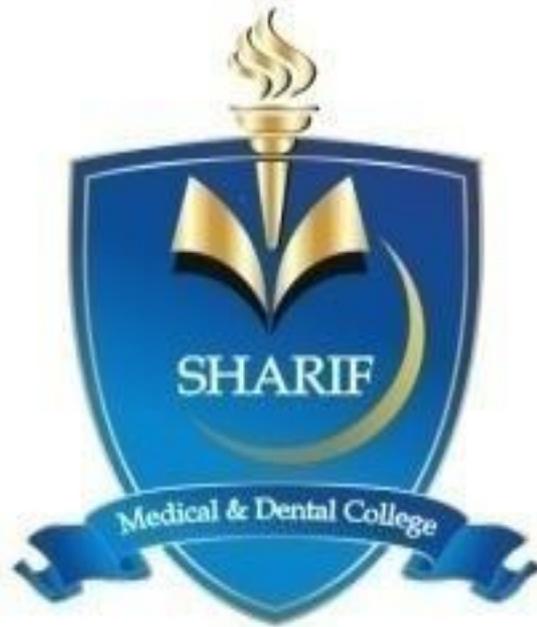


# Department of Behavioral Sciences



## **Study Guide** **BDS 2<sup>nd</sup> Year**

College of Dentistry  
Sharif Medical and Dental College, Lahore

## PREFACE



Study guide can make a major contribution to learning. It is sometimes likened to a tutor sitting on the student's shoulder 24 hours a day to advise what he/she should be doing at any stage during their study. Study guide is different from textbook as it appraises the student at the beginning of an academic session about the course outline, the teaching methodology to be followed throughout the year, learning objectives of each academic activity and the assessment methodology to be followed in an academic session.

At SMDC, we follow the traditional annual academic schedule in which the subject of Behavioral Sciences is taught in the first two academic years of a dental student. Keeping in view the mission of UHS, Lahore and vision of our institute we have designed a training program which is intensive and at the same time interesting for the young minds. This guide includes list of lectures to be conducted in this session, specific learning objectives of every lecture, details of assessment and testing methodology, and marks distribution of subject in the 2<sup>nd</sup> Professional examination. A list of prescribed textbooks and reference books is mentioned at the end.

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## **VISION & MISSION OF UHS**



Qualitative and Quantitative Revolution in Medical Education and Research through Evolution and thereby improve Health Care delivery to Populace.

UHS shall be innovative global center of excellence in learning and research, supporting a community of scholars and professionals committed to serving society, promoting the development of students to reach their true potential in becoming competent, ethical, caring, and inquiring health professionals for the benefit of the country and the wider world.

## **MISSION OF SMDC**

Sharif Medical & Dental College is dedicated to best serve the nation through preservation and dissemination of advanced knowledge and educating the students by latest trends in learning and research reaching levels pars excellence.

The Institution is committed to provide standardized quality medical education to its students by inculcating professional knowledge, skills and responsibilities in them with the aim of:

- Preparing them as modern physicians having initiative to act as future leaders in their respective fields and becoming lifelong learners.
- Encouraging the spirit of critical thinking through research and publication.
- Building up an understanding of the ethical values compatible with our religion, culture and social norms.
- Developing a sense of being responsible citizens of the society possessing professional competence and instilling in them the values of hard work and dedication thus preparing them to be accountable to the stakeholders and the state.

The Institution is devoted to keep abreast its faculty with the latest trends in Medical Education encompassing teaching/learning methodologies, assessment tools, research opportunities and professionalism to facilitate their professional development, competencies, and commitment towards continues learning.

Our patient-centered mission is achieved by outstanding medical care & services in professional practice with due emphasis and focus on our local health needs.

Our mission further elaborates upon establishing academic and research facilities in areas of local demand under global gold standards and leading advancement in research, education & patient care.

## **VISION OF SMDC**

To be recognized for the provision of a safe and functional environment conducive to collaborative teaching & learning, comfortable working atmosphere, and conducting world class research through professionalism and excellence.

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## PLANNED TEACHING ACTIVITIES

Following teaching plan of behavioral sciences has been designed to impart core knowledge, skills and attitude in a manner that an undergraduate student can grasp the subject fully and is adequately prepared for university examinations.

### **Lectures:**

A total of 30-36 lectures by the faculty members are planned for the entire year. The lectures will be interactive and active learning is encouraged. The students are required to study the topic with the help of prescribed textbooks in light of the learning objectives of the topic enunciated by the teacher at the beginning of each lecture.



