

## 1. BASIC INFORMATION

Course	Community Dentistry, Public Oral Health, and Gerodontology
Degree program	Degree in Dentistry
School	Biomedical and Health Sciences
Year	Fifth
ECTS	6 ECTS
Credit type	Obligatory
Language(s)	English
Delivery mode	Face-to-face
Semester	S9
Academic year	2025-2026
Coordinating professor	Julia Sánchez Ituarte

## 2. PRESENTATION

**Community Dentistry and Public Oral Health** is a mandatory subject within the curriculum of the Degree in Dentistry at Universidad Europea de Madrid. It forms part of one of the traditional guiding pillars in the training of future dental professionals, providing them with a solid foundation in prevention.

In this context, the subject's ultimate goal is to analyse strategies for the prevention and promotion of oral health at the community level, aiming to improve the well-being of various population groups.

Throughout the course, students will acquire fundamental knowledge of health and disease assessment methods, as well as the epidemiological and biostatistical study of oral diseases. Subsequently, they will explore different oral prevention programs tailored to various population groups, with a particular focus on health education activities. This section will also address, among others, medically compromised patients and the field of gerodontology. Finally, the course will examine the organization of dental care services at both national and international levels.

This subject enables students to analyse and resolve clinical cases that may arise, offering responses or alternative solutions from a public health perspective, while considering the patients' socio-economic and cultural contexts.

**Community Dentistry and Public Oral Health** is thus conceived from a theoretical-practical perspective, placing students in real-life scenarios where they are expected to apply the knowledge and skills they have acquired to find effective solutions.

The Hy-Flex learning model has been implemented, allowing 20% of the teaching to be delivered online and asynchronously. This component is integrated into the Digital Block.

### 3. LEARNING OUTCOMES

#### **Knowledge**

KN01. Know the essential elements of the dental profession, including ethical principles and legal responsibilities.

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

KN06. Understand the importance of maintaining and using patient information records for further analysis, preserving the confidentiality of the data.

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

KN14. Understand and recognise the principles of ergonomics and safety at work (including cross-infection control, radiological protection and occupational and biological diseases).

KN15. 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.

KN16. Know the National Health System, as well as the basic aspects of health legislation, clinical management and appropriate use of health resources, understanding the importance of the role of the dentist in the field of Primary Health Care.

KN29. Understand the complex interactions between environmental, social and behavioural factors with oral and general health.

KN30. Understand the impact of demographic and epidemiological trends on the practice of dentistry.

KN31. Obtain an understanding of the organisation and provision of oral health care in the community, both private and public, as well as general health care and the role of the dentist in these settings.

KN40. Know the procedures to carry out oral health diagnosis in the community and know how to interpret the results.

KN41. Know the legislative and administrative ethical-deontological precepts that regulate the dental profession and their application in management and clinical practice, as well as knowing the organisation, competences and functions of the professional bodies.

#### **Subject-specific knowledge**

- Understand the basic processes and community oral health programmes. Dental Public Health.
- Appreciate the importance of health and its maintenance.
- Know the determinants of oral and general health. Epidemiology of oral diseases. Management of oral health indicators, data collection and interpretation of results.
- Recognise models of organisation, financing and delivery of dental care.
- Know oral health surveys: measurement of disease, utilisation of dental services, consumption of oral hygiene products, professional demographics. Demographic trends and their impact on dental health planning.
- Acquire a multidisciplinary vision of the care of the elderly patient.

#### **Skills**

SK01. Be able to identify patient concerns and expectations and communicate effectively and clearly, both orally and in writing, with patients, relatives, the media and other professionals.

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

SK05. 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.

SK09. 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.

SK13. Propose and recommend preventive measures appropriate to each clinical situation.

SK15. Recognise the determinants of oral health in the population, both genetic and lifestyle-dependent, demographic, environmental, social, economic, psychological and cultural.

SK17. Solve clinical cases in a simulated environment.

#### Subject-specific skills

- Apply the different indices of health, disease and need for treatment.
- Plan, implement and evaluate preventive programmes to achieve and maintain acceptable levels of health as a component of general health.

#### Competences

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

CP07. Educate and motivate patients in the prevention of oral diseases, to control harmful oral habits, and to instruct them on proper oral hygiene, dietary and nutritional measures, and, in summary, on all methods for maintaining oral health.

CP08. Develop and implement oral health programmes and be aware of the inter-institutional and inter-professional coordination necessary for their implementation.

CP42. Influence others to guide and lead them toward specific goals and objectives, considering their perspectives—especially in professional situations arising from the volatile, uncertain, complex, and ambiguous (VUCA) environments of today's world.

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

- Community Dentistry. Principles of prevention and health promotion in dentistry.
- Methods for assessing health and disease in dentistry
- Epidemiology in Dentistry • Introduction to Biostatistics in Community Dentistry.
- Planning and programming in community dentistry.
- Preventive oral health programmes for specific groups.
- Models of dental care.
- Dental health system in Spain.
- Dentistry from a social point of view.
- Health promotion and education in dentistry.
- Caries risk assessment.
- Evidence-based dentistry.
- Gerodontology.
- Oral health-related quality of life.

