

1. BASIC INFORMATION

Course	Restorative Dentistry I
Degree program	Degree in Dentistry
School	Faculty of Health Sciences
Year	Third
ECTS	6 ECTS
Credit type	Mandatory
Language(s)	English/Spanish
Delivery mode	In-person
Semester	First semester
Academic year	2024/2025
Coordinating professor	Ana García Navarro

2. PRESENTATION

The discipline Restorative Dentistry I, is included inside the Dental Pathology and Treatment subject. This subject consists of two main areas: the Dental Pathology, which studies diseases of the teeth, their etiology, pathogenesis, diagnosis, prognosis and the appropriate treatment; and the Dental Operative, which is responsible for carrying out the procedures and the clinical use of the dental materials aimed at restoring the tooth shape and hence its function and aesthetics.

The Restorative Dentistry, as a discipline, studies diseases of the teeth considered organs and medical and surgical procedures to restore the form and function of the tooth as a unit and as a whole. The vast majority of diseases of the teeth produce destruction of the mineralized tissues (enamel, dentin and cementum), and consequently, induce morphological, functional and / or aesthetic alterations. The aim of this subject is to assess, diagnose and treat the patient with dental caries disease or no cavities disease, and be able to use all the materials designed to restore form, function and aesthetics of the tooth in patients of all ages, showing the significance of the preparation of the operative field, and the use of the different instruments for the therapeutic treatment.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- GC3 – Ability to be able to identify the concerns and expectations of the patient and communicate effectively and clearly, both orally and in writing with patients, family members, the media and other professionals.
- GC14 – Knowledge of the general processes of the disease, in which we can include infection, inflammation, immune system disorders, degeneration, neoplasia, metabolic disorders and genetic disorders.
- GC25 – Ability to understand and apply the basic treatment of the most common oral and dental disease in patients of all ages. Therapeutic procedures will be based on the concept of minimally invasive and a comprehensive and integrated approach to dental treatment.

- GC26 – Ability to know how to plan and carry out multidisciplinary, sequential and integrated limited complexity in patients of all ages and conditions and patients who require special care dental treatments.
- GC27 – Ability to formulate and propose appropriate preventive measures every clinical situation.
- CG30 - Ability to recognize the role of the dentist in prevention actions and protection against oral diseases, as well as in the maintenance and promotion of health, both at the individual and community level.
- CB3 - Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical.
- CB4 - That students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
- CB5 - Students have developed the necessary learning skills to undertake further studies with a high degree of autonomy

Cross-curricular competencies:

- TC1 - Responsibility: The student is able to bear the consequences of the actions taken and accountable for their own actions.
- TC4 - Communication skills: Students will be able to express concepts and ideas effectively, including the ability to communicate in writing with brevity and clarity as well as public speaking effectively.
- TC5 - Interpersonal Understanding: Students will be able to perform active listening in order to reach agreements using an assertive communication style.
- TC7 - Teamwork: Students will be able to participate in an active way in achieving a common goal, listening, respecting and valuing the ideas and proposals of the other members of his team.
- TC8 - Initiative: The student should be able to anticipate proactively proposing solutions or alternatives to the situations presented.

Specific competencies:

- SC34 – The student should be able to perform basic treatments of the oral and dental pathology in patients of all ages. Therapeutic procedures should be based on the concept of minimal invasion and on a global and integrated approach to oral-dental treatment.
- SC35 – The student should be able to diagnose, plan and perform, in general, a multidisciplinary, sequential and integrated treatment of limited complexity in patients of all ages and conditions and in patients with special needs (diabetic, hypertensive, oncological, transplanted, immunosuppressed, anticoagulated, among others) or disabled. Specifically, the dentist must be competent in the establishment of a diagnosis, a prognosis and the development of adequate therapeutic planning, and particularly in orofacial pain, temporo- mandib ular disorders, bruxism and other parafunctional habits; dental and periapical pathology; buco-dental trauma; Periodontal pathology and peri-implant tissues; bone pathology of the jaws, buccal soft tissues and attached glands; stages of partial or total edentation and in the planning of their rehabilitation treatment through dento and mucosal-supported prostheses, or through dental implants, malpositions and/or dental malocclusions and other anatomical or functional alterations of the face or stomatognathic system and their possible corrections orthodontic, orthopedic or surgical.
- SC36 – The students should be able to take and interpret radiographs and other procedures based on the image, relevant in the dental practice.
- SC38 – The student should be able to determine and identify the aesthetic requirements of the patient and the possibilities of satisfying their concerns.
- SC43 - Apply loco-regional anesthesia techniques.
- SC44 - Prepare and isolate the operative field.
- SC46 - Identify and assist any dental emergency.
- SC51 - Evaluate and treat the patient with caries or other non-cariou dental pathology and be able to use all materials aimed at restoring the shape, function and aesthetics of the tooth in patients of all ages.
- SC53 - Operationally treat destructive processes and traumatic lesions dento-alveolar.
- SC55 - Perform conventional aesthetic procedures from a multidisciplinary perspective.