## TEACHING PROGRAM FOR LECTURES

Lecture	Topic	Facilitator
1.	Health and Normality	Asst. Prof. Dr. Ayaz M. Khan
2.	Defense Mechanisms	Mrs. Sarah Shirazi
3.	Psychological reactions to Illness	Asst. Prof. Dr. Ayaz M. Khan
4.	Psychosocial Issues of Hospital Settings	Dr. Tehmina Mushtaq
5.	Psychosocial Issues of Hospital Settings	Dr. Tehmina Mushtaq
6.	Psychosocial Issues of Hospital Settings	Dr. Tehmina Mushtaq
7.	Test	
8.	Communication Skills & Counseling	Mrs. Kanwal Iqbal
9.	Informational Care & Breaking Bad News	Dr. Tehmina Mushtaq
10.	Crisis Intervention & Conflict Resolution	Mrs. Sarah Shirazi
11.	Guiding Principles of Medical Ethics	Asst. Prof. Dr. Ayaz M. Khan
12.	Common Ethical Issues	Dr. Tehmina Mushtaq
13.	Doctor-Patient Relationship	Mrs. Sarah Shirazi
14.	Test	
15.	Learning	Mrs. Sarah Shirazi
16.	Perception & Thinking & Metacognition	Mrs. Kanwal Iqbal
17.	Intelligence & Emotions	Mrs. Kanwal Iqbal
18.	Memory	Asst. Prof. Dr. Ayaz M. Khan
19.	Motivation	Mrs. Kanwal Iqbal
20.	Personality development	Mrs. Sarah Shirazi
21.	Sociology and Healthcare	Dr. Tehmina Mushtaq
22.	Stigma and Compliance	Dr. Tehmina Mushtaq
23.	Anthropology and Healthcare	Asst. Prof. Dr. Ayaz M. Khan
24.	Test	

25.	Common Psychiatric Disorders	Asst. Prof. Dr. Ayaz M. Khan
26.	Common Psychiatric Disorders	Dr. Tehmina Mushtaq
27.	Common Psychiatric Disorders	Mrs. Kanwal Iqbal
28.	Psychosocial aspects of Dentistry	Dr. Tehmina Mushtaq
29.	Psychosocial Aspects of Aging and Death	Asst. Prof. Dr. Ayaz M. Khan
30.	Psychosocial Aspects of Pain	Mrs. Sarah Shirazi
31.	Psychosocial Aspects of Sexuality	Asst. Prof. Dr. Ayaz M. Khan
32.	Psychosocial Aspects of Terrorism	Asst. Prof. Dr. Ayaz M. Khan
33.	Stress Management	Mrs. Kanwal Iqbal
34.	Test	
35.	Psychosocial Assessment	Asst. Prof. Dr. Ayaz M. Khan
36.	OSPE	Dr. Tehmina Mushtaq

## LIST OF LECTURES AND LEARNING OBJECTIVES

Lecture	Learning Objectives
Health and Normality	<ul style="list-style-type: none"> <li>● Define health and normality</li> <li>● Describe WHO definition of health</li> <li>● Enlist parameters of psychosocial health</li> </ul>
Defense mechanisms	<ul style="list-style-type: none"> <li>● Identify and describe the common psychological defence mechanisms in everyday life and clinical settings</li> <li>● Demonstrate the techniques to deal with the defence mechanisms of patients</li> </ul>
Psychological reactions to illness and stress	<ul style="list-style-type: none"> <li>● Understand the general and specific psychological reactions of patients to illness and hospitalization</li> <li>● Demonstrate the psychosocial interventions to alleviate psychological distress of patients</li> </ul>
Psychosocial issues in special hospital settings	<ul style="list-style-type: none"> <li>● Identify the psychosocial stressors in special clinical settings (CCU, ICU, emergency department, organ transplantation, dialysis unit, reproductive health, pediatrics ward, cancer ward, operation theatre etc.)</li> <li>● Demonstrate the psychosocial interventions to manage stressors in special clinical settings</li> </ul>
Communication Skills & Counseling	<ul style="list-style-type: none"> <li>● Describe principles of effective communication</li> <li>● Understand verbal and non-verbal communication</li> <li>● Enlist the Do's and Don'ts of communication, counseling etc.</li> <li>● Demonstrate communication skills, counselling</li> <li>● Conduct interview of patient and his/her relative using effective communication skills</li> </ul>
Informational Care & Breaking Bad News	<ul style="list-style-type: none"> <li>● Describe principles of informational care</li> <li>● Describe principles of breaking bad news</li> <li>● Demonstrate provision of informational care</li> <li>● Demonstrate breaking bad news</li> </ul>
Crisis Intervention & Conflict Resolution	<ul style="list-style-type: none"> <li>● Describe crisis intervention</li> <li>● Comprehend conflict resolution</li> <li>● Demonstrate various steps of conflict resolution</li> </ul>
Guiding Principles of Medical Ethics	<ul style="list-style-type: none"> <li>● Define medical ethics</li> <li>● Understand the relevance and scope of medical ethics</li> <li>● Describe principles of medical ethics and their clinical applications</li> <li>● Understand evolution of contemporary bioethics, its characteristics and relevance to practice and research</li> </ul>
Common Ethical Issues	<ul style="list-style-type: none"> <li>● Identify common ethical omissions in medical practice</li> <li>● Demonstrate confidentiality of the patients' information</li> </ul>

