



**“CAROL DAVILA” UNIVERSITY
OF MEDICINE AND PHARMACY BUCHAREST**
Faculty of Dentistry
Dental Medicine in English



DISCIPLINE GRID

1. Programme:

1.1.	CAROL DAVILA UNIVERSITY OF MEDICINE AND PHARMACY BUCHAREST
1.2.	FACULTY OF DENTISTRY / 2nd DEPARTMENT
1.3.	DIVISION: BEHAVIORAL SCIENCES
1.4.	STUDY DOMAIN: Health, sectoral regulated within European Union
1.5.	STUDY LEVEL: LICENCE
1.6.	STUDY PROGRAMME: DENTAL MEDICINE IN ENGLISH

2. Discipline:

2.1.	DISCIPLINE NAME: BEHAVIORAL SCIENCES						
2.2.	LOCATION: 4th Poligrafiei Street						
2.3.	Lectures tenure: Associate Professor Gabriela Iorgulescu (MDD, PhD)						
2.4.	Practical classes tenure: Teaching assistant Liliana Neagu (PdD)						
2.5. Study year	II	2.6. Semester	IV	2.7. Evaluation	Exam	2.8. Type of discipline	CD/CD

3. Estimated total time (hours/semester)

No. hours/week	4	out of which	Lectures: 2	Laboratory session: 2
Total hours out of learning schedule	56	out of which	Lectures: 28	Laboratory sessions: 28

Time distribution	hours
Textbook study, lecture support, bibliography and notes	14
Supplementary documentation activity in the library, on online platforms	8
Practical activity support material, homework, portfolio and essays	14
Tutorial activity	4
Examinations	2
Other activities	2
Total hours of individual study	44
Total hours per semester	100
Credits	4

4. Preconditions

4.1. curriculum	
4.2. proficiencies	

5. Conditions

5.1. for lecture activity	Amphitheatre of minimum 80 seats, computer, video projector, audio and / or online system (hybrid)
5.2. for laboratory activity	Minimum 40 seats, computer, video projector, audio and / or online system (hybrid)

6. Accumulated skills

<p>6.1. Proficiencies <i>(knowledge and abilities)</i></p>	<p>I. Knowledge (cognitive dimension)</p> <ul style="list-style-type: none"> ● Understanding the importance of the bio-psycho-social approach to health and disease and applying it in the therapeutic relationship ● Making a complete anamnesis, identifying physical factors (predisposition to cavities, general diseases, disabilities), psychological factors (patient personality, accentuated personalities, the existence of emotional or physical abuse now or in the past), but also social factors (socio- low economic, social isolation) which favour the appearance of oro-dental diseases. <p>II. Abilities (functional dimension)</p> <ul style="list-style-type: none"> ● Having the ability to identify the patient's negative emotions in the dental office and to have the necessary knowledge to manage the patient's stress and moderate anxiety. ● Knowing all the risk behaviours in the occurrence of oro-dental diseases and acquiring the ability to educate and persuade the patient into sanogenic behaviours. ● Acquiring the ability to communicate effectively with the patient in general, depending on the age group, but also with patients in groups with special medical needs in particular. ● Having the knowledge and skills to apply in the field the knowledge acquired during the courses and practical works, through health education lessons for various age groups. ● Recognizing situations with a high degree of difficulty - dental anxiety, panic attack, phobias - that cannot be managed by the dentist and to direct to specialists who have the necessary skills to solve the case.
<p>6.2. Transversal skills <i>(role, professional and personal development)</i></p>	<p>III. Role skills</p> <ul style="list-style-type: none"> ● Identifying the objectives to be achieved, the available resources, the conditions for their completion, the working stages, the working times, the related deadlines and the related risks ● Identifying roles and responsibilities in a multidisciplinary team and applying effective relationship and work techniques within the team and in relation to the patient <p>IV. Professional and personal development skills Efficient use of information sources and communication resources and assisted training</p>

7. Objectives (based on the grid of acquired specific skills)

7.1. General Objective	<ul style="list-style-type: none"> - Understanding the bio-psycho-social approach to health and disease and the relationship between Oro-dental health, general health and quality of life - Understanding the role of individual behavior in maintaining or restoring health. - Identifying, evaluating and managing the patient's stress and anxiety in the dental office. - Acquiring the ability to communicate effectively with the patient in general, with patients belonging to certain age groups and with patients from groups with special medical needs in particular. - Understanding the complex relationship of interdependence between the patient's behaviour in the office (expectations, motivations, therapeutic compliance, agility), his personality characteristics, the requirements of the group and the socio-cultural factors in the environment.
7.2. Specific Objectives	<p>Understanding and deepening the psycho-emotional characteristic of the stages of human development and application of behavioural management techniques and doctor-patient communication, specific to the developmental stages (children / adolescents, young adults, adults, the elderly, as well as people with disabilities), in the behavioural approach</p>

8. Content

8.1. Lectures	No. hrs/topic	Teaching method	Obs.
Lecture 1 Introductory course The importance and role of behavioral sciences in medical practice: general notions of psychology and applications in dentistry; the place and importance of behavioral sciences in the national and international university curriculum; general delimitations and conceptual differentiations.	2	Interactive presentation of the material according to the analytical program, using multimedia means, power point presentations, didactic films.	
Lecture 2. Bio-psycho-social factors involved in oral health; Addressing anxiety from three major perspectives: Part I: a. Theory of anxiety from the perspective of social learning; b. The biological theory of anxiety	2		
Lecture 3. Part II c. Psychoanalytic theory of anxiety - introductory presentation	2		
Lecture 4. a. Anxiety, phobia and fear: approaches in dentistry; Panic attack vs. myocardial infarction; Anxiety Disorders in Children behavioral management	2		
Lecture 5. b. Anxiety and depression, anxiety mixed with depression	2		
Lecture 6. c. Depressed personality; d. Psychopharmacology and non-invasive techniques in the treatment of anxiety and depression.	2		
Lecture 7. Pain and pain management in dentistry;	2		
Lecture 8. Psychosomatic diseases of the oral area and their management	2		
Lecture 9. Dysmorphias and eating disorders and their implications in dentistry	2		