Learning outcomes:

- **LO1.-** To diagnose, plan and perform, in general, a restorative, sequential and integrated treatment of limited complexity in patients of all ages and conditions and in patients with special needs (diabetic, hypertensive, oncological, transplanted, immunosuppressed, anticoagulated, among others) or disabled.
- **LO2.-** Specifically, the dentist must be competent in the establishment of a diagnosis, a prognosis and the development of adequate therapeutic planning, and particularly in orofacial pain, temporomandibular disorders, bruxism and other parafunctional habits; dental and periapical pathology; bucco-dental trauma.
- **LO3.-** For the establishment of such diagnosis and treatment plan the dentist must acquire the following competences: Take and interpret radiographs and other procedures based on the image, relevant in dental practice.
- **LO4.-** Carry out basic treatments of the bucco-dental pathology in patients of all ages. Therapeutic procedures should be based on the concept of minimal invasion and on a global and integrated approach to oral-dental treatment.
- **LO5.-** For the establishment of an adequate treatment, the dentist must be competent in: Applying loco-regional anesthesia techniques. Prepare and isolate the operative field. Identify, assess and address emergencies and medical emergencies that may arise during clinical practice; manage acute infections, including pharmacological prescription and simple surgical aspects. Identify and attend to any dental emergency.
- **LO6.-** To evaluate and treat the patient with caries or other dental pathology and be able to use all materials aimed at restoring the shape, function and aesthetics of the tooth in patients of all ages. Design, prepare the teeth, prescribe, record, perform clinical tests and place and put into service indirect restorations: incrustations, veneers or aesthetic laminated fronts and unit crowns, treat operatively the destructive processes and traumatic lesions dento-alveolar.

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

Competencies	Learning outcomes
GC14, GC25, GC26, GC27, GC3, GC30, BC3, BC4, BC5 TC1, TC4, TC5, TC7, TC8 SC34, SC35, SC36, SC38, SC44, SC46, SC51, SC53, SC55	LO1 LO2
GC14, GC3, BC3, BC4 TC1, TC4, TC5, TC7 SC35, SC36	LO3
GC25, GC26, GC27, GC3, BC4 TC1, TC4, TC5, TC7, TC8 SC34, SC35, SC44, SC51, SC53, SC55	LO4
GC14 SC35, SC43, SC44, SC46	LO5
GC14, GC25, GC26, GC27, GC3, BC4 TC7, TC8 SC34, SC35, SC36, SC38, SC39, SC44, SC46, SC51, SC53, SC55	LO6

4. CONTENT

The theoretical and practical lectures will be developed between the months of september 2024 and January 2025, 4 hours per week, on Mondays and Tuesdays, following the accademic calendar.

	Group M31Z	Group T31Z
THEORETICAL LESSONS	Monday 10:30-12:30	Monday 19:30-21:30
PRACTICAL LESSONS	Thursday 12:30-14:30	Thursday 19:30-21:30

Every study activity and every groupal or individual work will be proposed to the students to be done outside of the classroom during each session.

Practical sessions will be held in the theoretical classes.

The student must consult the mandatory attendance sessions in the classroom in the schedule of the subject on the Virtual Campus.

THEORETICAL CONTENT

1.- DENTAL PATHOLOGY

Carious pathology

1.1.- Introduction to Cariology/decay. General nosological characteristics of dental caries/decay. Basis for the therapy of dental caries/decay.

1.2.-Oral fluids and their relationship with the decay's etiology.

1.3.- Biofilms related to decay's etiology.

1.4.-Diet's elements related to decay's etiology.

1.5.-Alteration of the dental structure in caries/decay lesion.

1.6.-Clinical manifestations of dental decay. Basis for diagnosis. Prognosis. Basic diagnosis: history and exploration (equipment and systematic procedure).

1.7.-Decay's radiological diagnosis. Other diagnostic procedures.