	<ul style="list-style-type: none"> <li>● Demonstrate undertaking informed consent from the patient</li> <li>● Identify common ethical dilemmas in a health professional's life</li> <li>● Demonstrate ethical behavior towards ethical dilemmas</li> <li>● Debate the implications of euthanasia from social, moral, legal and religious perspectives</li> </ul>
Doctor-Patient Relationship	<ul style="list-style-type: none"> <li>● Describe the dimensions and limits of doctor-patient relationship</li> <li>● Understand rights and responsibilities of doctors and patients</li> <li>● Demonstrate rights and responsibilities of doctors and patients</li> <li>● Comprehend psychological reactions arising in doctor-patient relationship like transference, counter transference, resistance</li> <li>● Demonstrate professional behavior towards psychological reactions of patients</li> </ul>
Learning	<ul style="list-style-type: none"> <li>● Define learning</li> <li>● Describe different types of conditioning and their clinical applications</li> <li>● Comprehend learning principles and techniques for developing new healthy behaviors, shaping patients' behaviors during disease and health and gaining insight into the behaviors of patients, colleagues and other professionals</li> </ul>
Perception & Thinking & Metacognition	<ul style="list-style-type: none"> <li>● Comprehend principles of perception</li> <li>● Explain abnormalities of perception</li> <li>● Define thinking and its application in problem-solving</li> <li>● Define Metacognition</li> <li>● Demonstrate use of metacognition in academic and personal life</li> </ul>
Intelligence & Emotions	<ul style="list-style-type: none"> <li>● Define intelligence</li> <li>● Describe IQ test and its clinical applications</li> <li>● Define emotion and its types</li> <li>● Understand different types of emotional expression</li> <li>● Explain emotional intelligence</li> <li>● Demonstrate various methods to improve emotional intelligence</li> </ul>
Memory	<ul style="list-style-type: none"> <li>● Describe memory, its types and clinical correlates</li> <li>● Demonstrate techniques to improve memory</li> </ul>
Motivation	<ul style="list-style-type: none"> <li>● Define motivation</li> <li>● Explain different types of human needs</li> </ul>
Personality development	<ul style="list-style-type: none"> <li>● Define personality</li> <li>● Identify the stages of normal personality development (psychodynamic, psychosocial, cognitive)</li> <li>● Describe personality disorders</li> </ul>
Sociology and Healthcare	<ul style="list-style-type: none"> <li>● Define family, social groups, social structures and roles</li> <li>● Describe the influence of socio-cultural factors such as gender, race,</li> </ul>

