



## Information about the subject

**Degree:** Bachelor of Science Degree in Dentistry

**Faculty:** Faculty of Medicine and Health Sciences

**Code:** 482002 **Name:** Communication skills

**Credits:** 6,00 **ECTS Year:** 1 **Semester:** 1

**Module:** Module 2: Introduction to Dentistry

**Subject Matter:** INTRODUCTION TO DENTISTRY **Type:** Elective

**Field of knowledge:** Health Sciences

**Department:** Biostatistics, Epidemiology, and Public Health

**Type of learning:** Classroom-based learning

**Languages in which it is taught:** English, Spanish

### Lecturer/-s:

OPO2	<u>German Arsenio Cerda Olmedo</u> (Responsible Lecturer)	german.cerda@ucv.es
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## Module organization

### Module 2: Introduction to Dentistry

Subject Matter	ECTS	Subject	ECTS	Year/semester
PSYCHOLOGY	6,00	Psychology	6,00	2/2
STATISTICS	6,00	Epidemiology and Statistics	6,00	1/2
INTRODUCTION TO DENTISTRY	48,00	Biotechnology	6,00	This elective is not offered in the academic year 25/26
		Communication skills	6,00	1/1
		Dental Equipment, Materials and Instrumentation	6,00	2/2
		Imaging techniques and dental photography	6,00	3/2
		Introduction to Dentistry	6,00	1/1
		Oral Radiology	6,00	2/1
		Planning and Management of the dental clinic	6,00	3/2
		Preventive and Community Dentistry	6,00	3/1



## Learning outcomes

At the end of the course, the student must be able to prove that he/she has acquired the following learning outcomes:

- R1 Adequately interprets both the verbal and non-verbal content of a message. Captures the signs provided by the patient's eyes, gestures and tone of voice and assess their emotional state and the coherence with the verbal message they convey.
- R2 Identifies the model of attention that the patient needs. Through the interview, the student is able to guide the case and offer the patient the most appropriate response to the perceived needs.
- R3 The student systematizes the different phases of a clinical interview. Knows how to distribute the time of the interview in the different phases: presentation, exploratory, resolution and social applying them to the interviews carried out in the practice.
- R4 Knows the ethical implications derived from the clinical interview. Demonstrates knowledge of the degree of commitment that professional secrecy entails
- R5 The student is able to cope with difficult situations and to communicate bad news. Demonstrates ability to handle interviews with aggressive patients. The student is able to resolve interviews with hyperdemanding patients.
- R6 Knows how to present oneself correctly introducing him/herself to the patient as an introduction to the interview.
- R7 Maintains proper eye contact during the interview.
- R8 Creates a suitable environment in the interview and offers the patient the most favourable environment so that they can communicate what they want: no interruptions, having the necessary time.
- R9 Allows the patient to express him/herself. Lets the patient speak (free narrative phase)
- R10 Knows how to use techniques to empty the information. Asks appropriate questions (targeted narrative phase) to obtain all relevant information. Clearly narrows down the reason for consultation.
- R11 Knows how to be empathetic and makes the patient feel that his/her problems are understood.
- R12 Knows how to be assertive and demonstrates a firm position based on knowledge, experience and beliefs, respecting the decisions and beliefs of the patient.



- R13 Knows how to explore resistance and also investigates the difficulties the patient feels and possible disagreements with the situation posed.
- R14 Knows how to develop the negotiation phase and is able to exchange opinions, redirect ideas and reach an agreement with the patient.
- R15 Knows how to motivate and to introduce the interview aimed at motivating change in its different phases.
- R16 Explores the patient's understanding and ensures that the patient has understood the agreed measures before leaving.
- R17 Establishes safety net. Also warns patients of possible unfavourable developments and makes him/herself available if necessary.
- R18 The student says goodbye properly and greets politely at the end of the interview.
- R19 Knows how to complete a full dental history.
- R20 Transmits information about what is to be done to the patient, relieving the patient from anxiety when tests are made.
- R21 The student is able to work as a team.
- R22 The student is able to transmit knowledge orally, clearly and accurately.



