservation of Energy, Linear Momentum and collisions, Rotation of a Rigid body about a fixed Axis and Torque, Rolling Motion, Angular Momentum and Torque, Static Equilibrium and Elasticity, Oscillatory Motion Electric Fields, Electric Potential, Capacity and Dielectrics, Resistance, Direct Current Circuits, Magnetic Fields, Sources of the Magnetic Field, Faraday's Law, Inductance, Electromagnetic Waves

Primary Aims

To provide the student with a clear and logical presentation of the basic concept and principles of physics, and to strengthen an understanding of concepts and principles through abroad range of interesting application to the real world. It is also attempted to motivate the students through physical examples that demonstrate the role of physics in other disciplines

Main Objectives

It is provided students with an improvement in capability of solving engineering problems and analysing them.

Hours in the Curriculum

Lectures: 2 hours per week in the first semester

Practicle Courses: 2 hours per week in the first semester

Method of Learning / Teaching

Lecturers and seminars and lab

Assessment Methods

The assessment includes one midterm exam, one quiz, homework and a final exam with a test and written exam.

Strengths

The experiments and lab sessions are particularly useful to illustrate the concept of physics.

Weaknesses

Limited time

Plans for Future Changes

Multidisciplinary lab

Staff Name

Ali DİŞLİ, Ph.D., Assoc.Prof.

VISITORS COMMENTS

See comments at end of section

5.5. BIOSTATISTIC

Person who is responsible to explain this section to the visitors:

Name: Assist Prof Jale Balibeyoğlu Gazi University, Faculty of Arts and Sciences, Department of Biostatistic

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BIOSTATISTICS (BYS-101)								
Semester	Teaching Methods						Credits	
	Lecture	Recite	Lab	Homework	Other	Total	Credit	ECTS Credit
1st Year (1st and 2nd Semester)	48	-	32	10	35	125	4	5

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents: Introduction and Elementary Concepts, Arrangement of data, Measure of central tendency, Measures of dispersion, Simple probability concepts, Distributions (Binomial, Poisson, Normal), Sampling, Estimation theory, Testing Hypothesis, Chi Square Test, Regression, Correlation, Analysis of Variance, NonParametric statistics

Primary Aims

To teach the basic statistical techniques

Main Objectives

The subjects that are taught in this course is as the following:

Introduction and Elementary Concepts

Arrangement of data, Measures of central tendency

Elementary probility concepts

Distribution and probability function

Expected value and variance

Confidence ıntervals

Testing hypoteses (one or two sample)

Chi square test for indepence, Goodness of fit tests

Relation coefficient, Regression analysis, Correlation

One way analysis of variance

Wilcoxon signed- rank test, Mann-Whitney U and median test

Kendall's Tou coefficient and Spearman correlation coefficient

Hours in the Curriculum

Lectures: 2 hours in the first semester and 1 hour per week in the second semester

Lab. Courses: 1 hour per week in the first and second semester

Method of Learning / Teaching

Lecturers and seminars

Assessment Methods

The assessment includes one midterm exam (50 %) term paper (5 %), homework (5 %), and a final exam (40 %), with a test and writing exam

Staff Name

Jale BALİBEYOĞLU, Ph.D., Assist.Prof.

VISITORS COMMENTS

See comments at end of section

5.6 BIOPHYSICS

Person who is responsible to explain this section to the visitors:

Name: Assoc Prof ŞULE COŞKUN Gazi University, Faculty of Arts and Sciences, Department of Biology

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BIOPHYSICS (BYF 121)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
1st Year (2nd Semester)	32	32		36	100	3	4

Introduction

The course in Biophysics is held in the second semester of the first year of studies at the School of Dental Medicine, University of Gazi. Successful participation and acquisition of teaching material is possible under condition that the student has completely acquired knowledge of biological science courses and physic.

Primary Aims

To teach physical laws in biological systems

To show this physical laws with experiments in laboratory**.**

Main Objective

The students should be introduced to

Basic principles and techniques of laboratory work

Substance structure related to physics and fundamentals of biological systems

Electromagnetic and optical phenomena in solid substances and liquids and

their application to dental medicine.

Adequate evaluation of results.

Accuracy in measuring of certain physical parameters**.**

Hours in the Curriculum

32 hours of lectures and 32 hours of exercise

Lectures: 1 hour per week in the first and second semester

Practicle Courses: 1 hour per week in the first and second semester

Methods of Learning / Teaching

Lectures are held 2 hours a week with the assistance of modern teaching aids. Student's attendance is obligatory. Exercises are held once a week all student after courses. Exercises cover all the fields in Physic which are relevant to dental medicine. Sometimes students can present some lecture topic with their desire.

Assessment Methods

The assessments of lecture consist of a practical part and an exam. Student's practical work is assessed by means of 1 quiz.

Strength

The strength of this course is that it promotes both easier leaning and better understanding of biological systems.

Weaknesses

The course in biophysics should have held in the first semester of the second year. The practical work is not enough to teach physical laws because of without any equipment.

Plans for Future Changes

There are some ideas and plans for improving the quality of teaching, primarily by modernizing practical exercise and introducing demonstration as an additional method of teaching to lectures. This would require a purchase of some more equipment such as oscilloscopes, spectrophometer, computers etc.

Staff Name

Şule COŞKUN, Ph.D., Assoc.Prof.

VISITORS COMMENTS

SECTION 5 BIOLOGICAL SCIENCES

The visitors enquired about the school education system, and topics covered for potential science students in Higher Education. We were told that Physics, Chemistry and Biology were taught at high school, but not at a level that is satisfactory for university. The GUFD therefore feels that a considerable amount of time during Year 1 of the course should be taken up with re-visiting these subjects.

The visitors were told that there was a staff meeting at the beginning of the year to plan integration of subjects, and to include dentally relevant material wherever possible. During the course of the day it became clear that this ambition is difficult to achieve. As examples, there seemed to be no contact between teachers of growth and development and medical biology and genetics. Biostatistics is divorced from clinical dental examples which would be relevant in epidemiology and dental public health, that are taught at the end of the course. Biophysics could have a link to dental materials teaching which also takes place in the early part of the course, within the prosthetics course.

The visitors understand that this situation has changed recently with more dentally related teaching and staff

SECTION 6

PRE-CLINICAL SCIENCES

6.1 ANATOMY
6.2 PHYSIOLOGY
6.3 HISTOLOGY

6.1.1. ANATOMY

Person who is responsible to explain this section to the visitors:

Name: Lecturer Mustafa KARAKÖSE Gazi University, Faculty of Medicine Department of Anatomy

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ANATOMY (ANT 121)								
Semester	Teaching Methods						Credits	
	Lecture	Recite	Lab	Homework	Other	Total	Credit	ECTS Credit
1st Year (2nd Semester)	32	-	32	20	16	100	3	4

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents are: Terminology, Bones, Bones of the neurocranium, Bones of the viscerocranium, Cranium, Cranial cavity, Auditory ossicles, Vertebral column, Thoracic skeleton, Bones of upper limb, Bones of hand, Pelvic girdle, Bones of lower limb, Bones of foot, Joints, Cranial synovial joints, Vertebral joints, Thoracic joints, Joints of upper limb, Joints of lower limb

Primary Aims

The meaning of human anatomy; basic Latin terminology; systematic analysis of the human anatomy with stress on motion anatomy.

Main Objectives

Knowledge of the normal human anatomy.

Terminology

Bones

Cranium,Cranial cavity, Auditory ossicles,

Vertebral column,Thoracic skeleton.

Bones of upper limb, Bones of hand, Pelvic girdle, Bones of lower limb, Bones of foot

Joints, Cranial synovial joints, Vertebral joints, Thoracic joints

Joints of upper and lower limb

Hours in the Curriculum

Lectures: 2 hours per week in the second semester

Lab Courses: 2 hours per week in the second semester

Method of Learning / Teaching

Power-point and video demonstrations

Lecturers and seminars

Assessment Methods

The assessment includes one midterm exam (40 %) one quiz (10 %), laboratory work (10 %), and a final exam (40 %), with a test and writing exam

Innovations and Best Practices

The course is designed specially for dental students.

Plans for Future Changes

Seeking for digital anatomy courses.

Staff Name

Mustafa KARAKÖSE, MD, Ph.D., mkarakose@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

6.1.2. ANATOMY

Person who is responsible to explain this section to the visitors:

Name: Assoc Prof Meltem BAHÇELİOĞLU Gazi University, Faculty of Medicine Department of Anatomy

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ANATOMY (ANT 201)								
Semester	Teaching Methods						Credits	
	Lecture	Recite	Lab	Homework	Other	Total	Credit	ECTS Credit
2nd Year (1st and 2nd Semester)	32	-	48	15	25	125	4	5

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents are: Muscular system, Upper limb and Lower limb, Back, Cardiovascular system, Lymphatic system, Thorax, Head, Neck, Cranial nerves, Abdomen, Pelvis and perineum, Nervous system: Central nervous system, peripheral nervous system, somatic nervous system, autonomic nervous system.

Primary Aims

The meaning of human anatomy; basic Latin terminology; systematic analysis of the human anatomy with stress on motion anatomy.

Main Objectives

Knowledge of the normal human anatomy (muscles, vessels, structures of the neck, larynx, pharynx, nerves, upper extremity, lower extremity, thorax, heart, trachea, lungs and diaphragme

Abdomine digestive system, urinary system, pelvis and perineum male and female genital system

Endocrine system, spinal cord, cerebellum, thalamus, hypothalamus, Cortex and cortical areas, Basal ganglions, ascending-descending tracts, Autonomic nervous system)

Hours in the Curriculum

Lectures: 1 hour per week in the first and second semester

Lab Courses: 1 hour per week in the first and second semester

Method of Learning / Teaching

Power-point and video demonstrations

Lecturers and seminars

Assessment Methods

The assessment includes one midterm exam (40 %) one quiz (10 %), laboratory work (10 %), and a final exam (40 %), with a test and writing exam

Weaknesses

Integration of basic science and clinical science like anestesiology and radiology.

Innovations and Best Practices

Good cooperation of faculty of medicine.

Plans for Future Changes

Seeking for digital anatomy courses.

Staff Name

Meltem BAHÇELİOĞLU, MD, Ph.D., Assoc.Prof., meltemb@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

6.1.3. TOPOGRAPHIC ANATOMY

Person who is responsible to explain this section to the visitors:

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TOPOGRAPHIC ANATOMY (TAN 311)								
Semester	Teaching Methods						Credits	
	Lecture	Recite	Lab	Homework	Other	Total	Credit	ECTS Credit
3rd Year (1st Semester)	16	-	16	10	8	50	2	2

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents are: Head, the important topographic points, lines and angles, Layers of neurocranium and the topographic regions of the neurocranium, Face and superficial regions of the face, Deep region of the face, Fascial layers of the neck, Regions of the neck, Innervation of the head and neck, Arteries and veins of the head and neck, Lymphatic drainage of the head and neck,

Primary Aims

Topographical evaluation of the head and neck anatomy studied during the two previous years; structures and surgical anatomy in relation to clinical studies.

Main Objectives

Ability of using anatomical knowledge in clinical practice.

The subjects that are taught in this course is as the following:

Head, the important topographic points, lines and angles

Frontal region, occipital region, parietal region and temporal region Orbital region, nasal region, Oral region, buccal region, Parotideomasseteric region, mental region, Infratemporal region, Pterygopalatine regio, Pharyngeal region, Fascial layers of the neck, Submandibular region, Carotid region, Muscular region – Larynx, Pharynx, submentale trigone, Posterior cervical trigon, sternocleidomastoid region

Hours in the Curriculum

Lectures: 1 hour per week in the first semester

Lab Courses: 1 hour per week in the first semester

Method of Learning / Teaching

Power-point and video demonstrations

Lecturers and seminars

Assessment Methods

The assessment includes one midterm exam (40 %), homework (20 %), and a final exam (40 %), with a test and writing exam

Staff Name

Meltem BAHÇELİOĞLU, MD, Ph.D., Assoc.Prof., meltemb@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

6.2.1. PHYSIOLOGY

Person who is responsible to explain this section to the visitors:

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Physiology (FZY 201)								
Semester	Teaching Methods						Credits	
	Lecture	Recite	Lab	Homework	Other	Total	Credit	ECTS Credit
2 nd. Year (1st and 2nd semesters)	64	64	-	30	42	200	6	8

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents are: Functional features of the cell, physiology of peripheral nervous system, autonomic and central nervous system, blood, heart and peripheral circulation, respiration, digestive system, Excretion and endocrine system are main topic.

Primary Aims

To learn the function the cell tissues and organ systems of the body, their interactions and role of changes of physiologic functions in clinicopathologic entities.

Main Objectives

To learn the function of human body.

The subjects that are taught in this course is as the following:

Physiology of Cell

Physiology of peripheral nervous system

Blood Physiology

Respiration system physiology

Heart and peripheric circulation physiology

Functional organisation of blood vessels

Physiology of digestive system

Gastrointestinal hormones

Functions of vitamins and trace elements

Central nervous system physiology

Endocrine System Physiology

Hours in the Curriculum

Lectures: 2 hours per week in the first and second semester

Practicle Courses: 2 hours per week in the first and second semester

Method of Learning / Teaching

Power-point and video demonstrations

Lecturers and seminars

Assessment methods

The assessment includes one midterm exam (50 %), homework (5 %), laboratory work (5%) and a final exam (40 %), with a test and writing exam

Staff Name

Çiğdem ÖZER, MD, Ph.D, Assist.Prof., cigdemozer@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

6.2.2. ORAL PHYSIOLOGY

Person who is responsible to explain this section to the visitors:

Name: Assoc. Prof. Birsen KAPLAN, Gazi University,Vocatianal school of health services

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ORAL PHYSIOLOGY (AGF 311)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
3th Year (1st and 2nd Semester)	16	-	16	18	50	2	2

Introduction

Both theoretical and practical instructions in oral phsiology consists of 16 hours.

Primary Aims

The primary aim is to remind the basic physiologic knowledge in the field of physiology in order to provide the transition from teoritical information to practical skills**.**

Main Objectives

Sufficient and necessary knowledge and experience in clinical physiology and pathophysiology. To familiarize students through different forms of instruction with functional and regulatory mechanisms of the cell, organ systems and the body as a whole by giving insights into the following fields:

General Cell Physiology (volume and composition of body fluids, balance of water, homeostasis)

Neurophysiology (physiology of the excitatory tissues, nervous and muscle tissues**)**

Digestive system, vomication and nausea (chewing, swallowing, salivation)

Senses (The chemical senses: taste and smell)

Endocrine system and endocrinopathies

Central and peripheral nervous system (reflexes)

Somatic sensation (Pain)

Hours in the Curriculum

16 hours (45- minute lecture) of theoretical instructions

16 hours of practical instruction

Methods of Learning / Teaching

Lectures are administered in the form of oral presentation and seminars and designed to provide active participation of students. After theoretical introduction to the exercises, students perform practical tasks by themselves, and part of the exercise is performed interactively using computer- based educational programs.

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam (40 %), with a test exam

Strengths

The major strength is the intensive course which entails the study of the body as a whole, with special emphasis on integrative processes using available modern educational technology (the Internet, computer-based programs, practical work), preparing the dentistry student to be a part of a team of healthcare professionals, a dentist capable of recognising not only local abnormalities, but abnormalities of the body as a whole.

Weaknesses

The lack of funds for purchase of appropriate laboratory equipment,

Innovations and Best Practices

Interactive approach to education

The use of available modern multimedia

Attempts at making our own computer- based interactive educational programs for students of dentistry publication of additional literature for Dentistry students, especially for practical instruction.

Staff Name

Birsen Kaplan, MD, Ph.D., Assoc Prof., bkaplan@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

6.3.1. HISTOLOGY - EMBRIOLOGY

Person who is responsible to explain this section to the visitors:

Name: Lecturer Çiğdem ELMAS, Gazi Universiyt, Faculty of Medicine, Department of Histology

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Fax:

HISTOLOGY - EMBRIOLOGY (HST 201)								
Semester	Teaching Methods						Credits	
	Lecture	Recite	Lab	Homework	Other	Total	Credit	ECTS Credit
2nd Year (1st and 2nd Semester)	48	-	48	24	30	150	5	6

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents are: General and special histology, general embryology and congenital anomaly and malformations

Primary Aims

To teach the student; histologic structure of tissues and organs, and general embryology and congenital anomalies and malformations

Main Objectives

To learn the student; histologic structure of tissues and organs, and general embryology and congenital anomalies and malformations

The subjects that are taught in this course is as the following:

Cell, Cell Division, Differentiation and Aging

Epithelial Tissue, Connective Tissue, Cells, Fibers And Types, Cartilage Tissue, Bone Histolog, Muscle Tissue, Nervous Tissue, Blood and Hemapoesis, Skin

Histology of Cardiovascular System, Respiratory System, Lenforeticular System, Digesive System, Glands of Digesive System, Urinary System, Endocrine System, Reproductive System, Central Nervous System, Periferic Nervous System

General Embriology, Fertilysation, Implantation, Bilaminary germ disc, Gastrulation, Organogenez, Fetal Membranes and Plasenta, Birth, Congenital Anomaly and Malformations

Development of Pharingeal Arcus, Head and Neck

Hours in the Curriculum

Lectures: 2 hours per week in the first semester and 1 hour per week in the second semester

Lab Courses: 2 hours per week in the first semester and 1 hour per week in the second semester

Method of Learning / Teaching

Power-point and video demonstrations

Lectures and seminars

Assessment Methods

The assessment includes one midterm exam (40 %) one quiz (10 %), homework (10 %), and a final exam (40 %), with a test and writing exam

Staff Name:

Çiğdem Elmas MD PhD cigdeme@gazi.edu.tr

VISITORS COMMENT

See comments at end of section

6.3.2. ORAL HISTOLOGY - EMBRIOLOGY

Person who is responsible to explain this section to the visitors:

Name: Lecturer Çiğdem ELMAS, Gazi Universiyt, Faculty of Medicine, Department of Histology

E-mail: cigdeme@gazi.edu.tr

Fax:

ORAL HISTOLOGY - EMBRYOLOGY (AHE 311)								
Semester	Teaching Methods						Credits	
	Lecture	Recite	Lab	Project/Area Working	Other	Total	Credit	ECTS Credit
3rd Year (1st Semester)	16	-	16	-	18	50	2	2

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents are: Histology and embryology of craniofacial structures**.**

Primary Aims

To educate the histologic characteristics and embryonic development of pharyngeal arcus, teeth, dentin enamel, face and other craniofacial structures and included anomalies.

Main Objectives

To learn histology and embryology of craniofacial structures and included anomalies.

The subjects that are taught in this course is as the following:

Development of phryngeus and phryngeal arcus, pouches and clefts.

Development of plate, nose and tong

Development of salivary and thryoid glands

Developmental anomalies of face

Histology of odontoblasts

Embryonic development of dentin

Enamel histology and control of mineralization

Development of periodontinum

Histology of sementum, periodontal ligament, alveolar bone and gingiva

Hours in the Curriculum

Lectures: 1 hour per week in the first semester

Lab Courses: 1 hour per week in the first semester

Method of Learning / Teaching

Power-point and video demonstrations

Lectures and seminars

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam (40 %), with a test and writing exam

Strengths

This course has high level of tutorial support and, there is a good balance between the course and its relevance to dentistry.

Plans for Future Changes

Multidisciplinary lab.

Staff Name:

Çiğdem Elmas MD PhD cigdeme@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

VISITORS COMMENTS

SECTION 6 PRECLINICAL SCIENCES

The staff expressed the concern that the limited opportunity for the study and understanding of 3D anatomy through dissection and/or exposure to prosection specimens was a perceived weakness. However, we recommend that staff explore the use of artificial models and computer programmes as a replacement which has been done most successfully in a number of newly opened Medical and Dental Schools.

There was no evidence that the visitors could find of integration between any of the preclinical sciences, or between the preclinical and clinical sciences. Oral histology and embryology would, for example, blend well with the growth and development of the child which is taught later in the course, as well as with genetics.

SECTION 7

PARA-CLINICAL SCIENCES

7.1 PHARMACOLOGY
7.2 MICROBIOLOGY

7.1.1. PHARMACOLOGY

Person who is responsible to explain this section to the visitors

Name: Prof Yusuf SARIOĞLU,Gazi Universiyt, Faculty of Medicine, Department of Pharmacology

E-mail:

Fax:

PHARMACOLOGY(FRM 300)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
3rd Year (1st and 2nd Semester)	48	-	-	27	75	3	3

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents: The topics of this one year course are, basic principles of pharmacology, chemotherapeutic drugs, autonomic drugs, drugs used in the respiratory system diseases, cardiovascular- renal drugs, drugs used in gastrointestinal diseases, endocrine drugs, drugs acting on the boood and the blood-forming organs.

Primary Aims

To give information on the basic principles of pharmacology and the drugs used in various systemic diseases.

Main Objectives

To describe and comment on the absorption, bioavalibility, distribution and elimination of the drugs, and the drug-receptor interaction

To comment on the physiology of autonomic nervous system, and to classify the drugs used in the therapy of the diseases related with the autonomic nervous system

To describe and comment on the drugs used in respiratory diseases

To describe and comment on the drugs used in cardiovascular diseases

To describe and comment on the drugs used in gastrointestinal diseases

To describe and comment on the drugs used in endocrin system diseases

To comment on liquid-electrolyte disorders.

Hours in the Curriculum

Lectures: 1 hour per week in the first and 2 hours per week in the second semester

Method of Learning / Teaching

Power-point and video demonstrations

Lectures and seminars

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam (40 %), with a test and writing exam

Strengths

The instructor of the present course is assigned from the faculty of medicine instead of faculty of pharmacy. Students will have a better understanding of clinical pharmacology.

Innovations and Best Practices

Students will have a better understanding of clinical pharmacology.

Staff Names

Yusuf Sarıoğlu, Ph.D, Prof

Hakan Zengil, Ph.D, Prof

Çimen Karasu, Ph.D, Prof

Canan Uluoğlu, Ph.D, Assoc Prof

H. Zafer Güney, Ph.D, Assoc Prof

VISITORS COMMENTS

See comments at end of section

7.1.2. ORAL PHARMACOLOGY

Person who is responsible to explain this section to the visitors

Name: Prof Yusuf SARIOĞLU Gazi Universiyt, Faculty of Medicine, Department of Pharmacology

E-mail:

Fax:

ORAL PHARMACOLOGY (AFR 411)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
4th Year (1st Semester)	16	16	-	18	50	2	2

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents are: The topics of this one year course are, factors that influence drug action, drug toxicity general principles of acute poisoning therapy, local anesthetics, autocoids in amine structure, general anesthetics and premedication,drug addiction,drugs that effect neuromuscular junction, antiseptics, disinfectants, antimicrobial drug interactions, opioids, antidepressants, hypnotics and anxiolytics,prescribe, drug usage in special conditions, analgesics, anti-inflammatory drugs ,antipyretics and drugs for gout disease

Primary Aims

To give information on the, factors that influence drug action, drug toxicity, drug addiction, prescribtion and the drugs used in several systems diseases.

