

## **DentEdEvolves VISITATION**

**KAUNAS UNIVERSITY OF MEDICINE**

**FACULTY OF STOMATOLOGY**



**KAUNAS**

**LITHUANIA**

21-25 April 2001

## C O N T E N T S

<b>SECTION 1</b>	<b>Introduction and General Description</b>	<b>5</b>
	1.1 Background	5
	1.2 The primary functions of the institution	5
	1.3 General description of curriculum	6
<b>SECTION 2</b>	<b>Facilities</b>	<b>11</b>
	2.1. Clinical Facilities	11
	2.2. Teaching Facilities	13
	2.3. Teaching Laboratories	13
	2.4. Research Laboratories	13
	2.5. Library and IT	13
<b>SECTION 3</b>	<b>Organisational and Administrative Structures</b>	<b>15</b>
<b>SECTION 4</b>	<b>Staffing</b>	<b>18</b>
<b>SECTION 5</b>	<b>The Biological Sciences</b>	<b>21</b>
	5.1. Biology (citology-parasitology)	21
	5.2. Biochemistry	22
	5.3. Medical physics and informatics	23
<b>SECTION 6</b>	<b>Pre – Clinical Sciences</b>	<b>25</b>
	6.1. Anatomy	25
	6.2. Histology-embriology	27
	6.3. Physiology	28
<b>SECTION 7</b>	<b>Para – Clinical Sciences</b>	<b>30</b>
	7.1. Pharmacology	30
	7.2. Microbiology	31
	7.3. Pathophysiology	33
<b>SECTION 8</b>	<b>Human Diseases</b>	<b>34</b>
	8.1.General medicine	34
	8.2. Anaesthesiology	35
	8.3. Ear,nose and throat diseases	36
	8.4. General surgery and surgical diseases	38
	8.5. Skin and sexually transmitted diseases	39
<b>SECTION 9</b>	<b>Orthodontics and Child Dental Health</b>	<b>41</b>
	9.1. Orthodontics	41
	9.2. Pediatric dentistry	42

<b>SECTION 10</b>	<b>Public Dental Health and Prevention</b>	<b>45</b>
<b>SECTION 11</b>	<b>Restorative Dentistry</b>	<b>47</b>
	<b>11.1. Therapeutic stomatology ( Conservative dentistry)</b>	<b>47</b>
	<b>11.2. Endodontics</b>	<b>50</b>
	<b>11.3. Prosthodontics, Occlusion and function of the masticatory system</b>	<b>51</b>
<b>SECTION 12</b>	<b>Periodontology</b>	<b>54</b>
<b>SECTION 13</b>	<b>Oral Surgery, Radiography and Radiology</b>	<b>56</b>
	<b>13.1. Oral and Maxillo-facial Surgery</b>	<b>56</b>
	<b>13.2. Radiography and Radiology</b>	<b>59</b>
<b>SECTION 14</b>	<b>Oral Medicine and Oral Pathology</b>	<b>61</b>
<b>SECTION 15</b>	<b>Integrated Patient Care and Dental Emergencies and Special Needs Patients</b>	<b>63</b>
<b>SECTION 16</b>	<b>Behavioural Sciences</b>	<b>63</b>
	<b>16.1. General and medical sociology</b>	<b>63</b>
	<b>16.2. Social care and essentials of nursing</b>	<b>64</b>
	<b>16.3. Social medicine</b>	<b>65</b>
	<b>16.4. Language studies</b>	<b>66</b>
	<b>16.5. Ethics. Medical ethics</b>	<b>69</b>
	<b>16.6. Philosophy</b>	<b>70</b>
	<b>16.7. Promotion of Personal Health</b>	<b>71</b>
<b>SECTION 17</b>	<b>Examinations, Assessments and Competences</b>	<b>73</b>
<b>SECTION 18</b>	<b>Other Influences</b>	<b>75</b>
	<b>18.1. Regional oral health needs</b>	<b>75</b>
	<b>18.2. Evidence based treatments</b>	<b>75</b>
	<b>18.3. Involvement in other university activities and sport</b>	<b>75</b>
	<b>18.4. Recreation</b>	<b>76</b>
	<b>18.5. Student selection procedures</b>	<b>77</b>
	<b>18.6. Labour market perspectives</b>	<b>77</b>
<b>SECTION 19</b>	<b>Student Affairs</b>	<b>78</b>
	<b>19.1. Basic student data</b>	<b>78</b>
	<b>19.2. Postgraduate courses</b>	<b>78</b>
	<b>19.3. Student counseling services</b>	<b>79</b>
	<b>19.4. Student's research group in the Faculty of Stomatology</b>	<b>79</b>

<b>SECTION 20</b>	<b>Research and Publications</b>	<b>80</b>
	<b>20.1 Publications in refereed journals</b>	<b>81</b>
	<b>20.2 Textbooks published by staff</b>	<b>95</b>
	<b>20.3 Presentations at international meetings</b>	<b>96</b>
	<b>20.4 Grants received</b>	<b>102</b>
<b>SECTION 21</b>	<b>Quality Development or Continuous Improvement Policies/ Schemes</b>	<b>104</b>
<b>SECTION 22</b>	<b>Visitors Executive Summary on the School</b>	<b>105</b>

## **Section 1 –INTRODUCTION AND GENERAL DESCRIPTION**

### **1.1 Background**

Kaunas University of Medicine originated from a small Medical Faculty at Kaunas Vytautas Magnus University established in 1922. The Medical Faculty had 4 departments - one of them was department of Odontology. The Medical Faculty has undergone several organisational stages in its development. In 1950, the soviet regime decided to dismantle Vytautas Magnus University , establishing on its base two independent higher schools : Medical Institute and Polytechnic Institute. Medical Institute had two faculties :Medical Faculty and Faculty of Stomatology-Pharmacy. In 1968 this faculty was reorganized into separate faculties : Faculty of Stomatology and Faculty of Pharmacy .

Almost 40 years later in 1989 Kaunas Medical Institute was reformed into Kaunas Medical Academy. Nine years later, in 1998, the Medical Academy was acknowledged the status of University of Medicine.

Kaunas University of Medicine is an autonomous university type medical institution financed by State. The governing body of the University is senate and Rectorate .Kaunas University of Medicine has 5 faculties : the Faculty of Medicine , the Faculty of Stomatology (dentistry), the Faculty of Pharmacy , the Faculty of Nursing and the Faculty of Public Health. Kaunas University Hospital and 4 research institutes (Biomedical Research , Cardiology, Endocrinology and Psychophysiology) complete the structure of the University. Teaching staff of Kaunas University of Medicine consists of more than 700 instructors and research workers, including 88 professors and 346 associate professors. The students body is 2330 students, approximately 400 specialists graduate each year. The number of foreign students in 2000 was 238.

In addition to its teaching function Kaunas University of Medicine is also the largest medical research centre in Lithuania. It participates in a number of projects co-ordinated by WHO and bilateral international projects. Kaunas University of Medicine is a WHO collaborating Centre for research and training in epidemiology and prevention of cardiovascular and other chronic non communicable diseases. Under its control there also are number of medical centres . Kaunas University of Medicine is a member of the Association of Medical Schools in Europe (AMSE), and a member of the Association of Medical Education in Europe (AMEE).

Studies at the Faculty of Stomatology (dentistry) are provided at 5 Clinics (departments) of the Faculty and at the Departments of other Faculties of the University , too. From 1922 till 1940 386 dentists graduated from the Department of Odontology . About 401 dentists graduated the Vytautas Magnus University in 1941 - 1950. From 1951 till 1999 there were prepared 3031 stomatologists at Kaunas University of Medicine.

### **1.2 The primary functions of the institution are:**

- Clinical training and education of undergraduate and postgraduate dental students ,subject to the standards laid down by the Ministry of Health of Lithuania and EU Dental Directives
- Training and education of dental hygienists
- Continuing education training of the general practice dentists and specialists.
- Research.
- Patient Services.

### **1.3 General description of curriculum**

In the past decade there have been two major curricular revisions and the most recent and by far the most radical of these, was introduced four years ago and will be fully implemented in 2002. This recent revision allowed for the sequential implementation of a problem-based learning curriculum. Problem-based learning curriculum with considerable emphasis on clinical competence in primary oral health care based on scientifically acceptable treatment methods it has proved to be a successful and increasingly acceptable form of learning for students and staff.

Major improvements have been accomplished in staff establishment and new physical facilities.

Main studies at the Faculty of Stomatology lasts 5 years and consists of 200 Kaunas University of Medicine credits ( this corresponds to 300 ECTS (European Credit Transfer System ) credits) . After graduation students obtain the degree of doctor-stomatologist. This degree corresponds to Master's degree. In order to obtain the possibility to work independently graduates have to spend one year in primary residentship. During this time students acquire practical skills in dentistry, learn to diagnose and cure the main diseases of teeth and mouth, to make a noncomplex prosthetic dentistry. Residentship is finished by State Exam. Graduates obtain the licence as a dentists of general practice.

The students who have passed the first residentship exam successfully or practising dentists who want to acquire a narrow specialty of dentistry might enter the second grade of residentship for the specialties : Oral Surgery, Prosthodontics, Endodontics, Periodontology, Paedodontics, Orthodontics ) . After the completion of residentship of Oral Surgery one might study the third grade residentship of Maxillo –facial Surgery.

#### *Undergraduate curriculum.*

In the first year the main attention is devoted to fundamental and basic medical subjects - anatomy, histology, chemistry, physics and biology, promotion of personal health as well as Latin and a foreign language. The study courses of these subjects have been elaborated in close connection with future specialities.

In the second and third years pre-clinical and para-clinical sciences are studied. Simultaneously with normal physiology, microbiology, genetics, pharmacology, pathological anatomy and physiology students get acquainted with human diseases - general surgery, dermatovenerology, internal diseases, infection diseases, paediatrics, psychiatry, otolaryngology and their relation to oral diseases. At the same time undergraduates start studying pre-clinical sciences directly related to dentistry - topographic anatomy and operative diseases, microbiology, oral physiology and morphology. Students master practical skills on phantom heads. Undergraduates acquire skills to take impressions for making dentures, to perform intra-oral injections as well as to practise in preventive dentistry and oral hygiene.

The fourth and fifth years are mainly devoted to clinical sciences. Applying the previous knowledge undergraduates treat patients with oral diseases in courses of cariology, endodontics, periodontology, perform minor oral surgery, make dentures. A certain time is devoted to paediatric dentistry and orthodontics. Students get acquainted with features of oral diseases in childhood, as well as with different congenital malformations and malocclusions and their treatment. In the fourth year undergraduates widen their knowledge in roentgenology, get acquainted with forensic

medicine, disaster medicine , environmental and professional diseases. In the fifth year students are prepared for complex treatment of patients with oral diseases. The forms of studies usually are lectures, seminars and practical activities . Their number and forms vary according to individual course .

### **Curriculum Structure diagram**

#### ***First year 1<sup>st</sup> and 2<sup>nd</sup> semester***

<b>No.</b>	<b>Subject</b>	<b>KMU credits</b>	<b>Assessment</b>
1.	Cytology,parasitology	4	Examination
2.	Medical Physics	3	Examination
3.	Medical Chemistry	3	Examination
4.	Human Anatomy	5	Credit test
5.	Histology-Embryology	2	Credit test
6.	Biochemistry	4	Credit test
7.	Philosophy	2,5	Examination
8.	Informatics	2	Examination
9.	Ethics, Medical Ethics	1,5	Credit test
10.	Medical Psychology	1	Credit test
11.	History of Medicine	1	Credit test
12.	Ecology	1	Credit test
13.	Essentials of Nursing	1	Credit test
14.	Promotion of Personal Health	1	Credit test
15.	First Medical Aid	1	Credit test
16.	Latin	2	Examination
17.	Foreign Language	2	Credit test
18.	Elective Course	3	Credit test
	Total	40	

#### ***1<sup>st</sup> Year Elective Courses :***

- 1.General genetics
- 2.Informatics and Computers
3. Promotion of personal health

**Second year 3<sup>rd</sup> and 4<sup>th</sup> semester**

No.	Subject	KMU credits	Assessment
1.	Human Anatomy	4	Examination
2.	Histology, Embryology	3	Examination
3.	Biochemistry	3	Examination
4.	General and Medical Sociology	3	Examination
5.	Physiology	5	Examination
6.	Microbiology	4	Examination
7.	Pathological Anatomy	2	Credit test
8.	Preventive Stomatology	1,5	Credit test
9.	Preclinical Cariology, Endodontology and Periodontology	5	Examination
10.	Prosthetic Dentistry	2	Credit test
11.	Language Culture	1,5	Credit test
12.	Foreign Language	2	Credit test
13.	Elective course	4	Credit test
	Total	40	

2<sup>nd</sup> Year Elective Courses :

1. Ecology
2. Promotion of Personal Health
3. Oral Histology
4. Introduction to Fundamental Epidemiology
5. Clinical Anatomy

**Third year 5<sup>th</sup> and 6<sup>th</sup> semester**

No.	Subject	KMU credits	Assessment
1.	Pathological Anatomy	2	Examination
2.	Pathological Physiology	3,5	Examination
3.	Pharmacology	3,5	Examination
4.	Internal Medicine	4	Examination
5.	Surgical Diseases	4	Examination
6.	Radiology	1	Credit test
7.	Social Medicine and Health Care Management	2	Examination
8.	Prosthetic Dentistry	5	Examination
9.	Propaedeutics of Surgical Stomatology Pathology of Salivary Glands Inflammations of Maxillo-facial Area	5	Credit test
10.	Clinical Cariology and Non-Caries Diseases, Clinical Endodontology	6	Credit test
11.	Foreign Language	1	Examination
12.	Elective course	3	Credit test
	Total	40	

3<sup>rd</sup> Year Elective Courses :

1. Informatics and Computers
2. Promotion of Personal Health
3. Oral Pathology
4. Ecology



*Fourth year 7<sup>th</sup> and 8<sup>th</sup> semester*

No.	Subject	KMU credits	Assessment
1.	Anesthesiology and Intensive Care	1	Credit test
2.	Children Diseases	1	Credit test
3.	Orthodontics	5	Credit test
4.	Prosthetic Dentistry	9	Credit test
5.	Clinical Endodontology Clinical Periodontology	10	Examination
6.	Neurostomatology Children Maxillo-facial and Oral Surgical Stomatology Oral and Maxillo-facial Surgery Temporomandibular Joint Pathology Oncology of Maxillo-facial Area Traumatology of Maxillo-facial Area	8	Examination
7.	Oral Radiology	1	Credit test
8.	Fundamentals of Law	1	Credit test
9.	Elective course	4	Credit test
	Total	40	

*4<sup>th</sup> Year Elective Courses :*

1. Obstetrics and Gynecology
2. Infectious Diseases
3. Disaster Medicine
4. Oral Microbiology
5. Phtysiatics

*Fifth year 9<sup>th</sup> and 10<sup>th</sup> semester*

No.	Subject	KMU credits	Assessment
1.	Otorhinolaryngology	1	Examination
2.	Clinical Pharmacology	1	Credit test
3.	Dermatovenerology	1	Examination
4.	Orthodontics	3	Examination
5.	Prosthetic Dentistry	6	Credit test
6.	Preventive Stomatology	2	Credit test
7.	Diseases of Oral Mucosa Therapeutic Stomatology	6	Examination
8.	Paediatric Therapeutic Stomatology	5	Credit test
9.	Temporomandibular Joint Pathology Children Maxillo-facial and Oral Surgical Stomatology Maxillo-facial Surgery Maxillo-facial Plastic and Reconstructive Surgery	8	Examination
10.	Elective course	7	Credit test
	Total	40	

5<sup>th</sup> Year Elective Courses :

1. Basics of Scientific Research
2. Ecology
3. Ophthalmology
4. Neurology
5. Psychiatry
6. Rehabilitation
7. Prevention of Chronic non-infectious Diseases

## Section 2 –FACILITIES

Dr. Vita Maciulskiene  
e-mail : [vita@kma.lt](mailto:vita@kma.lt)

### **2.1 Clinical Facilities ( 86 dental chairs/units)**

There are five separate clinics at the Faculty and they have separate dental units :

Clinic of Therapeutic Stomatology	19
Clinic of Maxillo -facial and Oral Surgery	9
Clinic of Prosthetic Dentistry	35
Clinic of Prophylactic and Paediatric Dentistry	12
Clinic of Orthodontics	11
Total dental chairs/units	86

In addition there are two operating rooms and 40 beds at the Clinic of Oral and Maxillo-facial Surgery.

#### Clinic of Therapeutic Stomatology

The Clinic of Conservative Dentistry is located in the main building of Kaunas University Hospital. There are three rooms for clinical practice with patients during the courses of cariology, endodontics, periodontology and oral pathology. They are equipped with 4, 5 and 7 dental units, respectively. The rooms are busy every day from 8 am until 7 pm due to continuous rotation of the students groups.

There are three clinical offices ( three dental units) for postgraduate students: one for endodontics, and two for periodontal surgery. There is a sterilization room equipped with autoclave. There is also an x-ray office with an employed technician for making and developing x-rays.

#### *Strengths*

Due to a very convenient location within the territory of the main hospital the Clinic has a good access to other medical specialists such as oral and maxillo-facial surgeons, otolaryngologists, endocrinologists, cardiologists, etc., whenever there is a need for their consultation.

As the students must have their own dental instruments, there is an efficient system of sterilization organized by the nurses at the department.

#### *Weaknesses*

Due to a limited space and number of dental units the clinic is forced to work nearly 12 hours per day.

#### *Innovations*

A total renovation of the third clinical room is planned for the next year.

#### Clinic of Prophylactic and Paediatric Dentistry

There are two main rooms one with 5 dental chairs for dental students, another with 4 dental chairs for oral hygiene students and 3 dental chairs for postgraduate students.

They were designed to achieve efficiency and economy in their operation and also in the supervision of students.

Sterilisation room is well designed for the instruments sterilisation

### *Strengths*

Facilities are well-designed. Simple and efficient design to accommodate cross-infectious control procedures, patient comfort, ergonomic principles for staff and students. It is a pleasant environment. The design lends itself to the efficient roistering of full student classes supervised by terms of staff with complementary skills and varying ranges of experience.

Efficient use of nurses.

Students: staff ratios vary from 1:4 to 1: 5.

### *Weaknesses*

The equipment will age and become obsolete.

### *Innovations*

Clinic was planned within a very limited budget. New premises with equipment are planned in nearest future.

### *Clinic of Orthodontics*

There are two main rooms for dental students every with 4 dental units , and 3 separate rooms with dental units for postgraduate students and clinical consultations for the teachers.

There is a sterilization room equipped with all necessary equipment , special room for plaster works and dental technicians laboratory with 2 working places , equipped for fabrication removable orthodontic appliances. Reception office with computerized patient registration system.

### *Strengths*

New and modern dental units and all equipment necessary for undergraduate and post graduate studies in Orthodontics. Simple and efficient design to accommodate cross-infectious control procedures, patient comfort, ergonomic principles for staff and students. It is a pleasant environment. Plenty of patients.

### *Clinic of Oral and Maxillo -Facial Surgery*

There are 2 outpatient surgery rooms -9 dental units total for the undergraduate students .

Hospital department: 40 beds, 2 surgery operating rooms with full surgical equipment

Computerized ultrasonic blood flow detector 1 unit

Orthopantomography device 1 unit

### *Clinic of Prosthetic Dentistry*

There are two rooms for clinical practice with patients during the courses of prosthetic dentistry .They are equipped with 11 and 12 dental units, respectively.

There are six clinical offices ( 12 dental units) for postgraduate students and clinical consultations for the teachers. There is a sterilization room equipped with autoclave.

There is also an x-ray office with an employed technician for making and developing x-rays.

There is dental technicians laboratory with 12 working places , equipped for fabrication dental prosthesis. Reception office with computerized patient registration system.

## **2.2 Teaching facilities**

### *The Clinic of Therapeutic Stomatology*

Students have access to teaching or seminar rooms in the campus of University Hospital. Due to a limited space it hasn't got lecture rooms for dental students only.

The seminars are normally organized in the clinical rooms.

The new phantom class was installed recently, in 1998. There are 10 working places with manikins for pre-clinical course.

The Clinic has got at its disposal a slide projector, an overhead projector, and video-system for presentations of theoretical and clinical material.

### *Clinic of Prophylactic and Pediatric Dentistry*

Special seminar room with disposal a slide projector, an overhead projector, and video-system for presentations of theoretical and clinical material. Also intraoral video camera for clinical cases demonstration.

### *Clinic of Orthodontics*

There is auditorium for 80 students, seminar room for 10 students and phantom class with 10 manikins for pre-clinical course. Clinic has disposal a slide projectors, an overhead projector, and video-system for presentations of theoretical and clinical material.

### *Clinic of Oral and Maxillo -Facial Surgery*

There are 2 seminar rooms with 10 places every.

### *Clinic of Prosthetic Dentistry*

There is auditorium for 80 students, seminar room for 10 students and phantom class with 10 manikins for pre-clinical course. Clinic has disposal a slide projectors, an overhead projector, and video-system for presentations of theoretical and clinical material.

## **2.3 Teaching Laboratories**

The Faculty of Stomatology has access to student and specialist laboratories in Medical faculty of Kaunas University of Medicine for use in chemistry, biology, physiology, anatomy, biochemistry and pathology. In addition the faculty has dental technician laboratory for students training (10 places).

## **2.4 Research Laboratories**

The Faculty of Stomatology has access to research laboratories in Medical faculty of Kaunas University of Medicine for use in biochemistry and pathology.

## **2.5 Library**

Main library is located in Central (Basic Sciences) Building. Book loaning as well as studying in the library reading room is possible. There is lack of newest textbooks for the dental students. Consequently rather many books available exclusively in the reading room. Also Faculty of Stomatology established their own faculty library

Medical scientific information department of the library subscribes or gets as donations medical journals (stomatology – 33 titles).  
Every clinic in the Faculty has computers (totally 9 PC) with possibility access library and internet.

### Information Service

Personal computers access for students:

Medical scientific information department 10 PC's. (working time 8.00am – 8.00pm)

Student's reading room 2 PC. (working time 8.00am – 7.00pm)

Science department 1 PC. (working time 8.00am – 6.00pm)

Periodic reading room 1 PC. (working time 8.00am – 5.00pm)

All PC's have access to internet.

#### Databases available:

Medline on-line databases (via internet):

- PubMed
- EBSCO

Databases in CD:

- Medline
- Ministry of Health of Lithuania-CD
- PDR (Physician Desk Reference)
- Intern.Medicine
- Current Contents

Computer's databases:

- KMU scientific worker's database (50.000 items)
- United Lithuania Universities library catalogue (including six universities)

The departments and reading rooms are located in Central (Basic Sciences) Building and in the Hospital Building (Training-Laboratory Wing).

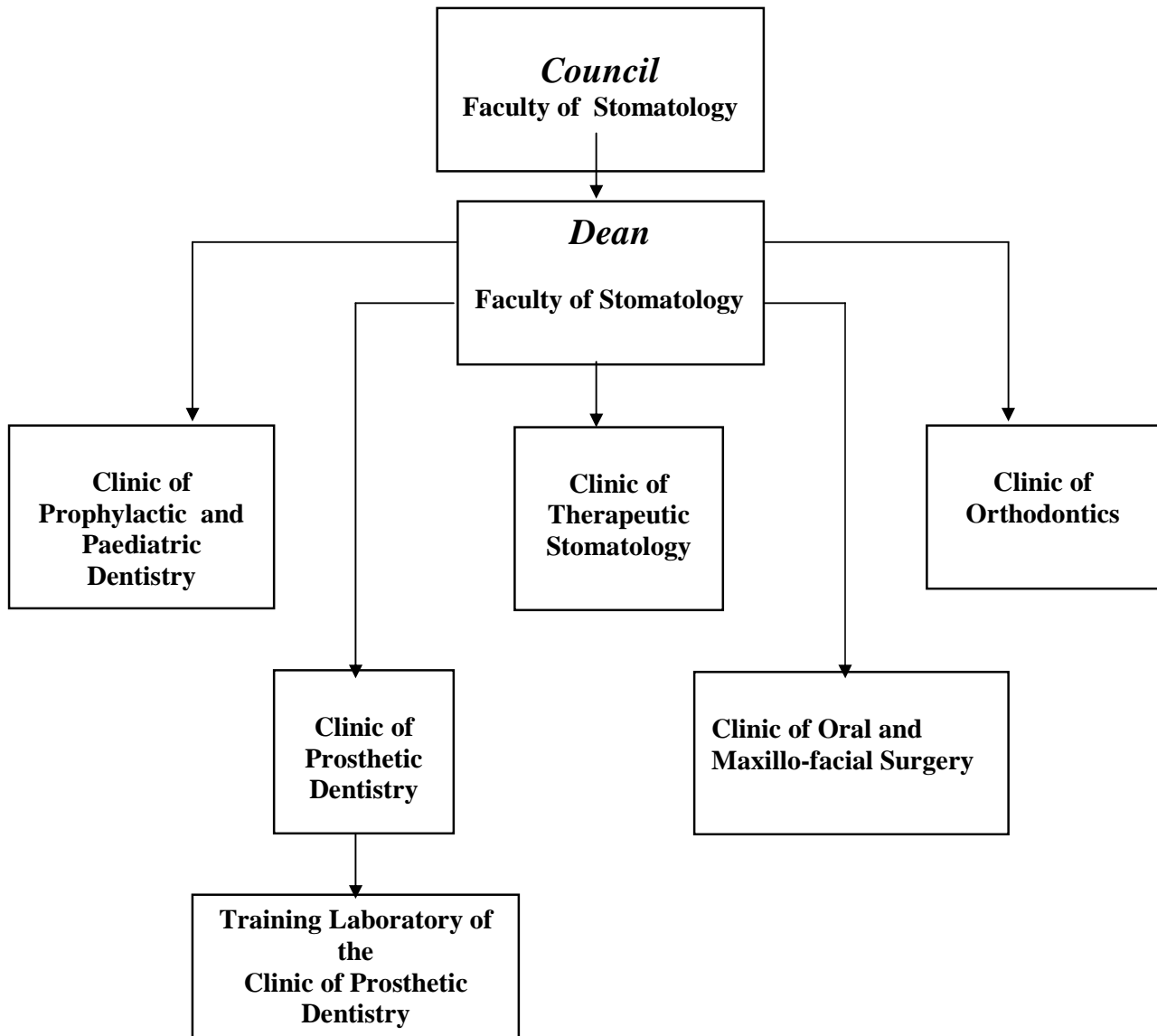
### Section 3 - ORGANISATIONAL AND ADMINISTRATIVE STRUCTURES

Gediminas Zekonis, DDS  
e-mail: zekonis@hotmail.lt

The following charts describe the administrative structures of the Faculty of Stomatology and its relationship within the Kaunas University of Medicine

#### Kaunas University of Medicine

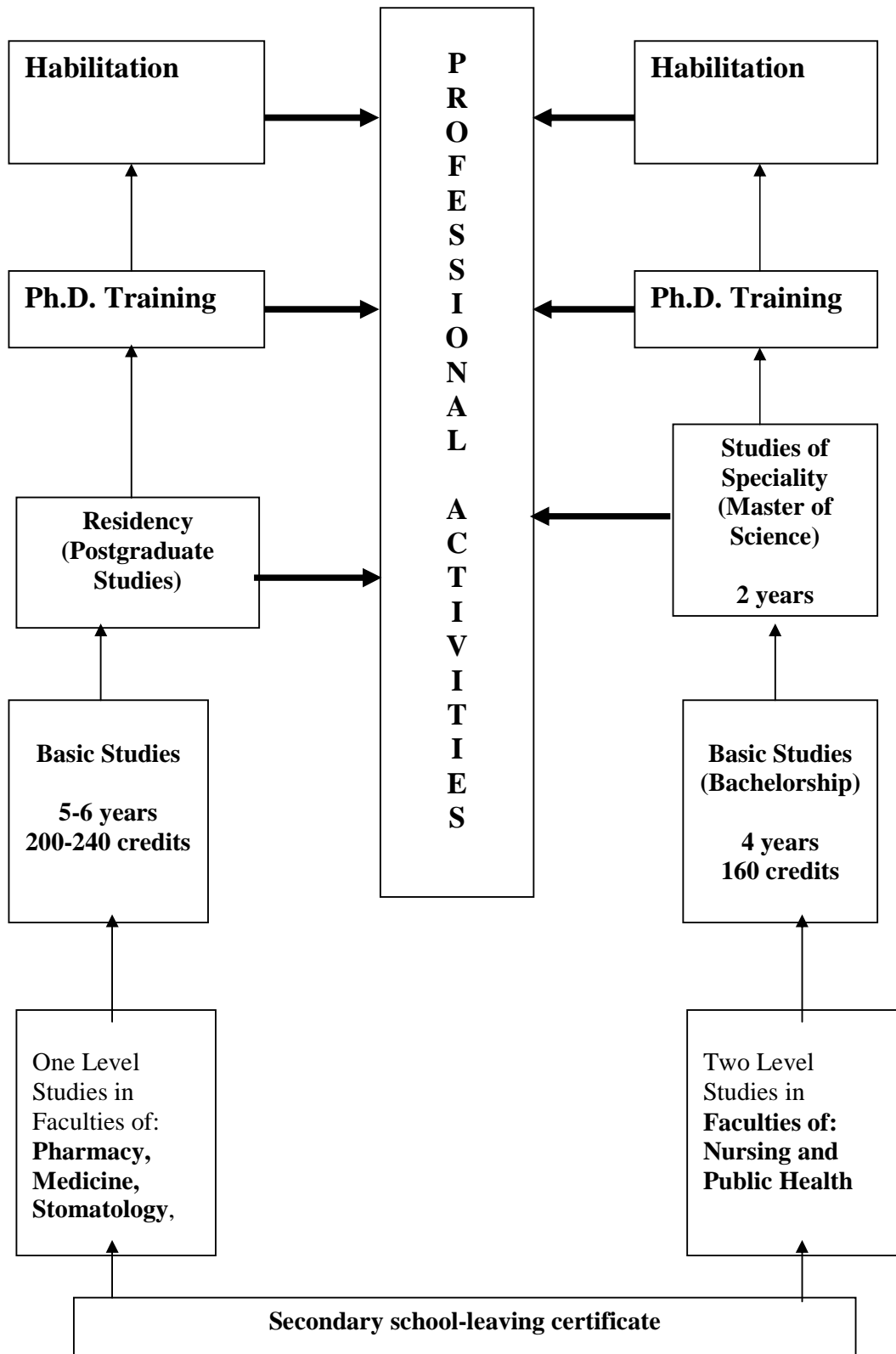
#### FACULTY OF STOMATOLOGY







## STRUCTURE OF THE STUDIES IN KAUNAS UNIVERSITY OF MEDICINE



## Section 4 – STAFF

Dr. Vita Maciulskiene  
 e-mail : [vita@kma.lt](mailto:vita@kma.lt)

The staff establishment and infrastructure in the Faculty of Stomatology has been developed increased particularly over the past 10 years.

