

1. BASIC INFORMATION

Course	Community Dentistry and Oral Public Health
Degree program	Degree in Dentistry
School	Biomedical and Health Sciences
Year	Fifth
ECTS	6 ECTS
Credit type	Obligatory
Language(s)	Spanish
Delivery mode	Hy-flex face-to-face
Semester	First semester
Academic year	2024/2025
Coordinating professor	Julia Sanchez Ituarte
Professor	Julia Sánchez Ituarte

2. PRESENTATION

The subject "Community Dentistry and Public Oral Health" is a mandatory subject within the planning of the teaching of the Degree in Dentistry of the Universidad Europea de Madrid. This subject is part of one of the traditional guiding axes in the formative process of the future graduated in dentistry that acquires a solid training in prevention.

In this context, this subject sets as its ultimate objective the analysis of prevention and promotion of oral health at the community level to improve the health of different population groups.

In this way, throughout the course, the student will acquire the basic knowledge about health and disease evaluation methods, as well as the epidemiological and biostatistical study of oral diseases. Subsequently, the different oral prevention programs in the different population groups will be studied with special emphasis on health education activities. This section will include, among others, medically compromised patients and the study of gerodontology. Finally, the organization of dental assistance services at national and international level will be analysed.

The subject allows the student to analyse and resolve all clinical cases that may arise, in order to offer answers or alternative solutions from the point of view of public health, taking into account the socio-economic and cultural situation of the patients.

The subject "Community Dentistry and Public Oral Health" is conceived in this way from a theoretical-practical point of view, which places the student before real assumptions being the student able to solve them by applying the knowledge and skills acquired.

The Hy-Flex learning model has been introduced, which has meant that 20% of teaching is online and asynchronous. All this is included in the Digital Block that has been created.

3. COMPETENCIES AND LEARNING OUTCOMES

Basic competences:

- CB1. Students must prove they have knowledge on a specific field, based on the secondary general education. This knowledge is at a level that, apart from being supported by advanced textbooks, includes aspects that imply knowledge coming from the forefront of its field of study.
- CB3. Students must bring together and perform important facts (usually on their study area), and issue a sentence that includes social, scientific, or ethical reflections.
- CB4. Students must transmit information, ideas, problems, and solutions to a specialised and non-specialised public.
- CB5. Students develop the learning skills needed to carry out works with a high level of personal autonomy.

Cross-curricular competences:

- CCC3. Ability to adapt to new situations: Being able to work under different conditions, different people, and various groups. Valuing and understanding different positions, adapting their own approach as the situation demands.
- CCC4. Analysis and synthesis ability: Analysis is the reasoning methods that allow us to split up complicated situations into their components; also assesses other alternatives and perspectives to find out optimal solutions. Synthesis aims to reduce the complexity to have a better understanding and problem-solving capacity.
- CCC5. Ability to apply knowledge into practice: Ability to use the acquired knowledge in the academic field in situations, which are similar to the reality of the profession for which they are formed. For example, by relating theoretical foundations with their application to real problems of everyday life, addressing problems and situations close to the professional activity or resolve issues and / or actual problems.
- CCC6. Oral Communication / Written Communication: Communication is the process by which we transmit and receive data, ideas, opinions, and attitudes to achieve understanding and action; being oral the one that is performed by words and gestures and written the one done by writing and / or graphics support.
- CCC7. Ethical value awareness: Ability to think and act according to the universal principles based on the personal values aimed at his full development related to the commitment of determined social values.
- CCC9. Personal relationship values: Positive relationship with others verbally and non-verbally by assertive communication, understanding by this, the ability to express or transmit what is wanted, thought, or felt without causing discomfort, attacking or hurting someone's feelings.

General competences:

- GC1. Recognise the basic elements of the dental profession, including the ethical principles and legal responsibilities.
- GC3. Identify the patient's concerns and expectancies, as well as having the ability to have an efficient and clear oral and written communication with the patients, their family, the social media, and other professionals.
- GC7. Promote autonomous learning of new concepts, techniques, and motivation in order to obtain quality.
- GC8. Learn to share information with other health professionals and learn teamwork skills.
- GC9. Understand the importance of maintaining and using records information of patient for later analysis, preserving the confidentiality of data.
- GC15. Be familiar with the general pathological features of diseases and disorders affecting organ systems, specifically those with oral impact.
- GC19. Knowledge of the scientific method and critical capacity to assess the established knowledge and new information. Be able to formulate hypotheses, collect and critically evaluate information for problem solving, using the scientific method.

