



## CD 8.5.1 CURRICULUM DISCIPLINE

ED:

06

DATE:

20.09.2017

Pag. 1 / 15

**FACULTY OF STOMATOLOGY**  
**STUDY PROGRAM IN 0911.1 STOMATOLOGY**  
**DEPARTMENT OF PEDIATRIC ORAL AND MAXILLOFACIAL**  
**SURGERY, PEDODONTICS AND ORTHODONTICS**

**APPROVED**

at the meeting of the Commission for Quality Assurance and Curriculum Evaluation Faculty of Stomatology


Minutes No. 3 of 16.02.2018

President, PhD, MD, associate professor  
Stepco Elena 

**APPROVED**

at the meeting of the Faculty Council of Stomatology


Minutes No. 6 of 20.02.2018

Dean of the Faculty  
PhD, DMD, university professor  
Ciobanu Sergiu 

**APPROVED**

at the meeting of the Department of pediatric oral and maxillofacial surgery, pedodontics and orthodontics

Minutes No. 4 of 06.12.2017

Head of the Department,  
PhD, MD, associate professor  
Railean Silvia 



## CURRICULUM

**DISCIPLINE BEHAVIOR MANAGEMENT OF CHILDREN**  
**IN DENTAL CARE**  
(S.07.A.090)

**Integrated Studies**

Type of course : **Optional subject**

Chișinău, 2018



## CD 8.5.1 CURRICULUM DISCIPLINE

ED:

06

DATE:

20.09.2017

Pag. 2 / 15

### I. PRELIMINARY

- **General presentation of the subject: the role of subject in building skills specific to the instructional and professional training programme /speciality**

Behavior management of children in dental care - a clinical subject, the study of which at the university level allows the future dentists to learn and acquire skills on the correction methods of correcting the behavior of children in pediatric dentistry, depending on the age, type, degree and duration of the illness, psychological particularities of the child, etc. and, finally, improving dental care for children.

Behavior management of children in dental care is a difficult, multicomponent specialty and the training of the dentist acting clinician in terms of the particularities of the growing organism requires the deposition of all forces, long time and energy.

The strategy of Behavior management in pediatric dentistry is consisting of teaching of the material, the treatment of children with surgical pathology of the oro-maxilo-facial region, the practical application of the knowledge to the contemporary requirements in order to contribute to accelerating the accomplishment of the task of improving the health of the children.

- ***Curriculum Mission (Purpose) in Profesional Training:*** Students theoretical and practical training on Behavior management in pediatric dentistry.
- ***Languages of the teaching subject:*** Romanian, English;
- ***Beneficiaries:*** Students of the forth year of the Stomatology Faculty.



## CD 8.5.1 CURRICULUM DISCIPLINE

ED:

06

DATE:

20.09.2017

Pag. 3 / 15

### II. ADMINISTRATION OF THE DISCIPLINE

<i>Discipline code</i>		<b>S.07.A.090</b>	
<i>Name of discipline</i>		<b>Behavior management of children in dental care</b>	
<i>Responsible for discipline</i>		<b>Spinei Iurie</b> , PhD, MD, associate professor	
<i>The year</i>	<b>IV</b>	<i>Semester</i>	<b>VII</b>
<i>Total hours including:</i>			<b>30</b>
<i>Lecture</i>	<b>20</b>	<i>Practical lessons</i>	
<i>Seminars</i>		<i>Individual work</i>	<b>10</b>
<i>Evaluation form</i>	<b>C</b>	<i>Number of credits</i>	<b>1</b>



## CD 8.5.1 CURRICULUM DISCIPLINE

ED:

06

DATE:

20.09.2017

Pag. 4 / 15

### III.OBJECTIVES OBTAINED IN TEACHING THE DISCIPLINE

- *at the level of knowledge and understanding:*

- ✓ to know the basics of pedodontics;
- ✓ to know the basics of pediatric psychology.

- *at the level of application:*

- ✓ to establish psychological and verbal contact with children of different ages.
- ✓ to establish contact with parents in the treatment of children.
- ✓ to establish the non-verbal contact with children of different ages
- ✓ to make relational management with the child
- ✓ to make relational management with parents.

