



## فرم طرح درس

مقطع و رشته تحصیلی:

گروه آموزشی:

دانشکده:

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|---------------------|-----------|
| نام درس:            | Occlusion |
| نوع واحد:           |           |
| پیش نیاز:           |           |
| زمان برگزاری کلاس:  |           |
| تعداد دانشجویان:    |           |
| مدرس و مسئول درس:   |           |
| دستیار تدریس:       |           |
| تاریخ ارائه درس:    |           |
| مدت زمان جلسه کلاس: |           |
| تعداد واحد:         |           |
| مکان برگزاری:       |           |

### عنوان درس:

| شماره جلسه | اهداف جزئی                                          | اهداف ویژه رفتاری <sup>۱</sup>                               | ارزیابی آغازین <sup>۲</sup> | روش تدریس                                                                   | ابزار و وسایل آموزشی                                                         | شیوه ارزشیابی                                                    | درصد                                      |
|------------|-----------------------------------------------------|--------------------------------------------------------------|-----------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------|
|            | By the end of this lesson, students will be able to | Students will be able to Define key concepts such as incisal |                             | Lecture: With visual aids to explain concepts such as envelope of function, | PowerPoint presentation with diagrams, occlusal schemes, and Dawson's models | Formative Assessment:<br>• In-class quizzes or polling questions | تکوینی <sup>۳</sup> و پایانی <sup>۴</sup> |

<sup>۱</sup>. براساس سه حیطه اهداف آموزشی: شناختی، عاطفی، روان- حرکتی

<sup>۲</sup>. دانسته‌ها و پیش آمادگی‌های ورود به درس جدید

<sup>۳</sup>. هر نوع ارزشیابی که در طول ترم از عملکرد دانشجویان انجام می‌گیرد.

<sup>۴</sup>. هر نوع ارزشیابی که در پایان ترم از عملکرد دانشجویان انجام می‌گیرد.

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|  | <p>using tools like Kahoot or .Mentimeter</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Group activity evaluation: Reviewing before/after smile .design cases</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Instructor observation of engagement during discussion and case .analysis</p> <p>Summative :Assessment</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Written Test: Short-answer and MCQ questions covering theoretical .concepts</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Case-Based Essay: Students propose a treatment plan based on occlusal analysis and .esthetic goals</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>OSCE/Clinical Skill Evaluation: (Optional) Articulator mounting or anterior .guidance analysis</p> | <p>Dawson •</p> <p>occlusal models (if available) .or simulation videos</p> <p>Smile •</p> <p>design software screenshots or digital mock-ups (e.g., .Digital Smile Design)</p> <p>Anterior •</p> <p>guidance tracing tools or articulator demonstrations (if .available)</p> <p>Case •</p> <p>photographs and radiographs demonstrating correct and .faulty anterior guidance</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Whiteboard/Flipchart for drawing occlusal schemes and smile design .lines</p> | <p>anterior guidance angle, esthetic .zones</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Clinical Case Presentations: Real-world examples to relate .theory to practice</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Video Demonstration: Short clips showing anterior guidance in action and smile design .planning</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Small Group Discussions: Students analyze smile designs and anterior restorations in .peers or cases</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Interactive Q&amp;A: To reinforce clinical reasoning and clarify difficult .concepts</p> |  | <p>guidance, canine guidance, .and functional envelope</p> <p>Differentiate •</p> <p>between healthy and .pathologic anterior guidance</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Demonstrate understanding of how anterior guidance affects posterior occlusion through case .examples</p> <p>Evaluate •</p> <p>smile esthetics based on functional design principles (e.g., incisal edge position, .tooth display, lip dynamics)</p> <p>Integrate •</p> <p>anterior guidance and esthetic principles into comprehensive .treatment planning</p> | <ul style="list-style-type: none"> <li>•</li> </ul> <p>Define anterior guidance and its .role in occlusion</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Explain the relationship between anterior guidance and posterior .disclusion</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Describe the principles of functional .smile design</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Identify esthetic and functional parameters involved in anterior .restorations</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>Apply concepts of anterior guidance in treatment planning and occlusal .rehabilitation</p> |  |
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منبع:

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| ردیف | عنوان |
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