

DESCRIPTION OF THE SUMMER SCHOOL STUDY PROGRAMME - BASIC

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	SSCSDM B1	Basic Language in Education	2	2	4	-	0.5
	SSCSDM B2	Generic Communication Skills	1	1	7	-	1
	SSCSDM B3	Specific Communication Skills in Dental Medicine	1	1	6	-	0.5
	Total		4	4	17	-	2

2.13. Class description

NAME OF THE CLASS		Basic Language in Education					
Code	SSCSDMB1	Day	1-2				
Class teacher	Prof. Zoran Đogaš	Credits (ECTS)	0.5				
Associate teachers	Prof. Diana Vican Prof. Nada Čikeš Assoc. Prof. Renata Pecotić Assist. Prof. Joško Božić Prof. Valdi Pešutić Pisac Prof. Katarina Vukojević	Type of instruction (number of hours)	L	S	E/WS	F	
			2	2	4	-	

Status of the class	Mandatory	Percentage of application of elearning	10%
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CLASS DESCRIPTION	
Class objectives	<ul style="list-style-type: none"> ▪ Educational process; ▪ Basic language in modern education; ▪ Levels of knowledge & skills; ▪ Learning outcomes; ▪ Assessments; ▪ Competencies

Class enrolment requirements and entry competencies required for the class	Student of dental medicine program Dental medicine doctor					
Learning outcomes expected at the level of the class (4 to 10 learning outcomes)	<ul style="list-style-type: none"> ▪ To recognize different levels of study programs ▪ To identify different dimensions of cognitive process ▪ To interpret different levels of knowledge; to interpret different levels of skills ▪ To implement learning outcomes in a specific course ▪ To compare different assessment methods according to learning outcomes ▪ To clarify differences between competencies and knowledge/skills 					
Course content broken down in detail by daily class schedule (syllabus)	Day 1. Educational process and Basic language in modern education – lecture 1h; Levels of knowledge & skills – lecture 1h; Cognitive process dimensions linked to levels of knowledge & skills – seminar 2h; Day 2. Learning outcomes and how to define them – ws 2h; Assessment methods linked to learning outcomes – ws 1h; Competencies vs knowledge/skills – ws 1h;					
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input checked="" type="checkbox"/> partial e-learning <input type="checkbox"/> field work			X 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	0.1	Research		Practical training	
	Experimental work		Report	0.3	(Other)	
	Essay		Seminar essay		(Other)	
	Tests		Oral exam		(Other)	
	Written exam	0.1	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. L.W. Anderson, Krathwohl, A Taxonomy for Learning Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, New York:Longman, 2001.					x
	2. Harden, R.M. (2007). Learning outcomes as a tool to assess progression, Medical Teacher, 29:678-82.					x
	3. Shumway J.M. & Harden, R.M. (2003). The assessment of learning outcomes for the competent and reflective physician, Medical Teacher, 25:569-84.					x
	4. Kyriacou, C. (2001). Essential teaching skills, Oxford, 4 th edition					x

	5. Terhart, E. (2001). Teaching and Learning Methods, Zagreb: EDUCA		x
Optional literature (at the time of submission of study programme proposal)	□ Hrvatski kvalifikacijski okvir (2009). Beljo Lucic R et al., eds; Vlada Republike Hrvatske, Ministarstvo znanosti, obrazovanja i športa, Zagreb.		
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)			

NAME OF THE CLASS		Generic Communication Skills				
Code	SSCSDMB2	Day	2-3			
Class teacher	Assist. Prof. Varja Đogaš	Credits (ECTS)	1			
Associate teachers	Assoc. Prof. Slavica Kozina Assoc. Prof. Vesna Šendula Jengić Prof. Diana Vican	Type of instruction (number of hours)	L	S	E/WS	F
			1	1	7	-
Status of the class	Mandatory	Percentage of application of elearning	20%			
CLASS DESCRIPTION						
Class objectives	<ul style="list-style-type: none"> ▪ Active listening ▪ Empathy ▪ Responding to verbal/non verbal cues ▪ Attention to questioning style (open/closed, etc.) ▪ Summarizing ▪ Explanation and planning ▪ Structuring 					
	<ul style="list-style-type: none"> ▪ Reflection ▪ Clarification ▪ Chunking information and checking understanding ▪ Adapting to language level 					
Class enrolment requirements and entry competencies required for the class	Dental medicine students Medical Doctor					

