

## 1. BASIC INFORMATION

Course	Documentation
Degree Program	Degree in Dentistry
School	Facultad de Ciencias Biomédicas y Deporte
Year	1st
Credits (ECTS)	3 ECTS
Credit type	Obligatory
Language(s)	English and Spanish
Delivery mode	On campus
Semester	S1
Academic year	2025-2026
Coordinating professor	

## 2. PRESENTATION OF THE COURSE

Dentistry, as a discipline within the Biomedical Sciences, requires the training of individuals not only in specific knowledge related to the practice of their profession, but also in the fields of research and scientific communication.

The course Documentation aims to introduce future dentists to the use of bibliographic and methodological resources employed in the context of a research project. This training enables students, as future professionals, to share their results with the scientific community and to stay up to date with the latest techniques and research findings relevant to their professional activity.

## 3. LEARNING OUTCOMES

### Skills:

HAB03. Know how to share information with other health professionals and work in a team.

- Use different tools to access scientific documents in the field of dentistry.

HAB05. Knowing the scientific method and having the critical capacity to evaluate established knowledge and new information. Be able to formulate hypotheses, collect and critically evaluate information to solve problems, following the scientific method.

- Apply the basic framework for simple research in dentistry.
- Develop the different types of scientific publications.

### Competences:

CP05. Know the scientific method and having the critical capacity to evaluate established knowledge and new information.

CP68. Use information and communication technologies for data search and analysis, research, communication and learning.

CP71. Integrate analysis with critical thinking in a process of evaluation of different ideas or professional possibilities and their potential for error, based on evidence and objective data that lead to effective and valid decision-making.

## 4. CONTENTS

The contents of the course/module are listed below:

- Scientific documentation. Sources of information, databases and academic honesty.
- The scientific method: introduction to research in dentistry. Types of studies. Definition of a problem, objectives, hypotheses, experimental design, data collection, analysis of results, the Vancouver method for referencing. Ethical aspects.
- Scientific publication: types of publications, the scientific article, scientific publication.

## 5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

- Lectures.
- Case method.
- Cooperative learning.
- Problem-based learning.
- Project-based learning.
- Learning based on challenges.

## 6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

**Campus-based mode:**

Learning activity	Number of hours
Lectures	18
Practical seminars	2
Case studies	12
Problem scenario	4
Report writing	4
Independent working	30
Debates and colloquia	1

Academic advising	3
In-person assessment tests	1
<b>TOTAL</b>	<b>75</b>

## 7. CONTINUOUS ASSESSMENT

Each assessable learning activity represents an opportunity for the student to make progress, receive feedback, and consolidate knowledge, skills, and competences. The Learning Outcomes outlined in this guide provide direction for this process and serve as benchmarks for their achievement.

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

### Campus-based mode:

Assessment Systems	Weight (%)
In-person assessment tests	50-60%
Report writing	10-20%
Case study/problem scenario	20-40%

In the Virtual Campus, when you access the corresponding course/module you will find information regarding the evaluation systems, including the due dates and the procedures applicable to each of them.

### 7.1. First exam period

In order to pass the course/module in the ordinary call, the student must obtain a grade greater than or equal to 5.0 (out of 10), in all the evaluation systems proposed in this guide. The final grade will be calculated from the weighted average of all the evaluation systems described.

If in any of the evaluation systems proposed in this guide, a grade lower than 5.0 (out of 10) is obtained, the final grade of the course/module will be “fail” even if, in the result of the weighted average, a value higher than 5.0 (out of 10) is obtained. In the latter case, the course/module would still be “failed” obtaining a final grade of 4.0 (out of 10).

#### *Delivery of activities*

Compliance with deadlines is essential to ensure the fairness and planning of the training process.

In case of not submitting an evaluable formative activity in due time and form, and without prior justification, it will not be evaluated and, therefore, will be recorded as “not submitted”.

The student is encouraged to communicate with sufficient time in advance to the teacher of the course/module, any difficulty that may affect their participation in any activity.

#### *Attendance*

Active participation in the training sessions is a key component of learning. In order to pass the course/module, at least 50% attendance is required. If this minimum percentage is not reached, the teacher may consider the course/module as “failed”, according to the evaluation regulations of the Universidad Europea de Andalucía.

## 7.2. Second exam period

The extraordinary exam offers a new opportunity for students to demonstrate their learning. To pass it, it will be necessary to obtain a final grade (weighted average) equal to or higher than 5.0 (out of 10.0).

