



Medical Psychology part I

1. IMPRINT	
Academic Year	2020/2021
Department	Faculty of Dental Medicine
Field of study	Medicine
Main scientific discipline <i>(in accord with appendix to the Regulation of Minister of Science and Higher education from 26th of July 2019)</i>	Medical Sciences
Study Profile <i>(general academic / practical)</i>	General Academic
Level of studies <i>(1st level /2nd level/ uniform MSc)</i>	Uniform MSs
Form of studies	Full-time studies
Type of module / course <i>(obligatory / non-compulsory)</i>	Obligatory
Form of verification of learning outcomes <i>(exam / completion)</i>	Completion / Grade
Educational Unit / Educational Units <i>(and address / addresses of unit / units)</i>	Department of Medical Psychology & Medical Communication ul. Litewska 14/16, 00-575 Warszawa Tel. +48 22 116 92 11 zpikm@wum.edu.pl www.zpikm.wum.edu.pl

Head of Educational Unit / Heads of Educational Units	Professor Krzysztof Owczarek, MA, PhD Dorota Włodarczyk, MA, PhD (Acting Head of the Department)
Course coordinator (title, First Name, Last Name, contact)	Magdalena Łazarewicz, MA, PhD magdalena.lazarewicz@wum.edu.pl
Person responsible for syllabus (First name, Last Name and contact for the person to whom any objections concerning syllabus should be reported)	Magdalena Łazarewicz, MA, PhD magdalena.lazarewicz@wum.edu.pl
Teachers	Magdalena Łazarewicz, MA, PhD

2. BASIC INFORMATION

Year and semester of studies	II, 4th semester	Number of ECTS credits	0.75
FORMS OF CLASSES		Number of hours	ECTS credits calculation
Contacting hours with academic teacher			
Lecture (L)		8	0.25
Seminar (S)		12	0.75
Discussions (D)		-	-
e-learning (e-L)		-	-
Practical classes (PC)		-	-
Work placement (WP)		-	-
Unassisted student's work			
Preparation for classes and completions		20	0.5

3. COURSE OBJECTIVES

O1	To familiarize students with basic psychological knowledge in the context of medical help.
O2	Student acquires knowledge on the state-of-art views on health and disease, impact of the social surrounding (family, social network) and social inequalities on health, socio-cultural differences and role of social stressors in health.
O3	He or she knows what dental health related quality of life is and understands its importance for dental treatment. He or she understands psychosocial risk factors of somatic diseases and knows basic human psychological mechanisms of functioning in health and disease.
O4	Development of knowledge and skills concerning psychological aspects of dental help.

05	Development of knowledge of the basics of working with pain, anxiety and of the basic ways to prevent dentophobia.
06	Development of knowledge on health promotion and familiarizing students with diagnosing patients attitude towards health and illness. Familiarizing students with motivational interviewing.
07	Student knows the principles of developmental psychology.

4. STANDARDS OF LEARNING – DETAILED DESCRIPTION OF EFFECTS OF LEARNING (concerns fields of study regulated by the Regulation of Minister of Science and Higher Education from 26 of July 2019; does not apply to other fields of study)

Code and number of effect of learning in accordance with standards of learning <i>(in accordance with appendix to the Regulation of Minister of Science and Higher education from 26th of July 2019)</i>	Effects in time
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Knowledge – Graduate* knows and understands:

D.K1	the state of art views on: social dimension of health and disease, impact of the social surrounding (family, social network) and social inequalities on health, and role of social stressors in health
D.K3	the meaning of health and illness in the relation to social attitudes; knows the concept of health-related quality of life
D.K6	basic human psychological mechanisms of functioning in health and disease
D.K8	aspects of adaptation to the disease as a challenging situation, including death and grief
D.K9	the role of stress in etiopathogenesis and progress of the somatic disease and recognizes coping mechanisms
D.K11	basic technics of motivational interviewing and passing bad news to the patient

Skills– Graduate* is able to:

D.U2	recognize and react accordingly to patient's health behaviours and self-destructive behaviours
D.U5	undertake activities aimed at improving the quality of life of the patient and prevents its deterioration
D.U8	apply basic motivational and supportive intervention skills

* In appendix to the Regulation of Minister of Science and Higher education from 26th of July 2019 „graduate”, not student is mentioned.

