

DESCRIPTION OF THE SUMMER SCHOOL STUDY PROGRAMME - ADVANCED

2.12. List of classes

List of classes							
Week of study: 1							
Days: 1-5							
STATUS	CODE	CLASS	HOURS IN SUMMER SCHOOL				ECTS
			L	S	E/WS	F	
Mandatory	CSDMA	Communication Skills In Dental Medicine - Advanced Level	5	5	15		2
		MODULES					
	SSCSDM A1	Communication skills and errors; Verbal and non-verbal communication; Work atmosphere	1	1	3	-	0.4
	SSCSDM A2	Inter-professional communication in dental medicine; Dentist-patient communication during a dental intervention; Patient-centered care regarding dental anxiety	1	1	3	-	0.4
	SSCSDM A3	Classification of children with disabilities; Complicated child; Specific features of	1	1	3	-	0.4

		communication with children with disabilities;					
	SSCSMDM A4	Communication specificities with parents / carers of children with disabilities; Pedagogical strategies, methods and means;	1	1	3	-	0.4
	SSCSMDM A5	Professional ethics of experts in the field of dental medicine related to the work with children with disabilities; Dentist-patient communication and the decision-making process	1	1	3	-	0.4
	Total		5	5	15	0	2

2.13. Class description

NAME OF THE CLASS		Communication Skills In Dental Medicine - Advanced Level					
Code	SSCSMDA	Days	5				
Class teacher	Prof. Katarina Vukojević	Credits (ECTS)	2.0				
Associate teachers	Prof. Diana Vican Prof. Željko Verzak Assist. Prof. Ivana Medvedec Mikić Assist. Prof. Ivan Galić Assist. Prof. Danijela Kalibović Govorko Assist. Prof. Livia Cigić	Type of instruction (number of hours)	L	S	E/WS	F	
			5	5	15	-	
Status of the class	Mandatory	Percentage of application of e-learning	10%				
CLASS DESCRIPTION							
Class objectives	<ul style="list-style-type: none"> ▪ Increasing awareness of patient-centered care and patients' felt needs in dental anxiety patients with a special aspect on communication skills, verbal and non-verbal, applicable in the field of dental medicine; ▪ Enhancement of communication skills in inter-professional communication; ▪ Through life and practical examples, presenting students the pedagogical strategies, methods and means and possibilities of pedagogical interventions applicable in the field of dental medicine in work with children with disabilities; ▪ Raising awareness of the ethical dimension of dental practitioners with regard to working with children with disabilities, and prevent miscommunication with children with disabilities and their parents/carers; 						

Class enrolment requirements and entry competencies required for the class	Dental medicine students Dental medicine doctors
--	--

Learning outcomes expected at the level of the class (4 to 10 learning outcomes)	<ul style="list-style-type: none"> ▪ To execute the scenarios of inter-professional communication; ▪ To analyze the principles of dentist-patient interaction in dental medicine office; ▪ To interpret impact of empathy upon the dentist-patient communication and subsequent patient trust and satisfaction; ▪ To clarify patient-centered care in relation to dental anxiety and the impact of management of emotional cues/concerns of patients on patient centered care; ▪ To differentiate children with disabilities by behavioral specificity, communication specificity, complexity of difficulties, etc.; ▪ To distinguish behavior of children with disabilities in a specific setting (dental clinic); ▪ To describe effective communication with young children with disabilities in a specific setting (dental clinic); ▪ To demonstrate effective communication with parents/carers of children with disabilities; ▪ To classify different pedagogical strategies, methods and means; ▪ To predict the consequences of applying certain non-pedagogical methods and resources in working with children with disabilities. 					
Course content broken down in detail by daily class schedule (syllabus)	Day 1. Communication skills and errors - lecture 1h; Verbal and non-verbal communication – seminar 1h; Work atmosphere – exercise 3h; Day 2. Inter-professional communication in dental medicine - lecture 1h; Dentist-patient communication during a dental intervention – seminar 1h; Patient-centered care regarding dental anxiety – exercise 3h; Day 3. Classification of children with disabilities – lecture 1h; Complicated child – seminar 1h; Specific features of communication with children with disabilities – exercise 3h; Day 4. Communication specificities with parents/carers of children with disabilities – lecture 1h; Pedagogical strategies, methods and means – seminar 1h and exercise 3h; Day 5. Professional ethics of experts in the field of dental medicine related to the work with children with disabilities – lecture 1h; Dentist-patient communication and the decision-making process - seminar 1h and exercise 3h;					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work		<input checked="" type="checkbox"/> independent assignments <input checked="" type="checkbox"/> multimedia <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> work with mentor <input type="checkbox"/> (other)			
Student responsibilities	Attend classes					
Screening student work (<i>name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the class</i>)	Class attendance	0.5	Research		Practical training	1
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.5	(Other)	
	Tests		Oral exam		(Other)	
	Written exam		Project		(Other)	

Grading and evaluating student work in class and at the final exam	Y		
Required literature (available in the library and via other media)	Title	Number of copies in the library	Availability via other media
	1. Child-participation-in-the-Republic-of-Croatia		https://www.unicef.hr/wp-content/uploads/2018/08/Child-participation-in-the-Republic-of-Croatia-1.pdf
	2. Freeman, R. and Humphris, G. (2006). Communicating in dental practice: remaining stress free and improving patient care, London: Quintessence Publishing Co Ltd.		
	3. Dimerman, S. (2009). Character is the Key: How to unlock the best in our children and ourselves, John Wiley & Sons Canada, Ltd.		
	4. Kyriacou, C. (2001). Essential teaching skills, Oxford, 4 th edition		
	5. Terhart, E. (2001). Teaching and Learning Methods, Zagreb: EDUCA		
Optional literature (at the time of submission of study programme proposal)	<input type="checkbox"/> https://www.researchgate.net/publication/12779086 The psychology of dental _patient care Communicating effectively some practical suggestions <input type="checkbox"/> Relevant recently published scientific publications		
Quality assurance methods that ensure the acquisition of exit competences	<ul style="list-style-type: none"> • Teaching quality analysis by students and teachers • Exam passing rate analysis • Committee for control of teaching reports • External evaluation 		
Other (as the proposer wishes to add)			