

## 1. BASIC DATA

<b>Course Subject</b>	Pediatric Dentistry III
<b>Graduate Degree</b>	Bachelor's Degree in Dentistry
<b>School/Faculty</b>	Faculty of Biomedical and Health Sciences
<b>Year</b>	Fourth
<b>ECTS</b>	3 ECTS
<b>Type</b>	Compulsory
<b>Language/s</b>	Spanish/English
<b>Modality</b>	On-campus attendance
<b>Semester</b>	First
<b>Academic year</b>	2025-2026
<b>Coordinating teacher</b>	Luz Torres Moreta

## 2. INTRODUCTION

Pediatric Dentistry III is a course of the fourth year of the Bachelor's Degree in Dentistry that takes place in the first Term, with a value of 3 ECTS.

This subject, which is compulsory within the degree programme, provides basic and specific training on paediatric patients in the field of dentistry, giving a comprehensive overview of children and also providing in-depth knowledge on specific topics related to the subject, such as behaviour management, the peculiarities of pharmacological treatment, the characteristics of craniofacial growth and other essential aspects for the training of dentists and their future professional activity. The subject focuses on obtaining sufficient knowledge and understanding of the most relevant pathologies associated with paediatric patients and the ability to apply this information to clinical situations.

In the planning of the subject it will be essential to respect a logical order in the student's learning. In the planning of the Syllabus of Pediatric Dentistry, the general and specific Competencies are clearly defined in order to develop the different levels of learning in the subject.

The Subject is taught in Spanish and English given the marked international character of the European University of Madrid, this provides students with sufficient tools to achieve a level of knowledge that will allow them to develop their professional work internationally.

Within the ECTS of this course are included hours of work with the professor (masterclasses, seminars, directed studies, case studies, problem-based learning, presentation of assignments, tutorials, simulation of clinical situations...) as well as hours of personal work dedicated to study. All this will allow the future Alumni to acquire all the necessary knowledge regarding preventive treatment, diagnosis and therapy of child patients.

### 3. LEARNING OUTCOMES

#### **Knowledge**

CON03 Understand and recognised the social and psychological aspects relevant to the treatment of patients.

CON09 Understand and recognised the structure and normal function of the stomatognathic apparatus, at molecular, cellular, tissue and organic level, in the different stages of life.

CON11 Know about general disease processes and their treatment, including infection, inflammation, immune system alterations, degeneration, neoplasia, metabolic alterations and genetic disorders.

CON25 Know clinical and laboratory diagnostic procedures and tests, know their reliability and diagnostic validity, and be competent in interpreting their results.

CON26 Know the behavioral and communication sciences that facilitate dental practice.

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CON36 Knowledge of general and clinical pharmacology in dental practice.

CON37 Knowledge of the pharmacological basis of different local and general anaesthetic techniques, as well as the role of sedation and general anaesthesia in the management of dental patients.

#### **Specific knowledge of the subject:**

- Learn techniques for managing behaviour, pain control and anxiety in paediatric dental patients.
- Learn about child development, cranial and orofacial growth, and identify associated pathologies.
- Learn how to individualise and adapt oral health treatment to children of specific ages.

#### **Skills**

HAB07 Know how to perform a complete oral examination, including appropriate radiographic and Complementary examination tests, as well as obtaining appropriate clinical references.

HAB12 Know how to plan and perform multidisciplinary, sequential and integrated dental treatment of limited complexity in patients of all ages and conditions and patients requiring special care.

HAB13 Propose and propose preventive measures appropriate to each clinical situation.

HAB16 Acquire preclinical experience under appropriate supervision in simulated environments.

HAB17 Solve clinical cases in a simulated environment.

#### **Skills specific to the subject:**

- Recognise and identify the specific characteristics of different syndromic disorders in simulated environments.
- Appropriately manage the behaviour of paediatric patients and know how to apply different anxiety control techniques in simulated environments.

#### **Competencies**

CP02 Recognize normality and oral pathology, as well as the assessment of semiological data.

CP03 Identify the main reason for consultation and history of current disease. Take a general clinical history of the patient and a clinical record that accurately reflects the patient's records.