5. ADDITIONAL EFFECTS OF LEARNING (non-compulsory)

Number of effect of learning	Effects of learning in time
Knowledge – Graduate knows and understands:	
K1	the principles of developmental psychology

K2	what professional burnout is and understands the mechanisms of its development
K3	basic relaxation techniques
K4	the mechanism of development of dental anxiety and of its importance to patient's health

Skills– Graduate is able to:

U1	apply basic methods of working with anxiety and pain in dental patients and dental anxiety prevention in dental paediatric patients
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Social Competencies – Graduate is ready for:

SC1	-
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6. CLASSES

Form of class	Class contents	Effects of Learning
Lectures	<p>Lecture 1 – Professional burnout – Definitions and concepts, development, signs of burnout, prevention</p> <p>Lecture 2 - Holistic perspective on human functioning, psychology and medicine, the state of art views on health and disease in the context of dental care, psychosocial risk factors of the somatic disease, salutogenesis.</p> <p>Lecture 3 - Functioning in Health and Disease - Basic human psychological mechanisms of functioning in health and disease, social dimension of health and disease, impact of the social surrounding (family, social network) and social inequalities on health, aspects of adaptation to the disease as a challenging situation</p> <p>Lecture 4 – Dental Health Related Quality of Life – Definition of QoL, HRQoL, DHRQoL, importance for medical practice, subjective and patient oriented health and QoL measures, the meaning of health and illness in the relation to social attitudes</p> <p>Lecture 5 and Lecture 6 – Principles of developmental psychology – theories of the life-span development, stages of early development, dental care for children</p>	<p>K2</p> <p>D.K1, D.K6, D.K8</p> <p>D.K6, D.K8 D.S5</p> <p>D.K3,D.K6 D.S5</p> <p>K1, D.S8, S1</p>
Seminars	<p>Seminar 1 and Seminar 2 - Stress and coping – Definition of stress, the role of stress in etiopathogenesis and progress of the somatic disease and recognizes coping mechanisms, role of social stressors in health, basic relaxation techniques</p> <p>Seminar 3 and Seminar 4 – Attitude towards illness and health, and health promotion – Definition of attitude towards illness and health, basics of motivational interviewing and health promotion</p> <p>Seminar 5 and Seminar 6 – Pain, anxiety and dentophobia – Definition of pain, fear and dental anxiety, dentophobia, the role of stress in dental visit, development of dental anxiety, psychological methods of working with pain and with patients with high levels of anxiety, including developmental perspective (work with paediatric patients)</p>	<p>D.K1, D.K9, D.S8, K3</p> <p>D.K1, D.K11 D.S2, D.S5, D.S8</p> <p>D.S8, D.S5, K4, S1</p>

7. LITERATURE

Obligatory

PDF materials provided by the teacher during the course

Supplementary

1. Mostofsky D. I. & Fortune F. (2013). Behavioral Dentistry, 2nd Edition. Wiley-Blackwell.
2. Ayer W. Jr (2005). Psychology and Dentistry: Mental Health Aspects of Patient Care. Routledge.
3. Bochner S. (2011). The Psychology of the Dentist-Patient Relationship (Contributions to Psychology and Medicine). Springer.
4. Sugnani S. (2011). Developmental Child Psychology- Implications in paediatric dentistry. LAP LAMBERT Academic Publishing.
5. Weiner A. (2010). The Fearful Dental Patient: A Guide to Understanding and Managing. Wiley-Blackwell.
6. Mahadevan G. (2011). Theories of Child Psychology In Clinical Dental Practice: Extensive look into the theories of child psychology. LAP LAMBERT Academic Publishing.
7. Öst L-G. & Skaret E.(2013). Cognitive Behavioral Therapy for Dental Phobia and Anxiety. Wiley-Blackwell.

The above textbooks are available for short rental from the Department of Medical Psychology library (single copies).

8. VERIFYING THE EFFECT OF LEARNING

Code of the course effect of learning	Ways of verifying the effect of learning	Completion criterion
D.S2, D.S5, D.S8 U1	Performing tasks during seminar classes (work in pairs and small task groups) - Observation and assessment of practical skills	Active participation in the seminars
D.K1, D.K3, D.K6, D.K8, D.K9, D.K11 D.S2, D.S5, D.S8 K1-K4 S1	Written test (MCQ, pairing, short open questions, 2 longer open questions) including the content presented at lectures and seminars.	Test > 55% of correct answers. Criterion assessment 2.0 (failed) 0-54% 3.0 (satisfactory) - 55-63% 3.5 (rather good)- 64-72% 4.0 (good) - 73-81% 4.5 (more than good) 82-90% 5.0 (very good) 91-100%

9. ADDITIONAL INFORMATION *(information essential for the course instructor that are not included in the other part of the course syllabus e.g. if the course is related to scientific research, detailed description of, information about the Science Club)*

Attendance at lectures is an indispensable element to acquire modern knowledge and at the same time is an element of examination questions. The attendance list is verified during the lectures and seminars.

Coming late for class is generally not tolerated. Being late for over 15 minutes counts as an absence. Recurring shorter late-coming is a basis for additional work: an essay, a report or passing the material with a teacher (depending on missed material).

The Department of Medical Psychology and Medical Communication runs the Psychological Students Science Club "Psyche" (in English) (contact information: magdalena.lazarewicz@wum.edu.pl).