Main Objectives

To describe and comment on the factors that influence drug action.

To comment general principles of acute poisoning therapy.

To describe and comment on the local and general anesthetics.

To obtain information on the drug addiction and drug addiction therapy

To aware on the indications and advers effects of mineralocorticosteroids and glucocorticosteroids in clinical use.

To describe and comment on the drugs used in central nervous system diseases

To describe and comment on the drugs used in Gout diseases.

Hours in the Curriculum

Lectures: 1 hour per week in the first semester

Practicle Courses: 1 hour per week in the first semester

Method of Learning / Teaching

Power-point and video demonstrations

Lecturers and seminars

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam (40 %), with a test and writing exam.

Innovations and Best Practices

Students will have a better understanding of clinical pharmacology.

Staff Names

Yusuf Sarıoğlu, Ph.D. Prof

Hakan Zengil, Ph.D, Prof

Çimen Karasu, Ph.D, Prof

Canan Uluoğlu, Ph.D, Assoc Prof

H. Zafer Güney, Ph.D, Assoc Prof

VISITORS COMMENTS

See comments at end of section

7.2.1 MEDICAL MICROBIOLOGY

Person who is responsible to explain this section to the visitors

Name: Lecturer Gülçin AKCA

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MICROBIOLOGY-PARASITOLOGY (MKB-201)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
2rd Year (1st and 2nd Semester)	64		32	54	150	5	6

Introduction

Medical Microbiology, Parasitology and Immunology Department is one of main parts of the Basic Medical Sciences including Oral Pathology Department as well. This lecture starts at the second year of the Dental School as an academic education and continues by the whole year.

Primary Aims

To provide an appropriate scientific background to understand the microorganisms' world and their excellent structures which takes place in the etiology of diseases

To have knowledge about the microbiological and immunological mechanisms of diseases, diagnostic methods, therapy, prophylaxis and prevention of medically important pathogens as well as infections relevant to dentistry.

Main Objectives

In Microbiology and Parasitology they are taught:

Introduction to Medical Microbiology, history and taxonomy , general/ special structures of bacteriaceae, bacterial metabolism, growth conditions, seeding of bacteria, bacterial virulence factors and bacterial genetics

The normal flora of the body, microorganism-microorganism and microorganism- human host relationships, fundamentals and pathogenic mechanisms of medically important infectious diseases

Principals of sterilization and disinfection and their application to the prevention of cross infection and infection control especially in dentistry

Principals of antimicrobial therapy, effectiveness of antimicrobials, presentation of selected groups of antimicrobial compounds, principals of antimicrobial resistance, the adverse effects, prophylaxis and therapy procedures.

Structures of viruses, general characteristics, ethiopathogenesis and diagnostics of viral infections that causes human diseases.

Structures of fungi, general characteristics, taxonomy, ethiopathogenesis and diagnostics of fungal infections especially with relevance and clinical manifestations in dental diseases

Structures of parasites, general characteristics, taxonomy, ethiopathogenesis and diagnostics of parasitic diseases.

Fundamentals of immunology, immune system cells, structures/ functions of antigens and antibodies, mechanisms of immunological diseases, immunological diagnostic methods, allergy, anaphylactic responses and their consequences

Autoimmunity, autoimmune reactions, hypersensitvity reactıons.

Oral defence mechanisms, types of vaccines and new developments at vaccinating against recently known and/or newly found pathogens

Hours in the Curriculum

	1st term (/week)	2nd term (/week)	Other	Total	Credit	ECTS Credit
Lectures	**32**	**32**	**54**	**150**	**5**	**6**
Laboratory	**16**	**16**				

Method of Learning / Teaching

Lectures

Laboratory demonstrations (Work)

Homework

Assessment Methods

In every term, one midterm examination: it will be done by written exam occurring 60% test questions 20% Filling the blanks; 20% Explanations and/or COMMENTS of the questions

Practical examination in microbiology for evaluating laboratory work which is taken orally If the student succeeds the laboratory exam he/she is allowed to take a written examination at the and of the year (final exam)

Strengths

Combination of lectures and practical exercises

Weaknesses

Overload of subject matters for dental students who have a lot of their professional-dentistry subjects

Innovations And Best Practices

A need for greater concentration on subjects which are relevant for dentistry.

Plans For Future Changes

It will be better to study with small student groups by discussing and considering at length the lectures

Staff Name

Gülçin AKÇA, MD Ph.D., akcagulcin@hotmail.com

VISITORS COMMENTS

See comments at end of section

7.2.2. ORAL MICROBIOLOGY

Person who is responsible to explain this section to the visitors

Name: Lecturer Gülçin AKCA

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ORAL MICROBIOLOGY (AMK-301)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
3rd Year (1st and 2nd Semester)	32		32	11	75	3	3

Introduction

Medical Microbiology, Parasitology and Immunology Department is one of main parts of the Basic Medical Sciences including Oral Pathology Department as well. Oral Microbiology lecture starts at the third year of the Dental School as an academic education and continues by the whole year.

Primary Aims

To provide an appropriate scientific background to understand the oral ecology, normal and pathogenic flora, morphology, pathogenic mechanisms and clinical presentation as well as diagnostic methods, therapy and prevention of pathogens relevant in Dental Medicine.

To have knowledge about the importance of infectious diseases, the known and/or newly found pathogens originating from oral cavity, adjacent structures for systemic infectious illnesses on humans and immunological responses against infections.

Main Objectives

In Oral Microbiology they are taught:

The virulence mechanisms of microorganism and ethiopathogenesis of bacterial diseases

Principles of diagnostic oral microbiology with emphasis on commensal oral microflora

Pathogenic principles, clinical presentations and therapy of infections caused by several microorganisms as; Pyogenic cocci, coryneform bacteriae, Mycobacteriae, anaerobic bacteriae

Principles of dental plaque/ dental calculii forming, the role and types of bacteria in this formation, the microbiological aspects of dental caries

Microorganisms related with periodontal infections and immunological responses of host against these infections

Hepatitis viruses, these group of viruses caused diseases, basic principles of opportunistic and new viral pathogens especially relevant to Dentistry.

Aphtoseus caused microorganism and their pathogenic principles, clinical presentations and therapy of infections

General principles of antimicrobial/antifungal therapy, selected groups of antimicrobial compounds and their mode of action/effectiveness

Principles of sterilization and disinfection methods, their application to the prevention of cross infection and infection control especially in dentistry

Immunological responses against mechanisms of oral infections and new diagnostic methods in Microbiology

Hours in the Curriculum

	1st term (/week)	2nd term (/week)	Other	Total	Credit	ECTS Credit
Lectures	**16**	**16**	**11**	**75**	**3**	**3**
Laboratory	**16**	**16**				

Methods of Learning / Teaching

Lectures, Laboratory demonstrations (Work), Homework

Assessment Methods

In every term, one midterm examination: it will be done by written exam occurring 60% test questions 20% filling the blanks; 20% explanations and/or COMMENTS of the questions.

Only one practical examination in microbiology for evaluating laboratory work which is taken orally will be. If the student succeeds the laboratory exam he/she is allowed to take a written examination at the end of the year (final exam). Final examination will be just the same as midterm examination procedures.

Strengths

Combination of lectures and practical exercises

Weaknesses

Overload of subject matters for dental students who have a lot of their professional-dentistry subjects

Innovations and Best Practices

Need for greater concentration on subjects which are relevant for dentistry.

Plans for Future Changes

It will be better to study with smaller student groups by discussing and considering at length the lectures

Staff Name

Gülçin AKÇA, MD Ph.D., akcagulcin@hotmail.com

VISITORS COMMENTS

See comments at end of section

VISITORS COMMENTS

SECTION 7 AND 14 PARA-CLINICAL SCIENCES, GENERAL AND ORAL PATHOLOGY

The course is given in the 3rd and 4th year, gradually shifting from a medical to a dental perspective. There are over 80 students attending these courses. Approximately 5% of the content is practical laboratory exercises. It was unclear to the visitors if dental students get to take part in these practicals, or whether they only observe them. The remainder of the time is given to lectures and some audio-video demonstrations. To some extent teaching material, abstracts from lectures and such, is put on the school web site for students to access. The teachers who are responsible for the course try to offer contact time with individual dental students on an *ad hoc* basis, but it seems that relatively few students take up on this offer. There is also a lack of textbooks in Turkish in Microbiology.

General Pathology and Oral Pathology take place respectively in the 3rd and 4th year. There seems to be a preponderance of theoretical teaching here also. The GUFD runs the only oral pathology laboratory in Turkey, receiving samples from many parts of the country. While this is commendable, it is realised that dental students have little access to the laboratory, although those who ask may attend. The restricted space within the oral pathology area would make routine, timetabled attendance in this area of the school impossible. There seems to be little coordination on curricular topics between these departments. However, they express confidence that the planned multidisciplinary laboratory will correct these shortcomings. It is important that such a resource be as flexible as possible to 'future-proof' it against unanticipated developments in dental education. We thus recommend that other disciplines are also included in the planning of this laboratory.

SECTION 8

HUMAN DISEASES

8.1 INTERNAL MEDICINE-HEMATOLOGY
8.2 GENERAL SURGERY
8.3 GENERAL ANAESTHESIOLOGY
8.4 DERMATOLOGY
8.5 OTORHINOLARYNGOLOGY
8.6 NEUROLOGY AND PSYCHIATRY
8.7 FORENSIC MEDICINE

8.1 INTERNAL MEDICINE-HEMATOLOGY

Person who is responsible to explain this section to the visitors:

Name: Assist Prof Şahika Zeynep AKI Gazi Universiyt, Faculty of Medicine, Department of Hematology

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Fax:

Internal Medicine-Hematology (DHL 410)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
4th Year (1st Semester)	16			11	27	1	1

Introduction

In the 4th year of the Dental Course as part of the programme in accordance with the needs of dental education and practice, Internal Medicine–Hematology is taught and students are examined at the end of the spring term. This programme aims to give a good understanding of general approach to patients with internal medicine problems during daily dental practice.

Primary Aims

To give general approach to patients with internal medicine problems during their professional lives. To give baseline information about general internal medicine

Main Objectives

To understand the importance of taking and recording a medical history in patients with dental problems.

To be aware of medical emergencies such as myocardial infarction, congestive heart failure, shock and cardiac arrest.

To understand the importance of valvular heart disease and prevention of infective endocarditis.

To be aware of the importance of blood pressure changes.

To understand the general approach to patients with hereditery and acquired bleeding diathesis.

To give general approach to patients with hepatitis and acquired immuno deficiency syndrome

To give general information about transfusion medicine.

To approach patients with neutropenia or HIV positivity.

Hours in the Curriculum

The course consists of 16 hours of lectures in the 1st semester.

Method of Learning / Teaching

The curriculum is divided into 16 topics. Each week of the autumn term, one topic is taught during a one hour session. These sessions take place in the amphitheatre. Slides are used for illustrating important points.

Assessment Methods

Students are formally examined at the end of the spring term. Students answer a written paper. The examination is overseen by lecturer.

The assessment includes one midterm exam (60 %) and a final exam (40 %), with a test and writing exam.

Strengths

The course has well defined aims and the core material is clearly presented to students with slides. The majority of the course is delivered by a single member of the Department of Medicine with yearly updated information**.**

Weaknesses

The course relies on lectures and there is no bed-side clinical teaching. Most of the dental students do not show sufficient interest to learn about Internal Medicine so they do not attend the lectures.

Innovations And Best Practices

Course is planned and delivered in close association with needs of dental students in order to arouse their interest.

Plans For Future Changes

Preparing course material illustrated with medical cases relevant to dentistry

Increasing the number of students attending to the lectures.

Staff Name

Şahika Zeynep Akı, MD PhD Asist Prof zaki@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

8.2.1. GENERAL SURGERY

Person who is responsible to explain this section to the visitors:

Name: Lecturer Bülent SALMAN Gazi Universiyt, Faculty of Medicine, Department of General Surgery

E-mail: bsalman@gazi.edu.tr

Fax:

GENERAL SURGERY (GCR 420)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
4th Year (2nd Semester)	13	3		9	25	1	1

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents: Basic Surgical Principles, Simple Surgical Techniques, Principles Of Evaluating A Surgical Patient, Surgical Disease Of The Head And The Neck Region, Simple Hospital And Operating Theatre Applications

Primary Aims

Learning the basic surgical principles, basic surgical tools and simple surgical procedures, Acquiring basal knowledge of basic hopital and operating theatre applications

Learning the means of evaluating and treatment of commonly encountered surgical diseases; especially those of the head and the neck region

Main Objectives:

Gaining the general knowledge and means of application of basic surgical principles, Acquiring the ability to evaluate and decision making in a surgical patient

The subjects that are taught in this course is as the following:

Surgical ethics and Surgical Phylosophy

Principles of Disinfection and Sterilization in Surgery, Basic Knowledge of Surgical tools and Sutures, Anamnesis and Physical Examination in Surgical Patient

Hospital and Operating Theatre Applications, Hemostasis and Transfusion in the Surgical Patient Basic Principles of Approach in Surgical Wounds

Physiopathology of Wound Healing

Surgical Procedures in the Setting of Systemic Disease

Surgical Anatomy and Illness of the Head and Neck Region

Transplantation Immunology

Hours in the Curriculum

Lectures: 1 hour per week in the 2nd semester

Method of Learning / Teaching

Lectures and seminars

Power-point and video demonstrations

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam (40 %), with a test and writing exam

Strengths

A dental course designed specially for dentists.

Weaknesses

Need of bed side practice.

Staff Name:

Bülent SALMAN, MD bsalman@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

8.3. GENERAL ANESTHESIOLOGY

Person who is responsible to explain this section to the visitors:

Name:Prof Yener KARADENİZLİ Gazi Universiyt, Faculty of Medicine, Department of Anesthesiology and Reanimation

Fax:

GENERAL ANESTHESIOLOGY (GAN 410)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
4th Year (1st Semester)	14	2		9	25	1	1

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents: General anesthesia, inhalation anesthesia, local anesthetics, monitorization, pain treatment, sedo-analgesia, cardiopulmonary resuscitation, other important subjects of anesthesiology related to dentistry to be known.

Primary Aims

To teach professional knowledge about anesthesiology

Main Objectives

To teach professional knowledge about anesthesiolog

The subjects that are taught in this course is as the following:

General anesthesia and inhalation anesthetics, Intravenous anesthetics

Preoperative evaluation, Monitorization, Complications of anesthesia, Adverse reactions to local anesthetics, Hypoxia and treatment , Airway management , Sedo-analgesia

Pain management in dentistry, Anesthesia for pediatric and mental retardated patient

Anesthesia for geriatric and complicated patient

Resuscitation- practice

Airway management and endotracheal intubation practice

Hours in the Curriculum

Lectures: 1 hour per week in the first semester

Method of Learning / Teaching

Power-point and video demonstrations

Lecturers and seminars

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam (40 %), with a test and writing exam

Strengths

A dental course designed specially for dentists by a qualified team.

Weaknesses

No practice.

Staff Name

Yener Karadenizli, MD Prof

Hülya Çelebi, MD Prof

Şahin Yardım, MD Prof

Kadir Kaya, MD Prof

Mehmet Akçabay, MD Prof

Avni Babacan, MD Prof

Ömer Kurtipek, MD Prof

Berrin Günaydın, MD Assoc Prof

Zerrin Özköse, MD Assoc Prof

Lale Karabıyık, MD Assoc Prof

Ahmet Mahli, MD Assist Prof

Cengiz Bekir Demirel, MD Assist Prof

Yusuf Ünal, MD Teach Assist

VISITORS COMMENTS

See comments at end of section

8.4 DERMATOLOGY Person who is responsible to explain this section to the visitors:

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DERMATOLOGY (DER 420)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
4th Year (2nd Semester)	16			9	25	1	1

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed**.**

The course contents: To emphasize the importance of dermatology in the differential diagnosis

Primary Aims

The course objectives are to obtain dentists who had knowledge about dermatology and to ease the diagnosis.

Main Objectives

Oral Mucous membrane diseases, Urticaria, angioedema

Connective Tissue Diseases, Ertyhema squamosus diseases

Bacterial and Fungal Infections

Mycobacterial and Viral Diseases

Parasitic Infestations, Autoimmune Bullous Diseases

Behçet's Disease, Melanoma, Eczema

Hours in the Curriculum

Lectures: 1 hour per week in the second semester

Method of Learning / Teaching

Lectures and seminars with Power-point and video demonstrations

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam (40 %), with a test and writing exam

Strengths

A dental course designed specially for dentists.

Weaknesses

No practice

Staff Name:

A. BURHAN AKSAKAL, MD, Assoc Prof

VISITORS COMMENTS

See comments at end of section

8.5 OTORHINOLARYNGOLOGY

Person who is responsible to explain this section to the visitors:

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OTORHINOLARYNGOLOGY(KBB 510)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
5th Year (1st Semester)	16			9	25	1	1

Introduction

The lecture in otorhinolaryngology presents the main aspects of anatomical, physiological, and clinical basis of disorders in ENT.

Primary Aims

Giving an overview on symptoms, diagnostics, and treatment of ENT-diseases as well as presenting cases which could be expected in a dental practice

To get students to read up on different topics of interest by themselves

Main Objectives

Benign and malignant lesions of nose and sinuses, oral cavity, pharynx and larynx, inflammation, tumors, malformations

Hours in the Curriculum

The lecture is held for one semester, one hour/week

Method of Learning / Teaching

Lectures and seminars

Assessment Methods

Examination test with multiple choice. The assessment includes one midterm exam (60 %) and a final exam (40%), with a test exam

Strength

Well organized lecture

Weaknesses

“Practice on patients” can not be performed as a part of education, due to the faculties (medical and dental) are in different places

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8.6 NEUROLOGY- PSYCHIATRY

Person who is responsible to explain this section to the visitors

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NEUROLOGY- PSYCHIATRY							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
5th Year (2st Semester)	16			9	25	1	1

Introduction

A dentist, like any other medical professional, must see the whole organism of the patient. Thus, he/she must be well grounded in the clinical medicine subjects. In order to treat a patient, a dentist must understand and distinguish the underlying pathological processes of the disease, which includes psychopathology of the patient. Therefore he must obtain some knowledge of psychiatry as well.

Primary Aims

A brief introduction to psychiatry

Contribution of psychiatric knowledge to doctor-patient relationship.

Main Objectives

Describe the main points of taking psychiatric history

Teach important signs and symptoms of psychiatric disorders

Give short information about some major psychiatric disorders like schizophrenia, affective disorders and anxiety disorders

Teach some main points of drugs used in psychiatry

Emphasize the differential diagnosis of somatoform disorders

Describe some major concepts of psychodynamic psychiatry

Hours in the Curriculum

The lecture is held for one semester, one hour/week

Method of Learning / Teaching

Method of teaching is verbal lessons. Slides which summarize the main teaching points of that lesson are shown by using computer power point system. Video recordings of some psychiatric patients, who show main signs and symptoms, are shown. Sample cases are introduced to reinforce the comprehension of lectures. Questions and interactions are encouraged.

Assessment Methods

Assessments are made by 1 midterm and 1 final examination. 5 multiple choice questions are asked**.**

Strengths

We believe that emphasizing main points of doctor-patient relationship and teaching the methods of understanding the underlying psychopathology of physical illnesses are beneficial for the students.

Weaknesses

The students are less interested with courses that are not considered as the main subjects of dentistry. Besides, lack of opportunity of any kind of practical lesson makes some theoretical lectures difficult to understand**.**

Innovations and Best Practices

Video recordings of some psychiatric patients are shown, in order to help the students to comprehend the theoretical lectures**.**

Plans for Future Changes

A curriculum specially designed for dental students may be formed.

Staff Name

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Bülent Cengiz MD

VISITORS COMMENTS

See comments at end of section

8.7 FORENSIC MEDICINE

Person who is responsible to explain this section to the visitors:

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FORENSIC MEDICINE (ADP-510)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
5th Year (1st Semester)	16	-	-	11	27	1	1

Introduction

Basic principles of forensic odontology and legal and ethic responsibilities of the dentists.

Primary Aims

To give a main knowledge about basic principles of forensic odontology and profession area.

To teach a legal and ethic responsibilities during occupational practise of the dentists.

Main Objectives

To learn a basic principles of forensic odontology and legal and ethic responsibilities during occupational practise

The subjects that are taught in this course is as the following:

Definition of forensic odontology, Dentistry and expertise

Forensic odontologic applications on human bodies and sceletal remains

Legal responsibilities of the dentists

Malpractice in dentistry

Deaths during dentistry applications

Age determination by teeth

The role of the dentist on the determination and prevention of child abuse and neglect

The denunciation role of the dentist in forensic cases

Hours in the Curriculum

Lectures: 1 hour per week in the first semester

Method of Learning / Teaching

Lectures and seminars

Power-point and video demonstrations

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam(40 %), with a test and writing exam

Strengths

Well organized lecture

Weaknesses

Lack of practice

Staff Name

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VISITORS COMMENTS

See comments at end of section

VISITORS COMMENTS

SECTION 8 HUMAN DISEASES

The range of topics covered within Human Diseases is generally appropriate for dental students, and the teacher of haematology whom we met was a committed teacher and ran the course specifically for the dental students. As has been noted already there appears to be a considerable degree of overlap of information, and a general lack of integration. This is costly of curriculum time.

We were pleased to hear that Cardio-Pulmonary Respiration (CPR) was compulsory for Year 5 students. Given the widespread potential value of these skills both intra- and extra-murally, introduction of CPR earlier in the course, and reinforcing on an annual basis should be considered.

There appears to be overlap of information in the Forensic Medicine area and in Section 16 – Ethics and Law.

The reported commitment of all the teachers in Human Diseases to the instruction of dental students is to be welcomed, this is strength.

SECTION 9

ORTHODONTICS AND PEDIATRIC DENTISTRY

9.1 ORTHODONTICS
9.2 PEDIATRIC DENTISTRY

9.1 ORTHODONTICS

Person who is responsible to explain this section to the visitors:

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Introduction

Relations of the primary and the permanent dentitions to the cranial and facial bones during their growth and development, diagnostic measures for harmonious and unsuitable relations are taught at the third year. Guidance of those relations, prevention, interception and orthodontic treatments are introduced in the forth year. Students visit orthodontic clinic as observers in the second semester of the third year and for clinical training in the forth and fifth year of the dental education.

