



# Medical Psychology with Basic Sociology

<b>1. IMPRINT</b>	
<b>Academic Year</b>	2023/2024
<b>Department</b>	Faculty of Dental Medicine
<b>Field of study</b>	English Dentistry Division
<b>Main scientific discipline</b>	Medical sciences
<b>Study Profile</b>	General academic
<b>Level of studies</b>	Uniform MSc
<b>Form of studies</b>	Full time studies
<b>Type of module / course</b>	Non-compulsory
<b>Form of verification of learning outcomes</b>	Completion
<b>Educational Unit / Educational Units</b>	Studium Psychologii Zdrowia [Department of Health Psychology] ul. Litewska 14/16, 00-575 Warszawa, Tel. +48 22 116 92 11
<b>Head of Educational Unit / Heads of Educational Units</b>	Professor Dorota Włodarczyk, MA, PhD
<b>Course coordinator</b>	Magdalena Łazarewicz, MA, PhD magdalena.lazarewicz@wum.edu.pl
<b>Person responsible for syllabus</b>	Magdalena Łazarewicz, MA, PhD magdalena.lazarewicz@wum.edu.pl
<b>Teachers</b>	Magdalena Łazarewicz, MA, PhD (magdalena.lazarewicz@wum.edu.pl)

<b>2. BASIC INFORMATION</b>			
<b>Year and semester of studies</b>	I year, 2 <sup>nd</sup> semester	<b>Number of ECTS credits</b>	2.00
<b>FORMS OF CLASSES</b>	<b>Number of hours</b>	<b>ECTS credits calculation</b>	
<b>Contacting hours with academic teacher</b>			

Lecture (L)	20	0.75
Seminar (S)	20	0.75
Discussions (D)		
e-learning (e-L)		
Practical classes (PC)		
Work placement (WP)		
<b>Unassisted student's work</b>		
Preparation for classes and completions	20	0.50

### 3. COURSE OBJECTIVES

O1	Gaining knowledge on psycho-social aspects of dental care and developing understanding of human functioning (as an individual and as an individual within society).
O2	Gaining knowledge about specific groups of patients (or situations), their functioning and the doctor's tasks in working with them (including patients not motivated to change health behaviours, the elderly, people experiencing violence, terminally ill patients, patients with selected problems in the field of psychopathology) and gaining the ability to work with them.
O3	Gaining basic knowledge and skills in the field of medical communication when working with patients with specific problems (e.g. patients not motivated to change, the elderly, people experiencing violence, terminally ill patients, patients with selected problems in the field of psychopathology).

### 4. STANDARDS OF LEARNING – DETAILED DESCRIPTION OF EFFECTS OF LEARNING

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

D.W1.	current views on the social dimension of health and disease, the impact of the social environment (family, social networks) and social inequalities and socio-cultural differences on health, as well as the role of social stress in health and self-destructive behaviors
D.W2.	forms of violence, models explaining domestic violence and violence in selected institutions, social determinants of various forms of violence and the role of the doctor and dentist in recognizing it
D.W3.	social attitudes towards the importance of health, disease, disability and old age, social consequences of disease and disability as well as socio-cultural barriers, as well as the concept of health-related quality of life
D.W4.	the importance of verbal and non-verbal communication in the process of communicating with the patient and the concept of trust in interaction with the patient

D.W7.	the correctness of human mental development and the role of the patient's family in the treatment process
D.W8.	the issues of adaptation of the patient and his family to the disease as a difficult situation and to events related to it, including dying and the family mourning process
D.W11.	principles of motivating the patient to pro-health behavior and informing about unfavorable prognosis

**Skills– Graduate\* is able to:**

D.U1.	consider the patient's subjective needs and expectations resulting from socio-cultural conditions in the process of therapeutic treatment
D.U3.	choose a treatment that minimizes the social consequences for the patient
D.U4.	build an atmosphere of trust during the entire diagnostic and treatment process
D.U5.	take actions to improve the patient's quality of life and prevent its deterioration in the future
D.U6.	conduct a conversation with an adult patient, child and family using the technique of active listening and expressing empathy
D.U7.	identify risk factors for violence, recognize violence and respond appropriately
D.U8.	use basic psychological motivating and supportive interventions
D.U10.	work in a multidisciplinary team, in a multicultural and multinational environment

