1. BASIC INFORMATION

<table>
<thead>
<tr>
<th>Course</th>
<th>Anatomy of the head and the neck</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree program</td>
<td>Odontology</td>
</tr>
<tr>
<td>School</td>
<td>Biomedical science</td>
</tr>
<tr>
<td>Year</td>
<td>2nd</td>
</tr>
<tr>
<td>ECTS</td>
<td>6</td>
</tr>
<tr>
<td>Credit type</td>
<td>Mandatory</td>
</tr>
<tr>
<td>Language(s)</td>
<td>English</td>
</tr>
<tr>
<td>Delivery mode</td>
<td>Presential</td>
</tr>
<tr>
<td>Semester</td>
<td>First</td>
</tr>
<tr>
<td>Academic year</td>
<td>2019-2020</td>
</tr>
<tr>
<td>Coordinating professor</td>
<td>Daniela Grassi</td>
</tr>
</tbody>
</table>

2. PRESENTATION

In line with one of the goals of the university such as training professionals in the field of dentistry, the future dentist must know the Anatomy of the Head and Neck structures in depth, its morphology, location according to the patterns and the anatomical relationships that exist between them, with special emphasis on structures related to the oral cavity. This knowledge will allow the student in the future to understand the alterations and pathologies that develop in the oral area.

3. COMPETENCIES AND LEARNING OUTCOMES

Core competencies:

- CB1: That 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: That 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 social, scientific or ethical nature
- CB5: That students have developed those learning skills necessary to undertake further studies with a high degree of autonomy.
Cross-curricular competencies:

- **CT1**: Autonomous learning: Process that allows the person to be the author of their own development, choosing the paths, the strategies, the tools and the moments that they consider most effective to learn and independently implement what they have learned. The autonomous student, in short, selects the best strategies to achieve their learning objectives.

- **CT6**: 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 that is done through words and gestures and, written, through writing and/or graphic support.

- **CT12**: Critical reasoning: Ability to analyze an idea, phenomenon or situation from different perspectives and assume before him/her a personal approach, built from the rigor and objectivity argued, and not from intuition.

Specific competencies:

- **CE7**: To promote autonomous learning of new knowledge and techniques, as well as motivation for quality.

- **CE11**: To understand the basic biomedical sciences on which dentistry is based to ensure proper dental care assistance.

- **CE18**: To know, critically assess and know how to use the sources of clinical and biomedical information to obtain, organize, interpret and communicate scientific and health information.

- **CE19**: To understand the scientific method and have critical capacity to assess established knowledge and novel information. To be able to formulate hypotheses, collect and critically evaluate information to solve problems, following the scientific method.

Learning outcomes:

- **LO1**: To understand and manage the general concepts of osteology and myology with clinical-therapeutic orientation.

- **LO2**: To know and understand the arterial, venous and lymphatic systems of the head and neck, with clinical-therapeutic orientation.

- **LO3**: To determine the specific morphology of each human tooth.

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

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Learning outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>CB1, CB3, CB5, CT1, CT12, CE7, CE12, CE18, CE19</td>
<td>LO1: To understand and manage the general concepts of osteology and myology with clinical-therapeutic orientation.</td>
</tr>
<tr>
<td></td>
<td>LO2: To know and understand the arterial, venous and lymphatic systems of the head and neck, with clinical-therapeutic orientation.</td>
</tr>
<tr>
<td></td>
<td>LO3: To determine the specific morphology of each human tooth.</td>
</tr>
</tbody>
</table>
4. CONTENT

The subject is organized into 6 thematic blocks, which, in turn, are divided into units:

Block 1. General concepts of human anatomy.
- Unit 1: Basic anatomical nomenclature.

Block 2. Osteology of the skull.
- Unit 2: Osteology of the skull: views.
- Unit 3: Cranial and facial bones I.
- Unit 4: Cranial and facial bones II.
- Unit 5: Cranial and facial bones III.
- Unit 6: Fossae and cavities I.
- Unit 7: Fossae and cavities II.
- Unit 8: Anatomy of the mandible and temporomandibular joint.

