



## DISCIPLINE SHEET

### 1. Study programme

1.1.	"CAROL DAVILA" UNIVERSITY OF MEDICINE AND PHARMACY BUCHAREST
1.2.	FACULTY OF DENTISTRY
1.3.	DEPARTMENT II
1.4.	DISCIPLINE BEHAVIORAL SCIENCES
1.5.	STUDY DOMAIN: Health, sectoral regulated within the European Union
1.6.	STUDY LEVEL: I (Bachelor's degree)
1.7.	STUDY PROGRAMME: DENTAL MEDICINE IN ENGLISH

### 2. Discipline

2.1.	Discipline name according to the study curriculum: BEHAVIORAL SCIENCES				
2.2.	Discipline code: MD02C08				
2.3.	Discipline type (FD/SD/CD) :CD				
2.4.	Discipline optionality (COD/ED/FAD): COD				
2.5.	Lectures tenure: Associate Professor Gabriela Iorgulescu (MDD, PhD)				
2.6.	Practical classes / seminar tenure: Teaching assistant Liliana Neagu (PdD)				
2.7. Year of study	II	2.8. Semester	IV	2.9. Evaluation (E/C/V)	Exam

### 3. Estimated total time (hours/ semester of teaching and training activity /individual study)

I. University training						
3.1. Number of hours per week	4	from which:	3.2. lecture	2	3.3. practical class/ seminar	2
3.4. Total hours in the study curriculum	56	from which:	3.5. lecture	28	3.6. practical class/ seminar	28
II. Preparation/ individual study						
Time distribution						hours
Study of lecture materials, textbooks, books, study of the minimum recommended bibliography						14
Additional documentation activity in the library, on online platforms						12
Specific preparation activities for projects, practical classes, preparation of assignments, reports						14
Preparation for presentations or evaluations, preparation for the final examination						12
Tutoring activity						8
Other activities						4
3.7. Total hours of individual study						64
3.8. Total hours per semester (3.4.+3.7.)						120
3.9. Number of credits						4

#### 4. Prerequisites (where appropriate)

<b>4.1. curriculum</b>	-
<b>4.2. proficiencies</b>	-

#### 5. Conditions (where appropriate)

<b>5.1. for lecture activity</b>	Amphitheatre of minimum 70 seats, computer, video projector, audio
<b>5.2. for practical class/ seminar activity</b>	Minimum 40 seats, computer, video projector, audio

#### 6. Learning outcomes

<b>Knowledge</b>	<b>Skills</b>	<b>Responsibility and autonomy</b>
<b>The student/</b> graduates describes, explains, and identifies the roles and responsibilities of communication and relational techniques in the real and virtual environment, within the professional team and in interaction with the patient and / or their family/relatives, adapted to various categories: age, disabilities, etc.	The student/ graduates demonstrates and implements correctly, appropriately, and efficiently patient – centered communication methods and techniques to encourage active patient involvement and to establish trust-based relationships.	The student/graduates designs, plans, and applies communication and relationship strategies within the professional team, as well as in interaction with the patient and their family, taking an active role in their medical education.

#### 7. Discipline objectives (correlated with learning outcomes)

<b>7.1. General objective</b>	<ul style="list-style-type: none"> <li>- Understanding the bio-psycho-social approach to health and disease and the relationship between Oro-dental health, general health and quality of life</li> <li>- Understanding the role of individual behavior in maintaining or restoring health.</li> <li>- Identifying, evaluating and managing the patient's stress and anxiety in the dental office.</li> <li>- 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.</li> <li>- 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.</li> </ul>
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<b>7.2. Specific objectives</b>	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
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## 8. Contents

<b>8.1. Lecture</b>	<b>Teaching methods</b>	<b>Observations</b>
<b>Lecture 1</b> 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.	Interactive presentation of the material according to the analytical program, using multimedia means, power point presentations, didactic films.	
<b>Lecture 2.</b> 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		
<b>Lecture 3.</b> Part II c. Psychoanalytic theory of anxiety - introductory presentation		
<b>Lecture 4. a.</b> Anxiety, phobia and fear: approaches in dentistry; Panic attack vs. myocardial infarction; Anxiety Disorders in Children behavioral management		
<b>Lecture 5.b.</b> Anxiety and depression, anxiety mixed with depression		
<b>Lecture 6.</b> c. Depressed personality; d. Psychopharmacology and non-invasive techniques in the treatment of anxiety and depression.		
<b>Lecture 7.</b> Pain and pain management in dentistry;		
<b>Lecture 8.</b> Psychosomatic diseases of the oral area and their management		