Primary Aims

A graduated dental student should be able to guide a favourable occlusion and to diagnose and eliminate interrupting relations between the upper and the lower dental arches during primary, mixed and permanent dentitions or to refer to a specialist.

Main Objectives

Sufficient knowledge about the etiology of some preventable congenital disorders and treatment needs.

To guide a favourable occlusion and to diagnose and eliminate some of the functional and mechanical factors that interrupt the occlusion.

To be equipped with necessary knowledge about the general growth of a human being and its relation to facial bones and jaws for optimal treatment.

To possess sufficient knowledge about the etiology and the limits of skeletal and dental abnormalities and irregularities that should be directed to an orthodontic specialist. Sufficient courage to treat minor dental problems limited to one or two teeth with removable appliances.

Knowledge of orthodontics within the interdisciplinary treatment of growing child, young adolesant and adults is given.

Hours in the Curriculum

	3rd Year	4th Year	5th Year
Lectures	64 hrs/year	64 hrs/year	-
Clinical training	2nd Semester 16 hrs	80hrs/ year	80hrs/year
ECTS credits	5	7	4

Method of Learning / Teaching

Orthodontic theoretical courses took place at the 4th and 5th years. Students are introduced to clinical orthodontics in the second term of the third year. At the fourth and fifth, the students receive orthodontic clinical training, which is carried out with small student groups.

Theoretical Education: At 3rd and 4th year students take 64 hours theoretical courses, 2 hours per week.

More information on website:
www.dent.gazi.edu.tr/ests/ucuncusinif/ort300.htm
www.dent.gazi.edu.tr/ests/dorduncusinif/ort401.htm,
www.dent.gazi.edu.tr/ests/besincisinif/ort502.htm

Clinical Education: Students receive clinical training at small groups (8-10 students). The students exercise and implement model analysis, wire bending, simple removable appliances and treatment planning of cases. The students collect case records i.e. plaster casts, orthodontic anamnesis, dental/medical histories and examination. They prepare active and passive removable appliances under the supervising of postgraduate students. They also observe academic staff during their treatment.

The students in the 4th class receive an oral and written exam at the end of the year as a final exam. The students in the 5th class take an oral and written examination at the end of the clinical training.

Assessment Methods

3rd Year Assessment criteria	Percent (%)
Midterm exams	45
Quizzes	10
Homework	5 (cephalometric analysis, wire bending)
Other	--
Final exam	40

4th Year Assessment criteria	Percent (%)
Midterm exams	40
Quizzes	10
Homework	5 (model analysis, wire bending)
Other	5 (simple removable appliances)
Final exam	40

5th Year Assessment criteria	Percent (%)
Midterm exams	-
Quizzes	5
Homework	5 cephalometric and model analysis, treatment planning of cases
Other	10(functional and simple removable appliances)
Final exam	80

Strengths

A comprehensive theoretical course

Students have the opportunity of practical training with high number of patients' during their clinical education.

A favourable academic staff to student ratio.

Weaknesses

The curriculums do not give the opportunity to the students to follow-up the orthodontic cases. The lack of follow-ups is the main reason for the lack of confidence to practice orthodontics in their future dental career.

Inadequate physical area, insufficient number of materials and dental units.

The lack of sufficient number of qualified auxiliary staff.

Innovations and Best Practices

Since 2006, not only exams, but also homework relating wire bending, model and cephalometric radiograph analysis were added to student evaluation criteria. Evaluation of the learning outcomes and student work load brought a new perspective to our education.

Plans for Future Changes

A more student based and interactive education system

The students will be encouraged to give seminars with the aim of to assist their reading, research and working habits.

Computer supported training

Participation of the students to the research projects and to epidemiological studies of screening schools.

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Şükran DEMIR

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9.2. PAEDIATRIC DENTISTRY

Person who is responsible to explain this section to the visitors

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Fax:

Introduction

Paediatric dentistry is an applied clinical discipline in which basic knowledge of all dental as well as behavioural sciences are synthesized and applied to infant, children and adolescents. Department of Paediatric dentistry is concerned with prevention of dental caries, treatment of primary and permanent teeth, and pediatric dental trauma, restorative and prosthetic treatment, and prevention of periodontal diseases and malocclusion of the pediatric patient. Visiting paediatric clinic as observers in the 2nd semester of the third year, for clinical training in the forth and fifth year of the dental education.

Primary Aims

Knowledge, understanding and skills necessary to diagnose, prevent and treat all aspects of oral diseases in children and adolescents.

Main Objectives

At the end of the course a student should have the knowledge and skills according to established aims within the following:

Sufficient knowledge and understanding of the basic biomedical, technical and clinical sciences.

To understand the normal and pathological conditions relevant to Paediatric Dentistry and be competent to apply this information to clinical practice.

Manage comprehensive primary and paediatric care for patients.

Emphasized current concept of prevention and treatment of oral disease; and support the maintenance of systemic and oral health.

Hours in Curriculum

	3rd Year	4th Year	5th Year
Lectures	28	56	8
Courses/seminars			10
Clinical training		80	80
Skills laboratory	4		
Tooth tutoring in clinical training	60		

Methods of Learning / Teaching

At 3rd class students receive clinical training as groups of 12-14 students. The students exercise four handed dentistry, pit and fissure sealant and fluoride applications during their clinical training. In laboratory training, 1 hour per week during 4 weeks, all 3rd class students perform cavity preparations on primary teeth. The students receive a final exam at the end of the year.

4th class students receive clinical training as 12-15 groups of students. Each group visits Pedodontics, 20 hours a week. The students exercise patient treatment under the supervision of assistants. Furthermore, seminar listening in the first midterm and tutoring in the second midterm are performed. In each group, at the end of the clinical training, 3 lecturers perform the clinical exams via evaluation with standard forms. Practical exams are performed by slides of primary teeth at the end of the clinical training. The students receive a written exam at the end of the year.

5th class students receive clinical training as 8-10 groups of students. Each group visits Pedodontics, 20 hours a week. The students exercise patient treatment under the supervision of assistants. In each group, at the end of the clinical training, 3 lecturers perform the clinical exams via evaluation of the standard forms. Practical exams are performed by slides of primary teeth. Furthermore, the students receive a written exam at the end of the clinical training.

Assessment Methods

The success of the students in theoretical courses and clinical training is evaluated as depicted in the following table.

3rd Year **Assessment criteria**	**Percent (%)**
2 Midterm exams	20
Quizzes	10
Laboratory	10
Final exam	40

4th Year **Assessment criteria**	**Percent** **(%)**		
3 Exams (1 in 1st midterm,2 in 2nd midterm)	15		
Seminar listening/ (Tutoring)	15		
Final exam	Clinical Exam	Practical Exam	Written Exam
	10	10	20

5th Year Assessment criteria	Percent (%)		
Project/Seminar Preparation	20		
Final exam	Clinical Exam	Practical Exam	Written Exam
	25	25	30

Strengths

Sufficient number of patients

Sufficient number of staff

Stable and highly skilled dental team

Utilization of RVG and radiography

N_2O-sedation application

Dental technician

Audiovisual education system in waiting room

Special care of disabled child

Weaknesses

Need of general anaesthesia applications with the cooperation of Faculty of Medicine

Lack of computer based archive

Need of rotation of the postgraduate students at paediatrics, orthodontics and general anaesthesia

Innovations and best practice

Good clinical practice

Plans for Future Changes

Improved cooperation with the Department of Paediatrics

Four-handed dentistry

Operating theatre and general anaesthesia on day hospital basis for the disabled children

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VISITORS COMMENTS

See comments at end of section

VISITORS COMMENTS

SECTION 9 ORTHODONTICS AND PAEDIATRIC DENTISTRY

The Head of Department in Orthodontics has recently been appointed and is just settling into his new role. The stated aims of the course are in line with contemporary orthodontic undergraduate education, recognizing the limits of required undergraduate knowledge and skills in orthodontics.

Students are expected to contribute to the care of patients receiving orthodontic treatment using removable appliances, although, due to the block system, they are unable to see the complete treatment for any one patient. Students are also expected to construct and fit at least one removable appliance. Clinical work is supervised by postgraduate students and staff. The clinic facilities are showing their age and we were told that this clinic is to be refurbished in the near future.

In Paediatric Dentistry the waiting room has a television which shows tapes related to oral health of the child. The clinic is spacious and there is good support from the staff. Although there is a nurse to support the clinic, she rarely is able to assist students at the chairside. All contemporary procedures in paediatric dentistry are undertaken by students. Emphasis is placed upon behaviour management; however sedation using relative analgesia is only performed by the PhD students and students have limited opportunities to observe this.

Growth and development appears to be taught by both orthodontics and paediatric dentistry, and paediatric dentistry also supervises the provision of removable orthodontic appliances for Class I cases. There could be economy of effort by integration of certain aspects of both orthodontic and paediatric dentistry courses. Sensitivity in negotiations and maturity in decision making could result in an excellent programme in ‘dentistry for the child’. However, the physical separation of the two clinics within the structure of GUFD would make such integration a challenge. Students would benefit from a curricular change that permitted them to undertake longitudinal care of these patients – particularly in orthodontics.

SECTION 10

PUBLIC DENTAL HEALTH AND PREVENTION

10. PUBLIC DENTAL HEALTH and PREVENTION

Person who is responsible to explain this section to the visitors:

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Year	Departments	Lecture	Practice
5th	Pediatric Dentistry	9	24
5th	Orthodontics	4	9
5th	Oral and Maxillofacial Surgery	2	6
5th	Prosthodontics	3	9
5th	Periodontology	10	27
5th	Conservative Dentistry and Endodontics	4	9
TOTAL		32	84

Introduction

The public dental health course comprises a series of lectures and practical applications during the 5th year of the dental curriculum.

Primary Aims

Preconditions needed to perform clinical qualification:

To be knowledgeable about caries prevalence of Turkish children, infant oral health programmes, maternal and child nutrition for the prevention of dental caries, oral health motivation in children and their family, individual fluoride applications and fluoride receipt, fluoride toxicology, incidence and prevention of hypoplasia.

To learn; how to make become conscious of individuals and public about the periodontal diseases; indexes and methods that have to be used for epidemiological field studies; the effect of periodontal diseases to the common health.

To decide and to apply about the role of diet on decay, how to determine the individuals who have decay tendency and vaccine or not for decay

To get information about probable effects of the treatment that will be applied and the need that the dentist has to take care of during treatment planning of patient's oral conditions.

To know what kind of problems total and partial prosthetics might cause, how to take care of these problems and the maintenance of prosthetics.

The treat geriatric patient in a different condition.

To learn about early diagnosis and treatment methods at oral cancers and epidemiology of oral cancers.

Main Objectives

A graduated dentist must have a qualification that should raise the oral health of individuals, families and groups to a higher level.

Hours in the Curriculum

1 hour per week as a lecture in both semesters, 3 hours per week as practice in second semester

Method of Learning / Teaching

Lectures

Practical applications

Assessment Methods

Multidisciplinary written examination at the end of the semester.

Strengths

Fluoride solution programme has been performed by the Department of Pediatric Dentistry on children at primary schools in an epidemiological field study.

Multidisciplinary programme has been utilized.

Weakness

Shortage in practical applications in different age groups

Plans for Future Change

Education of public especially children

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VISITORS COMMENTS

See comments at end of section

VISITORS COMMENTS

SECTION 10 DENTAL PUBLIC HEALTH & PREVENTION

The visitors were told that the Dental Public Health teaching occurred through all departments in an integrated manner. This was in addition to the formal lecture and practical programme given in Year 5. It is always difficult to co-ordinate a thread of teaching like this but, if delivered in a consistent manner with clear messages, this could be an example of good practice. Dental Public Health would benefit from a closer link to Statistics (Section 5) and to Epidemiology (Section 16). This would allow the statistical examples to be based upon dental data, and for the students to be able to link this data to their clinical experience with greater facility.

SECTION 11

RESTORATIVE DENTISTRY

11.1 CONSERVATIVE DENTISTRY and ENDODONTICS
11.2 PROSTHODONTICS
11.3 DENTAL OCCLUSION

11.1. CONSERVATIVE DENTISTRY and ENDODONTICS

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Introduction

Conservative dentistry is concerning the etiology, pathology, diagnosis, management and prevention of pathoses including dental carries, abrasion, erosion, attrision, hypoplasia, hypocalcification, discoloring, and defects caused by trauma. It also includes esthetic, phonetic and fuctional rehabilitation of teeth and therefore restorative materials constitute an important part in this branch.

Endodontics is concerning the biology and pathology of the dental pulp and the periradicular tissues.The etiology, diagnosis, management and the prognosis of dental pulp diseases, injuries and periradicular region are also studied in this branch. The course is spanning from the 2nd to the 5th year (3rd to 10th semester).

Primary Aims

To introduce the student to dental structures, definition of caries, prevention and treatment of dental caries, cavity preparation techniques, liner and base materials, temporary restorative materials, restorative materials and their applications and develop clinical skills that will allow students to undertake the treatment of dental caries.

To provide knowledge of disease processes within dental pulp and periradicular region and develop clinical skills that will allow students to undertake endodontic treatment of non complicated root canals.

Main Objectives

The objectives of this course are to

Describe the embryology, structure and function of dental hard tissues and the pulp

Describe etiology, epidemiology, pathogenesis, prevention and management of dental caries

Describe etiology, epidemiology, pathogenesis, prevention and management of diseases of the pulp and periradicular region

Provide experience in the examination of patients and diagnosis of dental hard tissue, pulp and periradicular disease

Describe etiology and management of tooth discoloration

Provide instruction and experience of conservative treatment of dental caries and endodontic treatment.

Hours in the Curriculum

2nd year: 56 hr (Lecture), 112 hr (practicals), 82 hr (seminars), total of 250 hr

3rd year: 56 hr (Lecture), 70 hr (practicals), 74 hr (seminars), total of 200 hr

4th year: 56 hr (Lecture), 80 hr (clinical time), 39 hr (seminars), total of 175 hr

5th year: 160 hr (Lecture), 40 hr (clinical time), total of 200 hr

Method of Learning / Teaching

Formal lectures

Small group seminars

Laboratory-based classes teaching clinical and technical aspects

Supervised clinical practice

Assessment Methods

Group and individual exams (written or clinical) to assess performance in the theoretical and practical aspects of the subject.

Strengths

Conservative Dentistry and Endodontics Department has a lot of experienced lecturers.

Adequate number of dental units.

Clinical education is given to small groups of students.

Adequate number of patients.

Simulation laboratory for the preclinical education.

Weaknesses

Adequate education could not be given to patients on the subject of preventive dentistry because of the insufficient time.

Inadequate number of supporting staff (scavenging service).

Innovations and Best Practice

Public dental health practice.

Plans for Future Changes

Specific dental care for the disabled and geriatric patients.

Using the real-time visual education techniques.

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VISITORS COMMENTS

See comments at end of section

11.2. PROSTHODONTICS

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Introduction

The education in the Prosthetic Dentistry begins by the first year of the dental education. The main topic of the theoretical lectures and practical training is dental anatomy and physiology. In the second year the teaching of the prosthodontics is achieved by means of the following lectures: evaluation of the crown and bridge restorations, evaluation of the partial removable dentures, evaluation of the complete dentures, evaluation of the dental materials. In the practical training the techniques of modern clinical prosthodontics are demonstrated to the students by using plastic teeth and models. In the third year, prosthetic dentistry covers treatment planning and prosthesis design for all partially edentulous and edentulous patients. TMJ movement and occlusion are also thought theoretically in this year. The main topics of the course are functional anatomy of the masticatory system, occlusion, types and criteria of occlusion, the mechanics of the TMJ movement. In the third year prosthetic dentistry comprises courses with hands on experience in the laboratory on phantom patients in small groups. The students are prepared adequately for the clinical care of patients. The main topics of the fourth year are, to teach the prosthetic rehabilitation methods, diagnosis and treatment planning of complete, fixed and removable partial dentures, to prepare students for clinical applications and to demonstrate the clinical applications to the students. Fourth year students have to attend the clinic four hours a day for 20 work days. In this year the students have some credits to complete. These credits include: 4 complete dentures, 8 partial removable dentures, 5 crowns, 2 bridges and 1 post-core. In the fifth year the students have to attend four hours a day for 40 work days. Their credits include: 6 complete dentures, 10 partial removable dentures, 10 crowns, 10 bridges and 2 post-core. Maxillofacial prosthesis and implantology are the courses also given in the fifth year.

Primary Aims

To familiarize students with basic principles of prosthetic dentistry so that they can gain theoretical and practical knowledge in this field.

To provide a basic training for the students that will enable him/her to carry out prosthetic treatments satisfactorily in general dental practice.

Main Objectives

To give knowledge of anatomy, morphology and function of teeth, the stomatognathic system and adjacent craniomandibular structures

To teach the basic principles of partial, complete, fixed and immediate dentures

To familiarize students with the dental materials used in prosthetic dentistry and to teach basic knowledge about their chemical, physical characteristics and their correct processing.

To teach to use the new dental instruments and materials

To discuss disorders of the TMJ and occlusion. Aetiology, epidemiology, differential diagnosis and management of Temporomandibular dysfunction.

To familiarize students with the prosthetic indications in dental implantology.

To teach the treatment plan of dental implantology

To train the students to provide adequate services to patients and encourage them to continue with postgraduate studies.

Hours in the Curriculum

Discipline	Lectures	Practical exercises (Laboratory)	Clinical Training	Total Hours	ECTS Credits
Dental anatomy and physiology 1st year (1st and 2nd semester)	48	192		240	12
Dental Materials 1st year (1st semester)	16			16	2
Prosthodontics 2nd year (1st and 2nd semester)	64	256		320	16
Dental Materials 2nd year (1st and 2nd semester)	48			48	4
Prosthodontics 3rd year (1st and 2nd semester)	64	128	16	208	9
TMJ movement and occlusion 3rd year (2nd semester)	16			16	1
Prosthodontics 4th year (1st and 2nd semester)	64		80	144	7
Prosthodontics 5th year (1st and 2nd semester)			120	120	8
Maxillofacial Prostheses 5th year (1st and 2nd semester)	32			32	2
TOTAL (per year)	352	576	216	1144	61

Methods of Learning / Teaching

Pre-clinic laboratory demonstrations and exercises. In the third year, demonstrations are done in the pre-clinic phantom laboratory on phantom patients.
Clinical demonstrations, patient treatment under the supervision of assistants
Power-point and video demonstrations
Lectures and seminars

Assessment Methods

The success of the students in theoretical courses and clinical training is evaluated as depicted in the following table.

1st year Assessment criteria (Dental Materials)	Percent (%)
Midterm exams	42
Quizzes	9
Laboratory work	9
Final exam	40

1st year Assessment criteria (Dental anatomy and physiology)	Percent (%)
Midterm exams	24
Quizzes	18
Laboratory work	18
Final exam	40

2nd year Assessment criteria (Dental Materials)	Percent (%)
Midterm exams	42
Quizzes	9
Laboratory work	9
Final exam	40

2nd year Assessment criteria (Prosthodontics)	Percent (%)
Midterm exams	24
Quizzes	18
Laboratory work	18
Final exam	40

3rd year Assessment criteria (Prosthodontics)	Percent (%)
Midterm exams	24
Quizzes	18
Laboratory work	18
Final exam	40

3rd year Assessment criteria (TMJ movement and occlusion)	Percent (%)
Midterm exams	48
Quizzes	12
Final exam	40

4th year Assessment criteria (Prosthodontics)	Percent (%)
Midterm exams	60
Final exam	40

5th year Assessment criteria (Prosthodontics)	Percent (%)
Final exam	100

5th year Assessment criteria (Maxillofacial Prostheses)	Percent (%)
Midterm exams	42
Quizzes	9
Home work	9
Final exam	40

Strengths

In the third year of prosthodontic education, students work on realistic simulation models (phantom patient) in small groups.

Sufficient amount of patients and cases for the clinic students

Student/research assistant ratio is one to two in the clinics

Sufficient number of academic staff

The facilities of the prosthodontic clinics are adequate

Weaknesses

Because of the large number of students, the expenses of the prosthodontic department are more than the incomes

Innovations

Multimedia presentations

To improve work in the field of implantology

Plans for Future Changes

Exchange of experiences with colleagues from other European universities

Upgrading the equipment and materials used by the clinic classes

To have a well equipped research laboratory

To give chance to all pre-clinic classes to work on simulation models.

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VISITORS COMMENTS

See comments at end of section

11.3. OCCLUSION and FUNCTION of THE MASTICATORY SYSTEM

Occlusion and function of the masticatory system form part of the teaching in Prosthetic Dentistry during the 3rd year. The subject is developed from the anatomy of the masticatory system through the function of that system to the diagnosis of TMJ disorders and orofacial pain.

VISITORS COMMENTS

SECTION 12: CONSERVATIVE DENTISTRY, PROSTHODONTICS AND DENTAL OCCLUSION.

The visitors were impressed by the excellent atmosphere and the number of staff. This is confirmed by the students who commend the valuable supervision of the clinical training. As in many European countries where the programme is departmentalised, staff give great importance to the memorisation of the theoretical content. Although there is a good relationship between the staff and the students, the visitors recommend a shift from a traditional teacher-oriented curriculum towards a student-oriented approach in order to develop the creativity and self directed learning skills of the students. Eliminating all lectures dealing with practical issues of restorative dentistry and restructuring the programme, to include case studies and clinical situations as triggers, is the starting point for increasing the quality of the construction of knowledge by the students. The teachers should act as facilitators in this process. Restructuring the course will release considerable free time for self study and create opportunities for updating the scientific content of the course.

The visitors agree with the endodontic staff and recommend a substantial preventive approach.

The clinics are spacious and clean. The future project for a central sterilisation unit will be very helpful for a rationalisation of procedures such as asepsis and ergonomics and the screening of the instruments which are used by the students and staff

SECTION 12

PERIODONTOLOGY

12. PERIODONTOLOGY

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Introduction

The aim of the periodontal curriculum is to insure that dental students acquire the most current knowledge and skills in Periodontics and train to the highest standards of patient-centred care to meet the changing needs of a diverse population. Main emphasis on periodontal training is at the 3rd, 4th and 5th year of the dental curriculum. (5th through 10th semester). The course comprises theoretical lectures and practical exercises. The department of periodontology also offers postgraduate theoretical and clinical education since 1983.

Primary Aims

The students should have a broad basic scientific knowledge of periodontology, as well as clinical expertise in the presentation, diagnosis and treatment of early and moderate periodontal diseases and integrate this knowledge within the whole dental care.

To prepare students at the pre-doctoral and postdoctoral levels with intensive knowledge of clinical periodontics and implantology.