## Competencies

Depending on the learning outcomes, the competencies to which the subject contributes are (please score from 1 to 4, being 4 the highest score):

GENERAL	Weighting			
	1	2	3	4
CG1 I aCapacity for analysis and synthesis		x		
CG2 I bOrganizational and planning skills				x

  

SPECIFIC	Weighting			
	1	2	3	4
CE A 1 Know the essential elements of the dental profession, including ethical principles and legal responsibilities.	x			
CE A 2 Understand the importance of such principles for the benefit of the patient, society and the profession, with special attention to professional secrecy.				x
CE A 3 Identify the patient's concerns and expectations, as well as to communicate effectively and clearly, both orally and in writing, with patients, relatives, the media and other professionals.				x
CE A 4 Understand and recognize the social and psychological aspects relevant to the treatment of patients.				x
CE A 5 Know how to apply the principles of anxiety and stress management to oneself, to patients and to other members of the dental team.				x
CE A 6 Understand the importance of developing a professional practice with respect to patient autonomy, beliefs and culture.				x
CE A 7 Promote autonomous learning of new knowledge and techniques, as well as motivation for quality.	x			
CE A 8 Know how to share information with other health professionals and to work as a team.			x	



CE A 9 Understand the importance of maintaining and using records with patient information for subsequent analysis, preserving the confidentiality of the data.				X
CE A 10 Know and identify the psychological and physical problems derived from gender violence in order to train students in the prevention, early detection, assistance, and rehabilitation of the victims of this form of violence.	X			
CE B 11 Understand the basic biomedical sciences on which dentistry is based to ensure proper oral care.	X			
CE B 12 Understand and recognize the normal structure and function of the stomatognathic system, at the molecular, cellular, tissue and organic level, in the different stages of life.	X			
CE B 13 Understand and recognize the science of biomaterials essential for dental practice as well as the immediate management of possible allergies to them.	X			
CE B 14 Know about general disease processes, including infection, inflammation, immune system disorders, degeneration, neoplasm, metabolic disorders and genetic disorders.	X			
CE B 15 Be familiar with the general pathological features of diseases and disorders affecting organ systems, specifically those with oral impact.	X			
CE B 16 Understand the fundamentals of action, indications and efficacy of drugs and other therapeutic interventions, knowing their contraindications, interactions, systemic effects and interactions on other organs, based on available scientific evidence.	X			
CE B 17 Understand and recognize the principles of ergonomics and safety at work (including control of cross-infection, radiation protection and occupational and biological diseases).	X			
CE B 18 Know, critically evaluate and know how to use clinical and biomedical information sources to obtain, organize, interpret and communicate scientific and health information.				X
CE B 19 Know the scientific method and have the critical capacity to value the established knowledge and the new information. Be able to formulate hypotheses, collect and critically evaluate information for the resolution of problems, following the scientific method.	X			
CE E 20 Recognize the determinants of oral health in the population, both genetic and lifestyle-dependent, demographic, environmental, social, economic, psychological and cultural.	X			



CE E 3(Recognise the role of the dentist in actions to prevent and protect against oral diseases, as well as in the maintenance and promotion of health, both at individual and community level.

x

CE E 3 Know the National Health System, as well as the basic aspects of health legislation, clinical management and proper use of health resources, understanding the importance of the role of the dentist in the field of Primary Health Care.

x

## TRANSVERSAL

### Weighting

1 2 3 4

1. a. Analysis and synthesis skills

x

1. b. Organizational and planning capacity

x

1. c. Oral and written communication in the native language.

