

1. BASIC INFORMATION

Course	Pediatric Dentistry IV
Degree program	Degree in Dentistry
School	Biomedical and Health Sciences
Year	Fourth
ECTS	3 ECTS
Credit type	Mandatory
Language(s)	Spanish/ English
Delivery mode	On-site
Semester	Second semester
Academic year	2024/25
Coordinating professor	Begoña Bartolomé Villar
Professor	Irene Real Benlloch & Ana de la Hoz

2. PRESENTATION

Pediatric Dentistry IV is a subject of the fourth course of the degree in Dentistry that is developed in the second semester, with a value of 3 ECTS.

This subject, compulsory within the degree, provides basic and specific training on child patients in the field of dentistry, providing a global idea of the child and also deepening specific knowledge on the subject, essential for the training of dentists and their future professional activity.

The future dentist must have sufficient knowledge of the dental alterations during development by learning to differentiate the different anomalies of shape, size, number, structure and colour. They will also know the most relevant oral and systemic pathologies associated to the child patient as well as the therapeutic guidelines for medically compromised patients, and must be competent to apply this information to clinical situations.

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

The course is taught in Spanish and English, given the marked international character of the European University of Madrid. This provides students with sufficient tools to reach a level of knowledge that allows them to develop their professional work internationally.

Within the ECTS of this subject, hours of work with the professor are included (master classes, seminars, directed work, case analysis, problem-based learning, presentation of said work, tutorials, simulation of clinical situations...) as well as hours of personal work dedicated to study.

All this will allow the future graduate to acquire all the necessary knowledge regarding the preventive, diagnostic and therapeutic treatment of the child patient.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CC3: Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgements that include reflection on relevant social, scientific or ethical issues.
- CC4: Students are able to convey information, ideas, problems and solutions to both specialized and non-specialized audiences.
- CB5: Students have developed those learning skills necessary to undertake further study with a high degree of autonomy.

Cross-curricular competencies:

- CCC1: Autonomous learning: Process that allows the person to be the author of his/her own development, choosing the paths, strategies, tools and moments that he/she considers most effective to learn and put into practice independently what he/she has learned. The autonomous student, in short, selects the best strategies to achieve his/her learning objectives.
- CCC3: Ability to adapt to new situations: To be able to work under different conditions, with different people and in varied groups. It involves valuing and understanding different positions, adapting one's approach as the situation requires.
- CCC4: Analysis and synthesis capacity: Analysis is the method of reasoning that allows to break down complex situations into their confluent parts; also to evaluate other alternatives and perspectives to find optimal solutions. Synthesis seeks to reduce complexity in order to better understand it and/or solve problems.
- CCC5: Ability to apply knowledge in practice: ability to use knowledge acquired in the academic field in situations as close as possible to the reality of the profession for which they are being trained, for example, by relating theoretical foundations to their application to real problems in everyday life, by tackling problems and situations close to professional activity or by solving real issues and/or problems.
- CCC7: Awareness of ethical values: the ability to think and act according to universal principles based on the value of the person, which are aimed at his or her full development and which entail a commitment to certain social values.
- TC8: Information management: ability to search, select, analyse and integrate information from different sources.

Specific competencies:

- SC9: To know the clinical and laboratory diagnostic tests and procedures, to know their reliability and diagnostic validity, and to be competent in the interpretation of their results.
- SC10: Recognise oral normality and pathology, as well as the assessment of semiological findings.
- SC11: Identify the main complaint and the history of the current disease. Take a general medical history of the patient and a clinical form that accurately reflects the patient's records.
- SC 12: Knowledge of the behavioural and communication sciences that facilitate dental practice.
- SC18: To provide a comprehensive approach to oral care and apply the principles of health promotion and prevention of oral diseases.
- SC19: To educate and motivate patients in the prevention of oral diseases, to control pathogenic oral habits, to instruct them on proper oral hygiene, dietary and nutritional measures and, in short, on all methods of maintaining oral health.
- SC26: Recognise that the patient is the main person and that all interactions, including prevention, diagnosis, treatment planning and implementation, and maintenance, should be in the best interests of the patient, avoiding discrimination of any kind and respecting confidentiality. Identify signs and attitudes that suggest possible maltreatment.
- SC29: To know the oral manifestations of systemic diseases.

