**STANDARD COURSE SYLLABUS**

**for academic year 2013/2014**

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| **Description of subject matter – Instructional program**  |
| Name of subject:  | **Clinical Psychology** | **Module code according to standards****from A to G**  |  |
| Director of unit conduction the course:  | Prof. dr hab. Wanda Wojtkiewicz-Rok |  |  |
| Faculty: | Dentistry |
| Course of study: | Dentistry |
| Level of studies | Unitary MMed  |
| Form of studies | full-time X ~~extramural~~  |
| Year:  | I | Semester: II |  |
| Type of subject | obligatory X ~~elective~~  |
| Language of instruction: English |  |
|  |
| **Name of unit conducting course** | Winter semester (hrs.) | Summer semester (hrs.) |
| L | C | S | L | C | S |
|  |  |  |  |  |  | 20 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| Total:20 |  |  |  |  |  |  |
|  |
| **Educational goals** *(goals for lessons set by instructor, related to the results of education, max. 6 items)***G 1.** **G2.** **G3.**  |
| **Matrix of educational results for subjects in reference to methods for verifying intended educational results and manner of conducting lessons.** |
| Number of educational result | Description of educational result *(in conformance with detailed educational results defined in standards)* | Methods for verifying achievement of intended educational results \* | Manner of lessons:\*\* provide symbol |
| **BW 1****BW 2****BW 3****....** | 1) understand and compare normal and abnormal behaviour/ mental problems in patients with the use of existing classifications model(s)2) reveal psychological mechanisms accompanying dentist-patient relationships in dental settings, with a special focus on pain management and stress-coping strategies3) express more that two psychological principles shaping mutually satisfactory dentist-patient relationships based on trust building | presentation, case study, report | S |
| **BU 1****....****BU 3** | (a) demonstrate professional approach and attitudes toward patients in different age, physical and mental status(b) students are able to professionally communicate in verbal and non-verbal way with patients having different medical problems and personality styles (c) students are familiar with the role of a dentist in achieving treatment outcomes, motivating and promoting healthy behaviours and explaining treatment process | presentation, case study, report, oral answer, role-plays, and discussion | S |
|  \*e.g.. test, presentation, oral response, essay, report, colloquium, oral examination, written examination;\*\* L- lecture; S- seminar; C- class; EL- e-learning;  |
| **Student work input (balance of ECTS points)** |
| Lessons on-site (hrs.) 20 |
| Own work (hrs.) 4 |
| Summary of student workload 24 |  |
| **ECTS points for subject**  |  |
| Remarks |  |
| **Content of lessons:** *(please provide the subject of individual lessons, keeping in mind the need to contribute to the intended educational results)***General description:**1.Introduction to Psychology Science and the General Concept of Clinical Psychology (2h).2. Research Methods and Assessment in Clinical Psychology (2h).3. Clinical Psychology in the Relation to Psychopathology and its Classification Systems (2h).4. The Psychology of the Dentist-Patient Relationship (2h).5. Building Mutually Satisfactory Relationships with Different Patients (2h).6. Developing Dentist-Patients Communication Skills (2h).7. Adult and Children Mental Health Problems: Anxiety-Based Problems and Dental Fear (2h).8. Recognizing and Dealing with the Most Common Symptoms of Mental Disorders (2h).9. Therapies in Contemporary Practice (2h).10. Assessment (2h).**Classes topics in detail:**1.Diagnosis and major models of psychopathology.2.Challenges in the interviewing process in clinical psychology.3.Personality assessment and psychoanalysis.4.Behavioral assessment and clinical judgment.5.Health psychology and behavioral medicine.6.Managing anxiety, fear and pain.7.Hypnosis in dentistry and CBT perspective.8-9.Therapies, their types, effectiveness and outcomes. |
| **Primary and secondary literature****Primary literature:**1) Trull, JT, Prinstein, MJ. The Science and Practice of Clinical Psychology. International Edition: Wadsworth Cengage Learning, 2013.2) Mostofsky, DI, Forgione, AG, Giddon, D.B. Behavioral Dentistry. Blackwell, Munksgaard, 2006.3) Zimbardo, Ph, Gerrig, RJ. Psychology and Life, 1999 (or newer editions).4) Carrillo-Diaz, M, Crego ,A, Armfield, JM, Romero-Maroto, M. Treatment experience, frequency of dental visits, and children' dental fear: a cognitive approach. European Journal of Oral Science, 120: 75–81, 2012.5) McCreadie, RG, Stevens, H, Henderson, J, Hall, D, McCaul, R, Filik, R, Young, G, Sutch, G, Kanagaratnam, G, Perrington, S, McKendrick, J, Stephenson, D, Burns T. The dental health of people with schizophrenia. Acta Psychiatrica Scandinavica 2004: 110: 306–310, 2004.6) Va´zquez-Mayoral, EE, Sa´nchez-Pe´ rez, L, Olguı´n-Barreto, Y., Acosta-Gı´o, AE. Dental School Deans’ and Dentists’ Perceptions of Infection Control and HIV/AIDS Patient Care: A Challenge for Dental Education in Mexico, AIDS PATIENT CARE and STUDENTS, 7, 2009.7) Abrahamsson, KH, Berggren, U, Hallberg, L, Carlsson, SG. Dental phobic patients’ view of dental anxiety and experiences in dental care: a qualitative study, Scandinavian Journal of Caring Science, 16: 188–196, 2002.**Secondary literature:**1) Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition, Text Revision (DSM-IV-TR). American Psychiatric Association, [www.psych.org](http://www.psych.org/%22%20%5Cl%20%22_blank) 2) Davison, GC, Neale JM. Abnormal psychology. NY Wiley, 1994 (or newer editions).3) Furnhama, A, Swami, V. Patient preferences for dentists. Psychology, Health & Medicine, 2, 143–149, 2009.4) Kelly, E. Nisker, J. Medical students’ first clinical experiences of death, Medical Education, 2010. |
| **Requirements concerning instructional aids** *(e.g. laboratory, multimedia projector, other …)* multiprojector with speakerphones, laptop, flipchart, whiteboard, markers |
| **Conditions for successful completion of course:** This compromises: minimum one interview during a class, one case report, and one presentation which cannot be delayed (if delayed, the teacher imposes an additional work to do). Presence is controlled (10% absences level will only be approved; 2 next absences need a written answers on each next class time; but in case of any subsequent absences a student would not be credited)  |

**Name and address of unit conducting course, contact information (tel./email):**

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**Person responsible for the course for a given year**

dr Anna Karolczak

**Signature of head of unit conducting the course Signature of dean**

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**Date of syllabus drafting: 29-06-2013**