### Clinical Academic Staff Statistics :

Professors	-	2
Other Senior Non-Professorial Staff	-	12
Non Senior Full-time Staff	-	18
Part- time Whole –Time Equivalent Staff	-	27

### Full Time Academic Staff :

#### Dean of the Faculty of Stomatology

Ricardas Kubilius  
 Stomatologist, Ph.D  
 Assoc. professor of Oral and Maxillo-facial Surgery

#### Clinic of Maxillo -Facial and Oral Surgery

	Name	Position	Qualifications
1.	Ricardas Kubilius	Head of the Clinic, Senior Lecturer	Stomatologist, Maxillo - facial surgeon, Ph.D,Assoc.professor
2.	Gintautas Sabalys	Professor of Oral and Maxillo -facial Surgery	M.D.,Maxillo-facial surgeon , Habil. Dr.,Professor.
3.	Pranas Tercijonas	Senior Lecturer	M.D., Maxillo -facial surgeon, Ph.D. , Assoc. professor
4.	Albinas Gervickas	Senior Lecturer	Stomatologist, Maxillo - facial surgeon, Ph.D,Assoc.professor
5.	Gintaras Juodžbalys	Senior Lecturer	Stomatologist, Maxillo - facial surgeon, Ph.D, Assoc. professor
6.	Dalius Sakavicius	Clinical assistant in Oral surgery	Stomatologist, Oral surgeon

### Clinic of Therapeutic Stomatology

	<b>Name</b>	<b>Position</b>	<b>Qualifications</b>
1.	Pajauta Paipaliene	Head of the Clinic, Senior Lecturer	Stomatologist, Restorative dentist , Ph.D.,assoc.prof.
2.	Nijole Kelbauskiene	Senior Lecturer	Stomatologist, Restorative dentist , Ph.D.,assoc.prof.
3.	Jadvyga Semetova	Senior Lecturer	Stomatologist, Restorative dentist , Ph.D. ,assoc.prof.
4.	Vita Maciulskiene	Senior Lecturer	Stomatologist, Restorative dentist ,Ph.D., assoc.prof.
5.	Evaldas Bagdonas	Clinical assistant in Conservative dentistry	Stomatologist, Restorative dentist
6.	Renata Sadzeviciene	Clinical assistant in Conservative dentistry	Stomatologist, Restorative dentist ,Ph.D., assoc.prof.
7.	Jolanta Globiene	Clinical assistant in Conservative dentistry	Stomatologist, Restorative dentist
8.	Edvardas Kelbauskas	Clinical assistant in Conservative dentistry	Stomatologist, Restorative dentist
9.	Egle Jagelaviciene	Clinical assistant in Conservative dentistry	Stomatologist, Restorative dentist
10.	Inga Vaitkeviciene	Clinical assistant in Conservative dentistry	Stomatologist, Restorative dentist
11.	Giedre Valentaviciene	Clinical assistant in Conservative dentistry	Stomatologist, Restorative dentist

### Clinic of Prosthetic Dentistry

	<b>Name</b>	<b>Position</b>	<b>Qualifications</b>
1.	Algimantas Surna	Head of the Clinic, Senior Lecturer	Stomatologist,Prosthodontist, Ph.D.,assoc.prof.
2.	Jonas Zekonis	Professor of Prosthetic Dentistry	Stomatologist,Prosthodontist ,Habil. Dr.,prof.
3.	Alvydas Gleiznys	Senior Lecturer	Stomatologist,Prosthodontist, Ph.D.,assoc.prof.
4.	Jurgina Sakalauskiene	Senior Lecturer	Stomatologist,Prosthodontist, Ph.D.
5.	Ipolitas Anusevicius	Clinical assistant in Prosthetic dentistry	Stomatologist,Prosthodontist
6.	Eglute Ivanauskiene	Clinical assistant in Prosthetic dentistry	Stomatologist,Prosthodontist
7.	Daiva Dambrauskiene	Clinical assistant in Prosthetic dentistry	Stomatologist,Prosthodontist
8.	Gaivile Gaidamaviciute	Clinical assistant in Prosthetic dentistry	Stomatologist,Prosthodontist
9.	Jonas Junevicius	Clinical assistant in Prosthetic dentistry	Stomatologist,Prosthodontist

### Clinic of Preventive and Pediatric Dentistry

	<b>Name</b>	<b>Position</b>	<b>Qualifications</b>
1.	Simona Milciuviene	Head of the Clinic, Senior Lecturer	Stomatologist, Paedodontist, Ph.D., assoc. prof.
2.	Vilija Vaitkeviciene	Clinical assistant in Pediatric dentistry	Stomatologist, Paedodontist
3.	Egle Bendoraitiene	Clinical assistant in Preventive dentistry	Stomatologist, Paedodontist

### Clinic of Orthodontics

	<b>Name</b>	<b>Position</b>	<b>Qualifications</b>
1.	Antanas Sidlauskas	Head of the Clinic, Senior Lecturer	Stomatologist, Orthodontist, Ph.D., assoc. prof.
2.	Ale Gaidyte	Clinical assistant in Orthodontics	Stomatologist, Orthodontist
3.	Rasa Damusiene	Clinical assistant in Orthodontics	Stomatologist, Orthodontist

### Other Clinical Staff

Non Consultant Hospital Dentists 18

### Clinical Services Staff

Dental Nurses 12,5  
 Radiographers 3  
 Dental Technicians 8,5  
 Oral Hygienists 2

### Other Staff

Nursing Administrators 3,5  
 Senior Clinic Administrators 3,5  
 Secretary of Dean 1  
 Reception registrars (Appointments, records) 5  
 Engineer for medical equipment 3  
 Porters/Domestics 8

## **Section 5 – The BIOLOGICAL SCIENCES**

### **Section - 5.1 BIOLOGY (citology-parasitology)**

Algis Bertulis, Professor

E-mail: bertulis@kma.lt

#### **1. Introduction**

The course of Cytology and Parasitology is an introductory discipline in biomedical studies, which comprises knowledge about the essence of life, existence and continuity at different structural levels. It also helps to understand further fundamental and professional studies. The discipline is thought in the first semester of the studies.

#### **2. Primary aims**

to provide knowledge about the nature of living structures and life processes at the level of cells, organoids and molecules;

to describe forms of biotic relations, and to acquaint with the agents of human invasive diseases as well as with the ways of their prevention..

#### **3. Main objectives**

Structural features of prokaryotes and eukaryotes;

Organization of cellular activity;

Principles of energy, information, and material exchange in the cell;

Regularities of cell reproduction, growth and differentiation;

Relationship of modern cell theory with theoretical and practical medicine;

Biological and epidemiological classification of unicellular and multicellular human parasites;

Features of the living cycle of the human parasites; exchange of the host, localization in the host, pathogenicity;

Formation of practical skills in laboratory and microscopic diagnosis of parasites;

Understanding of biotic connections in the anthropogenic ecosystem, prevention of invasive diseases.

#### **4. Curriculum hours**

Lectures: cytology 24, parasitology 8;

Laboratory classes: cytology 16, parasitology 52.

#### **5. Method of learning/teaching**

Lectures; laboratory classes using natural and fixed materials, micro-, and macro-specimens, microscopes, laboratory instruments, computerized programmes;

Individual discussions with the teachers during the classes; independent work with the literature..

#### **6. Assessment methods**

Routine mode of control: verbal discussion , exams (verbal and in writing).

Evaluation of the student's knowledge is performed by a joint group of 2-3 teachers..

### **7. Strength**

The course presents fundamental knowledge, it is well prepared and correlated with parallel disciplines, adapted to the medical professionals.

### **8. Weaknesses**

Not identified at this stage.

### **9. Innovations and Best Practices**

Computerized programmes.

### **10. Plans for future changes**

The structure, proportions, teaching methods and study forms of the course are going to be changed dynamically, by adapting it to the new flow of information and needs of clinical practice.

## **Section 5.2. BIOCHEMISTRY**

Jurate Burneckiene, Assoc. professor

### **1. Introduction**

The Biochemistry course for dental students is presented in the second and third semesters of the study. The teaching material includes information about molecular structure of cells, also about mechanisms of molecular processes in the living body as well as mechanisms of pathological changes.

### **2. Primary aims**

to provide knowledge about major chemical structures and biochemical processes of the human body;

to analyse peculiarities of metabolism in hard dental tissues, salivary glands, saliva, bone, and to understand integrity of biochemical processes in the human body.

### **3. Main objectives**

To present information about macromolecules participating in formation of cells and the structure of their organoids;

To analyse the most important ways of metabolism (polysaccharides, lipids, proteins, etc.) which ensure integrity of all functions in the body;

To learn principles of rational nutrition, to appreciate the role of other nutritional factors (such as vitamins, minerals, etc) in formation of bone and hard dental tissues as well as in prevention of oral diseases;

To understand biochemical processes occurring in oral cavity and in the entire digestion;

To get acquainted with the principles of regulation of metabolism as well as with hormonal actions; the importance of maintaining homeostasis;

To appreciate importance of the results of biochemical analysis, to be able to apply it in clinical situations;

To develop interest for scientific-research work.

#### **4. Curriculum hours**

Lectures 50

Laboratory classes 84

Seminars 16.

#### **5. Method of learning/teaching**

Lectures, seminars, laboratory classes, examination. In addition, a self-training system for students exists.

#### **6. Assessment methods**

Routine mode of control: control tests.

Final assessment - verbal examination.

#### **7. Strength**

The biochemistry course is presented in close relation to the issues of dentistry.

Background of classical biochemistry is presented in connection with updated scientific information.

#### **8. Weaknesses**

Insufficient technical equipment of the laboratories; non-computerized practical training.

Deficiency of literature (textbooks).

#### **9. Innovations and Best Practices**

Demonstration of video material during the teaching process.

#### **10. Plans for future changes**

As a part of biochemistry studies, preparation of mini-projects is going to be included in the programme;

A handbook "Biochemistry of bone, hard dental tissues and saliva" is under preparation.

### **Section 5.3. MEDICAL PHYSICS and INFORMATICS**

Laima Bastiene, Assoc. professor

E-mail: physics@kma.lt

#### **1. Introduction**

The course of Medical Physics for dental students is presented in the first semester of the first study year. The course deals with biomechanics of tissues and bones, membrane biophysics, the laws and registration methods of nerve electro impulse delivery, electro stimulation of muscles, biocompatibility of tissues and implants; basics of ultrahigh wave electromagnetic physiotherapy; ultrasonic examination methods, optical investigations, radiological image, radioactive radiation, dosimeter.

Informatics is studied in the second semester of the first study year. The course deals with collection search and transmission of medical information as well as with the computer analysis of data.

## **2. Primary aims**

to provide knowledge how to apply physical phenomena in dentistry; to teach physical background of different diagnostic and therapeutic methods.

to appreciate the importance and broad possibilities of computer analysis of information for modern science.

## **3. Main objectives**

The role and essence of physical terminology and laws in medicine; learning and understanding of diagnostic measurements; application of physical methods in dentistry.

Background of probability theory and mathematical statistics; mastering of different computer programmes: user environments, catalogues, text editors, computer graphics, basics of statistical analysis, INTERNET use.

## **4. Curriculum hours**

Lectures Medical Physics 30; Informatics 20

Laboratory classes Physics 40; practical training Informatics 40

Seminars Physics 10.

## **5. Method of learning/teaching**

Lectures, seminars, laboratory classes, examination. In addition, a self-training system for students exists.

## **6. Assessment methods**

Credits for the practical work in the laboratories; examination (verbal and written).

## **7. Strength**

Highly qualified teachers; close communication with the students. The course is appreciated by the students.

## **8. Weaknesses**

Insufficient technical equipment of the laboratories. Lack of communication with European Universities.

## **9. Innovations and Best Practices**

Constant renovation of computer programmes.

## **10. Plans for future changes**

Modernization of the laboratories; use of Internet for physical studies.

Expanding of computer classes.



## Section 6 - PRE-CLINICAL SCIENCES

### Section 6.1 ANATOMY

Rimantas Stropus, Professor

E-mail: deptanat@kma.lt

Fax No: 370 7 220733.

#### 1. Introduction

The Anatomy programme for dental students runs through both semesters of first and second study years. In the first semester (first study year) students study gross anatomy of the locomotors apparatus, and the organs of digestion. In the second semester (first study year) the students study organs of the respiratory, uro-genital, reproductive systems, also CNS, including sense organs. In the third semester (second study year) the anatomy of cardiovascular system and peripheral nervous system is studied. In the fourth semester (second study year) the study time is spent specifically for anatomy of the head and neck.

#### 2. Primary aims

By the end of entire course the students should effectively use anatomical knowledge, skills and attitudes

to identify and interpret the normal structure of the human body; thorough life-span correlating structure with function;

as a part of eliciting and interpreting physical signs, performing practical diagnostic and treatment procedures;

as a part of applying scientific knowledge in the problem analysis and continuing independent learning.

#### 3. Main objectives

By the end of entire course the students should:

Comprehend: the Terminology of anatomy; the Principles relating to major types of anatomical structures, the essential information relating to specific Anatomical structures, the anatomical structures observed, palpated or pierced in Practical Diagnostic and Treatment procedures; the Correlation of Structure and Function.

Develop: Observational and organisational skills to identify and interpret: exposed anatomical structures and regions; the anatomical structures involved in movements, actions and reflexes; the naked-eye appearance of cut sections of normal viscera.

Appreciate: The range of Normality of the living human body due to age, sex and body build; the common occurrence of Anomalies; the need for continuing independent learning to keep pace with future advances.

#### 4. Curriculum hours

Lectures 80

Practical classes 190.

(I sem., 8 weeks; II sem., 4 weeks; III sem., 8 weeks; IV sem., 2 weeks). In total 22 weeks, i.e. 12.5 hours per week.

### **5. Method of learning/teaching**

Every week consists of 12.5 contact hours; 4 hours of lectures plus 8.5 hours of practical classes involving preparation, demonstrations, workshops and museum study.

### **6. Assessment methods**

Routine mode of control: oral questioning using control tests and practical assignments presented to students during practical courses.

Scheduled control of individual knowledge implies accounting for a definite part of the study programme according to the plan set by the Department, which is realized through colloquies.

Final assessment: examination in written, verbal and practical questioning form. Final evaluation of the individual knowledge is established by taking into account all the marks obtained for each part of the anatomy examination.

### **7. Strength**

Wide possibilities for students' independent practical learning, and studying the naked-eye appearance of *cut-sections* of the human body, acquiring skills in dissecting diverse anatomical structures of the cadavers

Easy accessible specimens of the Anatomical museum, and examination of pre dissected specimens, moulds and models.

Sufficient amount of copies of anatomy handbooks published in Lithuanian, including textbook of Dental Anatomy.

A long-term good relationship between the Department of Anatomy and the Departments of Stomatolgy.

### **8. Weaknesses**

Poor possibility to utilize computerized teaching aids during lectures, practical classes and self-learning.

Financial problems in updating teaching material, publishing new literature, preparing new aids for teaching and control.

### **9. Innovations and Best Practices**

A wider utilization of newly obtained teaching moulds and models (body sections, the structures of the muscles and viscera, the middle and inner ear, the regions of the head, etc) in explaining the study material;

utilization of computerized tomography, ultrasonography, x-ray contrast pictures and other imaging material.

Open discussion of the new study programmes and specific feature of the regulations; improving of examination methods.

### **10. Plans for future changes**

Implementing more computerized techniques in the teaching process by incorporating their advantages in the already prepared, and newly prepared teaching materials.

Introduction of an elective course - anatomy of the human stomatognathic system.

Development of human living body anatomy programme and its implementation in the study process.

## **Section 6.2 HISTOLOGY-EMBRIOLOGY**

Kestutis Baltrusaitis, Assoc. professor

### **1. Introduction**

The course of histology-embryology and oral histology comprises studies of microscopic structure of the human body, formation of different components (cells, tissues, organs), as well as their growth, differentiation, aging changes and morphological adaptation. Structural changes are related to their functions. During the first study year (II sem.) human embryology and tissues are studied. in the second study year (III sem.) microscopical structure of organs is studied, plus oral histology-embryology.

### **2. Primary aims**

To present students with the knowledge about microscopic and sub microscopic structure of cells, tissues, and organs; to relate it to their normal function;

To prepare the background for further histological studies of injured or diseased organs and their treatment.

### **3. Main objectives**

Histology, cytology, general histology (microscopic structure of blood and the basic tissues, such as epithelial, connective, muscle and nervous), microscopic anatomy of the systems (cardiovascular, lymphatic, respiratory, digestive, endocrine, uro-genital, nervous, sense). Embryology - gametogenesis, development of the human embryo, developmental structure of chorion and placenta.

Oral histology - particular emphasis on the microscopic structure and embryogenesis of oral tissues.

### **4. Curriculum hours**

Lectures 32 (10 of those are presented at the elective course)

Laboratory training 138 (35 of those belong to the elective course).

Seminars 10.

Elective course in total: 45.

### **5. Method of learning/teaching**

Lectures, elective courses.

Practical and self-training is performed using microscopic observation of specimens as well as studying published literature (atlases).

### **6. Assessment methods**

1. Practical tests: diagnosis of microscopic specimens.

2. Credits, examinations : verbal and written.

3. Description of micro photos, electron microscopic pictures.

### **7. Strength**

Experienced academic staff at the department.

Fully equipped laboratory: microscopes, specimens, visual teaching material.

### **8. Weaknesses**

Difficulties in preparation of new specimens .

### **9. Innovations and Best Practices**

Introduction of an elective course.

### **10. Plans for future changes**

To reorganize the study of histology for dental students, by making more emphasis on histology of oro-facial region. To use computerized teaching in the study process.

## **Section 6.3. PHYSIOLOGY**

Stasys Gendvilis, Assoc. professor

### **1. Introduction**

The course of physiology for dental students is presented during the second study year in the III and IV semesters. It comprises lectures and laboratory training as well as seminars. Every practical work is performed in small groups of 3-4 students.

### **2. Primary aims**

to provide students with the general knowledge about physiology and function of different systems of the human body;

to provide students with a thorough knowledge of the essential elements of normal oro-facial function.

### **3. Main objectives**

All graduates are expected

to learn structural-functional peculiarities of oro-maxillo-facial region, and their relationship with other physiological processes (respiratory, digestion, etc.) of the human body;

to understand the mechanisms of maintaining constant parameters of physiological processes, and to recognize pathological changes of the functions;

to learn mechanisms of pain formation in the oro-maxillo-facial region;

to comprehend physiology of oral sensory functions.

### **4. Curriculum hours**

Total hours of the course: 180.

III semester: lectures 20; laboratory training & seminars 80;

IV semester: lectures 20; laboratory training & seminars 60.

### **5. Method of learning/teaching**

Lectures.

Laboratory work is performed by students themselves using methodical recommendations prepared in the Department. 50% of the laboratory course are performed according to the joint computerized TEMPUS (Lithuanian - German - Danish) project: "Modern programme of teaching physiology".

#### **6. Assessment methods**

Verbal discussion during seminars; final examination at the end of the course, using a unified 10 scores evaluation system.

#### **7. Strength**

Issues of general physiology are studied in connection with specific oro-facial problems.

Formation of manual skills and self-training during the laboratory courses.

#### **8. Weaknesses**

More extended laboratory course for specific oro-maxillo-facial physiology issues is needed.

#### **9. Innovations and Best Practices**

Introduction of the international TEMPUS project “Modern programme of teaching physiology”.

#### **10. Plans for future changes**

Specialized lectures of physiology closely integrated into dental disciplines.

Preparation of specialized methodical recommendations for laboratory training of dental students.

## **Section 7 – PARA-CLINICAL SCIENCES**

### **Section 7.1 – PHARMACOLOGY**

Dr. Arvydas Milasius  
E-mail: [farma@kma.lt](mailto:farma@kma.lt)

#### **1. Introduction**

An appropriate understanding of pharmacology is required for the safe practice in dentistry.

The course of Pharmacology consists of basic pharmacology and clinical pharmacology. The course of basic pharmacology in the 5<sup>th</sup> semester consists of 100 hours. Students are having series of practical sessions as well as lectures. The course of clinical pharmacology in the 10<sup>th</sup> semester consists of 20 hours. Students are having practical course and seminars.

#### **2. Primary aims**

Dental students need to be aware of the indications, contra-indications, potential side effects, adverse reactions and interactions of therapeutic agents with other drugs and of those therapeutic agents used commonly in the dentistry. Students must know about their rationale use.

#### **3. Objectives**

Having completed the Pharmacology course students:

Must have basic knowledge about drugs commonly used in dental practice and urgent medicine.

Should understand the principles of drugs, relevant to dental practice (antibiotics, analgesics, drugs used in urgent therapy) mode of action, routes of administration, side effects.

Should understand drugs, relevant to practice of dentistry, using precautions with different age group and their use in pregnancy, interactions with another groups of drugs.

Must be capable of writing a prescription for those drugs commonly used in dental practice.

#### **4. Hours in the Curriculum**

Basic pharmacology course consists of 100 hours:

Lectures – 18 hours

Practical sessions - 82 hours

Clinical pharmacology course consists of 20 hours:

Seminars – 6 hours

Practical sessions – 14 hours

#### **5. Methods of learning/teaching**

Lectures, practical sessions, discussions, case histories analysis.

## **6. Assessment methods**

The knowledge of students is assessed by tests, writing prescriptions according to given tasks, colloquium. Students have to present a literature review on certain topics. Course of basic pharmacology is completed by examination

## **7. Strengths**

Possibility for more detailed studies in practical aspects of clinical pharmacology, rationale use of drugs. Practical evaluation of drugs side effects and elimination of them.

## **8. Weaknesses**

Insufficient teaching literature in national language. Not all students are able to study literature in foreign languages.

Insufficient hours for studying basic pharmacology.

## **9. Innovations and best practices**

The new updated information about drugs is included in teaching program annually.

## **10. Plans for future changes**

Integration programs of basic and clinical pharmacology. Course in observation of drugs adverse effects and their registration methods.

## **Section 7.2 - MICROBIOLOGY**

Dr. Rasa Grigaitė

### **1. Introduction**

The course of medical microbiology, virology, immunology is divided between 2<sup>nd</sup>, 3<sup>rd</sup> and 4<sup>th</sup> years (3<sup>rd</sup>, 4<sup>th</sup> and 8<sup>th</sup> semester). The course consists of 140 hours divided by 120 hours in 3<sup>th</sup> and 4<sup>th</sup> semesters and 20 hours in 8<sup>th</sup> semester.

The third year students study fundamentals of microbiology, virology and infectious immunology. Course covers microscopically, bacteriological, immunological methods of diagnosis, pathogenicity of micro organisms, antibioticograms. Immunology studies covers fundamentals of immunology, immunological reactions, vaccines and immuno globulins.

The fourth year students study specific groups of micro organisms, which cause infectious diseases, diagnostics and specific prevention.

The eighth year students study oral microbiology, micro flora of normal oral cavity. Infections of the oral cavity, periodontal tissue, diagnostics. Infectious diseases in the oral cavity.

### **2. Primary aims**

The students must know fundamentals of medical microbiology, virology and infectious immunology.

The students should have a theoretical knowledge and practical experience basics in microbiology of oral cavity.

### **3. Objectives**

Having completed the Microbiology course students should have basic knowledge about:

classification, systematics, morphology, ultra structure, chemical composition, methods of investigation of micro organisms;

role of micro organisms in the pathological process, diagnosis of the infectious diseases;

physiology, metabolism, principles of cultivating;

basics of infectious immunology;

normal micro flora in oral cavity and it's role in physiological and pathological processes;

specific and non-specific immunological factors of oral cavity tissues. Mechanisms and syndromes of immunopathological processes in oral cavity;

risk factors of infectious diseases in oral cavity; immunopathological mechanisms of periodontal diseases;

diseases in oral cavity of viral and fungal origin.

### **4. Hours in the Curriculum**

Microbiology course consists of 140 hours.

In the 3<sup>rd</sup> and 4<sup>th</sup> semesters the course consists of 30 hours lectures and 80 hours practical sessions. In the 8<sup>th</sup> semester the course consists of 6 hours lectures and 14 hours practical sessions.

### **5. Methods of learning/teaching**

Lectures, seminars, practical sessions, literature review.

### **6. Assessment methods**

The knowledge of students is assessed by tests during every practical session. The ability in practical skills is assessed by teacher during every practical session. In period of 3<sup>rd</sup> and 4<sup>th</sup> semesters students pass 6 colloquiums in order to evaluate theoretical knowledge and practical skills. The course is completed by examination.

The course in 8<sup>th</sup> semester is completed by a credit.

Students have to present a literature review on certain topics.

### **7. Strengths**

Separate program in oral microbiology.

### **8. Weaknesses**

Topics: 'practical evaluation of microbiological caries risk factors' and 'practical diagnostics of periodontal infections' are not included in the curriculum because of financial problems.

### **9. Innovations and best practices**

The new topics: 'caries microbiology' and 'immunology of oral cavity' are included in curriculum.

### **10. Plans for future changes**

The new program in clinical microbiology is available for the students of faculty of Dentistry, which they can choose after basic course in microbiology.



## **Section 7.3 PATHOPHYSIOLOGY**

V.Jurkstiene, Clinical assistant

### **1. Introduction**

The course of pathophysiology for dental students is presented during the third study year in the V semester. It deals with the theoretical background of illness, analysis of common pathological processes, and their relationships.

### **2. Primary aims**

to provide students with the general knowledge about pathophysiology in connection with oro-facial pathology;  
to enable students to understand pathophysiological mechanisms which determine development of different diseases.

### **3. Main objectives**

General nosology, common pathological processes, pathophysiology of different organs and systems; oro-maxillo-facial pathophysiology.

### **4. Curriculum hours**

General pathophysiology: total hours of the course: 100.

Lectures 22;

Laboratory training 70;

Self-training 8.

Oro-maxillo-facial pathophysiology: 20.

Lectures 12; seminars 8.

### **5. Method of learning/teaching**

Lectures; laboratory training; seminars; self-training..

### **6. Assessment methods**

Verbal discussion during seminars; final examination at the end of the course (written), using a unified 10 scores evaluation system.

### **7. Strength**

Issues of pathophysiology are studied in connection with specific oro-facial problems.  
Experienced teaching staff.

### **8. Weaknesses**

The study cycle of pathophysiology is too condensed, and a large part of the theoretical material can only be studied by self-training.

### **9. Innovations and Best Practices**

Video-demonstration of some teaching material.

### **10. Plans for future changes**

Improvement of teaching programme by updating the study material and the demonstration facilities.

## **Section 8 - HUMAN DISEASES**

### **Section 8.1 - GENERAL MEDICINE**

Dr. Romualdas Marcinkus

e-mail: have no

#### **1. Introduction**

The course of **Propaedeutics of Internal Diseases** in the 5<sup>th</sup> semester course consists of 70 hours ( 2 credits) which are divided in lectures (16 hours), practical sessions (40 hours), tests (7 hours). Course is completed by credit (7 hours).

The course of **Internal Diseases** in the 6<sup>th</sup> semester of studies consists of 120 hours ( 3 credits) which are divided in lectures (18 hours), practical sessions (84 hours), tests (6 hours), credit (6 hours). Course is completed by examination (6 hours).