- GC23. To establish the diagnosis, prognosis, and an appropriate treatment plan in all clinical areas of dentistry, being competent in the diagnosis, prognosis and treatment plan in patients requiring special care, including medically compromised patients (such as diabetic, hypertense, immunosuppressed, anticoagulated, among others) and disabled patients. BOE no. 174 Saturday 19 July 2008 31689.
- GC25. To know and apply the basic treatment of the most common oral and dental diseases in patients of all ages. Therapeutic procedures must be based on the concept of minimally invasive dentistry and in a comprehensive and integrated approach to the dental treatment.
- GC27. Ask and propose appropriate preventive measurements in every clinical situation.
- GC29. Recognize the determinants of the oral health in the population, both genetic and dependent in lifestyle, demographic, environmental, social, economic, psychological, and cultural.
- GC30. Recognize the role of the dentist in prevention and protection against oral diseases and in maintaining and promoting health, at the individual and the community level.
- GC31. Understand the National Health System and the basics of health legislation, clinical management, and appropriate use of health resources, understanding the importance of the paper.

Specific competences:

- SC15. Know the National Health System, as well as the basic aspects of health legislation, clinical management, and proper use of health resources, understanding the importance of the role of the dentist in the field of Primary Health Care.
- SC18. Provide a comprehensive approach to oral care and apply the principles of health promotion and prevention of oral diseases.
- SC19. Educate and motivate patients in the prevention of oral diseases, control pathogenic oral habits, instruct them on proper oral hygiene, on dietary and nutritional measures and, in summary, on all methods of maintaining oral health.
- SC21. Know the complex interactions between environmental, social, and behavioral factors with oral and general health. Know the procedures aimed at making the diagnosis of oral health in the community and know how to interpret the results. Know the repercussions of demographic and epidemiological trends in the practice of dentistry.
- SC22. Know the organization and provision of oral health care in the community, both privately and publicly, as well as general health care and the role of the dentist in these areas.
- SC23. Develop and execute oral health programs and learn about the inter-institutional and inter-professional coordination necessary for their execution. Know the legislative and administrative ethical-deontological precepts that regulate the dental profession and its application in management and clinical practice, as well as know the organization, competencies, and functions of professional corporations.

Learning outcomes:

- LO1. Know the basic processes of Dental Public Health.
- LO2. Master health education techniques at the community level.
- LO3. Acquire the necessary skill in the clinical exploration and application of the different indices of health, disease and need for treatment.
- LO4. Acquire a multidisciplinary view of elderly patient care.
- LO5. Dentally manage the medically compromised elderly patient.
- LO6. Identify the etiological and risk agents of oral diseases.
- LO7. Plan, conduct and evaluate preventive programs to achieve and maintain acceptable levels of health as components of overall health.
- LO8. List the domains that the concept of oral quality of life should include.
- LO9. Explain the evolution of the concept of health and the influence of the health determinants.
- LO10. Treat patients as humans as a whole and not just as a diseased mouth or teeth.
- LO11. Appreciate the importance of health and health maintenance.
- LO12. Know the models of organization, financing, and provision of dental care.

- LO13. Know the levels of Dental Care in Spain. Dental insurance. The dental profession.
- RA14. Know the determinants of oral and general health. Epidemiology of oral diseases. Management of oral health indicators, data collection and interpretation of results.
- RA15. Know the oral health surveys: measurement of disease, the use of dental services, consumption of oral hygiene products, professional demographics. Demographic trends and their impact on dental health planning.
- RA16. Know the community programs of oral health. Management of the concepts of health economy, society, and oral health.

