

1. BASIC INFORMATION

Course	Psychology & Cominications Skills
Degree program	Dentristy
School	Health Science
Year	1st
ECTS	6
Credit type	Basic
Language(s)	English
Delivery mode	In person
Semester	1st
Academic year	2025 - 2026
Coordinating professor	Dra. Isabel Molina Puertos

2. PRESENTATION

Psychology allows us to understand the behaviour of people in relation to their oral health, as well as the different mental and psychosocial processes involved in this behaviour. It therefore favours the determination of possible risk factors and provides the necessary guidelines for the prevention of the appearance of certain oral pathologies.

This subject provides students with a set of knowledge that will be of great use to them in the performance of their profession when promoting oral health, dealing with the prevention or treatment of dental diseases or facing the problems derived from the management of patients.

3. COMPETENCIES AND LEARNING OUTCOMES

Core 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 textbooks, 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.
- **GC2:** Understand the importance of such principles for the benefit of the patient, society and the profession, especially attention to professional secrecy.
- **GC3:** 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.
- **GC4:** Understand and recognize the social and psychological aspects relevant to the treatment of patients.

- **GC5:** 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.
- **GC7:** Ability to promote autonomous learning of new knowledge and techniques, as well as motivation for quality.
- **GC8:** Ability to share information with other health professionals and work as a team.
- **GC10:** 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.

Cross-curricular 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.

Specific competencies:

- **SC03:** Know the scientific method and have critical capacity to evaluate the established knowledge and the new information.
- **SC10:** Know the behaviour 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 centre 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:** Analyse 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:** Analyse and evaluate behaviours shown by the patients 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 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 relationship between the competencies developed during the course and the learning outcomes pursued:

Competencies	Learning outcomes
GC3, GC4, GC5, GC10, TC4, SC 26	LO1: Analyse 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.
GC5, GC8, SC10, SC24, SC25	LO2: Bring in contents of health psychology to guarantee an optimum intervention in the attention, prevention, and health promotion fields.
GC3, GC5, GC8, SC10, SC24, SC25, SC26	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.
GC2, GC3, GC5, GC10, TC4, SC10, SC25, SC26	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.
GC3, GC5, TC4, SC10	LO5: Analyse and evaluate behaviours shown by the patients 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.
BC4, TC4, SC10	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.
BC4, TC4, SC10	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.
BC4, BC5, GC7, TC1, TC4, SC10	LO8: Evaluate and make decisions in a simulated therapeutic situation taking the different intervening variables into account.
GC3, TC1, TC4, TC7, SC25	LO9: Keep an open and flexible attitude in the face of different cultures and societies to preserve the health attention principle based on the universality concept.
GC5, SC10, SC24	LO10: Know relevant aspects regarding occupational health from the psychology's perspective that contribute to preventing undesired consequences.

4. CONTENT

Topic 1 – Introduction to Psychology.

Topic 2 - Introduction to Health Psychology.

Topic 3 – Basic cognitive processes.

Topic 4 – Learning.

Topic 5 – Adherence to treatment and motivation.

Topic 6 – Emotion.

Topic 7 – Stress, anxiety, fears, and phobias.

Topic 8 – Pain.

Topic 9 – Communication and communication skills in the therapeutic relationship.

Topic 10 – Occupational Health.

5. TEACHING-LEARNING METHODOLOGIES

The types of teaching-learning methodologies used are indicated below:

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

6. LEARNING ACTIVITIES

Listed below are the types of learning activities and the number of hours the student will spend on each one:

Campus-based mode:

Learning activity	Number of hours
Tutoring	18
Master class	25
Virtual Master class	10
Practical exercises	20
Case Analysis	20
Simulations	20
Study and independent work	45
Presential tests of knowledge	2
TOTAL	150

7. ASSESSMENT

Listed below are the assessment systems used and the weight each one carries towards the final course grade:

Campus-based mode:

Assessment system	Weight
Knowledge test	50%
Learning folder	10%
Practical exercises	20%
Case Analysis	20%

When you access the course on the *Campus Virtual*, you'll find a description of the assessment activities you have to complete, as well as the delivery deadline and assessment procedure for each one.

7.1. First assessment period

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

In any case, it will be necessary to obtain a grade greater than or equal to 5.0, independently, in each of the evaluation systems that make up the course (including the knowledge tests segregated in partial). It may be assessed that the tests of knowledge segregated in partial weighted average from a grade equal to or greater than 4.

The Universidad Europea de Valencia establishes continuous assessment as a system of evaluation of knowledge, skills and basic, general, transversal and specific competences of the degree in Dentistry, in accordance with the provisions of the Regulations for the evaluation of undergraduate degrees. In this regard and for the purposes of the consumption of calls the student should be aware that, if any evaluation system provided in the Learning Guide, in the ordinary call the student will have an overall grade of the subject, thus consuming call.

According to the aforementioned Regulations, students taking face-to-face degree courses are required to justify at least 50% of class attendance, as a necessary part of the evaluation process and in the case of theoretical or practical classes determined as mandatory by the teacher in the schedules of the subject, the student must register an attendance of 90%, whether the absence is justified or not. The lack of accreditation by the means proposed by the University will entitle the professor to grade the subject as failed in the ordinary call, according to the grading system.

Punctuality will be required, 3 delays of more than 15 minutes or departures before class will be counted as a lack of attendance.

The student must consult in the schedule of the course in the Virtual Campus the sessions of compulsory attendance in the classroom.

The mention of "Matrícula de Honor" will be awarded to students who have obtained a grade equal to or higher than 9.0. Their number may not exceed 5% of the students enrolled in each subject in the corresponding academic year, unless the number of students enrolled is less than 20, in which case only one honorary registration may be awarded.

7.2. Second assessment period

To pass the course in the second exam period, you must obtain a grade higher or equal to 5.0 out of 10.0 in the final grade (weighted average) of the course.

In any case, it will be necessary to obtain a grade greater than or equal to 5.0 in the final test, so that it can be averaged with the rest of the activities.

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

The Universidad Europea de Valencia establishes the continuous evaluation as a system of assessment of knowledge, skills and basic, general, transversal and specific competences of the degree in Dentistry, in accordance with the provisions of the Regulations for the evaluation of undergraduate degrees. In this regard and for the purposes of the consumption of calls the student should be aware that in the extraordinary call will be the Objective Test of Knowledge (POC) which determines whether or not to consume call and in the exceptional case that only has pending to overcome evaluation system /s that are not the POC, will be considered NP if not presented and will obtain a numerical grade if you present at least one of them.

Pursuant to the aforementioned Regulations, students taking face-to-face degree courses are required to justify at least 50% of class attendance, as a necessary part of the evaluation process, and in the case of theoretical or practical classes determined as mandatory by the teacher in the schedules of the subject, the student must register an attendance of 90%, whether the absence is justified or not. Those students who, due to non-compliance with this requirement, must appear in the extraordinary call, must perform as many activities or knowledge tests determined by the teacher to recover this part and its corresponding overcoming based on the specified rubric.

8. SCHEDULE

This table shows the delivery deadline for each assessable activity in the course:

Assessable activities	Deadline
Activity 1: "Experiencing Learning"	See Virtual Campus
Activity 2: "I have some bad news"	See Virtual Campus
Activity 3: Complex simulation	See Virtual Campus
Activity 4: "Objective: Occupational Health"	See Virtual Campus

This schedule may be subject to changes for logistical reasons relating to the activities. The student will be notified of any change as and when appropriate.

9. BIBLIOGRAPHY

The main reference work for this subject is:

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

The recommended Bibliography is:

- 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. EDUCATIONAL GUIDANCE AND DIVERSITY UNIT

From the Educational Guidance and Diversity Unit we offer support to our students throughout their university life to help them reach their academic achievements. Other main actions are the students inclusions with specific educational needs, universal accessibility on the different campuses of the university and equal opportunities.

From this unit we offer to our students:

1. Accompaniment and follow-up by means of counselling and personalized plans for students who need to improve their academic performance.
2. In terms of attention to diversity, non-significant curricular adjustments are made in terms of methodology and assessment for those students with specific educational needs, pursuing an equal opportunities for all students.
3. We offer students different extracurricular resources to develop different competences that will encourage their personal and professional development.
4. Vocational guidance through the provision of tools and counselling to students with vocational doubts or who believe they have made a mistake in their choice of degree.

Students in need of educational support can write to us at:

unidad.diversidaduev@universidadeuropea.es