1. BASIC INFORMATION

Course	Head and Neck Anatomy
Degree program	Odontology degree
School	Biomedical Science
Year	Second
ECTS	6
Credit type	Basic
Language(s)	English
Delivery mode	Campus-based
Semester	S1
Academic year	2025-2026
Coordinating professor	Dra. Cristina Albarrán Nogales

2. PRESENTATION

In line with one of the goals of the university such as training professionals in the field of dentistry, the future dentist must know the Anatomy of the Head and Neck structures in depth, its morphology, location according to the patterns and the anatomical relationships that exist between them, with special emphasis on structures related to the oral cavity. This knowledge will allow the student in the future to understand the alterations and pathologies that develop in the oral area.

3. LEARNING OUTCOMES

Knowledge:

- **CON05:** Promote autonomous learning of new knowledge and techniques, as well as motivation for quality.
- **CON18:** Know the biomedical sciences on which dentistry is based to ensure correct oral-dental care. These sciences must include appropriate content on embryology, anatomy, histology and physiology of the human body.
- **CON21:** Know the morphology and function of the stomatognathic apparatus, including appropriate contents of specific embryology, anatomy, histology and physiology.

Subject-specific knowledge

- To recognise the specific morphology of each dental organ of the human species.
- Understand and handle the general concepts of osteology, myology of the head and neck, with a clinical-therapeutic orientation.
- Knowledge and understanding of the arterial, venous and lymphatic systems of the head and neck, with a clinical-therapeutic orientation.

Skills:

- **HAB04**: Knowing, critically assessing and knowing how to use clinical and biomedical information sources and critically assessing them to obtain, organise, interpret and communicate scientific and health information.

- **HAB05:** Know the scientific method and have 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.

Subject-specific skills

- Locate and integrate anatomical and vascular structures in anatomical models.

Competences:

- **CP44**: Integrate analysis with critical thinking in a process of evaluating different ideas or professional possibilities and their potential for error, based on objective evidence and data leading to effective and valid decisionmaking.

4. CONTENT

- Dental anatomy
- General terminology and osteology of the skull
- Myology of the head and neck
- Vascularisation of the head and neck
- Organs and structures associated with the head and neck

5. TEACHING-LEARNING METHODOLOGIES

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

- - MD1 Master class
- - MD3 Cooperative learning
- - MD6 Workshop/Laboratory-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:

Learning Activity (Actividades Formativas - AF)	Number of hours
AF1 Master classes	45.5
AF2 Practice-orientes Seminars	4
AF8 Laboratory and Workshop Activities	8
AF10 Autonomous work	90
AF12 On-site assessment tests	2.5
TOTAL	**150**

7. ASSESSMENT

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

Assessment system	Weight
SE1 On-site assessment tests	60%
SE7 Systematic observation	40%

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

In order to pass the course in the ordinary exam session, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course. However, this grade will only be valid if the minimum requirements established for each of the assessable blocks have been met, as indicated in the learning guide. This means that, even if the weighted average is equal to or higher than 5.0, the subject will not be passed if any of the parts have not reached the minimum grade required.

The final grade for the course is composed of the following components: 15% from the first in-person objective assessment (midterm), 45% from the final in-person objective assessment, 30% from practical sessions, 5% from in-class activities, 3% from digital block activities, and 2% from online reinforcement activities. In order for the final grade to be considered valid according to the criteria established in the learning guide, students must obtain a mark of 5.0 out of 10.0 or higher in each of the in-person objective assessments, in the weighted average of the practical sessions, and in the weighted average of the continuous assessment activities (digital block activities, in-class activities, and online reinforcement activities).

7.2. Second exam period

In order to pass the course in the extraordinary call, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a mark of 5.0 or higher in any in-person assessment not passed during the first exam period, so that it can be averaged with the rest of the assessable activities.

Depending on the parts not passed in the ordinary exam, you will have to make up those that have not reached the minimum grade required:

- If you have not passed any of the theoretical assessments, you will be required to retake this part during the second exam period.
- If you have not passed the practical part of the subject (practical exam), you will have to retake it, according to the indications of the course teachers.
- If no mark has been obtained during the first exam period for the block of continuous assessment activities (digital block activities, in-class activities, online reinforcement activities), these must be completed in person during the second exam period, according to the schedule set by the teaching staff. These activities may either be the same as the original ones or replaced by alternative tasks, at the discretion of the teaching staff.