Block 3. Dental anatomy.
- Unit 9: Introduction to the dental anatomy.
- Unit 10: Incisors and canines.
- Unit 11: Premolars.
- Unit 12: Maxillary molars.
- Unit 13: Mandibular molars.

Block 4. Myology of the head and neck.
- Unit 14: Muscles of the head I.
- Unit 15: Muscles of the head II.
- Unit 16: Muscles of the head and neck: muscles of the floor of the mouth and the tongue. Triangle of the neck and fasciae.

Block 5. Vasculature of the head and neck.
- Unit 17: Vasculature of the head I.
- Unit 18: Vasculature of the head II.
- Unit 19: Vasculature of the head III.

Block 6. Organs associated to the head and neck.
- Unit 20: Anatomy of the pharynx.
- Unit 21: Anatomy of the larynx.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:
- Master classes
- Study and autonomous work
- Case analysis
- Tutorial
6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

<table>
<thead>
<tr>
<th>Learning activity</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master class</td>
<td>54 h</td>
</tr>
<tr>
<td>Lab practices</td>
<td>7 h</td>
</tr>
<tr>
<td>Cases analyses</td>
<td>7 h</td>
</tr>
<tr>
<td>Practical exercises</td>
<td>7 h</td>
</tr>
<tr>
<td>Knowledge tests</td>
<td>2 h</td>
</tr>
<tr>
<td>Tutorials</td>
<td>5 h</td>
</tr>
<tr>
<td>Study and autonomous work</td>
<td>68 h</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>150 h</strong></td>
</tr>
</tbody>
</table>

7. ASSESSMENT

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

<table>
<thead>
<tr>
<th>Assessment system</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantifiable demonstration of theoretical knowledge and assimilation and integration of that learning</td>
<td>70%</td>
</tr>
<tr>
<td>Demonstrate the knowledge and skills worked during the experiments carried out in the laboratory</td>
<td>30%</td>
</tr>
</tbody>
</table>

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 subject in the first exam period you must obtain a **grade greater than or equal to 5.0 out of 10.0 in both theoretical assessments** that will contribute **70% to the final grade** and a **grade greater than or equal to 5.0 over 10 in the average of the practical classes** that will contribute **30% to the final grade**.

- These general criteria (including the dates of practical classes or any other evaluable test) will be subject to modifications by the teaching staff (when appropriate) due to academic calendar, laboratory or classroom availability and the possible occurrence of incidents that affect the normal development of the subject.
7.2. Second exam period

In order to pass the subject in extraordinary session, the student **must examine all pending subjects that have not been passed**, whether theoretical or practical. The tests of evaluation of theoretical knowledge, as well as the practical part, will be similar (but not necessarily equal) to those made in ordinary call. In relation to the practical part there will be a single evaluable test that encompasses the set of all the practices. The practical part may be recovered either during the follow-up period, or during the extraordinary session; said moment will be determined by the teacher.

8. SCHEDULE

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

<table>
<thead>
<tr>
<th>Assessable activities</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activity 1. Practical class: osteology</td>
<td>Week 5-6</td>
</tr>
<tr>
<td>Activity 2. Practical class: dental anatomy</td>
<td>Week 7-8</td>
</tr>
<tr>
<td>Activity 3. Midterm theoretical assessment</td>
<td>Week 9-10</td>
</tr>
<tr>
<td>Activity 4. Practical class: integrated activity anatomy and dynamics of the temporomandibular joint</td>
<td>Week 13-14</td>
</tr>
<tr>
<td>Activity 5. Practical class: myology and vasculature</td>
<td>Week 16-17</td>
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<tr>
<td>Activity 6. Final theoretical assessment</td>
<td>Week 18</td>
</tr>
</tbody>
</table>

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 recommended bibliography:

MEDIOS AUDIVISUALES:


DIRECCIONES WEB DE INTERÉS:

- http://dicciomed.eusal.es/
- http://biblioteca.uem.es/

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.