



Medical Psychology I

1. Imprint	
Faculty name:	Faculty of Medicine and Dentistry
Education program (<i>field of study, level and educational profile, form of studies, e.g., Public Health, 1st level studies, practical profile, full time</i>):	English Dentistry Division, practical profile, full time
Academic year:	2019/2020
Module/subject name:	Medical Psychology Part I
Subject code (<i>from the Pensum system</i>):	45091
Educational units:	Department of Medical Psychology and Medical Communication ul. Litewska 14/16 00-575 Warszawa Tel. +48 22 116 92 11
Head of the unit/s:	Professor Krzysztof Owczarek, MA, PhD
Study year (<i>the year during which the respective subject is taught</i>):	II
Study semester (<i>the semester during which the respective subject is taught</i>):	2 nd semester
Module/subject type (<i>basic, corresponding to the field of study, optional</i>):	Basic
Teachers (<i>names and surnames and degrees of all academic teachers of respective subjects</i>):	Magdalena Łazarewicz, MA, PhD
ERASMUS YES/NO (<i>Is the subject available for students under the ERASMUS programme?</i>):	YES
A person responsible for the syllabus (<i>a person to which all comments to the syllabus should be reported</i>):	Magdalena Łazarewicz magdalena.lazarewicz@wum.edu.pl Tel. +48 22 116 92 15
Number of ECTS credits:	1.5
2. Educational goals and aims	
<ol style="list-style-type: none"> To familiarize students with basic psychological knowledge in the context of medical help. During the course student acquires knowledge on the psychological aspects of the medical patient functioning – both adult and child patient. 	

<p>3. 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.</p> <p>4. He or she knows what dental health related quality of life is and understands its importance for dental treatment.</p> <p>5. He or she understands psychosocial risk factors of somatic diseases and knows basic human psychological mechanisms of functioning in health and disease.</p> <p>6. Student knows the principles of developmental psychology.</p> <p>7. Development of knowledge and skills concerning psychological aspects of dental help.</p> <p>8. Ability to identify psychosocial risk factors of somatic diseases.</p> <p>9. Development of knowledge of the basics of working with pain, anxiety and of the basic ways to prevent dentophobia.</p> <p>10. Familiarizing students with diagnosing patients attitude towards health and illness.</p> <p>11. Familiarizing students with motivational interviewing.</p>		
3. Initial requirements		
None		
4. Learning outcomes corresponding to the subject		
A list of course learning outcomes		
Symbol of course learning outcomes	Description of course learning outcomes	The reference to programme learning outcomes (number)
W1	Student knows 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.W01
W2	Student understands the meaning of health and illness in the relation to social attitudes; knows the concept of health-related quality of life	D.W03
W3	Student knows basic human psychological mechanisms of functioning in health and disease	D.W06
W4	Student knows aspects of adaptation to the disease as a challenging situation	D.W08
W5	Student knows the role of stress in etiopathogenesis and progress of the somatic disease and recognizes coping mechanisms	D.W09
W6	Student knows the principles of developmental psychology	-
W7	Student knows basic relaxation techniques	-
W8	Student knows what professional burnout is and understands the mechanisms of its development	-
W9	The student knows the principles of the therapeutic team in the field (doctor-dentist-psychotherapist)	D.W13
W10	Student understands importance of good verbal and nonverbal communication in building good relationship with the patient	D.W04
W11	Student knows basic technics of motivational interviewing	D.W11
W12	Student understands the mechanism of development of dental anxiety and of its importance to patient's health	-
U1	Student recognizes and reacts accordingly to patient's health behaviours	D.U02
U2	Student applies basic motivational and supportive intervention skills	D.U08

U3	Student knows and can apply basic methods of working with anxiety and pain in dental patients and dental anxiety prevention in dental paediatric patients	-
U4	The student critically analyzes the writing and draws conclusions	DU19
U5	Undertakes activities aimed at improving the quality of life of the patient and prevents its deterioration	DU05

