

1. BASIC INFORMATION

Course	Anthropology and History of Dentistry
Degree program	Odontology
School	Health Science and Biomedics Faculty
Year	1º
ECTS	3
Credit type	Mandatory
Language(s)	Spanish and English
Delivery mode	Campus base mode
Semester	S1
Academic year	2020-2021
Coordinating professor	PhD Prof Sergio Guillem Diosdado

2. PRESENTATION

- Know the different areas of knowledge that work in the field of health, whether scientific or cultural, and their social involvement in today's world, always having as reference and nucleus the human being.
- Delve into the evolution of life on Earth, focusing attention on man, to discover what are the reasons for its improvement in relation to other animal species and where to go.
- Particularize in the oral-dental changes that man has experienced throughout history and the reasons that caused these physiological transformations, including the consequences that they had in the later evolution of the species: relationship digestion-increased brain capacity.
- Become aware of the role of health personnel in education for the health of the population, specifically within the dental field, analyzing the phases that have passed throughout the history of mankind and its different peculiarities.
- Evaluate the course of dental history, with its milestones and inventions, with its most prominent characters and the most disruptive events, to get to anticipate what the future of the profession will bring.
- Develop an interest in research in health sciences and create, at the same time, the habit of searching for scientific information and public presentation of studies carried out.
- Encourage the critical and personal evaluation of information through text comments and open debates.
- Become aware of the role of health personnel in education for the health of the population.

- Special emphasis on knowledge of the Code of Ethics in the professional and patient relationship.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1: CB1: Students have demonstrated to possess and understand knowledge in an area of study that starts from the base of general secondary education, and is usually found at a level that, although supported by advanced textbooks, also includes some aspects that imply knowledge coming from the vanguard of his field of study.
- CB3: Students have the ability to gather and interpret relevant data (usually within their area of study) to make judgments that include a reflection on relevant issues of a social, scientific or ethical nature.
- CB4: Students can transmit information, ideas, problems and solutions to a specialized and non-specialized public.

General competencies:

- CG1: Know the essential elements of the dentist profession, including ethical principles and legal responsibilities.
- CG2: Understand the importance of such principles for the benefit of the patient, society and profession, with special attention to professional secrecy.
- CG4: Understand and recognize the social and psychological aspects relevant to the treatment of patients.
- CG6: Understand the importance of developing a professional practice with respect to the patient's autonomy, their beliefs and culture.
- CG10: Ability to know and identify the psychological and physical problems arising from gender violence to train students in the prevention, early detection, assistance, and rehabilitation of victims of this form of violence.
- CG11: Ability to understand the basic biomedical sciences on which Dentistry is based to ensure proper dental and dental care.
- CG19: Knowledge of the scientific method and have critical capacity to assess established knowledge and novel information. Be able to formulate hypotheses, collect and critically evaluate information to solve problems, following the scientific method.

Cross-curricular competencies:

- CT3: Awareness of ethical values: The student's ability to feel, judge, argue and act according to moral values in a coherent, persistent and autonomous way.

- CT6: Flexibility: That the student is able to adapt and work in different and varied situations and with diverse people. It means assessing and understanding different positions adapting your own approach as the situation requires.
- CT7: Teamwork: That the student is able to participate in an active way in the achievement of a common goal, listening, respecting and valuing the ideas and proposals of the rest of the members of his team.
- CT8: Initiative: That the student is able to anticipate proactively proposing solutions or alternatives to the situations presented.

Specific competencies:

- CE10: Know the behavioral sciences and communication that facilitate dental practice
- CE20: To know the repercussions of demographic and epidemiological trends in the practice of dentistry.
- CE24: Know the role of the dentist within the health professions and work with other health professionals and other members of the dental team.
- CE25 - 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 their best interest, avoiding any type of discrimination and respecting confidentiality.
- CE26 - Identify the signs and attitudes that suggest the possible existence of mistreatment.

Learning outcomes:

- LO1. Define the field of Dentistry as a science and as a profession.
- LO2. Management and analytical knowledge of information about the practice, exercise and teaching of the profession, as well as its relationship with cultural and social aspects.
- LO3. Know the main events that have occurred in the historical evolution of dental knowledge and its influence on the development of current dental practice.
- LO4. Recognize that the patient is the center of attention and that all interactions should seek their interest, avoiding any type of discrimination and respecting their confidentiality.
- LO5. Development of general competences for the teaching development of this educational period. Define the causes to which increased caries are attributed in underdeveloped countries.
- LO6. Discuss the possible health and social consequences that may result from the modification of oral disease patterns.
- LO7. Be able to develop community health programs.

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

Competencies	Learning outcomes
BASICS:	
CB1, CB3	LO1
CB1, CB4	LO2
CB1, CB3	LO3
CB1, CB4	LO4
CB1, CB3	LO5
CB4	LO6
CB4, CB3	LO7
CROSS CURRICULAR:	
CT3	LO1
CT8	LO2
CT6	LO3
CT3	LO4
CT3, CT8	LO5
CT6, CT7	LO6
CT8, CT7	LO7

ESPECIFICS:	
CE20	LO1
CE10	LO2
CE24	LO3
CE25	LO4
CE20	LO5
CE20	LO6
CE26	LO7
GENERALS	
CG1, CG10, CG11	RA1
CG2, CG10	LO2
CG4	LO3
CG6	LO4
CG4	LO5
CG19	LO6
CG19	LO7

4. CONTENT

Lesson 1: Man as a living being

- Anthropological currents in the nineteenth century.
- Physical and cultural Anthropology in the twentieth century

Lesson 2: Dualism and duality

- From magic to science
- Health and disease throughout history
- The doctor-patient relationship from an ethical perspective: Codes of ethics

Lesson 3: The origin of man

- Evolutionist and creationist theories
- Evolution of the human being and his bucco-dental changes

Lesson 4: Health versus Illness

- Culture and health
- Habits, customs, societies, religions, myths ...
- New insights

Lesson 5: History of Dentistry

- Near East, pre-Columbian America, China, India, Greece and Rome.
The Renaissance
- Milestones of modernity: Anesthesia, Associations, War of inventions and patents, Equipment, Restorative materials, Women dentists, Other discoveries.

5. TEACHING-LEARNING METHODOLOGIES

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

- Master class.
- 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
Master classes	36 h
Seminars	15 h
Team work	7 h
Tutorials	17 h
TOTAL	75 h

7. ASSESSMENT

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

Assessment system	Weight
Knowledge test	40%
Oral presentations	20 %
Practical exercises	20 %
Case analysis	20 %

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 exam period

To pass the course in the first exam period, you must obtain a final course grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

7.2. Second exam period

To pass the course in the second exam period, you must obtain a final grade of at least 5 out of 10 (weighted average).

In any case, you will need to obtain a grade of at 4.0 in the final exam in order for it to count towards the final grade along with all the grades corresponding to the other activities.

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.

8. SCHEDULE

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

Assessable activities	Deadline
Activity 1 Comment text on the Anthropology concept	Check on Blackboard
Activity 2 Personal writing about happiness	Check on Blackboard
Activity 3 Debate in class about the Theories of the appearance of life on Earth	Check on Blackboard
Activity 4 Comparative writing about the concepts "health & disease"	Check on Blackboard
Activity 5 Group work exposition on "Evolution of the human being"	Check on Blackboard
Activity 6 Presentation and public talk in class of the group work on "History of Dentistry"	Check on Blackboard
Activity 7 Written exam with 4 short questions.	Check on Blackboard

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

Here is the mandatory bibliography:

- Harari, Y. N. Sapiens: A Brief History of Humankind. Barcelona, España: DEBATE; 2016.
- Wynbrandt, J. The Excruciating History of Dentistry: Toothsome Tales & Oral Oddities from Babylon to Braces. 5ª ed. Nueva York, USA: St. Martin's Press; 2000.

Here is the recommended or complementary bibliography:

- Comelles, J. M., & Hernáez, A. M. Enfermedad, cultura y sociedad: un ensayo sobre las relaciones entre la antropología social y la medicina. Madrid, España: Ediciones de la Universidad Complutense de Madrid; 1993.
- Ember, C. R., & Ember, M. Encyclopedia of Medical Anthropology: Health and Illness in the World's Cultures Topics - Volume 1; Cultures -. New York, USA: Springer US; 2003.
- Helman, C. Culture, health, and illness: an introduction for health professionals. 5ª ed. London, UK: Wright-PSG; 1994.
- Hoffmann-Axthelm, W. History Of Dentistry. Berlin, Alemania: St. Martin's Press; 1990.
- Janzen, J. M. The Social Fabric of Health: An Introduction to Medical Anthropology. New York, USA: McGraw-Hill Higher Education; 2001.
- Martínez-Hernáez, A. Antropología médica: teorías sobre la cultura, el poder y la enfermedad. Barcelona, España: Anthropos; 2008.
- McGraw Hill. Kenny, M., & De Miguel, J. M. La Antropología médica en España. Madrid, España: Editorial Anagrama; 1980.
- Trevathan, W. R., Smith, E. O., & McKenna, J. Evolutionary Medicine and Health: New Perspectives. Oxford, UK: St. Martin's Press; 2008.

10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

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.