- *at the level of integration:*

- ✓ to appreciate the importance of behaviour management in pediatric dentistry in Medicine area;
- ✓ to be able to approach basic medical problems and clinical problems;
- ✓ to deduct the relations between Behavior management in pediatric dentistry and other clinical subjects;
- ✓ to possess the skills of implementation and integration of the acquirements from clinical subjects;
- ✓ to be able to estimate objectively the knowledge in dentistry department;
- ✓ to be able to assimilate and apply new achievements in behaviour management of children in dental care;
- ✓ to be able to implement the knowledge gained in the research activity;
- ✓ to be competent to use critically and with confidence the scientific information obtained using the new information and communication technologies;
- ✓ to be able to use multimedia technology to receive, evaluate, store, produce, present and exchange information, and communicate and participate in networks through the Internet;
- ✓ to be able to learn how to learn, which will contribute to the management of the professional path.



## CD 8.5.1 CURRICULUM DISCIPLINE

ED:

06

DATE:

20.09.2017

Pag. 5 / 15

### IV. PROVISIONAL TERMS AND CONDITIONS

Good knowledge of the discipline requires thorough knowledge of fundamental medicine, pediatrics, pedodontics, pediatric psychology, etc.

Student of year IV requires the following:

- knowledge of the language of teaching
- confirmed competences in lyceum sciences (biology, chemistry, physics);
- digital skills (using the Internet, document processing, electronic tables and presentations, using graphics software);
- skills obtained at preclinical and clinical dental disciplines: dental propedeutics; odontology, prosthetic dentistry, prophylaxis of dental disease;
- communication and team work skills;
- Qualities - tolerance, compassion, autonomy.



## CD 8.5.1 CURRICULUM DISCIPLINE

ED:

06

DATE:

20.09.2017

Pag. 6 / 15

### V. TOPICS AND APPROXIMATE HOUR DISTRIBUTION

Nr.	Topic	Hours	
		Lecture	Individual work
1.	Mental Development. The psycho-physiological particularities of children of different ages.	4	2
2.	Classifications and behavioral norms. Causes of negative behavior of children during dental treatment. Emotional reactions and their ways of manifestation in pediatric dentistry.	4	2
3.	Dental pain and its psycho-affective implications. Drug correction of child behavior during dental treatment.	4	2
4.	Psychological aspects of interpersonal relations in pediatric dentistry.	4	2
5.	Management aspects in pediatric dentistry. The basic steps of preparing and correcting the child's behavior in dental treatment.	4	2
	Total	20	10



## CD 8.5.1 CURRICULUM DISCIPLINE

ED:

06

DATE:

20.09.2017

Pag. 7 / 15

### VI. REFERENCE OBJECTIVES AND CONTENTS UNITS

Objectives	Contents Units
<b>Theme (Chapter) 1.</b> Mental Development. The psycho-physiological particularities of children of different ages.	
<ul style="list-style-type: none"> <li>to define pediatric therapeutic dentistry- Pedodontics;</li> <li>to know the main branches of pediatric dentistry</li> <li>to comment on the interaction of Pedodontics and Pediatrics;</li> <li>to demonstrate knowledge on child development stages and body development;</li> <li>to apply knowledge and skills on child psychosomatic development at different stages of development;</li> <li>to apply knowledge and skills on child psychosocial development at different ages.</li> <li>to draw conclusions about the child's health status.</li> <li>to develop own opinions on the individual peculiarities of the child in pedodontics.</li> <li>to examine children of different ages;</li> <li>to prepare children for dental treatment: talk, sedative preparation, local anesthesia, etc;</li> <li>to apply knowledge gained at other subjects;</li> <li>to draw conclusions.</li> </ul>	<p>Basic compartments of pedodontics. Pediatric dentistry - compartment of pediatrics. Child development stages. Health groups Human development stages Child mental development in preschool period (3-7 years), small school (7-11 years), puberty (12-15 years), adolescence (15-18 years).</p>
<b>Theme (Chapter) 2.</b> Classifications and behavioral norms. Causes of negative behavior of children during dental treatment. Emotional reactions and their ways of manifestation in pediatric dentistry	
<ul style="list-style-type: none"> <li>to know the classifications of varieties of children's behavior.</li> <li>to know the causes of negative behavior of children during dental treatment.</li> <li>to define the notion of fear.</li> <li>to define the notion of phobia.</li> <li>to define the notion of aggression.</li> <li>to know and be able to distinguish the emotional reactions of children in the dentist's office,</li> <li>to apply the knowledge gained from other disciplines.</li> <li>to draw conclusions.</li> </ul>	<p>Classifications of varieties of children's behavior. Anxiety in pediatric dentistry. Fear. Phobia. Aggression. The ways of manifestation of the emotional reactions of children in the dentist's office.</p>