#### **2. Primary aims**

Propaedeutics of Internal Diseases:

To teach students clinical, instrumental and laboratory methods of patient examination.

To teach students to understand and recognise symptoms of main internal diseases.

Internal Diseases:

To teach students basic methods of diagnostics and treatment of main internal diseases.

#### **3. Objectives**

Having completed the **Propedeutics of Internal Diseases** course students:

must know about basic methods of patient examination and their value in diagnostic process;

must know about clinical evaluation of physical, instrumental and laboratory methods of patient examination;

must be able to cooperate with a patient, make anamnesis;

must be able to use basic diagnostic methods;

must be able to diagnose syndromes;

must be able to write a case history;

be able to relate general pathology and dental pathology.

Having completed the **Internal Diseases** course students:

must know aetiology, pathomorphology, clinic, methods of instrumental and laboratory

diagnostics, treatment and prevention principles of main internal diseases;

must be able to use basic diagnostic methods;

must be able to make a treatment and prevention plan;

be able to relate general pathology and dental pathology.

#### **3. Hours in the Curriculum**

Course of Propaedeutics of Internal Diseases consists of 70 hours ( 2 credits).

Lectures - 16 hours

Practical sessions - 40 hours

Tests - 7 hours

Credit	- 7 hours
Course of Internal Diseases consists of	120 hours ( 3 credits).
Lectures	- 18 hours
Practical sessions	- 84 hours
Tests	- 6 hours
Credit	- 6 hours
Examination	- 6 hours

#### **4. Methods of learning/teaching**

Lectures, practical sessions, self- dependent work.

#### **6. Assessment methods**

The knowledge of students is assessed by tests. Course of Propaedeutics of Internal Diseases is completed by an examination. Course of Internal Diseases is completed by credit and examination.

#### **7. Strengths**

Students learn basic diagnostic methods of patient examination, about diagnostic algorithms.

#### **8. Weaknesses**

Insufficient hours for students practical skills improvement.

#### **9. Innovations and best practices**

#### **10. Plans for future changes**

More hours is necessary for the students self-dependent work.

### **Section 8.2 - ANAESTHESIOLOGY**

Dr. Vidas Pilvinis

E-mail: vpilvini@takas.lt

#### **1. Introduction**

The course of Anaesthesiology in the 4<sup>th</sup> year of studies. The course consists of 20 hours which are divided in practical sessions (8 hour ) and seminars (12 hours).

#### **2. Primary aims**

The students get knowledge about the methods of general anaesthesia, peculiarities in dentistry; complications.

Anaphylactic and anaphylactoidic reactions, their diagnostics, clinic, emergency care. Adverse effects of local anaesthetics.

#### **3. Objectives**

Having completed the Anaesthesiology course students should have basic knowledge about :

pain tract, its physiology and pathophysiology; pharmacokinetics and pharmacodynamics of pain releasing drugs;  
pharmacokinetics and pharmacodynamics of inhalation and intravenous drugs used in general anaesthesia;  
clinical pharmacology of myo-relaxants;  
evaluation of patient status before general anaesthesia, aims of premedication;  
complications of general anaesthesia: diagnostics and principles of treatment;  
peculiarities of general anaesthesia in dentistry;  
Students must be able to carry out emergency care for the patient during anaphylactic reaction and in another urgent situations.

#### **4. Hours in the Curriculum**

Anaesthesiology course consists of 20 hours.  
Seminars – 12hours  
Practical sessions – 8 hours

#### **5. Methods of learning/teaching**

Seminars, practical sessions, literature review, observation of procedure of general anaesthesia in operating room.

#### **6. Assessment methods**

The knowledge of students is assessed by tests.

#### **7. Strengths**

Good cooperation.

#### **8. Weaknesses**

Insufficient premises.  
The course is scheduled unsatisfactory: seminars are scheduled together with students of general medicine- too many students at the same time; in afternoon hours - when most procedures are done- no reason to observe.

#### **9. Innovations and best practices**

Possibility to use and demonstrate new drugs which particularly are suitable to used in dental practice.

#### **10. Plans for future changes**

To improve teaching process with updating curriculum in dental anaesthesia.

### **Section 8.3 - EAR, NOSE and THROAT DISEASES**

Dr. V. Kinduris

E-mail: [icap@kma.lt](mailto:icap@kma.lt)

#### **1. Introduction**

The course of Ear, Nose and Throat diseases in the 5<sup>th</sup> year of studies (9<sup>th</sup>) consist of theoretical and formation of clinical skills parts. The course consists of 60 hours which are divided in lectures and practical sessions.

## **2. Primary aims**

The students get knowledge about the diagnostic methods of and treatment of ORL .  
To teach students to develop their clinical practice to causal relation between ORL and general health.

## **3. Objectives**

Having completed the Ear, Nose and Throat diseases course students should have basic knowledge:

about normal and pathological appearance of ear, nose and throat;

interpretation of specific audiological examinations;

about the prescription of commonly used drugs in ORL, their indications, contraindications and side effects;

be able to use methods of patient examination;

be able to use main instruments for patient examination;

be able to diagnose acute ORL disorders and their complications;

be able to evaluate indications for specialist consultation, operative treatment.

## **4. Hours in the Curriculum**

Ear, Nose and Throat diseases course consists of 60 hours.

Lectures

Practical sessions

## **5. Methods of learning/teaching**

Practical sessions in out- and in-patient departments, lectures.

## **6. Assessment methods**

The knowledge of students is assessed by discussion during practical sessions. Course is completed by examination.

## **7. Strengths**

Students learn about diagnosis, treatment and prevention of ORL diseases and get practical skills.

## **8. Weaknesses**

Insufficient hours for students practical skills improvement.

## **9. Innovations and best practices**

Video with a lot of material devoted for teaching process.

## **10. Plans for future changes**

Use computer programs in teaching process.

## **Section 8.4 GENERAL SURGERY and SURGICAL DISEASES**

Dr. Juozas Babravicius

E-mail: have no

### **1. Introduction**

The course of General Surgery and Surgical Diseases covers the aseptic and antiseptics, surgical infection, management of acute trauma, haemorrhage, analgesia, acute abdominal and blood vessels diseases. Course consists of 190 hours, which are divided between autumn and spring semesters by 70 and 120 hours respectively.

### **2. Primary aims**

To teach students general surgery problems: aseptic and antiseptics, diagnostics and treatment of haemorrhage and surgical infection, management of acute trauma.

To give students updated theoretical knowledge about symptoms of acute abdominal diseases, diagnosis, principles of operative and conservative treatment.

### **3. Objectives**

Having completed the General Surgery and Surgical Diseases course students should:

have basic knowledge about ethics and deontology, methods of examination;

be able to differentiate acute abdominal diseases and make treatment plan;

must know indications for operative and conservative treatment;

must know about postoperative complications, risk factors and principles of treatment.

have basic knowledge about echoscope and endoscopies.

### **4. Hours in the Curriculum**

Course of General Surgery and Surgical Diseases consists of 190 hours:

Autumn semester - 70 hours

Lectures - 24 hours

Practical sessions - 35 hours

Elective course - 11 hours (in future plans)

Spring semester - 120 hours

Lectures - 24 hours

Practical sessions - 78 hours

Elective course - 18 hours (in future plans)

### **5. Methods of learning/teaching**

Lectures, practical sessions. Self- dependent work.

### **6. Assessment methods**

The knowledge is assessed by:

Presenting of case history

Assessment of practical sessions

Course is completed by theoretical and practical examinations.

### **7. Strengths**

Students learn about basic diagnostic methods of acute abdominal diseases, which are easy to master.

Knowledge and experience students may use later in their dental practice.

### **8. Weaknesses**

Insufficient hours for students teaching process.

### **9. Innovations and best practices**

Students get practical skills.

### **10. Plans for future changes**

More hours for the students practical activity.

## **Section 8.5 SKIN and SEXUALLY TRANSMITTED DISEASES (STD)**

Dr.Egidijus Paginakas

e-mail: have no

### **1. Introduction**

The course of Skin and STD in the 5<sup>th</sup> year of studies. The course covers the updated etio-pathogenesis, diagnosis, treatment and prophylactics of skin and STD, stressing appearance in oral mucous. Both theoretical and practical aspects concerned: starting the approach to patient examination to vast visual material. Course consists of lectures ( 18 hours), practical sessions (52 hours).

### **2. Primary aims**

To present an information on oral cavity lesions associated with skin diseases, their aetiology, pathogenesis, clinical features, differential diagnosis, treatment and prophylactics

To present information on STD including AIDS and associated lesions in oral cavity mucous.

### **3. Objectives**

Having completed the Skin and STD course students:

Should be able to provide practice in examining and treatment of dermatological patients and patients with STD.

Should be able to provide practice in reading test results.

Have basic knowledge about contagious diseases of oral cavity mucous; allergic cheilitis and other allergic lesions.

lesions in oral cavity, associated with endocrinology, metabolic, heart, GI, blood disorders.

oncology of mouth and lips.

AIDS related lesions of the mouth.

### **4. Hours in the Curriculum**

Course of Skin and STD consists of 70 hours:

Lectures - 18 hours

Practical sessions - 52 hours

**5. Methods of learning/teaching**

Lectures, practical sessions, work with out- patients. Self-depending work.

**6. Assessment methods**

Course is completed by examination, students present written a case history of in-patient.

**7. Strengths**

Seeing a lot of patients in out- and in- patient clinics. Vast slide collection ( over 6.000), atlases, journals.

**8. Weaknesses**

In case afternoon classes examination of in-patients is complicated due to applied topical medications.

**9. Innovations and best practices**

**10. Plans for future changes**

To purchase digital projecting equipment for academic purposes.



## **Section 9 – ORTHODONTICS AND CHILD DENTAL HEALTH**

### **Section 9.1 : ORTHODONTICS**

Antanas Sidlauskas ,assoc.professor  
[sidlausk@dent.kmu.lt](mailto:sidlausk@dent.kmu.lt)

#### **1.Introduction**

The course of Orthodontics involves four semesters of dental studies- 7<sup>th</sup> -8<sup>th</sup> -9<sup>th</sup>-10<sup>th</sup> semesters. In the 7<sup>th</sup> semester students study embryology , growth and development of the skull and face structures, development of the normal occlusion, classification of malocclusions and examination of orthodontic patient. In 8<sup>th</sup> semester they study aetiology , developmental patterns and clinical morphology of malocclusions. The 9<sup>th</sup> -10<sup>th</sup> semesters are devoted for the studies of treatment planning, different treatment approaches , techniques and appliances (removable, extra oral, functional and fixed appliances ). Students get acquainted with the preventive and interceptive orthodontic treatment. At the end of the studies they have a brief course of occlusion.

#### **2.Primary Aims**

Graduating students should be able to perform an appropriate diagnosis for all forms of malocclusion and evaluate the need for orthodontic treatment. Students should be able to treat mild Class II division 1 cases , single tooth anterior cross bites, to provide appropriate preventive and interceptive orthodontic treatment

#### **3. Main Objectives**

To identify normal growth and development.

To develop a knowledge of abnormal development of the dentition.

To understand the relationship between development of the dentition and facial growth.

To appreciate the use of removable and functional appliances in orthodontics.

To emphasise the integration of orthodontics and paediatric dentistry in the treatment of the child.

To develop the ability to provide appropriate preventive and interceptive orthodontic treatment, provided by general practitioner.

To recognise those conditions which need to be referred for secondary care.

To know possibilities of modern orthodontics.

#### **4.Hours in the Curriculum**

Lectures - 20 hours.

Seminars – 40 hours.

Pre-clinical and clinical training – 180 hours.

#### **5.Methods of Learning/Teaching**

Lectures

Seminars.

Pre-clinical and clinical practical exercises.

Video-presentations.

Case-based learning has been started introduced into the spring semester of fourth and continue all fifth dental year. The purpose of the case-based learning course is to allow students to apply previously acquired knowledge to solve clinical problems.

Students learn orthodontic diagnosis and treatment planning in the clinic. They also get an opportunity to treat patients and benefit from “hands-on” experience.

### **6. Assessment Methods**

2 partial credit tests per semester

Exam – at the end of 5<sup>th</sup> study year.

Every student gets assessment of clinical work before exam.

Once a year every student must present a case history with full analysis of situation, diagnosis and treatment plan.

At the end of undergraduate studies students have final complex State examination, which includes orthodontic questions too.

### **7. Strengths**

Good facilities for clinical work. The structure of the programme allows students to commence and complete patient treatments in the orthodontic clinic. Students actively participate in clinical orthodontics. Theoretical instruction is directly transferred into clinical practice.

### **8. Weaknesses**

Assessment of clinical activity is not very good.

### **9. Innovations and Best Practices**

Students gain experience in the use of removable, functional, preventive and interceptive orthodontic appliances.

Each student studying his own orthodontic record file at the beginning of orthodontic studies. This is a source of personal experience enrichment and motivation.

### **10. Plans for future changes**

The better integration with the course of paediatric dentistry.

Emphasis on orthodontic prevention.

More use of multimedia devices.

## **Section 9.2 - PAEDIATRIC DENTISTRY**

Dr. Simona Milciuviene & Dr. Lina Jasulaityte

Email: [vaikstom@takas.lt](mailto:vaikstom@takas.lt)

### **1. Introduction**

The course of Paediatric Dentistry starts in the 9<sup>th</sup> semester, and the students attend the course on a weekly basis at the Clinic of Preventive and Paediatric Dentistry, every week the students are practising with the patients as well as having a seminar, lecture or a discussion. In the 10<sup>th</sup> semester the course is integrated with the course of

Public Dental Health and Prevention, the theory of both courses is alternating on a weekly basis and every week the students are practising with the patients. The course consists of lectures (10 hours), seminars (20 hours), and practical sessions (120 hours). The course is in the 9 – 10 semesters (150 hours) and is completed by passing an examination at the end of the 10<sup>th</sup> semester.

## **2. Primary aims**

The objective of the Paediatric Dentistry course is to learn the etiological, pathogenesis, diagnostic and treatment principles of a child patient. Essential child management skills are developed during the course. Growth and developmental changes are discussed, and the main treatment methods during the dentition change are studied. As the courses of Paediatric and Preventive Dentistry are integrated an important part of the course is application of the preventive measures for paediatric patients.

## **3. Objectives**

Having completed the Paediatric Dentistry course students:

Must have competence about a child as a dental patient, psychological characteristics and management.

About the formation and developmental characteristics of oral structures during the childhood and adolescence.

Must be able to design and implement a treatment and preventive plan for a paediatric patient .

To carry out emergency care for a child patient.

Must be capable of diagnosing, providing dental treatment and preventive measures for a child with dental caries, pulpitis and periodontitis, non-carious diseases in primary and young permanent dentitions, diagnosing, providing dental treatment and preventive measures for a child and adolescent with periodontal and oral mucous disease.

Must be able to perform the treatment for a child with dental trauma.

Must be capable to perform minor surgical procedures.

## **4 – 5 . Method of learning/etching, hours in the curriculum:**

Lectures – 10 hours

Seminars – 20 hours

Practical sessions – 120 hours

## **6. Assessment methods**

The course is completed by examination, the knowledge is assessed in a 10 point system. Practical skills are assessed in point system, for each procedure performed students get a certain number of points. During the 9<sup>th</sup> semester a student must get 35 – 40 points, during the 10<sup>th</sup> semester - 30 – 35 points (totally 75 – 100) to get a practical skills credit.

Each student must present a case history with a treatment plan and must have completed the treatment according to the plan for a patient (assessment in 10 point system).

Students have to present a literature review on certain topics (5 points each).

Having passed the following requirements a student is permitted to do the examination.

### **7. Strengths**

The course is integrated with the Public Dental Health and Prevention course  
Emphasis on practical experience  
Modern and well maintained dental equipment

### **8. Weakness**

Insufficient clinical and support staff  
Insufficient modern dental materials  
Too little practise with handicapped and medically compromised patients because of very small number of such patients attending the clinic.  
The course is not integrated with orthodontics.

### **9. Innovations**

Non-operative caries treatment

### **10. Plans for future changes**

Early caries diagnostic with a caries test and early treatment in the initiative stages.

## Section 10 - PUBLIC DENTAL HEALTH AND PREVENTION

Dr. Simona Milciuviene & Dr. Lina Jasulaityte  
Email: [vaikstom@takas.lt](mailto:vaikstom@takas.lt)

### 1. Introduction

The course of the Public Dental Health and Prevention covers the risk factors, epidemiology, prevention of oral diseases, principles of planning and implementation of public dental health programmes and evaluation of the effectiveness of the programmes. The course consists of 100 hours, which are divided between the 2<sup>nd</sup> and 5<sup>th</sup> years (4<sup>th</sup> and 10<sup>th</sup> semesters) by 40 and 60 hours respectively.

**The second year** students study about the risk factors of oral diseases, learn to evaluate the prevalence of oral diseases, caries incidence (DMF-T, DMF-S indices), the cariogenic situation in the oral cavity. During the course main methods of caries prevention and periodontal disease control are analysed, as well as the possibilities of fluoride administration. The students learn to apply the preventive methods, to educate patients and implement good oral hygiene skills and to give recommendations on prevention and selection of suitable oral hygiene measures.

**The fifth year** students are instructed and study the methods of evaluation and measures of prevention of periodontal disease; oral health promotion for the target population groups; the principles of organisation and implementation of epidemiological surveys and public dental health programmes.

### 2. Primary aims

The students must know and apply the main methods of prevention of oral diseases. The students must know how to organise epidemiological surveys and public dental health programmes.

### 3.Objectives:

The students must know and be able to evaluate the risk factors of oral diseases.

To evaluate the oral status of a patient, caries prevalence and incidence in the primary, mixed and permanent dentitions.

To give an oral hygiene instruction, dietary advice. To recommend an appropriate dentifrice, toothbrush and auxiliary oral hygiene measures.

To outline the different mechanisms of action between systemic and topically applied fluoride. To demonstrate professional topical application and prescribe fluoride supplements.

To describe the role of fissure sealants as a preventive agent and demonstrate their use.

Must know the methods of prevention of oral diseases, be able to apply and evaluate these methods.

Must be able to apply professional oral hygiene

Must have the basic knowledge and understanding about epidemiological surveys.

Must be able to organise oral health promotion for different target groups.

Must know the main principles of the public dental programs and prepare a programme for children and adult populations.

### 4.Hours in the Curriculum:

The course consists of 100 hours.

In the 4<sup>th</sup> semester the course consists of 10 hours of lectures, 6 hours of seminars and 24 hours of practical sessions.

In the 10<sup>th</sup> semester the course consists of 8 hours of lectures, 10 hours of seminars and 42 hours of practical sessions.

### **5.Methods of learning/teaching**

Lectures, seminars and practical sessions

### **6.Assessment methods**

The students are assessed for the knowledge and practical performance every day during the course. The students must get a specified number of points for practical skills during the practical sessions and the knowledge is assessed during the seminars and by means of tests. By the end of the first part of the course the students who have shown sufficient knowledge and practical skills get a credit.

Besides the above mentioned assessment methods, the fifth year students have to design a public dental health programme which is also evaluated. By the end of the course the students who have shown sufficient knowledge and practical skills get a credit.

The complete course is assessed together with the Pediatric Dentistry Course by means of Examination.

### **7.Strengths**

Public Dental Health and Prevention course is integrated with the Paediatric Dentistry course

Students have to design a sample public dental health programme

Students go to kindergartens to organise preventive programmes or to give oral hygiene instruction and lectures.

Students and the staff of the clinic implement the programme for orphanage in Marijampole (city in Lithuania).

### **8.Weaknesses**

Students should have more experience outside the school.

### **9.Innovations and best practises**

The fifth year students have an opportunity to make a small range survey on given topic and to design a sample public dental health programme for a target group of population.

The staff of the clinic has published a study book for the students in local language.

### **10.Plans for future changes**

Students will have a possibility to present their public dental health programmes at the students conference.

Early caries diagnostic in reversible stages by testing the bacterial count and activity in the saliva and early non-operative treatment for the patients with high risk.

There are plans to start prevention in the early age, the fifth year students will have to follow new-born babies in the families for one year and to educate the parents.

## **Section 11 – RESTORATIVE DENTISTRY**

### **Section 11.1 – THERAPEUTIC STOMATOLOGY ( CONSERVATIVE DENTISTRY )**

Vita Maciulskienė, assoc.professor

E-mail: [Vita@kma.lt](mailto:Vita@kma.lt); [terstom@kma.lt](mailto:terstom@kma.lt)

Fax: 370 7 799 476

This programme includes several disciplines, such as operative dentistry (pre-clinical course and cariology), endodontics, periodontology and oral pathology which are presented during the 2nd-5th years of dental studies. The evaluation of entire programme is based on a complex “case-report” that has to be written at the end of the 5th study year, and on the results of the final “state” exam (end of the 5th study year). Each subject of the programme is described below.

#### **OPERATIVE DENTISTRY I**

##### **1. Introduction**

It is a pre-clinical (phantom) course of operative dentistry for II-nd year students; it is presented in the 3rd study semester. The pre-clinical course provides the students with the first theoretical and practical basis for further clinical studies of Operative Dentistry. It includes lectures on dental anatomy, histology and morphology, as well as on the principles of cavity preparation and dental materials. In the laboratory the students study morphology on extracted teeth, make wax sculptures of teeth; practice on phantom heads by preparing cavities of different classes as well as making amalgam and resin restorations.

##### **2. Primary aims**

To introduce the students with the theoretical and practical background for treatment of dental caries;

To develop clinical and practical skills necessary to competently undertake dental treatment.

##### **3. Main objectives**

Studies of tooth anatomy and morphology

Introduction with dental instruments and equipment, hand and rotary

Principles of class I-II-III-IV-V cavity preparations

Preparation design for amalgam restorations

Preparation design for composite restorations

Training for restorations of class I-II-III-IV-V cavities with different dental materials.

##### **4. Curriculum hours**

Lectures 20

Practical training in the phantom laboratory 60 (includes short theoretical discussions on running topics at the beginning of every lab work)

##### **5. Method of learning/teaching**

Lectures, discussions and laboratory work.

## 6. Assessment methods

2 partial credit tests

Phantom work verification

Exam (theoretical and practical evaluation) of pre-clinical course at the end of the 2nd study year

## 7. Strength

Good facilities for practical training

Small group teaching

Full-time teachers

## 8. Weaknesses

Lack of information technology

Lack of practical examples of the teaching material (instruments, modern filling materials)

Necessity for students to buy their own dental instruments

## 9. Innovations and Best Practices

Recently innovated phantom class.

## 10. Plans for future changes

Improving of evaluation of theoretical and practical knowledge: introduction of multiple-choice tests; description of standardized requirements for verification of practical work on the phantoms.

## **OPERATIVE DENTISTRY II**

Vita Maciulskienė, senior lecturer

E-mail: [Vita@kma.lt](mailto:Vita@kma.lt); [terstom@kma.lt](mailto:terstom@kma.lt)

Fax: 370 7 799 476

### 1. Introduction

This course involves three semesters of dental studies: 5th semester (IIIrd study year) - clinical cariology; 8th semester (IVth study year) as part of conservative dentistry; 10th semester (Vth study year) as part of conservative dentistry. In the 5th semester the programme introduces the students to the theoretical background of dental caries and non-caries diseases as well as to the principles of caries diagnosis and management. A large part of the course is spent at the clinic by treating patients. In the consecutive study years students continue to practice cariology as a part of an integral course of conservative dentistry.

### 2. Primary aims

To teach the students the theoretical background of caries etiopathogenesis and rationale for its prevention and treatment;

To develop clinical competence in diagnosis, treatment planning and management of common dental diseases.

### 3. Main objectives

Diagnosis of non-cavitated caries lesion



Non-operative caries treatment indications and methods  
Clinical and radiographical diagnosis of various forms of enamel and dentin caries  
Application of local anaesthesia  
Selection of an appropriate restorative materials  
Restoration of teeth to a satisfactory level of aesthetics and function  
Restoration of teeth with complicated forms of decay (MOD, root caries, aesthetic veneers etc.)  
Diagnosis and management of non-caries diseases such as dental erosion, dental hypersensitivity, dental abrasion, and dental trauma.  
Mistakes and failures of caries diagnosis and treatment.

#### **4. Curriculum hours**

Lectures 10

Clinical practice: 5th sem. - 70 (cariology); 8th sem. 60 (conservative dentistry in total); 10th sem. 80 (conservative dentistry in total). Includes short theoretical discussions on running topics at the beginning of every clinical session.

#### **5. Method of learning/teaching**

Lectures, discussions and clinical work.

#### **6. Assessment methods**

2 partial credit tests

Clinical work verification (minimum 40 caries restorations in total).

Exam

#### **7. Strength**

Full-time teachers

Plenty of clinical cases

Extended clinical practice

#### **8. Weaknesses**

The lack of information technology

Necessity for the students to buy their own dental instruments and materials

Limited teaching staff (1 teacher for 10 students at the clinic)

Old dental equipment

#### **9. Innovations and Best Practices**

Periodical and renovated publication of brief teaching material for students.

#### **10. Plans for future changes**

Improvement of the technical basis of the course (dental equipment);

Improvement of visual information facilities at the lectures and seminars.

## **Section 11.2 - ENDODONTICS**

Nijole Kelbauskiene, assoc. professor

E-mail: [terstom@kma.lt](mailto:terstom@kma.lt)

Fax: 370 7 799 476

### **1. Introduction**

This course involves three semesters of dental studies: 4th semester (II<sup>nd</sup> study year) - pre-clinical endodontics; 6-7th semesters (III-IV<sup>th</sup> study year) - clinical endodontics. It is practiced as a part of conservative dentistry; in the 8th and 10th semesters (see: Operative Dentistry) as well. The pre-clinical course provides the students with the theoretical and practical background of endodontics. It includes studies of pulp histology and morphology; anatomy of the pulp chamber and root canals, as well as of the principles of root canal preparation and obturation. The programme of clinical endodontics covers the issues of aetiopathogenesis and diagnosis of pulp diseases as well as different approaches of their treatment and prevention. A large part of the course is spent at the clinic treating patients. In the consecutive study years students continue to practice endodontics as a part of an integral course of conservative dentistry.

### **2. Primary aims**

To prepare the students theoretically and practically for work with an endodontic patient;

To develop clinical competence in diagnosis, treatment planning and management of endodontic diseases.

### **3. Main objectives**

Anatomo-physiological structure of the pulp and peri-apical tissues

Pathobiology of the pulp and peri-apical tissues

Clinical and radiographical diagnosis the endodontic pathology

Symptomatology of endodontic diseases

Endodontic emergency treatment

Preventive endodontics

Treatment of vital and non-vital teeth

Root canal instrumentation

Endodontic materials and root canal obturation

Mistakes and failures of endodontic treatment.

Restoration of endodontically treated teeth

### **4. Curriculum hours**

Lectures 20

Practice in the laboratory 64

Practice in the clinical classes VI<sup>th</sup> sem. - 100; VII<sup>th</sup> sem. 160 ; VIII, X sem. as integrated part of conservative dentistry (see: Operative Dentistry) It includes short theoretical discussions on running topics at the beginning of every clinical session.

### **5. Method of learning/teaching**

Lectures, seminars and clinical work

## **6. Assessment methods**

2 partial credit tests

Clinical work verification (“case-report” for every endodontic patient)

Exams 2 (preclinical endodontics - included in the exam of Operative Dentistry at the end of 2nd study year; clinical endodontics)

## **7. Strength**

Full-time teachers

Plenty of clinical cases

Extended clinical practice

## **8. Weaknesses**

Lack of information technology

Necessity for students to buy their own dental instruments and materials

Limited teaching staff (one teacher for 10 students)

Old dental equipment

## **9. Innovations and Best Practices**

Periodical and renovated publication of brief teaching material for students.

Writing of a “case-report” with extended description of the diagnosis and treatment procedures; theoretical and practical exam at the end of the course.

## **10. Plans for future changes**

Improvement of the technical basis of the course (dental equipment);

Improvement of visual information facilities at the lectures and seminars.

## **Section 11.3 - PROSTHODONTICS (Fixed and Removable Prosthodontics, Edentulous State, Occlusion and function of the mastication System)**

Gediminas Zekonis, senior lecturer

e-mail: zekonisg@hotmail.com

### **1. Introduction**

Prosthodontics and mastication function rehabilitation are taught during second, third, fourth and fifth year.

During second year 4<sup>th</sup> semester students have lectures and seminars about anatomy and function of the mastication system and dental materials. During third year students have lectures and seminars about fixed prosthodontics. 5<sup>th</sup> and 6<sup>th</sup> semester includes phantom course. During fourth year students have lectures and seminars about edentulous state (7<sup>th</sup> semester) and removable prosthodontics (8<sup>th</sup> semester). Both semesters include clinical works.

During fifth year students have lectures and seminars about prosthetic treatment of pathological wear of teeth, prosthetic treatment in periodontitis, prosthetic treatment of TMJ pathology (9<sup>th</sup> semester); prosthetic treatment of some traumatic cases and maxillo-facial prosthetics (10<sup>th</sup> semester). Both semesters include clinical works.

## **2. Primary Aim**

The student should have the theoretical knowledge and practical skills necessary to diagnose and treat simple prosthetic cases.