Learning outcomes expected at the level of the class (4 to 10 learning outcomes)	<p>Intra- and interpersonal communication (Professionalism and Reflection) Communication and reflection with self and others: <i>The student consistently develops and improves self-awareness, self reflection, self-care and reflects with others on own communication and behavior</i> Dealing with errors and uncertainty: <i>The student addresses errors and respects uncertainty as an integral part of reasoning and decision-making</i></p> <p>Communication in health care teams (professional communication) Teamwork and professional communication: <i>The student shows ability to communicate effectively in multi-professional teams</i> Leadership: <i>The student shows basic competencies in leadership skills</i> Professional communication and management: <i>The student uses effective and efficient communication and management strategies</i></p>					
Course content broken down in detail by daily class schedule (syllabus)	Day 2. Active listening Empathy Responding to verbal/non verbal cues Attention to questioning style (open/closed, etc.) Summarizing Explanation and planning Day 3. Structuring Reflection Clarification Chunking information and checking understanding Adapting to language level					
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	0.2	Research		Practical training	0.5
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.3	(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. Lloyd, M., Bor, R. (2009). Communication Skills for Medicine, Churchill Livingstone Elsevier, 3 rd edition					
	2. Kyriacou, C. (2001). Essential teaching skills, Oxford, 4 th edition					
	3. Terhart, E. (2001). Teaching and Learning Methods, Zagreb: EDUCA					

Optional literature (at the time of submission of study programme proposal)	<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)	

NAME OF THE CLASS		Specific Communication Skills in Dental Medicine				
Code	SSCSDMB3	Day	4-5			
Class teacher	Prof. Katarina Vukojević	Credits (ECTS)	0.5			
Associate teachers	Assist. Prof. Varja Đogaš 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
			1	1	6	-
Status of the class	Mandatory	Percentage of application of elearning	10%			
CLASS DESCRIPTION						
Class objectives	<ul style="list-style-type: none"> ▪ Dentist-patient communication during a dental intervention; ▪ How to communicate in the dental office environment; ▪ Dentist-patient communication in the dental office; ▪ Through life and practical examples, present to students the pedagogical strategies, methods and means and possibilities of interventions applicable in the field of dental medicine; ▪ Enhance communication skills in inter-professional and professional communication. 					

Class enrolment requirements and entry competencies required for the class	Dental medicine student Dental medicine doctor
Learning outcomes expected at the level of the class (4 to 10 learning outcomes)	<ul style="list-style-type: none"> ▪ To illustrate the scenarios of inter-professional and professional communication ▪ To implement the principles of dentist-patient interaction in dental medicine office ▪ To clarify the impact of empathy upon the dentist-patient communication and subsequent patient trust and satisfaction

Course content broken down in detail by daily class schedule (syllabus)	<p>Day 4. Dentist-patient communication during a dental intervention – lecture 1h; Dentist-patient communication during a dental intervention – ws 3h; e-learning Day 5. How to communicate in the dental office environment – seminar 1h; How to communicate in the dental office environment – ws 1h; Dentist-patient communication in dental office - ws 2h;</p>					
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	0.1	Research		Practical training	0.3
	Experimental work		Report		(Other)	
	Essay		Seminar essay	0.1	(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. Freeman, R. and Humphris, G. (2006). <i>Communicating in dental practice: remaining stress free and improving patient care</i> , London: Quintessence Publishing Co Ltd.					
	2. Kyriacou, C. (2001). <i>Essential teaching skills</i> , Oxford, 4 th edition					
	3. Terhart, E. (2001). <i>Teaching and Learning Methods</i> , 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)						