Non carious pathology

1.8.-Anomalies in dental morphodifferentiation.

1.9.- Anomalies in dental histodifferentiation

1.10.- Neoformative dental processes.

1.11.-Dental consumptive processes: dental resorption.

1.12.-Dental consumptive processes: attrition, abrasion, erosion, abfraction.

2.- CONSERVATIVE DENTAL THERAPEUTICS (I)

Generalities

- 2.1.- Specific terminology. Dental Nomenclature. Dental identification systems. Cavities' classification. Parts of a therapeutic cavity. Obturation general concepts. Materials and technique.
- 2.2.- Conservative Dentistry manual dental cutting instrumental. Characteristics and handling.
- 2.3.- Rotary dental cutting instrumental.
- 2.4.- The preparation of the dental operative field. Organization of the preoperative work environment. Illumination. Field isolation: use of rubber dam and other procedures.
- 2.5.- Dental therapy basis for silver amalgam.
- 2.6.- Cavitory designs for composite resins.

PRACTICAL LESSONS

- 1.- Dental anatomical remembrance/memory. Coronal and root dental morphology.
- 2.- Isolation of the operative field.
- 3.- Cavitory preparations for fillings/obturations with composite resin.
- 4.- Obturation/filling with composite.
- 5.- Simodont simulation session

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class.
- Case method.
- Cooperative learning
- Problem-based learning (PBL)
- Simulation environments

The teaching methodology to be used will have a predominantly constructivist approach, and will be motivating, guiding and active, stimulating the students to learn to learn, favoring an active and responsible role of the students.

In practice, this will translate into a theoretical part, in which it will be the teachers who carry the active load of the learning process, and a much broader practical part, in which it will be the students who put into practice the theoretical knowledge previously acquired. In this case, without abandoning the role of transmitter of information, the teaching process has been organized, strategies have been developed and circumstances have been created for students to learn and be the protagonist of learning.

The learning at a university needs regularity and planification from the very first week. The exchange of experiences and opinions with teachers and other classmates can be very positive, as they allow the development of basic competences, like flexibility, negotiation, work in groups, and, of course, the critical thinking. Because of all these reasons, we propose you a general methodology based on the following points:

- Follow a systematic and constant rhythm of study.
- Attend the lessons and go to the campus virtual continually, to stay updated about the development of the subject.
- Take part actively sending opinions, doubts and experiences about the lessons we have been talking about and proposing new aspects of interest for their debate.
- Read the messages and mails sent by teachers and classmates.

It's considered as specially important the active participation in the activities of the activities through the physical and the virtual classroom: asking, giving opinions, making the activities that the teacher proposes, taking part in the collaborative activities, helping other classmates...this way of work needs a big effort, but will let you obtain better results.

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 Lessons	45
Debates	9
Problems resolution	18
Case analysis	18
Laboratory practices	45
Simulations	6
TOTAL	150

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. You will also have the weekly planning of the subject. In case of changes, students will be advised in advance.

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	30
Simulated Preclinical practices	35
Case/Problem	20
Portfolio	15

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.

Every part of the subject will have to be passed with a minimum grade of 5,00. If every part is not passed, it will be considered as NOT PASSED, so the weighted average won't be done, and the student will have to go to the extraordinary call.

The way of assessment that will be followed to value the knowledge acquired by the students will have different parts:

- **Knowledge test:** 30% of the final grade of the subject.

There will be a knowledge test of the theoretical and practical lectures, during the exams periods (January 2025). The test will be 75 minutes long.

This knowledge test will have 45 multiple choice questions (and it will represent the 80% of the grade) y two development questions (they will be the 20% of the grade).

The multiple choice questions will have 4 possible answers; every wrong question will subtract 0,33 points and non-answered questions will no subtract punctuation.

Practical sessions will be held in the theoretical classes. The subject evaluated in the knowledge test will be the theoretical and practical syllabus taught in the semester.

To pass this theoretical knowledge part, the student will have to attend to the **50%** of the theoretical lessons. According to the regulations of the Faculty of Health Sciences, **the attendance to the theoretical lessons is mandatory**, and 50% of the theoretical lectures are required to attend. The absence of attendance in theoretical lectures implies that the student has not reached the necessary competences to pass the subject and will have to fail the subject in the ordinary session, having to attend the examination in the extraordinary session. Punctuality will be taken into account, three delays of more than 15 minutes or exits before class will be counted as a lack of attendance.