<b>Lecture 9.</b> Dysmorphias and eating disorders and their implications in dentistry		
<b>Lecture 10.</b> Stress of the doctor and the student in dentistry and other special variables that intervene in dental practice		
<b>Lecture 11.</b> Doctor-patient communication; Benefits and barriers to physician-patient communication; Empathy, verbal and non-verbal communication.		
<b>Lecture 12.</b> Difficult personalities-typologies and behavioral approaches in dentistry		
<b>Lecture 13.</b> 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)		
<b>Lecture 14.</b> Aspects and behavioral approaches -Geriatric Behavioral in Dentistry		

#### **Recent bibliography:**

- 1.Iorgulescu Gabriela, "*Elements of Behavioral Sciences and Neurosciences in Dentistry*", Medical Publishing House, 2017(The main support manual for the *Behavioral Sciences* discipline is in course to be published also by an international publishing house)
- 2.Iorgulescu Gabriela, Iamandescu Ion Bradu," *Behavioral Dentistry*". Medical Publishing House, Bucharest, 2013
- 3.Streiner DL, Norman GR, Cairney J(2015): *Health Measurement Scales: A Practical Guide to Their Development and Use*, London: Oxford University Press.
4. David I. Mostofsky. Farida Fortune, "*Behavioral Dentistry*", Edit Wiley Blackwell, 2013
- 5.William J. Ray, *Introduction to Psychological Science Integrating Behavioral, Neuroscience, and Evolutionary Perspectives*, Routlege, 2021
6. Laura B.Gordon, "*Behavioral Intervention in Health Care*", Routlege, 2020

<b>8.2. Practical classes/ seminar</b>	<b>Teaching methods</b>	<b>Observations</b>
1.Presentation of file topics	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	Instructions for carrying out practical work; history
2. Practical applications of behavioral psychology in dentistry		Watching educational and documentary films ; Discussion groups
3.Anxiety from a psychoanalytic perspective		Defense mechanisms ; interactive discussions; video documentary

4. Assessment of fear, phobia and anxiety in dentistry	conceptual networks; the use of documentaries and psychometric tests	Presentation and completion of questionnaires to assess anxiety in general and trends in neuroticism
5. Anxiety mixed with depression		Case studies. Discussion groups. Watching educational and documentary films; Questionnaires
6. Anxiety personality disorder versus anxiety personality; depressed personality		Case studies / examples of video materials
7. Pain and pain management in dentistry		Questionnaires and discussions; pain, Pain relief techniques
8. Psychosomatic diseases		Clinical record presentation
9. Dysmorphobias in dentistry		Case studies. Discussion groups, Documentary film
10. Doctor and student stress during		Discussion groups
11. Doctor-patient communication		Role play; Communication&questionnaire
12. Difficult personalities, communication techniques		Case studies &questionnaire;
13. Behavioral management of patients with disabilities		Case studies. Discussion groups
14. Behavioral approach of elderly patients		Qoestionnaires and case presentations;

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## 9. Assessment

Activity type	9.1. Evaluation criteria	9.2. Evaluation methods	9.3. Percentage of final grade
<b>9.4. Lecture</b>	The correctness of knowledge, the ability to correlate and synthesize, the coherence of the	Written examination in the form of a multiplechoice test: for	70%

	argumentation, and the correct use of specialized terminology are evaluated.	a grade of 5, correct answers to 10 questions, and for a grade of 10, correct answers to 20 questions.	
<b>9.5. Practical classes/seminar</b>	The accuracy and correct interpretation of tests/questionnaires are evaluated; the ability to apply theory in practice;	Evaluation of the written documentation: for a grade of 5, the presentation of the file with at least 2 tests/questionnaires applied and for a grade of 10, the presentation of the file with at least 5 tests/questionnaires applied and correctly interpreted.	30%
<b>9.5.1. Individual project (if any)</b>			
<b>Minimum performance standard</b>			