

1. BASIC INFORMATION

Subject	Psychology and communication skills
Degree	Dentistry
School	Health Science
Year	First
ECTS	6 ETCS
Character	Basic
Language	Spanish
Modality	In-person
Semester	2º
Academic year	1º
Coordinator	Myriam Oliver

2. PRESENTATION

Psychology can help understand the behavior of people in relation to their oral health, as well as the different mental and psychosocial processes that intervene in said behavior, determining possible risk factors and providing guidelines that can promote the prevention of the appearance of certain dental disorders.

Throughout the course, students will be provided with the knowledge that will help them understand how the science of psychology can help future dental professionals when it comes to:

- Promote oral health,
- Address the prevention or treatment of dental diseases and
- Face the problems derived from patient management.

3. COMPETENCIES AND LEARNING OUTCOMES

Basic competencies:

- BC1: Students should prove to possess and understand knowledge in a field of study which point of departure is general secondary education, and is usually found at a level that, although is based on advanced text books, also includes some aspects that imply knowledge arising from the forefront of their field of study.
- BC4: Students should be able to transmit information, ideas, problems and solutions to a specialized and nonspecialized public.
- BC5: Students should have developed those learning skills necessary to undertake further studies with a high level of autonomy.

General competencies:

- CG10 - Ability to know and identify psychological and physical problems derived from gender violence to train students in prevention, early detection, assistance, and rehabilitation of victims of this form of violence.
- CG2: Understand the importance of such principles for the benefit of the patient, society and the profession, especially attention to professional secrecy
- CG3 - Ability to know how to identify the concerns and expectations of the patient, as well as communicate effectively and clearly, both orally and in writing, with patients, families, the media and other professionals.
- CG4: Understand and recognize the social and psychological aspects relevant to the treatment of patients.
- CG5: Ability to know how to apply the principles of anxiety and stress control on oneself, on patients and on other members of the dental team.
- CG7: Ability to promote autonomous learning of new knowledge and techniques, as well as motivation for quality.
- CG8: Ability to share information with other health professionals and work as a team.

Transversal competencies:

- TC1: Responsibility: The student should be able to take the consequences of the actions they carry out and be responsible of their acts.
- TC4: Communication skills: The student should be able to express concepts and ideas effectively, including the ability of concise and clear written communication, as well as to talk efficiently in public.
- TC7: Teamwork: The student should be able to participate actively in the consecution of a common goal, listening, respecting and valuing the ideas and proposals of the rest of the members of their team.
- TC9: Planning: The student should be able to determine their goals and priorities efficiently defining the actions, time, and optimal resources required to achieve such goals.

Specifics competencies:

- SC03: Know the scientific method and have critical capacity to evaluate the established knowledge and the new information.
- SC10: Know the behavior and communication sciences that facilitate dentistry practice.
- SC24: Know the dentist's role within health professions and work with other health professionals and other members of the dentistry team.
- SC25: Admit that the patient is the center of attention and that all interactions, including prevention, diagnoses, planning and execution of the treatment and the maintenance, should serve their best interest, avoiding any type of discrimination and respecting confidentiality.
- SC26: Identify the signs and attitudes that suggest the possible existence of abuse

Learning outcomes:

- LO1: Analyze the person considering the individual in its triple dimension (biological-psychological-social). Determine how it can influence the health – illness process, taking the interaction of the three dimensions into account.
- LO2: Bring in contents of health psychology to guarantee an optimum intervention in the attention, prevention and health promotion fields.
- LO3: Identify and give answers to the possible psychological and social needs that may be intervening in the health-illness process and adapt the action on the demand of these needs.
- LO4: Evaluate how individual processes have an influence on the personal experience of each individual and how, therefore, these require a specific approach to each case.
- LO5: Analyze and evaluate behaviors shown by the patients so as to promote those help them to adapt and face the demands of the situation (health-illness). Evaluate the changes caused as a consequence of the professional's intervention.
- LO6: Apply the principles of communication to facilitate the goal consecutions of the therapeutic relation. From the clarification of the reason of the consultation to the decision making, regarding the diagnoses, treatment, follow-up and adherence to the treatment.
- LO7: Know and master communication and interpersonal relationship skills as essential skills for the daily professional practice and situation management of situations that require a specific way of coping.
- LO8: Evaluate and make decisions in a simulated therapeutic situation taking the different intervening variables into account.
- LO9: Keep an open and flexible attitude in the face of different cultures and societies in order to preserve the health attention principle based on the universality concept.
- LO10: Know relevant aspects regarding occupational health from the psychology's perspective that contribute to preventing undesired consequences

The following table shows the relation between the competencies that will be developed throughout the course and the target learning outcomes:

Competencies	Learning Outcomes
CB1, CB4, CB5, CG4, CG7 CT01, CT09	RA1
CB1, CB4, CB5, CG7, CG10 CT01, CE08, CE24, CE25, C26	RA2
CB1, CB4, CB5, CG2, CG4, CG5, CG7 CT01, CT09	RA3
CB1, CB4, CB5, CG2, CG4, CG7 CT01	RA4
CB1, CB4, CB5, CG5, CG7 CT01, CT09, CE24	RA5
CB1, CB4, CB5, CG2, CG7 CT01, CT04, CT09, CE10, CE24	RA6
CB1, CB4, CB5, CG2, CG5, CG7, CG8 CT01, CT04, CT07, CE10, CE25	RA7
CB1, CB4, CB5, CG7 CT01, CT09	RA8
CB1, CB4, CB5, CG2, CG7	RA9
CB1, CB4, CB5, CG5, CG7, CG10, CE24	RA10

4. CONTENT

- Topic 1. Introduction to Psychology.
- Topic 2. Introduction to Health Psychology.
- Topic 3. Basic cognitive processes.
- Topic 4. Learning.
- Topic 5. Communication and communication skills in the therapeutic relationship.

- Topic 6. Adherence to treatment and motivation.
- Topic 7. Emotion.
- Topic 8. Stress, anxiety, fears and phobias.
- Topic 9. Pain.
- Topic 10. Occupational health.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies that will be applied are indicated below:

- Master class
- Case method
- Cooperative learning
- Project-based learning
- Simulation environments

6. LEARNING ACTIVITIES

The types of training activities to be carried out and the student's dedication in hours to each of them are identified below:

Learning activity	Number of hours
AF1: Master class	60 h
AF2: Practical exercises	20 h
AF3: Case method	45 h
AF4: Tutoring	10 h
AF5: Role playing	15 h
TOTAL	150 h

When you Access the course on the Campus Virtual, you will find a description of the activities you have to complete, as well as the deadline and assessment procedure for each one.

7. ASSESSMENT

The evaluation systems are listed, as well as their weight on the total grade for the subject:

Assessable activity	Assessment system	Weight (%)
Practice activities: A1 + A2	Practical application of theoretical contents. Oral presentation of the work.	20%
Case analysis: A3 + A4	<ul style="list-style-type: none"> Quality of the analysis of the topic. Oral presentation of the work. 	20%
Learning folder and/or participation A5	<ul style="list-style-type: none"> Quantity and quality of participation in class dynamics and activities. 	10%
Knowledge test A6	<ul style="list-style-type: none"> Demonstration of acquired knowledge regarding the course contents. 	50%

7.1 Ordinary call

To pass the course in ordinary call, you must obtain a grade equal to or greater than 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary for you to obtain a grade greater than or equal to 4.0 in the final test, so that it can make an average with the rest of the activities.

7.2. Extraordinary call

To pass the course in ordinary call, you must obtain a grade equal to or greater than 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary for you to obtain a grade greater than or equal to 4.0 in the final test, so that it can make an average with the rest of the activities.

The activities not passed in ordinary call must be delivered, after having received the corresponding corrections from the teacher, or those that were not delivered.

8. SCHEDULE

This section indicates the schedule with delivery dates of assessable activities of the subject:

Activities	Data
Unit 4. Learning	Feb
Unit 5. Role Playing	March
Unit 6. Motivation	March
Unit 10. Occupational Health	May

This schedule may be modified for logistical reasons of the activities. Any modification will be notified to the student in a timely manner

9. BIBLIOGRAPHY

Essential recommended bibliography:

- Lilienfeld, S. y Lynn, S. (2011). *Psicología: una introducción*. Pearson Educación.
- Mostofsky, D. (2014). *Behavioral dentistry*. John Wiley & Sons, Inc.

Complementary recommended bibliography:

- Ayer, W. (2005). *Psychology and Dentistry*. London: Haworth Press.
- Eli, I. (1992). *Oral psychophysiology: Stress, pain, and behavior in dental care*. Florida: CRC Press.
- Humphris G. y Ling M. (2004). *Behavioral Sciences for Dentistry*. China: Churchill Livingstone.
- Morris, C. y Maisto, A. (2009). *Psychology: An Introduction*. (13th ed) Pearson.
- Mostofsky, D, Forgiono A. y Giddon D. (2006). *Behavioral Dentistry*. Oxford: Blackwell Munksgaard.
- Polanksy, B. (2018). *The complete dentist: positive leadership and communication skills for success*. Hoboken, NJ.

10. DIVERSITY MANAGEMENT UNIT

Students with specific learning support needs:

Curricular adaptations and adjustments for students with specific learning support needs, in order to guarantee equal opportunities, will be overseen by the Diversity Management Unit (UAD: Unidad de Atención a la Diversidad).

It is compulsory for this Unit to issue a curricular adaptation/adjustment report, and therefore students with specific learning support needs should contact the Unit at unidad.diversidad@universidadeuropea.es at the beginning of each semester.

11. ONLINE SURVEYS

Your opinion matters!

The Universidad Europea encourages you to participate in several surveys which help identify the strengths and areas we need to improve regarding professors, degree programs and the teaching-learning process.

The surveys will be made available in the “surveys” section in virtual campus or via e-mail.

Your assessment is necessary for us to improve.

Thank you very much for your participation.