Lecture 10. Stress of the doctor and the student in dentistry and other special variables that intervene in dental practice	2		
Lecture 11. Doctor-patient communication; Benefits and barriers to physician-patient communication; Empathy, verbal and non-verbal communication.	2		
Lecture 12. Difficult personalities-typologies and behavioral approaches in dentistry	2		
Lecture 13. Attitudes and behavioral management strategies for distinct categories of patients with special needs (Behavioral approaches and communication techniques with children and adults patients with disabilities)	2		
Lecture 14. Aspects and behavioral approaches -Geriatric Behavioral in Dentistry	2		

8.2 Laboratory Sessions	No. hrs/topic	Teaching method	Obs.
1. Presentation of file topics	2	Applying interactive teaching strategies with formative effects by developing an organization plan that creates a stimulating and participatory learning environment, aiming to stimulate higher cognitive processes, developing the ability to link knowledge and create conceptual networks; the use of documentaries and psychometric tests	Instructions for carrying out practical work; history
2. Practical applications of behavioral psychology in dentistry	2		Watching educational and documentary films ; Discussion groups.
3. Anxiety from a psychoanalytic perspective	2		Defense mechanisms ; interactive discussions; video documentary
4. Assessment of fear, phobia and anxiety in dentistry	2		Presentation and completion of questionnaires to assess anxiety in general and trends in neuroticism
5. Anxiety mixed with depression	2		Case studies. Discussion groups. Watching educational and documentary films; Questionnaires
6. Anxiety personality disorder versus anxiety personality; depressed personality	2		Case studies / examples of video materials.
7. Pain and pain management in dentistry	2		Questionnaires and discussions; pain, Pain relief techniques
8. Psychosomatic diseases	2		Clinical record presentation :
9. Dysmorphobias in dentistry	2		Case studies. Discussion groups, Documentary film
10. Doctor and student stress during	2		Discussion groups
11. Doctor-patient communication	2		Role play; Communication&questionnaire;

12. Difficult personalities, communication techniques	2		Case studies & questionnaire;
13. Behavioral management of patients with disabilities	2		Case studies. Discussion groups
14. Behavioral approach of elderly patients	2		Questionnaires and case presentations;

8.3. Bibliography for lectures and laboratory/practical sessions
<p>1. Iorgulescu Gabriela, "<i>Elements of Behavioral Sciences and Neurosciences in Dentistry</i>", Medical Publishing House, 2017 (The main support manual for the <i>Behavioral Sciences</i> discipline is in course to be published also by an international publishing house)</p> <p>2. Iorgulescu Gabriela, Iamandescu Ion Bradu, "<i>Behavioral Dentistry</i>". Medical Publishing House, Bucharest, 2013</p> <p>3. Streiner DL, Norman GR, Cairney J (2015): <i>Health Measurement Scales: A Practical Guide to Their Development and Use</i>, London: Oxford University Press.</p> <p>4. David I. Mostofsky. Farida Fortune, "<i>Behavioral Dentistry</i>", Edit Wiley Blackwell, 2013</p> <p>5. William J. Ray, <i>Introduction to Psychological Science Integrating Behavioral, Neuroscience, and Evolutionary Perspectives</i>, Routledge, 2021</p> <p>6. Laura B. Gordon, "<i>Behavioral Intervention in Health Care</i>", Routledge, 2019</p>

9. Corroborating the contents of the discipline with the expectations of epistemic community representatives, professional associations and employers in the fields representative for the program

IDENTIFYING NEEDS AND EXPECTATIONS IN A PATIENT-CENTERED APPROACH
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Evaluation

10.1 Evaluation			
Activity type	Evaluation Criteria	Methods of evaluation	% out of final grade
Lecture	<p>A. Knowledge for mark 5:</p> <p>B. Additional knowledge for mark 10</p>	<p>A. Active attendance at classes/ Final test is taken into account/Knowledge of how to approach anxiety from a social, biological and psychoanalytic learning perspective;</p> <p>B. Final exam: Grid questionnaire - knowledge and conditions for grade 10 - in-depth knowledge of theoretical aspects and their application in dentistry, grid score over 80%, personal contribution with the presentation of case studies and other research in the field. Originality and creativity, active participation in classes, full course + LS; Knowledge of the behavioral management of different categories of patient, specific to developmental stages and those with special needs/elderly.</p>	70%
Laboratory Sessions	<p>A. Knowledge for mark 5:</p> <p>B. Additional knowledge for mark 10</p>	<p>Practical assessment:</p> <p>A. Attendance at the LP/ colloquium is taken into a account/ dealing with patients with dental anxiety;</p> <p>B. Interactive discussions, active involvement, working methods and understanding of communication styles and optimal approach to different forms of human personality are taken into consideration; the scoring and interpretation of the applied tests.</p>	30%
Minimum performance standards			
Knowledge of the doctor-patient communication guide			

Date:
1.09.2023

Head of the Behavioral Sciences Discipline,
Assoc.Prof. Dr. Gabriela Iorgulescu

**Date of the approval in
Department Board:**

**Department director,
*Prof.Univ.Dr. Alexandru Bucur***