Main Objectives

Students should have the knowledge of:

The development, anatomy and physiology of the periodontium

The etiology and epidemiology of periodontal diseases

The microbiology, immunology and pathogenesis of periodontal diseases

Relationship between periodontal diseases and general health, treatment of medically compromised patients

Clinical and radiographic and other diagnostic techniques of periodontal diseases, index systems

Surgical and non-surgical treatment approaches of periodontal diseases

Prevention of plaque accumulation and periodontal diseases

The treatment planning, prognosis and supportive periodontal care of periodontal diseases

The treatment planning, placement and maintenance of implants

The interaction of periodontics with other specialties and general dentistry

To train

A clinically proficient, scientifically orientated, and ethical periodontists

Hours in the Curriculum

	3rd year	4th year	5th year
Lectures	64h per year	64h per year	
Courses/seminars		20h per year	20h per year
Clinical training	16h per year	80h per year	80h per year
Independent study	One day per week		
ECTS credits	5	7	4

Methods of Learning / Teaching

Lectures: Theoretical knowledge

Introduction to clinical practice: At the second semester of the 3rd year, they follow a special training program using phantom-heads at simulation laboratory. Besides clinical simulations, as a part of clinical practice students perform periodontal examination on each other and also observe and learn clinic behaviours by following seniors.

Clinical practice: At the fourth and fifth years the whole class is divided into groups of about 9-13 students. Each group visits Periodontology, 20 hours a week, in four week blocks in both years. Clinical studies comprise clinical demonstrations, interactive seminars, teamworks (seminars and projects) and supervised clinical patient care (patient treatment experience in at least 18 cases per year).

Assessment Methods

3rd Year:

Laboratory work	Quizzes	Seminar	2 midterm exams	Final Exam
%10	%10	%10	%10	%10

4th Year:

Clinical practice	Project	Seminar	2 midterm exams	Final Exam	
%10	%13	%7	%30	Oral Exam	Written Exam
				%20	%20

5th Year:

Clinical practice	Quizzes	Other	Seminar	Final Exam	
%20	%20	% 10	%10	Oral Exam	Written Exam
				%20	%20

Other: Additionally, both the student's acquired skills and theoretical knowledge are assessed during clinical activity.

Strengths

Well trained and experienced academic staff
There are good clinical facilities, digital radiography and an adequate supply of patients
Students actively participate in the learning process by preparing seminar on scientific topics
Clinical related lecture subjects are given again as brush up in each group
Ongoing research projects

Weaknesses

Especially in complex periodontitis patients students only see the short-term results of periodontal treatment and are involved only in assistance during periodontal surgery.
The lack of computer based archive system for patients
Lack of chairside dental nursery and hygienist support, as these two professions have not been described and recognised legally in the country.

Innovation and Best Practices

Periodontal curriculum newly revised and new subjects were added.
A new simulation laboratory for the 3rd year students.
4th year students included into research projects.
To support the clinical activities, learning outcomes and competences emphasized.
Attempts are being made to monitor students' feedback about the lectures.

Plans For Future Changes

To improve performance, student questionnaires are planned to assess the quality of clinical practice.
The attendence of students to basic surgical procedures
Evidence-based dentistry and encouraging students to rely on primary sources of knowledge as much as possible.

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VISITORS COMMENTS

See comments at end of section

VISITORS COMMENTS

SECTION 12 PERIODONTOLOGY

The periodontology department is clearly a vibrant department with enthusiastic and committed teachers amongst the staff and PhD students.

In comparison with many other European countries, the absence of dental hygienists who can give oral hygiene instruction and scale and polish teeth, puts the GUFD dental students at some disadvantage in terms of understanding and adopting a modern dental team approach to Periodontology. However, the visitors fully understand and accept the reasons why this situation exists.

The timetable for attendance on the clinic limits the opportunity for students to follow up their patients in the long-term and hence understand the characteristics of the natural history of the disease at first hand.

It is encouraging that the department plans to move towards some student-centred learning activities, if this were to be combined with integration across departments the dental course as a whole would be strengthened.

SECTION 13

13.1 ORAL AND MAXILLOFACIAL SURGERY and ORAL MEDICINE
13.2 ORAL DIAGNOSIS AND RADIOLOGY

13.1. ORAL and MAXILLOFACIAL SURGERY

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Introduction

The basic course in oral and maxillofacial surgery deals with removal of wisdom teeth, preprosthetic surgery, dental implant surgery and associated bone grafting, orthognathic surgery, facial trauma surgery (facial bone fractures and injuries), surgery of cysts of the jaw and mouth, surgery of odontogenic and non-odontogenic tumours, reconstructive surgery, treatment of the oral diseases, cleft lip and palate surgery, treatment of the temperomandibular joint disorders Main emphasis on oral and maxillofacial surgery training begins at the 3rd , 4th and 5th year of the dental curriculum.

Primary Aims

Teaching diagnosis of general and oral cavity diseases

Training the students to perform minor oral surgery procedures such as simple extractions, surgical flap techniques, biopsies and treatment planning.

To cope with the complications

To teach postoperative follow-up.

To give knowledge for referring the patient to a specialist if necessary

Main Objectives

Theoretical lectures about anaesthesia and oral surgical procedures

Demonstration of these concepts

Evaluate the patient and planning the treatment protocol

Topical, local and regional anaesthesia techniques

Routine tooth extractions and managing the complications

Surgical extractions using flap techniques

Proper use of antibiotics, analgesics and other medical agents

Prescription of necessary medications in oral surgery

Postoperative care of patients

Odontogenic infections including treatment, complications, postoperative care and indications for referral to hospital if needed

Traumatology, dentoalveolar and maxillofacial trauma including oral and perioral soft tissue injuries

General diseases with oral manifestations

Hours in the Curriculum

	3rd Year	4th Year	5th Year
Lectures	64 (Oral and Maxillofacıal Surgery) 32 (Dental Anaesthesiology)	32 (Oral and Maxillofacial Diseases) 64 (Oral and Maxillofacıal Surgery)	32 (Oral and Maxillofacial Surgery) 32 (Maxillofacial Surgery)
Courses/seminars	Two weeks per year (observer)		One hour per day clinical seminars
Clinical training	Two weeks per year (16)	80 per year	160 per year

The program starts in the third year of dental education. Lectures are given as oral surgery and dental anaesthesiology courses. Local and regional anaesthesia techniques and their complications, principles of simple oral surgery techniques exodontics are taught first. Students also are taught how to take medical and dental history of oral surgery patients. They also learn, if the patient has a local or systemic disorder, how to deal with it and make the consultation Using medications in oral surgery are learned in this year, too. In addition students join the clinical work 16 hours a whole year.

In the fourth year, there are 3 hours of theoretical lessons per week (96 h per year) and one month of clinical practice (80 h per year). The etiology, pathogenesis, clinical and radiographic findings, diagnosis, differential diagnosis, treatment and recurrence potential of the cysts and cyst like lesions of the jaws and the infections occurred by specific agents in oral and maxillofacial regions and treatment of these conditions are taught in this year. This year minor oral surgical procedures are taught theoretically. The students may then perform local anaesthesia and simple routine tooth extractions under very close supervision.

In the fifth year, the students have to attend 2 hours of theoretical lessons per week (64 h per year) and there are two months of clinical training (160 h per year). In this year, advanced oral surgical techniques, traumatology, dental implantology, principles of orthognathic surgery, TMJ disorders, pain and pain diagnostics, oral cancer and precancer diagnostics are taught. In addition to the procedures that were carried out in fourth year, more complicated surgical extractions and suturing techniques are done in the clinical work program.

Method of Learning / Teaching

Lectures
Seminars
Small group teaching with participation by several lecturers
Applications on the models
At the 5th year, observation and assisting the operations.
Surgical training (root extractions, simple impacted third molar surgery, suturing techniques)
Application of IV and IM injection methods on models

Assessment Methods
Periodic written exams.
Continuous assessment during clinical work beginning from the 3rd year
Quizzes during the clinical courses.
Seminars in the 5th year.

Strengths
Detailed lectures are given
There are sufficient number of lecturers and research assistants

Weaknesses
Clinics and the operating rooms need to be restored.

Innovations and Best Practices
Performing dentoalveolar and different cases of maxillofacial surgery via an audio-vision system supply an excellent view for the students. Lectures and seminars can be performed with the support of these image transfer systems.

It has been planned to facilitate an operating theatre for operating under general anaesthesia.

Plans for Future Changes

New clinic and update operating theatre that will serve as day hospital basis planned within the restoration and development project of GUFD which will expected to established soon.

Training the students to be more competent in practical applications.

The Ph.D. degree of Oral and Maxillofacial Surgery in Turkey is accomplished after a 4-5 year post-graduate program. Oral and Maxillofacial Surgery is not a major hospital speciality in Turkey, as hospitals are not staffed with maxillofacial surgeons. Severe trauma cases and extensive operations of the orofacial region are usually undertaken by the hospital surgery disciplines related to maxillofacial surgery rather than by trained maxillofacial surgeons. The establishment of a common place for Department of Maxillofacial Surgery, Faculty of Dentistry and Otolaryngology Service at Faculty of Medicine is attempted to deal with this problem and serve better.

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VISITORS COMMENTS

See comments at end of section

13.2. ORAL DIAGNOSIS and RADIOLOGY

Person who is responsible to explain this section to the visitors:

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Introduction

Theoretical lectures and practical education are given at the 3rd and 4th years, while only practical education is given at the 5th year. In the 3rd year, the essential concepts of taking the patients history and physical examination of the oral cavity, head and neck are taught in addition to the basic intraoral radiographic techniques. In the 4th year, the students learn the clinical stages of how to examine patients and to diagnose pathologies localized in the oral cavity. In the 5th year, the students learn and practice the differential diagnosis and treatment planning.

Primary Aims

To teach diagnosis of dental and oral diseases by means of extraoral, intraoral physical examination methods and radiographic images and treatment planning.
Understanding the biological effects of ionizing radiation, protection from the harmful effects of radiation and the assessment of anatomical and pathological structures at radiographs.

Main Objectives

A student who has completed this course should be able to,
Examine the oral cavity, teeth and associated structures properly with physical examination.
Diagnose anatomical structures and pathological diseases associated with the oral cavity.
Differential diagnosis and treatment planning.
Take radiographs with sufficient image quality for diagnosis
Decide which radiographic technique should be used for diagnosis of pathological diseases.
Differentiate artefacts from anatomical and pathological images.

Hours in Curriculum

Category	Hours (Per Year)
Lectures 3rd year	32
Lectures 4th year	32
Clinical Practice 3rd year	16
Clinical Practice 4th year	80
Clinical Practice 5th year	80

Methods of Learning / Teaching

Lectures and practical clinical experience are given to the 3rd and 4th year students and group seminars and practical clinical experience are given to the 5th year students.

Assessment Methods

Theoretical and practical perfection is assessed by student record books and exams.

Strengths

A vast number of patients are accepted to our clinics and the students have the opportunity of the clinical and radiographic examination of these patients.

Weaknesses

Need of more radiology technicians.

Innovations and Best Practice

Routine use of automatic processing machines.

The use of digital imaging techniques.

Student record books of clinical and radiographical practice are provided and given to students.

Plans for Future Changes

The use of computerized tomography and ultrasound devices.

To use duplicators for archives.

To take smears from patients in the Oral Diagnosis clinic.

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VISITORS COMMENTS

Section 13 ORAL and MAXILLOFACIAL SURGERY

The department has a large number of very committed staff with a strong wish to develop undergraduate education in a student-centred direction. It seems to us that it is the only department that has implemented formative assessment as part of the examination process. This must seen as an example of good practice and these experiences could be transferred to other departments. The student self-assessment is noteworthy as is the presentation of competency criteria to students prior to the start of the course.

Another good example from this department, as observed by the visitors, is the small group teaching with participation from several lecturers. The participation of lecturers from several departments can serve two aims; integration of different subjects to strengthen a holistic and integrated view of dental profession, and staff development.

For the future we recommend a closer collaboration with the department of oral diagnosis and oral radiology and oral pathology to strengthen the diagnostic side of the process from seeing the patient for the first time to the treatment procedure.

ORAL DIAGNOSIS and ORAL RADIOLOGY

Due to the large number of patients accepted into the department of oral diagnosis every day the students have a great opportunity to experience a variety of dental pathological conditions. The oral radiology department is equipped with both analogue and digital techniques and there is also the possibility to perform tomographic examinations, which is a strength especially with the expanding treatment with dental implants. A weakness though might be that the large number of patients leads to a shortage of time for discussion with the students about diagnostics and its relationship to treatment and prognosis.

A recommendation for the future would be to make greater efforts for integration between different diagnostic disciplines as well as between oral radiology and the therapeutic disciplines. This could be performed in lectures as well as at chairside.

SECTION 14

GENERAL PATHOLOGY AND ORAL PATHOLOGY

14.1. GENERAL PATHOLOGY and ORAL PATHOLOGY

Person who is responsible to explain this section to the visitors:

Name: Prof Tülin Oygür

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Introduction and Curriculum

Pathology lessons take place in the 3rd and 4th years. In the first semester of year three the courses are 2 hours per week while in the second semester it is 3 hours. Through the third year the course is general pathology; principal cellular mechanisms, immunity, neoplasia, autoimmune diseases and some known and frequent diseases are explained and studied. Fourth year consists of oral pathology and students are expected to attend two hour courses each week through both semesters. Oral pathology is studied; most common oral lesions are explained including neoplasias and premalignant lesions.

Primary Aims

To make students acquainted with the pathogenesis of the common systemic and oral lesions they may observe through their professional lives. In these courses microscobic aspects of the diseases are particularly introduced to the students.

To give the knowledge and responsibility for inspection and examination of oral cavity as well as adjacent areas and their diseases.

Main Objectives

For General Pathology the objective is to give an understanding of the basics behind clinical and radiological appearances of diseases and explain mechanisms behind etiology and pathogenesis;

Immunity and inflammation (acute/chronic inflammation mechanisms, Hypersensitivity, autoimmunity and autoimmune diseases)

Hemodynamic Disorders (thrombosis, shock)

Pathogenesis of main systemic diseases (Diabetes, Atherosclerosis)

Neoplasia (cellular mechanisms of tumour development, growth, metastasis, invasion as well as nomenclature and clinical approach)

For Oral Pathology year the objective is to make students acquainted with the pathology of specific selected lesions and conditions of;

The periodontium (tumours and inflammatory conditions)

Oral mucosae (tumor like conditions, premalignant lesions, tumours, infections, vesiculobullous diseases)

The Jaw bones (tumours, developmental anomalies, infectious conditions, odontogenic cysts)

Salivary glands (structure, tumours and inflammatory conditions)

Hours in the Curriculum

	3rd Year 1st semester	3rd Year 2nd semester	4th Year 1st semester	4th Year 2nd semester
Lectures (hours per week)	1	2	1	1
Lab practice	1	1	1	1
Total hours of lectures	2	3	2	2

Method of Learning / Teaching

Lectures

Clinicopathological slideshows at end of every 4-5 lessons

Laboratory Practice

Assessment Methods

Written exams at the end of each semester

At least one additional quiz per semester

Final examination for the whole year's subjects

In addition slideshows are performed as interactive lessons testing histopathologic approaches and level of knowledge of the students.

Strengths

Histopathologic information, classifications, genetic research results of consideration are updated and implemented each year.

New and efficient technical equipment that can be used both for studies and lessons. (Camera systems, microscopes, slide viewers)

Due to technological equipment it is possible to modify the contents of the lessons from present or past cases of the department, hence good and efficient case presentation.

The only oral pathology department established in a dental school and the unique graduate programme that leads to Ph.D. in the country. Molecular pathologic techniques including PCR, in situ hybridisation are used both for diagnosis and research. Also macroscobic evaluations can be assisted by image analysis and various camera systems. The department serves as a reference unit not only for Ankara but also throughout the country. Since training of the staff accomplishes together with the pathology department of the school of medicine, department of oral pathology has very close relationship with so-called department which provides the ease of consultations and a sound knowledge of general pathology.

Weaknesses

Insufficient space for laboratory. Slideshows are possible only in classes. Limited number of microscopy application lessons. Students cannot participate in research or practices of the department.

Innovations and Best Practices

Case studies or presentations/seminars with the student's participation is being organised and is underway.

Plans for Future Changes

With implementation of the new laboratory designed specifically for Pathology and Microbiology, future courses will prove to be much more efficient and applicable. Students will be encouraged to participate in different levels of ongoing research projects.

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VISITORS COMMENTS

See Comments in Section 7 (Page 99)

SECTION 15

15.1 IMPLANTOLOGY
15.2 FIRST AID and DENTAL EMERGENCIES

15.1. IMPLANTOLOGY

Person who is responsible to explain this section to the visitors:

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IMPLANTOLOGY (MPL 520)								
Semester	Teaching Methods						Credits	
	Lecture	Recite	Lab	Project/Area Work	Other	Total	Credit	ECTS Credit
5th Year 2nd semester	16	-	-	-	9	25	1	1

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites are needed.

The course contents: Introduction of implantology, history and types of implants.

Primary Aims

Introduction of implantology, history and types of implants. Indications, complications and applications of different implant systems.

Evaluation of the patients, indications, contraindications; surgical approaches, complications and management of complications. The features of periimplant tissues will be learned in comparison to periodontal tissues. Treatment concepts of partially edentulous patients will be evaluated including dental implant therapy. Causes and treatment concepts of periimplant infections will be learned

Main Objectives

Introduction of implantology, history and types of implants, periodontal tissues and their counterparts around dental implants. Anatomy, histology and physiology, evaluations of patients, indications and contraindications, evaluations of patients, indications and contraindications, Evaluations of patients and prostetic indications, surgical applications.

Dental implant therapy in partially edentulous patients, type of implant abutment, statics of implant abutment, principles of planning and occlusion, prevention of periimplant tissue healing and supporting treatment, complications and implant failure, Surgical complications and management, biological complications around dental implants and their treatment, complications and management of implant abutment.

Hours in the Curriculum

Lectures: 1 hour per week in the second semester

Method of Learning / Teaching

Power-point and video demonstrations

Lecturers and seminars

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam (40 %), with a test and writing exam

Strengths

This course has high level of tutorial support and, there is a good balance between the course and its relevance to dentistry

Weaknesses

Lack of practice of the students

Plans for Future Changes

A separate multidisciplinary implantology unit.

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VISITORS COMMENTS

See comments at end of section

15.2. FİRST AİD AND EMERGENCY TREATMENT

Person who is responsible to explain this section to the visitors:

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FIRST AID and EMERGENCY TREATMENT (ACL 500)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab	Other	Total	Credit	ECTS Credit
5th Year 1st and 2nd Semester	32	-	-	18	50	2	2

Introduction

Basic Life Support, Transportation techniques and first aid for injured patients, bleeding control, first aid in environmental emergencies, allergic reactions

Primary Aims

Learn and develop basic skills in Basic Life Support

Learn basic principles about life saving procedures

Learn first aid techniques about common acute illnesses and injuries

Main Objectives

Learn basic principles of basic life support and apply cardiopulmonary resuscitation (CPR)

Carry patients in an appropriate way

Control bleeding in an appropriate technique

Hours in the Curriculum

Lectures: 1 hour per week in the first and second semester

Method of learning/teaching

Power-point and video demonstrations

Lecturers and seminars

Assessment Methods

The assessment includes one midterm exam (50%), other (Performing Basic Life Support and IM, SC, IV drug administration on manikin) (10 %), and a final exam (40 %), with a test and writing exam.

Lack of mockup models for CPR, venipuncture like maneuvers

Staff Name

Ayfer Keleş, MD Assist Prof

VISITORS COMMENTS

SECTION 16 IMPLANTOLOGY, FIRST AID and DENTAL EMERGENCIES

The course in implantology consists of 16 lectures during the last semester of the undergraduate course. The primary aims and main objectives of the course content are within the field of implantology. As this field is a clear multi-disciplinary area it could be recommended that teachers from other departments, for example oral diagnostics and radiology, oral and maxillofacial surgery, prosthodontics, also are involved. This is probably an expanding field and many schools in Europe are in a similar situation as GUFD, being at the beginning of implementing learning outcomes within the field of implantology.

First aid and emergency treatment is taught in lectures and seminars during the first and second semester of the last year. It is important that students gain knowledge and become competent to carry out resuscitation techniques and immediate appropriate management of medical emergencies that may occur in the course of dental practice. As these situations occur less often it is sometimes hard to maintain knowledge and skills within the field. One way of doing it may be to repeat practice during the course, and if this is to be done, introduction must be earlier in the course than during the fifth year.

SECTION 16

BEHAVIOURAL SCIENCES

16.1 BEHAVIOURAL SCIENCES
16.2 ETHICS and LAW
16.3 OFFICE MANAGEMENT and ERGONOMICS
16.4 EPIDEMIOLOGY

16.1 BEHAVIOURAL SCIENCES

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BEHAVIORAL SCIENCES (DBL 100)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab.	Other	Total	Credit	ECTS Credit
1st Year (1st and 2nd semester)	32	-	-	18	50	2	2

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed**.**

The course contents: Basic concepts, fields, methods and theories of psychology, developmental psychology (basic concepts of development, cognitive development, personality development, moral development, differents at interpersonal), the psychology of learning (basic concepts of learning, conditioned reflex, operant conditioning, observational learning) motivation, excitement, sensation and perceive, the communication of psychology

Primary Aims

Examination basic concepts and fields of psychology.

Main Objectives

Students will

understanding basic concepts, fields and importance of psychology,

understanding basic concepts of development,

understanding basic concepts of learning,

practice to life concepts of development and learning,

appreciate of communication and practice of communication skills,

obtain knowledge to relating to self and others,

obtain knowledge, skill, attitude and behaviors to adaptation environment.

Hours in the Curriculum

Lectures: 1 hour per week in the first and second semester

Method of learning/teaching

Lecturers and seminars with Power-point and video demonstrations

Assessment methods

The assessment includes one midterm exam (60 %) and a final exam (40 %), with a test and writing exam

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VISITORS COMMENTS

See comments at end of section

16.2 ETHICS AND LAW

16.2.1 HISTORY OF DENTISTRY AND ETHIC PRINCIPLES

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HISTORY OF DENTISTRY AND ETHIC PRINCIPLES (DTE 110)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab.	Other	Total	Credit	ECTS Credit
1st year (1st semester)	16			36	52	1	2

Introduction

The main aim of this course is to inform the first year students about the history and development of dentistry from ancient times up today and to teach ethical principles . The course takes place in the first term of class 1. It is a 16 weeks course, 1 hour lecture each week.

Primary Aims

To introduce the undergraduates about thedevelopment of dentistry.

To give basic principles of ethic principles.

Main Objectives

The main objectives of this course is to teach;

Dentistry in 7 th - 15 th Centuries.

Dentistry in 16 th Century.

Dentistry in 17 th century.

Dentistry in 18 th century.

Dentistry in 19 th – 20 thcentury.

Dentistry today.