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

Competencies	Learning outcomes
CB1, CT4, CG29, CG30	LO1. Know the basic processes of Dental Public Health. LO9. Explain the evolution of the concept of health and the influence of the health determinants.
CB4, CT6, CT9, CG3, CG7, CG27, CG30, CE19	LO2. Master health education techniques at the community level.
CB1, CB3, CT3, CT5, CG3, CG8, CG9, CE21	LO3. Acquire the necessary skill in the clinical exploration and application of the different indices of health, disease and need for treatment. LO14. Know the determinants of oral and general health. Epidemiology of oral diseases. Management of oral health indicators, data collection and interpretation of results.
CB1, CT5, CT9, CE15, CE23, CE25, CE27, CE19	LO4. Acquire a multidisciplinary view of elderly patient care. LO5. Dentally manage the medically compromised elderly patient.
CB3, CB4, CB5, CT3, CT4, CT5, CT7, CT9, CG1, CG3, CG15, CE21	LO6. Identify the etiological and risk agents of oral diseases. LO11. Appreciate the importance of health and health maintenance.
CB4, CT7, CG25, CG27, CG29, CE18	LO7. Plan, conduct and evaluate preventive programs to achieve and maintain acceptable levels of health as components of overall health. LO10. Treat patients as humans as a whole and not just as a diseased mouth or teeth.
CB5, CT3, CT4, CT5, CG7, CG23, CG25, CG27, CE23	LO8. Plan, conduct and evaluate preventive programs to achieve and maintain acceptable levels of health as components of general health.
CB1, CB3, CT4, CT5, CT9, CG27, CG29, CG30, CG31, CE15, CE22	LO12. Know the models of organization, financing, and provision of dental care. LO13. Know the levels of Dental Care in Spain. Dental insurance. The dental profession. LO15. Know the oral health surveys: measurement of disease, the use of dental services, consumption of oral hygiene products, professional demographics. Demographic trends and their impact on dental health planning. LO16. Know the community programs of oral health. Management of the concepts of health economy, society, and oral health.

4. CONTENT

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

Unit 1. Introduction and basic concepts in Community Dentistry

- Topic 1. Community Dentistry. Principles of prevention and promotion of health in dentistry.

Unit 2. Oral health surveys, epidemiology, and biostatistics

- Topic 2. Methods to evaluate health and disease in dentistry (I).
- Topic 3. Methods to evaluate health and disease in dentistry (II).
- Topic 4. Epidemiology in Dentistry (I).
- Topic 5. Epidemiology in Dentistry (II).
- Topic 6. Introduction to Biostatistics in Community Dentistry.

Unit 3. Oral Health Program Planning

- Topic 7. Planning and programming in Community Dentistry.

Unit 4. Oral preventive programs for different population groups

- Topic 8. Oral preventive programs for specific groups (I).
- Topic 9. Oral preventive programs for specific groups (II).

Unit 5. Dental assistance models in Spain and Europe.

- Topic 10. Dental assistance models.
- Topic 11. Dental health system in Spain.
- Topic 12. Dentistry from the social point of view.

Unit 6. Oral Health Education

- Topic 13. Health promotion and education in dentistry.
- Topic 14. Evaluation of caries risk.

Unit 7. Evidence Based Dentistry (EBD)

- Topic 15. Evidence-based dentistry.

Unit 8. Quality of Life related to oral health (QLROH)

- Topic 16. Gerodontology.
- Topic 17. Quality of life related to oral health.

5. TEACHING-LEARNING METHODOLOGIES

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

- Case method.
- Cooperative learning.
- Problem-based learning.
- Master class

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 classes	28
Asynchronous virtual master class	3
Practical exercises	19
Troubleshooting	15
Seminars	6
Tutorials	6
Knowledge tests	3
Study and self-employment	70
TOTAL	150

7. ASSESSMENT

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

Assessment system	Weight
Knowledge test	40%
Clinical case	25%
Individual activities (including the Digital Block)	17,5%
Group activities	17,5%

When you access the course on the *Campus Virtual*, 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 first exam period you have to

- Take a test of 30 questions (incorrect answers will be deducted 0.33).
- Solve a clinical case of a patient.
- Carry out individual and group methodologies during class time.
- Attend minimum to 50% of the classes.

To pass the subject the student must obtain a minimum grade of 5 / 10. All the evaluation activities (the previous sections) must be passed individually with a minimum grade of 5. Although the average of the subject is higher than 5, if in one of the sections the grade is less than 5, the student will suspend the subject until he/she recovers that part.

If a student does not perform an activity, delivery of 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.**

Attendance/connection to classes is mandatory assuming a suspension in the ordinary call of the subject if it is less than 50%.

7.2. Second exam period

In order to pass the course in the second exam period you must recover the suspended sections as follows:

- The recovery of the methodologies will be done during the schedule time of the follow-up period:
 - **Day 1: retake of individual activities and doubts for the exam.**
 - **Day 2: retake of group activities and doubts for the exam.**

The recovery of the theoretical part and the clinical case will be done in the extraordinary call of July.

The student must only recover the parts that have not been approved.