## **3. Main Objectives**

The student should:

- know the compositions and qualities of dental materials used for prosthetic work.
- be able to evaluate patient's occlusion and function of the stomatognathic system
- be able to identify the treatment need of the patient.
- be able to propose several treatment plans in relation to the patient.
- be able to undertake preparation of the mouth and teeth for dentures, crowns or bridges.
- be able to undertake any of different impression techniques.
- be able to understand the laboratory techniques and stages.

## **4. Hours in the Curriculum**

760 hours (240 hours of lectures and seminars; 140 hours of pre-clinical work; 380 hours of clinical work).

II year, 4<sup>th</sup> semester: 20 hours of lectures, 60 hours of seminars.

III year, 5<sup>th</sup> semester: 20 hours of lectures, 60 hours of pre-clinical work.

6<sup>th</sup> semester: 20 hours of lectures, 80 hours of pre-clinical work.

IV year, 7<sup>th</sup> semester: 20 hours of lectures, 80 hours of clinical work.

8<sup>th</sup> semester: 20 hours of lectures, 120 hours of clinical work, 40 hours of seminars.

V year, 9<sup>th</sup> semester: 20 hours of lectures, 80 hours of clinical work.

10<sup>th</sup> semester: 20 hours of lectures, 100 hours of clinical work.

## **5. Method of Learning/Teaching**

Lectures (using television and slide demonstration).

Seminars.

### **Laboratory instructions.**

Pre-clinical course with phantoms.

### **Clinical demonstrations.**

Treatment of patients under supervision of an instructor.

## **6. Assessment Methods**

Successful passing of the partial credit tests (2 every semester).

Oral examinations at the end of third and fourth year.

Clinical work verification (case-report in 10<sup>th</sup> semester).

State examination (multiple-choice) at the end of fifth year.

## **7. Strengths**

Plenty of clinical cases.

Extended clinical practice.

## **8. Weaknesses**

Insufficient number of clinical staff.

Insufficient support staff.

Lack of modern dental equipment.

No comprehensive assessment of clinical skills.

Insufficient phantom course.  
No practical work in dental laboratory.

**9. Innovations and Best Practices**

No innovations due to insufficient budget.

**10. Plans for Future Changes**

To renovate dental laboratory.  
To install modern x-ray room.  
To install phantom laboratory.  
To install room for functional diagnostics.

## Section 12 - PERIODONTOLOGY

Pajauta Paipalienė, Assoc. professor

E-mail: [terstom@kma.lt](mailto:terstom@kma.lt)

Fax: 370 7 799 476

### 1. Introduction

This course involves two semesters of dental studies: 4th semester (IInd study year) - pre-clinical periodontology, and 8th semester (IVth study year) -clinical periodontology. It is practiced as a part of conservative dentistry in the 10th semester (see: Operative Dentistry) as well. In the 4th semester the programme covers theoretical knowledge of histology and physiology of periodontium and introduces to the principles of scaling and root planning with concomitant plaque control.. The course of clinical periodontology deals with aetiopathogenesis and diagnosis of periodontal diseases, as well as different modes of their treatment and prevention. The principles of surgical periodontology are introduced. A large part of the course is spent at the clinic by treating patients. In the consecutive study years students continue to practice periodontology as a part of an integral course of conservative dentistry.

### 2. Primary aims

To teach the students theoretical background of periodontal diseases; their etiopathogenesis, prevalence and rationale for their prevention and treatment;  
To develop clinical competence in diagnosis, treatment planning and management of periodontal diseases.

### 3. Main objectives

Normal and pathological structure of periodontium;  
Aetiopathogenesis of periodontal diseases;  
Relationship of periodontology and general diseases  
Diagnosis and differential diagnosis  
Treatment procedures  
Introduction to surgical techniques  
Prevention and control of periodontal diseases

### 4. Curriculum hours

Lectures 22 (2-pre-clinical periodontology; 20 - clinical periodontology)  
Clinical practice: 8th sem. 100; Xth sem. - as a part of conservative dentistry (see:Operative Dentistry). It includes short theoretical discussions on running topics at the beginning of every clinical session.

### 5.Method of learning/teaching

Lectures, discussions; work on phantoms; clinical practice.

### 6. Assessment methods

Assessment of the pre-clinical course is included in verbal examination of Operative dentistry exam at the end of the IVth semester.

2 partial credit tests - (VIII semester);

Exam of clinical periodontology

### **7. Strength**

Full-time teachers

Theoretical knowledge is closely related to clinical practice

### **8. Weaknesses**

Necessity for the students to buy their own dental instruments and materials

Limited teaching staff (1 teacher for 10 students at the clinic)

Old dental equipment

Limited access to clinical laboratories

### **9. Innovations and Best Practices**

Usage of World Wide Web for preparing overviews and reports on updated information about management of periodontal diseases.

### **10. Plans for future changes**

Improvement of the technical basis of the course (dental equipment);

Improvement of visual information facilities at the lectures and seminars.

More active integration of periodontology into the course of Conservative dentistry.

Introduction of implantology course.

## **Section 13 – ORAL SURGERY AND DENTAL RADIOGRAPHY AND RADIOLOGY**

### **Section 13.1 – ORAL AND MAXILLO-FACIAL SURGERY**

Ricardas Kubilius , Assoc. professor  
[litmaxfac@yahoo.com](mailto:litmaxfac@yahoo.com)

#### **1.Introduction**

The main purpose of studies is to acquaint students of Stomatology faculty with fundamental diseases and principal damages of oral and maxillo-facial areas, diagnostic, clinic and treatment.

#### **2.Primary aims**

To give theoretical knowledge and practical skills.

#### **3. Main objectives**

To study :

Propedeutics of Surgical Stomatology;  
Neurostomatolgy;  
Pathology of Salivary Glands;  
Temporomandibular Joint Pathology;  
Maxillo-facial Surgery of Children and Surgical Stomatology;  
Oncology of Maxillo-facial Area;  
Maxillo-facial Plastic and Reconstructive Surgery;  
Grammatology of Maxillo-facial Area;  
Inflammations of Maxillo-facial Area;  
Surgical Stomatology.

#### **4. Curriculum hours and program**

During one year:

III course - 180 hours/year;

4.5 hours/week;

IV course - 260 hours/year;

6.5 hours/week;

V course - 300 hours/year;

7.5 hours/week.

#### **PROPAEDEUTICS OF SURGICAL STOMATOLOGY**

Objectives - get acquainted with the aid organisation of surgical stomatology, it's possibly, while treating dental and maxillo-facial diseases; to teach diagnostic and treatment of dental diseases. Organization of surgical stomatology aid in out-patient department and hospital. Acquaintance with documentation. Local maxillo-facial anaesthetization is taught. Analysis of possible complications, their diagnostic, urgent help and treatment. Acquaintance with teeth extraction indications; practice teeth extraction. the main attention is paid to the methods of anaesthetization and techniques for teeth extraction.



### **SURGICAL STOMATOLOGY**

Objectives - get acquainted with the main maxillo-facial diseases, clinic, diagnostic, and treatment principles. Principles of facial and jaw traumas, inflammations, carcinomas clinics, diagnostic, first aid and treatment. Acquaintance with maxillo-facial plastic and reconstructive surgery, it's principles and possibilities. The main attention is paid to the development of skills providing with fir staid in case of facial traumas and inflammation.

### **INFLAMMATIONS OF MAXILLOFACIAL AREAS**

Objectives - get acquainted with the aetiology, pathogenesis of inflammations of maxillo-facial area; diagnostic and treatment. Analysis of acute and chronic periodontitis, periostitis, maxillo-facial area abscesses, lymphadenitis, furuncle, jaw osteomyelitis, their pathogenesis, pathology, clinic, diagnostic, tactics of treatment, prophylactics. Teaching the methods of conservative and surgical treatment in case of such inflammations. much attention is paid to the ways of spreading of odontogenic infection, it's complications, and their treatment. Acquaintance with specific inflammations, tuberculosis, actinomycosis, syphilis in the maxillo-facial area, peculiarities of clinics, diagnostics and tactics of treatment.

### **NEUROSTOMATOLOGY**

Objectives - get acquainted with the main causes of facial nerves diseases, clinic, diagnostic, principles of diagnostics and treatment. Classification of neurostomatological diseases. Analysis of the main stomatalgia, symphalgia and other prosopalgia, facial nerve neuritis, acute and chronic facial oedemas aetiology, pathogenesis, clinics, diagnostics, principles of treatment. The main attention is paid to differential diagnosis, urgent and specialized tactics for facial pains.

### **PATHOLOGY OF SALIVARY GLANDS**

Objectives - get acquainted with the aetiology, clinics, diagnostics and treatment of saliva glands diseases. Acquaintance with saliva glands anomaly, fistulas, duct narrowing, cysts, reactive – dystrophic injuries of saliva glands, in cases of neuro-endocrinal, autoimmune diseases, their clinic, diagnostic and treatment. Analysis of aetiology, pathogenesis, clinics, diagnostics, differential diagnostics, treatment and prophylaxis of saliva glands acute inflammations, caused by bacteria and viruses and chronic specific and specific inflammations and sialolithiasis. the main attention is paid to the formation of skills in diagnostic of saliva glands diseases and tactics of treatment.

### **TEMPOROMANDIBULAR JOINT PATHOLOGY**

Objectives - get acquainted with the aetiology, clinics, diagnostics and treatment of TMJ diseases. Analysis of anatomy, physiology, methods of examination TMJ, classification of diseases. Acquaintance with joint's dysfunction, acute and chronic arthritis, arthrosis, ankylosis, contractors aetiology, pathogenesis, clinic, diagnostics and methods of treatment. the main attention is paid to the formation of skills and diagnostics of such kind of diseases.

### **ONCOLOGY OF MAXILOFACIAL AREA**

Objectives - get acquainted with maxillo-facial area carcinomas, their clinic, diagnostics and principles of treatment; the organization of ontological aim. Analysis of classification of maxillo-facial carcinomas, diagnostic of pre - carcinomas diseases, features of carcinomas, tactics of treatment, prophylactics. Acquaintance with clinics, diagnostic and principles of treatment of the main skin, facial soft tissues and mouth organs as well as jaw, saliva glands, carcinomas and benign tumour, carcinomas like

formations. Acquaintance with the organization of oncology service and monitoring .  
The main attention is paid to the formation of vigilance for oncological diseases  
.TRAUMATOLOGY OF MAXILLOFACIAL AREA

Objectives - get acquainted with the aetiology, clinics, diagnostics and treatment of saliva glands diseases. Acquaintance with saliva glands anomaly, fistulas, duct narrowing, cysts, reactive – dystrophic injuries of saliva glands, in cases of neuro-endocrinology , autoimmune diseases, their clinic, diagnostic and treatment. Analysis of aetiology, pathogenesis, clinics, diagnostics, differential diagnostics, treatment and prophylactics of saliva glands acute inflammations, caused by bacteria and viruses and chronic specific and specific inflammations and sialolithiasis. the main attention is paid to the formation of skills in diagnostic of silver glands diseases and tactics of treatment.

#### CHILDREN MAXILLOFACIAL AND ORAL STOMATOLOGY AND FACIAL - MAXILLARY SURGERY

Objectives - get acquainted with children maxillo-facial diseases, their clinics, diagnostics, peculiarities of treatment. Analysis of the peculiarities of children's organism and maxillo-facial system that have influence on the clinical course of maxillo-facial diseases. Acquaintance with the methods of local anaesthetization, used in treatment of children maxillo-facial diseases. Analysis of children dental diseases and traumas, periostitis, lymphadenitis phlegmons, maxillary osteomyelitis, facial traumas, saliva glands, TMJ diseases, carcinomas, aetiology, pathogenesis clinics, diagnostics, tactics of treatment and methods. The main attention is paid to the formation of skills in diagnostics and anaesthetization as well as methods for extracting teeth.

#### MAXILLOFACIAL PLASTIC AND RECONSTRUCTIVE SURGERY

Objectives - get acquainted with the methods of plastic surgery in maxillo-facial surgery. Analysis of facial defects and deformations plastic surgery by local tissues, free flaps and stem flaps. Acquaintance with free transplantation of tissues, bone, cartilage, adipose, tissue, fascia utilization in reconstructive maxillo-facial surgery and possibilities of the utilization of micro - surgery methods. Analysis of plastic of certain maxillo-facial of areas defects and deformations: lips, nose, cheeks, ear, helix. Acquaintance with maxillary and mandible anomaly and deformation aetiology, clinics, diagnostics, methods of their elimination by reconstructive operations .Analysis of surgical treatment indications and methods of periodontitis..

#### **5. Method of learning / teaching**

Obligatory theoretical studies;  
Self - dependent theoretical studies, practical work.

#### **6. Assessment methods**

Credit tests;  
Examinations.

#### **7. Strength**

Good clinical basis;  
Plenty of patients;  
Students practice in a wide spectrum of pathology.

### **8. Weaknesses**

Inadequately material basis, lack of literature.

### **9. Innovation and best practices**

The neuro-stomatology, traumatology and inflammations of maxillo-facial area.

### **10. Plans for future changes**

Our plan is to make our program of studies corresponding with studies programs of universities of EU countries.

## **Section 13.2 - RADIOGRAPHY AND RADIOLOGY**

L. Gradauskas , Professor.

### **1. Introduction**

Radiography and radiology are taught during third and fourth year.

During third year 6<sup>th</sup> semester students have lectures and seminars about general radiography and radiology.

During fourth year 7<sup>th</sup> semester students have lectures and seminars about special maxillo-facial radiography and radiology.

These courses are based on theoretical lectures and practical training in radiological rooms, to give the necessary knowledge for doing a radiological diagnosis and establishing correct therapeutic item.

### **2. Primary Aims**

Students should understand principles and mechanisms of ionising radiation, its biological effects, radiation protection and the dental uses of ionising radiation.

Students should know dental and maxillo-facial radiological anatomy and the radiological presentation of common dental and maxillo-facial pathological conditions.

### **3. Main Objectives**

The student should:

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

understand the use of different types of radiographs.

know normal radiological anatomy.

know pathologic radiological anatomy.

understand the errors which may arise during radiographic examination.

know the means of radioprotection.

### **4. Hours in the Curriculum**

Total: 80 h.

General radiography and radiology – 40 h (6 h of lectures and 34 h of seminars).

Special maxillo-facial radiography and radiology – 40 h (6 h of lectures and 34 h of seminars).

### **5. Method of Learning/Teaching**

Lectures (using television and slide demonstration).

Seminars (including training in radiological rooms).

**6. Assessment Methods**

Successful passing of the colloquia (2 during semester).  
Credit at the end of the course.

**7. Strengths**

High level of general radiography and radiology course.

**8. Weaknesses**

Lack of modern equipment for dental students.

**9. Innovations and Best Practices**

New methods (CT, MRJ, US, gamma camera).  
Video films for studying.

**10. Plans for future changes**

To give a permission for graduates from Faculty of Stomatology to work with dental radiograph equipment in their private practice.

## **Section 14 ORAL MEDICINE AND ORAL PATHOLOGY**

Jadvyga Semetova, Assoc. professor

E-mail: terstom@kma.lt

Fax: 370 7 799 476

### **1. Introduction**

This course is taught in the IXth semester of dental studies (Vth study year). It deals mainly with presentation of theoretical background and observation of clinical manifestations of oral mucosa diseases. The histological and microbiological aspects have been studied during the general courses in the laboratories of histology, microbiology and pathologic-anatomy. The diseases of the jaws and the bone are studied during the course of maxillo-facial surgery.

### **2. Primary aims**

To teach the students to understand the principles and mechanisms of pathology in oral tissues.

To develop clinical competence in diagnosis, treatment planning and management of diseases of oral mucosa.

### **3. Main objectives**

Normal and pathological structure of oral tissues;  
Primary and secondary pathological elements of oral mucosa;  
Aetiopathogenesis of oral mucosa diseases;  
Relationship of oral mucosa disorders with general pathology  
Diagnosis and differential diagnosis  
Treatment principles  
Risk factors and prevention of oral mucosa diseases

### **4. Curriculum hours**

Lectures 20

Clinical practice 90. First 30 min of every clinical session are devoted for theoretical discussion on a running topic. Five theoretical seminars are included in these hours.

### **5. Method of learning/teaching**

Lectures, discussion groups, examination of patients with oral mucosa disorders.

### **6. Assessment methods**

Verbal tests 2

Exam at the end of 9th semester.

### **7. Strength**

Full-time teachers

Firm theoretical background for clinical diagnosis

### **8. Weaknesses**

The lack of patients with a manifold types of diseases to be introduces and treated by the students.

Limited access to clinical laboratories

**9. Innovations and Best Practices**

Close collaboration with dermathopathologists and other general specialists.

**10. Plans for future changes**

Improvement of visual information facilities at the lectures and seminars.

## **Section 15 - INTEGRATED PATIENT CARE AND DENTAL EMERGENCIES AND SPECIAL NEEDS PATIENTS**

No separate subjects in the dental curriculum at Kaunas University of Medicine, but there are integrated parts of different courses.

## **SECTION 16 - BEHAVIOURAL SCIENCES**

### **SECTION 16.1 - GENERAL AND MEDICAL SOCIOLOGY**

D. Bierontas, Assoc. professor

#### **1. Introduction.**

The course is introduced during 4<sup>th</sup> semester. The course includes main problems of general sociology: problems of society, culture, responsibility, social relations, social organizations, social structure, and political system. Main problems of medical sociology are also included: sociological understanding of health and non-health, sociological characteristics of patient and doctor, types of patient-doctor relations, hospital as social institution, types of the health care systems.

#### **2. Primary Aims.**

To develop skills to recognize, analyse and solve social health problems.

#### **3. Main objectives.**

To develop skills to recognize and describe social health problems,

To teach to investigate social health problems,

To develop skills to analyse social health problems and find optimal solutions,

To develop skills of communication with persons and social institutions.

#### **4. Hours in Curriculum.**

Lectures – 30 h.

Seminars – 30 h.

Self practice – 20 h.

#### **5. Methods of learning/teaching.**

Seminars, lectures, case method, discussion method, individual learning, and self-practice.

#### **6. Assessment methods.**

Knowledge is evaluated by 10 grade scale according to individual cumulative index (IKI) method:

$$ICI = A10\% + Ac20\% + K70\%$$

A – attendance of seminars

Ac – activity during the course

K – knowledge during the examination

#### **7. Strengths.**

Strong sides of the course: students learn about achievements of Western medical sociology and are encouraged to be interested in social problems of health

### **8.Weaknesses.**

Insufficient individual approach to students, their skills and demands.

### **9.Innovations and Best Practices.**

We use new teaching literature (e.g. W.C.Cockerham. Medical Sociology. N.Y., 1998) and new teaching methods (e.g. case method).

### **10.Plans for future changes.**

To introduce new teaching methods, encourage self education, to pay more attention to individual approach in work with students, taking in to account their skills and demands.

## **Section 16.2 - SOCIAL CARE AND ESSENTIALS OF NURSING**

Dr. J. Toliusiene  
e-mail slaugaar@kma.lt

### **1.Introduction.**

The course involves 1<sup>st</sup> year students.

The students are introduced to definitions of health and disease, human' needs and motives, human development, theory of life crises, principles of human hygiene. Understanding of healthy way of life is formed.

### **2.Primary Aims.**

To create students' awareness of needs and responsibilities of each individual in the community.

To introduce students to human hygiene principles.

### **3.Main objectives.**

Following the course the student should:

understand man as an independent human being;

know health care politics;

understand disease, its models;

have knowledge about patient-medical staff relationships;

have knowledge about man's priorities;

have skills of human hygiene;

have nursing skills.

### **4.Hours in Curriculum.**

Lectures – 10 hours.

Practical classes – 30 hours.

Credit – 40 hours.

### **5.Methods of learning/teaching.**

Lectures.

Seminars.

Practical classes.



**6. Assessment methods.**

Final credit test.

**7. Strengths.**

**8. Weaknesses.**

**9. Innovations and Best Practices.**

Introducing of new forms of teaching.

**10. Plans for future changes.**

To provide students with more information about Health Psychology. Role- playing, video recording etc should be developed.

**Section 16.3 - SOCIAL MEDICINE**

D. Bierontas, Assoc. professor

**1. Introduction.**

Courses of social medicine, health care and quality of management are introduced to students of SF in 6<sup>th</sup> semester. During the course following issues are discussed: state of society health, indices, application of statistics in medicine, influence of social conditions and factors on health. Basics of health care and quality of management are introduced as an applied part of social medicine: design of the health care policy, Lithuanian national health care system and its management, legislation of the organization of dentistry, primary health care, planning and financing of health care and dentistry, health care insurance. Main attention is applied to problems of oral health, primary health care, position of dentists in primary health care, health care problems and directions of reforms.

**2. Primary Aims.**

Aim of the studies – to deliver knowledge in social health and health care management to help to be effective in changing Lithuanian health care system.

**3. Main objectives.**

To work out skills:

Evaluate social health by medical statistics methods

To be able to position dentists in health care system

**4. Hours in Curriculum.**

Study hours – 60 hours: lectures - 18 hours, seminars – 42 hours

**5. Methods of learning/teaching.**

Main theoretical principals are delivered during lectures. Seminars serve for presentation of organization of health care and dentistry, evaluation of social health.

**6. Assessment methods.**

Students pass to two colloquies during studies. A credit is got when all practical works and seminars are done and colloquies passed. Examination can be taken after getting a credit. . Examination and colloquies are taken in written.

### **7.Strengths.**

New program of the course of the study is prepared. This program includes health care economy, health care and quality of management studies, organization of dentistry is more wide presented. New textbook in social health was published in 1999. Good contacts with Kaunas Technology University are established, we have co-operation in health care and quality of management studies. Teachers study in Nordic Social health school and Rennes National health care school in France.

### **8.Weaknesses.**

Students have limited access to foreign literature due to lack of literature and insufficient knowledge of foreign language.

### **9.Innovations and Best Practices.**

Department has two well equipped classes for social health studies. New textbook in social health was published in 1999.

### **10.Plans for future changes.**

We plan to stimulate student's initiative during practical works and seminars by introducing new tasks, to apply group method, to invite lectures from abroad.

## **Section 16.4 - LANGUAGE STUDIES**

Nijole Molyte, Senior Lecturer

### **1. Introduction**

The language studies include three disciplines: "Culture of the native language"; "Professional terminology in Latin", " Foreign language (English, French, German)".

#### *Culture of the native language*

### **2. Primary aims**

To improve the knowledge about the native language, to enable students to use it professionally in their practice and daily life.

### **3.Objectives:**

To comprehend the general normatives of the Lithuanian language;

To be able to use dictionaries, methodical recommendation and other sources of information;

To be able to control personal expressions and speak correctly;

To study specificity of the professional language;

To be prepared to improve personal language in the future.

### **4. Curriculum hours**

Total hours of the course: 40 (practical classes)

### **5.Method of learning/teaching**

Seminars-discussions; self-training.

## **6. Assessment methods**

Three written tests; case-control: searching for mistakes in a clinical case description and their analysis.

## **7. Strength**

High motivation of the programme.

## **8. Weaknesses**

It is difficult to maintain a constant course schedule due to changes in the studies of other disciplines.

## **9. Innovations and Best Practices**

The new evaluation system (Individual Cumulative Index - IKI) was introduced.

## **10. Plans for future changes**

A new textbook “ Language practice exercises for medical students” is under preparation.

### **Professional terminology in Latin**

#### **2. Primary aim**

To learn how to use internationally recognized terms in medicine, and the principles of their formation.

#### **3. Objectives:**

To get acquainted with the origin of Latin terminology;

To learn major elements of Latin grammar;

To learn the main principles of formation of the terms;

To understand analysis of the terms;

To learn medical terminology and it's use.

#### **4. Curriculum hours**

Total hours of the course: 80 (practical classes) 2 semesters ( II study year).

#### **5. Method of learning/teaching**

Seminars-discussions; self-training.

#### **6. Assessment methods**

According to the criteria of IKI (Individual Cumulative Index); final evaluation includes intermediate tests and everyday controls.

#### **7. Strength**

The course is professionally oriented (for dental students), according to the future needs for use in daily practice.

#### **8. Weaknesses**

It is difficult to maintain a constant course schedule due to changes in the studies of other disciplines.

#### **9. Innovations and Best Practices**

The improved evaluation system (IKI index) was introduced. It enables the students to control the quality and speed of their studies.

#### **10. Plans for future changes**

Renovation of the teaching programme by preparing a new textbook and practical recommendations.

#### Foreign languages

##### **2. Primary aims :**

To enable students to understand and to use foreign language in professional activity (in reading, writing, or speaking).

To motivate students about necessity to use foreign language in professional life by reading an updated literature or for communications.

##### **3. Objectives:**

To learn medical terminology and to use it in practice;

To be able to use dictionaries, and other sources of information;

To be able to control personal expressions and speak correctly;

To learn how to read professional literature;

To be able to prepare a paper or official letter, and curriculum vitae.

##### **4. Curriculum hours**

Total hours of the course: 160 (2 hours weekly).

The course is presented in 5 semesters: Its and Kind seem. - 40 hours each; Bird and Itch seem. - 30 hours each; Vetch sem. - 20 hours.

##### **5. Method of learning/teaching**

Seminars-discussions; self-training.

##### **6. Assessment methods**

Two written tests in every semester;

Independent reading.: 1 and 2 sem - adapted professional literature (15,000 printed letters); 3-4 sem. adapted professional literature (20,000 printed letters); 5 sem. - original dental literature (25,000 printed letters).

##### **7. Strength**

High motivation of the students.

##### **8. Weaknesses**

It is difficult to maintain a constant course schedule due to changes in the studies of other disciplines; lack of textbooks.

##### **9. Innovations and Best Practices**

The improved evaluation system (IKI) was introduced.

##### **10. Plans for future changes**

New teaching material is under preparation.

## **Section 16.5 - ETHICS. MEDICAL ETHICS**

Zita Liubarskiene , Assoc. professor

### **1.Introduction.**

This course is thought in the 2<sup>nd</sup> semester.

The course consist of two closely related parts: basic (general) ethics and professional (medical) ethics.

The basic ethics is philosophical ground of ethical problems. This part of ethics is considered to be the base for all special ethics. Ethical terms, values, norms, manners of ethical argumentation, main moral problems and some ethical theories are analysed in this part.

The main ethical principles in dentistry are analysed in medical ethics: the rights and duties of a patient and a dentist, the principles of professional activity according to basic ethics, conflict situations, clinical cases.

### **2.Primary Aims:**

To develop the ethic competence of future specialists.

### **3.Main objectives.**

Sensibilisation. The student must to be able to recognize main moral problems in different situations. He must understand the importance of ethical problems in professional activity.

Motivation. The student must develop ability to find motives of medical decisions independently and to evaluate them according to of ethics .

Argumentation. Students must be able to discuss and differentiate ethical problems in prepared cases.

Decisions. The student must be able to find moral decisions in their professional activity, critically evaluate them, suggest the best moral decision.

Activities. Doctors must know how to communicate with colleagues, staff and patients according to moral principle.

### **4.Hours in Curriculum.**

Lectures – 30 hours.

Seminars – 20 hours.

Individual activity – 10 hours.

### **5.Methods of learning/teaching.**

Providing of basic knowledge.

Analysis of ethic tests.

Analysis of ethic problems in small groups of students.

Discussions.

Reports.

Presentation of theses of prepared articles.

### **6.Assesment methods.**

At the end of the course the student gets a credit. The structure of the credit value:

-30 % - individual activity (analysis of ethical articles);

-30% - individually prepared reports and theses;

-40% - resolution of clinical cases and presentation of their ethical argumentation.

### **7.Strengths.**

The course of ethics encourages the students to develop their views on ethics issues throughout their training. The 1<sup>st</sup> year students are most responsive to ethical problems.

### **8.Weaknesses.**

The continuation of ethics is desirable in later undergraduate program (6-7<sup>th</sup> semesters) when the students are more prepared for the start of their professional life.

### **9.Innovations and Best Practices.**

The course is new. Some evaluations have already been carried out but it will obviously take a few more years before it can be fully assessed.

### **10.Plans for future changes.**

To publish a special book of lectures which includes clinical cases. Desirable better integration with clinical dentistry.

## **Section 16.6 - PHILOSOPHY**

I.Jakusovaite , Assoc. professor

### **1.Introduction.**

The course consists of historical and theoretical parts. Historical part describes evolution of philosophy from ancient times to modern philosophy. In theoretical part the main problems analysed are existence, knowledge, man, determinism, society, culture problems.

### **2.Primary Aims**

To develop student's individuality, criticism and creativity of their mentality.

### **3.Main objectives.**

To develop flexibility, creativity and criticism of the mentality of future specialist's .  
To form the holistic opinion to man and problems of his existence.  
To introduce students to the problems of cognition concerning medicine.  
To emphasize the role of social and moral factors to human life and his health.

### **4.Hours in Curriculum.**

Lectures – 40 hours.  
Seminars – 40 hours.  
Individual work – 20 hours.

### **5.Methods of learning/teaching.**

Lectures, seminars, case method, discussion method, individual teaching, individual learning.