Hours in the Curriculum

In the first term of 1st year: 16 hr (Lecture)

Method Of Learning/Teaching

Formal lectures

Small group seminars

Group discussions

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam (40 %), with a test and writing exam

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VISITORS COMMENTS

See comments at end of section

16.2.2 DEONTOLOGY

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DEONTOLOGY (DNT 120)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab.	Other	Total	Credit	ECTS Credit
1st Year (2nd semester)	16			36	52	1	2

Introduction

The main aim of this course is to inform the first year students about the science of medicine and principles about being a doctor. Ethical interrelations between dentists, patients and staff is also major concern of this programme.

Primary Aims

To introduce the first year students some principles of dental ethics and law.

To inform about responsibilities of dentists.

Main Objectives

The main objectives of this course is to teach;

Clinical method in medicine.

Features of dentistry.

Responsibilities and quality of dentists.

Dentist-patient relations.

Application of ethic principles into dental cases.

Patients rights and duties of health professionals.

Hours in the Curriculum

In the second term of 1st year: 16 hr (Lecture)

Method of Learning/Teaching

Formal lectures

Small group seminars

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam (40 %), with a test and writing exam

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VISITORS COMMENTS

See comments at end of section

6.2.3 DENTAL DEONTOLOGY

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DENTAL DEONTOLOGY (DNT 510)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab.	Other	Total	Credit	ECTS Credit
5th year (1st Semester)	16			11	27	1	1

Introduction

It's a single semester course taught at the 5th year of dental education. The language of the course is Turkish.

Primary Aims

The course has particular strengths in the general information on legal and ethical issues affecting dentists; the evolution of ethical issues in biomedical sciences; oral health in the public health, and the medical and dental jurisprudence and code of ethics of Turkish Dental Association. In addition, basic themes and major works in Dental directives and Ethics are also reviewed. After an overview of the course, we will examine a number of theoretical and substantive issues in the area of the law of medicine. We will start off by considering various conceptions of oral health, disease, and the health sciences and their relationship to the society.

Main Objectives

The first objective of the course is to familiarize students with the basic concepts and approaches within medical sciences and to help students to develop an ethically understanding of medical issues.

The second objective is to help students to understand medical issues in the medicine in the light of the theoretical framework mentioned above. This course seeks to bring ethical perspectives to bear on contemporary health issues and, to explore specific themes and issues in the dental ethics and law.

To give the students the ability to resolve possible ethical dilemmas.

Educational Objectives

awareness of normative dimensions

moral sensitivity

good conduct

identification of moral issues

knowledge/information

understanding/explaining

analysis /reasoning

justification /argumentation

critical reflection

Hours in the Curriculum

1 hour in the week. Total number of credit points: 1

This course is a one semester course which consists of 14 weeks. Topics to be covered are as follows:

Hours	Topics
1,2	Introduction; medical ethics, dental ethics, deontology, concepts of health and disease
3	Recently Dominant Ethical Theories
4,5	Patient and dentist relationship, principles of medical ethics, Hippocratic oath.
6	Dentist– Patient Models and Patient Autonomy
7	Informed Consent and Malpractices of medical sciences
8	The Critical Assessment of Competing Ethical Theories in Contemporary Medicine
9,	The Law of Turkish Medicine
10	The Relationship Between Art and Medicine
11, 12	Medical Ethics and Human Rights form an integral part of the history,
13, 14	The Relationship Between Law and Medical Ethics and International Medicine Law

Method of Learning/Teaching

The course will consist of lectures, class discussions, and reading assignments.

Assessment Methods

Students will be responsible from all textbooks and articles. However, some supplementary books, which are listed above, are also suggested. Students are encouraged to make extra readings. Class participation is a vital component of this course. Students are expected to attend classes regularly. At least 70 % attendance is required. Students are expected to read the assigned material in advance to be ready to participate to class discussions. Each student will be evaluated according to his/her performance during class discussions and Multiple Choice test

Strengths

World Future Society has published the top 10 skills for the future and the most important skill is work ethics. In an era where ethics became the most important skill for any profession, dental ethics has for sure a vital place in dental education and effect on people's lives. Not only has it affected the current generations but also future generations as well. As a final word, we suggest that dental ethics education should have an important place in dental education. We believe that this experience will be helpful for the students in their career.

Weaknesses

Evaluation of the Students; Attendance and Multiple Choice test because there are 85 students. I believe that, evaluation of the student; the students must be made write an article and present it at the end of the year. They must be assisted according to their performance during their presentation

Innovations and Best Practices and Plans for Future Changes

Case reports and current jurisdiction shall be integrated in the lecture

Staff Name

Nesrin Çobanoglu, MD, Ph.D Assoc. Prof. nesrinc@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

16.3 OFFICE MANAGEMENT AND ERGONOMICS

Person who is responsible to explain this section to the visitors

Name: Assist. Prof. Özgür TOPUZ

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Fax: +90 312 2239226

OFFICE MANAGEMENT AND ERGONOMICS (ERG 510)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab.	Other	Total	Credit	ECTS Credit
5th Year (1st semester)	16			9	25	1	1

Introductıon

The main aim of this course is to inform the final year students about the formal procedures and regulations of a dental office constitution. The course takes place in the first term of class 5. It is a 16 week course, 1 hour lesson each week.

Prımary Aıms

To introduce the undergraduates about the necessities of dental office constitution,

To discuss and experience the management of a dental clinic. Students will learn to manage and coordinate a business in health sciences, and a team of health personnel. Get the ability to communicate well with colleagues, and other health professionals.

Main Objectives

Inform student about doctor-staff relations.

Inform student about staff-patient relations.

Dental office constitution procedures.

Dental office management.

Financial relations.

Arrangement of a dental office, interior designation.

Hours in the Curriculum

In the first term of 5th year: 16 hr (Lecture)

Method of Learning/Teaching

Formal lectures

Small group seminars

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam (40 %), with a test and writing exam.

Strengths:

Since this course moved to the 5th year of dental education recently, future dentists are more familiar with the context of the course while busy with dental office preparations.

Innovations and Best Practice:

Curriculum content will be enriched with entries Entrepreneurship and management of health related business.

Staff Name

Özgür TOPUZ, Ph.D., Assist. Prof., . topuz@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

16.4 EPIDEMIOLOGY

Person who is responsible to explain this section to the visitors

Name: Lecturer, M.Necmi İLHAN Gazi Universiyt, Faculty of Medicine, Department of Puplic Health

E-mail:

Fax:

EPIDEMIOLOGY-EPD 110							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab.	Other	Total	Credit	ECTS Credit
1 st Year (1st semester)	16	-	-	34	50	1	2

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites are needed.

The course contents are: Usage of epidemiological methods; rate, ratio, proportion, prevalence, incidence concepts; epidemiological measures, Strategy of epidemiology, Descriptive studies, Cross-sectional studies; Case-Control studies; Cohort studies, Interventional Studies, Planning an epidemiological study, Data sources in epidemiology

Primary Aims

The course objectives: To gain knowledge about epidemiological research methods to the participants

Main Objectives

To describe the usage areas of the epidemiological researches; to describe the basic epidemiologic measures; to choose the convenient epidemiologic method; to design an original epidemiological study

Hours in the Curriculum

Lectures: 1 hour per week in the first semester

Method of learning/teaching

Power-point and video demonstrations

Lecturers and seminars

Assessment methods

The assessment includes one midterm exam (60 %) and a final exam (40 %), with a test and writing exam

Staff name

Necmi İLHAN, MD

VISITORS COMMENTS

SECTION 16 BEHAVIOURAL SCIENCES

The visitors commend GUFD in planning generic competences concerning these issues according to the Tuning project. They are also aware that in many European schools a traditional dental curriculum lacks content on these issues with Dentistry. The visitors recommend that GUFD link Epidemiology with thematic clinical issues in dentistry such as Cariology, Paediatric Dentistry, Periodontoloy etc. Statistics should be considered as a tool for epidemiologic and clinical research and could be used during an elective activity. Early patient contact from the first year of Dental studies is recommended for relevant Behavioural Science, Deontology and Ethics education. Deontology is rather more a generic competence than a specific dental activity. Active students will certainly be more competent to apply these concepts in real life.

EXTRA SECTION

1. BASIC COMPUTER SCIENCES
2. Use Of Basıc Informatıon Tecnology
3. ATATURK'S PRINCIPLES AND THE HISTORY OF TURKISH REVOLUATION
4. LANGUAGES
4.1 TURKISH
4.2 Foreıgn Language – ENGLISH

1. BASIC COMPUTER SCIENCES

Person who is responsible to explain this section to the visitors:

Name: Lecturer,Tufan BEKMEZ, Computer Engineer

E-mail: tbekmez@bem.com.tr

Fax:

BASIC COMPUTER SCIENCES (TBB121)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab.	Other	Total	Credit	ECTS Credit
1st Year (2nd Semestre)	16	16	-	18	50	2	2

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites are needed**.**

The course contents**:** Computer hardware, terminology, personal computer hardware, operating systems, computer networks, programming languages and algorithms, fundamental structure of database, tables, forms, reports and sql.

Primary Aims

Computer hardware, terminology, personal computer hardware, operating systems, computer networks, programming languages and algorithms, fundamental structure of database, tables, forms, reports and sql.

Main Objectives

Giving basic information about computer hardware, their principles, operating systems, computer networks; introducing the theory of algorithms and programming languages, database systems, creating new database, insert, append, and delete record and writing

Hours in the Curriculum

Lectures: 2 hours per week in the second semester

Practical Courses: 1 hour per week in the second semester

Method of learning/teaching

Power-point and video demonstrations

Lecturers and seminars

Assessment methods

The assessment includes one midterm exam (50 %) one projects (10 %), and a final exam (40 %), with a test and writing exam

Staff Name

Tufan BEKMEZ Computer Engineer tbekmez@bem.com.tr

VISITORS COMMENTS

See comments at end of section

2. USE OF BASIC INFORMATION TECHNOLOGY

Person who is responsible to explain this section to the visitors:

Name: Lecturer,Tufan BEKMEZ Computer Engineer

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Fax:

Use Of Basic Information Technology (TBT102)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab.	Other	Total	Credit	ECTS Credit
1st Year (2nd Semester)	32	16	-	12	60	2	2

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed**.**

The course contents: Windows, Word, Excel, Power Point (Microsoft Office) Programs, Internet, E-Mail, Utility Programs, Electronic Decision Support System, Teledentistry

Primary Aims

Introducing the internet media and basic usage of internet; the ability to use Microsoft Windows, Word, Excel, Power Point programs; sending and receiving e-mails, information about some useful utility programs such as zip and antivirus programs, introducing the Decision Support Systems, Management DSS.

Main Objectives

Effective Usage of Microsoft Windows,

Effective Usage of Word, Excel and Power Point programs,

Information about the Internet theory and usage,

Carrying out e-mail actions,

Performing a virus scan operation,

Information about file compressing programs,

Information about Decision Support Systems,

Electronic Decision Support Systems

Teledentistry

Hours in the Curriculum

Lectures: 2 hours per week in the second semester

Practical Courses: 1 hour per week in the first and second semester

Method of learning/teaching

Power-point and video demonstrations

Lecturers and seminars

Assessment methods

The assessment includes one midterm exam (50 %) one projects (10 %), and a final exam (40 %), with a test and writing exam

Staff Name

Tufan BEKMEZ Computer Engineer tbekmez@bem.com.tr

VISITORS COMMENTS

See comments at end of section

3. ATATURK'S PRINCIPLES AND THE HISTORY OF TURKISH REVOLUATION

Person who is responsible to explain this section to the visitors

Name: Lecturer, Teoman Gül, Gazi University, Faculty of Education, Department of Ataturk's Prıncıples And The Hıstory Of Turkısh Revoluatıon

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Fax:

ATATURK'S PRINCIPLES AND THE HISTORY OF TURKISH REVOLUATION TAR-101							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab.	Other	Total	Credit	ECTS Credit
1st Year (1st and 2nd semester)	64	-	-	6	70	2	2

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

Studying the decline of the Ottoman Emphire; Turkish recent history in general and the independence; war and the history of Turkish revolution and Atatürkism specifically

Primary Aims

Teaching about events of our recent history

Presenting the situation of the Turkish State in the first world war

Giving information about ideological movements aimed at the rescuing the ottoman state

Giving information about the independence war and under which conditions this war was won.

Teaching the Atarkürk's Principles and Revolutions

Teaching the importance of Atatürk's principles and revolutions in terms of the national unity and togetherness, country integrity and reaching the level of the modern civilizations.

Main Objectives

Acquiring the events of our recent history

Acquiring the independence war and under which conditions this war was won

Acquiring information about Turkish foreing policy of the Atatürk era

Teaching Atatürk's principles and revolutions

Hours in the Curriculum

Lectures: 2 hours per week in the first and second semester

Method of Learning/Teaching

The course is given by conferance. In all courses, numerous pictures, maps, films, photographs are shown by computer-assisted projection. In addition, Project based lessons is performed by the students at the course.

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam(40 %), with a test and writing exam

Innovations and Best Practices

A graduate dentist serving the sake of mankind and the community should know the historical background and the walues of the community he/she is living in. Having a good knowledge of the history provides the ability to understand current times and predict future

Staff Name

Teoman Gül, teomangul@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

4. LANGUAGES

4.1 TURKISH

Person who is responsible to explain this section to the visitors

Name: Lecturer, Yunus Zeyrek, Gazi University, Faculty of Education, Department of Turkish Language Teaching

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TURKISH TRK100							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab.	Other	Total	Credit	ECTS Credit
1st Year (1st and 2nd semester)	64	-	-	6	70	-	2

Introduction

The Turkish course is compulsory for the first class students of dentistry. This course is given 2 hours in a week. It is important because all the students achieved to have an university education must Express their self and comprehend in native language

Primary Aims

To provide the basic knowledge of grammar, speaking, reading and writing of Turkish language.

Main Objectives

To teach the grammar of Turkish

To teach the different Turkish alphabets

To teach the relation between the language and culture

To teach the importance of the language

To teach the characteristics of vowels in Turkish

Hours in the Curriculum

Lectures: 2 hours per week in the first and second semester

Method of Learning/Teaching

Power-point and video demonstrations

Lecturers and seminars

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam(40 %), with a test and writing exam

Strengths

The course is composed of actual subjects

Weaknesses

For Turkısh course, it will beter to study in small groups.

Large number of students

Innovations and Best Practices

Multimedia presentations

Plans for Future Changes

To prepare adequate notes and articles for the students.

To follow up the innovations of language

Staff Name

Yunus Zeyrek., zeyrekl@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

4.2 ENGLISH

4.2.1 FOREIGN LANGUAGE ENGLISH

Person who is responsible to explain this section to the visitors

Name: Ali Bahadır OĞUZ, Gazi University, Foreign Languages Colleges

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FOREIGN LANGUAGE- YAD 101							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab.	Other	Total	Credit	ECTS Credit
1st Year (1st – 2nd semester)	64	-	-	6	70	2	2

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed.

The course contents are: In this lesson we teach tenses, modals, passive voice, adjective, adverb and noun clauses.

Primary Aims

The course objectives are: We aim to take students from intermediate level to upper-intermediate level.

Main Objectives

The students are supposed to reach upper-intermediate level.

Hours in the Curriculum

Lectures: 2 hours per week in the first and second semester

Method of Learning/Teaching

Power-point and video demonstrations

Lectures and seminars

Assessment Methods

The assessment includes one midterm exam (40 %) one quiz(20 %), and a final exam(40 %), with a test and writing exam

Innovations and Best Practices

Having a good command of a foreign language especially of English which is currently the most popular tool for gathering knowledge. Dentists with good command in English not only follow the relevant literature but also have a good understanding of world matters. GUSD aims to graduate dentists who can speak and understand English language well. Inorder to acvhieve this goal 1 year obligatory English preparatory school, and enhanced English language courses were added to the curriculum recently.

Plans for Future Changes

Elective foreign language courses like German and/or French can be added to the curriculum.

Staff Name

Ali Bahadır OĞUZ, aoguz@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

4.2.2 READING AND WRITING

Person who is responsible to explain this section to the visitors

Name: Mehmet DEĞİRMENCİ, Gazi University, Foreign Languages Colleges

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READING AND WRITING YDK210							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab.	Other	Total	Credit	ECTS Credit
1st Year (1st semester)	16	-	-	-9	25	1	1

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed

The course contents are: Students will do reading and speaking activities.

Primary Aims

The course objectives are: To enhance students' reading and writing skills.

Main Objectives

The students are supposed to understand reading passages and speak fluently in English.

Hours in the Curriculum

Lectures: 1 hour per week in the first semester

Method of Learning/Teaching

Power-point and video demonstrations

Lecturers and seminars

Assessment Methods

The assessment includes one midterm exam (60 %) and a final exam(40 %), with a test and writing exam

Staff Name

Mehmet DEĞİRMENCİ ,mdegirmenci@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

4.2.3. FOREIGN LANGUAGE FOR BUSINESS

Person who is responsible to explain this section to the visitors

Name: Ali Bahadır OĞUZ, Gazi University, Foreign Languages Colleges

E-mail: aoguz@gazi.edu.tr

Foreign Language for Business IYD 320							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab.	Other	Total	Credit	ECTS Credit
3rd year (2nd semester)	16	-	-	9	25	1	1

Introduction

The language of the course is Turkish and it is a compulsory course. No prerequisites is needed

The course contents are: The students are given lectures of Business English

Primary Aims

The course objectives are: To provide the students with Business English they will encounter in their daily lives.

Main Objectives

The students are supposed to have the required English level.

Hours in the Curriculum

Lectures: 1 hour per week in the second semester

Method of Learning/Teaching

Power-point and video demonstrations

Lecturers and seminars

Assessment methods

The assessment includes one midterm exam (60 %) and a final exam(40 %), with a test and writing exam

Staff Name

Ali Bahadır OĞUZ ,aoguz@gazi.edu.tr

VISITORS COMMENTS

See comments at end of section

4.2.4 PROFESSIONAL FOREIGN LANGUAGE (MYD220-MYD310)

Person in School who is responsible to explain this section to the visitor:

Name: Prof. Tuba Tortop

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Fax: +90 312 2239226

PROFESSIONAL FOREIGN LANGUAGE (MYD220-MYD310)							
Semester	Teaching Methods					Credits	
	Lecture	Recite	Lab.	Other	Total	Credit	ECTS Credit
2nd Year (2nd semester)	16	-	-	9	25	1	1
3 rd Year (1st semester)	16	-	-	9	25	1	1

Introduction

A course in Professional Foreign Language is given to dental students in the second semester of second year and first semester of third year.

Primary aims

The main aim of this course is to teach the medical and dental terminology in English and to give knowledge about reading, comprehension, translation and follow-up of dental literature.

Main objectives

To study basic terminology of dental anatomy

To study tooth numbering systems

To learn the dental terminology according to the specializations in dentistry

To enhance reading and comprehension skills

To give strategies to be able to cope with dental texts in English

To study translation of dental literature in English

To encourage reading dental literature in English

Hours in The Curriculum

Discipline	Lectures	Total Hours
Professional Foreign Language		
2nd year/2nd term	1h. Weekly	16
3rd year/1st term	1h. weekly	16
Total		32

Method of Learning/Teaching

Dental and medical terminology is presented by slides in lectures, also paragraphs choosen from dental literature and books are studied during the lessons in an interactive method.

Assessment Methods

The assessment includes a midterm, a quiz and a final exam with a test and writing exam. The test comprises of basic dental terminology, writing part asseses the comprehension and translation skills. The final assessment is formed on exam and homework assessments and evaluation of participation during lectures.

Strengths

The willingness of the students

Several material and references of dental English literature

Participation of student during lectures

Encouragement of student to investigation by homeworks

To have the chance of reading and comprehension exercises during lectures

Weaknesses

Heterogenity in the level of English knowledge of the current students whom matriculated to GUFD before the mandatory English Preparatory School.

Absence of a text book regarding such an education.

Plans for Future Changes

To study with smaller groups and to use actively Internet references in teaching rooms.

Staff Name

Tuba Tortop, Ph D, Prof. tubatortop@gazi.edu.tr

Nur Mollaoğlu, Ph D, Assoc.Prof. nmollaoglu@hotmail.com

VISITORS COMMENTS

EXTRA SECTION

Sub-Section 1. Basic Computer Sciences.

Please see comments below on ECDL – the two computer courses could be integrated. This might provide a standardised framework at the correct level for dental students.

Sub- Section 2. Use of Basic IT

Teaching in this area is important and the curriculum here appears to be adequate. It may be worth working towards a standardised qualification like the European Computer Driving Licence as some schools do already. Sections 1 & 2 could be integrated as above.

Sub-Section 3. Ataturk & Culture etc

In terms of national cultural needs, this is obviously an important course to offer to students.

Sub-Section 4.2.1. English Language

Obviously a good working knowledge of English is essential in any health science course where the majority of the literature as in this language. Good to see this included in the curriculum.

Sub-Section 4.2.4. Professional Foreign Language.

Good to see this course available – very important in a European context.

SECTION 17

EXAMINATIONS, ASSESSMENTS and COMPETENCES

Person who is responsible to explain this section to the visitors:

Name: Prof Belgin BAL

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Assessment criteria took place at the ECTS forms of each course. Generally these consist of midterm and final exams. Other criteria are such as quizzes, home works, projects, term papers, laboratory work and field studies which their % value changes according to the courses. Assessment of all these criteria including midterm exams contributes 60% of the grading accomplishment. The final exam contributes 40% of grading accomplishment.

These examinations are designed as written (essays, multiple-choice questions), oral or practical exams. At least one midterm examination is performed to measure the learning outcome of each course except 5th year and the students must enter at least one midterm exam in each semester. The principles of clinical training course exam are designed by each department and applied at the end of the course programme. Departments also have their own internal procedures for monitoring student progress.

Requirements for participating in final exam of a course are to be registered and to continue to the course, to participate at least in a midterm exam, and to accomplish the principles of clinical training course.

In practical and clinical training courses, students must accomplish the requirements of the course which are determined by the Departments.

Students are informed of assessment types of the exams which determined by Student Affairs of Gazi University. The academic staff of each course gives the learning outcomes, their measurement and evaluation methods, references, and the duration of field studies at the beginning of the semester.

The grade letters and equivalent coefficient are seen below:

Grade Letter	Coefficient
AA	4.00
BA	3.50
BB	3.00
CB	2.50
CC	2.00
DC	1.50
DD	1.00
FD	0.50
FF	0.00

How much does the school rely on exams to motivate students?

Since the graduate records and honour rolls depend on the grades achieved by the students GUFD fully relies on the exams to motivate the students.

Strength

Sufficient number of patients both in clinical exams and training.

Weaknesses

Lack of PBL system in education

Innovations and Best Practices

GUFD has added some elective courses into their curriculum since 2004.

