

ANTROPOLOGY AND HISTORY OF DENTISTRY LEARNING GUIDE

1. BASIC INFORMATION

Course	Anthropology and history of dentistry
Degree program	Dentistry degree
School	Health & biomedical sciences
Year	First
ECTS	3 ECTS
Credit type	basic
Language(s)	Spanish/English
Delivery mode	In-person
Semester	First & second semester
Academic year	2024/2025
Coordinating professor	M ^a Jesús Pardo Monedero
Professor	María Llorente de Pedro

2. PRESENTATION

The course of Anthropology and History of dentistry contributes to get an integrated formation in the field of dentistry. This formation will be necessary to achieve a professional “excellence”.

Besides studying the social and cultural evolution of disease and the development of the dental profession, the student will examine the most important events and main authors whose achievements have contributed to the development of modern dentistry. All of the above will be analyzed not only from a social but also from a humanistic view.

The course of Anthropology and History of Dentistry is taught in Spanish and English and it is a compulsory subject within the Bachelor’s degree in Dentistry corresponding to the first course and with a value of three ECTS credits.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

CB1 Students have demonstrated knowledge and understanding in an area of study that builds on the foundation of general secondary education, and is usually at a level that, while relying on advanced textbooks, also includes some aspects that involve knowledge from the cutting edge of their field of study.

CB3 Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant social, scientific or ethical issues.

CB4 That students can convey information, ideas, problems and solutions to both specialized and non-specialized audiences.

General competencies:

GC1 Know the essential elements of the dentist profession, including ethical principles and legal responsibilities.

GC2 Understand the importance of such principles for the benefit of the patient, society, and profession, with special attention to professional secret.

GC4 Understand and recognize the social and psychological aspects relevant to the treatment of patients.

GC6 Understand the importance of developing a professional practice with respect to the patient's autonomy, their beliefs and culture.

GC10 Know and identify psychological and physical problems derived from gender violence to train students in the prevention, early detection, assistance, and rehabilitation of victims of this form of violence.

GC11 Understand the basic biomedical sciences on which Dentistry is based to ensure correct oral care.

GC19 To understand the scientific method and have the critical capacity to assess established knowledge and novel information. To be able to formulate hypotheses, collect and critically evaluate information to solve problems, following the scientific method.

Cross-curricular competencies:

CT3 Ability to adapt to new situations: Being able to work under different conditions, with different people and in different groups. It involves valuing and understanding different positions, adapting one's own approach as the situation requires.

CT6 Oral Communication / Written Communication: Communication is the process by which we transmit and receive data, ideas, opinions and attitudes to achieve understanding and action, being oral that which is done through words and gestures and written, through writing and / or graphic supports.

CT7 Awareness of ethical values: Ability to think and act according to universal principles based on the value of the person that are aimed at their full development and that involves commitment to certain social values.

CT8 Information management: Ability to search, select, analyze and integrate information from different sources.

Specific competencies:

SC5 Know the scientific method and have the critical ability to evaluate established knowledge and new information.

Learning outcomes:

LO1 To define the field of Dentistry as a science and as a profession.

LO2 Management and analytical knowledge of information about the practice and teaching of the profession, as well as its relationship with cultural and social aspects.

LO3 To know the main events that have occurred in the historical evolution of dental knowledge and its influence on the development of current dental practice.

LO4 To recognize that the patient is the center of attention and that all interactions need to find the patient interest, avoiding any type of discrimination and respecting their confidentiality.

LO5 To develop general competences for the teaching development of this educational period.

The following table shows the relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
CE1, CE11, CE19	LO1: To define the field of Dentistry as a science and as a profession
CB4 CT3, CT6, CT8 CE19	<ul style="list-style-type: none"> LO2: Management and analytical knowledge of information about the practice and teaching of the profession, as well as its relationship with cultural and social aspects.
CB3, CE11	<ul style="list-style-type: none"> LO3: To know the main events that have occurred in the historical evolution of dental knowledge and its influence on the development of current dental practice.
CT7, CE1, CE2, CE4, CE6, CE10	<ul style="list-style-type: none"> LO4: To recognize that the patient is the center of attention and that all interactions need to find the patient interest, avoiding any type of discrimination and respecting their confidentiality.
CB1, CB3, CB4	<ul style="list-style-type: none"> LO5: To develop general competences for the teaching development of this educational period.

4. CONTENT

Topic 1. Introduction to the History of Dentistry.

Topic 2. Medical and dental terminology. Origin and evolution. Eponymous and acronyms.

Topic 3. Pre-scientific medicine and scientific medicine. Non-validated medicines.

Topic 4. Dental anthropology and paleopathology. Basic concepts.