	<p>social class, family and occupations on health and disease</p> <ul style="list-style-type: none"> <li>● Identify and explain psychosocial aspects of culturally contingent phenomena e.g. child rearing practices, death and dying</li> <li>● Describe the role of social support and religion to support a patient</li> <li>● Define treatment adherence and various strategies to improve it</li> <li>● Describe sick role and its management</li> <li>● Demonstrate counseling of patient to improve the treatment adherence</li> <li>● Demonstrate counseling of patient to address stigma related to the illness</li> <li>● Demonstrate counseling of patient to overcome the sick-role</li> </ul>
Stigma and Compliance	<ul style="list-style-type: none"> <li>● Explain stigma and its effect on patient's illness and health-seeking behaviour</li> <li>● Demonstrate counseling of patient to address stigma related to the illness</li> <li>● Define treatment adherence and various strategies to improve it</li> <li>● Demonstrate counseling of patient to improve the treatment adherence</li> </ul>
Anthropology and Healthcare	<ul style="list-style-type: none"> <li>● Define culture, beliefs, values and norms</li> <li>● Identify the anthropological factors that influence detection, management, compliance and clinical outcome (cultural myths, taboos etc.)</li> <li>● Define and elicit health belief model</li> <li>● Demonstrate culturally sensitive clinical assessment of patient</li> <li>● Demonstrate respectful attitude for social, cultural, religious differences during the clinical interaction</li> </ul>
Common psychiatric disorders	<ul style="list-style-type: none"> <li>● Diagnose common psychiatric disorders presenting in general medical settings like mixed anxiety and depressive disorder, panic disorder, dissociative disorder, self-harm and suicide, substance use disorders, medically unexplained symptoms etc.</li> <li>● Enlist treatment strategies for common psychiatric disorders</li> </ul>
Psychosocial peculiarities of dentistry	<ul style="list-style-type: none"> <li>● Identify and describe psychosocial peculiarities of dentistry</li> </ul>
Psychosocial aspects of aging, death and dying	<ul style="list-style-type: none"> <li>● Identify and describe psychosocial aspects of aging</li> <li>● Identify psychological reactions in a dying patient and his relatives</li> <li>● Describe stages of grief</li> <li>● Demonstrate grief counseling</li> </ul>
Psychosocial aspects of pain	<ul style="list-style-type: none"> <li>● Identify and describe psychosocial factors contributing towards pain</li> <li>● Demonstrate pain management skills</li> </ul>
Psychosocial aspects of gender and sexuality	<ul style="list-style-type: none"> <li>● Identify and describe psychosocial aspects of gender and sexuality</li> <li>● Identify various sexual disorders</li> </ul>

	<ul style="list-style-type: none"> <li>● Demonstrate non-judgemental and empathetic attitude towards patients with different sexual orientations</li> <li>● Describe various clinical interventions used to manage sexual disorders</li> </ul>
Psychosocial aspects of terrorism	<ul style="list-style-type: none"> <li>● Identify and describe psychosocial aspects of terrorism</li> <li>● Understand impact of terrorism on the mental health</li> <li>● Describe psychosocial interventions to deal with terrorism</li> </ul>
Stress and its Management	<ul style="list-style-type: none"> <li>● Define stress and its types</li> <li>● Identify burnout and its causes</li> <li>● Describe the impact of stress on physiological and psychological states of humans</li> <li>● Demonstrate the use of stress management skills towards patients and colleagues</li> <li>● Demonstrate deep breathing exercise</li> <li>● Demonstrate progressive muscle relaxation exercise</li> </ul>
Psychosocial assessment	<ul style="list-style-type: none"> <li>● Conduct comprehensive psychosocial assessment using biopsychosocial model</li> <li>● Elicit various psychosocial stressors in the life of patient</li> <li>● Elicit various psychosocial supports available for the patient</li> </ul>



## ASSESSMENT PLAN

Following modes of assessment are planned for 2<sup>nd</sup> year BDS class in the subject of Behavioral Sciences. This plan has been designed keeping in view the university curriculum and hopefully will facilitate the students in preparing for 2<sup>nd</sup> professional examination in the subject.

### **Class Tests:**

These will be conducted at the completion of every section. The test will comprise of MCQs and SEQs on the pattern of university examinations.

### **Send up Exam:**

This will be undertaken exactly following the format of university professional examinations comprised of MCQs, SEQs, OSPE and Viva voce.



## STAFF CONTACTS

<b>Name</b>	<b>Role</b>	<b>Contact</b>
Asst. Prof. Dr. Ayaz M. Khan	Head of Department	dr.ayazmkhan@gmail.com
Mrs. Sarah Shirazi	Course Coordinator	shirazi1255@gmail.com



## **RECOMMENDED BOOKS**

- Handbook of Behavioral Sciences for Medical and Dental Students (3rd Edition) by Mowadat H. Rana
- BRS Behavioral Science (7th Edition) by Barbara Fadem

## **REFERENCE BOOKS**

- Kaplan and Sadock's Synopsis of Psychiatry: Behavioral Sciences/Clinical Psychiatry (11<sup>th</sup> Edition) by Benjamin J. Sadock, Virginia A. Sadock, Pedro Ruiz
- Shorter Oxford Textbook of Psychiatry (7<sup>th</sup> Edition) by Paul Harrison, Philip Cowen, Tom Burns
- Atkinson and Hilgard's Introduction to Psychology (16<sup>th</sup> Edition) by Nolen Et Al, Susan Nolen-Hoeksema