Generally teacher- centred education has been started to adopt student centred education.

Learning assessments and competences were prepared according to the General Dental Council ADEE and DentEd both for each course in the curriculum as ECTS forms and also for the clinical studies.

Plans for Future Changes

Prepared learning assessments and competences will be applied at all clinical studies with the aim of measurable learning out come.

Next year dental education curriculum will be 36 weeks instead of 32, aiming of more clinical hours for practical education.

Explain as what level external examiners are involved

YÖK appointed by the Constitution to direct fundamental activities like planning, organisation and coordination of higher education in Turkey, passed a regulation named “Academic Evaluation and Quality Improvement in Higher Education Institutions” on September 20, 2005. All higher education institutes in Turkey are obligated to set internal quality assurance procedures in the frame of this regulation.

The external examiners are involved at the postgraduate level. On behalf of this Council’s injunctions the external examiners are not involved in undergraduate level.

What formal completion of an exam is required of the school / university for students to quality and register as dentists (e.g. final examination)

Students must repeat the courses in case of failure. To achieve DDS degree, student must complete all courses successfully, pass the final exam and the mean grading of 5 years education must be at least 2.0.

The extent to which the school seeks those competences recommended by the EU Advisory Committee on the Training of Dental Practitioners. This document is on the DENTED website at http://www.dented.org

Curriculum of GUFD has been tuned to CS and ECTS, and profile and competencies documents of ADEE/ Dent Ed III.

VISITORS COMMENTS

See comments at end of section

VISITORS COMMENTS

SECTION 17 EXAMINATIONS ASSESSMENT AND COMPETENCES

In the self assessment report the examination system was fairly clearly explained, although the visitors needed to ask some follow up questions to ensure that we understood fully how the system works. Entering Dental School the students have been through a highly competitive entrance exam system. The visitors were therefore surprised to discover that only 60% of students finish their dental studies on time.

All courses including electives have a mid-term (worth 60%) and a final exam (worth 40%). Upon failing a mid-term, the student must score highly on the final exam, as the scores are put together and a certain percentage is necessary in order to pass the course. Upon failing the final exam, there is an opportunity to have a retake during the summer. Should the student fail the re-sit, they must repeat the course and cannot progress to next level. The student is thus delayed for a year. A maximum of 8 years to complete the programme is allowed. The examination criteria are clearly explained to the students, in the first lecture of the course and on the school web site.

The visitors are concerned about the number of exams that a student must go through in the course of the 5 year programme, and that the 'elective' aspects of the course carried equal assessment weight, this is most unusual. Although we understand the historical reason for this, it clearly puts a heavy work load on both students and staff.
Whilst the visitors understand the University directive that effectively excludes a student who fails an examination, but allows them to continue as an 'external' student, we believe that it is detrimental for the student's learning process.
We understand that there are plans for more integration of the curriculum content, we would like to point out that such changes should be accompanied by equivalent changes in the examination and assessment systems. The disciplines should come together to explore possibilities of integration of exams as well. This should help to reduce the work load around examinations for all parties involved. Assessment of clinical competencies, which is clearly an important aspect, takes place within individual departments, according to discipline specific requirements

SECTION 18

OTHER INFLUENCES

Person who is responsible to explain this section to the visitors:

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Fax: +90 312 223 92 26

Regional Oral Health Needs

4319 patients per dentist allocated according to the studies by the Turkish Institute of Statistics in year 2001. The majority of the patients have a health insurance provided by the government, that means treatment costs are covered by the governmental insurance except specific treatments like porcelain crown or dental implants have to be covered by the patients. Approximately 200-400 patients admit daily and more than 45.000 new patients are treated in GUFD each year.

The faculty serves successfully as an oral health center regionally. Generally, patients prefer to admit to GUFD for their treatment needs or they are referred by general practitioners.

Evidence Based Treatments

The guidelines of oral health care are increasingly being developed in Turkey. Dental treatment procedures are based on scientific data paired with the clinical experience of the academic staff. The students have access to the computer facilities, and are expected to review the literature and evidence for their conclusions. They are educated on the need to audit regularly and test quality of care against standards.

In addition, group activities are focusing on a scientific approach to the clinical cases. The students are educated to treat the patients based on the scientific approach. Besides, adequate number of patients provides a good practice for both undergraduate and postgraduate students.

Involvement in Other University Activities and Sport

Gazi University, being the leader of the country with its Erasmus and Leonardo Da Vinci programs, GUFD has played an important role in the coverage of international programs since 2004. Student exchange programs have been carried out successfully within the framework of the European Commission Education Programs. Currently, GUFD has ERASMUS bilateral agreements with 5 dental schools in Greece, England, Finland, Germany and Italy.

The health services are provided at the Medico-Social Center of GU.

The social activities, trips, and student attractions for enhancing the social and cultural life of our students are performed by Sosyodent club and supported by the GUFD administration. Within the recent years, Greater Municipality City Orchestra regularly organised concerts. In the year of 2006, Turkish Dental Association organised a cultural activity, called ‘Kuvva-i Milliye’ Epic. In addition, in the spring time, a big social festival is held in the university campus with huge participation of students.

Recreation

Working hours are organised by the government regulations. According to this, a work day consists of 8 hours thru Monday to Friday, Saturday and Sunday are weekend off days. Academic and other staff enjoy free time with various activities. On the other hand, the students easily can take part in sport activities such as playing tennis, swimming throughout the GU facilities during their free time. Designated teams made up of GUFD members participate annual GU games in various sports like soccer, basketball etc.

In 2007 fifth year dental student Özgen Çağlar got the special jury award at Berlin Film Festival. Graduate student Cem Burak Akın and his rock group Raki was elected to participate Jack Daniel's Backstage Tennesse Global Music Organisation which will held in Nashwille, USA.

Student Selection Procedures

In Turkey, high school graduates enter the faculties, colleges and vocational colleges through the National University Entrance Exam (ÖSS) which is given every year in June. University Entrance Exam is a very competitive test and the scientific knowledge of the high school graduates is evaluated. The students, whom are the Turkish Republic citizens, are accepted according to the ÖSS examination results. The students who are not Turkish Republic citizens, are accepted according to the regulations described by CHERT.

Some successful students also transfer to GUFD from other dental schools according to the regulations of CHERT and GU and approval of the administrative board of GUFD.

The postgraduate students are admitted to GUFD taking a scientific and foreign language examination organised by Health Sciences Institute of GU. High achievement in diploma examinations increases the chance of the applicants being accepted in a postgraduate program.

Labour Market Perspectives

There is careful national manpower planning for dentists in Turkey and few problems with graduates getting jobs. Though, patient per dentist ratio is 1/4319 in Turkey. There are differences among various regions where urban environments have averagely more dentists than rural areas according to the studies of the Turkish Institute of Statistics. The problem of unemployment has been present, and the rate of unemployed dentists has been rising due to the fluctuating economic conditions of the country. Though, some of the GUFD graduates may move abroad for further education or employment, but no massive movement to other countries for employment purposes among the dentists has ever been noted.

VISITORS COMMENTS

See comments at end of section

VISITORS COMMENTS

SECTION 18 OTHER INFLUENCES

GUDF appears to be engaged with the community and with the major players determining strategies that will affect the dental school. The school/hospital is a key provider in the delivery of health care to the region. We note that there is a national manpower planning system and that the school benefits from good quality students through a centrally managed admissions system. The visitors understand that the school is fully engaged in social and sporting events in the University. We also note the determination for greater involvement in EU sponsored collaborative activities which the ADEE would encourage.

SECTION 19

19.1 BASIC DATA FROM DENTAL SCHOOLS
19.2 FIRST LEVEL COURSES
19.3 POSTGRADUATE COURSES
19.4 STUDENT COUNSELLING SERVICES

Person who is responsible to explain this section to the visitors:

Name: Prof Belgin BAL (Vice Dean)

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Fax: +90 312 223 92 26

19.1 BASIC DATA

19.1.1. Student Representatives

1st Year Dursun Anıl Yıldız, Yiğit Kaan Polat

2nd Year Anıl Özyurt, Çiğdem Çukurcu

3rd Year Güzin Neda Hasanoğlu, Yağmur Uzun

4th Year Merve Çakır, Göktürk Efendioğlu

5th Year Erman Canlı, Nehir Canıgür

1. Average number of dental students qualifying per year:

80 Turkish

5 Overseas

2. Average number of dental students admitted per year:

	Turkish		Overseas	
	M	F	M	F
1st Year	26	35	8	7
2nd Year	46	42	8	2
3rd Year	58	35	3	3
4th Year	32	59	3	3
5th Year	45	46	4	0

3. Length of course: 5 Years

4. No vocational training follows graduation. The graduates are granted to practice dentistry throughout the country.

19.2. List of Postgraduate Courses

Scheme Title/Level Ph.D. Program	Duration	Status	Numbers	Awarding Body
Orthodontics	4 Years	Full Time	Varies Year to Year	Gazi University Institute of Health of Sciences
Paediatric Dentistry	4 Years	Full Time	Varies Year to Year	Gazi University Institute of Health of Sciences
Periodontology	4 Years	Full Time	Varies Year to Year	Gazi University Institute of Health of Sciences
Prosthodontics	4 Years	Full Time	Varies Year to Year	Gazi University Institute of Health of Sciences
Conservative Dentistry and Endodontics	4 Years	Full Time	Varies Year to Year	Gazi University Institute of Health of Sciences s
Oral and Maxillofacial Surgery	4 Years	Full Time	Varies Year to Year	Gazi University Institute of Health of Sciences
Pathology	4 Years	Full Time	Varies Year to Year	Gazi University Institute of Health of Sciences

19.3. In service activities of GUFD

19.3.1. Nurses

Professional in service training

Basic life support

Venipuncture techniques brush up course

Infection control

19.3.2. Supporting Staff

Hygiene and infection control

19.3.3. Ph.D. students

Basic life support and CPR

Experimental Animals Surgical Technique Certificate Program (Limited number of each program, program given by the GU experimental animals breeding and research center)

19.3.4. Administrative Staff

Social communication skills

19.4. Student Counselling Services

Prior to the beginning of an academic year, orientation programmes are offered for students entering the programme and the academic advisors are assigned to the students by the faculty board in order to be assisted in finding solutions to their educational, social, and physiological matters considering the advices from the Heads of their Departments. The number of students per academic advisor is approximately 10.

Because of the program's characteristic, at the end of the theoretical education and especially the practical education that is given in the last 2 years, the students are provided with critical thinking, deciding, and communication abilities. Getting the knowledge is provided by the sources that are given in the courses. Nowadays, some studies are being made to develop this subject.

The code of conduct is given to each student together with other pamphlets by the first year, and also announced on the web sites of both GU and GUFD. http://www.ogris.gazi.edu.tr/index.php?request=display&idd=370&sid, http://www.dent.gazi.edu.tr/Yonergeler.htm

VISITORS COMMENTS

See comments at end of section

VISITORS COMMENTS

SECTION 19

The visitors met with undergraduate students, postgraduate students and graduates and these meetings where among the highlights of the visit. The students are clearly devoted to the dean, staff and their chosen profession, even those who did not have dentistry as their first choice at the time of admission. Ankara also seems to be a good city for students, as well as the location of the Dental School with good close public transport.

There is a good relationship between teaching staff and students, and the students feel that staff support them in their efforts. The positive teacher/student ratio is perceived as a strength of this school. The wide variety of clinical experience leaves the students feeling proficient and well prepared. Students get feedback on their clinical progress orally. There seem however to be a lack of formal feedback routines where academic knowledge is concerned. The workload in the 3rd year was reported to be especially stressful, as there seems to be a 'pileup' of lectures in this year. Students explained that independence is increased as they move into the final year, which is appreciated. Many students are interested in practicing sports. The visitors recommend that, should there be a curriculum revision, in addition to the pedagogical changes suggested, time is made available for leisure and sport.

Students are concerned by the repeat system at exams and there are examples that this can lead to unnecessary stressful situations. Almost all students told us that their plan for the future is to seek a PhD position at GUFD and eventually go for further promotion within the school. This we feel is clear evidence of the commitment to the school. The graduates were asked to identify what in their minds are the strengths, weaknesses and innovations of GUFD. Erasmus exchange, abundance of patients and the logistics of the clinical sessions were listed as strong points, whereas the lack of library services and lack of money to support travel are seen as weak spots. If given the opportunity, research support and more time to do research would be appreciated.

There is a need for more textbooks in Turkish and in the clinics 'left-handed' units and the possibility to follow through patients would be seen as an advantage.
More vertical integration is needed in order to link the basic sciences closer to the clinical components to improve their dental relevance.

The PhD students explained to us their working responsibilities. They seem to be quite satisfied with their program of study although the first two years are mostly taken up with instructing students clinically. Work on their research project, we were told, is often left to their spare time in evenings and weekends. The considerable amount of clinical work being done is a source of material for their research, as most, or all of them, are do clinical research. The PhD students also take pride in their career choices and have a clear ambition to be promoted to higher positions in the school.

SECTION 20

RESEARCH AND PUBLICATIONS

Person who is responsible to explain this section to the visitors:

Name: Prof Gökhan ALPASLAN

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Fax: +90 312 2239226

20.1. Number of Publications in Refereed Journals

Publications for Each Department by Year

Departments	2004	2005	2006	Total
Oral and Maxillofacial Surgery	**6**	**13**	**11**	**30**
Conservative Dentistry and Endodontics	**19**	**12**	**19**	**50**
Oral Diagnosis and Radiology	**2**	**4**	**6**	**12**
Orthodontics	**5**	**8**	**5**	**18**
Pediatric Dentistry	**13**	**10**	**4**	**27**
Periodontology	**8**	**9**	**4**	**21**
Prosthodontics	**18**	**20**	**16**	**54**
Basic Medical Science	**4**	**3**	**1**	**8**

20.2. Number of Textbooks Published by Staff

20.3. Number of Chapters in Books

Departments	Number of Textbooks	Number of Chapters in Books
Oral and Maxillofacial Surgery	**3**	**1**
Conservative Dentistry and Endodontics	-	-
Oral Diagnosis and Radiology	-	-
Orthodontics	-	-
Pediatric Dentistry		
Periodontology	-	**1**
Prosthodontics	**2**	-
Basic Medical Science		

20.4. Grants Received over 1000 Euros

Departments	Total
Oral and Maxillofacial Surgery	**17**
Conservative Dentistry and Endodontics	**11**
Oral Diagnosis and Radiology	**-**
Orthodontics	**5**
Pediatric Dentistry	**11**
Periodontology	**20**
Prosthodontics	**23**
Basic Medical Science	**1**

20.5 Number of Invited Presentations at International Meetings: 3 (Department of Periodontology)

DEPARTMENT of ORAL and MAXILLOFACIAL SURGERY

20.1	Number of publications in refereed journals	30
20.2	Number of textbooks published by	3
20.3	Number of chapter in books	1
20.4	Grants received over 1000 euros	17
20.5	Number of invited presentations at international meetings	-

20.1. LIST of PUBLICATIONS

International Publications

2004

OĞUZ A, ÇETİNER S, KARADENİZ C, ALPASLAN G, ALPASLAN C, PINARLI G. Long term effects of chemotherapy on orodental structures in children with non-hodgkin lymphoma Eur J Oral Sci 112(1): 8-11, 2004.

ÇETİNER S., ALPASLAN C.: Long term effects of cancer therapy on dental development. A case report J Clin Pediatr Dent 28, 351–354, 2004.

2005

ŞİMŞEK B., KÖYBAŞIOĞLU A., YÜCEL E., GÜNHAN O. : Chondrosarcoma of the parrapharyngeal space; a case report. Int J. Oral Maxillofac Surg Oct;34(7): 803-5, 2005.

GÜMGÜM S, ÖNER B, USTAY C, Rapidly growing adenoid cystic carsinoma in mandible: Acase report. Oral Oncol EXTRA 41:142–5, 2005.

ERKMEN E. , ŞİMŞEK B., YÜCEL E., KURT A.,: Comparison of different fixation methods following saggital splint ramus osteotomies using three-dimensional finite elements analysis : Part 1 : advancement surgery-posterior loading İnt. J. Oral and Maxillofac Surgery, 34 (5) : 551-558, 2005.

GÜMGÜM S.HOSGOREN B.: Clinical and radiological behaviour of ameloblastoma in four cases.J.Can Dent Assoc. 71(7):481-4,2005.

UĞAR D.A., HOCAOĞLU T.P., DENİZCİ S.: Prevalence study of tongue lesions among Turkish schoolchildren. Saudi Med. J. 26 (12):1962–1967, 2005.

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TÜRP JC, ALPASLAN C. Is there a greater mandibular movement capacity towards the left? Verification of an observation from 1921. J.Oral Rehabil 32:242-247, 2005.

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ATAÇ MS,. Impacted earring clip visible on panoramic radiograph Dentomaxillofacial Radiol Mar;35(2):129, 2006.

ÇETİNER S., KAHRAMAN S., YÜCETAŞ, Ş. valuation of low-level laser therapy in the treatment of temporomandibular disorders Photomed Laser Surg, 24, 637-641, 2006.

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B.ŞİMŞEK., E.ERKMEN., D.YILMAZ.,A.ESER: Effects of different inter-implant distances on the stress distribution around endosseous implants in posterior mandible:A 3D finite element analysis Med Eng Phys 28 (3) 199-213, 2006.

UĞAR D.A., OZMERİÇ N.: A Multifaceted Molecule, Nitric Oxide in Oral and Periodontal Diseases. Clinica Chimica Acta 366, 90–100, 2006.

YÜCETAŞ, Ş., ÇETİNER S., OYGÜR T.,Suspected familial odontogenic keratocysts related to Gorlin Goltz syndrome, Saudi Med J, 27, 250-253, 2006.

ÖZEÇ İ, ÖZTÜRK M, KİLİÇ E, YELER H, GÖZE F, GÜMÜŞ C.: Effect of recombinant human bone morphogenetic protein–2 on mandibular distraction osteogenesis. J Craniofac Surg. Jan;17(1):80–3, 2006.

National Publications

2004

Ş. ŞİMŞEK, B.ÖNER, B.ŞİMŞEK, E.BARIŞ, C.ÜSTAY: Gazi Üniversitesi Diş Hekimliği Ağız,Diş,Çene Hastalıkları ve Cerrahisi Anabilim Dalında Yapılan Oral ve Maksillofasiyal Bölge Lezyonlarına ait Biopsilerin Retroaktif olarak incelenmesi. Türkiye Klinikleri Diş Hekimliği Bilimleri 10,85-89, 2004.

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ÖZDEMİR AK, ÖZTÜRK M., ÖZDEMİR D., KILIÇ E.: Cumhuriyet Üniversitesi Dişhekimliği Fakültesi ve Tıp Fakültesi Akademik Personelinde Tükenmişlik Ölçeğinin Değerlendirilmesi, Türk Dişhekimliği Dergisi, 56: 110-115, 2004.

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ARAL L.Dişhekimliğinde Lokal Anesteziye Bağlı Komplikasyonlar Dişhekimliği Dergisi, 64: 36–41 2005 .

ERKMEN E., Ataç M.S., Güngör N., Akalın V., Gökpınar F.Comparison of Patient Satisfaction with Complete Dentures after Vestibulo-Sulcoplasty and İmplant Retained Overdentures in Extremly Resorbed Mandibules Gazi Üniversitesi Dişhekimliği Fakültesi Dergisi (2):89-96, 2005.

2006

ARIK M, GÜMGÜM S, VEZİROĞLU F. Maksillofasiyal bölgede kullanılan ileri görüntüleme teknikleri. On Dokuz Mayıs Üniversitesi Dişhekimliği Fakültesi Dergisi 7 (1), 63-72, 2006.

UĞAR, DA., BOZKAYA S., GÜNER B., KARACA İ.: Bukkal Mukozada Kimyasal Eritematöz Makül. Hacettepe Diş Hekimliği Fakültesi Dergisi. 30(1):63-66, 2006.

ÇETİNER, S., Kahraman, S., Zor, F., Denizci, S., Yücetaş,Ş., erapi lazerinin ciddi trismusun tedavisindeki rolü (Olgu sunumları) Gazi Üniversitesi Dişhekimliği Fakültesi Dergisi, 23: 121-124, 2006.

20.2. LIST of TEXTBOOKS PUBLISHED by STAFF

YÜCETAŞ Ş : Mouth and Jaws Disorders , Atlas Kitapçılık, 2005.

