

Stomatology

One step Educational Program

Faculty of Medicine and Stomatology

Degree awarded: Doctor of Dental Medicine (DDM)

Head of the Program: Professor Manana Ustiashvili



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General Content of the Educational Program

Program Title	Stomatology
Education Level	One – Step Educational Program
Qualification Degree	Doctor of Dental Medicine (DDM)
Study Duration	5 Years
Study Duration	300 ECTS credits (1 ECTS credit - 30 hours)
Instructional language	English
Tuition Fee	7000 USD, 10000 GEL for citizens of Georgia

Preamble

Dentistry (Stomatology) also known as Dental or Oral Medicine is considered as one of the most important directions of Medicine and health care. That consists of the study, diagnosis, prevention of disease, disorders and conditions of the oral cavity. Stomatology is not limited to dentition, but also the oral mucosa and of adjacent and related structures/ tissues, such as maxillofacial area and craniofacial complex. It aims at protecting the oral cavity, to maintain and improve human health as a whole. All the above-mentioned can be achieved only by providing medical/dental education according to the international standards that require development of educational program (and curriculum) based on the modern, latest information of the field and envisaging the demands of the society.

Requirements/Pre-requisites prior to the program

Persons who have a high school or equivalent education and have passed the Unified National Admission Exams and are in possession of the relevant certificate are eligible for admission to the program. Also, admission requirements include results from Unified National Admission Exams, in prioritized subjects with their appropriate grades predetermined by the university. The required grade for English language for Georgian citizens is >60%, in Georgian language, and in Biology, Chemistry, Physics and Mathematics – >45%.

The right to study without passing Unified National Exams on the program is determined by the Law on Higher Education - Article 52. Paragraph 3. Specifically:

Due to supporting prospective students and students' needs formability, studying in educational institutions without passing Unified National Exams is governed by the regulations of the Ministry of Education and Science of Georgia in a predetermined period. Students eligible for National Exam waiver must belong to one of the following groups:

- a. Foreign citizens and non-citizens who have received full high school or equivalent education abroad.
- b. Georgian citizens who have received full high school or equivalent education abroad and completed the last 2 years in a foreign, English Speaking country.
- c. Persons who study/studied and have accumulated ECTS credits from a foreign country's high educational institution recognized in accordance with the legislation of the country.

Enrolling in the program through the mobility process is permitted after the completion of one academic year of study. Mobility is possible twice a year, in the periods established by the Ministry of the Education and Science of Georgia, compulsory procedures approved by the Act of the Director of National Centre for Educational Quality Enhancement and in accordance with the rules established by the University.

Main Characteristics of the program

- ✓ The language of instruction in the program is English, which significantly enhances the degree of international competitiveness of the graduate;
- ✓ The program includes elements of horizontal and vertical integration between the disciplines.
- ✓ The profile component of the program is characterized by a spiral of development: from theoretical, introductory courses to the independent implementation of the practical component (within the scope of competence and under supervision)
- ✓ The volume and depth of the field training courses gradually increase
- ✓ The program includes a research component that provides the student with the development of scientific research skills.
- ✓ Development of clinical skills, medical ethics and professionalism of the student at the preclinical stage is provided by the training course "Patient, Physician and Society"
- ✓ The program uses modern methods for teaching-learning and assessment, such as PBL CBL, CBL (teaching-learning methods), as well as OSPE, OSCE, exam with simulated patient (assessment methods).
- ✓ A student-centered approach primarily serves to establish the student as a professional. To this end, formative assessment of the student is placed a great emphasis in each course. For the same purpose, a student portfolio has been introduced in the program, where student achievements will be recorded from the very first semester.

- ✓ Strong and structured supporting system for students- course coordinators institute is functioning in the university: course coordinator helps the student in the process of adapting to the academic environment, solving problems related to academic issues, advising on career development, etc.
- ✓ Extracurricular activities are planned to encourage the students, both in Georgia and abroad. The main goal of these projects will be to introduce KWIU students to the medical/dental education and healthcare systems of different countries.