### **6.Assessment methods.**

Knowledge is assessed in 10 grade scale according to Individual Cumulative Index methodology (ICIn).  
ICIn=A10%+Ac20%+E70%.

A – attendance of lectures and seminars.  
Ac – activity at seminars.  
E – exam assessment.

### **7.Strengths.**

The course helps to develop student's democratic mentality and traditions, active social position.

### **8.Weaknesses.**

Insufficiency of individual activities.

### **9.Innovations and Best Practices.**

New methods of teaching (case methods) are used.

### **10.Plans for future changes.**

To pay more attention to philosophical problems in medicine and health.  
To introduce new methods of teaching.  
To encourage individual studies, according to students individual abilities and needs.

## **Section 16.7 - PROMOTION OF PERSONAL HEALTH**

R.Liachovicus , Senior Lecturer  
Tel. 370 7 730580

### **1. Introduction**

The programme of physical training for dental students is presented during the first study year in the first semester.

### **2. Primary aims**

To understand the role of physical exercises for general health of the human being;  
To learn the methods of maintaining and improving health status.

### **3.Main objectives**

Modern conception of health; the role of physical training in maintaining health; prevention of illness as well as treatment and rehabilitation.  
Biological characteristics of different functions initiated by physical exercises.  
Selection of the most appropriate complex of physical exercises according to individual needs.  
Relationship between physical and professional activity in every-day practice.

### **4. Curriculum hours**

Total hours of the course: 40.  
Lectures 8;  
Practical training 26.  
Seminars 6

### **5.Method of learning/teaching**

Lectures; seminars-discussions; practical training - physical activities and their analysis.

## **6. Assessment methods**

Theoretical knowledge - written test (10 scores evaluation system);

Physical training - EUROFIT tests ( 14 scores evaluation system);

Final credit: minimum 19 scores collected.

## **7. Strength**

The programme is methodically prepared, i.e. according to the recommendations of WHO about normatives of physical activity of the human being.

The teaching material is closely connected with studies of anatomy, physiology, biochemistry, biomechanics, etc.

The programme aims at training a healthy, highly motivated professional.

## **8. Weaknesses**

The programme should be more expanded, in order to get enough time to analyse different methods of physical training.

## **9. Innovations and Best Practices**

### **10. Plans for future changes**

Opening of the new sport centre at the University basis will enable teachers to introduce variety of new physical exercises and to prepare new, more efficient methods of physical training.



## Section 17: EXAMINATIONS, ASSESSMENTS & COMPETENCES

Ricardas Kubilius , Assoc. professor  
Dean of the Faculty of Stomatology  
[litmaxfac@yahoo.com](mailto:litmaxfac@yahoo.com)

After successful completion of a full five-year study course, which is confirmed by the Dean of the Faculty of Stomatology ,Kaunas University of Medicine , students are allowed to take Final examination.

**Final examination** committee is headed by the Rector of the University, and comprised by Faculty Dean, Professors of the Faculty, and heads of the Clinics.

**Final theoretical examination** covers the material from all dental subjects, such as cariology and prevention of dental diseases, pediatric dentistry, endodontology, periodontology, oral pathology, prosthetic dentistry, orthodontics, oral surgery. Questions from fundamental disciplines such as anatomy and physiology, pharmacology, and general medicine comprise about 10 % of the total examination. Examination is organized in a form of “multiple choice” answers to a total of 200 questions. It is a session of 3 hours duration for all students of the fifth year which is supervised by the staff of the faculty. It takes place in the middle of June. The students receive the examples of the questions (the books containing about 300-400 questions, with the correct answers given, are prepared and published by every Department) at least two months prior to the final examination date.

Comprehensive assessment procedure ensures that evaluation of the results of examination is anonymous, i.e. the group of examiners (teachers of the the Faculty of Stomatology ) are not aware of the names of responders. The code of the answers is broken after the evaluation is completed. The evaluation is performed according to ten-grade system. The student should have 70% of correct answers to take a theoretical examination.

The mark for the final examination includes evaluation of practical skills as well. During the final, X-th semester all students are required to prepare a “case-history” description of a patient. This comprises: 1) data of the detailed examination of the patient, 2) treatment planning, 3) description of all clinical procedures ( professional oral hygiene, operative caries treatment, endodontics, prosthetic restorations, and etc) performed.

Evaluation of the “case-history” is performed by the teachers of the departments of Therapeutic Stomatology and Prosthetic Stomatology, and the mark is added to the result of the theoretical exam. The mean value of both marks comprises the evaluation of the total Final examination.

During the five year period, finishing a course of studies in a subject, student’s knowledge is assessed in two ways: by evaluation being “credited” or “not credited”, or by an examination evaluated according to ten-grade system. Although examination type depends upon the individual arrangement in every department, generally there is

an oral discussion with the students on an individual level which means a detailed answer to 3-5 broad questions to be examined by different teachers. The mean value of the points collected gives a final mark of the exam.

The minimal number of acquired points for the course to be passed is five. At the beginning of the study course students are informed about types of assessment in each department. The individuals who failed to pass an examination or a credit, are required to receive a permission from the Dean of the Faculty to repeat examination after a given period.

Only after successful completion of all credits and examinations students are allowed to continue studies.

During courses students are assessed through a number of tests (colloquiums) that are organized according to an individual plan of every department. Such assessments are meant to encourage the development of good attitudes in relation to consistent study, to give regular feedback on progress in achieving the examiners' expectations and to help the student identify the required standards.

Students are assessed prior to the clinical work in order to ensure their ability to treat patients. This is organized in a form of an examination of practical skills after completion of the Phantom Head Course. For the course of Operative Dentistry it takes place at the end of 4th semester in the Department of Therapeutic Stomatology. For the course of Prosthetic Dentistry it takes place at the end of 6<sup>th</sup> semester in the department of Prosthetic Stomatology.

During the Pre-clinical and Clinical courses attention is paid to students attendance on clinics and lectures, attitudes to patients and staff, as well as their performance during seminars and quality (and quantity) of laboratory and clinical work. Monitoring the students progress in different disciplines is an internal responsibility of every department.

## **Section 18 OTHER INFLUENCES**

Dr. Lina Jasulaityte  
Email: [vaikstom@takas.lt](mailto:vaikstom@takas.lt)

### **18.1 Regional oral health needs**

The staff of the Faculty of Stomatology of Kaunas University of Medicine is surveying the regional oral health needs. Prevalence of dental caries, periodontal disease has been determined, and Clinic of Orthodontics is surveying the prevalence of malocclusions in children.

Recent epidemiological studies indicate that caries and periodontal disease is affecting the majority of Lithuanian population. Caries prevalence among the 3-year-olds is 49.1% (df is 2.1); among 7-8-year-olds caries prevalence is 34% in the permanent teeth and 82% in the primary; among 15-year-olds caries prevalence is 97%. The mean DMFT among 12-year-olds is 4.9. Low scores of FT and high M scores indicate unmet treatment needs. Loss of first permanent molars and caries complications among the 12- and 15-year-olds is high.

Prevalence of periodontal disease among Lithuanian adult population is 99% in men and 97.5% in women, and periodontitis is affecting 52.3% of men and 37.6% of women.

Faculty of Stomatology of Kaunas University of Medicine together with Vilnius University, Lithuanian Dental Association and Ministry of Health participates in development of oral health strategy in Lithuania, based on oral health needs. A number of public dental health programmes have been developed for the whole country and for local areas. Monitoring of oral health is a part of the programmes.

Together with Lithuanian Dental Association and Ministry of Education the educational programme for primary school children in Lithuania has been developed and implemented in all primary schools of the country.

The national caries preventive programme has been implemented in Lithuania for children and adolescents. The programme is based on topical administration of fluorides and sealants.

### **18.2 Evidence based treatments**

During the lectures and seminars preventive approach and treatment modalities and are discussed and presented, based on the current scientific research and studies, which are published in the available literature. During the practical sessions treatment plans and possible solutions are discussed with the students, and the knowledge is applied in the clinical situations.

### **18.3 Involvement in other university activities and sport**

Students are taking active part in various activities, which include students associations, scientific, cultural activities and sports.

The students interested in research can participate in research projects and activities at the Students Research Association and present their works at the annual conference at

Kaunas University of Medicine or other Universities. The best young researchers are delegated to the Lithuanian and international conferences.

The Students Association of the University unites the students' representatives, students' corporations and the Cultural Centre. The students representatives, selected from each year students, are participating in the meetings of University Rectorate, Senate and Faculty Councils. The commission of students and teachers is participating in development of study programs.

The Students Association of the University is a member of Lithuanian Students Association, participates in its activity, represents University students and gives suggestions concerning students and studies to the Government.

The Students Association together with the Co-ordination Department of Foreign Programmes is organising language examinations and summer practises abroad.

The Association of Lithuanian Dental Students (ALDS) is representing dental students and participating in the Faculty Council meetings, organising communication of dental students in Lithuania and with foreign dental students. The ALDS is a member of International Dental Students Association. The ALDS is organising and participating in the students' conferences, organising the annual dental students' "Festival of Smile".

At the Students' Cultural Centre students can take part in the music and dance activities. The folk music band and folk dance group are participating in the traditional Lithuanian dance and song festival. The students choir and the dance group are participating in the students dance and song festival "Gaudeamus", which is held every four years. Besides that, Kaunas Medical University has initiated students' folk dance festival, which now became traditional and is held each year at different university.

The sports club "Medikas" is one of the biggest and most popular students' organisations at Kaunas University of Medicine. After study time the students can choose sports activity to their liking. The club is organising sports festivals, special tournaments and the traditional annual tournament in 5 main kinds of sports: track-and-fields, basketball, swimming, aerobics, and table tennis. The teams of the club (track-and-fields, men's basketball, swimming, aerobics, tennis, table tennis, chess) are participating in Kaunas and Lithuanian championships, students Olympic games "Universiades", Lithuanian cup competitions, and Lithuanian students basketball league. The club is organising matches with the other university teams.

#### **18.4 Recreation**

Students take part in recreational activities at the University and outside the University. The Students Culture Club and Association of Dental Students are organising traditional students' festivals.

Due to the old cultural traditions of Kaunas, students have a choice of recreational activities outside the University. In the compact centre of the city there is a number of theatres, cinemas, students' music clubs. The students can participate in various dance clubs. There are traditional festivals held in Kaunas, like the annual jazz festival, the theatre festival, folk festivals. There is a variety of sports activities and possibilities to see interesting local and international matches and competitions. In the most places students can get reduced entrance fees.

Kaunas is located near the picturesque Kauno Marios water reservoir and confluence of two rivers, and the surroundings offer various recreational possibilities.

During the summer vacations the students and teachers have a possibility for active rest at the “Latezeris” sports and recreation camp of the University near the lake Latas, located just 7 km from the popular resort Druskininkai.

Though curriculum is very demanding in the first three years, leaving less time for extracurricular activities, the senior students have more time for recreation and reflection.

### **18.5 Student selection procedures**

The students are enrolled to the Faculty through the Admission Committee and the foreign students – through the Study Center for Foreign Students in accordance with the Admission Regulations.

According to the agreement of seven Universities of Lithuania, students are selected through the one general application to the selected specialties in one or more Universities. Citizens of Lithuania, having secondary general or specialized education, are selected to the state financed places during the main competition. There are no entrance examinations, students are selected according to the grades of secondary education. In the Faculty of Stomatology the grades of the final examinations in biology, chemistry or mathematics, and Lithuanian language are taken into account.

The competition in 2000 was 3 candidates to 1 place.

The 1-3 place winners of national and international olympics and national competitions in biology, chemistry, physics, mathematics or informatics are enrolled without competition.

During the additional competition (in 2001 - on July 11-18) Lithuanian and foreign citizens (from the countries where lithuanian students can be enrolled into state financed studies) are selected as candidates to the state financed places left free from the main competition, or to the places with tuition fee (11.000 Lt = 2.750 USD).

Candidates from other foreign countries are selected after the entrance MCQ examination comprising of biology, chemistry and physics. The applicant is accepted if he/she passes the entrance examination. These students have to pay the annual tuition fee of 4.000 – 4.200 USD.

### **18.6 Labour Market Perspectives**

Due to the high prevalence of oral diseases in Lithuania students have good opportunities for employment. The opportunities are less favourable in the big cities, where concentration of dentists is high, but in the rural areas the demands of oral care are higher, and there is a lack of dentists. The number of dentists in the area is not limited. The dentist to population ratio is 6.1:10.000.

After graduation the students can enrol into specialised postgraduate studies and increase their possibilities to find place of work.

Approximately 5% students after graduation apply for recommendations to go to study or work abroad.

## Section 19: STUDENT AFFAIRS

Dr.Stasys Bojarskas  
 litmaxfac@yahoo.com

Names of student representatives (2 for each class) who will discuss with the visitors:

Final Year: Eglė Kavoliūnaitė  
 Kristina Berzinskaitė  
 Nazem Haffar  
 Fourth Year: Justinas Birgeris  
 Kristina Alisauskaitė  
 Third Year: Laura Zilinskaite  
 Vaida Petrauskaite  
 Second Year: Alma Andriuskeviciute  
 Jurga Brusokaitė

### 19.1 Basic Data from Dental Schools

- Average number of dental students qualifying per year: **70**
- Average number of dental students admitted to the first year: **80**
- Length of course in years and/or semesters: **5/10** years/semesters
- Is there a separate period of vocational training following graduation as a dentist in your country? Yes, 1 year of general dental practice and continuous training.
- If yes to d) above, is that organized by the University/Dental School YES/NO  
 YES, it organized by the Faculty of Stomatology.

### 19.2. Postgraduate courses

Scheme title / level	Duration	Status	Numbers in active studies	Completed the program
Specialist diploma in Paediatric Dentistry	1 year	Full time	2	12
Specialist diploma in Endodontics	1year	Full time	3	6
Specialist diploma in Periododontology	1year	Full time	4	8
Specialist diploma in Prosthodontics	1 year	Full time	6	18
Specialist diploma in Orthodontics	2 years	Full time	5	8
Specialist diploma in Oral and Maxillo-facial Surgery (double education – dentistry and general medicine)	5 years	Full time	8	2

### **19.3 Student support and counselling.**

Students are encouraged to seek assistance on the solution of their academic problems particularly from the Dean of the Faculty. Problems of financial and personal character can be discussed. The Dean of the Faculty personally can advice students or refer them to the Deans' Council. Academic problems are solved in accordance with the "Instructions of Studies ". Undergraduate dental students are not provided with academic staff as personal tutors.

There is student crediting system in the country. Credit for studies is given in accordance with the existing regulations of student crediting. There is Credit Expert Group which makes decisions on crediting possibilities for every individual person. The Expert Group includes representatives of students as well.

#### **Student self-government in KMU**

Student self-government takes an active part in the life of the University of Medicine. Once a year Self-government conference is organized where representatives from different study programmes and years take part. The conference elects the Board, which, in its turn, chose the Chairman of the Self-government. Dental Student Union is part of Student self- government and is active in the Faculty of Stomatology.

The main direction of the Student Self-government is to represent and defend interests of the students. According to the requirements of the Law on Higher Education students have 10 % of votes in the Senate of a University (5 votes from 45). The Student Self-government chooses representatives for the Senate. For several years KMU Student Self-government takes an active part in Lithuanian Student Union.

Every year the Self-government carries out different activities for students, for example a yearly party for first-year students, which has gained great popularity. It also organizes teams for celebrating Student days together with other Universities as well as for competitions.

The plan for nearest future is related to legislative assessment of the new Regulations of the Self-government and their submission to KMU Senate. To assess the results of activities and elaborate directions of further activities a Strategic seminar was organized in autumn of 2000. Such seminar is necessary also in order to increase activity of the members of the Board and involve new people into the work. New informative materials will be elaborated to improve students' knowledge on their rights and representative institutions.

### **19.4 Student's research group in the Faculty of Stomatology**

Since 1951 in KMU students' research group participates in academic life. Research group of the Faculty of Stomatology is part of KMU student's research group. Annual conferences and meetings are organized. Dr. G. Januzis is supervisor of the research group of the Faculty of Stomatology.

## Section 20: RESEARCH and PUBLICATIONS

Gediminas Zekonis, senior lecturer  
e-mail : [zekonis@hotmail.com](mailto:zekonis@hotmail.com)

### Introduction

The research at the Faculty is going on in different areas of dentistry :

#### **1. The human ecology, care of public health and the prophylaxis of diseases.**

There were investigated the epidemiology of caries, fluorosis and periodontal diseases in five rural regions of Lithuania and in the cities - Kaunas and Šilutė. The factors influenced these diseases, including the peculiarities of wholesome living, were studied. The investigations were accomplished with the international program „The integrated prophylactic program of chronic non - infectious diseases”. The results will be put in practice preparing the prophylactic recommendations for these diseases.

#### **2. Malocclusions : the epidemiology, etiology, treatment and the prophylaxis.**

Epidemiology of occlusal disorders and the anomalies of jaws development among 8 - 12 years old children is studied . The relationship of these anomalies with the disturbance of normal breathing through nose and the premature primary teeth loss was evaluated. The preparation of recommendations for malocclusions , teeth and jaw's diseases prevention will allow to reduce expenses for the orthodontic treatment .

#### **3. The studies of etiopathogenesis of tissues inflammation in periodontal area.**

There were investigated the reasons, which cause the periodontitis, and the mechanisms of the disease. The results of the study will be used making the plan of treatment and prophylaxis of periodontal diseases.

#### **4. The diagnosis and treatment of facial nervous disease, traumas and deformations.**

The aetiology and peculiarities of the clinic of facial pain, which is caused by diseases of head's nerves, were studied. The results of the treatment of these diseases were improved by perfected and suggested new methods of diagnosis and treatment of the facial nerves disorders, fractures of the lower jaw, maxilla and cheek - bone.

### **Defended thesis (PhD degree)- year 1998-2001**

#### Clinic of Prosthodontics

2000.11.10. Gediminas Žekonis. Dependence of neutrophil oxidative activity upon the state of periodontal tissues.

2000.12.08. Valdas Vilkinis. Clinical study of glass ionomer and resin composite class II restorations in molars.

#### Clinic of Oral and Maxillo-facial Surgery

2000 Vesta Guzeviciene: Diagnosis, symptoms, signs and treatment of Trigeminal Nerve second branch prosopalgia .

2000 Gintaras Januzis: Surgical treatment of Facial nerve injury.



Clinic of Therapeutic Dentistry

1999.03.05. Vita Maciulskiene . Impact of different caries diagnostic methods on the measurements of caries prevalence and severity in children

Clinic of Prophylactic and Pediatric Dentistry

2000.12.22. Julija Narbutaite . Dental Fluorosis and Dental Caries Among Lithuanian Schoolchildren and Adults in Low and High Fluoride Areas

**20.1 Publications in refereed journals.**

1. MAČIULSKIENĖ V. DANTŲ KARIO AKTYVUMO ĮVERTINIMAS 12-MEČIŲ KAUNO MOKSLEIVIŲ GRUPĖJE. ANALYSIS OF CARIES ACTIVITY IN A GROUP OF 12-YEAR-OLDS OF KAUNAS // MEDICINA.-1998.-T.34, Nr.2, VASARIS.-P.180-187:LENT., PAV.-REZ.-SANTR.ANGL.-BIBLIOGR.:21 PAVAD. 1998. 8 psl.
2. GUZEVIČIENĖ V. SABALYS G. SKAUSMO SINDROMAS, PAŽEIDUS DANTŲ NERVINIŲ REZGINIŲ. THE PAIN SYNDROME AFTER INJURING THE DENTAL NEURAL PLEXUSES. // SKAUSMO MEDICINA: LEIDINYS, SKIRTAS PIRMAJAM LIETUVOS SKAUSMO DRAUGIJOS SUVAŽIAVIMUI.-K., 1998.-P.162-165.-REZ.-SANTR.ANGL.-BIBLIOGR.:15 PAVAD. KAUNAS 1998. 4 psl.
3. MILČIUVIENĖ S. PULPITŲ GYDYMAS VAIKŲ AMŽIUJE. // TREČIASIS TARPTAUTINIS LIETUVOS PRIVAČIŲ GYDYTOJŲ STOMATOLOGŲ BENDRIJOS SUVAŽIAVIMAS. KETVIRTOJI STOMATOLOGIJOS PARODA, 1998 M.GEG.14-17 D., DRUSKININKAI, LIETUVA.-[DRUSKININKAI], 1998.-P.38-43.-BIBLIOGR.:5 PAVAD.-LYGIAGR.PAVAD.ANGLŲ K. DRUSKININKAI 1998. 6 psl.
4. SLABŠINSKIENĖ E. VASILIAUSKIENĖ I. KŪDIKIŲ BUTELIUKO KARIOZAS. // TREČIASIS TARPTAUTINIS LIETUVOS PRIVAČIŲ GYDYTOJŲ STOMATOLOGŲ BENDRIJOS SUVAŽIAVIMAS. KETVIRTOJI STOMATOLOGIJOS PARODA, 1998 M.GEG.14-17 D., DRUSKININKAI, LIETUVA.-[DRUSKININKAI], 1998.-P.43-45.-BIBLIOGR.:2 PAVAD.-LYGIAGR.PAVAD.ANGLŲ K. DRUSKININKAI 1998. 3 psl.
5. JASULAITYTĖ L. INDIVIDUALIŲ BURNOS ERTMĖS HIGIENOS PRIEMONIŲ CHARAKTERISTIKA // TREČIASIS TARPTAUTINIS LIETUVOS PRIVAČIŲ GYDYTOJŲ STOMATOLOGŲ BENDRIJOS SUVAŽIAVIMAS. KETVIRTOJI STOMATOLOGIJOS PARODA, 1998 M.GEG.14-17 D., DRUSKININKAI, LIETUVA.-[DRUSKININKAI], 1998.-P.55-61.-BIBLIOGR.:20 PAVAD.-LYGIAGR.PAVAD.ANGLŲ K.-YRA TRUMPA AUT.BIOGRAFIJA. DRUSKININKAI 1998. 7 psl.
6. NARBUTAITĖ J. PIENINIŲ DANTŲ GYDYMAS, NAUDOJANT NERŪDIJANČIO PLIENO VAINIKĖLIUS // TREČIASIS TARPTAUTINIS

- LIETUVOS PRIVAČIŲ GYDYTOJŲ STOMATOLOGŲ BENDRIJOS SUVAŽIAVIMAS.KETVIRTOJI STOMATOLOGIJOS PARODA,1998 M.GEG.14-17 D.,DRUSKININKAI,LIETUVA.-[DRUSKININKAI],1998.-P.61-63.-BIBLIOGR.:3 PAVAD.-LYGIAGR.PAVAD.ANGLŲ K. DRUSKININKAI 1998. 3 psl.
7. JOCIUVIENĖ E. RENTGENOLOGINIO TYRIMO SVARBA ATSKIRUOSE ENDODONTINIO GYDYMO ETAPUOSE.//TREČIASIS TARPTAUTINIS LIETUVOS PRIVAČIŲ GYDYTOJŲ STOMATOLOGŲ BENDRIJOS SUVAŽIAVIMAS.KETVIRTOJI STOMATOLOGIJOS PARODA,1998 M.GEG.14-17 D.,DRUSKININKAI,LIETUVA.-[DRUSKININKAI],1998.-P.69-72.-BIBLIOGR.:4 PAVAD.-LYGIAGR.PAVAD.ANGLŲ K. 1998. 4 psl.
  8. GAIDYTĖ A. ĮGIMTAS DANTŲ UŽUOMAZGŲ NEBUVIMAS (AGENEZĖ, HIPODONTIJA, OLIGODONTIJA). ETIOLOGIJA, DIAGNOSTIKA IR GYDYMAS.//TREČIASIS TARPTAUTINIS LIETUVOS PRIVAČIŲ GYDYTOJŲ STOMATOLOGŲ BENDRIJOS SUVAŽIAVIMAS. KETVIRTOJI STOMATOLOGIJOS PARODA,1998 M.GEG.14-17 D.,DRUSKININKAI,LIETUVA.-[DRUSKININKAI],1998.-P.73-77.- BIBLIOGR.:4 PAVAD.-LYGIAGR.PAVAD.ANGLŲ K.-YRA TRUMPA AUT.BIOGRAFIJA. DRUSKININKAI 1998. 5 psl.
  9. ŠIDLAUSKAS A. ORTODONTINIŲ ANOMALIJŲ PROFILAKTIKA ESANT NUOLATINIŲ DANTŲ DYGIMO SUTRIKIMAMS.//TREČIASIS TARPTAUTINIS LIETUVOS PRIVAČIŲ GYDYTOJŲ STOMATOLOGŲ BENDRIJOS SUVAŽIAVIMAS.KETVIRTOJI STOMATOLOGIJOS PARODA,1998 M.GEG.14-17 D.,DRUSKININKAI,LIETUVA.-[DRUSKININKAI],1998.-P.78-82.-LYGIAGR.PAVAD.ANGLŲ K. DRUSKININKAI 1998. 5 psl.
  10. ŠEMETOVA J. KAI KURIŲ BURNOS ERTMĖS GLEIVINĖS SUSIRGIMŲ GYDYMO IR DIAGNOSTIKOS YPATUMAI.//TREČIASIS TARPTAUTINIS LIETUVOS PRIVAČIŲ GYDYTOJŲ STOMATOLOGŲ BENDRIJOS SUVAŽIAVIMAS.KETVIRTOJI STOMATOLOGIJOS PARODA,1998 M.GEG.14-17 D.,DRUSKININKAI,LIETUVA.-[DRUSKININKAI],1998.-P.114-120:LENT.-LYGIAGR.PAVAD.ANGLŲ K. DRUSKININKAI 1998. 7 psl.
  11. BOJARSKAS S. SMILKININIO-APATINIO ŽANDIKAULIO SĄNARIO (SŽS) LIGŲ KLASIFIKACIJA,KLINIKINIS ĮVERTINIMAS BEI GYDYMO TAKTIKA.//TREČIASIS TARPTAUTINIS LIETUVOS PRIVAČIŲ GYDYTOJŲ STOMATOLOGŲ BENDRIJOS SUVAŽIAVIMAS.KETVIRTOJI STOMATOLOGIJOS PARODA,1998 M.GEG.14-17 D.,DRUSKININKAI,LIETUVA.-[DRUSKININKAI],1998.-P.138-140.- BIBLIOGR.:5 PAVAD.-LYGIAGR.PAVAD.ANGLŲ K. DRUSKININKAI 1998. 3 psl.
  12. OTAITĖ K. KELBAUSKAS E. BENDINSKAITĖ R. MARTYNAITIS J. PULPOS TESTAVIMAS ELEKTROS SROVE.//TREČIASIS TARPTAUTINIS LIETUVOS PRIVAČIŲ GYDYTOJŲ STOMATOLOGŲ BENDRIJOS SUVAŽIAVIMAS.KETVIRTOJI STOMATOLOGIJOS PARODA,1998

- M.GEG.14-17 D.,DRUSKININKAI,LIETUVA.-[DRUSKININKAI],1998.-P.147-150:PAV.-BIBLIOGR.:5 PAVAD.-LYGIAGR.PAVAD.ANGLŲ K.-YRA TRUMPOS AUT.BIOGRAFIJOS. DRUSKININKAI 1998. 4 psl.
13. BALČIŪNIENĖ I. MILČIUVIENĖ S. PŪRIENĖ A. VAIKŲ DANTŲ KARIO PROFILAKTIKOS PROGRAMA.//LIETUVOS MEDICINA.-1998.-SAUSIS [Nr.1].-P.85-86.-SANTR.ANGL. 1998. 2 psl. 21. NARBUTAITĖ J. FLUORAS-KENKIA AR GYDO?//STOMATOLOGIJOS PRAKTIKA.-1998.-Nr.4.-P.4-6:PORTR.-YRA TRUMPOS ŽINIOS APIE AUTORE. 1998. 2 psl.
  14. SLABŠINSKIENĖ E. HERPES VIRUSO SUKELTAS STOMATITAS IR JO GYDYMAS.//STOMATOLOGIJOS PRAKTIKA.-1998.-Nr.4.-P.18.1998. 1 psl.
  15. BALČIŪNIENĖ I. MILČIUVIENĖ S. PŪRIENĖ A. VAIKŲ DANTŲ KARIO PROFILAKTIKOS PROGRAMA.//LIETUVOS MEDICINA.-1998.-SAUSIS.-P.85-86.-SANTR.ANGL.:THE PROGRAMME OF CHILDREN DENTAL CARIES PREVENTION. 1998. 2 psl.
  16. BALČIŪNIENĖ I. MILČIUVIENĖ S. PŪRIENĖ A. VAIKŲ DANTŲ ĖDUONIES PROFILAKTIKOS PROGRAMOS EIGA KAUNO MIESTO MOKYKLOSE.\DENTAL CARIES PREVENTION PROGRAMME.//LIETUVOS MEDICINA:"SVEIKATOS" ŽURN.PRIEDAS.-1998.-GRUOD.-P.3-5:LENT.-BIBLIOGR.:6 PAVAD.-SANTR.ANGL. 1998. 2 psl.
  17. ŠEMETOVA J. KELBAUSKIENĖ N. GRANICKIENĖ G. VALENTAVIČIENĖ G. KAI KURIŲ ŽALINGŲ VEIKSNIŲ ĮTAKA BURNOS ERTMĖS GLEIVINĖS RAGĖJIMO PROCESAMS.//STOMATOLOGIJA.-1998.-KOVAS.-P.29-30:ILIUSTR. 1998. 2 psl.
  18. GRABLIAUSKIENĖ Ž. ŠAKNIES VIRŠŪNĖ:AR ŠI ZONA KRITINĖ.//STOMATOLOGIJA.-1998.-KOVAS.-P.27-28:ILIUSTR. 1998. 2psl.
  19. SIUDIKIENĖ J. "PRIME AND BOND TM 2.1"ADHEZYVINĖ SISTEMA.//STOMATOLOGIJA.-1998.-KOVAS.-P.19-20:ILIUSTR. 1998. 2 psl.
  20. SLABŠINSKIENĖ E. CHEMINIS IŠORINIS DANTŲ BALINIMAS.//STOMATOLOGIJA.-1998.-KOVAS.-P.10. 1998. 1 psl.
  21. GUZEVIČIENĖ V. DANTŲ NERVINIŲ REZGINIŲ UŽDEGIMAS:KLINIKA,DIAGNOSTIKA,GYDYMAS.//STOMATOLOGIJA.-1998.-KOVAS.-P.8-9
  22. VASILIAUSKAS A. KOMPLEKSINĖS VAIKŲ SU ĮGIMTU GOMURIO NESUAUGIMU PRIEŽIŪROS REIKŠMĖ GYDYMO REZULTATAMS.\IMPORTANCE OF MULTIDISCIPLINARY TEAM APPROACH IN TREATING CHILDREN WITH CLEFT LIP AND/OR PALATE.-PAV.-REZ.-SANTR.ANGL.-BIBLIOGR.:6 PAVAD.-(VAIKŲ IR

