

1. BASIC INFORMATION

Course	ANTHROPOLOGY AND HISTORY OF DENTISTRY
Degree program	Degree in Dentistry
School	Health Sciences
Year	1º
ECTS	3
Credit type	Compulsory
Language(s)	Spanish/English
Delivery mode	Presential
Semester	S1
Academic year	2025-2026
Coordinating professor	Dr. Isabel Molina Puertos

2. PRESENTATION

The subject Anthropology and History of Dentistry is an important part of the "integral" training of the future dentist.

This subject invite students to reflect on the origins of some of the notions that underpin their chosen profession, such as the construction and development of the concepts of health and disease, the idea of science and the scientific, and the evolution of ethical codes related to the practice of health care. It also aims to inculcate knowledge that will enable students to learn about the origins, relevant events and personalities that have contributed to the development of modern, high-quality dentistry.

The aim of all this is to reinforce the student's professional identity and prepare them for the great challenge of working with excellence in today's critical, multicultural, globalized and constantly changing society.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- **CB1** - Students have demonstrated possession and understanding of knowledge in an area of study that builds on the foundation of general secondary education, and is usually found at a level that, while relying on advanced textbooks, also includes some aspects involving knowledge from the cutting edge of their field of study.
- **CB3** - Students have the ability to gather and interpret relevant data (usually within their field of study) in order to make judgements that include reflection on relevant social, scientific or ethical issues.
- **CB4** - Students are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences

- **CG1** - Know the essential elements of the dental profession, including ethical principles and legal responsibilities.
- **GC2** – To comprehend the importance of these principles for the benefit of the patient, society and the profession, with special attention to professional secrecy.
- **GC4** – To understand and recognize the social and psychological aspects relevant to the treatment of patients.
- **GC6** – To realize the importance of developing professional practice with respect for patient autonomy, beliefs and culture.
- **CG10** - Ability to know and identify the psychological and physical problems derived from gender violence in order to train students in the prevention, early detection, assistance, and rehabilitation of victims of this form of violence.
- **GC11** - Ability to understand the basic biomedical sciences on which Dentistry is based to ensure correct oral-dental care.
- **GC19** - Knowledge of the scientific method and the critical ability to evaluate established knowledge and new information. Being able to formulate hypotheses, collect and critically evaluate information to solve problems, following the scientific method.

Cross-curricular competencies:

- **TC3** - Awareness of ethical values: The student's ability to feel, judge, argue and act in accordance with moral values in a coherent, persistent and autonomous way.
- **TC6** - Flexibility: The student must be able to adapt and work in different and varied situations and with different people. This involves valuing and understanding different positions, adapting one's own approach as the situation requires.
- **TC7** - Teamwork: The student must be able to participate actively in the achievement of a common objective, listening to, respecting and valuing the ideas and proposals of the other members of the team.
- **TC8** - Initiative: The student must be able to anticipate proactively, proposing solutions or alternatives to the situations presented.

Specific competencies:

- **SE10** - Knowing the behavioral and communication sciences that facilitate dental practice.
- **SC20** - To be aware the repercussions of demographic and epidemiological trends on the practice of dentistry.
- **SC24** - Understanding the role of the dentist within the health professions and working with other health professionals and other members of the dental team.
- **SC25** - Recognize that the patient is the center of attention and that all interactions, including prevention, diagnosis, planning and execution of treatment and maintenance, must seek the patient's best interests, avoiding any type of discrimination and respecting confidentiality.
- **SC26** - Identify the signs and attitudes that suggest the possible existence of maltreatment.

Learning outcomes:

- **LO1** - Define the field of Dentistry as a science and as a profession.
- **LO2** - Handling and analytical knowledge of information on the practice, practice and teaching of the profession, as well as its relationship with cultural and social aspects.
- **LO3** - Knowledge of the main events that have taken place in the historical evolution of dental knowledge and their influence on the development of current dental practice.
- **LO4** - Recognize that the patient is the center of attention and that all interactions must seek their interests, avoiding any type of discrimination and respecting their confidentiality.
- **LO5** - Development of general competences for the teaching development of this educational period.

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

Competencies	Learning outcomes
CB1, CB3, CG1, CG2, CG11, CT3, CT6, CE10, CE24	LO1: Define the field of dentistry as a science and as a profession.
CB1, CB3, CG6, CG11, CG19, CT6, CE20	LO2: Handling and analytical knowledge of information on the practice, practice and teaching of the profession, as well as its relationship with cultural and social aspects.
CB1, CB3, CG1, CG2, CE24	LO3: Knowledge of the main events that have taken place in the historical evolution of dental knowledge and their influence on the development of current dental practice.
CG1, CG2, CG4, CG6, CG10, CT3, CT6, CE25, CE26	LO4: To recognize that the patient is the center of attention and that all interactions must be in the patient's interest, avoiding any type of discrimination and respecting patient confidentiality.
CB1, CB3, CB4, CT3, CT6, CT7, CT8	LO5: Development of general competences for the teaching development of this educational period.

4. CONTENT

LEARNING UNIT. UA1: AN APPROACH TO THE EVOLUTION OF HEALTH SCIENCES

TOPIC 1. Introduction to Anthropology and the Health Sciences

TOPIC 2. Models of care. Health and illness

TOPIC 3. Historical development of professional ethics

LEARNING UNIT. UA2: HISTORY OF DENTISTRY PART 1.

