



CD 8.5.1 DISCIPLINE CURRICULUM

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FACULTY OF STOMATOLOGY
STUDY PROGRAM 0911.1 STOMATOLOGY
DEPARTMENT OF MANAGEMENT AND PSYCHOLOGY

APPROVED

at the meeting of the Committee for Quality Assurance and Curriculum Evaluation of the Faculty of Stomatology
Protocol Nr.____ from _____
Committee president, PhD DMS,
Associate professor
Stepco Elena_____

APPROVED

at the Council meeting of the Faculty of Stomatology
Protocol Nr.____ from _____
Dean of the Faculty of Stomatology,
PhD, DHMS, Professor
Ciobanu Sergiu_____

APPROVED

at the meeting of the Department of Management and Psychology
Protocol Nr.11 from 14.02.2018
Head of the department, doctor of medical sciences,
university professor,
Spinei Larisa_____

CURRICULUM

DISCIPLINE PSYCHOLOGY OF HUMAN BEHAVIOUR

Integrated studies

Course type: **Optional**

Chişinău, 2018



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I. PRELIMINARY

- **General presentation of the course: the place and role of the course in the formation of the specific competences of the professional/specialty training program**

The *Psychology of Human Behaviour* course is represented by a series of subjects, the purpose of which is to provide students with knowledge about the psychology of the human behaviour and relationships in the "patient-dentist" dyad, and also, to provide the students with information on the capacity of understanding human behaviour and forming some skills of constructive relationship.

The relationship with the patient involves primarily the ability to understand each other, the capacity to empathize, the psycho-emotional interaction between the dentist and the patient, a resonance with the patient, and the theoretical basis for these abilities is to develop students' interest in the given course; also, a timely and relevant conduct during the subjects of the course.

An important part of the professional activity is the dentist's relationship with the patient and its quality. It is a situation where the doctor has to show good specialized training associated with much tact, patience, goodwill, delicacy, respect, sincerity, etc. Therefore, possessing capacities of understanding human behaviour is absolutely necessary for every becoming specialist.

In response to the demands of the medical profession, the course proposes relevant subjects on the scientific foundations of the domain and certain strategies of development or behavioural changes aimed at adapting the professional conduct of dentists to the context requests..

The *Psychology of Human Behaviour* course aims to help future specialists to know the psychological aspect of the medical profession, as well as to develop their constructive behavioural skills in a professional and personal context.

Mission (aim) of the curriculum in professional training

To provide students with knowledge on the concepts of the psychology of *human behaviour*, as well as the development of effective communication skills required in the patient-dentist relationship, which are stipulated in the current requirements of the health system.

- **Teaching languages of the course:** Romanian, Russian, English
- **Beneficiaries:** Ist year students, semester 2, Faculty of Stomatology.

II. COURSE ADMINISTRATION

Course code		U.02.A.024	
Course name		<i>Psychology of Human Behaviour</i>	
Responsible of the course		assistant professor, Margareta Carăruș, Natalia Daniliuc	
Year	I	Semester	2
Total number of hours, including: 30			
Lectures	20	Practical/laboratory works	-
Seminars	-	Individual work	10
Assessment form	C	Number of credits	1



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III. TRAINING OBJECTIVES OF THE COURSE

At the end of the course, the student will be able to:

- **Know and understand:**

- delimitate the conceptual foundations of psychology of human behaviour;
- identify the constructive professional behaviours;
- know methods of evaluating the behaviour with the medical staff and the patients;
- understand the factors conditioning troublesome behaviours;
- elucidate strategies to optimize the doctor-patient relationships

- **Apply:**

- use theoretical knowledge in professional and social practice;
- implement appropriate communication strategies with troublesome people;
- use counseling methods in his/her professional activity;
- recognize the behavioural changes induced by the disease;
- assess the determinant factors of "healthy" behaviour and contribute to its formation;
- manifest empathy, respect, goodwill in the medical activity;
- manifest assertive behaviour in relation to the patients.