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1. Digital Block Activity 1 Activity 2. In-Class Activity 1	Week 3
Activity 3. Digital Block Activity 2 Activity 4. In-Class Activity 2	Week 4
Activity 5. Practical Class 1: Dental anatomy	Week 5
Activity 6. First midterm	Week 6
Activity 7. Digital Block Activity 3 Activity 8. In-Class Activity 3	Week 7
Activity 9. Practical Class 2: Osteology	Week 8
Activity 10. Digital Block Activity 4 Activity 11. In-Class Activity 4	Week 10
Activity 12. Digital Block Activity 5 Activity 13. In-Class Activity 5	Week 11
Activity 14. Digital Block Activity 6 Activity 15. In-Class Activity 6	Weeks 12
Activity 16. Practical Class 3: Prosection: Myology and Angiology	Week 13-14
Activity 17. Practical Class 4: Integrated Activity: Osteology, Myology, Angiology, Pharynx, and Larynx	Week 15
Activity 18. Online Reinforcement Activities	Week 17
Activity 19. Final theoretical assessment	Week 17-18

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

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Neil S. Norton. *Netter. Anatomía de Cabeza y Cuello para Odontólogos*. 3ª Ed. Elsevier. ISBN: 9788445821275.
- Nelson Stanley J., Ash Major M. *WHEELER. Anatomía, fisiología y oclusión dental*. 9ª ed. Elsevier.ISBN: 9788480866903.
- Paulsen Friedrich and Waschke Jens. *Sobotta. Atlas de anatomía humana*. Elsevier. ISBN: 9788480868747.
- Schünke Michael, Schulte Erik, Schumacher Udo. *Prometheus. Texto y Atlas de Anatomía. Tomo III*. *Cabeza,Cuello y Neuroanatomía.* 5ª Ed. Panamericana. ISBN: 9788491106258.

The recommended Bibliography is:

- Drake Richard, Vogl A. Wayne and Mitchell Adam W. M. *Gray. Anatomía para estudiantes*. 3ª ed. Elsevier. ISBN: 9788490228425.
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- Nelson Stanley J., Ash Major M. *Wheeler's dental anatomy, physiology, and occlusion*. 10th Ed. Elsevier. ISBN: 9780323263238.

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- Paulsen Friedrich and Waschke Jens. *Sobotta. Atlas of human anatomy*. 15th Ed. Elsevier. ISBN: 9783437296796.
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- Rouviere, H. Delmas, A. Masson. *Anatomía Humana. Tomo I*: Anatomía de Cabeza y Cuello. Williams& Wikins. ISBN: 9788445813133.
- Scheid R. C., Weiss G. *Woelfel anatomía dental.* 8ª ed. Wolters Kluwer/Lippincott Williams & Wilkins Health. ISBN: 9788415419617.
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- Stevens A., Lowe J. S. *Human histology*. 3rd ed. Elsevier/Mosby. ISBN: 0323036635.
- Tortora Gerard J., Derrickson Bryan. *Principles of anatomy and physiology*. 13th ed. Willey. ISBN: 9780470646083.
- Tortora Gerard J., Derrickson Bryan. *Principios de Anatomía y Fisiología*. 13ª ed. 1ª reimp. MédicaPanamericana. ISBN: 9786077743781.
- Velayos, JL. *Anatomía de la cabeza: para odontólogos*. 4ª ed., 2a reimp. ISBN: 9788498350685.
- Williams Peter L., et al. *Anatomía de Gray: bases anatómicas de la medicina y la cirugía*. 38ª ed. Harcourt. ISBN: 8481743844.

Useful WEB resources:

- ✓ https://anatomylearning.com
- ✓ http://biblioteca.uem.es/

10. EDUCATIONAL GUIDANCE, DIVERSITY AND INCLUSION UNIT

From the Educational Guidance, Diversity and Inclusion Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students' inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by mean of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunity for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.

4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of 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 on virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.