Objectives of the program

One-step educational program for Doctor of Dental Medicine is designed to prepare a highly qualified, competitive, Doctor of Dental Medicine with the competence relevant to modern requirements. In other words, the program aims to equip graduates with knowledge and skills based on which a Doctor of Dental Medicine will be able to hold a working position in dental clinics, continue education on the next level of higher and/or professional education (residency, doctoral degree (PhD)) and specialization, as well as, realization and career advancement in public or professional activities.

The goals of the program, in more detail, means to train the student in the following directions:

- Apply and critically understand the basic knowledge of biomedical disciplines, clinical sciences and medical field in process of high quality patient care in relation to the profile issues of dental medicine / dentistry;
- Diagnose the health problems of dental patient timely, in an appropriate and effective manner;
- Take effective measures for the prevention of dental diseases;
- Treat, manage and promote the dental patient with patient-centered care;
- Communicate with the dental patient in an effective and professional way;
- Self-develop within the current legislation based on highly professional and ethical values.

Learning Outcomes of DDM educational program

The learning outcomes of the program are in line with the objectives of the program, the accreditation standards of higher education; achievable and realistic within the available resources. Learning outcomes are grouped according to general and field competencies and include the basic knowledge, skills and responsibilities-autonomy provided by the content of the program.

Knowledge

Biomedical, Behavioral, Clinical, Social Sciences and Fundamental Principles of the field (LO 1):

- Biomedical (human anatomy, physiology, embryology, biochemistry, immunology, cytology), behavioral, social (psychology, human development, sociology) and preclinical sciences/disciplines;
- Knowledge of the types of the General medical and clinical dental disciplines/sciences (therapeutic, surgical, prosthodontic, as well as pediatric) diseases, discuss their development and clinical course, determine the methods of diagnosis, prevention, and treatment.
- Description of the organization of public health system, defining the role of the doctor/dentist in this system, taking into account the ethical and legal principles of his / her work.
- Overview of the current issues in the behavioral and social sciences in relation to the practice.

Skills

2.1 Providing dental patient consultation (LO 2)

Ability to gather anamnesis, knowledge and application of diagnostic methods and facilities, effective communication with the patient, objective inspection of oral cavity and maxillofacial area, analysis and interpretation of the results obtained after clinical-laboratory examinations to outline appropriate strategies for further management of the disease; differential diagnosis of pathologies with similar clinical signs and objective evidences; complex assessment of the patient's condition and determination of the need for conservative, prosthodontic, orthodontic and surgical treatment.

2.2 Evaluation of clinical cases related to the oral and maxillofacial area; discussions on disease(s) management (LO 2)

Demonstrate the ability to make decisions and resolve complex clinical problems based on problem analysis conducted. Determine the sectoral problems (conservative, surgical, prosthodontic, orthodontic) and develop the schemes for disease management. Ability to provide differentiated approach to the problem solution in children, adolescents, adults and elderly patients, taking into account the patient's age.

2.3 Emergency dental care (within the competence) (LO 4)

- Primary medical care at acute and chronic pulp and periapical diseases in children, adolescents and adults;
- Primary medical care at primary (deciduous) and permanent teeth injuries (crown-root fractures, complete and partial dislocations);
- Primary medical care for damaged prosthodontic constructions (cracked or broken ceramic crowns, broken/cracked removable constructions and etc.);
- Primary medical care at injuries/lesions of oral and maxillofacial area;
- Primary medical care at development of urgent situations (fainting, collapse, hypertensive crisis, drug or medication allergies) in dental clinics.

2.4 Selection of dental materials, facilities and instruments (LO 5)

- Anesthetic, oral cavity insulating (rubber dam, opal dam), filling, restorative, endodontic, impression and prosthodontic constructions' materials, instruments and means for tooth extraction, processing lesions, suturing and etc.

