

1. BASIC INFORMATION

Course	Semiology and pathophysiology II
Degree program	Dentistry
School	Biomedical and Health Sciences School
Year	Second
ECTS	6
Credit type	Mandatory
Language(s)	English
Delivery mode	Traditional (face-to-face)
Semester	Second
Academic year	2025-2026
Coordinating professor	Dr. Emilio Pintor

2. PRESENTATION

Semiology y General Physiopathology II is a compulsory subject of 6 ECTS that is taught on a semester basis in the second year of the Odontology degree. This subject belongs to the module of "Semiology and General Physiopathology" that has 12 ECTS.

Train students to acquire the knowledge and skills necessary for knowing how to do anamnesis and physical exam, knowledge of the most frequent and most relevant pathologies for dental practice, the planning of diagnostic and therapeutic strategies, the solution of clinical problems, the ability to integrate clinical information with that obtained by complementary tests and the ability to analyze emergency situations and decision-making in such situations

3. LEARNING OUTCOMES

Knowledge

KN04 Understand the importance of developing a professional practice with respect for the patient's autonomy, beliefs and culture.

KN05 Promote autonomous learning of new knowledge and techniques, as well as motivation for quality.

KN08 Understanding of the basic biomedical sciences on which dentistry is based to ensure correct oral-dental care.

KN11 To be aware of general disease processes and their treatment, including infection, inflammation, immune system alterations, degeneration, neoplasia, metabolic alterations and genetic disorders.

KN12 To be familiar with the general pathological characteristics of diseases and disorders affecting organ systems, specifically those with oral repercussions.

KN13 Understand the basis of action, indications and efficacy of drugs and other therapeutic interventions, knowing their contraindications, interactions, systemic effects and interactions on other organs, based on the available scientific evidence.

KN25 Know the clinical and laboratory diagnostic procedures and tests, know their reliability and diagnostic validity and be competent in the interpretation of their results.

KN33 To understand the general processes of disease, healing and repair, including infection, inflammation, haemorrhage and coagulation, scarring, trauma and alterations of the immune system, degeneration, neoplasia, metabolic alterations and genetic disorders.

KN34 Know the general pathological characteristics of diseases and disorders affecting organ systems.

Subject-specific knowledge

- Identify globally the mechanism of disease production, its signs and symptoms, diagnosis and treatment.

- Study possible causes of the disease (etiology)

- Understanding the mechanisms by which these causes act in a harmful way (pathogenesis).

- Analyze disorders occurring in the function and structure of organs and systems (pathophysiology)

Skills

SK03 To be able to share information with other health professionals and work in a team.

SK04 Knowing, critically assessing and knowing how to use clinical and biomedical information sources and critically assessing them to obtain, organize, 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

Establish a differential diagnosis in a simulated patient, indicating the necessary diagnostic tests and their interpretation

Competences

CP39 Create new ideas and concepts from known ideas and concepts, reaching conclusions or solving problems, challenges and situations in an original way in the academic and professional environment.

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 decision.

4. CONTENT

- Pathophysiology and semiology of the digestive system
- Pathophysiology and semiopathology of the endocrine system
- Pathophysiology and semiology of the nephro-urinary system
- Pathophysiology and semiology of the osteoarticular apparatus
- Pathophysiology and semiopathology of the nervous system

5. TEACHING-LEARNING METHODOLOGIES

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

- Master classes
- Problem/case 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
LA1 Master classes	55
LA3 Problem/case based learning	10
LA10 Autonomous work	82,5
LA12 Face-to-face evaluation 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:

Campus-based mode:

Assessment system	Weight
AS1 Face-to-face evaluation test	50%
As4 Case studies	40%
AS7 Attendance and participation	10%

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.

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 evaluable activities that have been passed according to the criteria established in the learning guide.

Furthermore, in order to take the final exam, you must have attended at least 50% of the scheduled classes and activities, as established in the course guide. This requirement applies regardless of whether the absences are justified or not. If the percentage of absences exceeds this limit, they cannot be justified in any case and this will imply the impossibility of passing the subject in that call.

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 grade higher or equal to 5.0 in the final exam, so that it can be averaged with the rest of the evaluable 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 the theory exam, you will have to repeat this test in the extraordinary call.
- If you have not passed the practical part of the subject (practical exam), you will have to take it again, according to the indications of the course professors.
- If any of the continuous assessment activities (theoretical or practical) have not been passed or were not presented in the ordinary exam, you must complete them in person during the follow-up period, at the established times. These activities may coincide with the original ones or be replaced by others, at the discretion of the professors.

8. SCHEDULE

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

Assessable activities	Deadline
Case study 1	Week 3
Case study 2	Week 6
Case Study 3	Week 9
Case Study 4	Week 12
Case Study 5	Week 15

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:

- Pathophysiology: concepts of altered health states. Porth, Carol. 9Th edition Philadelphia [etc.] : Wolters Kluwer Health : Lippincott Williams & Wilkins, cop. 2015

The recommended Bibliography is:

- Introduction to human disease: pathophysiology for health professionals. Hart, Michael Noel (1938-). Sudbury, MA : Jones & Bartlett Learning, cop. 2012
- Hurst Review: Pathophysiology Review. Hurst, Marlene. McGraw-Hill. Medical. 2008
- Harrison's Online: Featuring the complete contents of Harrison's Principles of Internal Medicine, 18e
- Harrison's principles of internal medicine New York 19th edition: McGraw-Hill
- Cecil essentials of medicine. Philadelphia : W.B. Saunders, cop. 2007
- Goldman's Cecil medicine. Philadelphia : Elsevier/Saunders/, cop. 2012

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.