The grade of this part will have to be equal or bigger than 5,00 (over 10,00) to be able to pass the subject in the ordinary call. If the student does not pass this knowledge test, the subject will be failed in the extraordinary call and will have to attend to the extraordinary call.

- The student will only be allowed to come into the exam with a pen.
- If a student is found copying during the exam, it will be removed, and will not be corrected, so it will make that part will be NOT PASSED, so the subject will be failed, and the student will have to get examined again at the extraordinary call.
- If a student is late to the exam, the access will not be allowed if one of the students who is doing the exam has leaved the classroom definitively. It will mean the exam is NOT PASSED, having a second chance at the extraordinary call.

- **Case/Problem** (20% of the final grade)

During the theoretical knowledge test, the student will have to solve clinical cases, giving a correct diagnosis. The case/problem is the 20% of the final grade of the subject. This part of the evaluation consists of 9 clinical images with multiple choice questions and one radiography.

The 9 images are multiple choice questions with 4 possible alternatives each one, where only one question is valid. Each incorrect questions subtracts 0,33 points. Non answered questions don't subtract any punctuation. They are the 70% of the grade of the clinical case/problem.

The radiography is an essay question and it's the 30% of the final grade of the Case/problem.

The case/problem will be 25 minutes long.

The Case Problem will be passed with a minimum grade of 5. If the grade is lower than 5, this part will be considered NOT PASSED, and the subject will be failed at the ordinary call, so the student will have to do another exam at the extraordinary call.

• **Simulated Preclinical practices** (35% of the final average)

The final practical grade will result of the continued evaluation of each of the practices, of the skills workshops and of the continuous assessment tests carried out. Simulated preclinical practices consist of three areas:

- Dental anatomy: 15% evaluation simulated preclinical practices
- Isolation: 25% evaluation of simulated preclinical practices
- Cavities and filling with composite resins: 60% evaluation of simulated preclinical practices

A grade lower than 5.0 in the weighted average of the simulated preclinical practices will result in failing the subject in ordinary call and the student will submit to the extraordinary call of July.

The practical sessions are of mandatory presence in 90%. Non-attendance, justified or not, to more than 2 assessment practices will prevent the evaluation of the practical area of the subject, aconsidering the simulated preclinical practices NOT SUITABLE and not performing the weighted mean of the continuous evaluation of practices, so the subject will be suspended in ordinary call. The justification of the absences will be made by Academic Advisory. It will be possible to recover a maximum of two justified absences in the period of recovery of ordinary practices. Unexcused absences will not be made up.

Lack of material required for the development of it will mean a decrease in the rating of the practice. If the student has repeated absences of material during several practices, this may be a reason for not passing the continuous evaluation of practices.

If the student gets to the practice once it is past list it will be considered late, 3 delays will be taken into account as an absence.

Students who have not passed the practical part due to their absences, but doing the weighted mean has approved the course, will have to recover the practical part (date to be specified with the teacher) where these practices will be recovered and the student will be evaluated, making a final practical test. If the student does not pass this test with a minimum grade of 5, he/she will be submitted to the extraordinary call at July, being the subject suspended in ordinary session.

Mobile phone use is not permitted in the Simodont practice.

The simodont activity will be carried out in Spanish.

Students who have not passed the practical part to make the weighted mean of all practices will have to be examined at the extraordinary call.

• **Portfolio** (15% of the final grade).

The portfolio includes the following activities:

- DATA-DRIVEN APPROACH: RESEARCH ACTIVITY (10%): Students must work/summarize a scientific article and identify/formulate the research question (PICO).
- Activities included in the STUDENT'S DIGITAL EXPERIENCE RESOURCE (2,5%): Some videos will be available on the Virtual campus that the student must view and complete by taking a test.
- Activity of SUSTAINABLE DEVELOPMENT OBJECTIVES (2,5%): students will carry out a revision project based on a bibliographic search and a research paper. The work will be presented by the students in the form of an informative diptych in PDF format (2 A4 pages).

The portfolio will be passed with a minimum grade of 5 points. The student who obtains a grade lower than 5 in the weighted average of the different activities that comprise the portfolio must take an evaluable test during the S1 knowledge testing period.

If the student fails this part, will have the subject suspended, and will have to recover it at the extraordinary call, where will have an evaluable test as the teacher decides, or a work exposition.

In the Virtual Campus, when you access the subject, you will be able to see in detail the statements of the activities that you will have to carry out, as well as the procedure and information of each one of them.