2.5 Performance of clinical procedures/manipulations (within the competence) (LO 6)

- Selection of the materials for caries prevention and dental fissure sealing/hermetization;
- Diagnosis of dental caries and teeth filling;
- Use of vital pulp testing and apex location for root canal (endodontic) treatment;
- Providing endodontic treatment and root canal filling;
- Managing simple and complex carious lesions of deciduous and permanent teeth in children and adolescents;
- Mastering in techniques used to conduct application, infiltrative and regional anesthesia;
- Determination of indications for tooth extraction and providing simple extractions;
- Processing lesions in oral cavity and putting the stitches /suturing;
- Following the rules for preparation of dental impression materials and taking impressions;
- Mastering in taking anatomical and functional impressions /imprints from the edentulous upper and lower jaws;
- Ability to fit the upper or lower complete removable dentures;
- Determination of central occlusion at total adentia;
- Acquaintance with periodontal disease treatment principles by using prosthodontic approaches; ability to perform selective grinding of teeth in periodontal disease treatment process;
- Ability to perform splinting of teeth;

2.6 Communication with dental patient (LO 7)

- Ability individually communicate with patient and his/her relatives, colleagues; express personal opinion, listening to the controversial opinion, deliver bad/unpleasant news and calming down the patient - if necessary;
- Ability to find a way out of difficult situations and long-term collaboration with the patient;
- Ability to obtain informed consent from the patient (from his / her parent or guardian) on solution medical problems and mutual cooperation in this regard, based on assimilated and developed communication skills;

2.7 Following the ethical and legal principles in dental practice (LO 8)

- Understanding the obligations of the Doctor of Dental Medicine to care for human oral health as well as, overall health, in accordance with the ethical principles;
- Maintaining patient dignity and provide participation of patient involvement in decision making on dental manipulations and treatment. Obtaining informed consent for dental examinations and treatment from patients;
- Maintaining and protecting information confidentially about patients;

Responsibility and autonomy

- 3.1. (LO 9)** Performing professional duties in accordance with ethical and legal principles, protecting the patient's rights and ensuring his/her awareness and confidentiality
- 3.2. (LO 10)** Adapting to a non-standard environment, leading the process of learning and applying the innovations in the field, providing independent learning and professional development activities.

Interrelation Mapping of Learning Objectives and Learning Outcomes

Learning Objectives Learning Outcomes		1	2	3	4	5	6
		Apply and critically understand the basic knowledge of biomedical disciplines, clinical sciences and medical field in process of high quality patient care in relation to the profile issues of dental medicine / dentistry	Diagnose the health problems of dental patient timely, in an appropriate and effective manner	Take effective measures for the prevention of dental diseases	Treat, manage and promote the dental patient with patient-centered care	Communicate with the dental patient in an effective and professional way	Self-develop within the current legislation based on highly professional and ethical values
LO 1	Biomedical, Behavioral, Clinical, Social Sciences and Fundamental Principles of the field	✓	✓	✓	✓	✓	✓
LO 2	Providing dental patient consultation	✓	✓	✓		✓	
LO 3	Evaluation of clinical cases related to the oral and maxillofacial area; discussions on disease(s) management	✓	✓		✓	✓	
LO 4	Emergency dental care	✓	✓	✓			
LO 5	Selection of dental materials, facilities and instruments	✓	✓		✓	✓	
LO 6	Performance of clinical procedures/manipulations	✓	✓				✓
LO 7	Communication with dental patient		✓	✓	✓	✓	
LO 8	Following the ethical and legal principles in dental practice		✓	✓	✓		✓
LO 9	performs professional duties based on ethical and legal principles, protects patient rights and ensures patient awareness and confidentiality	✓	✓			✓	✓
LO 10	Conducts the process of adapting to a non-standard environment, studying and innovating in the field, provides independent learning and professional development activities.	✓	✓	✓	✓	✓	✓

Methods, used to achieve learning outcomes /competencies

The objectives, tasks and outcomes defined within the educational program are achieved through the cycle of theoretical and practical (including curation) sessions. During developing academic knowledge, a future Doctor of Dental Medicine assimilates theoretical subjects within the hours allocated for independent work, while the contact hours are dedicated to the seminars, working in simulation environment, hands-on teaching at dental techniques and role playing.

