



## Medical Psychology

<b>1. IMPRINT</b>	
<b>Academic Year</b>	2023/2024
<b>Department</b>	Faculty of Medicine and Dentistry
<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>	Obligatory
<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 e-mail: zpikm@wum.edu.pl

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<b>Teachers</b>	Magdalena Łazarewicz, MA, PhD

<b>2. BASIC INFORMATION</b>			
<b>Year and semester of studies</b>	II year, 4 <sup>th</sup> semester	<b>Number of ECTS credits</b>	1.50
<b>FORMS OF CLASSES</b>		<b>Number of hours</b>	<b>ECTS credits calculation</b>
<b>Contacting hours with academic teacher</b>			
Lecture (L)		8	0.3
Seminar (S)		12	0.45
Discussions (D)			
e-learning (e-L)			
Practical classes (PC)			
Work placement (WP)			
<b>Unassisted student's work</b>			
Preparation for classes and completions		20	0.75

<b>3. COURSE OBJECTIVES</b>	
O1	Gaining basic psychological knowledge in the context of medical help.
O2	Gaining 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	Getting familiar with the concept of dental health related quality of life. Gaining knowledge on the psychosocial risk factors of somatic diseases and basic human psychological mechanisms of functioning in health and disease.

04	Gaining knowledge and basic skills concerning psychological aspects of dental help.
05	Gaining basic knowledge on working with pain and anxiety and on the basis of preventing dentophobia.
06	Gaining knowledge on health promotion and diagnosing patients attitude towards health and illness. Familiarizing with basic methods of motivating patients for a health behavior change.
07	Gaining knowledge on the principles of developmental psychology.
08	Gaining knowledge on the professional burnout syndrome and the ways to prevent it.

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

Code and number of effect of learning in accordance with standards of learning	Effects in time
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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.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.W6.	basic psychological mechanisms of human functioning in health and disease
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.W9.	mechanisms of coping with stress and its role in the etiopathogenesis and course of diseases
D.W11.	principles of motivating the patient to pro-health behavior and informing about unfavorable prognosis
D.W13.	principles of the therapeutic team functioning

##### Skills– Graduate\* is able to:

D.U2.	see and respond to the signs of anti-health and self-destructive behavior
D.U5.	take actions to improve the patient's quality of life and prevent its deterioration in the future
D.U8.	use basic psychological motivating and supportive interventions

\* 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
<b>Knowledge – Graduate knows and understands:</b>	
K1	the mechanism of development of dental anxiety and of its importance to patient's health
<b>Skills– Graduate is able to:</b>	
S1	apply basic methods of working with anxiety and pain in dental patients and dental anxiety prevention in dental paediatric patients
<b>Social Competencies – Graduate is ready for:</b>	
SC1	-

<b>6. CLASSES</b>		
Form of class	Class contents	Effects of Learning
Lectures	L1 - Lecture 1 – Stress and Professional burnout Definitions and models, development, early symptoms, prevention.	D.W1., D.W6., D.W13
	L2 - Lecture 2 – Modern perspective on health and disease 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.	D.W1., D.W6., D.W8.
	L3 - 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.	D.W3., D.W6, D.W8.
	L4 - 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.	D.W3., D.W6., D.W8.
	L5 and L6 - Lecture 5 and Lecture 6 – Principles of developmental psychology allowing to apply the acquired knowledge to work with a young patient Theories of the life-span development, stages of early development, dental care for children	D.W6., D.W8., D.W9., D.W11.
Seminars	S1-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.	D.W1., D.W9., D.U8.
	S3-S4 - Seminar 3 and Seminar 4 - 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	D.U8., D.U5., K1., S1.

	<p>anxiety, including developmental perspective (work with paediatric patients).</p> <p>S5-S6 - Seminar 3 and Seminar 4 - Attitude towards illness and health, and health promotion</p> <p>Definition of attitude towards illness and health, basics of motivational interviewing and health promotion</p>	<p>D.W1, D.W11</p> <p>D.U2, D.U5, D.U8.</p>
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## 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.U2., D.U5., D.U8., K1., 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.W1., D.W3., D.W6., D.W8., D.W9., D.W11., D.W13., D.U2., D.U5., D.U8., K1., S1.	Written test including the content presented at lectures and seminars.	<p>Test with Multiple Choice Questions (MCQ) with one of 4 answers positive, pairing, short open questions and 2 longer open questions &gt; 55% of correct answers.</p> <p>Criterion assessment</p> <p>2.0 (failed) 0-54%</p> <p>3.0 (satisfactory) - 55-63%</p> <p>3.5 (rather good)- 64-72%</p> <p>4.0 (good) - 73-81%</p> <p>4.5 (more than good) 82-90%</p> <p>5.0 (very good) 91-100%</p>

## 9. ADDITIONAL INFORMATION

1. Lectures attendance 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. One justified absence is acceptable, however it has to be credited with the preparation of a written essay.

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 MCQ test takes place during the last class. Students have the right to two retakes. Students who fail to pass the second retake, have a right to take a final retake with the Head of the Department.
4. 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 in the block/semester/year should be allocated to students'  
Survey of Evaluation of Classes and Academic Teachers