## 5. TEACHING-LEARNING METHODOLOGIES

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

- TLM Lecture-based class
- TLM Case method
- TLM Cooperative learning
- TLM Problem-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:

Learning activity	Number of hours
LA1 Lectures	37
LA3 Case Analysis	5
LA4 Problem Solving	2
LA5 Oral Presentations of Assignments	4
LA9 Design of Strategies and Intervention Plans	10
LA10 Independent Work	90
LA12 In-Person Evaluation Test	2
<b>TOTAL</b>	<b>150</b>

## 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 In-Person Evaluation Test	40%
AS4 Case/Problem	25%
AS7 Systematic Observation	35%

When you access the course on the *Virtual Campus*, you'll find a description of the assessment activities you must 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 on that call.

If a student does not perform an activity, deliver a work or does not attend any of the objective tests on the dates determined by the teacher, for clearly justified reasons, it will have a grade of "Not Submitted: NP". You must perform the recovery on the date determined by the teacher. In the ordinary call, only 2 synchronous individual activities and 4 of the Digital Block can be recovered, being the maximum qualification of approved.

### 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
Exercise 1: Preventive guidelines. Spanish/English.	Week 1
Exercise 2: WHO Oral Health Survey (children).	Week 3
Exercise 3: WHO Oral Health Survey (adults).	Week 3
Problem 1: Statistical analysis of the RR and OR.	Week 4
Problem 2: Biostatistics (analysis of variables and WHO oral health questionnaire).	Week 6
Exercise 4: Planning oral public health program: <ul style="list-style-type: none"> <li>4.1: Introduction and objectives.</li> <li>4.2: Conducting an educational session for specific groups.</li> <li>4.3: Scientific poster.</li> <li>4.4 Oral Health-Related Quality of Life (OHRQoL) Surveys and assessment.</li> </ul>	Week 7-14
Exercise 5: Analysis oral care systems.	Week 8
Problem 3: Clinical cases of specific groups.	Week 12
Final test	Week 16-17

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. Week by week, students will have content in the Digital Block.

Assessable activities (Digital Block)	Deadline
Video Key Concepts in Community Dentistry	Week 2
Oral Health Surveys	Week 3
Follow-up questionnaire topics 1-3	Week 4
CRAI Dulce Chacón Library Seminar	Week 4
Oral Health Survey Madrid 2015/2016	Week 6
Follow-up questionnaire topics 4-7	Week 7
International Dental Foundation (FDI)	Week 8

Follow-up questionnaire topics 8-11	Week 9
Risk of caries. Article and questionnaire	Week 10
Special Patients Podcast	Week 11
Follow-up questionnaire topics 12-16	Week 12

## 9. BIBLIOGRAPHY

The main reference work for this subject is:

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- Cuenca Sala E, Baca García P. Odontología preventiva y comunitaria: principios, métodos y aplicaciones. 4a ed. Barcelona: Masson; 2013.
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- Bullón Fernández P, Machuca Portillo G. Tratamiento odontológico en pacientes especiales. 2a ed. Madrid: Laboratorios Normon; 2004.
- Pineault R, Daveluy Cc. La planificación sanitaria: conceptos, métodos, estrategias. 2a, 3a reimp. ed. Barcelona: Masson; 1994; 1989.
- World Health Organization. (2013). Oral health surveys: basic methods. World Health Organization.

The recommended Bibliography is:

- Revista Española de Salud Pública.
- American Academy of Public Health Dentistry. Journal of Public Health Dentistry.
- Journal: European Journal of dental education.
- Journal: Community Dentistry and Oral Epidemiology.
- Guía de práctica clínica para la prevención y tratamiento no invasivo de la caries dental. RCOE; 2014; 19: 189-249.
- World Health Organization Model List of Essential Medicines – 23rd List, 2023. In: The selection and use of essential medicines 2023: Executive summary of the report of the 24th WHO Expert Committee on the Selection and Use of Essential Medicines, 24 – 28 April 2023. Geneva: World Health Organization; 2023.
- The Challenge of Oral Disease – A call for global action. The Oral Health Atlas. 2nd ed. Geneva: FDI World Dental Federation; 2015.
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- Pérez, M. B., Silla, J. M. A., Díaz, E. C., Peidró, E. C., Martincorena, F. C., Delgado, A. E., ... & Casas, M. T. (2020). Encuesta de Salud Oral en España 2020. RCOE: Revista del Ilustre Consejo General de Colegios de Odontólogos y Estomatólogos de España, 25(4), 12-69.
- Rodríguez Alonso, E., García Vázquez, T., & Sanz Cuesta, T. (2016). Estado de Salud Bucodental en la comunidad de Madrid 2015-2016 (Gerencia Asistencial de Atención Primaria de Madrid Dirección General de Coordinación de Asistencia Sanitaria Consejería de Sanidad de la Comunidad de Madrid).

## 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.