5. Forms of classes

<i>Form</i>	<i>Number of hours</i>	<i>Number of groups</i>
<i>Lecture</i>	8	1
<i>Seminar</i>	12	1
<i>Practical classes</i>	-	-

6. Subject topics and educational contents

W1 - Lecture 1 – Professional burnout – Definitions and concepts, development, signs of burnout, prevention – W8, W9 – Magdalena Łazarewicz, MA, PhD

W2 - Lecture 2 – Introduction to Medical Psychology – holistic perspective on human functioning, psychology and medicine, the state of art views on health and disease in the context of dental care, salutogenesis – W1, W2, W3, W4 – Magdalena Łazarewicz, MA, PhD

W3 – 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 – W1, W2, W3, W4 – Magdalena Łazarewicz, MA, PhD

W4 - 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 – W2 – Magdalena Łazarewicz, MA, PhD

W5 and W6 – Lecture 5 and Lecture 6 – Principles of developmental psychology – theories of the life-span development, stages of early development, dental care for children – W6, W10, W12, U4, U5 – Magdalena Łazarewicz, MA, PhD

S1 and S2 - 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 – W5, W7, W9 - Magdalena Łazarewicz, MA, PhD

S3 and S4 - 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 – W10, W11, U1, U2, U3, U4, U5 – Magdalena Łazarewicz, MA, PhD

S5 and S6 - 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) - W9, W10, W12, U3, U4, U5 – Magdalena Łazarewicz, MA, PhD

7. Methods of verification of learning outcomes

Learning outcome corresponding to the subject (symbol)	Forms of classes (symbol)	Methods of verification of a learning outcome	Credit receiving criteria
W1-W12, U1-U3	W, S	Written test (MCQ, open questions, connecting pairs)	55%
U1-U5	S	Assessment of practical skills Pass of every task performed during classes (individually, in pairs or in small teams)	Pass of every task

8. Evaluation criteria		
Form of receiving credit in a subject: GRADE		
grade	Criteria	
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. Literature		
Obligatory literature:		
1. All obligatory reading materials will be provided by a lecturer in .pdf files		
Supplementary literature:		
1. Mostofsky D. I. & Fortune F. (2013). <i>Behavioral Dentistry</i> , 2nd Edition. Wiley-Blackwell.		
2. Ayer W. Jr (2005). <i>Psychology and Dentistry: Mental Health Aspects of Patient Care</i> . Routledge.		
3. Bochner S. (2011). <i>The Psychology of the Dentist-Patient Relationship (Contributions to Psychology and Medicine)</i> . Springer.		
4. Sugnani S. (2011). <i>Developmental Child Psychology- Implications in paediatric dentistry</i> . LAP LAMBERT Academic Publishing.		
5. Weiner A. (2010). <i>The Fearful Dental Patient: A Guide to Understanding and Managing</i> . Wiley-Blackwell.		
6. Mahadevan G. (2011). <i>Theories of Child Psychology In Clinical Dental Practice: Extensive look into the theories of child psychology</i> . LAP LAMBERT Academic Publishing.		
7. Öst L-G. & Skaret E.(2013). <i>Cognitive Behavioral Therapy for Dental Phobia and Anxiety</i> . Wiley-Blackwell.		
The above textbooks are available for short rental from the Department of Medical Psychology library (single copies).		
10. ECTS credits calculation		
<i>Form of activity</i>	<i>Number of hours</i>	<i>Number of ECTS credits</i>
Direct hours with an academic teacher:		
Lectures	8	0.5
Seminars	12	0.5
Practical classes	-	-
Student's independent work (examples of the form of work):		
Student's preparation for a seminar	10	0.25

Student's preparation for a class	-	-
Preparation for obtaining credits	10	0.25
Other (please specify)	-	-
Together	40	1.5

11. Additional Information

Attendance: obligatory.

Credit: Written test (MCQ, open questions, connecting pairs)

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

Contact information:

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

Signature of the person responsible for the syllabus

Signature of the Head of the Unit