### *Delivery of activities*

The student must submit and pass those mandatory training activities not delivered or not passed in the ordinary call, respecting the new deadlines established. In case of failure to comply with these new deadlines, the activity will not be evaluated and, therefore, will be recorded as “not presented”.

## 8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Date
In-person assessment tests	Feb 2026
Report writing	Nov 2025, Jan 2026
Case study/problem scenario	During the semester, deadlines will be specified in CANVAS

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

## 9. REFERENCES

Recommended references are listed below:

- Aguinis H. 2024. *Research Methodology: Best Practices for Rigorous, Credible, and Impactful Research*. SAGE Publications, Inc.
- Kumar A, Geetha MCS, Rajan VR. 2023. *Research Methodology*. Lap Lambert Academic Publishing.
- Thomas CG. 2022. *Research Methodology and Scientific Writing* (2nd Edition). Springer.
- Kathryn H. Jacobsen. 2016. *Introduction to Health Research Methods* (2nd Edition). Jones & Bartlett Learning.
- Neil J. Salkind. 2016. *Exploring Research* (9th Edition). Pearson.
- William Trochim and James P Donnelly. 2015. *Research Methods: The Essential Knowledge Base*. Wadsworth Inc Fulfillment.
- Paul D. Leedy, Jeanne Ellis Ormrod et al. 2015. *Practical Research: Planning and Design* (11<sup>th</sup> Edition). Pearson.
- Laura F. Salazar and Richard A. Crosby. 2015. *Research Methods in Health Promotion*. Jossey-Bass.

- Shehab Abd El-Kader and Eman Ashmawy. 2014. *Research Methodology In Health Sciences: Basics and Principles*. Lap Lambert.
- Neutens, James J. 2014. *Research Techniques for the Health Sciences* (5th edition). Pearson Education.
- Bryan Greetham. How to write your undergraduate dissertation. Palgrave Macmillan.
- Larry B. Christensen and R. Burke Johnson. 2013. *Research Methods, Design, and Analysis* (12th Edition). Pearson.
- Floyd J. Fowler. 2013. *Survey Research Methods*. SAGE Publications.
- Kenneth Bordens and Bruce Barrington Abbott. 2013. *Research Design and Methods: A Process Approach*. McGraw-Hill.
- Robert B. Taylor Taylor. 2011. *Medical writing: a guide for clinicians, educators, and researchers*. Springer.
- Gina Wisker. 2009. *The undergraduate research handbook*. Palgrave Macmillan.
- Kris E. Berg, Richard W. Latin. 2008. *Essentials of research methods in health, physical education, exercise science, and recreation*. LWW.
- María Eugenia Díaz Sánchez, Aida Márquez Pérez. 2001. *A manual for writing research papers: with a guide to using Internet Sources*. Editorial Plaza Universitaria Ediciones.

## 10. AREA OF GUIDANCE, DIVERSITY AND INCLUSION

The Area of Guidance, Diversity and Inclusion (ODI) offers support to students throughout their university career, with the aim of facilitating their academic and personal development and supporting them in achieving their goals. This Area focuses its work on three Core pillars: the inclusion of students with specific educational support needs, the promotion of universal accessibility in the educational community and the guarantee of equal opportunities for all.

Among the services offered are:

- **Academic accompaniment and monitoring**, through counselling and the development of personalised plans aimed at those who need to improve their academic performance.
- **Attention to diversity**, through the implementation of non-significant curricular adjustments - in methodological and Assessment aspects - for students with specific educational support needs, in order to guarantee equal opportunities.
- **Extracurricular training resources**, aimed at developing personal and professional Competencies that contribute to the integral growth of students.
- **Vocational guidance**, through the provision of tools and advice to those who have concerns about their choice of Degree or are considering a change in their educational path.

Students in need of educational support can contact the Area via the following email address: [orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. ONLINE SURVEYS

Participating in the Satisfaction Surveys is an enriching opportunity to contribute to the continuous improvement of the Degree as well as the institution. Thanks to them, it is possible to identify which aspects of academics, teaching staff and the teaching-learning process are working well and which can be further improved.

With the aim of encouraging active participation in the completion of surveys among students, various channels of dissemination have been set up. The surveys are available in the space provided on the Virtual Campus and are also sent by email to facilitate access.

The responses collected allow decisions to be made that have a direct impact on the quality of the learning experience and on the day-to-day life of the university community.