Besides of consultation and treatment of patients with dental diseases under the supervision of University professors and invited teachers, dental students are given opportunity, from the very beginning of their studies, to develop their manual/practical skills and perform different type of dental manipulations on the phantoms and models.

Teaching and Learning techniques, methods and activities:

The main strategies used in the teaching process are: lectures, working in a working groups, practical works, seminars, e-resources teaching, e-learning, etc.

The main activities: discussion, debate, demonstration, presentation, written work, laboratory training, role-playing games, simulation training, bedside teaching, etc.

In addition, the program uses modern teaching methods: flipped classroom; Case study, problem-based learning (PBL), clinical case-based learning (CBL), case-based clinical thinking (CBCR), etc.

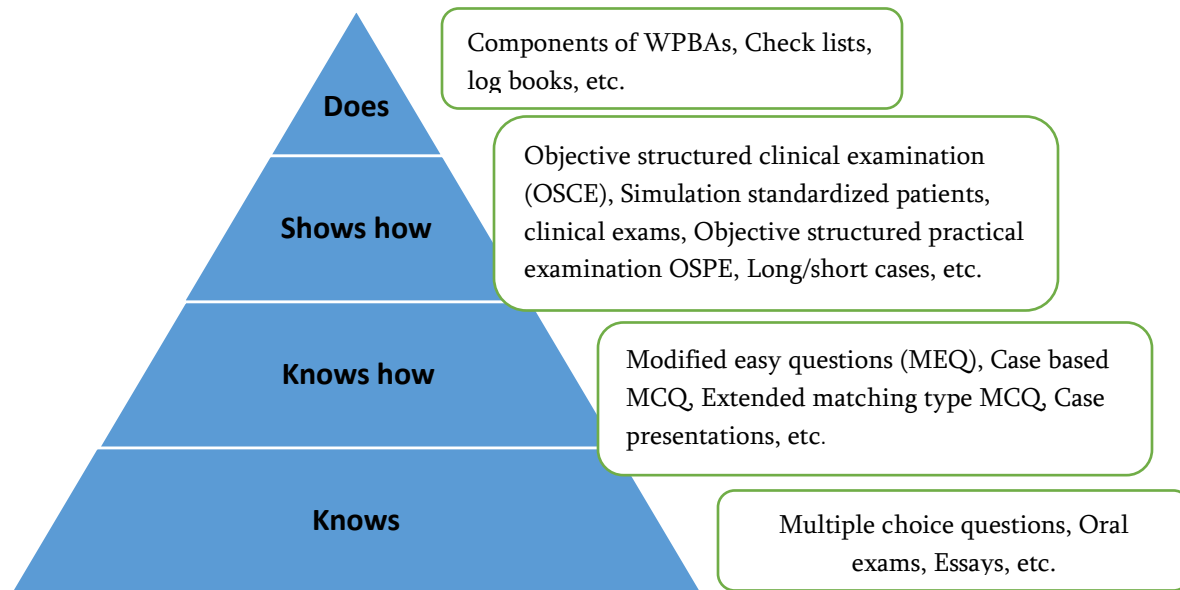
Practical and clinical skills are mastered on phantom models, simulators, as well as simulated patients from the beginning of the program, and during the last years of training - in direct contact with the patient, under the supervision of the teacher.

The program is logically built. The components are adequate for the respective stage of teaching. Each of them is based on the knowledge and skills already acquired by the student, and at the same time, is a prerequisite for mastering the "successor" component / course.

Successful completing of all the basic and preclinical disciplines of the program is essential for clinical, including, and above all, profile training courses.

Assessment methods

Assessment of skills and performance of the students in the program is based on the conception of Millers pyramid: At the lowest level of the pyramid is knowledge (knows), followed by competence (knows how), performance (shows how), and action (does).