- SC32: Knowledge and management of the most frequent dental and medical emergencies in dental practice and basic cardiorespiratory reanimation techniques.

Learning outcomes:

- LO1: Knowing the development and oral-facial growth of the child.
- LO2: Adequately manage the behavior of the child patient and know how to apply the various techniques of anxiety control.
- LO3: Knowledge and handling of the concepts of evolutionary Pediatric Dentistry. Individualization and adaptation of the treatment to the specific child patient
- LO4: To take a correct medical history oriented to the odontopediatric patient and his adequate treatment plan.

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

Competencies	Learning outcomes
SC10, SC11, SC18, SC19 CC4, CC5 CCC1, CCC4, CCC5, CCC8 CG12, CG14, CG21, CG25	LO1: Understanding child oral and facial growth and development
SC11, SC12, SC19, SC26 CC3, CC4, CC5 CCC3, CCC5, CCC7 CG4, CG21, CG26	LO2: Adequately manage the behavior of the child patient and know how to apply the various techniques of anxiety control.
SC9, SC10, SC11, SC12, SC18, SC19, SC26, SC29, SC32 CC4, CC5 CCC3, CCC4, CCC5, CCC7 CG4, CG12, CG14, CG17, CG21, CG25, CG26, CG27	LO3: Knowledge and handling of the concepts of evolutionary Pediatric Dentistry. Individualization and adaptation of the treatment to the specific child patient
SC9, SC10, SC11, SC12, SC18, SC19, SC26, CE29 CC3, CC4 CCC1, CCC4, CCC5, CCC7 CG4, CG12, CG14, CG17, CG21, CG25, CG26, CG27	LO4: To take a correct medical history oriented to the odontopediatric patient and his adequate treatment plan.

4. CONTENT

The subject is organized into four learning units, which in turn are divided into 11 themes:

UNIT 1: DENTAL DEVELOPMENTAL DISORDERS

TOPIC 1.- ALTERATIONS OF THE DEVELOPING DENTITION I

- Concepts and classification
- Number Anomalies
- Size and shape anomalies

TOPIC 2.- TEETHING DISORDERS IN DEVELOPMENT II

- Enamel and dentin structure abnormalities
- Cement Anomalies
- Color Abnormalities

UNIT 2: CHILD PATIENT BEHAVIOUR CONTROL SPECIAL SITUATIONS

TOPIC 3.- MENTALLY AND SENSORIALLY DISABLED PATIENT

- Characteristics of the disabled patient
- Cerebral palsy patient
- Autism
- Epilepsy
- Deafness. Blindness

TOPIC 4.- CHILD ABUSE

- Identification of the abused child
- Causes of child abuse
- Characteristic injuries of abuse
- Legal considerations. Protocol.

UNIT 3: CHILD PATIENT EMERGENCY

TOPIC 5.- PEDIATRIC DENTAL EMERGENCIES

- Concept of urgency
- Most common dental emergencies in the dental office: pre-treatment, during treatment and after treatment
- Medical emergencies in the dental office: management

TOPIC 6.- SURGICAL TREATMENTS IN CHILDREN I

- Retained teeth
- Alveolar ridge injuries.

TOPIC 7.- SURGICAL TREATMENTS IN CHILDREN II

- Oral soft tissue disorders
- Pathology of the salivary glands

UNIT 4: ORAL PATHOLOGY IN PAEDIATRIC DENTISTRY PATIENTS WITH SPECIAL NEEDS

TOPIC 8.- ORAL PATHOLOGY IN THE ODONTOPEDIATRIC PATIENT

- Oral infectious diseases with local impact.