\* 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 i time
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**Knowledge – Graduate knows and understands:**

K1	basics of the history of psychological thought, major psychological schools and basic concepts of psychology and medical psychology
K2	different models of the doctor-patient relationship
K3	selected theoretical models of health behaviour change and their key elements
K4	basics of life-span psychology and the concept of positive aging
K5	key tasks of the medical team in palliative care
K6	selected issue in the field of psychopathology

**Skills– Graduate is able to:**

S1	analyse their strengths and weaknesses in the academic and professional context and consciously make self-developmental decisions
S2	analyse own interpersonal communication style and social roles in the group
S3	in the basic scope, use protocols for passing bad / difficult information

**Social Competencies – Graduate is ready for:**

SC1	-
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**6. CLASSES**

Form of class	Class contents	Effects of Learning
Lectures	<p>L1 - Lecture 1 - Medical psychology in the practice of a dentist What does psychology do? The role of psychological knowledge in medical practice, major schools of psychology (psychoanalysis, psychodynamic, behavioural, cognitive, humanistic); key psychological concepts; psychologist, psychotherapist and psychiatrist - what are the scopes of their duties; medical psychology and psychopathology, the importance of psychological knowledge.</p> <p>L2 - Lecture 2 - Doctor's attitude and medical communication Models of the doctor-patient relationship, biomedical and biopsychosocial models, basics of medical communication with the patient and in the interdisciplinary team.</p> <p>L3 - Lecture 3 - Health habits and lifestyle versus health The importance of lifestyle for health; habits and disorders of the oral cavity and their treatment from a psychological perspective (e.g. ethology and development of thumb sucking, bruxism, dysfunction of the temporomandibular joint, self-mutilation). Basic theoretical models of changes in health behaviours.</p> <p>L4 - Lecture 4 - Health promotion and motivational interviewing Place of salutogenesis, health promotion, positive psychology in the dentist's work. Theoretical foundations of motivational interviewing in relation to the models of health behaviour change.</p> <p>L5 - Lecture 5 – Oral-Health Related Quality of Life (OHRQoL) Definition of the concept of OHROoL. Dental health appearance (oral health, facial skeleton), self-esteem and interpersonal relationships. Body image and well-being. The importance of patient-reported outcome measures.</p> <p>L6 - Lecture 6 - Social context and cultural differences The role of the family, social context and culture for the development and adaptation to a somatic disease. Work in an interdisciplinary and multicultural team.</p> <p>L7 - Lecture 7 - Problems of domestic violence The phenomenon of domestic violence - definitions and statistics. Blue Card Procedure in Poland.</p> <p>L8 - Lecture 8 - Psychological aspects of geriatric dentistry Aging, the phenomenon of ageism, understanding the aging processes of the population; life-span psychology, positive aging.</p> <p>W9 - Lecture 9 – The process of dying and palliative care Psychological processes related to adaptation to death and dying. The mourning process. Palliative care in Poland and in the world.</p> <p>W10 - Lecture 10 - Basics of psychopathology and referral to a mental health specialist The basics of psychopathology: what is psychopathology, understanding the norm and disorders. ICD and DSM classifications.</p>	<p>K1</p> <p>D.W4, S2</p> <p>D.W1, D.W11, K3</p> <p>D.W1, D.W11</p> <p>D.W1, D.W3</p> <p>D.W3, D.W7, D.W8, D.U10</p> <p>D.W2</p> <p>D.W3, K4</p> <p>D.W8, K5</p> <p>D.W7, K6</p>