Topic 5. Dentistry in the primitive world. Pre-Columbian America.

Topic 6. Dentistry in the classical cultures. Ancient Greece and Rome.

Topic 7. Dentistry in the Middle Ages. Dentistry in the Byzantine Empire. Dentistry in the Islamic culture. European Middle Ages. Dentistry in Spain during the Middle Ages.

Topic 8. Dentistry in the Renaissance. Andreas Vesalius. Ambroise Paré. Dentistry in Spain during the Renaissance. XVII century

Topic 9. Dentistry in the 18th century. Pierre Fauchard. John Hunter.

Topic 10. Dentistry in the 19th century. North America and Spain.

Topic 11. Dentistry in the 20th century. The International Dental Federation. Dental specialties. 20th century in Spain.

Topic 12. The history and development of the dental profession. Para-dental professions.

Topic 13. Dental assistance.

Topic 14. Bioethics. The clinical practice and professional ethics. Basic concepts. Informed consent.

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class.
- Cooperative learning.
- Project-based learning.

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
Seminars	7,5
Group work	5
Master Classes	15
Tutorials	7,5
Knowledge tests	3

Self-study and independent work	31,5
Asynchronous virtual class	3,5
TOTAL	75

7. ASSESSMENT

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

Campus-based mode:

Assessment system	Weight
Theoretical test	50%
Oral presentation	10%
Case analysis	20%
Practical activities	20%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 5.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

Theoretical part: 50%.

Part of activities: 50%.

It is necessary to pass each of the parts, separately, to pass the course. Each part is passed with a grade equal to or higher than 5.0 out of 10.

Activities or teaching methodologies:

In order to pass the evaluable activities in the ordinary exam, the weighted average mark of all the teaching methodologies listed in the table must be equal to or higher than 5/10.

No average is made with those activities not completed and/or with those activities that have a grade equal to or higher than 5/10. Students must get a 5 in each activity to make the average in the final grade. In ordinary call, 1 or 2 activities not completed or not passed with a grade equal to or higher than 5/10 can be recovered (a date will be established at the end of the semester to do so). In the event that more than two activities are not passed and/or not completed, these will be recovered in person at the extraordinary call.

The average is not calculated for those activities that have not been carried out. In ordinary exams, activities may be recovered (a date will be established at the end of the semester to do so), when there are two or less than two activities that the student has not completed or passed. In the case of more than two activities not passed or not completed, these will be made up in the extraordinary exam. **Group activities are not made up.** Failure to complete any of these activities will result in a grade of NP in that activity.

Theoretical knowledge:

There will be a single multiple-choice knowledge test at the end of the semester.

- Multiple choice type.
- Multiple choice and short answer questions.

To pass the knowledge part it is necessary to pass the final exam with a grade equal to or higher than 5/10. In the exam it is not necessary to answer a minimum % of questions to correct the exam.

There is no average between the activities grade and the theoretical knowledge grade, each of them must be passed separately with a grade equal to or higher than 5.

Class attendance is compulsory and will result in failing the ordinary call of the subject if attendance is less than 50%.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, it will be necessary to obtain a grade higher or equal to 5.0 in the final exam, so that it can be averaged with the rest of the activities, whose final grade must be equal or higher than 5/10.

In extraordinary period, the theoretical part may be recovered by means of a single theoretical exam, which must be passed with a grade equal to or higher than 5/10.

The activities that were not passed, after having received the corresponding corrections from the professor, or those that were not submitted during the ordinary period, must be submitted during the second exam period.

The evaluable activities that the student has to make up in the final assessment of the subject during the extraordinary exam may undergo modifications that will be communicated in due course by the teacher. The activities not completed or not passed will be recovered in person during the follow-up period. There is no recovery of the group activity.

Extraordinary recovery periods are determined by the faculty.

We copy below two articles of the University Regulations of evaluation for the student to know and take into account:

REGULATIONS FOR THE ASSESSMENT OF ACCREDITED UNDERGRADUATE DEGREES AT UNIVERSIDAD EUROPEA DE MADRID

CHAPTER I. COURSE ASSESSMENT SYSTEM FOR ACCREDITED UNDERGRADUATE DEGREES

Article 1 - 4. Continuous assessment

Students taking campus-based studies are required to demonstrate that they have attended at least 50% of their classes. Such attendance forms an essential part of the assessment process and is necessary to give the student the right to receive guidance, assistance and academic supervision from the professor. For such purposes, students must use the technological system put in place by the University to accredit their daily attendance at each of their classes. This system shall furthermore ensure that objective information is gathered regarding the active role of the student in the classroom. The failure to use the methods proposed by the University to demonstrate 50% attendance will give the professor the right to grade the course as a fail under the ordinary exam period. The foregoing does not affect other requirements of higher attendance percentages that each school may establish in their teaching guides or internal regulations.

