

1. BASIC INFORMATION

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|-------------------------------|---|
| Course | OROFACIAL MEDICAL-SURGICAL PATHOLOGY II |
| Degree program | Degree in Dentistry |
| School | Biomedical and Health Sciences |
| Year | Third |
| ECTS | 6 ECTS |
| Credit type | Mandatory |
| Language(s) | English |
| Delivery mode | Face to face |
| Semester | Second semester |
| Academic year | 24/25 |
| Coordinating professor | Carmen Martin Carreras-Presas |

2. PRESENTATION

Medical-Surgical Pathology II is a compulsory subject that belongs to the module of Pathology and Therapeutics specifically in dentistry. In the Dentistry Degree, 6 ECTS credits have been assigned and it has been given a theoretical-practical nature with laboratory practices. It will be taught in the third year of the Dentistry degree, having an important relationship with the subjects of the previous year, specifically with Medical Pathology and with the oral repercussions of systemic diseases. The study of the subject of medical-surgical pathology II, addresses all the pathology that settles in the oral mucosa. The epidemiology, etiopathogenesis, clinic, diagnosis, differential diagnosis and treatment of each entity are analyzed.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

BC2: That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defense of arguments and the resolution of problems within their area of study.

- BC3: That students have the ability to gather and interpret relevant data (normally within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.
- BC5: That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.

Cross-curricular competencies:

- TC1 - Autonomous Learning: Process that allows the person to be the author of their own development, choosing the paths, strategies, tools and moments that they consider most effective to learn and independently put into practice what they have learned. The autonomous student, in short, selects the best strategies to achieve her learning objectives.
- TC3 - Ability to adapt to new situations: Being able to work under different conditions, different people and in different groups. It involves evaluating and understanding different positions, adapting one's own approach as the situation requires.
- TC7 - 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 entails a commitment to certain social values.
- TC8 - Information management: Ability to search, select, analyze and integrate information from various sources.

Specific competencies:

- SC9. Know the procedures and clinical and laboratory diagnostic tests, know their reliability and diagnostic validity and be competent in the interpretation of their results.
- SC10. Recognize normality and oral pathology, as well as the evaluation of semiological data.
- SC11. Identify the main reason for consultation and the history of the current disease. Carry out a general clinical history of the patient and a medical record that faithfully reflects the patient's records.
- SC12. Know the behavioral and communication sciences that facilitate dental practice.
- SC13. Manage, discriminate and select the appropriate materials and instruments in dentistry.
- SC14. Know dental biomaterials: their handling, properties, indications, allergies, biocompatibility, toxicity, waste disposal and environmental impact.
- SC18. Provide a global approach to oral care and apply the principles of health promotion and prevention of oral and dental diseases.
- SC19. Educate and motivate patients in the prevention of oral and dental diseases, control pathogenic oral habits, instruct them on proper oral hygiene, dietary and nutritional measures and, in short, on all methods of maintaining oral health .
- SC20. Know the effects of tobacco on oral health and participate in measures that help patients who want to quit smoking.
- SC29. Know the oral manifestations of systemic diseases.
- CE39. Identify the patient who requires special care, recognizing their characteristics and peculiarities.

General competence:

- • GC4 Understand and recognize the social and psychological aspects relevant to the treatment of patients.
- • GC14 Know the general processes of the disease, including infection, inflammation, alterations of the immune system, degeneration, neoplasia, metabolic alterations and genetic disorders.
- • GC25 Know and apply the basic treatment of the most common oral pathology in patients of all ages. Therapeutic procedures should be based on the concept of minimal invasion and on a global and integrated approach to oral treatment.
- • GC27 Plan and propose appropriate preventive measures for each clinical situation.
- GC30 Recognize the role of the dentist in prevention and protection actions against oral diseases, as well as in the maintenance and promotion of health, both at an individual and community level

Learning outcomes:

-LO.1- Carry out a clinical history that allows the identification of systemic problems (cardiovascular, hemorrhagic, allergic, etc.) that may modify dental treatment and may endanger the patient's life.

- LO.2- Acquire knowledge and experience in all clinical examination methods.
- LO.3- Diagnose diseases with medical treatment of the oral mucosa, maxillary bones, salivary glands and other adjoining tissues.
- LO.4- Know in depth the systemic diseases with oral repercussion.
- LO 5- Carry out the prevention and early diagnosis of general diseases with orofacial repercussions.
- LO 6- Reason the choice of different diagnostic and surgical techniques.
- LO 7-Reason the choice of different surgical treatment plans in patients with various underlying pathologies at the level of the contents covered in class.
- LO 8- Prepare a diagnostic and treatment sequence for oral lesions.
- The table below shows the relationship between the skills developed in the subject and the learning outcomes pursued:

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

| Competencies | Learning outcomes |
|--|-------------------|
| BC2, BC3, BC5, GC4, GC14, GC25, TC1, TC3, TC7, TC8, SC11, SC12, SC39 | LO1 |
| BC2, BC3, BC5, TC1, TC3, TC7, TC8, SC9, SC13 | LO2 |
| BC 2, BC 3, BC 5, GC25, TC1, TC3, TC7, TC8, SC9, SC10 | LO3 |
| BC2, BC 3, BC5, GC14, GC25, TC1, TC3, TC7, TC8, SC10, SC18, SC20, SC29 | LO4 |
| BC2, BC3, BC5, GC25, GC27, GC30, TC1, TC3, TC7, TC8, SC18, SC20 | LO5 |
| BC2, BC3, BC5, TC1, TC3, TC7, TC8, SC9, SC14 | LO6 |
| BC2, BC3, BC5, GC14, TC1, TC3, TC7, TC8, SC39 | LO7 |
| BC2, BC3, BC5, TC1, TC3, TC7, TC8, SC19, SC39 | LO8 |

4. CONTENT

THEMATIC UNIT 1: INTRODUCTION TO MEDICAL PATHOLOGY

Theme M1. teacher planning. Concept. Epidemiology. Objectives. Semiology and Propaedeutics

Theme M2. Functions of the stomatognathic apparatus. Morphofunctional memory of the oral cavity.

Theme M3. Clinical history in Oral Medicine. Anamnesis.

Theme M4. Intraoral examination in PMB and Extraoral clinical examination in PMB

Theme M5. Complementary tests in Oral Medicine. Morphological tests. Biopsy, Cytology, Microbiological cultures

Theme M6a. Complementary tests in Oral Medicine. Most relevant biochemical and immunological tests. Indications

Topic M 7. Physiopathology of the oral mucosa focused on the discovery of alterations

Topic M 8. Elementary lesions in the oral mucosa

THEMATIC UNIT 2: PATHOLOGY OF THE ORAL MUCOSA

Theme M9. Dyschromia and exogenous pigmentation of the oral mucosa.

Theme M10. Endogenous dyschromias. Differential diagnosis of pigmentary disorders.

Theme M11. White lesions of the oral mucosa. differential diagnosis

Theme M12. Superficial fungal infections of the oral mucosa

Topic M13 Deep fungal infections and oral cavity.

Theme M14. Bacterial infections of the oral mucosa I

Theme M15. Bacterial infections of the oral mucosa II

Theme M16. Viral infections of the oral mucosa (I)

Theme M17. Viral infections of the oral mucosa (II)

Theme M18. Ulcerative and canker sores of the oral mucosa.

Theme M19. Differential diagnosis of ulcerative lesions

M20 theme. lichen planus

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies that will be applied are indicated below:

- Master class.
- Case method.
- Roll Playing
- Seminars/ Debate
- Simulation: Biopsy Practice

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 |
|-------------------|-----------------|
| Master class | 27,5 h |

| | |
|--|-------------|
| Seminar/ Discussion | 7,5 h |
| Case Method | 27,5 h |
| tutorials | 13 h |
| roll-playing | 5 h |
| test knowledge | 2,5h |
| Autonomous Work Study | 65h |
| Simulation: Biopsy practice on a simulated model | 2h |
| Total | 150h |

7. ASSESSMENT

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

SPECIFIC REGULATION

The evaluation system is through continuous evaluation during the semester in which the subject is taught.

There are individual ratings for objective tests and group ratings for clinical cases.

Each student has 4 global qualifications: Weekly group work note (40%), Individual evaluation test note 1 (15%), Final knowledge test (35%), Biopsy practice (10%). To add the %, the grade of the final knowledge test must be equal to or greater than 5 points out of 10.

The student who does not take one of the tests will have a grade of 0.

To pass the subject, the student must have a grade of 5 or higher, once all the global grades have been added.

As it is a continuous evaluation, class attendance is essential as well as the completion of all clinical cases throughout the duration of the semester, this being an essential requirement to pass the subject.

Continuous evaluation.

Each student has 4 global qualifications: Weekly group work note (40%), Individual evaluation test note 1 (15%), Final knowledge test (35%), Biopsy practice (10%)

Group work rating. Each case presented will be evaluated by the professor. (Minimum threshold for average will be 5 points).

The student who presents the case will be chosen on the fly by the teacher so that all members of the group must learn the case and be prepared to present it.

In the event that a week does not allow time to present the case, it will be presented on the days planned for recovery.

The qualification will be the same for all the members of the group. If a student does not attend the day of the presentation of the case, they will have a 0. Only one excused absence is allowed and the justification must be delivered the week following the absence.

The evaluation of the clinical case is based on the rubric system.

Individual qualification: Two tests will be carried out:

a) The first test that will cover little matter and that will consist of a question and a clinical case of those studied in class. It has no minimum threshold.

b) The second test at the end of the semester with 5 questions: 3 theoretical, 2 clinical cases. It will cover all the matter studied. The minimum threshold for averaging will be 5 points.

The student who does not take one of the tests will have a grade of 0.

To pass the subject, the student must have a grade of 5 or higher.

Campus-based mode:

| Assessment system | Weight |
|--|--------|
| Partial knowledge test | 15% |
| Completion and presentation of weekly group work | 40% |
| final knowledge test | 35% |
| Practice of clinical skills (biopsy) | 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

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.

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, 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.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

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

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

9. SCHEDULE

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

| Assessable activities | Deadline |
|-----------------------------------|----------|
| Presentation | Week 1 |
| Clinical History and Exploration | week 2 |
| Physiology of Elementary Injuries | week 3 |
| Supplementary tests | week 4 |
| dyschromias | week 5 |
| White lesions and lichen | week 6 |
| fungal infections | week 7 |
| Seminar | week 8 |

| | |
|--|---------|
| Knowledge Test 1 | week 9 |
| viral infections | week 10 |
| Bacterial infections | week 11 |
| Ulcers | week 12 |
| Injuries due to physical-chemical agents | week 13 |
| Clinical Skills Practice: Biopsy | week 14 |
| Seminar | week 15 |
| Recovery and delivery of final cases | week 16 |
| final knowledge test | week 17 |

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.

10. BIBLIOGRAPHY

The recommended Bibliography is:

- BOOKS:
 - Bagán Sebastián JV. Medicina Bucal. Medicina Oral SL. 2011.
 - Bascones A. Medicina Bucal. Madrid: Ed Avances-Ariel, 3ª ed. 2004.
 - Cawson RA y Odell EW. Fundamentos de Medicina y Patología Oral. 8ª Edición. Elsevier. 2009.
 - Wood NK y Goaz PW. Diagnóstico diferencial de las lesiones orales y maxilofaciales. Harcourt Brace. 1998.

ATLAS

- Bagán Sebastián JV. Atlas de enfermedades de la mucosa oral. Barcelona: Syntex Latino, 1995.
- Laskaris G. Atlas de enfermedades orales. Barcelona: Masson, 2005.
- Pindborg JJ. Atlas de enfermedades de la mucosa oral. Barcelona: Salvat, 1994.
- Strassburg M, Knolle G. Mucosa Oral. Atlas a color de enfermedades. Madrid: Marbán, 1996.

11. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity 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 means 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 opportunities 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

12. 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.