x

1. d. Knowledge of a foreign language

x

1. e. Computer skills

x

1. f. Information management capacity

x

1. g. Problem solving

x

1. h. Decision making

x

2. i. Teamwork

x

2. j. Multidisciplinary teamwork

x

2. k. Work in an international context

x

2. l. Interpersonal skills

x

2. m. Recognition of diversity and multiculturalism

x

2. n. Critical Reasoning

x



2. o.	Ethical commitment			X
3. p.	Autonomous learning		X	
3. q.	Adaptation to new situations			X
3. r.	Creativity			X
3. s.	Leadership	X		
3. t.	Knowledge of other cultures and customs		X	
3. u.	Initiative and entrepreneurship		X	
3. v.	Motivation for quality			X
3. w.	Sensitivity to environmental and socio-health issues	X		



## Assessment system for the acquisition of competencies and grading system

Assessed learning outcomes	Granted percentage	Assessment method
R22	5,00%	OPEN QUESTIONS: Written exam in which basic theory knowledge and the ability to relate, integrate and coherently express it in writing is assessed.
R21, R22	60,00%	MULTIPLE CHOICE TEST: Multiple choice test with one correct answer. This shows to greater extent the contents acquired by the student.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R20, R21, R22	5,00%	SIMULATIONS, OSCES: Through simulations, real-life situations are reproduced in standardised conditions, which enable the teacher to analyse the clinical skills of the student in specific situations. Computer simulations or standardised simulated illnesses are used. The test known as OSCE (Objective Structured Clinical Examination) may also be used. The OSCE consists of students going around a circuit of sequential stops where they are asked to carry out a variety of different skills and techniques.
R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R18, R20, R21, R22	30,00%	PRACTICAL EXAM: The student carries out a test in which he/she must show by means of practical application the acquisition of certain knowledge. For example, histological or anatomopathological diagnoses, interpretation of images or diagnostic tests.

### Observations

Minimum requirements: To pass the course the student must: 1. Obtain a minimum of 5 in the test exam. 2. Obtain a minimum of 5 in the practical part, in addition to submitting the final assignment. Repeating students must complete the final assignment again, in the time allotted to them.

The student assessment, therefore, will not be unique, as both the exam and the student's progress in the practical part will be evaluated.

Regarding the use of artificial intelligence, it will be carried out if deemed appropriate and within the corresponding ethical limits.



**CRITERIA FOR THE AWARDING OF HONOURS:** According to article 22 of the Regulations for the Evaluation and Grading of UCV subjects, students must the UCV, the mention of "Matrícula de Honor" may be awarded by the lecturer in charge of the subject to students who responsible for the subject to students who have obtained the grade of "Outstanding". The number of "Matrícula de Honor" mentions that may be awarded may not exceed five per cent of the students included in the of the students included in the same official transcript, unless this is less than 20, in which case only one "Honourable Mention" may be awarded. only one "Matrícula de Honor" may be awarded. Translated with DeepL

### MENTION OF DISTINCTION:

In accordance with the regulations governing the assessment and grading of subjects in force at UCV, the distinction of "Matrícula de Honor" (Honours with Distinction) may be awarded to students who have achieved a grade of 9.0 or higher. The number of "Matrículas de Honor" (Honours with Distinction) may not exceed five percent of the students enrolled in the group for the corresponding academic year, unless the number of enrolled students is fewer than 20, in which case a single "Matrícula de Honor" (Honours with Distinction) may be awarded. Exceptionally, these distinctions may be assigned globally across different groups of the same subject. Nevertheless, the total number of distinctions awarded will be the same as if they were assigned by group, but they may be distributed among all students based on a common criterion, regardless of the group to which they belong. The criteria for awarding "Matrícula de Honor" (Honours with Distinction) will be determined according to the guidelines stipulated by the professor responsible for the course, as detailed in the "Observations" section of the evaluation system in the course guide.