	Disorders including anxiety, depression, and eating disorders. Recommendations when and how to address psychologically.	
	Online lectures on the MT platform in real time.	
Seminars	<p>S1 - Seminar 1 - Psychology and me Own work, insight into resources and own weaknesses in the context of studies and future professional work. Self-diagnosis.</p> <p>S2 - Seminar 2 - I am a dentist Analysis of own attitude towards the professional role, analysis of own communication style, communication and role in the group. Communication games.</p> <p>S3 - Seminar 3 - My habits - my health Recognition of individual and behavioral risk factors for somatic diseases, basics of medical interview focused on the analysis of the patient's lifestyle and health habits.</p> <p>S4 - Seminar 4 - Health promotion and motivational interview Motivational interviewing techniques in practice.</p> <p>S5 - Seminar 5 – Oral-health Related Quality of Life (OHRQoL) Diagnosis of the OHRQoL and other health outcomes based on patient-reported outcome measures - tests and interview; taking into account QoL in the diagnostic process and treatment planning; the social role of the dentist.</p> <p>S6 - Seminar 6 - Social context and cultural differences Working with the patient and his family and social support in the context of various social expectations and cultural differences. Work in a multicultural team. Stereotypes and prejudices.</p> <p>S7 - Seminar 7 - Problems of domestic violence Recognizing signs of violence (physical and behavioural symptoms). Basics of intervention for a person experiencing violence.</p> <p>S8 - Seminar 8 - Psychological aspects of geriatric dentistry Beliefs about old age and the elderly, the phenomenon of ageism, positive aging and the Baltes' selection, optimization and compensation (SOC) model in practice.</p> <p>S9 - Seminar 9 - Death, dying and palliative care Attitude towards death. The phenomenon of medicalizing death. Funeral rituals and the mourning process. Difficult conversations: the ABCDE and SPIKES models.</p> <p>S10 - Seminar 10 - Basics of psychopathology and referral to a mental health specialist Communication with a patient with a psychopathological problem. Referral to a mental health specialist (psychologist, psychotherapist, psychiatrist) in practice.</p>	<p>K1, S1</p> <p>K2, S2</p> <p>D.W1, D.W11, K3 D.U2, D.U4</p> <p>D.W1, D.W11, D.U1, D.U3, D.U6, D.U8</p> <p>D.W1, D.W3, D.U1, D.U3, D.U5, D.U6</p> <p>D.W3, D.W4, D.W7, D.W8, D.U1, D.U3, D.U10</p> <p>D.W2, D.U1, D.U3, D.U6, D.U7</p> <p>D.W3, K4</p> <p>D.W8, K5, D.U1, D.U6, S3</p> <p>D.W7, K6, D.S2, D.U3, D.U4</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 Health 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.W1-D.W4, D.W7, D.W8, D.W11, K1-K6	Test covering the content presented at lectures and seminars.	MCQ test - 30 questions with one correct answer out of 4 possible Achieving the expected learning outcomes of at least 55% 0-16 points - fail 17-30 points – pass
D.U1, D.U3-D.U8, D.U10, S1-S3	Preparation of a presentation on a given topic, integration or communication exercise for the group or a case study report	Reliability of sources, formal and logical correctness of statements, substantive preparation
D.U1, D.U3-D.U8, D.U10, S1-S3	Group exercise: development of a role-playing scenario on a given topic (material analysis, preparation for the role-play, role play)	Active participation in seminars, the lowest acceptable level of performance (ongoing assessment of the student's behaviour and statements)

## 9. ADDITIONAL INFORMATION

1. Participation in lectures and seminars is mandatory. The attendance list is verified. Two absences are accepted, however they have to be credited with the preparation of a written essay or a presentation.
2. 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).
3. The Department of Health Psychology runs the Psychological Students Science Club "Psyche" (in English) (contact information: [magdalena.lazarewicz@wum.edu.pl](mailto:magdalena.lazarewicz@wum.edu.pl)).

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### ATTENTION

The final 10 minutes of the last class of the block/semester/year should be allotted for students to fill out the Survey of Evaluation of Classes and Academic Teachers