KARACA İ, UĞAR ÇANKAL D.A. (Translation Editors), NEWMAN MG, VAN WİNKELHOFF AJ. (Editors): Antibiotics and Antimicroibics Uses in Dentistry. Second Edition. Quintessence Yayıncılık Ltd Şti. İstanbul, 2006 **.**

ALPASLAN C. Diş Hekimliğinde Sık Kullanılan İlaçlar, Atlas Kitapçılık Ltd. Şti., Ankara, 2006

20.3. LIST of CHAPTER in BOOKS

ALPASLAN, G. Maxillomandibular Osteotomies. Obstructive sleep apnea sendrome Editöries :. ÖMÜR M, ELEZ F, ÖZTURAN D, DERMAN S. Nobel Tıp Kitapevleri. 2004

20.4. GRANTS RECEIVED over 1000 EUROS

2004

03/2004-06

ALPASLAN C., The evaluation of TMJ arthroscopic surgery at internal derangement without reduction of TMJ - GUBAP

03/2004–28

KARACA İ., UĞAR D., ŞİMŞEK B, BOZKAYA S., ÜSTÜN H., Experimental Evaluation of Implant Osseointegration in a Demineralized Bone Powder or Platellet Rich Plasma Alone or in Both - GUBAP

03-2004/19

YÜCEL E., ERKMEN E., ATAÇ MS., 3D FEA analyses of ideal fixation localization and osteotomy types in Le Fort 1 osteotomy procedure - GUBAP

03-2004/21

YÜCEL E., ERKMEN E., ATAÇ MS., Comparison of postsurgical outcomes with different presurgical treatment planning in orthognatic surgery patients - GUBAP

03-2004/16

ŞİMŞEK B, ERKMEN E, Evaluation of immediate and delayed immediate implant stabilization using by resonance frequancy analyses - GUBAP

03/2004-13

UĞAR D, KARACA İ, BOZKAYA S, ÜSTÜN H. Application of Folic Acid in Preventing Cleft Palate during the Intrauterin Development of Rats – GUBAP

03/2004-25

UĞAR, D, ŞİMŞEK Ş, ŞİMŞEK B, BOZKAYA S. CryosurgicalTreatment of Oral Lesions - GUBAP

03/2004-23

TÜRKER M, The treatment of trigeminal neuralgia with using radiofrequance - GUBAP

03/2004-27

GÜNGÖR N.,The evaluation of different operation duration in immediat postoperative period - GUBAP

2005

03/2005-12

ÇETİNER S., KOCAKAHYAOĞLU B, KAHRAMAN S The effects of Hellium –Neon laser at various oral lesions in oral and maxillofacial surgery – GUBAP

03/2005-02

ALPASLAN G., KARADAYI K.,DURMUŞLAR C.,ÇAKIR M., The clinical evaluation of the effectiveness of PRP alone and combined with various alloplastic graft matterials in healing process of the maxillofacial intrabony defects. - GUBAP

03/2005-08

MOLLAOĞLU N.,TOKMAN B., KORKMAZ Y.,ERDEM M.,ERDEM N., The analyses and comparison of HPV infection oral and servical smears in middle aged Turkish women - GUBAP

2006

03/2006-03

ŞİMŞEK B, DEĞERLİYURT K., Comparison of the effects of osteotomies performed with piezosurgery and conventional bone cutting instruments on vascularization of bone segments and blood flow of dental pulp with laser doppler flowmetry on surgically assisted rapid maxillary expansion patients.- GUBAP

03-2006/05

ÇANKAL DA., DENİZCİ S., TOKMAN B.,AKPINAR D., Expression of incluable nitric oxide synthese and heat shock proteins (HSP27 ve HSP 60) in human odontogenic cysts – GUBAP

03/2006-09

KARACA İ.,MEKİKOĞLU S.,Investigation of the effect of PRP on the osseointegration of dental implants by resonance frequency analysis. - GUBAP

03/2006-15

YAMALIK K., SULTAN N., ERKMEN E., BOZKAYA S., The Micrbiological Investigation of Bacteremia Following Intraoral Suture Removal.- GUBAP

03/2006-21

MOLLAOĞLU N. The radiologic evaluation of bone regenaration following the distraction osteogenesis and dental implant application in mandibular crest – GUBAP

DEPARTMENT of CONSERVATIVE DENTISTRY and ENDODONTICS

20.1	Number of publications in refereed journals	50
20.2	Number of textbooks published by staff	-
20.3	Number of chapter in books	-
20.4	Grants received over 1000 euros	11
20.5	Number of invited presentations at international meetings	-

20.1. LIST of PUBLICATIONS

International Publications

2004

DARENDELİLER YAMAN S, KARACAER Ö, ŞAHİN M. Stress Distrubution of Post-Core applications in Maxillary Central Incisors. Journal of Oral Rehabilition 18(3): 163-177, 2004.

DARENDELİLER YAMAN S, ER Ö, YETMEZ M, ALAN KARABAY G. In Vitro Inhibition of Caries-like Lesions with Fluoride- releasing Materials. Journal of Oral Rehabilition 46: 45 – 50, 2004.

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ÜÇTAŞLI MB, BALA O, GÜLLÜ A. Surface Rougness of Flowable and Packable Composite Resin Materials after Finishing and Polishing with Sof-Lex Discs. Journal of Oral Rehabilition 31:1197-1202, 2004

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2005

GÜNGÖR K, ERTEN H, Z.AKARSLAN Z, ÇELİK İ, SEMİZ M. Approximal carious lesion depth assessment with Insight and Ultraspeed films. Oper Dent 30(1): 58-62, 2005

ERTEN H, ÜÇTAŞLI M, ZAFERSOY Z, UZUN Ö, BAŞPINAR E. The assessment of unaided visual examination, intraoral camera and operating microscope for the detection of occlusal caries lesions Oper Dent 30(2): 190-194, 2005

ERTEN H, Z.AKARSLAN Z, TOPUZ Ö. The efficeincy of three different films and radiovisiography in detecting approximal carious lesions. Quintessence Int 36(1): 65-70 2005

TINAZ C, ALAÇAM T, UZUN Ö, MADEN M, KAYAOĞLU G. The Effect of Disruption of Apical Constriction on Periapical Extrusion. Journal of Endodontics, 2005 Jul;31(7):533-535. 2005

BALA O, ÜÇTAŞLI MB, TÜZ A. Barcoll Hardness of Different Resin-Based Composites Cured by Halogen or Light Emitting Diode (Led). Operative Dentistry 30(1):69-74, 2005

BALA O, ÖLMEZ A, KALAYCI Ş. Effect of LED and Halogen Light Curing on Polymerization of Resin-Based Composites. Journal of Oral Rehabilition 31:134-140, 2005

KAYAOĞLU G, ERTEN H, ALAÇAM T ORSTAVİK D. Growth at high increases E.faecalis adhesion to collogen. International Endodontic Journal 2005, 38, 1-8

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YOLDAS O, ALAÇAM T. Microhardness of composites in simulated root canals cured with light transmitting posts and glass fiber reinforced composite posts. J Endodon, 30(9): 2005.

UZUN O, TOPUZ O, TİNAZ AC, SADIK B. Accuracy of the apex locating function of TCM Endo V in simulated conditions: a comparison study. Oral Surg Oral of apical constriction on periapical extrusion. J Endod. 2005 Jul;31(7):533-5.

GÖRGÜL G, KIVANÇ B, MADEN M, ATASOY İ, TINAZ C. Effects of Nd: YAG Laser Irradiation On The Adaptation Of Composite Resins To Root Dentin. J. Contemp Res. 6, 1-7, 2005

KAYAOĞLU G, ERTEN H, ALAÇAM T, ORSTAVİK D. Short-term antibacterial activity of root canal sealers towards Enterococcus faecalis. 38, 483-488, 2005.

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ERTEN H, Z.AKARSLAN Z, BODRUMLU E. Dental fear and anxiety levels of patients attending to a dental faculty . Quintessence Int 37, 304-310, 2006.

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ATEŞAGAOĞLU A, ÖMÜRLÜ H, ÖZÇEĞLİ E, SARDAS S, ERTAŞ N. Mercury Exposure in Dental Practice. Operative Dentistry 31(6): 666-669, 2006

BODRUMLU, E, ALAÇAM, T. Evaluation of Antimicrobial and Antifungal Effects of Iodoform-Integrating Gutta-Percha. J Can Dent Assoc., 72(8):733, 2006.

National Publications

2004

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ÜNLÜ İ.,BALA O. Dişlerde Erezyon Oluşumunun Sebepleri Ve Tedavi Yöntemleri. Akademik Dental Dişhekimliği Dergisi 6(2): 48-54, 2004.

ÜNLÜ İ, BALA O. Dişlerde Erozyon Oluşumunun Sebepleri ve Tedavi Yöntemleri. Akademik Dental Diş Hekimliği Dergisi. 6(2):48-54,2004.

2005

SİBEL TAZEGÜL, ÖZGÜR UZUN, ZÜHRE AKARSLAN, ÖZGÜR TOPUZ, HÜLYA ERTEN. G. Okluzal çürüklerin teşhisinde gözle muayene ve operasyon mikroskopunun etkinliklerinin karşılaştırılması. Ü. Diş Hekimliği Fakültesi Dergisi, Cilt 22, Sayı 3, 153-156, 2005.

TAYFUN ALAÇAM, ÖZGÜR TOPUZ, ÖZGÜR GENÇ. Yapay kök kanallarında soğuk lateral kompaksiyon ve farklılaştırılmış devamlı ısıyla dolgu yöntemi ile yapılan gutta-perka dolguların ağırlık olarak değerlendirilmesi. G. Ü. Diş Hekimliği Fakültesi Dergisi, Cilt 22, Sayı 2, 105-109, 2005.

2006

KARADAĞ S, ÜNLÜ İ, BALA O. Apikal Cerrahide Sonik Uç Kullanımının Kök Ucunda Çatlak Oluşturma Riskinin İncelenmesi.Gazi Üniversitesi Diş Hekimliği Fakültesi Dergisi 23, 1-4 2006.

ELİĞÜZELOĞLU E, ÜÇTAŞLI MB, ÖMÜRLÜ H, ATEŞAĞAOĞLU A. Farklı tipte adeziv sistemlerin sınıf V kompomer restorasyonların mikrosızıntısı üzerine etkileri" Gazi Üniversitesi Diş Hekimliği Fakültesi Dergisi 23, 71-77, 2006.

ZAFERSOY AKASLN Z, UZUN Ö, TAZEGÜL S, TOPUZ Ö, ERTEN H, GÜRBÜZ F. Arayüz Çürüklerinin Teşhisinde Ultraspeed, Ekstraspeed Plus, Insıght Filmler, Radyovizyografi, Operasyon Mikroskobu ve Gözle Muayenenin Etkinliklerinin Karşılaştırılması. Gazi Üniversitesi Diş Hekimliği Fakültesi Dergisi 23, 5-9, 2006.

KIVANÇ HB, KARADAĞ SS. Er:YAG Lazer ve Frez ile Hazırlanan Sınıf V Restorasyonların Mikrosızıntısının Değerlendirilmesi, Gazi Üniv Dişhek Derg, 23(3), 165-8, 2006.

TINAZ AC, KIVANÇ HB, ÇINAR S, TAZEGÜL S. İki yeni apeks bulucunun in vitro karşılaştırılması. Atatürk Üniversitesi Diş Hekimliği Fakültesi Dergisi, 16(1), 30-3, 2006.

KIVANÇ HB. Endodontik Tedavili Dişlerde Post Uygulamaları. Atatürk Üniversitesi Diş Hekimliği Fakültesi Dergisi 1, 18-23, 2006.

20.4. GRANTS RECEIVED over 1000 EUROS

2004

11/2004-04

ÖMÜRLÜ H. Mineral Trioxide Aggregate ve Yeni Geliştirilen Deney Materyalinin Fiziksel Özelliklerinin İn Vitro Olarak Karşılaştırılması - GUBAP

11/2004-05

ALAÇAM T. Taşkın Preparasyonlarda Yeni Bir Apikal Stop Oluşturulmasında Tri Auto ZX'in Etkinliği – GUBAP

11/2004-03

ERTEN H. Mineral Trioksit Agregat ve Yeni Geliştirilen Deney Materyalinin Sitotoksisite ve Genotoksisitesinin İn Vitro Değerlendirilmesi – GUBAP

2005

03/2005-13

TÜRKÖZ E. Farklı İrrigasyon Solüsyonlarının Antimikrobiyal ve Yumuşak Dokudaki Etkilerinin Histopatolojik Olarak İncelenmesi – GUBAP

03/2005-15

ÖMÜRLÜ H. Dişlerin Servikal Bölgesindeki Çürüksüz Kama Defektlerinin Tedavisinde Farklı Bağlayıcı Etkenlerinin Bağlanma Kuvvetlerinin İnvivo ve İnvitro Olarak İncelenmesi – GUBAP

03/2005-23

GÖRGÜL G. Enfekte Kök Knallarından İzole Edilen Anaerob Mikroorganizmaların ve Virulans Fktörlerinin Moleküler Mikrobiyolojik Tanı Yöntemleri (RT-PCR) İle Belirlenmesi – GUBAP

03/2005-09

ÜÇTAŞLI MB. İki Farklı Bağlayıcı Sistem, İki Farklı Estetik Restoratif Materyal ve İki Farklı Işık Kaynağının Sınıf II Restorasyonların Mikro-tensile Bağlanma Direncine Etkilerinin Değerlendirilmesi – GUBAP

2006

03/2006-14

ÜÇTAŞLI MB. Dental Kompozit Restoratif Materyallere Farklı Yüzey Bitirme İşlemlerinin Etkisi – GUBAP

03/2006-20

KIVANÇ BH. Endodontik Tedavili Dişlerin Estetik Postlarla Restorasyonu – GUBAP

03/2006-23

ARISU HD Farklı Işık Cihazları İle Polimerize Edilen Farklı Kompozite Rezin Materyallerin Değişim (polimerizasyon) Derecelerinin Mikrosertlik Testi İle Değerlendirilmesi – GUBAP

11/2004-02

ÖMÜRLÜ H. Farklı Restoratif Materyallere Bakteriyel Adezyonun İnvitro Araştırılması – GUBAP

DEPARTMENT of ORAL DIAGNOSIS and RADIOLOGY

20.1	Number of publications in refereed journals	12
20.2	Number of textbooks published by staff	-
20.3	Number of chapter in books	-
20.4	Grants received over 1000 euros	1
20.5	Number of invited presentations at international meetings	-

20.1. LIST of PUBLICATIONS

International Publications

2005

Güngör K, Erten H, Zafersoy Z, Çelik İ, Semiz M. Approximal carious lesion depth assessment with insight and ultraspeed films. Operative Dentistry 2005, 30, 50-57

Erten H, Üçtaşlı M B, Zafersoy Akarslan Z, Uzun Ö, Başpınar E. The assessment of unaided visual examination, intra-oral camera and operating microscope for the detection of occlusal caries lesions. Operative Dentistry 2005, 30 190-194.

Erten H, Zafersoy Z, Topuz Ö. The eficiency of Ultraspeed, Ektaspeed Plus, Insight films and Radiovisiography at detecting approximal carious lesions. Quintessence International 2005, 36, 65-70

2006

Güngör K. Zafersoy Akarslan Z, Akdevelioğlu M, Erten Can H, M Semiz. The precision of the panoramic mandibular index, Dentomaxillofacial Radiology, 35, 442-446 (2006)

Gungor K, Ozturk M, Semiz M, Brooks SL. A Radiographic Study of Location of Mental Foramen in a Selected Turkish Population On Panoramic Radiograph, Collegium Antropologicum, 30, 801–805 (2006).

Koca B, Guleç E, Gultekin T, Akin G, Gungor K, Brooks SL. Implication of dental caries in Anatolia:From hunting-Gathering to the present. Human Evolution, DOI 10.1007/s11598-006-9019-4 (2006)

Erten H, Üçtaşlı M, Zafersoy Akarslan Z, Uzun Ö, Semiz M. Restorative Treatment Decision Making With Unaided Visual Examination, Intraoral Camera and Operating Microscope. Operative Dentistry 2006, 31, 55-60

Erten H, Zafersoy Akarslan Z, Bodrumlu E. Dental Fear and anxiety leels of patients attending a dental clinic. Quintessence Int. 2006 37:304-310

National Publications

2004

Aydın Ü, Alasya D, Erdem M. Stajyer hekimler tarafından yapılan radyografi hataları. GÜ Diş Hek Fak Derg 21: 107-111, 2004.

Zafersoy Akarslan Z, Erten H, Alasya D. Okluzal çürüklerin derinliklerinin belirlenmesinde Ultraspeed, Ektaspeed Plus, Insight filmler ve Radyovizyografinin etkinliğinin karşılaştırlması. GÜ Diş Hek Fak Derg 21: 113-117, 2004.

2005

Tazegül S, Uzun Ö, Akarslan ZZ, Topuz Ö, Erten H: Okluzal Çürüklerin TeşhisindeGözle muayene ve Operasyon mikroskobunun etkinliklerinin karşılaştırlması. GÜ Dişhek Fak Derg 2005 22: 153-6

2006

Akarslan ZZ, Uzun Ö,l Tazegül S, Topuz Ö, Erten H, Gürbüz F: Arayüz Çürüklerinin Teşhisinde Ultraspeed, Ektaspeed Plus, Insight Filmler, Radyovizyografi, Operasyon Mikroskobu ve Gözle Muayenenin Etkinliklerinin Karşılaştırılması. GÜ Dişhek Fak Derg 2006 23 5-9

DEPARTMENT of ORTHODONTICS

20.1	Number of publications in refereed journals	18
20.2	Number of textbooks published by staff	-
20.3	Number of chapter in books	-
20.4	Grants received over 1000 euros	8
20.5	Number of invited presentations at international meetings	-

20.1. LIST of PUBLICATIONS

International Publications

2004

Meral O, İşcan HN, Okay C, Gürsoy Y. Effects of bilateral upper first premolar extraction on the mandible. Eur. J. Orthod. April; 26 (2): 223-31, 2004.

Darendeliler N, Dinçer M, Soylu R. The biomechanical relationship between incisor and condylar guidances in deep bite and normal cases. Journal Oral Rehabil. May; 31(5): 430-7, 2004.

Kale S, Kocadereli I, Atilla P, et al. Comprasion of 1,25 dihydroxycholecalciferol and prostaglandyn E-2 on orthodontic tooth movement. Am. J. of Orthod. And Dentofac. Orthoped. 125(5): 607-614, May 2004.

Ucem TT, Ucuncu N, Yuksel S. Comprasion of double-plate applinace and face mask therapy in treating class III malocclusion. Am. J. Orthod. Dentofac. Orthop. 126(6): 672-9, Dec. 2004.

2005

Turk T, Elekdag-Turk S, Dincer M. Clinical evaluation at the centre of resistance of the upper incisors during retraction. Eur. J. Orthod. 27(2): 196-201; Apr. 2005.

Tuncer BB, Ozmeric N, Tuncer C, Teoman I, Cakilci B, Yucel A, Alpar R, Balos K. Levels of interleukin -8 during tooth movement. Angle Orthod. ; 75(4) 631-6: Jul. 2005. Erratum in: Angle Orthod. 75(3): 497; May 2005.

Tuncer C, Uner O. Effects of a magnetic appliance in functiomal class III patients. Angle Orthod. 75(5): 768-77. Sep. 2005.

Usumez S, Orhan M, Uysal T. Effect of cervical headgear wear on dynamic measurement of headposition. Eur. J. Orthod. 27(5): 437-42. Oct. 2005.

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Usumez S, Uysal T, Orhan M, et al. Relationship between static natural head position and head position measured during walking. Am. J. Orthod. Dentofac. Orthop. 129(1): 42-47. Jan. 2006.

Gulsen A, Okay C, Aslan BI, Uner O, Yavuzer R. The relationship between craniofacial structure and the nose in Anatolian Turkish adults: a cephalometric evaluation. Am. J. Orthod. Dentofac. Orthop. 130(2): 131.e 15-25. Aug. 2006.

Darendeliler N, Taner L. Changes in the soft tissue profile after extraction orthodontic therapy. J. Dent. Child. (Chic). 73(3):164-9. Sep-Dec 2006.

Okay C., Gülsen A.,Keykubat A., Ucem TT,Yüksel S.: A comparison of the effects of 2 mandibular anchorage systems used with a 3- dimensional bimetric maxillary distalizing arch.World Journal of Orthodontics. 7:125-133,2006.

National Publications

2004

Keykubat A, Üçem TT, Yüksel S, Tuncer C , Taner L. Lateral sefalometrik ölçümlerin ve dijitasyonlarının tekrarlanabilirliği , Türk Ortodonti Dergisi 17:75-82,2004.

2005

Üçem TT.,Öztürk Y.,Üner O.:Sürekli dişhekimliği eğitimi ve ortodonti.Türk Ortodonti dergisi,18(3):265-275;2005.

Oğuz HT., Üçüncü N.: Obstrüktif uyku apne sendromu olgularına ortodontik yaklaşımlar. Türk Ortodonti Dergisi, 18 (2) :175-187; 2005.

Kale S., Enacar A., Giray B.: Yetişkin sınıf II vakada subapikal kortikotomi destekli ortodontik tedavi. Türk Ortodonti Dergisi ,18(3):277-286;2005.

Tuncer C , Üner O, : Süpernümere dişler sebebiyle gömülü kalmış orta kesici dişlerin gold chain ile tedavisi ; olgu sunumu , Türk Ortodonti Dergisi. 2005;cilt 18,No 1,61-68

2006

Tuncer C. : Mıknatıslar ve ortodontik uygulamalardaki yeri.Gazi Üniversitesi Dişhekimliği Fakültesi Dergisi, 23(2):131-135;2006.

20.4. GRANTS RECEIVED over 1000 EUROS

2004

03/2004-01

Akkaya S. Maksiler Protraksiyon Apareyi”- “Maxillary Protraction Appliance” - GUBAP

(SBAG)-2830-1045347

Üçüncü N, Oğuz HT.: “Faringeal alan ölçümünde lateral sefalometrik filmler ile akustik faringometri yönteminin tekrarlanabilirliğinin karşılaştırılması”- “The Comprasion of Repetability of Lateral Cephalometric Films and Acoustic Pharyngometry Technique in Measurement of Pharyngeal Cross-sectional Area” TÜBİTAK (SBAG)-2004

TR/04/A/F/PL 2-004

Üçüncü N. “DENTA: Türk dişhekimliği Doktora Öğrencilerinin Mesleki Bilgi ve Becerilerinin Geliştirilmesi” “DENTA : Improving Knowledge and Skill of Turkish Dental Postgraduate Student” -LDV projects (II-Phase 2000-2006)

03/2006- 16

Taner L., Singh G.D., Darendeliler N., “ Ortodontik Tedavi Görmemiş Bireylerde 3-boyutlu havayolu incelemesi” -“ 3-D Airway Evaluation in Subjects with Untreated Malocclusions” GUBAP

03/2006-24

Çetiner D., Uraz A., Karaduman B., Işık Aslan B., Tokman B., Demir C. “ Lokal Paratiroid Hormon Uygulamasının Diş Hareketleri Üzerine Olan Etkisinin Deneysel Olarak İncelenmesi”- “ Experimental Evaluation of Local Paratiroid Hormon Application on Tooth Movement ” GUBAP

DEPARTMENT of PEDIATRIC DENTISTRY

20.1	Number of publications in refereed journals	27
20.2	Number of textbooks published by staff	-
20.3	Number of chapter in books	-
20.4	Grants received over 1000 euros	11
20.5	Number of invited presentations at international meetings	-

20.1. LIST of PUBLICATIONS

International Publications

2004

DOĞAN MC, ALAÇAM A, AŞICI N, ODABAŞ M, SEYDAOĞLU G. Clinical Evaluation Of The Plaque Removing Ability Of Three Different Toothbrushes In A Mentally Disabled Group. Acta Odontol Scand 62:350-35, 2004.

ÖLMEZ A, TÜFEKÇIOĞLU D, ERDEMLI E. The Effects Of Different Application Techniques And Orifices On The Amount Of Dentifrice. The Journal of Contemporary Dental Pratice 28(4):343-346, 2004.

ÖZTAŞ N, BODUR H, ÖLMEZ A, BERKKAN A, CULA S. The Efficacy Of A Fluoride Chewing Gum On Salivary Fluoride Concentration And Plaque Ph In Children. Journal of Dentistry 32(6):471-477, 2004.

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ALAÇAM A, YILDIRIM S, ÇINAR Ç, BAL C, GÜRBÜZ F. The Evaluation Of The Approach Of Turkish Dentists To Oral Health Of Disabled Patients. A Pilot Study. The British Journal of Developmental Disabilities 98:47-57, 2004.

ULUSU T, ÇINAR Ç, NALBANT D. Oligodontia associated with femoral bifurcation, tibial hemimelia and celft hand. Chin Med J 2004;117(5):787-788.

2005

ALTINOVA YB, ALAÇAM A, AYDIN A, SANIŞOĞLU SY. Evaluation Of A New Intraoral Controlled Fluoride Release Device. Caries Research 39:191-194, 2005.