- PROFILAKTINĖ STOMATOLOGIJA)//MEDICINA.-  
1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS  
SUAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ  
KONGRESAS,1999 BIRŽ.23-26 D.,P.3-7. 1999. 5 psl.
23. MILČIUVIENĖ S. VAITKEVIČIENĖ V. BENDORAITIENĖ E. BURNOS  
ERTMĖS BŪKLĖ TARP KAUNO MIESTO 12-MEČIŲ MOKSLEIVIŲ (1983-  
1998).\CURRENT STATUS OF ORAL HEALTH OF 12-YEAR-OLD  
CHILDREN IN KAUNAS.-LENT.-REZ.-SANTR.ANGL.-BIBLIOGR.:6  
PAVAD.-(VAIKŲ IR PROFILAKTINĖ STOMATOLOGIJA)//MEDICINA.-  
1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS  
SUAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ  
KONGRESAS,1999 BIRŽ.23-26 D.,P.8-12. 1999. 5 psl.
24. NARBUTAITĖ J. DANTŲ FLUROZĖS PAPLITIMAS IR INTENSYVUMAS  
TARP 12 METŲ MOKSLEIVIŲ PADIDĖJUSIO IR SUMAŽĖJUSIO FLURO  
KIEKIO GERIAMAJAME VANDENYJE LIETUVOS  
VIETOVĖSE.\PREVALENCE AND SEVERITY OF DENTAL FLUOROSIS  
AMONG 12-YEAR OLDS SCHOOLCHILDREN IN A HIGH-FLUORIDE  
AREAS KLAIPĖDA,KRETINGA AND LAN-FLUORIDE AREA IN  
LITHUANIA.-LENT.,PAV.-REZ.-SANTR.ANGL.-BIBLIOGR.:22 PAVAD.-  
(VAIKŲ IR PROFILAKTINĖ STOMATOLOGIJA)//MEDICINA.-  
1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS  
SUAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ  
KONGRESAS,1999 BIRŽ.23-26 D.,P.13-24. 1999. 12 psl.
25. PACAUSKIENĖ I. ŽEKONIS G.\* NaF POVEIKIS PERIFERINIO VENINIO  
KRAUJO IR KRAUJO PLAZMOS REDUKCINĖMS SAVYBĖMS.\THE  
EFFECT OF NaF ON CAPACITY TO REDUCTION OF VENOUS BLOOD  
AND BLOOD PLASMA.-LENT.-REZ.-SANTR.ANGL.-BIBLIOGR.:19  
PAVAD.-(VAIKŲ IR PROFILAKTINĖ STOMATOLOGIJA)//MEDICINA.-  
1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS  
SUAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ  
KONGRESAS,1999 BIRŽ.23-26 D.,P.25-29. 1999. 5 psl.
26. MILČIUVIENĖ S. PAIPALIENĖ P. KELBAUSKIENĖ N. STROPIENĖ G.  
ŠEMETOVA J. VAIKŲ DANTŲ ĖDUONIES PROFILAKTIKOS  
EFEKTYVUMAS TARP KAUNO MOKSLEIVIŲ.\EFFICACY OF THE  
PROPHYLACTU PROGRAM OF DENTAL CARIES AMONG  
SCHOOLCHILDREN OF KAUNAS.-PAV.-REZ.-SANTR.ANGL.-  
BIBLIOGR.:11 PAVAD.-(VAIKŲ IR PROFILAKTINĖ  
STOMATOLOGIJA)//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS  
STOMATOLOGŲ SAJUNGOS SUAŽIAVIMAS.ANTRASIS  
TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.30-  
34. 1999. 5 psl.
27. SIUDIKIENĖ J. PETKEVIČIENĖ J. KLUMBIENĖ J. SUAUGUSIŲ  
LIETUVOS GYVENTOJŲ APKLAUSA APIE STOMATOLOGINĖ  
PAGALBĄ,DANTŲ BŪKLĖ IR BURNOS HIGIENOS ĮPROČIUS.\DENTAL  
HEALTH CARE,DENTAL HEALTH AND ORAL HYGIENE STUDY IN

- LITHUANIAN ADULT POPULATION.-PAV.-REZ.-SANTR.ANGL.-BIBLIOGR.:11 PAVAD.-(VAIKŲ IR PROFILAKTINĖ STOMATOLOGIJA).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.45-50. 1999. 6 psl.
28. JUODŽBALYS G. GIEDRAITIS R. VIETINĖ ANESTEZIJA IR SEDACIJA VAIKŲ STOMATOLOGIJOJE.\LICAL ANAESTHESIA AND SEDATION IN CHILDHOOD.-REZ.-SANTR.ANGL.-BIBLIOGR.:8 PAVAD.-(VAIKŲ IR PROFILAKTINĖ STOMATOLOGIJA).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.51-53. 1999. 3 psl.
29. ŠURNA A. DAMUŠIENĖ R. ORTODONTINIŲ APARATŲ KONSTRUKCINIŲ METALŲ NEPAGEIDAUJAMO POVEIKIO ANALIZĖ.\ANALYSIS OF ADVERSE EFFECTS OF VARIOUS METTAL ALLOYS,USED IN ARTHODONTICS.-REZ.-SANTR.ANGL.-BIBLIOGR.:45 PAVAD.-(ORTODONTIJA).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999BIRŽ.23-26 D.,P.55-61. 1999. 7 psl.
30. SMAILIENĖ D. VIRŠUTINIŲ NUOLATINIŲ RETINUOTŲ ILČIŲ DIAGNOSTIKOS YPATUMAI.\PECULIARITIES IN DIAGNOSING UPPER PERMANENT IMPACTED CANINES.-PAV.-REZ.-SANTR.ANGL.-BIBLIOGR.:27 PAVAD.-(ORTODONTIJA).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.62-68. 1999. 7 psl.
31. GAIDYTĖ A. PAGALBINIS ORTODONTINIS SUAUGUSIŲŲ GYDYMAS.\ADJUNCTIVE ORTHODONTIC TREATMENT FOR ADULTS.-PAV.-REZ.-SANTR.ANGL.-BIBLIOGR.:30 PAVAD.-(ORTODONTIJA).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.73-81. 1999. 7 psl.
32. GAIDYTĖ A. NEED AND DEMAND FOR ADJUNCTIVE ORTHODONTIC TREATMENT IN LITHUANIA.\PAGALBINIO ORTODONTINIO GYDYMO REIKALINGUMAS IR POREIKIS LIETUVOJE.-FIG.-SUMM.-SANTR.LIET.-REF.:9 TITLES.-(ORTODONTIJA).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.82-88.1999. 7 psl.
33. ŠIDLAUSKAS A. VASILIAUSKAS A. VIETOS TRŪKUMO DANTŲ LANKE ĮTAKA MEZIALINIAM MOLIARŲ POSLINKIUI PER ANKSTI NETEKUS

- PIRMINIŲ DANTŲ.\INFLUENCE OF TOOTH-TO-DENTURE-BASE DISCREPANCY ON SPACE CLOSURE FOLLOWING PREMATURE.- LENT.,PAV.-REZ.-SANTR.ANGL.-BIBLIOGR.:12 PAVAD.- (ORTODONTIJA).\MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.89-94. 1999. 6 psl.
34. GUZEVIČIENĖ V. SABALYS G. TRIŠAKIO NERVO II ŠAKOS PAŽEIDIMO GYDYMAS PANAUDOJANT DIRBTINĘ ŽANDINIO ANČIO FISTULĘ.\ARTIFICIAL MAXILLARY SINUS FISTULA IN TRATMENT OF THE SECOND TRIGEMINAL BRANDE INJURY.-PAV.,LENT.-REZ.-SANTR.ANGL.-BIBLIOGR.:2 PAVAD.-(BURNOS IR VEIDO ŽANDIKAULIO CHIRURGIJA).\MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.105-108. 1999. 4 psl.
35. GUZEVIČIENĖ V. SABALYS G. DANTŲ NERVINIŲ REZGINIŲ UŽDEGIMO GYDYMAS.\THE TREATMENT OF INFLAMMATION OF DENTAL NEURAL PLEXES.-PAV.,LENT.-REZ.-SANTR.ANGL.-BIBLIOGR.:8 PAVAD.-(BURNOS IR VEIDO ŽANDIKAULIO CHIRURGIJA).\MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.109-112. 1999. 4 psl.
36. SABALYS G. KUBILIUS R. VEIDO SKAUSMŲ GREITA PRELIMINARINĖ DIAGNOSTIKA.\PRELIMINARY DIAGNOSTIC ON FACIAL PAINS.-REZ.-SANTR.ANGL.-BIBLIOGR.:6 PAVAD.-(BURNOS IR VEIDO ŽANDIKAULIO CHIRURGIJA).\MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.122-125. 1999.4 psl.
37. SABALYS G. PETRUŠKEVIČIUS P. KUBILIUS R. VEIDO IR ŽANDIKAULIŲ SRITIES PŪLYNAI KMU KLINIKOS DUOMENIMIS.\THE PHLEGMONS IN MAXILLOFACIAL AREAS.DATA PROVIDED BY KAUNAS MEDICALUNIVERSITY CLINICS.-LENT.-REZ.-SANTR.ANGL.-BIBLIOGR.:5 PAVAD.-(BURNOS IR VEIDO ŽANDIKAULIO CHIRURGIJA).\MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.126-131. 1999. 6 psl.
38. SAKAVIČIUS D. TERCIJONAS P. AKIDUOBĖS APATINĖS SIENELĖS LŪŽIŲ GYDYMAS.\THE TREATMENT OF LOWER ORBITAL WALL FRACTURES.-LENT.,PAV.-REZ.-SANTR.ANGL.-BIBLIOGR.:3 PAVAD.-(BURNOS IR VEIDO ŽANDIKAULIO CHIRURGIJA).\MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS

SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ  
KONGRESAS,1999 BIRŽ.23-26 D.,P.156-160. 1999. 5 psl.

39. TERCIJONAS P. ĮGIMTŲ VIRŠUTINĖS LŪPOS IR GOMURIO NESUAUGIMŲ GYDYMO PROBLEMAS.\PROBLEMS OF CLEFT LIP AND PALATE TREATMENT.-PAV.-REZ.-SANTR.ANGL.-(BURNOS IR VEIDO ŽANDIKAULIO CHIRURGIJA).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.161-164. 1999. 4 psl.
40. LUKOŠIŪNAS A. KUBILIUS R. ORTOPANTOMOGRAFIJA VEIDO IR ŽANDIKAULIŲ CHIRURGIJOJE.\ORTOPANTOMOGRAPHY IN MAXILLOFACIAL SURGERY.-PAV.-REZ.-SANTR.ANGL.-BIBLIOGR.:2 PAVAD.-(BURNOS IR VEIDO ŽANDIKAULIO CHIRURGIJA).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.165-168. 1999. 4 psl.
41. BOJARSKAS S. SMILKININIO-APATINIOJO ŽANDIKAULIO ŠŪNARIO (SŽS) LIGŲ CHIRURGINIS GYDYMAS.\SURGICAL TREATMENT OF TMJ DISEASES.-LENT.-REZ.-SANTR.ANGL.-BIBLIOGR.:23 PAVAD.-(BURNOS IR VEIDO ŽANDIKAULIO CHIRURGIJA).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.169-171. 1999. 3 psl.
42. GERVICKAS A. SABALYS G. YLINIO PALIEŽUVIO SINDROMO KLINIKA,DIAGNOSTIKA IR GYDYMAS.\SYMPTOMS,SIGNUS,DIAGNOSIS AND TREATMENT OF STYLOHYOID SYNDROME.-LENT.,PAV.-REZ.-SANTR.ANGL.-BIBLIOGR.:5 PAVAD.-(BURNOS IR VEIDO ŽANDIKAULIO CHIRURGIJA).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.172-176. 1999. 5 psl.
43. DUBOSAS L. KUBILIUS R. APATINIO ŽANDIKAULIO SAŅARINĖS ATAUGOS LŪŽIŲ GYDYMO METODŲ PALYGINAMOJI ANALIZĖ.\THE COMPARATIVE ANALYSIS OF CONDYLAR FRACTURES TREATMENT METHODS.-LENT.-REZ.-SANTR.ANGL.-BIBLIOGR.:22 PAVAD.-(BURNOS IR VEIDO ŽANDIKAULIO CHIRURGIJA).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.177-181. 1999. 5 psl.
44. JANUŽIS G. NORKUS T. GRAKŠČIOJO RAUMENS TRANSPLANTACINIAI PRIVALUMAI VIENMOMENTIŠKAI GYDANT VEIDO PARALYŽIŲ.\THE ADVANCES OF N.FACIALIS TRANSPLANTATION FOR FACIAL PARALYSIS ORA STAGE

- TREATMENT.-PAV.-REZ.-SANTR.ANGL.-BIBLIOGR.:11 PAVAD.-  
(BURNOS IR VEIDO ŽANDIKAULIO CHIRURGIJA)//MEDICINA.-  
1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS  
SUAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ  
KONGRESAS,1999 BIRŽ.23-26 D.,P.182-187. 1999. 6 psl.
45. JANUŽIS G. NORKUS T. AUKSO IMPLANTACIJA-ALTERNATYVA  
SUDĖTINGAM VEIDO PARALYŽIAUS GYDYMUI.\GOLD  
IMPLANTATION AS ALTERNATIVE FOR SAFISTICATED FACIAL  
PARALYSIS TREATMENT METHODS.-LENT.,PAV.-REZ.-SANTR.ANGL.-  
BIBLIOGR.:5 PAVAD.- (BURNOS IR VEIDO ŽANDIKAULIO  
CHIRURGIJA)//MEDICINA.-1999,T.35,PR.4:PENKTASIS  
LIETUVOS  
STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS  
TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.188-  
191. 1999. 4 psl.
46. JANUŽIS G. ŽANDIKAULIŲ HEMANGIOMŲ DIAGNOSTIKOS  
PROBLEMAS.\PROBLEMS OF DIAGNOSIS AND TREATMENT OF BONE  
HEMANGIOMAS.-PAV.-REZ.-SANTR.ANGL.-BIBLIOGR.:2 PAVAD.-  
(BURNOS IR VEIDO ŽANDIKAULIO CHIRURGIJA)//MEDICINA.-  
1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS  
SUAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ  
KONGRESAS,1999 BIRŽ.23-26 D.,P.192-195. 1999. 4 psl.
47. JUODŽBALYS G. BABIČENKO R. VIRŠUTINIOJO ŽANDIKAULIO  
SUNUSO DUGNO AUGMENTACIJA AUTOGENINIŲ KAULŲ IR  
VIENMOMENTINIS ENDOOSALINIŲ IMPLANTŲ  
PANAUDOJIMAS.\AUGMENTATION OF THE MAXILLARY SINUS FLOOR  
WITH AUTOGENOUS BONE AND SIMULTANEOUSLY PLACEMENT OF  
ENDOSSEOUS IMPLANTS.-PAV.-REZ.-SANTR.ANGL.-BIBLIOGR.:14  
PAVAD.- (BURNOS IR VEIDO ŽANDIKAULIO CHIRURGIJA)//MEDICINA.-  
1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS  
SUAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ  
KONGRESAS,1999 BIRŽ.23-26 D.,P.196-200. 1999. 5 psl.
48. BUŠAUSKAS K. KELBAUSKIENĖ N. ENDODONTIŠKAI GYDYTŲ  
DANTŲ KOKYBINIS ĮVERTINIMAS.\QUALITY EVALUATION OF  
ENDODONTICALLY TREATED TEETH.-LENT.,PAV.-REZ.-SANTR.ANGL.-  
BIBLIOGR.:3 PAVAD.- (BENDRI PRANEŠIMAI)//MEDICINA.-  
1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS  
SUAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ  
KONGRESAS,1999 BIRŽ.23-26 D.,P.206-209. 1999. 4 psl.
49. KELBAUSKIENĖ N. KLINIKINĖS ENDODONTOLOGIJOS STUDIJOS  
KAUNO MEDICINOS UNIVERSITETE.\STUDIES OF CLINICAL  
ENDODONTOLOGY IN KAUNAS MEDICAL UNIVERSITY.-PAV.,LENT.-  
REZ.-SANTR. ANGL.-BIBLIOGR.:4 PAVAD.- (BENDRI  
PRANEŠIMAI)//MEDICINA.-1999,T.35,PR.4:PENKTASIS  
LIETUVOS  
STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS



- TARPTAUTINIS STOMATOLOGŲ KONGRESAS, 1999 BIRŽ. 23-26 D., P. 210-214. 1999. 5 psl.
50. JOCIUVIENĖ E. GRYBAUSKAS S. KELBAUSKAS E. MARTYNAITIS J. ŠAKNIES KANALO VIRŠŪNINIO SUSIAURĖJIMO NUSTATYMAS ELEKTRONINIAIS DANTIES ŠAKNIES VIRŠŪNĖS IEŠKIKLIAIS. \DETERMINATION OF APICAL CONSTRUCTION BY MEANS OF ELECTRONIC APEX LOCATORS.-PAV., LENT.-REZ.-SANTR. ANGL.-BIBLIOGR.: 14 PAVAD.-(BENDRI PRANEŠIMAI). //MEDICINA.-1999, T. 35, PR. 4: PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS. ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS, 1999 BIRŽ. 23-26 D., P. 224-231. 1999. 8 psl.
51. KELBAUSKAS E. ENDODONTINIO GYDYMO ISTORINIAI ASPEKTAI. \HISTORICAL ASPECTS OF ENDODONTIC TREATMENT.-REZ.-SANTR. ANGL.-BIBLIOGR.: 5 PAVAD.-(BENDRI PRANEŠIMAI). //MEDICINA.-1999, T. 35, PR. 4: PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS. ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS, 1999 BIRŽ. 23-26 D., P. 232-235. 1999. 4 psl.
52. ŠEMETOVA J. PAIPALIENĖ P. ŠADZEVIČIENĖ R. JUKNELIENĖ D. BURNOS ERTMĖS GLEIVINĖS KANDIDOZĖS IR GYDYMO PRIEMONIŲ CHARAKTERISTIKA. \CANDIDOSIS OF THE ORAL MUCOSA AUDTLEE TREATMENT MEANS.-LENT.-REZ.-SANTR. ANGL.-BIBLIOGR.: 7 PAVAD.-(BENDRI PRANEŠIMAI). //MEDICINA.-1999, T. 35, PR. 4: PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS. ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS, 1999 BIRŽ. 23-26 D., P. 236-240. 1999. 5 psl.
53. POŠKIENĖ R. ŽEKONIS J. SAKALAUSKIENĖ J. LIZOCIMO IR-GLIUKURONIDAZĖS KIEKYBINIAI POKYČIAI SERGANČIŲJŲ PARODONTITU VENINIO KRAUJO LEUKOCITŲ INKUBACINĖSE TERPĖSE VEIKIANT E.COLLI ENDOTOKSINUI.-LENT.-REZ.-SANTR. ANGL.-BIBLIOGR.: 29 PAVAD.-(BENDRI PRANEŠIMAI). //MEDICINA.-1999, T. 35, PR. 4: PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS. ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS, 1999 BIRŽ. 23-26 D., P. 241-245. 1999. 5 psl.
54. JUODŽBALYS G. NESĖKMINGOS VIETINĖS ANESTEZIJOS PRIEŽASTYS. \FAILURES OF LOCAL ANALGESIA IN DENTISTRY.-REZ.-SANTR.-BIBLIOGR.: 14 PAVAD.-(BENDRI PRANEŠIMAI). //MEDICINA.-1999, T. 35, PR. 4: PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS. ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS, 1999 BIRŽ. 23-26 D., P. 261-264. 1999. 4 psl.
55. GAIDYS R. GAIDYTĖ A. DANIELYTĖ J. BAIGTINIŲ ELEMENTŲ METODAS IR STOMATOGNATINĖS SISTEMOS BIOMECHANIKOS

- ANALIZĖ.-SANTR.ANGL.-BIBLIOGR.:14 PAVAD.//BIOMEDICININĖ  
INŽINERIJA=BIOMEDICAL  
ENGINEERING:TARPTAUT.KONF.PRANEŠ.MEDŽIAGA,KTU,1999M.SPAL  
.21-22 D.-K.,1999,P.66-69. 1999. 4 psl.
56. SMAILIENĖ D. GOMURYJE RETINUOTOS NUOLATINĖS  
ILTYS:GYDYMAS.-PAV.,PORTR.-BIBLIOGR.:15 PAVAD.-YRA TRUMPOS  
ŽINIOS APIE AUT.//STOMATOLOGIJA.-1999,Nr.3,P.23-27. 1999. 5 psl.
57. KUBILIUS R. DANTŲ TRAUMOS IR JŲ GYDYMAS.-DIAGR.,PORTR.-  
BIBLIOGR.:5 PAVAD.-YRA ŽINIOS APIE AUT.//STOMATOLOGIJA.-  
1999,Nr.3,P.17-20. 1999. 4 psl.
58. NARBUTAITĖ J. DANTŲ FLUOROZĖS IR DANTŲ ĖDUONIES  
PAPLITIMAS TARP 12-15 METŲ MOKSLEIVIŲ PADIDINTO FLURO  
KIEKIO GERIAMAJAME VANDENYJE VIETOVĖSE.-LENT.,PAV.-  
SANTR.ANGL.-BIBLIOGR.:17 PAVAD.//STOMATOLOGIJA.-1999,Nr.3,P.10-  
14. 1999. 5 psl.
59. MILČIUVIENĖ S. PIRMŲJŲ KRŪMINIŲ DANTŲ ĖDUONIS.\DENTAL  
CARIES IN PERMANENT MOLARS.-PAV.,LENT.-SANTR.ANGL.-  
BIBLIOGR.:9 PAVAD.//STOMATOLOGIJA.-1999,Nr.3,P.7-9. 1999. 3 psl.
60. BUŠKIENĖ I. IŠORINIO TEMPIMO APARATAS-KAS TAI.-PAV.,PORTR.-  
YRA ŽINIOS APIE AUT.//STOMATOLOGIJA.-1999,Nr.3,P.15-16. 1999. 2  
psl.
61. SMAILIENĖ D. GOMURYJE RETINUOTOS NUOLATINĖS  
ILTYS:PAPLITIMAS, ETIOLOGIJA IR PROFILAKTIKA.-PAV.-  
BIBLIOGR.:15 PAVAD.-YRA TRUMPOS ŽINIOS APIE  
AUT.,PORTR.//STOMATOLOGIJOS PRAKTIKA.-1999,Nr.1,P.15-19,22-23.  
1999. 2 psl.
62. MILČIUVIENĖ S. VAITKEVIČIENĖ V. STOMATOLOGINIŲ LIGŲ  
PROFILAKTIKOS ORGANIZAVIMAS IKIMOKYKLINĖJE ĮSTAIGOJE.-  
PORTR.-TRUMPAI APIE AUT.//STOMATOLOGIJOS PRAKTIKA.-  
1999,Nr.1,P.11-14. 1999. 4 psl.
63. KUBILIUS R. VEIDO IR ŽANDIKAULIŲ TRAUMŲ KOMPLIKACIJOS.-  
PORTR.-TRUMPAI APIE AUT.//STOMATOLOGIJOS PRAKTIKA.-  
1999,Nr.1,P.7-10.-BIBLIOGR.:7 PAVAD. 1999. 4 psl.
64. TERCIJONAS P. APATINIO ŽANDIKAULIO ANOMALIJŲ CHIRURGINIS  
GYDYMAS.-ILIISTR.-TRUMPAI APIE AUT.//STOMATOLOGIJOS  
PRAKTIKA.-1999,Nr.1,P.3-6. 1999. 4 psl.
65. MONASTYRECKIENĖ E. BOJARSKAS S. MAGNETINIO REZONANSO  
(MR) REIŠMĖ DIAGNOZUOJANT SMILKINIO ŽANDIKAULIO  
SŪNARIO(SŽS) DISFUNKCIJŲ.\THE ROLE OF MRI ON TMJ  
DYSFUNCTION DIAGNOSIS.-PAV.-REZ.LIET.,ANGL.-BIBLIOGR.:18

- PAVAD.//MEDICINA.-1999,T.35,LAPKRITIS,PRIEDAS 8:LIETUVOS RADIOLOGŲ ASOCIACIJOS KONGRESAS "LIETUVOS RADIOLOGIJA PASITINKANT XXI AMŽIŲ",ŠIAULIAI,1999 M.LAPKR.19-20 D.D.,P.154-158. 1999. 5 psl.
66. PETKEVIČIENĖ J. SIUDIKIENĖ J. KLUMBIENĖ J. LIETUVOS ŽMONIŲ GYVENSENOS TYRIMAS:BURNOS ERTMĖS PRIEŽIŪRA.\HEALTH BEHAVIOUR AMONG LITHUANIAN POPULATION:DENTAL HEALTH CARE.-PAV.-SANTR.LIET.,ANGL.-BIBLIOGR.:18 PAVAD.//VISUOMENĖS SVEIKATA.-1999,NR.3 (9),P.17-24. 1999. 8 psl.
67. ŽEKONIS G. BALČIŪNAITĖ S. SERGANČIŲJŲ GINGIVITU IR PARODONTITU KLINIKINIŲ TYRIMŲ DUOMENŲ YPATUMAI=PECULIARITIES OF CLINICAL INVESTIGATION DATA OF GINGIVITIS AND PERIODONTITIS PATIENTS.-SANTR.LIET.,ANGL.-BIBLIOGR.:26 PAVAD.//STOMATOLOGIJA.-1999,Nr.4.-P.9-11.-GAUTA 99.11.11;PRIIMTAS 99.12.06. 1999. 3 psl.
68. MAČIULSKIENĖ V. DANTŲ ĖDUONIES DIAGNOSTIKOS PROBLEMAS=CLINICAL AND RADIOLOGICAL CARIES DIAGNOSIS.HIDEN CARIES.-PAV.,PORTR.-SANTR.LIET.,ANGL.-BIBLIOGR.:42 PAVAD.//STOMATOLOGIJA.-1999,Nr.4,P.12-16. 1999. 5 psl.
69. NYVAD B. MAČIULSKIENĖ V. BAELUM V. RELIABILITY OF A NEW CARIES DIAGNOSTIC SYSTEM DIFFERENTIATING BETWEEN ACTIVE AND INACTIVE CARIES LESIONS.-TABL.,FIG.-REF.: [25] TITLES.//CARIES RESEARCH.-1999,VOL.33,No.4,P.252-260. 1999. 9 psl.
70. MAČIULSKIENĖ V. NYVAD B. BAELUM V. A COMPARISON OF CLINICAL AND RADIOGRAPHIC CARIES DIAGNOSES IN POSTERIOR TEETH OF 12-YEAR-OLD LITHUANIAN CHILDREN.-TABL.,FIG.-REF.: [43] TITLES.//CARIES RESEARCH.-1999,VOL.33,No.5,P.340-348. 1999.
71. VILKINIS V. DANTŲ JAUTRUMAS PO PLOMBAVIMO ŠVIESOS POLIMEREIZACIJOS RESTAURACIJOMIS=POSTOPERATIVE SENSITIVITY TO TEETH ASSOCIATED WITH LIGHT CURED RESTORATIVE MATERIALS.-LENT.-SANTR.LIET.,ANGL.-BIBLIOGR.:36 PAVAD.-APIE AUT.P.13.-(MOKSLINIAI DARBAI)//STOMATOLOGIJA.-2000,Nr.1.-P.13-16. 2000. 4 psl.
72. BUŠAUSKAS K. SKUČAITĖ N. DANTŲ ŠAKNŲ KANALŲ PLOMBAVIMAS LATERALINĖS KONDENSACIJOS BŪDU=OBTURATION OF ROOT CANALS USING THE METHOD OF LATERAL CONDENSATION.-PAV.-SANTR.LIET.,ANGL.-BIBLIOGR.:8 PAVAD.-APIE AUT.P.17.-(MOKSLINIAI STRAIPSNIAI)//STOMATOLOGIJA.-2000,Nr.1.-P.17-19. 2000. 3 psl.
73. ŠEMETOVA J. PAIPALIENĖ P. ŠADZEVIČIENĖ R. BURNOS ERTMĖS GLEIVINĖS PAKITIMAI,SERGANTIEMS VIRŠKINIMO SISTEMOS