Pic 1. Methods used to assess the knowledge, skills and professionalism defined by the program learning outcomes

A wide range of assessment methods are used in the different courses according to the level of Millers pyramid: oral examinations/vivas, essay questions, modified essay questions (MEQs) checklists, MCQs (Multiple choice questions), EMQs (extended matching items), student presentations, projects, critical reading papers, rating scales, patient management problems, OSPE, OSCE, short case assessment and long case assessment, log book, trainer's reports, simulators, self-assessment, standardized patients, etc.

Feedback - Students receive regular information about their development and progress. This includes feedback on both formative and summative assessments. The core clerkship director/site clerkship director meets each student individually in the middle of the clerkship to give feedback on his/her performance. At the end of core clerkships the director writes a paragraph about each student that becomes the part of the MSPE letter for graduation. Feedback about performance in assessments helps to identify strengths and weaknesses, both in students and in the curriculum, and this allows changes to be made.

Most of the listed assessment methods are used for formative assessment to help students for developing their knowledge and skills.

Student's Performance Assessment System

The university uses the European system of credit transfer and accumulation (ECTS), which is based on learning outcomes, the transparency of the study process and is oriented to the student. The goal of this system is promoting planning learning units, implementation, assessment / recognition of study units, and also student mobility.

Credit reflects the amount of work (one credit is equal to 30 hours) needed to complete a specific learning component and achieve learning outcomes. Credits are distributed among all components of the educational program. Study course (subject) is for a one- semester. One academic year includes 60 ECTS. It is unacceptable that the student's annual load exceeds 75 credits. Student's assessment maintains interim assessment and final examination assessment; in total, 100 points. Student needs at least 27 points to be allowed on final exam. The final assessment for getting credit should not be less than 51. Student is rated at a maximum of 40 points on the final exam. The final exam will be considered passed, if the student will collect at least 24 points out of 40. Student Assessment System includes five types (A, B, C, D, E) of positive and two types (Fx and F) of negative assessments.

- A) Excellent – 91-100 points;
- B) Very good - 81-90 points;
- C) Good - 71-80 points;
- D) Satisfactory - 61-70 points;
- E) Enough - 51-60 points;
- FX) Did not pass - 41-50 points; The student is allowed to an additional exam with an independent work.
- F) Failed – 40 points; The student should retake the subject again.
In case of negative assessment, the student is allowed to have an additional exam at least in 5 days after the final exam.

During the knowledge and skills assessment process oral, test, combined exams, objective structured clinical exam (OSCE), presentations, coursework / thesis are used. Assessment of learning outcomes at the completion of basic medical education includes not only theoretical knowledge but also practical skills.

The structure of the program

The duration of the educational program is 5 academic years - 10 semesters, the program includes 300 ECTS credits. The standard student workload is 60 credits per year (student annual workload may be less than or more than 60 ECTS credits per year - at least 75 credits).

The program is built logically. The components of the program are adequate for the respective stage of teaching. Each of them is based on the knowledge and skills already acquired by the student, and at the same time, is a prerequisite for mastering the "successor" component/course.

Program with its courses/Modules/clinical curations is presented with several major directors and serve to develop both general and field knowledge and skills. These directions are:

- General transferring
- Fundamental sciences
- Basic medicine (part is represented by integrated modules)
- Clinical medicine
- Dental medicine
- Public health

The program is represented by two major phases:

Phase I - Preclinical - the purpose of this stage is to give the student a fundamental medical education about the basics of both a healthy person and human diseases. At this stage, the elements of both horizontal and vertical integration are presented in the program: the modules combine adjacent training courses by topic, and at the same time, the development of the student's clinical skills begin. Within the course "Patient, Physician and Society" students are involved in small discussions about professionalism, ethics, communication, cultural characteristics, medical skills, and also the discussions about the individual approach issues with the patient. By the end of the third year the course summarizes all the important clinical skills necessary to begin the clinical phase.

At the same time, a close relationship is established with the group members and the course coordinator at the stage of the program.

Phase II - Clinical Phase - Provides students with the use of knowledge gained in the preclinical phase and significantly broadens their horizons from a clinical point of view.