Therefore, it is the authority of the professor that students who have not fulfilled the 50% of attendance in the ordinary call must pass all the evaluation tests in the extraordinary call, for which they must obtain a grade greater than or equal to 5.0 out of 10.0 in all of them (Faculty Board 11-07-23).

Article 6 - 12. Final grades

Any student that uses or benefits from unlawful means during an evaluation test or that unduly attributes the author of the academic work required for the assessment will be graded as a “fail” (0) and may similarly be the object of a sanction, subject to the opening of disciplinary proceedings. In the case of the Final Graduation Project, the plagiarism or the lack of originality of the project, will automatically be graded as a “fail” (0) in the corresponding course in both ordinary and extraordinary periods. Likewise, the student will lose their status as a student during six months according with the General Standards for Graduation Projects and Master’s Thesis in its Article 5.

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1. Dental terminology.	Week 2 (date by group)

Activity 2. Attendance and delivery of seminar report on the film "The Physician".	Week 6 (date by group)
Activity 3. Trivia on lessons 7, 8 & 9.	Week 7 (date by group)
Activity 4. Professional ethics.	Week 14 (date by group)
Activity 5. Written report and oral presentation.	Week 11-13 (date by group)
Activity 6. Objective test.	Week 17-18 (pending date)

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. BIBLIOGRAPHY

The main reference work for this subject is:

La obra de referencia para el seguimiento de la asignatura es:

- Sánchez González, MA. (1999). Historia, teoría y método de la Medicina: introducción al pensamiento médico. Barcelona. Masson.
- Ring, M. (1989). Historia ilustrada de la Odontología. Barcelona. Doyma.
- Sanz Serrulla, J. (2021). Historia de la Odontología Española. Madrid. CEU Ediciones.

A continuación, se indica la bibliografía recomendada:

UA1. Salud y enfermedad, diferentes tipos de medicinas. El ejercicio odontológico.

- Laín Entralgo, P. (1978). Historia de la Medicina. Barcelona. Salvat.
- López Piñero, JM. (1998). Antología de clásicos médicos. Madrid. Tricastela.
- López Piñero, JM. (2002). La medicina en la historia. Madrid. La Esfera de los libros.
- López Piñero, JM. Terrada Ferrandis, ML. (1990). Introducción a la terminología médica. Barcelona. Salvat.
- López Piñero, JM. Terrada Ferrandis, ML. (2000). Introducción a la medicina. Barcelona. Crítica.
- Riera, J. (1985). Historia, medicina y sociedad. Madrid. Pirámide.
- Sánchez González, MA. (1999). Historia, teoría y método de la Medicina: introducción al pensamiento médico. Barcelona. Masson.

UA2, UA3. Historia de la Odontología desde la Prehistoria hasta la actualidad.

- González Iglesias, J. (1994). Historia de la Odontoestomatología española. Madrid. Avances.
- Ember, CR. Ember, M. (1997). Antropología Cultural. Madrid. Prentice Hall.
- Harris, M. (1998). Introducción a la Antropología General. Madrid. Alianza.
- Hoffmann-Axthelm, W. (1981). History of Dentistry. Chicago. Die Quintessence.
- López Piñero, JM. (1990). Lecciones de Historia de la Odontología. Valencia. Universidad de Valencia.
- Ring, M. (1989). Historia ilustrada de la Odontología. Barcelona. Doyma.
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- Sanz Serrulla, J. (2001). Diccionario histórico de dentistas españoles. Madrid. Sanofi- Synthelabo.

10. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

The Educational Guidance and Diversity Unit (ODI) offers support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action are the inclusion of students with specific educational support needs, universal accessibility in the different campuses of the university and equal opportunities.

This unit offers students

- i. Accompaniment and monitoring by means of counselling and personalized plans to students who need to improve their academic performance.
- ii. In terms of attention to diversity, non-significant curricular adjustments are made, i.e. in terms of methodology and assessment, for those students with specific educational support needs, in order to achieve equal opportunities for all students.
- iii. We offer students different extracurricular training resources to develop different competences that will enrich their personal and professional development.
- iv. Vocational guidance through the provision of tools and advice to students with vocational doubts or who believe that they have made a mistake in their choice of degree.

A report on curricular adaptations/adjustments issued by this Unit will be a prerequisite, so students with specific educational support needs should contact: unidad.diversidad@universidadeuropea.es at the beginning of each semester.

Students who need educational support can write to us at: orientacioneducativa@universidadeuropea.es

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.

