



Medical Psychology

1. IMPRINT	
Academic Year	2022/2023
Department	Faculty of Dental Medicine
Field of study	English Dentistry Division
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 MSc
Form of studies	Full-time program
Type of module / course <i>(obligatory / non-compulsory)</i>	Obligatory
Form of verification of learning outcomes <i>(exam / completion)</i>	Completion
Educational Unit / Educational Units <i>(and address / addresses of unit / units)</i>	Department of Health Psychology ul. Litewska 14/16, 00-575 Warszawa, tel.: +48 22 116 92 11 e-mail: zpikm@wum.edu.pl

Head of Educational Unit / Heads of Educational Units	Professor Dorota Włodarczyk, MA, PhD
Course coordinator (title, First Name, Last Name, contact)	Professor Dorota Włodarczyk, MA, PhD, dorota.wlodarczyk@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 year, IV semester	Number of ECTS credits	1.50
FORMS OF CLASSES		Number of hours	ECTS credits calculation
Contacting hours with academic teacher			
Lecture (L)		8	0.25
Seminar (S)		12	0.50
Discussions (D)		-	
e-learning (e-L)		-	
Practical classes (PC)		-	
Work placement (WP)		-	
Unassisted student's work			
Preparation for classes and completions		20	0.75

3. COURSE OBJECTIVES	
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 (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)

<p>Code and number of effect of learning in accordance with standards of learning (in accordance with appendix to the Regulation of Minister of Science and Higher education from 26th of July 2019)</p>	<p>Effects in time</p>
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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
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:	
S1	apply basic methods of working with anxiety and pain in dental patients and dental anxiety prevention in dental paediatric patients
Social Competencies – Graduate is ready for:	
SC1	-

6. CLASSES		
Form of class	Class contents	Effects of Learning
Lectures	<p>L1 - Lecture 1 – Professional burnout Definitions and concepts, development, signs of burnout, prevention</p> <p>L2 - Lecture 2 - Holistic 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.</p> <p>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</p> <p>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.</p> <p>L5 and L6 - 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, D.W13</p> <p>D.W1, D.W6, D.W8</p> <p>D.W6, D.W8, D.U5</p> <p>D.W3, D.W6, D.W8. D.U5</p> <p>K1, D.U8, S1</p>
Seminars	<p>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</p> <p>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</p>	<p>D.W1, D.W9, D.U8, K3</p> <p>D.U8, D.U5, K4, S1</p>

working with pain and with patients with high levels of anxiety, including developmental perspective (work with paediatric patients)	D.K1, D.W11 D.U2, D.U5, D.U8
S5-S6 - 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	

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 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-K4, S1	Written test including the content presented at lectures and seminars.	Test (MCQ with one of 4 answers positive, pairing, short open questions, 2 longer open questions) > 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)*

1. "Medical Psychology" course in the second and third year is run by the Department of Health Psychology.
2. Class coordinator: Magdalena Łazarewicz, MA, PhD, magdalena.lazarewicz@wum.edu.pl
3. 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.

4. 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).
5. The Department of Health psychology runs the Psychological Students Science Club "Psyche" (in English) (contact information: magdalena.lazarewicz@wum.edu.pl).

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