ÖZTAŞ N, ULUSU T, BODUR H, DOĞAN C. The Periodontal Ligament (PDL) Injection With Wand In Pulp Therapy: An Alternative To Inferior Alveolar Nerve Block. Quintessence International 36(7):559-564, 2005.

BALA O, ÖLMEZ A, KALAYCI Ş. Effect Of Halogen And LED Light Curing On Polymerization Of Composite. Journal of Oral Rehabilitation 32:134-140, 2005.

ÖLMEZ A, ÖZTAŞ N, BODUR H, TÜFEKÇIOĞLU D. Microleakage Of Compomer Restorations In Primary Teeth After Bur Or Air Abrasion. Operative Dentistry 30(2):137-272, 2005.

ÖLMEZ A. Adhesive Resins As Pulp Capping Agents. Practical Procedures & Aesthetic Dentistry 17(7):444-446, 2005.

ÖZTAŞ N, ÖLMEZ A. Effects Of One Versus Two-Layer Applications Of A Self-Etching Adhesive To Dentin Of Primary Teeth: A SEM Study. The Journal of Contemporary Dental Practice 6:1-7, 2005.

TULUNOĞLU Ö, ULUSU T, GENÇ Y. An Evaluation Of Survival Of Space Maintainers: Six-Year Follow-Up Study. The Journal of Contemporary Dental Practice 6(1):74-84, 2005.

TULUNOĞLU Ö, ÜÇTAŞLI MB, ÖZDEMIR Ş. Coronal Microleakage Of Temporary Restoration In Previously Restored Teeth With Amalgam And Composite. Operative Dentistry 30(3):331-337, 2005.

2006

TULUNOĞLU Ö, DEMİRTAŞ S, TULUNOĞLU İ. Total Antioxidant Levels Of Saliva İn Children Related To Caries, Age, And Gender.Int J Paediatr Dent 16(3):186-91, 2006.

ÖLMEZ A, TUNA D, ÖZNURHAN F. Clinical Evaluation Of Diagnodent In Detection Of Occlusel Caries In Children. J Clinical Pediatric Dentistry.30(4):287-29, 2006 (

TULUNOGLU Ö. Temporary Endodontic Restorations Of Previously Restored Teeth. Practical Procedures & Aesthetic Dentistry.18:612-616, 2006.

National Publications

2004

AŞICI N, DOĞAN MC, ÇINAR Ç, ALAÇAM A. İnfiltrasyon Anestezisinde İki Farklı Enjektör Tipinin Ağrı Düzeyi Davranış Tipi Ve Psikolojik Kabulünün Karşılaştırmalı Olarak Değerlendirilmesi. G.Ü. Dişhekimliği Fakültesi Dergisi 21(2):77-83, 2004.

BODUR H, BODUR A, YÜCESOY V, BALOŞ K. İki Farklı Yaş Grubundaki Çocuklarda Diş Çürüğü Prevelansı Ve Periodontal Durumun Değerlendirilmesi. D.Ü.Dişhekimliği Fakültesi Dergisi 21(21):35-39, 2004.

ÖZDEMİR Ş, TULUNOĞLU Ö, ÜÇTAŞLI MB. Dişhekimliğinde Kullanılan Geçici Restoratif Materyaller. Akademik Dental Dişhekimliği Dergisi 7:54-63, 2004.

ÖLMEZ A. Travma Sonucu Oluşan Kırıkların Tedavi Yöntemleri. Akademik Dental Dişhekimliği Dergisi 6(1):37-41, 2004.

BODUR H, BODUR A, YÜCESOY V. İki Farklı Yaş Grubundaki Çocuklarda Diş Çürüğü Prevelansı Ve Periodontal Durumun Değerlendirilmesi. D.Ü.Dişhekimliği Fakültesi Dergisinde yayına kabul edildi.

2005

ÖLMEZ A, TÜFEKÇİOĞLU D. Türk Ailelerinin Ağız-Diş Sağlığı Konusundaki Bilgi Ve Yaklaşımlarının Değerlendirilmesi. Akademik Dental Diş Hekimliği Dergisi 24:42-48, 2005.

ULUÇAM S, AKAL N, FİDAN I, CULA S. Daimi Molar Dişlere Uygulanan Paslanmaz Çelik Kronların Dişeti Sağlığı Üzerindeki Etkileri. G.Ü. Dişhekimliği Fakültesi Dergisi 22(2):97-103, 2005.

2006

TAŞVEREN KS, AKAL N. Çürük Aktivite Testleri. 19 Mayıs Üniversitesi Diş Hekimliği Fakültesi Dergisi 7:45-54, 2006.

20.4. GRANTS RECEIVED over 1000 EUROS

2004

03/2004-03

ULUSU T. A study about caries risk assesment with ‘Cariogram’ in children. GUBAP

03/2004-07

ÖLMEZ A. In-vitro and in-vivo evaluation of a new instrument used in mechanical removal of caries lesions. GUBAP

03/2004-10

TULUNOĞLU Ö. Evaluation of cystatin C levels in saliva and in crevicular fluid in healty children and in children with periodontal disease. GUBAP

2005

03/2005-06

ALAÇAM A. Effects of the Castillo-Molares stimulating plate on social adaptation of children with orofacial muscle dysfunction. GUBAP

03/2005-07

ALAÇAM A. Effects of the Castillo-Morales stimulating plate on speech development of children with orofacial muscle dysfunction. GUBAP

03/2005-013

AKAL N. The evaluation of pulp and dentin inervation in caries and healthy teeth in children. GUBAP

2006

03/2006-18

ULUSU T. Evaluation the accuracy of a new wireless X-Ray machine for the detection of approximal caries of primary teeth with conventional radiography and digital images. GUBAP

03/2006-07

ALAÇAM A. Bioavability of fluoridated milk in children and it's effect on remineralization. GUBAP

03/2006-25

AKAL N. The analysis of four different glass fibre posts' in-vitro flexure strength and stress distribution with finite element methodology. GUBAP

03/2006-31

TULUNOĞLU Ö. The evaluation of the applications of three dimensional visual design systems in pedodontic and surger patients. GUBAP

03/2006-02

BODUR H. In-vitro evaluation of penetration of root canal irrigation solutions to the dentin tubule GUBAP

DEPARTMENT of PERIODONTOLOGY

20.1	Number of publications in refereed journals:	21
20.2	Number of textbooks published by staff	-
20.3	Number of chapters in books:	1
20.4	Grants received over 1000 euros:	20
20.5	Number of invited presentations at international meetings	3

20.1. LIST of PUBLICATIONS

National Publications

2004

Saygun I, Özdemir A, Beşerbellioğlu B, Kurtiş B, Kubar A, Demiriz M. Human papillomavirus type 16 DNA in oral white sponge nevus. A case report. JGUFD, 21(3) 213-216, 2004.

Bodur A**,** Osteoporosis: Relationship Between Jaw Bones and Periodontitis. JGUFD, 21:53-60,2004.

Bodur H, Bodur A, Yücesoy V, Baloş K. The Evaluation of Dental Caries Prevalence and Periodontal Status in Two-Different Age Groups. JGUFD, 21, 35-39, 2004.

Parlar A.,Çetiner D. A Modified Space Creation Process For Barrier Membranes in Treatment of Gingival Recessions. Journal of Hacettepe University, Faculty of Dentistry 28 (2),2-10, 2004.

2005

Kurtiş B. Periodontal symptoms and pathogenesis of periodontal diseases in AIDS. JGUFD, 22 (1) : 61-67 ,2005.

2006

Uraz A. Aggressive periodontitis in a patient with suspicion of acromegaly: a case report. JGUFD, 1: 39-47, 2006.

Tüter G. Use of antibiotics in periodontal therapy. JGUFD, 23, 55-59 (2006)

International Publications

2004

Çetiner D, Bodur A, Uraz A. “Expanded Mesh Connective Tissue Graft For The Treatment of Multiple Gingival Recessions”. J Periodontol; 75: 1167-1172 ,2004.

Özmeriç N. Advances in periodontal disease markers. Clin. Chim. Acta. 343: 1-16, 2004.

Çetiner D, Ünsal B, Parlar A, Gültekin E, Kurtiş B. Evaluation of Periodontal Healing in Class II Furcation Defects Following Guided Tissue Regeneration With Two Different Types of Polylactic Acid Membranes. Chin Med J 117: 270-274, 2004.

Lee HM, CiancioSG, Tüter G, Ryan ME, Komaroff E, Golub LM. Sub-antimicrobial dose doxycycline (SDD) efficacy as a matrix metalloproteinase (MMP) inhibitor in chronic periodontitis patients is enhanced when combined with an NSAID, J Periodontol 75: 453-463, 2004.

2005

Özmeriç N, Gültekin SE, Ünlü Ö, Ayhan E, Oygür T, Bal B. The Gingival T-Cell Subgroups in Renal Transplant Patients with Gingival Overgrowth-An Immunohistochemical Study. Dialysis, Transplantation and Burn;January,16:1, 2005.

Akbay A., Baran C., Günhan Ö., Özmeriç N., Baloş K. ‘Periodontal regenerative potential of autogenous periodontal ligament grafts in class Π furcation defects.’ J Periodontol;75: 595-604, 2005.

Güllü C, Özmeriç N, Tokman B, Elgün S, Baloş K. Effectiveness of scaling and root planing versus modified Widman flap on nitric oxide syntase and arginase activity in patients with chronic periodontitis. J. Periodontal Res; 40: 168-175, 2005.

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20. 5. INVITED PRESENTATION

2005

Prof. Dr. Ateş PARLAR, “Esthetic considerations on implant supported restorations in the maxillary anterior region”. ve “Current indications for guided bone regeneration in clinical practice.”. Congress of ESSDI (Egyptian Scientific Society for Dental Implantologist) EGYPT, 5 – 7 April

2006

Prof. Dr. Ateş PARLAR, "Non-Surgical Periodontal Therapy" and "Fundamentals of Periodontology" 6th Iranian Periodontology Congress, 1-3 November.

Prof. Dr. Ateş PARLAR, "Alternatif Treatment Approaches for the Rehabilitation of Edentulous Patients with İmplant Supported Fixed Dentures" 15th Alexandria International Dental Congress, 14-17 November.

DEPARTMENT of PROSTHODONTICS

20.1	Number of publications in refereed journals	54
20.2	Number of textbooks published by staff	2
20.3	Number of chapter in books	-
20.4	Grants received over 1000 euros	23
20.5	Number of invited presentations at international meetings	-

20.1. LIST OF PUBLICATIONS

International Publications

2004

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ERGÜN G, ÇEKIÇ I, Gazi Üniversitesi Diş Hekimliği Fakültesi'ne başvuran hareketli bölümlü protez hastalarının değerlendirilmesi. G.Ü. Diş Hek. Fak. Derg. 2005;22 (3) :175 – 180.

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20.2. TEXTBOOKS PUBLISHED by STAFF

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20.4. GRANTS RECEIVED over 1000 EUROS

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Burgaz Y., Asar V. The Evaluation of the Influence of Implant Supported Angled Abutments on Stress Distribution in Different Bone Types GUBAP

03/2004-14

Yılmaz H., Gül EB. Evaluation of the Mechanical Proporties of Different All Ceramic Systems by Biaxial Flexural Strength and Indentation Fracture Toughness Tests GUBAP

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Akçaboy C., Bavbek AB. The Effect of Illumination on the Determination of Tooth Colour GUBAP

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Nalbant D., Babaç YG. Identification of ALS Gene Family and ALS Proteins of Candida Albicans Strains Isolated From Soft Lining Materials and Acrylic Materials GUBAP

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03/2005-17

Dinçer C. İç düzensizliği olan ve olmayan temporamandibular hastalarda çiğneme paterni analizi

03/2005-18

Nalbant D., Babaç YG. Evaluation of Natural Teeth Color Distribution by Using Computerized Shade Measuring and Analysing System GUBAP

03/2005-24

Yaluğ S., Kurt EÇ. Investigate the Influence of Connector Design of Fracture Resistance of Posterior All Porcelain Bridges Which Is Produced With CAD-CAM In Finite Element Stress Analysis GUBAP

03/2005-16

Karacaer Ö., Güner Ç. Evaluation of the Influence of Different Polymerization Methods On the Rest Monomer Amount and Cytotoxicity in the Acrylic Resins Reinforced With Glass Fibers By In-Vitro GUBAP

03/2005-11

Yazıcıoğlu H., Akalın MRV. The Evaluation of Bond Strength of Four Different Porcelain Repair Kits GUBAP

03/2005-04

Nalbant L.,Keskin F. Evaluation of Thermal Stress Values Produced by Ceramic and Glass Fiber Reinforced Composite Post Systems in Tooth Structures GUBAP

03/2005-05

Nalbant L.,Bavbek AB. Evaluation of Damage Modes on Different Types of Reinforced All Ceramics by Hertzian Indentation GUBAP

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03/2006-06

Aydın C., Öztürk E. Investigation of the Physical Proporties of Three Different Maxillofacial Silicone Elastomers GUBAP

03/2006-17

Yavuzyılmaz H., Özkan S. Comparison of the Cytotoxicities of Three Different Base Materials In-Vitro Cell Culture GUBAP

03/2006-28

Doğan A., Bavbek AB. Comparison of the Passive Fitness of the Screw Abutments With Different Tightening Directions on the Metal Frameworks by In-Vitro Strain Gauge Method GUBAP

03/2006-10

Yılmaz H., Karakoca S. The effect of surface treatment of 3 different zirconia based full ceramics on mean surface roughness and flexural strength and the determination of the effects of surface treatment of the zirconia systems by X-ray difractometer surface analyse GUBAP

03/2006-26

Nalbant D., Babaç YG.,Kurt EÇ Evaluation of Antibacterial Activities of Three Different Dual Cured Composite Resin Cements In-Vitro GUBAP

03/2006-11

Yaluğ S.,Korkmaz FM Analysing the Distribution of Force in Maxillofacial Defects According to the Types and Localizations Implant by Using Finite Element Analysis GUBAP

03/2006-08

Karacaer Ö., Ertem G. The Effect of Different Polimerization Methods on the Amount of Residual Monomer in the Acrylic Resins Reinforced With Polyethilene Fibers By In-Vitro

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Demirköprülü H., Yıldırım Z. In-Vitro Cytotoxicity of Two Indirect Composite Materials Before and After Aging in Artificial Saliva GUBAP

03/2006-13

Ergün G., Keskin F. Investigation of the Osseointegration of Dental Implants by Resonance Frequency Analysis With the Existence of PRP and Evaluation Long Term Results: A 5year prospective study GUBAP

03/2006-04

Suca Ç., Gül EB. Examination of the Stress Pattern Formed With Bar Retentioned, Variously Angulated Implant Supported Overdentures on the Bone GUBAP

DEPARTMENT of ORAL PATHOLOGY

20.1	Number of publications in refereed journals	8
20.2	Number of textbooks published by staff	-
20.3	Number of chapter in books	-
20.4	Grants received over 1000 euros	1
20.5	Number of invited presentations at international meetings	-

20.1. LIST of PUBLICATIONS

International Publications

2004

BENAY TOKMAN, ŞEBNEM ŞİMŞEK, ERKAN ERKMEN, TÜLİN OYGÜR; Intravascular papillary endothelial hyperplasia of the mandibular lingual mucosa. Chinese Med Journal, 117 (11) : 1756–1757, 2004.

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20.4. GRANTS RECEIVED over 1000 EUROS

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VISITORS COMMENTS

See comments at end of section

VISITORS COMMENTS

SECTION 20 RESEARCH AND PUBLICATIONS

GUFD has its own periodical journal with three issues per year. To achieve wider communication of subject matter in this journal every article has an abstract in English and efforts have been made to get the journal indexed in Pub Med. A list of publications has been shown to the visitors and it is noted that there has been a decrease in the number of publications during recent years. This is both for publications in national journals and also (although to a lesser extent), for international publications. Considering the number of staff, the publication rate is not very high. The staff are to be congratulated on the production of their own periodical which demonstrates a firm commitment to the academic process; the School should give some thought to the reasons for a reduction in the number of staff publications.

SECTION 21

QUALITY DEVELOPMENT OR CONTINUOUS DEVELOPMENT POLICIES/SCHEMES

Person who is responsible to explain this section to the visitors:

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Fax: +90 312 223 92 26

Introduction

Quality development and management is a rather new concept in the country and at Gazi University. In recent years special emphasis was laid on this matter both by the present university administration and the dean's office. Several courses of ISO series were held by the professionals. By the faculty members' awareness of quality assurance was stressed in a number of conferences held in the GUFD. Since quality development and management is the most important element of continuous development, GUFD institutionally commits to this issue. Quality management is handled both in education and clinical services.

Quality development of curriculum, academic staff, course contents, student progress and assessment procedures and others are implemented by the guidelines of Council of Higher Education and Gazi University Academic Evaluation and Quality Improvement Board directives. Additionally our own quality management measures are applied to clinical services i.e logistics of medical/dental supplies, repair and maintenance, stocks, security, housekeeping. The existing situation analysed and defined and objectives of improvement were defined and finally solutions were implemented. Clinical services are monitored by patient, student and staff satisfaction surveys and SWOT analysis.

Faculty and Staff Development and Evaluation

The aim of the faculty and staff development is to contribute actively faculty and staffs' professional development. In-service programs in various fields as described in life long learning section of the present document were implemented. Not only activities in favour of education like "Educators Education Course", "Communication Skills Course" but also courses for services like "Basic Life Support/CPR" and "Infection Control" were also organised.

New graduate satisfaction, student satisfaction and faculty self evaluation surveys are done to monitor professional development.

Program and Course Evaluation

Since establishment in 1968 GUFD has a tradition of odontological way of dental education. The core curriculum has regulated by the Council of Higher Education. The dean's office and Committee of Coordination of Teaching and Learning have compared the current curriculum with ADEE and DentEd documents (Profile and Competencies, Curriculum Content) almost nothing less than those documents was found. Tune up like addition of electives to the curriculum was done recently. Educators who's responsible of the courses are regularly informed about the objectives of the dean's office and committee. Student and graduate surveys about the courses, program and faculty evaluation are done regularly.

Special emphasis was laid to improve the depth of basic medical sciences since the aim of the current GUFD administration is to deepen the knowledge and research in basic

sciences. In order to achieve this aim; multidisciplinary basic sciences laboratory was planned to be added to GUFD development plans, and academics in basic sciences e.g. microbiology are recruited.

Student Assessment

Assessment of the students is achieved by the directives of Gazi University and GUFD. Clinical assessment of the students is based on the competences. Assessment of the students is described by GUFD directives and may vary between departments as those are described before in the current document.

Internationalisation

GUFD supports and encourages internationalisation of the students and academics. One year English preparatory school prior to dental education was added to the program in 2006 academic year to assist students' needs not only following the medical and dental literature but also better understanding of the world matters.

Erasmus Bilateral Agreements

Aristotle University of Thessaloniki, School of Dentistry, Thessaloniki, Greece.
University of Wales College of Medicine, Dental School, Cardiff, UK.
University of Oulu, School of Dentistry, Oulu, Finland.
Università degli Studi di Milano, Milano, Italy.
Georg-August University School of Dentistry, Goettingen, Germany.

Other Bilateral Agreements:
Temple University School of Dentistry Pennsylvania, USA.

Student and Teaching Staff Mobility:
Greece
Undergraduate SM: 4
Postgraduate SM : 4
Teaching Staff Mobility : 4 (2 in May 2007)
Finland
Undergraduate SM: 1
Teaching Staff Mobility : 1 (April 2007)
Italy
Undergraduate SM: 2
Wales UK
Undergraduate SM: 2
Teaching Staff Mobility: 2
Spain
LDV Program Postgraduate SM: 4
Germany
LDV-Postgraduate SM:4

Memberships

ADEE

Erasmus/Socrates Thematic Networks

a- DentEd III
b- HENRE
c- POENIX
d- EuLLearn

Others

Some number of GUFD academic staff has completed their Ph.D. studies or further professional careers (fellowship, visiting professorship, visiting researcher, research scholars and others) in the following countries: Germany, USA, Japan, Sweden, UK, Netherlands, Spain, Greece and Finland.

VISITORS COMMENTS

SECTION 21 QUALITY DEVELOPMENT / CONTINUOUS DEVELOPMENT POLICIES/SCHEMES

The visitors were pleased to note the commitment of GUDF to the Quality Management, Change and Development agenda. It is also pleasing to note the support from Gazi University to the school's work in this area. The Dean obviously realises the need for Quality Management in all areas of the business as has been outlined in the text above. It was apparant during the visit that there was a clear awareness of the work of ADEE in this area and the guidelines that came from Task Force 3. We would encourage the continued work with ISO, ADEE and other agencies and, of course, the links and mobility programmes with Europe and the EU can only assist in the realisation of the senior management ambitions in this important area.

SECTION 22

VISITORS EXECUTIVE SUMMARY OF THE FACULTY

VISITORS EXECUTIVE SUMMARY ON THE FACULTY

The visitors were pleased to be invited to visit this school and note that it is being well-led by an enthusiastic dean, supported by a vice dean and a clinical manager. All staff, both faculty and PhD students are keen and interested in moving the school forward.

There is an ambitious programme of refurbishment that will start shortly. This should increase and enhance the clinical and academic facilities for the benefit of students.

The odontologically based curriculum carries a heavy assessment burden, partly due to the lack of integration between various departments, and between different topics within departments. The school is actively moving towards ECTS recognition. This should be an additional impetus to integrate the various aspects of the curriculum, reduce the assessment burden and give the student increased self-directed learning time.

There is a very favourable staff: student ratio and a good relationship between the staff and students. There is a high demand from recent graduates to enter postgraduate specialty training associated with a higher university degree. The PhD students also carry a heavy teaching load, and this is perhaps at the expense of time which could be used to enhance their speciality training and their research time. In turn, this would improve the number of publications which seems to have hit a plateau over recent years.

The quality assurance and staff development processes have been introduced for senior staff, and the visitors would encourage this to be cascaded across all of the faculty as the process matures.

In conclusion, this is a good school in the broader European context; it does the job of delivering good competent dentists at the end of the notional 5 year training programme. However, the length of time that many students take to complete the course is a clear sign (and there are others) that the school would benefit from reviewing the curriculum to make it far more integrated whilst eliminating the many areas of repetition that we noted. As part of this process the assessment system could be integrated also and the load much reduced; this would be to the advantage of both the students and staff whilst helping to deliver the very clear ambitions of the school.

We commend the school for being the first in Turkey to receive an ADEE visit and wish it well in the coming years. We are confident that the vision and the aims expressed to us are the correct ones, there is good leadership and we are sure that GUFD can approach the challenges it has identified with great confidence.