- LIGOMIS.-LENT.-APIE AUT.P.27.-(KLINIKINĖ PRAKTIKA).//STOMATOLOGIJA.-2000,Nr.1.-P.27-28. 2000. 2 psl.
74. SIUDIKIENĖ J. DANTŲ SPALVOS PAKITIMAI.-ILIISTR.-BIBLIOGR.:9 PAVAD.//STOMATOLOGIJA.-2000,NR.2,P.42-43. 2000.2 psl.
75. JUODŽBALYS G. DANTŲ IMPLANTACIJOS GALIMYBĖS, ATLIEKANT REGULIUOJAMĄ KAULO REGENERACIJĄ\DENTAL IMPLANTOLOGY POSSIBILITIES USING GUIDED BONE REGENERATION.-PORTR.,ILIISTR.-RAZIUMĖ LIET.,ANGL.-BIBLIOGR.:25 PAVAD.//STOMATOLOGIJA.-2000,NR.2,P.7-10.- GAUTA:2000.03.30,PRIIMTA SPAUDAI:2000.05.17. 2000. 4 psl.
76. MILČIUVIENĖ S. SAKALAUŠKIENĖ J. SALDŪNAITĖ K. JAUNO AMŽIAUS ŽMONIŲ BURNOS ERTMĖS BŪKLĖS VERTINIMAS\EVALUATION OF YOUNG PEOPLE ORAL HEALTH STATE.-PORTR.,LENT.-REZIUMĖ LIET.,ANGL.-BIBLIOGR.:11 PAVAD.//STOMATOLOGIJA.-2000,NR.2,P.14-16.- GAUTA:2000.03.28,PRIIMTA SPAUDAI:2000.05.17. 2000. 3 psl.
77. PAURAITĖ J. SALDŪNAITĖ K. BURNOS HIGIENOS IR PERIODONTO BŪKLĖS VERTINIMAS\EVALUATION OF ORAL HYGIENE AND PERIODONTAL STATE.-PORTR.,LENT.-REZIUMĖ LIET.,ANGL.-BIBLIOGR.:11 PAVAD.//STOMATOLOGIJA.-2000,NR.2,P.20-22.- GAUTA:2000.03.30,PRIIMTA SPAUDAI 2000.05.17 2000. 3 psl.
78. BENDORAITIENĖ E. VAITKEVIČIENĖ V. KAUNO IR ŠIAULIŲ MIESTO IKIMOKYKLINIO AMŽIAUS VAIKŲ ĖDUONIES INTENSIVUMO BEI PAPLITIMO VERTINIMAS\THE EVALUATION OF THE INTENSIVITY AND PREVALENCE OF DENTAL CARIES IN PRE-SCHOOL CHILDREN OF KAUNAS AND ŠIAULIAI CITY.-PORTR.,LENT.-REZIUMĖ LIET.,ANGL.-BIBLIOGR.:8 PAVAD.//STOMATOLOGIJA.-2000,NR.2,P.23-24.- GAUTA:2000.03.30,PRIIMTA SPAUDAI 2000.05.17. 2000. 2 psl.
79. ZASIMAUŠKAS D. ŽEKONIS J. GLEIZNYS A. RŪKYMO ĮTAKA APYDANČIO AUDINIŲ PATOLOGIJAI\INFLUENCE OF SMOKING ON PARODONTAL PATHOLOGY.-PORTR.-REZIUMĖ LIET.,ANGL.-BIBLIOGR.:28 PAVAD.//STOMATOLOGIJA.-2000,NR.2,P.25-26.- GAUTA:2000.03.30,PRIIMTA SPAUDAI 2000.05.17 2000. 2 psl.
80. GRABLIAUSKIENĖ Ž. POOPERACINIS SKAUSMAS:ATSITIKIMAI,PRIEŽASTYS IR GYDYMAS\POSTOPERATIVE SENSITIVITY CASES.CAUSES AND MANAGEMENT.-PORTR.,LENT.-BIBLIOGR.:14 PAVAD.//STOMATOLOGIJA.-2000,NR.2,P.30-32.- GAUTA:2000.03.30,PRIIMTA SPAUDAI 2000.05.17 2000. 3 psl.
81. VAITKEVIČIENĖ V. TAMOŠIŪNAS V. PROFILAKTINIŲ PRIEMONIŲ TAIKYMO GALIMYBĖS IKIMOKYKLINIO AMŽIAUS (3-6 METŲ) VAIKAMS.-PAV.,LENT.-BIBLIOGR.:8 PAVAD.//STOMINFO.-2000,Nr.1.-P.13-15. 2000. 3 psl.

82. ŠEMETOVA J. KAMARAUSKIENĖ J. RAIBUŽYTĖ I. PAKITIMAI BURNOS ERTMĖJE SERGANT CUKRINIŲ DIABETU.-LENT.-BIBLIOGR.:3 PAVAD.//STOMINFO.-2000,Nr.1.-P.16-17. 2000. 2 psl.
83. BENDORAITIENĖ E. DANTŲ GYDYMO BAIMĖ IR NERIMAS VAIKŲ STOMATOLOGIJOJE.-ILIISTR.-BIBLIOGR.:8 PAVAD.//STOMINFO.-2000,Nr.1.-P.18-19. 2000. 2 psl.
84. GLEIZNYS A. RUTKŪNAS V. PAGYVENUSIO AMŽIAUS ORTOPEDINIO STOMATOLOGINIO PACIENTO PSICHIKOS YPATUMAI.-LENT.-BIBLIOGR.:10 PAVAD.//STOMINFO.-2000,Nr.1.-P.20-23. 2000. 4 psl.
85. GAIDYTĖ A. PAGALNINIS ORTODONTINIS GYDYMAS.-BIBLIOGR.:24 PAVAD.//STOMINFO.-2000,Nr.1.-P.24-26. 2000. 3 psl.
86. DAMUŠIENĖ R. DANTŲ KRAMTOMŲJŲ PAVIRŠIŲ FUNKCINĖ ANATOMIJA.-PAV.-BIBLIOGR.:5 PAVAD.//STOMINFO.-2000,Nr.1.-P.27-31. 2000. 3 psl.
87. VAITKEVIČIENĖ V. IKIMOKYKLINIO AMŽIAUS VAIKŲ DANTŲ ĖDUONIES PROFILAKTIKOS ORGANIZAVIMAS KAUNO MIESTE.//VAIKŲ SVEIKATOS STIPRINIMAS:DABARTIS IR PERSPEKTYVOS:KONF.MEDŽIAGA,VILNIUS,2000 M.BAL.26-27 D.-VILNIUS,2000,P.43-44. 2000. 2psl.
88. VASILIAUSKAS A. ŠIDLAUSKAS A. LŪPOS IR/AR GOMURIO NESUAUGIMŲ PAPLITIMAS ATSKIRUOSE LIETUVOS REGIONUOSE IR ORTODONTO VAIDMUO KOMPLEKSINIO GYDYMO REZULTATAMS=THE PREVALENCERATE OF LIP AND/OR PALATE AMONG LITHUANIAN POPULATION AND THE CHANGING GOALS OF ORTHODONTIC TREATMENT IN THE SCOPE OF TEAM APPROACH.-LENT.,PAV.-SANTR.LIET.,ANGL.-BIBLIOGR.:10 PAVAD.-APIE AUT.,P.6:NUOTR.//STOMATOLOGIJA.-2000,T.2,Nr.3,P.6-9. 2000. 4 psl.
89. GAIDYTĖ A. KRŪMINIŲ DANTŲ,PAKRYPUSIŲ Į DANTŲ EILĖS DEFEKTĄ,BŪKLĖS VERTINIMAS IR PAGALBINIO ORTODONTINIO GYDYMO REIKALINGUMAS.THE EVALUATION OF THE STATUS OF TILTED MOLARS AND NEED OF THEIR UPRIGHTING.-LENT.,PAV.-SANTR.ANGL.,LIET.-BIBLIOGR.:9 PAVAD.//STOMATOLOGIJA.-2000,T.2,Nr.3,P.20-22. 2000. 3 psl.
90. SMAILIENĖ D. BUŠKIENĖ I. AKTYVATORIAUS TIPO FUNKCINIŲ APARATŲ POVEIKIS DANTŲ-ŽANDIKAULIŲ SISTEMAI.INFLUENCE OF ACTIVATOR-TYPE FUNCTIONAL APPLIANCES ON DENTOFACIAL SYSTEM.-PAV.-SANTR.LIET.,ANGL.-BIBLIOGR.:21 PAVAD.//STOMATOLOGIJA.-2000,T.2,Nr.3,P.37-39. 2000. 3 psl.
91. SIUDIKIENĖ J. MAČIULSKIENĖ V. DOBROVOLSKIENĖ R. VAIKŲ, SERGANČIŲ 1 TIPO CUKRINIŲ DIABETU,DANTŲ ĖDUONIES

- PAPLITIMAS IR INTENSYVUMAS.\DENTAL CARIES PREVALENCE AND SEVERITY IN CHILDREN WITH TYPE 1 DIABETES MELLITUS.-PAV.-SANTR.LIET.,ANGL.-BIBLIOGR.:30 PAVAD.-(MOKSLINIS STRAIPSNIS).//LIETUVOS ENDOKRINOLOGIJA.-2000,T.8,Nr.3,4,P.174-178.-GAUTA 00 10 12;PRIIMTA 00 10 25. 2000. 5 psl.
92. PETRAUSKIENĖ A. VAITKEVIČIENĖ V. ČERNIUVIENĖ V. PETRAVIČIUS A. KAUNO MIESTO DARŽELIUS LANKANČIŲ VAIKŲ SVEIKATA.\ASDASSESSMENT OF HEALTH OF CHILDREN IN KAUNAS KINDERGARTENS.-PAV.-SANTR.ANGL.-BIBLIOGR.:3 PAVAD.//KAUNO SVEIKO MIESTO PROJEKTO KONFERENCIJA:APLINKA IR SVEIKATA:KONF.MEDŽIAGA.-KAUNAS,2000,P.101-107. 2000. 7 psl.
93. GLEIZNYS A. RUTKŪNAS V. PAGYVENUSIO AMŽIAUS PACIENTŲ DANTŲ PROTEZAVIMO YPATUMAI NUIMAMAIS PROTEZAIS.-LENT.,PAV.-BIBLIOGR.:7 PAVAD.-(ORTOPEDIJA).//STOMINFO.-2000,Nr.4,P.29-35. 2000. 7 psl.
94. MAČIULSKIENĖ V. NARBUTAITĖ J. JASULAITYTĖ L. JUODŽBALYS G. 8-ČIŲ LIETUVOS MOKSLEIVIŲ,ISIJUNGUSIŲ Į MOKYKLŲ BURNOS SVEIKATOS PROGRAMŽ,DANTŲ ĖDUONIES PAPLITIMAS=CARIES PREVALENCE IN 8-YEAR-OLDS ENTERNIG THE PROGRAM OF ORAL HEALTH PROMPTION IN LITHUANIA.-LENT.,PAV.-SANTR.LIET.,ANGL.-BIBLIOGR.:13 PAVAD.-APIE AUT.,P.3:NUOTR.-GAUTA:00 10 28;PRIIMTA:00 12 13.//STOMATOLOGIJA.-2000,T.2,Nr.4,P.3-6. 2000. 4 psl.
95. MILČIUVIENĖ S. SKIRBUTIENĖ S. VASILIAUSKIENĖ I. MOKSLEIVIŲ BURNOS BŪKLĖS KITIMAS VAIKŲ DANTŲ ĖDUONIES PROFILAKTIKOS PROGRAMOS METU=DYNAMICS OF ORAL STATUS IN SCHOOL CHILDREN DURING DENTAL CARIES PREVENTION PROGRAM.-LENT.,PIEŠ.,PAV.-SANTR.LIET.,ANGL.-BIBLIOGR.:13 PAVAD.-APIE AUT.,P.7:NUOTR.-GAUTA:00 10 28;PRIIMTA:00 12 16.//STOMATOLOGIJA.-2000,T.2,Nr.4,P.7-10. 2000. 4 psl.
96. NARBUTAITĖ J. MILČIUVIENĖ S. 6-7 METŲ MOKSLEIVIŲ,GYVENANČIŲ SKIRTINGĄ GERIAMOJO VANDENS FLURO KIEKĮ TURINČIOSE VIETOVĖSE,DANTŲ FLUROZĖS PAPLITIMAS IR INTENSYVUMAS=PREVALENCE AND SEVERITY OF DENTAL FLUOROSIS AMONG 6-7 YEAR OLD SCHOOLCHILDREN AT VARYING WATER FLUORIDE CONCENTRATIONS.-LENT.,PAV.-SANTR.LIET.,ANGL.-BIBLIOGR.:21 PAVAD.-APIE AUT.,P.11:NUOTR.-GAUTA:00 10 28;PRIIMTA:00 12 15.//STOMATOLOGIJA.-2000,T.2,Nr.4,P.11-14. 2000. 4 psl.
97. VILKINIS V. HORSTED-BINDSLEV P. ŠIDLAUSKAS A. TIESIOGINIS DANTIES PULPOS PADENGIMAS KOMPOZICINĖMIS PLOMBINĖMIS MEDŽIAGOMIS ARBA KALCIO HIDROKSIDO CEMENTU=DIRECT PULP CAPPING WITH AN ADHESIVE SYSTEM OR CALCIUM HYDROXIDE CEMENT:7-AND 70-DAYS CLINICAL RESULTS.-LENT.,PAV.-SANTR.LIET.,ANGL.-BIBLIOGR.:18 PAVAD.-APIE AUT.,P.17:NUOTR.-

- GAUTA:00 10 28;PRIIMTA:00 12 16.//STOMATOLOGIJA.-2000,T.2,Nr.4,P.17-19. 2000. 3 psl.
98. JUNEVIČIUS J. ŽIV IŠRAIŠKA STOMATOLOGIJOJE=MANIFESTATION OF HIV IN DENTISTRY.-LENT.BIBLIOGR.:3 PAVAD.-APIE AUT.,P.26:NUOTR.-GAUTA:00 10 28;PRIIMTA:00 12 11.//STOMATOLOGIJA.-2000,T.2,Nr.4,P.26-30. 2000. 5 psl.
99. KARPAVIČIUS D. RETINUOTŲ DANTŲ PANAUDOJIMAS ATSTATANT DANTŲ EILIŲ DEFEKTUS=EMPLOYMENT OF IMPACTED TEETH IN THE MANAGEMENT OF DENTAL ARCH DEFECTS.-PAV.-BIBLIOGR.:7 PAVAD.-APIE AUT.,P.32:NUOTR.//STOMATOLOGIJA.-2000,T.2,Nr.4,P.32-33. 2000. 2 psl.

## **20.2 Textbooks published by staff.**

1. KELBAUSKAS E. PACAUSKIENĖ I. BAGDONAS E. IKIKLINIKINIAI KARIOLOGIJOS PRAKTIKOS DARBAI/KMA.//K.,1998.-49,[1] P.:ILIUSTR. KAUNAS KMA 1998. 50 psl.
2. SAKALAUSKIENĖ J. ŽEKONIS G. BARKUS M. ANTIMIKROBINĖS PRIEMONĖS STOMATOLOGIJOJE/KMA.//KAUNAS:KMA,1998.-51 P. KAUNAS KMA 1998. 51 psl.
3. MILČIUVIENĖ S. JASULAITYTĖ L. SLABŠINSKIENĖ E. NARBUTAITĖ J. VAITKEVIČIENĖ V. VASILIAUSKIENĖ I. VAIKŲ DANTŲ LIGOS.//K.,1998.-108 P.:ILIUSTR. KAUNAS 1998. 108 psl.
4. GRABLIAUSKIENĖ Ž. BURNECKIS E. GEDRIMAS V. KLINIKINĖ DANTŲ ANATOMIJA:[MOKYMO KNYGA]/KMU ŽMOGAUS ANATOMIJOS K-RAIR TERAPINĖS STOMATOLOGIJOS KLINIKA.//[K.]-1998.-71P.:LENT.,PAV.-BIBLIOGR.:P.71.-VIRŠ.AUT.:Ž.GRABLIAUSKIENĖ,E.BURNECKAS,V.GEDRIMAS. KAUNAS KMU 1998. 71 psl.
5. BASEVIČIENĖ D. JAGELAVIČIENĖ E. JUKNELIENĖ D. PAIPALIENĖ P. PAURAITĖ J. SADŪNAITĖ K. PROFESIONALIOJI BURNOS HIGIENA:[MOKYMO KNYGA]/KMU.//K.KMU,1999.-43 P.:ILIUSTR. KAUNAS K
6. BASEVIČIENĖ N. GLOBIENĖ J. DANTENŲ RECESIJA IR JOS GYDYMAS.ENDO- IR PERIODONTO RYŠYS: [MOKYMO KNYGA].//K.KMU,1999.-18 P.:ILIUSTR. KAUNAS KMU 1999. 18 psl.
7. KUBILIUS R. BENDROSIS PRAKTIKOS GYDytojo STOMATOLOGO REZIDENTŪROS PROGRAMA-DIENYNAS/KMU.STOMATOLOGIJOS FAK. //K., 1999.-32 P. 1999. 32 psl.

8. STROPIENĖ G. SIUDIKIENĖ J. MAČIULSKIENĖ V. IR KT. DANTŲ KARIASAS:(MOKOMOJI KN.)/KMU.//KAUNAS:KMU,1999.-28 P.:ILIUS
9. EVILTIS E. BARANAUSKAITĖ A. GRINIŪTĖ R. VAITKUS E. JUKNEVIČIUS J. VALSTYBINIŲ EGZAMINŲ UŽDUOTYS/KMU.-SČS.8,PAPIL
10. REUMATOLOGIJA.17.HEMATOLOGIJA.//K.:KMU,2000.-67 P.-PARENGĖJAI NURODYTI ANTR.LAPO KT.PUSĖJE. KAUNAS KMU 2000. 67 psl.
11. KELBAUSKIENĖ N. SIUDIKIENĖ J. ŠIUOLAIKINĖS PLOMBINĖS MEDŽIAGOS:[MOKYMO KNYGA]/KMU.//KAUNAS,2000.-60 P.:LENT.,PAV.-BIBLIOGR.:19 PAVAD. KAUNAS KMU 2000. 60 psl.
12. NARBUTAITĖ J. BENDORAITIENĖ E. SLABŠINSKIENĖ E. VASILIAUSKIENĖ I. JASULAITYTĖ L. VAITKEVIČIENĖ V. VAIKŲ STOMATOLOGIJOS VALSTYBINIŲ EGZAMINŲ UŽDUOTYS/KMU, PROFILAKTINĖS IR VAIKŲ STOMATOLOGIJOS KLIN.//KAUNAS,2000.-56 P. 2000. 56 psl
13. MAČIULSKIENĖ V. SIUDIKIENĖ J. CLINICAL CARDIOLOGY:METHODICAL RECOMMENDATIONS TO THE CLINICAL SEMINARS.PART 1:DENTAL CARIES.ETIOLOGY,PATHOGENESIS,PATHOLOGOANATOMY.CLINICAL FEATURES AND DIAGNOSIS.//[KAUNAS]:MEDINFA,2000.-19 P.:ILIISTR. KAUNAS MEDINFA 2000. 19 psl.

### **20.3 Presentations at international meetings.**

1. PACAUSKIENĖ I. BASEVIČENĖ N. PERIODONTO LIGOS PAPLITIMAS 3-6 M.VAIKŲ AMŽIUJE KAUNO MIESTE.//III RESPUBLIKINĖS GYDYTOJŲ REZIDENTŲ IR 50-TOS JUBILIEJINĖS STUDENTŲ MOKSLINĖS DRAUGIJOS KONFERENCIJOS TEZĖS.-K.,1998.-P.124-125. KAUNAS 1998. 2 psl.
2. BUŠAUSKAS K. ŠAKNIES KANALŲ, OBTURUOTŲ SVETIMKŪNIAIS, NECHIRURGINIO GYDYMO PRINCIPAI // TREČIASIS TARPTAUTINIS LIETUVOS PRIVAČIŲ GYDYTOJŲ STOMATOLOGŲ BENDRIJOS SUVAŽIAVIMAS.KETVIRTOJI STOMATOLOGIJOS PARODA,1998 M.GEG.14-17 D.,DRUSKININKAI,LIETUVA.-[DRUSKININKAI],1998.-P.68-69.-LYGIAGR.PAVAD.ANGLŲ K.-YRA TRUMPA AUT.BIOGRAFIJA. DRUSKININKAI 1998. 2 psl
3. NORKUS T. AŠTRAUSKAS T. JANUŽIS G. VIKŠRAITIS S. MICROVASCULAR OR ROTATED FLAPS IN POSTCANCER RECONSTRUCTION // MICROSURGERY. CORFU'98-GREECE,AUG.25-29:4th EFSM CONGRESS AND 14th IMS CONGRESS:ABSTRACT BOOK.-P.90. 1998. 1 psl.



4. TERCIJONAS P. BABICENKO R. THE SURGICAL TREATMENT OF THE INFERIOR PROGNATHIA // JOURNAL OF CRANIO-MAXILLOFACIAL SURGERY.-1998.-VOL.26, SUPPL.1:ABSTRACTS OF THE XIV CONGRESS OF THE EUROPEAN ASSOCIATION FOR CRANIO-MAXILLOFACIAL SURGERY, EACMFS, SEPT.1-5 1998, HELSINKI, FINLAND.-P.190-191. 1998.2 psl.
5. NORKUS T. JANUŽIS G. AŠTRAUSKAS T. VIKŠRAITIS S. DELAYED AND IMMEDIATE RECONSTRUCTION FOLLOWING HEAD AND NECK TUMOR EXCISION.//JOURNAL OF CRANIO-MAXILLOFACIAL SURGERY.-1998.-VOL.26,SUPPL.1:ABSTRACTS OF THE XIV CONGRESS OF THE EUROPEAN ASSOCIATION FOR CRANIO-MAXILLOFACIAL SURGERY,EACMFS,SEPT.1-5 1998,HELSINKI,FINLAND.-P.135. 1998. 1 psl.
6. JUODŽBALYS G. SABALYS G. MORPHOLOGICAL,FUNCTIONAL PROOF OF TRIGEMINAL NEURALGIA (TN) AETRIOPATHOGENESIS AND AETIOPATHOGENETIC TREATMENT.//JOURNAL OF CRANIO-MAXILLOFACIAL SURGERY.-1998.-VOL.26,SUPPL.1:ABSTRACTS OF THE XIV CONGRESS OF THE EUROPEAN ASSOCIATION FOR CRANIO-MAXILLOFACIAL SURGERY,EACMFS,SEPT.1-5 1998,HELSINKI,FINLAND.-P.86. 1998. 1 psl.
7. GUZEVIČIENĖ V. SABALYS G. THE TREATMENT OF TRIGEMINAL NERVE 2nd BRANCH DAMAGE IN CASE OF MAXILLARY SINUS INFLAMMATORY CHANGES.//JOURNAL OF CRANIO-MAXILLOFACIAL SURGERY.-1998.-VOL.26,SUPPL.1:ABSTRACTS OF THE XIV CONGRESS OF THE EUROPEAN ASSOCIATION FOR CRANIO-MAXILLOFACIAL SURGERY,EACMFS,SEPT.1-5 1998,HELSINKI,FINLAND.-P.65. 1998. 1 psl.
8. ŠIDLAUSKAS A. IMPACTION OF MAXILLARY CENTRAL INCISORS.//LATVIJAS PIRMAIS ZOBARSTNIECIBAS KONGRESS:TEZES,1998.GADA 7.UN 8 OKTOBRIS,RIGA.-P.80. 1998. 1 psl.
9. SMAILIENĖ D. THE INFLUENCE OF TREATMENT TIMING ON FUNCTIONAL APPLIANCES EFFECTS.//LATVIJAS PIRMAIS ZOBARSTNIECIBAS KONGRESS:TEZES,1998.GADA 7.UN 8 OKTOBRIS,RIGA.-P.78. RIGA 1998. 1 psl.
10. GUZEVIČIENĖ V. SABALYS G. ARTIFICIAL MAXILLARY SINUS FISTULA IN TREATMENT OF THE SECOND TRIGEMINAL BRANCH INJURY.//LATVIJAS PIRMAIS ZOBARSTNIECIBAS KONGRESS:TEZES,1998.GADA 7.UN 8 OKTOBRIS,RIGA.-P.73. RIGA 1998. 1 psl.

11. BOJARSKAS S. TREATMENT PRINCIPLES OF TMJ DISORDERS // LATVIJAS PIRMAIS ZOBARSTNIECIBAS KONGRESS: TEZES,1998.GADA 7.UN 8 OKTOBRIS, RIGA.-P.55. RIGA 1998. 1 psl.
12. GAIDYTĒ A. NEED AND DEMAND FOR ADJUNCTIVE ORTHODONTIC TREATMENT IN LITHUANIA.//LATVIJAS PIRMAIS ZOBARSTNIECIBASKONGRESS:TEZES,1998.GADA 7.UN 8 OKTOBRIS,RIGA.-P.49. 1998. 1 psl.
13. ŽEKONIS G. POŠKIENĒ R. SAKALAUŠKIENĒ J. ŽEKONIS J. BACTERIAL TOXIN INDUCES A RELEASE OF PROTEOLYTIC ENZYMES FROM THE NEUTROPHIL LEUKOCYTES OF BOTH HEALTHY AND PARODONTITIS PATIENTS.//ALLERGY.-1998.-VOL.53, SUPPL.43, SUPPL.:EAACI'98: THE ANNUAL MEETING OF THE EUROPEAN ACADEMY OF ALLERGOLOGY AND CLINICAL IMMUNOLOGY:[ABSTRACTS],BIRMINGHAM,U.K.,JUNE 21-26,1998.-P.18,ABSTRACT N P 013. 1998. 1 psl.
14. VILKINIS V. HORSTED-BINDSLEV P. BÆLUM V. CLINICAL STUDY OF MOLAR COMPOSITE AND "OPEN SANDWICH".//J.DENTAL RES.-1998.-VOL.77,SPEC.ISSUE B:ABSTRACTS OF PAPERS OF 76TH GENERAL SESSION OF THE IADR,JUNE 24-27 1998,NICE,FRANCE.-P.953.-NABSTR.2571. NICE 1998. 1 psl.
15. LUKOŠIŪNAS A. ORTOPANTOMOGRAFIJA VEIDO IR ŽANDIKAULIŲ CHIRURGIJOJE.//III RESPUBLIKINĖS GYDYTOJŲ REZIDENTŲ IR 50-TOS JUBILIEJINĖS STUDENTŲ MOKSLINĖS DRAUGIJOS KONFERENCIJOS
16. ŠADZEVIČIENĒ R. JUKNELIENĒ D. BURNOS ERTMĖS GLEIVINĖS KANDIDOZIŲ DIAGNOSTIKA IR GYDYMO PRIEMONIŲ ĮVERTINIMAS.//IV-OSIOS LIETUVOS GYDYTOJŲ REZIDENTŲ MOKSLINĖS KONFERENCIJOS PRANEŠIMŲ TEZĖS,KAUNAS,1999 M.BAL.MĖN.23 D.-K.,1999,P.78-79. KAUNAS 1999. 2 psl.
17. KARPAVIČIUS D. ILGALAIKIS LĖTINIŲ VIRŠUNINIŲ PERIODONTITŲ GYDYMAS KALCIO HIDROKSIDO PREPARATAS.//IV-OSIOS LIETUVOS GYDYTOJŲ REZIDENTŲ MOKSLINĖS KONFERENCIJOS PRANEŠIMŲ TEZĖS,KAUNAS,1999 M.BAL.MĖN.23 D.-K.,1999,P.37-38. 1999. 2 psl.
18. KELBAUSKAS E. ENDODONTIŠKAI GYDYTŲ DANTŲ ATSTATYMAS.//IV-OSIOS LIETUVOS GYDYTOJŲ REZIDENTŲ MOKSLINĖS KONFERENCIJOS PRANEŠIMŲ TEZĖS,KAUNAS,1999 M.BAL.MĖN.23 D.-K.,1999,P.38. 1999. 1 psl.
19. PETRAUSKIENĒ A. ZABORSKIS A. VAITKEVIČIENE V. THE NETWORK OF HEALTH PROMOTING KINDERGARTENS IN KAUNAS,LITHUANIA.//EFFECTIVENESS AND QUALITY OF HEALTH PROMOTION-BEST PRACTICES:4th EUROPEAN IUHPE CONFERENCE:ABSTRACTS,16-19 MAY 1999,FINLAND,HELSINKI;ESTONIA,TALLINN.-P.89-90. 1999. 2 psl.