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.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course, as well as the delivery dates:

Week	Contents	Learning activities /Assessables	Weight of evaluable activity
Week 1	Presentation of the signature: - Virtual campus, Schedule, Digital Block, individual and group activities, final exam, recoveries of individual activities. TOPIC 1. Community Dentistry. Principles of prevention and health promotion in dentistry.	Calendar of activities of obligatory presence.	0%
Week 2	TOPIC 2. Methods for assessing health and disease in dentistry (I).	Exercise 1: Preventive guidelines for the community. Spanish/English activity. (Realization and delivery) Digital Block: Video Key Concepts in Community Dentistry	1% 0%
Week 3	TOPIC 3. Methods for assessing health and disease in dentistry (II).	Exercise 2: Oral Health Survey (WHO) for children. (Realization and delivery) Exercise 3: Oral Health Survey (WHO) for adults. (Realization and delivery) Digital block: Documents Oral	2% 1%

		health survey (WHO) and questionnaire	
Week 4	TOPIC 4. Epidemiology in Dentistry (I). TOPIC 5. Epidemiology in Dentistry (II).	Problem 1: Statistical analysis of RR and OR. (Realization and delivery) Digital block: Follow-up questionnaire topics 1-3	1,5% 1%
Week 5	DULCE CHACÓN LIBRARY SEMINAR	Bibliographic search and set-up of Mendeley.	0%
Week 6	TOPIC 6. Introduction to Biostatistics in Community Dentistry. TOPIC 7. Planning and scheduling in Community Dentistry.	Problem 2: Analysis of variables and WHO oral health questionnaire. (Realization and delivery) Digital block: Oral Health Survey Madrid. Document, video and questionnaire	2% 1%
Week 7	TOPIC 8. Oral preventive programs for specific groups (I). TOPIC 9. Oral preventive programs for specific groups (II).	Exercise 4: Planning a public health program. Exercise 4.1: Introduction and objectives. Digital block: Follow-up questionnaire topics 4-7	2% 1%
Week 8	TOPIC 10. Dental assistance models. TOPIC 11. Dental health system in Spain.	Exercise 5: Analysis of the different systems of child oral care in Spain. (Realization and delivery) Digital block: International Dental Foundation (FDI).	2% 1%
Week 9	TOPIC 12. Dentistry from the social point of view. TOPIC 13. Health promotion and education in dentistry.	Exercise 4.2: Conducting an educational session for specific groups. Digital block: Follow-up questionnaire topics 8-11	3% 1%
Week 10	TOPIC 14. Caries Risk Assessment. TOPIC 15. Evidence-based dentistry.	Exercise 4.3: Scientific Poster Digital block: Risk of caries. Article and questionnaire.	4% 1%
Week 11	TOPIC 16. Gerodontology. TOPIC 17. Quality of life related to oral health.	Exercise 4.4: Quality of life surveys related to oral health. Digital block: special patients podcast	2% 1%

Week 12	Doubts theoretical part of the subject	Problem 3: Clinical cases of specific groups. (Realization and delivery) Digital block: Follow-up questionnaire topics 12-16	3% 1%
Week 13	Training feedback Information from tests not performed	Full Exercise 4 (final review)	0,5%
Week 14		Group exposure: exercise 4	2% 0,5%
Week 15		Recovery activities (maximum 2 synchronous and 4 digital block)	
Week 16	Units 1 to 7	Final objective test - Multiple response test - Clinical case	40% 25%

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.

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"> 4.1: Introduction and objectives. 4.2: Conducting an educational session for specific groups. 4.3: Scientific poster. 4.4 Oral Health-Related Quality of Life (HRQoL) Surveys and assessment. 	Week 7-14
Exercise 5: Analysis of different oral care systems.	Week 8
Problem 3: Clinical cases of specific groups.	Week 12

Final test	Week 16-17
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These activities will be performed face to face in class. 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.

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

ASYNCHRONOUS EVALUABLE ACTIVITIES (DIGITAL BLOCK)	Date
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. BIBLIOGRAFÍA

The following is the recommended bibliography:

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10. 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

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.

WORK PLAN FOR THE COURSE

HOW TO COMMUNICATE WITH YOUR PROFESSOR

Whenever you have a question about the content or activities, don't forget to post it to your course forum so that your classmates can read it.

You might not be the only one with the same question!

If you have a question that you only want to ask your professor, you can send him/her a private message from the Campus Virtual. And if you need to discuss something in more detail, you can arrange an advisory session with your professor.

It's a good idea to check the course forum on a regular basis and read the messages posted by your classmates and professors, as this can be another way to learn.