- Ulcerative and blistering diseases.
- Vascular and erythematous lesions
- Exophytic lesions and gingival hyperplasia

TOPIC 9.- SYSTEMIC DISEASES WITH ORAL PATHOLOGY

- Infectious diseases.
- Diseases with premature loss of deciduous teeth

TOPIC 10.- MEDICALLY COMPROMISED PATIENT

- General characteristics of the medically compromised patient
- Patient with heart disease and respiratory problems.
- Patient with endocrine and hematological disorders
- Oncology and immunosuppressed patient

TOPIC 11.- INTEGRATION OF THEORETICAL KNOWLEDGE THROUGH THE DEVELOPMENT OF CASE ANALYSES

- Clinical cases on the pathologies developed in the subject's agenda

5. TEACHING-LEARNING METHODOLOGIES

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

- Master classes
- Asynchronous master classes
- Case analysis
- Practical exercises in the classroom
- Seminars/Presentations
- Participatory group activities/Simulated Hospital
- Knowledge tests.

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
Practical excercises	8
Case Analysis	4
Tutorials	9
Master classes	24

Asynchronous online master classes	4
Study and independent work	20
Participatory group activities	6
TOTAL	75

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
Knowledge test	70%
Case analysis and problem solving	10%
Practical exercises in the classroom	10%
Participatory group activities	10%
Simulated Hospital	Attendance

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.

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

CHAPTER I. COURSE ASSESSMENT SYSTEM FOR ACCREDITED UNDERGRADUATE DEGREES

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.

7.1. Ordinary call

In order to pass the course in ordinary call it is necessary to obtain a final grade equal or higher than 5, which will be obtained from the sum of the grades obtained in the different evaluable activities (practical exercises, case analysis, group participatory activities and objective theoretical test).

Each activity of the course must be passed independently of the others, being necessary to obtain a grade higher or equal to 5.0 out of 10.0 in each one of them.

Both the theoretical classes and all the activities (practical exercises, case analysis, etc.) will be face-to-face in the classroom. The date of all of them will be reflected in the corresponding timetable of the course. It will be necessary to attend at least 70% of the theory classes and to carry out 70% of the practical exercises and case analysis in the classroom in PRESENCE to consider this part of the course passed.

Group activities must be passed with a grade of 5 or higher. Attendance to the activities in the simulated hospital, as well as to all the presentations given in the classroom is compulsory. In no case can a part of the course be compensated with the grades obtained in the other parts.

7.2. Extraordinary call

In order to pass the course in the extraordinary call, it is necessary to obtain a definitive mark equal or superior to 5 in each of the parts of the course that have not been passed in the ordinary call (practical exercises, case analysis, seminars/presentations, group participative activities and theoretical objective test). All recovery activities will be carried out in person in the classroom on the days indicated by the University for the follow-up period. Each activity of the course must be passed independently from the others with a mark greater than or equal to 5.00 out of 10.0; All recovery activities will be carried out in person in the classroom on the days indicated by the University for the follow-up period. Attendance at the follow-up period in its entirety is required. In no case can a part of the course be compensated with the grades obtained in the others.

The teacher will indicate the activities to be carried out by each student in order to recover the parts not passed in the ordinary exam.

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1. Practical exercises: dental anomalies	Week 2
Activity 2. Practical exercises: dental anomalies II	Week 3
Activity 3. Practical exercises: dental anomalies III	Week 4
Activity 4. Presential group activities: dental anomalies.	Week 5
Activity 5. Cases of surgical pathology in the paediatric patient	Week 6
Activity 6 and 7. Clinical cases of patients with systemic diseases and oral pathology	Weeks 7 and 8
Activity 8. Exercises of medically compromised patients	Week 9
Activity 9, 10 and 11. Clinical cases of oral pathology in the pediatric dentistry patient.	Weeks 10, 11 and 12
Activity 12. Emergencies in Pediatric Dentistry: Simulated Hospital.	Week 13
Activity 13 and 14: Group methodologies: Child maltreatment and patients with special needs	Week 14 and 15
Activity 15: Clinical cases	Week 16
Activity 16. Final presential 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.

9. BIBLIOGRAPHY

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The recommended Bibliography is:

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10. DIVERSITY MANAGEMENT UNIT

From the Educational Guidance and Diversity Unit (ODI) we offer support to our students throughout their university life to help them achieve their academic achievements. Other pillars of our action 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 follow-up through counseling 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, i.e., at the level of methodology and evaluation, 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 different 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

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 in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.