TOPIC 4. Paleodontology, dental anthropology and dental paleopathologies.

TOPIC 5. Dentistry in Ancient Times.

TOPIC 6. Dentistry in the Middle Ages.

LEARNING UNIT. UA3: HISTORY OF DENTISTRY PART 2.

TOPIC 7. Renaissance dentistry.

TOPIC 8. Dental medicine in the 18th century.

TOPIC 9. Major advances in dentistry in the 19th century.

TOPIC 10. The 20th century

5. TEACHING-LEARNING METHODOLOGIES

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

- Lectures
- Cooperative learning
- Project-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:

Campus-based mode:

Learning activity	Number of hours
Tutorials	9
Master classes	15
Virtual Master Classes	8
Seminars	10
Group work	10
Independent study and work	22
On-site knowledge test	1
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	50%
Oral presentations	20%
Practical exercises	20%
Case analysis	10%

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 assessment period

To pass the course in the first exam period, you must obtain a grade greater than 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 greater than or equal to 5.0, independently, in each of the evaluation systems that make up the course (including the knowledge tests segregated in partial). It may be assessed that the tests of knowledge segregated in partial weighted average from a grade equal to or greater than 4.

The Universidad Europea de Valencia establishes continuous assessment as a system of evaluation of knowledge, skills and basic, general, transversal and specific competences of the degree in Dentistry, in accordance with the provisions of the Regulations for the evaluation of undergraduate degrees. In this regard and for the purposes of the consumption of calls the student should be aware that, if any evaluation system provided in the Learning Guide, in the ordinary call the student will have an overall grade of the subject, thus consuming call.

According to the aforementioned Regulations, students taking face-to-face degree courses are required to justify at least 50% of class attendance, as a necessary part of the evaluation process and in the case of theoretical or practical classes determined as mandatory by the teacher in the schedules of the subject, the student must register an attendance of 90%, whether the absence is justified or not. The lack of accreditation by the means proposed by the University will entitle the professor to grade the subject as failed in the ordinary call, according to the grading system.

Punctuality will be required, 3 delays of more than 15 minutes or departures before class will be counted as a lack of attendance.

The student must consult in the schedule of the course in the Virtual Campus the sessions of compulsory attendance in the classroom.

The mention of "Matrícula de Honor" will be awarded to students who have obtained a grade equal to or higher than 9.0. Their number may not exceed 5% of the students enrolled in each subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one honorary registration may be awarded.

7.2. Second assessment period

To pass the course in the second 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 greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

The activities that were not passed in the ordinary exam must be handed in, after having received the corresponding corrections from the teacher, or those that were not handed in.

The Universidad Europea de Valencia establishes the continuous evaluation as a system of assessment of knowledge, skills and basic, general, transversal and specific competences of the degree in Dentistry, in accordance with the provisions of the Regulations for the evaluation of undergraduate degrees. In this regard and for the purposes of the consumption of calls the student should be aware that in the extraordinary call will be the Objective Test of Knowledge (POC) which determines whether or not to consume call and in the exceptional case that only has pending to overcome evaluation system /s that are not the POC, will be considered NP if not presented and will obtain a numerical grade if you present at least one of them.

Pursuant to the aforementioned Regulations, students taking face-to-face degree courses are required to justify at least 50% of class attendance, as a necessary part of the evaluation process, and in the case of theoretical or practical classes determined as mandatory by the teacher in the schedules of the subject, the student must register an attendance of 90%, whether the absence is justified or not. Those students who, due to non-compliance with this requirement, must appear in the extraordinary call, must perform as many activities or knowledge tests determined by the teacher to recover this part and its corresponding overcoming based on the specified rubric.

8. SCHEDULE

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

Assessable activities	Deadline
ACTIVITY 1	TO BE SCHEDULED
ACTIVITY 2	TO BE SCHEDULED
ACTIVITY 3	TO BE SCHEDULED
ACTIVITY 4	TO BE SCHEDULED

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

The main reference work for this subject is:

- Harris, M. (1998). Introducción a la Antropología General. Madrid. Alianza.
- Ring, M. (1989). Historia ilustrada de la Odontología. Barcelona. Doyma.

The recommended Bibliography is:

- Laín Entralgo, P. (1978). Historia de la Medicina. Barcelona. Salvat.
- López Piñero, JM. (1998). Antología de clásicos médicos. Madrid. Tricastela.
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- Riera, J. (1985). Historia, medicina y sociedad. Madrid. Pirámide.
- Sánchez González, MA. (1999). Historia, teoría y método de la Medicina: introducción al pensamiento médico. Barcelona. Masson.
- González Iglesias, J. (1994). Historia de la Odontología española. Madrid. Avances.
- Ember, CR. Ember, M. (1997). Antropología Cultural. Madrid. Prentice Hall.
- Hoffmann-Axthelm, W. (1981). History of Dentistry. Chicago. Die Quintessence.
- López Piñero, JM. (1990). Lecciones de Historia de la Odontología. Valencia. Universidad de Valencia.
- Sanz Serrulla, J. (1999). Historia General de la Odontología Española. Barcelona. Masson.

- Sanz Serrulla, J. (2001). Diccionario histórico de dentistas españoles. Madrid. Sanofi- Synthelabo.

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:

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