At this stage, dental specialties are taught according to a multidisciplinary approach in the form of integrated, problem-oriented modules for children and adults: odontology, periodontology, endodontics, prosthodontics, oral surgery, clinical orthopedic dentistry, etc.

In addition to dental profile courses, students are introduced to general medical clinical courses too: internal medicine, surgery, pediatrics, ophthalmology, neurology, infectious diseases, radiology, oncology, otorhinolaryngology, etc.

It should be noted that no sharp line is drawn between these phases, as the preclinical stage prepares the student for the clinical stage. It worth to mention, that the stomatological profile courses develop spirally: teaching from an introductory theoretical course (eg. Prevention of stomatological diseases) to a simulation laboratory (simulation laboratory - odontology) and then - through the courses of propaedeutics (propaedeutics of odontology) ends with a practical course of odontology in the last semester. The depth of the independence of the student in clinical practice increases, accordingly.

Course Coordinators Institute

Course coordinators institute is one of the powerful tools for supporting students and creating a student-oriented environment inside the program. Course coordinators are also instructors in the PPS course. Each coordinator supervises and supports not more than 50 students throughout the program. Each student has individual planned meetings with course coordinators at least twice a semester. Student can plan a meeting with coordinator her/himself. The purpose of the course coordinators institute is to help students in the development of personal and professional character, as well as in their career development on an individualized basis.

The course coordinators instruct students in professionalism and the art of patient care, patient-physician communication skills, and the principles of physical examination and diagnostic thinking in the format of Physician, Patient and Society course.

System of Ensuring of Development of Medical Educational Quality

There is a united conception of quality development at Ken Walker International University. Head of school's quality assurance service is accountable for implementation of quality development.

The quality assurance service of the university and school fully shares the cyclic paradigm of quality management/provision – known as a “Shewhart cycle” (PDCA):

- Plan=P
- Do=D
- Check=C
- Act=A

This model is most relevant to the context of continuous development of quality – of University: The end of one cycle is the start of the new one and so forth.

The quality assurance service actively cooperates to all parts of the university: Academic, Invited, administrative, supporting staff and students. Criteria developed by this service, is public and is located on the KWIU website in the category of quality assurance service. Studies' results and assessments conducted by the service of quality assurance are presented to the Academic Board and according to the content and necessity will be posted on website.

Evaluation of educational programs is conducted once in an academic year. In the evaluation process internal and external assessment forms are used. Conflict of interests is excluded in both cases.

Besides the general approach provided by the university, students are permanently surveyed during the study process and results are used to plan the modules, and to assess program's different components.

Administrative and academic personnel of Emory University School of Medicine are involved and actively take part in both content and quality analyses of the program.

Additional conditions/ for teaching process

Human Resources

The faculty of the program is represented by academic and invited lecturers of Ken Walker International University. Besides, visiting professors from different countries (mainly from USA) play great role in the process of development of the program.

The implementation of the educational program is provided by highly qualified pedagogical staff. The academic disciplines are led by the specialists with the relevant academic degree - professors or associate professors, who have experience in professional activities and, in addition to their pedagogical activities, carry out scientific-research activities.

American colleagues are involved in the implementation of the program, along with academic and invited staff of KWIU. This applies to both direct participation in training courses and, in general, program planning and mostly, involvement in professional retraining. Currently, five international teachers (all of them - US citizens) are involved in the implementation of the program. It is noteworthy that professors at Emory Medical School are directly involved in preparing our students for career advancement.

The program enables the student to obtain a pre-diploma education in an international environment by attending lectures, master classes, rounds, surgeries of professors from leading medical schools at KWIU clinics and study bases. Also, by participating in exchange programs, the students can attend some of the training courses at leading foreign medical schools. In the later years, qualified students have had the opportunity to attend some clinical rotations at Emory University, which on the one hand, provides a broad arena of integration into the international career development space, together with extensive experience, and, on the other hand, contributes to their competitiveness both in Georgia and abroad.

Teaching-methodological provision of teaching process

The teaching process of each discipline envisaged by the curriculum is provided with relevant instructional-methodological documentation: discipline syllabus, lectures, basic textbooks and auxiliary information sources, instructional-methodical recommendations, multimedia teaching technologies and audio/video materials.