7.1. Ordinary call (first exam 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.

The minimum grade to pass the course is 5. The WEIGHTED AVERAGE will be carried by all the parts, provided that ALL PARTS ARE PASSED. The subject will be approved by obtaining a minimum score of the half of the assigned percentage (grade equal to or greater than 5) in each of the parts (knowledge test, debate, case problem, preclinical practices, and portfolio) of the subject. The weighted average will not be performed if the student suspends any part of the subject. Students who are not present at the ordinary call, or those who appear but do not obtain a passing score must be submitted to an extraordinary call at the end of the second semester.

The Universidad Europea de Valencia establishes continuous assessment as a system of evaluation of knowledge, skills and core, general, cross-curricular 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 use of calls the student should be aware that, if any evaluation system provided in the Learning Guide, in the ordinary call (first exam period the student will have an overall grade of the subject, thus using up one 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 student must consult the compulsory attendance sessions in the classroom in the schedule of the subject on the Virtual Campus.

The attendance to the LABORATORY PRACTICES is MANDATORY in a face-to-face way. The lack of attendance will mean the fail of the practices. It's necessary to have the laboratory practices passed in an independent way to obtain the weighted average with the rest of the activities of the subject.

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 exam 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.

It will be held during the month of July 2025. To pass the extraordinary call subject you must obtain a minimum grade of 5 in each of the FAILED PARTS in the ordinary call.

The student must deliver the activities not successfully completed in the first exam period after having received the corresponding corrections from the professor, or those that were not delivered in the first place.

The WEIGHTED AVERAGE is carried with all the parts, provided that ALL PARTS WERE EXCEEDED. The weighted average will not be performed if the student suspends one part of the whole subject (knowledge test, case problem, preclinical practices, and portfolio).

The Universidad Europea de Valencia establishes the continuous evaluation as a system of assessment of knowledge, skills and core, general, cross-curricular, 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 using calls, the student should be aware that in the extraordinary call the Objective Test of Knowledge (OTK) which determines whether or not the call was used. In the exceptional case that the student only needs to pass evaluation system /s that are not the OTK, it will be considered NP if not presented and will obtain a numerical grade if the student was examined of, 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 take the extraordinary call (second exam period), need to perform as many activities or knowledge tests determined by the teacher to recover this part successful completion will be based on the specified rubric.

8. SCHEDULE

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

Assessable activities	Deadline
Knowledge test	January 2025 (The date will be given along the S1 exams period)
Case/Problem	January 2025 (The date will be given along the S1 exams period)

Simulated Preclinical practices	Continuous evaluation of preclinical practices from September 2024 to January 2025
Portfolio	It will be indicated in the Virtual Campus

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.

The student must check in the Virtual Campus the schedule of the subject which are the mandatory presenciacilty sessions.

9. BIBLIOGRAPHY

The main reference work for this subject is:

- Barrancos MJ, Barrancos PJ. Operatoria dental: integración clínica. 4ªed. Ed. Médica Panamericana. Buenos Aires; 2009.
- Barbero JG. Patología y terapéutica dental; operatoria dental y endodoncia. 2a ed. Elsevier, editor. Madrid; 2015.

The recommended Bibliography is:

- Mondelli J. Fundamentos en Odontología Restauradora. Sao Paulo: Santos Editora; 2009.
- Pescarmona, G.C.. Restorative dentistry: treatment procedures and future prospects. St Louis, MO: Elsevier/Mosby; 2012.
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- Mangani F, Cerruti A, Putignano A, Riddington H. Guidelines for adhesive dentistry: the key to success. Quintessence Publishing; 2009.
- Cova Natera JL. Biomateriales Dentales : Para Una Odontología Restauradora Exitosa. 3ª edición. AMOLCA, Actualidades Médicas; 2019.
- Nelson, S.J. Wheeler's dental anatomy, physiology, and occlusion. 11a ed.. Madrid: Elsevier; 2020.
- Scheid RC, Weiss G, Woelfel JB. Woelfel, anatomía dental [Internet]. 9a ed. Wolters Kluwer Health/Lippincott Williams & Wilkins; 2017.

Complementary bibliography:

- Medline-PubMed: <http://www.ncbi.nlm.nih.gov/sites/entrez>
- The Cochrane Collaboration: <http://www.cochrane.org/>

The bibliography is also delivered to the student as part of the materials available on Blackboard; It is a dynamic bibliography.

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 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.uev@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.