## Learning activities

The following methodologies will be used so that the students can achieve the learning outcomes of the subject:

- |    |   |
|----|---|
| M1 | Lecture.<br>Problem Solving.<br>Explanation of contents by the teacher.<br>Explanation of knowledge and skills.               |
| M2 | Practical basic sciences laboratory sessions, practical simulation laboratory sessions, virtual hospital and dissecting room. |
| M3 | Problem and case solving.<br>Social action activities.  |



- M5      Problem and case solving. Written tasks.  
Online activity on the e-learning platform.  
Personal study.  
Compiling information and documentation.
- M8      Oral presentations by students.
- M9      Group work: group work sessions supervised by the teacher.  
Knowledge building through interaction and activity of students.
- M10     Carrying out bibliographic reviews and practical work experience dissertations.
- M12     Seminars, supervised monographic classes with shared participation.
- M13     Personal preparation of written texts, essays, problem solving, seminars.
- M15     Personalised Attention. Period of instruction and/or guidance carried out by a tutor with the aim of analysing with the student his/her work, activities and evolution in learning of subjects.



## IN-CLASS LEARNING ACTIVITIES

	LEARNING OUTCOMES	HOURS	ECTS
<b>THEORY CLASS</b> M1, M2	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R21, R22	30,00	1,20
<b>PRACTICAL CLINICAL SESSION</b> M1, M2, M10, M12, M13	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R21, R22	20,00	0,80
<b>TUTORING</b> M5, M15	R1, R2, R3	2,00	0,08
<b>EVALUATION</b> M15	R1, R2, R3, R4, R5, R6, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R18, R21, R22	3,00	0,12
<b>TOTAL</b>		<b>55,00</b>	<b>2,20</b>

## LEARNING ACTIVITIES OF AUTONOMOUS WORK

	LEARNING OUTCOMES	HOURS	ECTS
<b>INDIVIDUAL WORK</b> M5, M9, M10, M13	R1, R2, R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R21, R22	60,00	2,40
<b>GROUP WORK</b> M1, M2, M3, M5, M8, M10, M12, M13	R3, R4, R5, R6, R7, R8, R9, R10, R11, R12, R13, R14, R15, R16, R17, R21, R22	35,00	1,40
<b>TOTAL</b>		<b>95,00</b>	<b>3,80</b>



## Description of the contents

Description of the necessary contents to acquire the learning outcomes.

### Theoretical contents:

Content block	Contents
BLOCK I: GENERAL FRAMEWORK OF COMMUNICATION	<p>BLOCK I: GENERAL FRAMEWORK OF COMMUNICATION</p> <p>1.1 General theoryParticipants in the process.Message analysis.The different forms of communication.The interview as a social, communicative and technical act.1.2 Verbal language. Phatic and entropic communications.entropic communications.1.3 Non-verbal language: paraverbal and body language.1.4 The patient's expectations, the hidden agenda. Yourclues.1.4 Ways of diagnosing. From the clinical eye to the structuredstructured interview.1.5 Models of approaching the doctor-patient relationship: Priestly, paternalistic and cooperative.1.6 Skills to be developed by a good communicator.1.7 Modifiers of normal communication:-unfocused patient expectations.-quality, quality, quantity and warmth of the message-communication interference: stereotypes and stereotypescognitive, social and emotional interferenceTranslated with DeepL</p>
BLOCK II: CLINICAL INTERVIEW	<p>2.1 The clinical interview and its differences with the clinical history.2.2 Types of interview. Classification.2.3 Interview models according to the therapeutic step: primary, specialised, emergency.2.4 Analysis of the specialised model.2.5 Analysis of the primary model.2.6 Analysis of the emergency model.2.7 General structure of the clinical interview.-Social part: presentation.-Communicative part. Narrative phase. Accompanying the next phase.-technical part: exploratory and resolution phase-communicative part. Understanding the message.-social part 2: farewell</p>



## BLOCK III: SPECIAL INTERVIEWS

3.1 The motivational interview.3.2 The difficult interview:-difficult doctors.-difficult patients: psychiatric, simulator, rentier, aggressive, hyper-demanding.-difficult situations:-urgent,-bad news,-physical/sensory, language and/or cultural communication problems.