- **Integrate:**

- deepen the psychological knowledge gained in the context of the future profession;
- promote various ways of counseling different types of patients;
- formulate optimal decisions in rendering patient aid in critical situations;
- develop abilities of assertive behaviour;

IV. PREVIOUS CONDITIONS AND REQUIREMENTS

The student of the Ist year needs the following:

- knowledge of the teaching language;
- confirmed competences in lyceum sciences (civic education, psychology);
- digital competences (use of the Internet, processing of documents, electronic tables and presentations);
- ability to communicate, teamwork, play certain role plays determined by the subjects discussed at the seminar;
- qualities - tolerance, compassion, empathy, sincerity, the ability to hear and listen to others.

V. SUBJECTS AND ORIENTATIVE DISTRIBUTION OF HOURS

Lectures, seminars individual work

Nr.	Subject	Lecture	Individual work
1.	Psychology of human behaviour. Domain delimitation. Behaviour - a basic element of human activity. The particularities of human behaviour. Constants of behaviour. Methods of behaviour investigation.	2	-
2.	Cognitive and psychosocial theories that explain human behaviour. The theory of self-presentation. The theory of learned impotence. The	2	-



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	theory of cognitive dissonance. Attribution theory. Theories of manipulation.		
3.	Behaviour and beliefs. Mutual influences. The way beliefs influence our conduct. Studying beliefs that influence behavioural change.	2	2
4.	Personality-behaviour relationship. Constitutional and clinical types of personality. Temperament. Character. Psycho-behavioral types (A, C, D) with pathogenesis implications.	2	2
5.	Behaviour of troublesome people. Characteristics of troublesome behaviours. Interaction with people experiencing troublesome behaviours. Modalities to improve the doctor-patient relationship.	2	2
6.	Personality disorders and their implications in the doctor-patient relationship. Characteristics of personality disorders and specific behaviour strategies. Normal behaviour and pathological behaviour.	2	-
7.	Assertive and aggressive behaviour. Assertiveness - desirable social behaviour. Psychological and social characteristics of passive, assertive and aggressive behaviour. Behaviour evaluation particularities.	2	-
8.	Social behaviour. Stages of group development: creation, outburst, normalization, functioning, disintegration. Behaviours specific to each stage of group development. Behaviour in groups.	2	-
9.	Behaviours harmful for health. Theoretical patterns of attitudes towards disease and treatment. Behavioural changes induced by the disease. Mental and somatic vulnerability to stress. Behavioural changes in mental stress.	2	2
10.	Forming "healthy" behaviour. Health risk factors. Stages for behavioural change. Behavioural change assessment. Modalities of influencing behaviour. Elements of psychotherapy.	2	2
	Total	20	10

VI. REFERENCE OBJECTIVES AND CONTENT UNITS

Objectives	Content units
Subject (chapter) 1. Psychology of human behaviour. Domain delimitation.	
<ul style="list-style-type: none"> define the basic concepts of human behaviour. demonstrate skills to analyze and systematize the particularities of human behaviour. 	Behaviour - a basic element of human activity. The particularities of human behaviour. Constants of behaviour.



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Objectives	Content units
<ul style="list-style-type: none"> • apply the criteria for differentiating predominantly innate behaviours and predominantly learned behaviours. • integrate into the everyday life the knowledge about the psychology of human behaviour. 	Methods of behaviour investigation.
Subject (chapter) 2. Cognitive and psychosocial theories that explain human behaviour.	
<ul style="list-style-type: none"> • define the main behavioural theories. • demonstrate abilities to analyze body language. • apply the knowledge acquired to understand the causality of behaviours. • integrate the knowledge about the subject's behaviour into professional activity. 	Cognitive and psychosocial theories that explain human behaviour: The theory of self-presentation. The theory of learned impotence. The theory of cognitive dissonance. Attribution theory. Theories of manipulation.
Subject (chapter) 3. Behaviour and beliefs. Mutual influences.	
<ul style="list-style-type: none"> • know how beliefs influence our behaviour in the "doctor-patient" relationship. • demonstrate the ability to explain the psychosocial causes of patient behaviour. • apply the knowledge acquired to optimize the therapeutic act. 	The way beliefs influence our conduct. Studying beliefs that influence behavioural change.
Subject (chapter) 4. Personality-behaviour relationship.	
<ul style="list-style-type: none"> • define the temperaments: choleric, sanguine, phlegmatic, melancholic. • differentiate the temperament from the character. • demonstrate the skills of constitutional assessment of the patient's personality. • apply behavioural strategies adapted to the type of personality of the patient. 	Constitutional and clinical types of personality. Temperament. Character. Psycho-behavioral types (A, C, D) with pathogenesis implications.
Subject (chapter) 5. Behaviour of troublesome people.	
<ul style="list-style-type: none"> • define the main strategies of influence in the relationship with the patients. • demonstrate communication and relationing skills with different types of patients. • integrate the knowledge about the human communication process and apply it in medical practice. 	Social influence, persuasion, manipulation. The role play in identifying and removing obstacles to interpersonal communication.
Subject (chapter) 6. Personality disorders and their implications in the doctor-patient relationship.	



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Objectives	Content units
<ul style="list-style-type: none"> define the main personality disorders. demonstrate abilities of discriminating normal behaviour versus pathological behaviour. apply specific behaviour strategies for patients with personality disorders. 	<p>Characteristics of personality disorders and specific behaviour strategies.</p> <p>Normal behaviour and pathological behaviour.</p>
Subject (chapter) 7. Assertive and aggressive behaviour.	
<ul style="list-style-type: none"> define passive, assertive and aggressive behaviour. demonstrate nonviolent persuasion skills. apply the knowledge acquired in formulating a convincing speech. show an assertive behaviour in problematic situations with the patients. 	<p>Assertiveness - desirable social behaviour.</p> <p>Psychological and social characteristics of passive, assertive and aggressive behaviour.</p> <p>Behaviour evaluation particularities.</p>
Subject (chapter) 8. Social behaviour. Group behaviour.	
<ul style="list-style-type: none"> define social behaviour and highlight the particularities of group behaviour. demonstrate abilities to recognize the appropriate behaviour for each stage of group development. apply the knowledge acquired to explain behaviours in the work collective. 	<p>Stages of group development: creation, outburst, normalization, functioning, disintegration.</p> <p>Behaviours specific to each stage of group development.</p> <p>Behaviour in groups.</p>
Subject (chapter) 9. Behaviours harmful for health.	
<ul style="list-style-type: none"> define changes in attitude and behaviour generated by the disease. know the factors that can induce stress in patients. demonstrate abilities to analyze behaviours harmful for health. apply the knowledge acquired to reduce the level of psychological and somatic vulnerability to stress. Integrate the knowledge about harmful behaviours in the personal modality of stress management. 	<p>Theoretical patterns of attitudes towards disease and treatment.</p> <p>Behavioural changes induced by the disease.</p> <p>Mental and somatic vulnerability to stress.</p> <p>Behavioural changes in mental stress.</p>
Subject (chapter) 10. Forming "healthy" behaviour.	
<ul style="list-style-type: none"> define the main health risk factors. know the stages of behavioural change and find specific communication strategies. apply the knowledge acquired to form "healthy" behaviour in patients. 	<p>Health risk factors.</p> <p>Stages for behavioural change.</p> <p>Behavioural change assessment.</p> <p>Modalities of influencing behaviour.</p> <p>Elements of psychotherapy.</p>

VII. PROFESSIONAL SPECIFIC (SC) AND TRANSVERSAL (TC) COMPETENCES AND STUDY FINALITIES SPECIFIC PROFESSIONAL COMPETENCES (SC)

SC3. Developing a diagnosis, treatment and rehabilitation plan in various pathological situations and selecting appropriate therapies for them, using knowledge obtained during the course.



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TRANSVERSAL COMPETENCES (TC)

TC1. Application of rigorous and efficient working rules, manifestation of a responsible attitude towards the scientific and didactic domain, for the optimal and creative valorisation of one's own potential in specific situations, observing the principles and norms of professional ethics;

TC2. Ensuring efficient development and effective engagement in team activities.

TC3. Systematical assessment of personal competencies, role and expectations, effective use of assertive behaviour skills, research and communication skills for delivering quality services and adapting to the dynamics of health policy requirements and for the personal and professional development.

STUDY FINALITIES

Upon the completion of the course unit, the student will be able to:

- Apply the assertive behaviour capacity in the dental-patient relationship in order to contribute to the formation of a "healthy" behaviour.
- Shape concrete situations of behaviour with the patient and the therapeutic team.
- Identify the main types of troublesome behaviour met in the dentist-patient relationship;
- Make optimal decisions to help troublesome patients or patients with personality disorders;
- Apply different ways of psychological and moral support for different types of patients.
- Know the qualities and optimal behaviour for successful stomatological practice.

VIII. INDIVIDUAL WORK OF THE STUDENTS

Nr.	The expected product	Implementation strategies	Evaluation criteria	Deadline
1.	Work with books and ICT (Information and Communication Technologies)	Systematical work in the library and media. Exploring the current electronic sources on the referred subject.	1. Quality of formed judgments, logical thinking, flexibility. 2. Quality of systematization of the informational material obtained through one's own activity.	During the semester
2.	Report	Analysis of the relevant sources on the topic of the report. Analysis, systematization and synthesis of the information on the proposed theme. Compilation of the report in accordance with the requirements in force and its presentation to the chair.	1. Quality of systematization and analysis of the informational material obtained through one's own activity. 2. Concordance of the information with the proposed theme	During the semester
3.	Case study analysis	Selection and description of the case study. Analysis of the causes of the issues raised in the case study.	1. Analysis, synthesis, generalization of the data obtained through one's own investigation.	During the semester



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		Prognosis of the case investigated. Deduction of the expected outcome of the case.	2. Formation of an algorithm of knowledge based on the obtained conclusions.	
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IX. METHODOLOGICAL SUGGESTIONS FOR TEACHING-LEARNING-EVALUATION

Teaching and learning methods used

At teaching the **Psychology of Human Behaviour** course, different teaching methods and procedures are used, oriented towards the efficient assimilation and achievement of the objectives of the didactic process. Traditional and modern methods (explication, role play, case study, problematised lesson) are used during the theoretical lessons. During the practical works, forms of individual, frontal and group work are used

Recommended learning methods

- **Observation** - Identification of elements characteristic to certain structures or social phenomena, description of these elements or phenomena.
- **Role play** - Active learning, based on exploring the participants' experience, giving them a scenario in which each person has a role to play. The main element of this is the discussion and learning more from one's own and from others' experience.

Applied didactic (course-specific) strategies/technologies:

"Brainstorming", "Brainwriting", "Academic controversy", "Circle", "Case Study", "Mosaic", "Think-Pairs-Present", "Portfolio", "Three-Step Interview", "Group Project".

- **Evaluation methods** (including an indication of how the final mark is calculated)
 - ✓ **Current:** frontal and/or individual control through
 - analysis of case studies
 - performing role plays on the subjects discussed
 - control works
 - ✓ **Final:** colloquium

RECOMMENDED BIBLIOGRAPHY:

A. Compulsory:

1. Kanfer, Frederick H. and Goldstein, Arnold P. eds. *Helping People Change: A Textbook of Methods*. New York: Pergamon Press, 1991
2. Mierke, K.: *Psychohygiene in the everyday life*. Berne, Stuttgart, 1967
3. Dante, Cicchetti and COHEN, Donald J. *Developmental Psychopathology*. New York: J. Wiley, 1995

B. Supplementary:

1. Saarni C., Social and affective functions of nonverbal behavior: Developmental concerns. In: R. S. Feldman (Ed.), *Development of nonverbal behavior in children*. New York, 1982
2. Bates, J.E., and Wachs, T.D. *Temperament: Individual Differences at the Interface of Biology and Behavior*. Washington, D.C.: APA Press, 1994.