The library has automated systems of Koha and Dspace and access to the databases such as: Questia, MedicineNet, MedPix, EMedicine; British Medical Journal (BMJ); WHO software - Research4life has access to electronic databases of Hirary, Agora, Oare and Ardi; Free Access to the electronic bases of Elsevier - Science Direct and Scopus is provided by the Rustaveli Scientific Foundation.

In addition, there exist the database of e-books in the University library. That database houses, among other e-books, electronic versions of books kept in the library as a library book.

Material and technical support of the learning process

Teaching, clinical and research activities are held in the facilities owned by the Ken Walker International University and also in the clinics affiliated with the university. Below is the list of the clinics/hospitals/institutions supporting the KWIU to conduct clinical and/or other activities:

- Acad. Nikoloz Kipshidze Central University Clinic -Ltd
- National Institute of Endocrinology -Ltd
- Institute of Clinical Oncology -Ltd
- Acad. O. Gudushauri National Medical Center -Ltd
- Tbilisi Mental Health Center -Ltd
- Institute for Personalized Medicine -Ltd
- Khechinashvili University Hospital -Ltd
- Healthy Baby Med -Ltd
- Tbilisi State Medical University and Ingorokva High Technology Medical Clinic -Ltd
- Medex -Ltd
- Ken Walker University Clinic for Medical Rehabilitation - -Ltd
- Acad. G. Chapidze Emergency Cardiology center -Ltd
- Sachkhere Medical Center -Ltd
- Eliava Phage Therapy Center -Ltd
- National Center of Otorhinolaryngology, Japaridze – Kevanishvili Clinic-Ltd
- Pediatric Surgery Center -Ltd
- Test – Laboratory -Ltd
- Center of Medical Biotechnology
- Pineo Medical Ecosystem -Ltd
- Tbilisi Institute of Medicine -Ltd
- Jerasrsi -Ltd
- Inova - -Ltd
- Zhordania clinic -Ltd
- Zhordania -Chikovani Clinic – Ltd
- Tbilisi Central Hospital- Ltd
- Skin – Ltd
- Tbilisi Center of Mental Health -Ltd
- Bokhua Memorial Cardiovascular Center-Ltd

The University provides a safe working environment for students and program staff.

Theoretical study rooms, administration storages, space for group work, library, field-specific laboratories, study cabinets, archives, areas for diagnostics, operating rooms, wards are provided in the building. The University Exam Center has been renovated and developed, which is fully equipped with modern computers, air-conditioning and heating system.

The environment at TSMU is currently being adapted to the needs of people with special educational needs and disabilities. The university has elevators, ramps, toilets, etc. Near the building there is a

parking space for people with disabilities, which can be easily accessed from the building. A specific plan has been developed for the further development of the current situation.

The university has a high-level, modern infrastructure; buildings are equipped with the necessary equipment essential for the learning environment and are convenient for both students and academic/administrative staff. The University has the necessary technical and material resources to implement the program, among them well-equipped study rooms are notable that are equipped with the latest information technologies (projectors, computers, wireless internet).

Possibility of employment for graduates

Possibility of independent medical practice for the graduates – Doctor of Dental Medicine – is regulated by employer’s country legislation.

Graduates of the program have a right for scientific and academic activity.

A person with a diploma of an academic degree of DDM has the right to continue his/her studies in doctoral degree, or take special course of professional training (residency).

In Georgia, by the Law of Georgia On Medical Activity (Article 17), a person (citizen of Georgia or of a foreign country) graduated from the accredited higher medical institution and obtained relevant diploma has the right to:

Take the post-graduate professional training (clinical residency) course in particular medical specialty and after successful passing unified certification examination, obtain the license for independent medical practice in this particular specialty;

Undertake research and pedagogical practice in the theoretical or other fields of health care;

Work as junior physician (junior doctor). Junior physician works in a university hospital, clinic or other approved medical institution and is supervised by a clinical tutor.