## BLOCK IV: COMMUNICATION ETHICS. LEGAL ISSUES AND REQUIREMENTS

4.1 Ethical principles applicable to communication.4.2 Common situations that conflict with ethical principles.4.3 Conflict resolution in the consultation.4.4 Regulatory framework for obtaining and safeguarding clinical information

## BLOQUE 5: ROLE PLAYING

Conducting and analysing clinical interviews in different simulated situations.

### Temporary organization of learning:

Block of content	Number of sessions	Hours
BLOCK I: GENERAL FRAMEWORK OF COMMUNICATION	2,00	4,00
BLOCK II: CLINICAL INTERVIEW	3,00	6,00
BLOCK III: SPECIAL INTERVIEWS	4,00	8,00
BLOCK IV: COMMUNICATION ETHICS. LEGAL ISSUES AND REQUIREMENTS	1,50	3,00
BLOQUE 5: ROLE PLAYING	17,00	34,00



## References

*La consulta interior. Neighbour, R. Editorial: J&C s.l. Esplugas de Llobregat (Barcelona) 1998.*

*Teoría de la comunicación humana. Ellis R y McClintock A. Ediciones Paidós Comunicación Ibérica. Barcelona 1993.*

*Habilidades de comunicación y estrategias asistenciales en el ámbito sanitario. Acinas MP. Editorial Formación Alcalá Jaén 2004.*

*Cómo dar malas noticias en medicina. Gómez Sancho M. Arán Ediciones. Madrid 2006.*

*Manual de entrevista clínica. Borrel F. Harcourt Brace de España. Madrid 1998.*

*Entrevista Clínica. Manual de estrategias prácticas. Borrel F. SEMFYC ediciones. Barcelona 2006.*

*La comunicación con el paciente. Merayo A., Bravo E., Gordon F. Elsevier España. Barcelona 2014*

*THE IMPORTANCE OF KNOWING TO COMMUNICATE. G. Cerdá Olmedo, Online course laboratories*



## Addendum to the Course Guide of the Subject

Due to the exceptional situation caused by the health crisis of the COVID-19 and taking into account the security measures related to the development of the educational activity in the Higher Education Institution teaching area, the following changes have been made in the guide of the subject to ensure that Students achieve their learning outcomes of the Subject.

**Situation 1: Teaching without limited capacity** (when the number of enrolled students is lower than the allowed capacity in classroom, according to the security measures taken).

In this case, no changes are made in the guide of the subject.

**Situation 2: Teaching with limited capacity** (when the number of enrolled students is higher than the allowed capacity in classroom, according to the security measures taken).

In this case, the following changes are made:

### 1. Educational Activities of Onsite Work:

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject will be made through a simultaneous teaching method combining onsite teaching in the classroom and synchronous online teaching. Students will be able to attend classes onsite or to attend them online through the telematic tools provided by the university (videoconferences). In any case, students who attend classes onsite and who attend them by videoconference will rotate periodically.

In the particular case of this subject, these videoconferences will be made through:

☒ Microsoft Teams

☐ Kaltura



## **Situation 3: Confinement due to a new State of Alarm.**

In this case, the following changes are made:

### **1. Educational Activities of Onsite Work:**

All the foreseen activities to be developed in the classroom as indicated in this field of the guide of the subject, as well as the group and personalized tutoring, will be done with the telematic tools provided by the University, through:

☒ Microsoft Teams

☐ Kaltura

Explanation about the practical sessions:



## 2. System for Assessing the Acquisition of the competences and Assessment System

### ONSITE WORK

#### Regarding the Assessment Tools:

☒ The Assessment Tools will not be modified. If onsite assessment is not possible, it will be done online through the UCVnet Campus.

☐ The following changes will be made to adapt the subject's assessment to the online teaching.

Course guide		Adaptation	
Assessment tool	Allocated percentage	Description of the suggested changes	Platform to be used
PRACTICAL	30	ON LINE	TEAMS
EXAM	60	ON LINE	MOODLE

The other Assessment Tools will not be modified with regards to what is indicated in the Course Guide.

#### Comments to the Assessment System: