

## 1. BASIC INFORMATION

Course	Orthodontics III
Degree program	Dentistry
School	Health Sciences
Year	4 <sup>th</sup>
ECTS	3 ECTS/36h
Credit type	Compulsory
Language(s)	English. Spanish
Delivery mode	On-site classroom course
Semester	1 Semester
Academic year	2025-2026
Coordinating professor	Jesús Fernández Sánchez

## 2. PRESENTATION

Orthodontics III belongs to Module 4 (Pathology and Dental Therapeutics). It is a mandatory course of 3 ECTS credits with the duration of one semester. After this last block of training in Orthodontics students will be able to identify and correct the different types of malocclusions. It also provides essential background about indispensable diagnostic methods which stand behind patient's malocclusion treatments. Throughout the subject, the student develops required academic knowledge and practical skills to correctly interpret basic diagnostic methods. The subject's timeline combines classroom activities with lab practical to allow inclusive knowledge and skills acquisition. It follows a chronological order that enables to gain progressive academic knowledge and ability. Orthodontics' syllabus planification defines clearly core and specific competencies to develop the different learning levels of the subject. Lessons are given in English and Spanish due to the strong international nature of Universidad Europea de Madrid, providing the student enough tools to achieve a level of understanding to be able to develop professional international workload. ECTS comprise class hours with the professor in classroom (master classes, tutorials, resolution of practical exercises) and work hours in a laboratory conducting preclinical practical, seminars and skill tests in a traditional simulation environment. All this will enable the future graduate to acquire all indispensable knowledge to achieve correct diagnosis and orthodontic treatment planning, as well as to undertake subsequent subjects like Orthodontics I, II & IV.

### 3. LEARNING OUTCOMES

#### Knowledge

CON01 Know the essential elements of the dental profession, including ethical principles and legal responsibilities.

CON09 To understand and recognise the structure and normal function of the stomatognathic apparatus, at molecular, cellular, tissue and organic levels, in the different stages of life.

CON11 To be aware of general disease processes and their treatment, including infection, inflammation, immune system alterations, degeneration, neoplasia, metabolic alterations and genetic disorders.

CON12 To be familiar with the general pathological characteristics of diseases and disorders affecting organ systems, specifically those with oral repercussions.

CON15 Recognise the role of the dentist in the prevention and protection against oral diseases, as well as in the maintenance and promotion of health, both at individual and community level.

CON39 Understanding the responsible use of artificial intelligence Subjects specific

- Knowing the orthodontic diagnosis
- Recognise the use of artificial intelligence in orthodontic diagnosis.

#### Skills

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.

HAB06 Obtain and prepare a medical record containing all relevant information.

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

HAB08 Ability to make an initial diagnostic judgement and establish a reasoned diagnostic strategy, being competent in recognising situations requiring urgent dental care.

HAB09 Establish the diagnosis, prognosis and adequate therapeutic planning in all clinical areas of Dentistry, being competent in the diagnosis, prognosis and elaboration of the dental treatment plan for patients requiring special care, including medically compromised patients (such as diabetics, hypertensive, immunosuppressed, anticoagulated, among others) and patients with disabilities.

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

HAB17 Solve clinical cases in a simulated environment Subject-specific

Subject-specific skills

- Apply the knowledge acquired to solve simulated clinical cases

### **Competences**

CP02 Recognise oral normality and pathology, as well as the evaluation of semiological data.

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

CP46 Demonstrate ethical behaviour and social commitment in the performance of the activities of a profession, as well as sensitivity to inequality and diversity....

## **4. CONTENT**

- Diagnosis in Orthodontics
- Preventive and interceptive orthodontics.
- Habit-generated malocclusions.
- Transverse syndromes.
- Sagittal syndromes.
- Vertical syndromes.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- Case.
- Master class.
- Problem-based learning (PBL)
- Simulation Environments

## 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			
AF Name	Total Hours	In-Person Work	% In-Person Hours
AF1 Masterclasses	20	100	20
AF3 Case Analysis	6	50	3
AF4 Problem Solving	6	50	3
AF5 Oral Presentations of Papers	2	100	2
AF10 Independent Work	39	0	0
AF12 In-Person Assessment Tests	2	100	2
<b>TOTAL</b>	<b>75</b>		<b>30</b>

## 7. ASSESSMENT

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

Learning activity		
SE Denomination	%Minimum	%Maximum
SE1 In-person assessment tests	40	50
SE2 Oral presentations	20	30
SE4 Case/problem	20	40
<b>TOTAL</b>	100%	

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
Activity 1. Continuing education	Week 4, 6, 8, 10 y 12
Activity 2. Article analysis	Week 2-14
Activity 3. Clinical case	Week 13
Activity 4. Literature review seminar	Week 9-14
Activity 5. Exam	Week 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:

- J. A. Canut Brusola, "Ortodoncia Clínica y Terapéutica", 2a Edición. Barcelona. Massón. 2.000.
- J. Fernández y cols., "Manual de Prácticas de Odontopediatría, Ortodoncia y Odontología Preventiva", 1a ed., Madrid, Editorial Ripano, 2006. ISBN: 84-609-7414-6.
- Fernandez Sanchez J. & Da Silva Filho O. Atlas de cefalometria y análisis facial. 2009, 290 p. ISBN-13 978-84-936756-7-7 Editorial Ripano Madrid. [www.ripano.eu](http://www.ripano.eu)
- W. R. Proffit, "Ortodoncia Contemporánea: Teoría y Práctica". 4a Edición. Barcelona. Elsevier. 2008.
- Thomas M. Graber, Thomas Rakosi, Alexandre G. Petrovic. Ortopedia dentofacial con aparatos funcionales Mosby, 1997. ISBN: 84-8174-331-3

## 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](mailto: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.