20. MAČIULSKIENĖ V. KLINIKINĖ IR RENTGENOLOGINĖ DANTŲ ĖDUONIES DIAGNOZĖ:SLAPTASIS ĖDUONIS.-(PRANEŠIMŲ TEZĖS).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.265. 1999. 1 psl.
21. VIKINIS V.\* HORSTED-BINDSLEV P. BÆLUM V. KLINIKINIS KOMPOZICINIŲ IR STIKLOJONOMERINIO CEMENTO PLOMBŲ TYRIMAS "ATVIRO SUMUŠTINIO" TECHNIKA DIDELĖSE II KLASĖS KRŪMINIŲ DANTŲ ERTMĖSE.-(PRANEŠIMŲ TEZĖS).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SĄJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.265-266. 1999. 2 psl.
22. GAIDYTĖ A. PAGALBINIO ORTODONTINIO PAKRYPUSIŲ KRŪMINIŲ DANTŲ GYDYMO REIKALINGUMAS.-(PRANEŠIMŲ TEZĖS).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SAJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.267. 1999. 1 psl.
23. GRYBAUSKAS S. STEPONAVIČIUS V. DANTŲ EILIŲ DEFEKTŲ ATSTATYMAS PANAUDOJANT POANTKAULINIUS IMPLANTATUS.-(PRANEŠIMŲ TEZĖS).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SĄJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.270-271. 1999. 2 psl.
24. STROPIENĖ G. DANTŲ KARIASAS AR ĖDUONIS?-(PRANEŠIMŲ TEZĖS).//MEDICINA.-1999,T.35,PR.4:PENKTASIS LIETUVOS STOMATOLOGŲ SĄJUNGOS SUVAŽIAVIMAS.ANTRASIS TARPTAUTINIS STOMATOLOGŲ KONGRESAS,1999 BIRŽ.23-26 D.,P.272. 1999. 1 psl.
25. BALČIŪNIENĖ I. MILČIUVIENĖ S. DENTAL CARIES PROPHYLAXIS PROGRAM.//INTERNATIONAL JOURNAL OF PAEDIATRIC DENTISTRY.-1999,VOL.9,SUPPL.1:ABSTRACTS OF THE 17th CONGRESS OF THE IAPD,LONDON,2-4 SEPT.1999,P.70,ABSTRACT N 28.13. 1999. 1 psl.
26. NARBUTAITĖ J. MILČIUVIENĖ S. LARSEN M.J. PREVALENCE AND SEVERITY OF DENTAL FLUOROSIS AMONG 15-YEAR-OLD LITHUANIAN CHILDREN IN LOW AND HIGH FLUORIDE AREAS.//THE 82nd ANNUAL MEETING OF NOF,NAANTALI,FINLAND,20-22 AUG.,1999 IN CONJUNCTION WITH THE MEETING OF SWEDISH ASSOCIATION OF PREVENTIVE DENTISTRY,19-20 AUG.,1999:PROGRAMME AND ABSTRACTS,P.49,ABSTRACT

27. VILKINIS V. UNIVERSALUS ŠIUOLAIKINIŲ KOMPOZITŲ PANAUDOJIMAS-AR VISUOMET RACIONALUS!? //STOMATOTOGŲ RESPUBLIKINĖ KONF.,2000 M.GEG.12-13 D.,NIDA. 2000. 1 psl.
28. SIUDIKIENE J. PETKEVIČIENĖ J. SOCIODEMOGRAPHIC VARIATIONS IN ORAL HYGIENE AMONG LITHUANIAN ADULT POPULATION.//FROM MOLECULES TO PUBLIC HEALTH:IEA EUROPEAN REGIONAL MEETING:PROGRAMME AND ABSTRACTS,KAUNAS,LITHUANIA,AUGUST 24-26,2000.-P.79. 2000. 1 psl.
29. JANUŽIS G. GOLD IMPLANTS OF NEW SHAPE FOR THE TREATMENT OF FACIAL PARALYSIS.//J.CRANIO-MAXILLOFACIAL SURGERY.-2000,VOL28,SUPPL.3:XV CONGRESS OF THE EUROPEAN ASSOCIATION FOR CRANIO-MAXILLOFACIAL SURGERY,5-9 SEPT.2000,EDINBURGH:[ABSTRACTS].-P.233. 2000. 1 psl.
30. NORKUS T. JANUŽIS G. MARCINKEVIČIUS E. MATULEVIČIUS A. CITVARAS R. AŠTRAUSKAS T. THE LAST CHANGE:MICROSURGICAL RECONSTRUCTION IN UNUSUAL DEFECTS THE HEAD AND NECK.//J.CRANIO-MAXILLOFACIAL SURGERY.-2000,VOL28,SUPPL.3:XV CONGRESS OF THE EUROPEAN ASSOCIATION FOR CRANIO-MAXILLOFACIAL SURGERY,5-9 SEPT.2000,EDINBURGH:[ABSTRACTS].-P.186. 2000. 1 psl.
31. MAČIULSKIENĖ V. RICHARDS A. NYVAD B. BAEUM V. EFFECT ON CARIES OF SUPERVISED RINSING WITH WATER AFTER BRUSHING WITH FLUORIDE TOOTHPASTE.//CARIES RESEARCH.-2000,VOL.34,N.4:ABSTRACT. 2000. 1 psl.
32. SIUDIKIENĖ J. MAČIULSKIENĖ V. NEDZELSKIENĖ I. ORALHEALTH IN LITHUANIAN DIABETIC CHILDREN:A PILOT STUDY.//4th JOINT MEETING CONTINENTAL EUROPEAN AND SCANDINAVIAN DIVISIONS OF THE INTERNATIONAL ASSOCIATION FOR DENTAL RESEARCH:PROGRAMME AND ABSTRACTS,24-27 AUGUST 2000,WARSAW,POLAND.-P.188,ABSTR.No.199. 2000. 1 psl.
33. EIVAITĖ R. KELBAUSKIENĖ S. PERIOCHIRURGINIO GYDYMO, TAIKANT ANTIUBAKTERINIUS PREPARATUS IR NETAIKANT ANTIBAKTERINIO GYDYMO,GIJIMO REZULTATŲ ANALIZĖ.//STUDENTŲ IR JAUNŲJŲ MOKSLININKŲ MOKSLINĖ KONFERENCIJA 2000 METAI.-KAUNAS,2000.-D.1.-P.34-35. 2000. 2 psl.
34. SMAILIENĖ D. LOCALIZATION OF IMPACTEDMAXILLARY CANINESBY ORTHOPANTOMOGRAPH AND PALPATION.//STOMATOLOGIJA.-2000,T.2,Nr.3:BALTIJOS ŠALIŲ ORTODONTŲ ASOCIACIJOS I-OJO KONGRESOTEZĖS=ABSTRACTS OF THE 1st CONGRESS OF BALTIC ORTHODONTIC ASSOCIATION,P.5. 2000. 1 psl.

35. GAIDYTĖ A. ADJUNCTIVE ORTHODONTIC TREATMENT.THE EFFECT OF PERMANENT LOWER FIRST MOLAR LOSS ON THE DENTITION ANDPERIODONTIUM.//STOMATOLOGIJA.-2000,T.2,Nr.3:BALTIJOS ŠALIŲ ORTODONTŲ ASOCIACIJOS I-OJO KONGRESO TEZĖS=ABSTRACTS OF THE 1st CONGRESS OF BALTIC ORTHODONTIC ASSOCIATION,P.5. 2000. 1 psl.
36. DAMUŠIENĖ R. OCCLUSION IN FUNCTION.//STOMATOLOGIJA.-2000,T.2,Nr.3:BALTIJOS ŠALIŲ ORTODONTŲ ASOCIACIJOS I-OJO KONGRESO TEZĖS=ABSTRACTS OF THE 1st CONGRESS OF BALTIC ORTHODONTIC ASSOCIATION,P.5. 2000. 1 psl.
37. SMAILIENĖ D. TREATMENT OF IMPACTED MAXILLARY CANINE.//MAXILLOFACIAL DEFORMITIES:MULTIDISCIPLINARY APPROACH:THE VI JOINT SYMPOSIUM ROSTOCK-RIGA:PROGRAMME,ABSTRACTS OF PAPERS,LIST OF PARTICIPANTS:RIGA-LATVIA,MAY 25-28,2000,P.32. 2000. 1 psl.
38. BOJARSKAS S. THE METHOD OF TMJ DYSFUNCTION SURGICAL REATMENT.//MAXILLOFACIAL DEFORMITIES:MULTIDISCIPLINARY APPROACH:THE VI JOINT SYMPOSIUM ROSTOCK-RIGA:PROGRAMME,ABSTRACTS OF PAPERS,LIST OF PARTICIPANTS:RIGA-LATVIA,MAY 25-28,2000,P.35. 2000. 1 psl.
39. JUODŽBALYS G. DENTAL IMPLANTOLOGY AND GUIDED BONE REGENERATION.//MAXILLOFACIAL DEFORMITIES:MULTIDISCIPLINARY APPROACH:THE VI JOINT SYMPOSIUM ROSTOCK-RIGA:PROGRAMME,ABSTRACTS OF PAPERS,LIST OF PARTICIPANTS:RIGA-LATVIA,MAY 25-28,2000,P.42. 2000. 1 psl.
40. SAKAVIČIUS D. BOJARSKAS S. THE TREATMENT OF COMPLICATED ORBITAL TRAUMA.//MAXILLOFACIAL DEFORMITIES:MULTIDISCIPLINARY APPROACH:THE VI JOINT SYMPOSIUM ROSTOCK-RIGA: PROGRAMME, ABSTRACTS OF PAPERS, LIST OF PARTICIPANTS:RIGA-LATVIA,MAY 25-28,2000,P.46. 2000. 1 psl.
41. GUZEVIČIENĖ V. DIAGNOSIS AND TREATMENT OF DENTAL NEURAL PLEXUS INFLAMMATION (DNPI).//MAXILLOFACIAL DEFORMITIES:MULTIDISCIPLINARY APPROACH:THE VI JOINT SYMPOSIUM ROSTOCK-RIGA:PROGRAMME,ABSTRACTS OF PAPERS,LIST OF PARTICIPANTS:RIGA-LATVIA,MAY 25-28,2000,P.49. 2000. 1 psl.
42. KOPUSTINSKIENĖ D.M. SLABŠINSKIENĖ K. TOLEIKIS A. DIRECT EFFETTS OF DIAZOXIDE ON MITOCHONDRIAL ENERGY METABOLISM.//THE FASEB JOURNAL.-2000,VOL.14,N 8,MAY 11:JOINT MEETING WITH ABSTRACTS,BOSTON,MASSACHUSETTS,JUNE 4-8,2000,P.A1417,ABSTR.N 604. 2000. 1 psl.

## 20.4 Grants received

1993-1994	<b>Nordic Council of Ministers</b> Postgraduate studies and research (Vita Maciulskiene ,Aarhus University, Royal Dental College, Denmark )	10.000 USD
1993-1994	<b>Nordic Council of Ministers</b> Postgraduate studies and research (Valdas Vilknis ,Aarhus University, Royal Dental College, Denmark )	10.000 USD
1994	<b>European Training Foundation</b> TEMPUS PHARE Staff retraining and updating (A.Sidlauskas , Aarhus University, Royal Dental College, Denmark )	2.470 ECU
1995	<b>Nordic Council of Ministers</b> Postgraduate studies and research  (Juliija Narbutaite,Aarhus University, Royal Dental College, Denmark )	10.000 USD
1995	<b>Council of the European Orthodontic Society</b> Competence development in Orthodontics and research (A.Sidlauskas, Turku University, Finland)	3.000 USD
1995-1996	<b>Nordic Council of Ministers</b> Postgraduate studies and research (Ingrida Pacauskienė,Aarhus University, Royal Dental College, Denmark )	10.000 USD
1995-1996	<b>Nordic Council of Ministers</b> Postgraduate studies and research (Zivile Grabliauskiene ,Aarhus University, Royal Dental College, Denmark )	10.000 USD
1996	<b>Government of Denmark</b> Caries prevention program development (Simona Milciuviene)	1.000 USD
1996-2000	<b>Ministry of Health of Lithuania</b> National caries prevention program for children	110.000 Litai

1998-2000	<b>National Fundation for Studies and Research of Lithuania</b>  Research of biomechanical systems in medicine	60.000 Litai
1999 - 2001	<b>Nordic Council of Ministers</b>  Postgraduate education and research (Dalia JuknelienėUniversity of Bergen, Norway)	30.000 USD
2000	<b>New York University ,Dental faculty</b>  Postgraduate education and research (Lina Jasiulaityte,Egle Slabsinsiene )	1.500 USD
2000	<b>National Fundation for Studies and Research of Lithuania</b>  Research study in Orthodontics (Dalia Smailiene)	1.000 USD

## **Section 21: QUALITY DEVELOPMENT OR CONTINUOUS IMPROVEMENT**

### Introduction

Quality development is based on continuous evaluation of all the component parts of the curriculum – the staff, the course content and the student progress. Quality development is focused on 1)education, 2)research, 3)dental care.

### Aims

- To train academic and clinical oral health staff.
- To teach modern dental technology, promote good practice and enable remedial action.
- To identify strengths and weaknesses; to rectify weaknesses and reward strengths.

### Implementation

- Lectures, seminars and courses with local and foreign teachers and lecturers are organized periodically for staff, postgraduates and undergraduates.
- Local and international meetings, conferences and congresses are organized.
- Teaching staff members attend the international scientific meetings, conferences, congresses and courses abroad.
- A number of the staff have had and have postgraduate training abroad.
- Teaching and research staff meet periodically to discuss curriculum, educational philosophy, teaching and assessment methods.
- Staff members have a close collaboration with the following universities:
  - NY University, College of Dentistry (USA)
  - University of Aarhus, Royal Dental College (Denmark)
  - University of Wales, College of Medicine, Dental School (UK)
  - University Aristotle of Thessalonica (Greece)
  - University of Turku (Finland)
  - German Institute for Continuing Dental Studies, Karlsruhe (Germany)
  - University of Goteborg (Sweden)

### Evaluation

- Every 5 years teaching staff undergoes attestation carried out by University Attestation Board. Teaching activities, research work and publications are assessed.
- A continuous evaluation of teaching staff is obtained by the student responses in special questionnaires. Second – fifth year students once a year fill the questionnaires evaluating different disciplines – lectures, literature, teaching methods, practical course, etc. These questionnaires are anonymous and important source of information. This helps to give better education for our students. Their judgements can influence the study programme.



## **Section 22: VISITORS EXECUTIVE SUMMARY ON THE SCHOOL**

David McGowan (Chairman)  
Anne Wolowski (Rapporteur)  
Anders Wanman  
Lassi Alvesalo  
Mark Brennan

First of all, the visitors would like to thank Antanas Sidlauskas for his initiative in taking part in the DentEd-Project and for all his hard work. We appreciate having been asked to visit the Faculty of Stomatology, the members of which were most kind and hospitable to us throughout the visit. We are pleased to have had the chance to be given an insight into the traditions of the country and of the university. The information provided in advance in the detailed self-assessment report was an enormous support to our understanding of the situation of the faculty.

We had informative discussions with a very active and dedicated staff and discerning and constructively critical students, as well as with the Dean, the Vice–Dean, the Medical Director of the Kaunas University Hospital and the Rector of the University. Against the background of the profound political and social changes of the last ten years in Lithuania the openness of all these people is the most important guarantee of future changes and development. The faculty is set on a good course with excellent and dedicated staff members and motivated students.

Medical education in Kaunas began in 1922 and from the beginning stomatological education was part of the university curriculum. Today the Faculty of Stomatology relates to the Kaunas Medical University in a similar way to many dental schools in Western Europe, though the precise financial relationship between the Faculty and the University was not completely clear to us. The medically based tradition of Stomatology is an obvious and strong educational influence, and the acceptance of dentists trained in the present course, by those trained as stomatologists, and even more importantly their distinction from the former “dentists” with only a partial training, is of great importance for the whole profession and particularly so for the graduating students. There is no doubt of the commitment of all to the new-style training but we believe that more explicit definition of educational aims and objectives would assist its implementation and development.

## CONCLUSIONS

The conclusions drawn by the visiting team are listed under the following headings: - staff, facilities, curriculum, clinics, postgraduate courses and assessment methods.

### Staff

The visitors were very impressed by the staffs` commitment and self-discipline. Their working day is long and arduous and includes time in private practice, which is necessary to augment their salaries to an acceptable level. There was noticeably good teamwork between the members of the staff and a good relationship with the students. In proportion to the large class size, and considering all the conflicting pressures on their time, it seemed to us that the number of staff was minimal and should be increased. The visitors recognised efforts to conduct research at a high level despite relatively poor facilities and a lack of library support. Representation at international meetings and publication in international journals has been very limited and it is obvious that there is an urgent need for more foreign contact. While we understand that financial difficulties contribute to this relatively isolated position, we know that help is available on a personal basis once contacts are built up. During the phase of EU accession status in Lithuania we believe that funds may well become more available, and indeed the funding of our visit is an example. Every opportunity of exchange for staff and students should be encouraged. Most western Universities see international contact as part of their educational mission and are likely to be supportive.

Investment in other aspects of staff development would be profitable, and particularly exposure to contemporary educational ideas and techniques. Even short courses by visiting experts can transform attitudes and fire enthusiasm for further curriculum change and improvement of courses.

It should also be possible to attract international meetings to Lithuania. These congresses are normally well supported by the dental supply industry and bring overseas colleagues into contact with a wider group of local participants.

### Facilities

Some of the modernised facilities -especially the best of the clinics in Orthodontics and paedodontics -are excellent. by any international standard, and we have no doubt that the staff are aiming at the best in their planning. However some of the older clinics in prosthodontics and in Oral Surgery, for example, fall far short of even an acceptable level –though we were told that the latter is to be replaced very soon.

The location of the clinical facilities in separate clinics housed in separate buildings is disadvantageous for patients' treatment, because it is difficult to organise interdisciplinary consulting, and for students, because learning based on their patients' clinical problems and their comprehensive treatment is impeded. There is also a tendency for treatment plans to be unduly weighted towards the interests of particular specialists.

In relation to the size of the student cohorts, there is a shortage of units, though we commend the intensive utilisation of the clinics by intelligent scheduling and maximising hours of availability.

The office for international exchange programmes is very well equipped and organised but it seems that availability of its services is not sufficiently well known to dental students.

There is a major shortage of textbooks and journals for the students in all disciplines in the library. The facilities of the main medical library are old and the main problems are separation from the clinical facilities, which limits easy access; the short opening hours (Monday to Friday -7.00 p.m.), which makes literary research impossible after a working day; lack of international literature and poor access to up-to-date journals, abstracts and books.

We believe that establishing contacts with publishers and authors and negotiating sample copy arrangements could be productive. The market for professional and scientific publications in Lithuania has great growth potential and access to it should be an attraction to commercial publishers. In the meantime informal personal arrangements with colleagues in western Europe and the USA, should be fully exploited and would be another potential profit from increased foreign contact.

The information technology facilities are at a reasonable level. However, in relation to the number of staff and students, the number of PCs is very limited. Again the service should be available after 7.00 p.m. and at weekends.

## **Clinics**

It is obvious that there are a great number of patients especially in the oral surgical department. This clinic is so busy all the time that pressure on the staff to cope makes it difficult to delegate treatment to inexperienced learners. The cramped conditions with lack of privacy and juxtaposition of consultation and potentially distressing surgical treatment would be considered intolerable in most centres. As the risk of cross-infections in highly frequented departments is alarming, the treatment areas should be separated from the waiting areas.

In contrast, there is a lack of patients in the department of prosthodontics, although it seems that there is a great treatment need in Lithuania. There is a financial disincentive to patients who would benefit from treatment, which also affects the other restorative disciplines. The visitors understand that the patient's share of the

cost, for example for prosthetic work, is very high. If charges were reduced, or even better were abolished and free treatment offered for those willing to be treated by students under supervision, the benefits to teaching at both undergraduate and postgraduate levels would be enormous. This is the system in place in most of our schools. The gain would far outweigh any loss of revenue, especially if the administrative costs of collection are taken into account.

It was disappointing to note that conscious sedation is regarded as the exclusive province of the anaesthetists and that dentists are therefore denied the opportunity to learn and practice these useful techniques

### **Postgraduate Courses**

The variety of postgraduate courses available was admirable though it must be a major burden on staff. The different courses gives the recent graduates the opportunity to deepen their practical and theoretical knowledge in the dental speciality of their choice but the visitors agree with the postgraduate students that the length of the courses is too short. Minimum training periods of at least three years are now the European and International standard, since there must be sufficient time for thorough study of fundamentals, critical appreciation of innovations and cumulative specialist experience. The use of input from visiting international experts would supplement training and it could help to prepare the way for participation in exchange programmes, like for example those in the EU Erasmus programme. As the postgraduate courses are also the precursor of the PhD programmes the students should be introduced to self-directed research. Some training and involvement in teaching would also be an advantage. Again it would be helpful to define clearer statements of aims and objectives and for trainees to keep a logbook recording their clinical and academic work.

### **Assessment Methods**

The combination of different assessment methods is good practice but examinations, especially the final qualifying examination seem to us to be too informal and too subjective. We were told, for example, that assessment of clinical competence in the final exams depends entirely on the judgement of the teacher who supervises the student's work over the whole semester. Appointment of external examiners might remedy this and would help to ensure fairness and an internationally comparable standard. External examiners also have an additional duty to comment on the curriculum and to make suggestions for improvement.

### **Curriculum**

The visitors acknowledge the determined efforts to adjust the curriculum to international standards and the achievements which have been made. Political subjects, which during the Soviet era were obligatory, have been cancelled and we welcome the inclusion of subjects such as linguistics, ethics and philosophy, taught as a necessary foundation for the development of ethical professional practice in a free society.

Students can already decide between elective courses and so choose their own focus to some extent, but the generally rather rigid and didactic style of education could usefully be modified to give more scope for individual learning and the acquisition of the skills of finding, analysing, and using information. This would add more interest, and perhaps even excitement to the course and should be welcomed by the students. We were struck by how many of the elective courses were more attractive and in our view more relevant than the compulsory courses, some of which we found to be excessive in content and detail. We would suggest a further shift of emphasis in timetabling. Evidence-based-learning and treatment in the strict sense do not yet prevail and it will be a long time before the necessary information infra-structure for full development of this approach is in place. However considering that the faculties of biological sciences, microbiology and biochemistry are so closely located and related to each other further progress in horizontal (within year) and vertical (across year) integration should be achievable by reorganisation of existing resources.

We suggest the introduction of a student logbook which would provide a framework for the development of clinical skills from phantom head work on through the student's clinical practice. We felt that at present there is a lack of coherence and definition of learning goals. The listing of required tasks and a definition of minimum acceptable experience would help students understand what is expected of them and help to expose gaps which can then be addressed in a less random way than we believe to be the case at present.

While most schools have greatly reduced the time students spend on dental technical work we were surprised to find that in Kaunas there was none at all. We think that some well planned dental laboratory experience would help the students become more understanding and insightful prescribers in their future practice. The dentist provides the models for the dental technician and should therefore know what has to be taken into account from his point of view. If a dental technology course is placed in the first or second year, a secondary advantage is the early introduction to relevant detailed manual skills, and even sometimes the identification of those with very poor manual ability at a stage when a change of career is still feasible.

### **Biological sciences**

It was good to find that there are dedicated courses for dental students but it seems that nevertheless there are too few oral health related topics and too much general medicine.

In physics and informatics there is an attempt to introduce PBL and give an insight into the use of the Internet and the use of statistical methods.

The microbiology and biochemistry courses are well organised with text-books in Lithuanian written by the teachers. The topics of the elective courses are exactly the special dental topics which we believe should be part of the basic course.

### **Pre-clinical Sciences**

The pre-clinical basic science departments are strong and traditionally organised and there is a wealth of protected anatomical material. There seems still to be an emphasis on comprehensiveness which may exceed the needs of the dental students. For example there is no apparent reduction in the scope of anatomy taught so areas are included which are of no practical relevance in dentistry.

### **Paraclinical Sciences and Human Disease**

Similar comments can be made about these courses, many of which are comprehensive and are taught by experienced and enthusiastic staff. However we feel there is scope for further streamlining and concentration on basic principles, along with more emphasis on giving students the opportunity to follow-up in depth topics of particular interest to them. A 'core and options' approach would be worth considering.

The exclusive referral of patients with malignant diseases into a discreet oncology service to which the students have little exposure seemed to us to risk neglect of an important area. An understanding of the important role of the dental profession in early recognition of oral lesions and in the supportive treatment of cancer sufferers is a vital part of their training.

### **Clinical Dental subjects**

Overall we were impressed with the standard of instruction being achieved. In some areas it was excellent, and it is no coincidence that these were the newest and best-equipped clinics. There was a sense of well-directed industry and valiant efforts were being made to overcome difficulties presented by outdated facilities. We found the dispersal of the clinics in different buildings to be a particularly tiresome feature and one which none of us have to contend with. Even in schools housed in a single building we have problems in integrating clinical instruction as must be achieved to lay a proper foundation for integrated practice.

We found little emphasis on the study of occlusion and did not see any semi- or fully-adjustable articulators in use. The problems of patients presenting with Temporomandibular Pain and Dysfunction seemed also to receive little attention.

### Overall summary of the strengths and weaknesses

Strengths	Weaknesses
Good course Motivated staff and students Openness Supportive scientists and clinicians Good range of clinical practice Successful management of change Efforts of participation in EU-programmes The best facilities are excellent Strong medical tradition Active curriculum review Wide range of postgraduate programmes	Lack of access to up-to-date literature Shortage of material and facilities for research Absence of teacher training and staff development Lack of international presentation and contact Patient charges for treatment Separation of clinics Inadequate cross-infection control protocols The worst facilities are very poor Lack of explicit curriculum aims and objectives No course in dental technology Lack of definition of dental professional roles Postgraduate programmes are too short

### Suggestions

- Abolish patient charges
- Improve the poor library resources
- Support staff in teaching and research
- Organise 'Teaching the teachers' courses
- Continue curriculum development and review
- Define and share educational aims and objectives
- Extend postgraduate training programmes to three years
- Maximise international contact
- Work towards evidence-based teaching/learning/clinical practice and problem based learning

## Commentary of the members of the Faculty concerning the visitor comments

- *“.....lack of international literature and poor access to up-to-date journals, abstracts and books.”*

Some clinics (Clinic of Orthodontics and Pediatric dentistry) has collection of main textbooks, books and professional journals starting from 1960 and are subscribing them now.

- *“....., the treatment areas should be separated from the waiting areas.”*

The treatment areas are separated from the waiting areas in all Clinics. The major part of the treatment areas also are separated from each other ,except in the Clinics of Prosthodontics and Oral surgery.

- *“In contrast, there is a lack of patients in the department of prosthodontics, although it seems that there is a great treatment need in Lithuania. There is a financial disincentive to patients who would benefit from treatment, which also affects the other restorative disciplines. The visitors understand that the patient’s share of the cost, for example for prosthetic work, is very high. If charges were reduced, or even better were abolished and free treatment offered for those willing to be treated by students under supervision, the benefits to teaching at both undergraduate and postgraduate levels would be enormous. “*

Actually there are a lot of patients, but the problem is with the patients for students ,who needs expensive restorative treatment : implants, large metal ceramic restorations and etc.

- *“... the visitors agree with the postgraduate students that the length of the courses is too short. Minimum training periods of at least three years are now the European and International standard, since there must be sufficient time for thorough study of fundamentals, critical appreciation of innovations and cumulative specialist experience.”*

The duration of the all postgraduate programs is 3 years starting from September 2001 – thanks to DentEd !

- *“ Appointment of external examiners might remedy this and would help to ensure fairness and an internationally comparable standard. External examiners also have an additional duty to comment on the curriculum and to make suggestions for improvement.”*



Final exam for the postgraduate programs always has appointed external examiners , usually from Vilnius university but not from abroad , because the exam's are in Lithuanian language.

- *“While most schools have greatly reduced the time students spend on dental technical work we were surprised to find that in Kaunas there was none at all. “*

Yes, we do not have separate course , but the dental technical work is organized so, that students perform some procedures in the dental technical laboratory ,when they are studying different types of prostheses : removable, cast crowns and etc. In the course of Orthodontics they are fabricating lingual arch and transpalatal arch by themselves in the laboratory.

- *“Absence of teacher training and staff development “*

There are PhD programmes for the new staff members and requirement for every staff member to collect 200 hours of continuing education per 5 years

- *“Inadequate cross-infection control protocols”*

May be in some Clinics

- *“No course in dental technology”*

May be limited or too short

- *Postgraduate programmes are too short*

From September 2001 all programmes 3 years

- *“Extend postgraduate training programmes to three years”*

3 year programmes start from September 2001