CP06 Provide a comprehensive approach to oral care and apply the principles of health promotion and prevention of oral diseases.

CP09 Recognize that the patient is the focus of care and that all interactions, including prevention, diagnosis, treatment planning and implementation, and maintenance, should be in the patient's best interest, avoiding discrimination of any kind and respecting confidentiality.

## 4. CONTENTS

- UNIT 1: Pain and anxiety management in children
- UNIT 2: Craniofacial growth. Syndromes with craniofacial repercussions
- UNIT 3: Developmental paediatric dentistry

### **UNIT 1: PAIN AND ANXIETY MANAGEMENT IN CHILDREN.**

#### **TOPIC 1.- BEHAVIOUR MANAGEMENT IN PAEDIATRIC DENTAL PATIENTS I**

- General concepts about fear/anxiety
- Child psychological development. Characteristics of children according to age
- Determining factors in treatment

#### **TOPIC 2.- BEHAVIOUR MANAGEMENT IN PAEDIATRIC DENTAL PATIENTS II**

- Concept of a potentially uncooperative child
- Objectives of behaviour control
- Techniques for managing paediatric dental patients

#### **TOPIC 3.- LOCAL ANESTHESIA IN PAEDIATRIC PATIENTS**

- Characteristics of local anaesthetics
- Pharmacodynamics of anesthetics in children
- Concept.
- Anesthesia techniques in paediatric patients

#### **TOPIC 4.- GENERAL ANESTHESIA IN CHILDREN**

- Concept.
- Pediatric patients eligible for general anesthesia.
- General anesthesia protocols in paediatric dentistry. Pre- and post-anaesthetic measures.

#### **TOPIC 5.- PHARMACOLOGY IN PEDIATRIC DENTISTRY**

- Pharmacokinetics and pharmacodynamics in paediatric patients
- Most commonly used antibiotics in paediatric dentistry.
- Most commonly used analgesics and anti-inflammatories in paediatric patients

#### **TOPIC 6.- SEDATION AND PREMEDICATION IN PAEDIATRIC DENTISTRY**

- Concept.
- Paediatric patients eligible for premedication.
- Premedication protocols in paediatric dentistry: Most commonly used drugs

### **UNIT 2: CRANIOFACIAL GROWTH. SYNDROMES WITH CRANIOFACIAL IMPACT**

#### **TOPIC 7.- PRELIMINARY CONCEPTS OF GROWTH**

- Importance of studying growth in paediatric patients
- Concept of growth, development and maturation.

- Factors influencing growth patterns

**SUBJECT 8.- CRANIOFACIAL GROWTH PROCESS I**

- Growth movements: Remodelling and Displacement
- Functions of Remodelling
- Types of displacement

**SUBJECT 9.- CRANIOFACIAL GROWTH PROCESS II**

- Growth of the skull vault and cranial base
- Growth of the maxilla and mandible

**SUBJECT 11.- PRENATAL CRANIAL DEVELOPMENT**

- General concepts
- Embryological development of the craniofacial complex
- Formation of the face

**SUBJECT 12.- GROWTH OF THE FACE THROUGHOUT LIFE. FACIAL TYPES**

- Extreme facial types
- Ideal male and female patterns
- Evolution of the face throughout life

**SUBJECT 13.- MECHANISMS REGULATING CRANIOFACIAL GROWTH**

- Current theories explaining craniofacial growth
- Regulatory mechanisms

**SUBJECT 14.- CRANIOFACIAL SYNDROMES AND MALFORMATIONS I**

- Concept of syndrome
- Autosomal dominant syndromes

**SUBJECT 15.- CRANIOFACIAL SYNDROMES AND MALFORMATIONS II**

- Sex-linked syndromes
- Autosomal recessive syndromes
- Chromosomal abnormalities

**UNIT 3: DEVELOPMENTAL PAEDIATRIC DENTISTRY****SUBJECT 16.- CHILDREN AGED 0 TO 3 YEARS**

- General characteristics
- Behaviour management techniques

**TOPIC 17.- CHILDREN AGED 3 TO 6 YEARS**

- General characteristics
- Behaviour management techniques

**TOPIC 18.- CHILDREN AGED 6 TO 9 YEARS**

- General characteristics

- Behaviour management techniques

#### **TOPIC 19.- CHILDREN AGED 9 TO 12 YEARS**

- General characteristics
- Behaviour management techniques

#### **INTEGRATION OF THEORETICAL KNOWLEDGE THROUGH THE DEVELOPMENT OF CASE STUDIES ANALYSIS.**

- Clinical cases on the pathologies developed in the course syllabus.

## **5. TEACHING-LEARNING METHODS**

The following are the types of Teaching-Learning methods to be applied:

- MD1 Masterclass
- MD2 Case study method
- MD3 Cooperative learning
- MD4 Problem-based learning.
- MD8 Simulation environments.

## **6. LEARNING ACTIVITIES**

The following are the types of Learning activities that will be carried out and the student's dedication in hours to each one of them:

Learning activity	Number of hours
AF1 Masterclasses	24
AF3 Case studies Analysis	4
AF4 Problem-Solving	5
AF5 Oral presentations of assignments	2
AF10 Self-study work	38
AF12 Face-to face assessment tests On-campus	2
<b>TOTAL</b>	<b>75</b>

## **7. ASSESSMENT**

The following is a list of the Assessment systems, as well as their weight on the total grade of the course:

Assessment systems	Weight
SE1 On-campus On-campus Assessment tests	70%
SE4 Case/problem	20%
SE7 Systematic observation	10%

In Canvas, when you access the course, you will be able to consult in detail the Assessment activities to be carried out, as well as the due dates and assessment procedures for each one of them.

## 7.1. Ordinary Exam period

To pass the Subject in Ordinary Exam period 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 evaluable blocks (practical exercises, case studies, Seminars/presentations, group participatory activities and objective theoretical test) 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 course will not be passed if any of the parts have not reached the minimum grade required. The grade for each of the parts of the course is detailed below.

**On-campus attendance** will be required for both the theoretical classes and all the activities (practical exercises, case studies, etc.). The date of all of them will be reflected in the corresponding Timeline of the course. It will be necessary to attend at least **70% of the theory classes and perform 70% of the practical exercises** and case studies in the classroom ON-CAMPUS to consider this part of the course as passed.

Attendance to the activities in the **simulated Hospital is Compulsory**, being an indispensable requirement to pass the course. The theoretical content of the simulated hospital activity will be assessed in the theoretical objective test of the course.

**Attendance** to all **group introductions** made in the classroom is **Compulsory**. The grade obtained in the group methodology must be greater or equal to 5.00 out of 10.

The theoretical objective test may be a multiple-choice test, short questions or clinical case studies. In any case, it will be necessary to obtain a grade higher or equal to 5.0 in the final test, so that it can be averaged with the rest of the Assessable activities that have been passed according to the criteria established in the learning guide.

The theoretical test may consist of multiple-choice questions, short questions, clinical cases, open questions or a combination of them. If the multiple-choice mode is requested, 80% of the questions must be answered, so that if more than 20% of the questions are not answered, the test will be considered null and void and if the answers are not filled in the template, the correction will not be carried out. Failure to comply with these rules will mean that the student will pass to the Extraordinary exam period. If the test modality also includes short questions or a clinical case, both parts (test and short questions or clinical case) must be passed with at least a 5.0 in each of the modalities. In no case can one part of the course be compensated with the grades obtained in the other parts. Only the written content of each question will be taken into account in order to be assessed.

If the student does not pass any of the parts of the theoretical test in ORDINARY EXAM period and therefore does not pass the whole of it, in no case will any of the parts passed be saved for the Extraordinary exam period, and the student will have to take the whole test (test, short questions, clinical case, etc.) in the Extraordinary exam period.

Likewise, 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 course in that call for entries.

#### **Objective test review protocol:**

All examined students have the right to the exam review regardless of their grade. The final grades will be published on Canvas in the section intended for this purpose, stating the date and time for the review and will take place, whenever possible, between the 2nd and 5th working day after publication, as indicated in Article 7.10 of the Assessment Regulations of the Graduate's Degree Official Degrees. In order to guarantee the correct development of the review, students must previously notify the professors through the channel that the professor deems appropriate (mail, canvas, etc.) of their desire to attend the review and those who have not been notified will not be able to do so. During the exam revision, the student will be provided with the answer sheet, template and question booklet. He/she will not be able to open the computer, telephone and/or notes. Any doubt or disagreement with a specific question will be discussed with the professor who will give an answer; if more time is required, the student may be asked to answer the question at another time. The maximum recommended time for a student to review his/her exam will be 15-20 minutes. On-campus review will take place at the place indicated by the professor. The review date is official and, therefore, the professor is not obliged to change the date if the student is unable to attend.

#### **According to the REGULATIONS OF ASSESSMENT OF THE OFFICIAL GRADUATE'S DEGREES OF THE UNIVERSIDAD EUROPEA DE MADRID DEGREE I.**

##### **Art. 1- 4 states the following:**

For students taking On-campus Bachelor's Degree courses, it is compulsory to justify, at least, 50% attendance to classes, as a necessary part of the Assessment process and to comply with the student's right to receive counseling, assistance and academic monitoring by the professor. Failure to provide proof of at least 50% attendance by the means proposed by the university will entitle the professor to grade the course as a failure in the Ordinary Exam period, in accordance with the grade system established in these regulations. All this, without prejudice to other requirements or higher attendance percentages that each faculty may establish in the learning guides or in its internal regulations.

Therefore, it is the professor's faculty that students who have not complied with 50% attendance in Ordinary Exam period must pass in Extraordinary Exam period all the objective tests, for which they must obtain a grade higher or equal to 5.0 out of 10.0 in all of them (Faculty Board 11-07-23).

##### **Art. 6 - 12 indicates the following:**

Any student who has or makes use of illicit means in the celebration of an assessment test, or who unduly attributes the authorship of academic works required for the assessment, **will have the grade of "Fail" (0) in all the assessment tests of the call for entries in which the fact has occurred and may also be subject to sanction, after the opening of disciplinary proceedings.** In the case of the Bachelor's Degree Final Year Project, plagiarism or lack of originality will lead to a grade of "fail" (0) in Ordinary and

Extraordinary exam entries, as well as the loss of student status for 6 months, in accordance with the provisions of Article 5 of the General Regulations for Bachelor's Degree and Master's Degree Final Year Projects of the European University of Madrid.

## 7.2. Extraordinary exam period

In order to pass the course in the Extraordinary exam period, 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 test, so that it can be averaged with the rest of the Assessable activities.

Depending on the parts not passed in the Ordinary Exam period, you will have to recover those that have not reached the minimum grade required (grade equal or higher than 5):

- In case you have not passed the theoretical exam, you will have to repeat this test in the Extraordinary exam period with the totality of its integral parts.
- If you have not passed the practical part of the course (practical exam), it will be necessary to take it again, according to the indications of the teaching staff.
- If any of the continuous Assessment activities (theoretical or practical) have not been passed or were not submitted in the Ordinary Exam period, you must complete them On-campus during the follow-up period, in the established schedules. These activities may coincide with the original ones or be substituted by others, according to the teacher's criteria. All the recovery activities will be carried out **On-campus** in the classroom on the days indicated by the University for the follow-up period. Under no circumstances can a part of the course be compensated with the grades obtained in the other parts.
- Assessment in the Extraordinary exam period will be carried out following the same criteria explained for the Ordinary Exam period.

## 8. TIMELINE

This section shows the Timeline with dates for the delivery of Assessable activities of the course:

Assessable activities	Date
A1 Clinical cases of behaviour management in paediatric dental patients	Week 1
A2 Clinical cases of behaviour management in paediatric dental patients	Week 2
A3 Practical exercises in local anaesthesia	Week 3
A4 Practical exercises in conscious sedation	Week 4



A5 Clinical cases in general anaesthesia	Week 5
A6 Clinical cases/practical exercises in pharmacological therapy	Week 6
A7 Practical exercises in craniofacial growth	Week 7
A8 Practical exercises in craniofacial growth	Week 8
A9&10 Hospital simulation	Week 9&10
A11 Clinical cases of syndromes with craniofacial repercussions	Week 11
A12 Clinical cases of syndromes with craniofacial repercussions	Week 12
A13&14 Presentation of group work in the classroom	Week 13&14
A15 Clinical cases	Week 15
Activity 16. Final On-campus attendance test.	Week 16

This Timeline may be subject to modifications due to logistical reasons of the activities. Any modification will be notified to the student in due time and form.

## 9. BIBLIOGRAPHY

The reference work for the follow-up of the course is:

- **Boj JR, Catalá M, García C, Mendoza A, Planells P.** Pediatric dentistry: Infants, children and adolescents. Mexico: Odontología actual; 2019.

Recommended bibliography is listed below:

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- **SEOP.** Protocolo Farmacología en Odontopediatría. Disponible en: <http://www.odontologiapediatrica.com/farmacologia>
- **Gutiérrez JL., Bagán JV., Bascones A., Llamas R., Llena J., Morales A., Noguerol B., Planells P., Prieto J., Salmerón JI.** Documento de consenso sobre la utilización de profilaxis antibiótica en cirugía y procedimientos dentales. Avances en Odontoestomatología 2006; 22 (1): 41-67
- **SEOP.** Protocolo de premedicación y sedación en odontopediatría. Disponible en: <http://www.odontologiapediatrica.com/img/SedacionSEOP.pdf>
- **Lorena Alarco-Cadillo, Leslie Casas Apayco, Mario Reyes Bossi<sup>3</sup>, María Cecilia Ramírez Torres.** Uso de dos técnicas alternativas de manejo de conducta: musicoterapia y distracción audiovisual, en el control de manejo y ansiedad en pacientes pediátricos de 5 a 10 años. Revista de Odontopediatría Latinoamericana 2017; disponible en: [/www.revistaodontopediatria.org/ediciones/2017/1/art-3/](http://www.revistaodontopediatria.org/ediciones/2017/1/art-3/)
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- **Learning Unit 2: Craniofacial growth. Pathologies**
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## 10. EDUCATIONAL ORIENTATION, DIVERSITY AND INCLUSION UNIT.

From the Educational Guidance, Diversity and Inclusion Unit (ODI) we offer accompaniment to our students throughout their university life to help them achieve their academic achievements. Other pillars of our actions 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

1. Accompaniment and monitoring through counseling and personalized plans for students who need to improve their academic performance.
2. In the subject of attention to diversity, non-significant curricular adjustments are made, that is, at the level of Methodological and Assessment, in those students with specific educational support needs, thus pursuing equal opportunities for all students.
3. We offer students different extracurricular training resources to develop diverse Competencies that will enrich their personal and professional development.
4. Vocational guidance through the provision of tools and counseling to students with vocational doubts or who believe they have made a mistake in their choice of Degree.

Students who need educational support can write to us at:

[orientacioneducativa@universidadeuropea.es](mailto:orientacioneducativa@universidadeuropea.es)

## 11. SATISFACTION SURVEYS

Your opinion matters!

Universidad Europea encourages you to participate in the Satisfaction Surveys to detect strengths and areas for improvement about the faculty, the Qualification and the teaching-learning process.

The surveys will be available in the survey area of your online campus or through your email.

Your feedback is necessary to improve the quality of the qualification.

Thank you very much for your participation.

## **12. PLAGIARISM REGULATIONS**

In accordance with the European University's disciplinary regulations for students:

- Plagiarism, fully or partially, of intellectual works of any kind is considered a very serious offence.
- Very serious offences relating to plagiarism and the use of fraudulent means to pass assessment tests will result in the loss of the corresponding examination session, as well as the offence and its reason being recorded in the academic record.

## **13. REGULATIONS ON THE USE OF AI**

Students must be the authors of their own work/activities.

The use of Artificial Intelligence (AI) tools must be authorised by the teacher for each piece of work/activity, indicating how they may be used. The teacher will inform students in advance of the situations in which AI tools may be used to improve spelling, grammar and editing in general. Students are responsible for verifying the information provided by the tool and duly declaring the use of any AI tool, in accordance with the guidelines set by the teacher. The final decision on the authorship of the work and the appropriateness of the reported use of an AI tool rests with the teacher and those responsible for the degree programme.