## CD 8.5.1 CURRICULUM DISCIPLINE

ED:

06

DATE:

20.09.2017

Pag. 8 / 15

Objectives	Contents Units
<b>Theme (Chapter) 3.</b> Dental pain and its psycho-affective implications. Drug correction of child behavior during dental treatment.	
<ul style="list-style-type: none"> <li>to define dental pain;</li> <li>to know the psycho-affective implications of dental pain.</li> <li>to know and be able to perform the clinical and paraclinical examination of the child with dental pain;</li> <li>to know the indications and contraindications for anesthesia.</li> <li>to know the medications for correction of the child's behavior for dental treatment.</li> <li>to apply the knowledge gained from other disciplines.</li> <li>to draw conclusions.</li> </ul>	<p>The definition of dental pain. The components of dental pain. Psycho-affective implications of dental pain. The indications and contraindications for anesthesia. The medications for correction of the child's behavior in pedodontics.</p>
<b>Theme (Chapter) 4.</b> Psychological aspects of interpersonal relations in pediatric dentistry.	
<ul style="list-style-type: none"> <li>to know the psychological aspects of the doctor-patient-child relationship.</li> <li>to know and be able to establish a relationship of trust with the child.</li> <li>to appreciate the patient's perception of the dentist.</li> <li>to appreciate the dentist's perception by the patient.</li> <li>to know and to be able to establish a verbal communication with children of different ages, parents etc.</li> <li>to know and to be able to establish a non-verbal communication with children of different ages, parents etc.</li> <li>to realize the role of parents in forming the personality.</li> <li>to apply the knowledge gained from other disciplines.</li> <li>to draw conclusions.</li> </ul>	<p>The psychological aspects of the doctor-patient-child relationship. Reliable relationship. The psychological importance of the therapeutic attitude. The patient's perception of the dentist. The dentist's perception by the patient. Verbal communication. Non-verbal communication. Personality, patterns of personality. Parents and their role in personality formation.</p>
Objectives	Contents Units
<b>Theme (Chapter) 5.</b> Management aspects in pediatric dentistry. The basic steps of preparing and correcting the child's behavior in dental treatment.	
<ul style="list-style-type: none"> <li>to know the methods of shaping the child-patient behavior.</li> <li>to know and to be able to accomplish the relational management with the child;</li> </ul>	<p>Anxiety management Introducing the child into the field of dentistry. Child-patient's behavior shaping.</p>





## CD 8.5.1 CURRICULUM DISCIPLINE

**ED:****06****DATE:****20.09.2017****Pag. 9 / 15**

Objectives	Contents Units
<ul style="list-style-type: none"><li>• to know and to be able to accomplish the relational management with the parents;</li><li>• to apply the knowledge gained from other disciplines.</li><li>• to draw conclusions.</li></ul>	Dentist-child-patient relational management Dentist-parent relational management . Dentist-child-parent relational management. Students-patients relational management.



## CD 8.5.1 CURRICULUM DISCIPLINE

ED:

06

DATE:

20.09.2017

Pag. 10 / 15

### VII. PROFESSIONAL (SPECIFIC) (SS) AND TRANSVERSAL (TS) SKILLS AND LEARNING OUTCOMES

#### ✓ *PROFESSIONAL (SPECIFIC) SKILLS (SS)*

- **SS1.** To know thoroughly the psychological particularities of children at different ages.
- **SS2.** To elaborate the plan of diagnosis, treatment and prevention of anxiety, dental pain in children
- **SS3.** To use medical techniques, instrumental and laboratory investigations, digital technologies for the diagnosis and treatment of pain, fear, anxiety in children, to achieve successful management in pediatric dentistry.
- **SS4.** To perform various practical exercises and procedures in diagnosis, treatment and prevention of pain, fear, anxiety in children, based on the knowledge of the fundamental and clinical sciences (including dental ones).
- **SS5.** To plan, coordinate and conduct health promotion activities and prophylactic measures, to improve health and prevent pain, fear, anxiety in children, at the individual and community level, to establish and apply complex dispensary plans applicable in school and pre-school communities.
- **SS6.** To implement professional standards for assessment and quality assurance of dental services for children with dental pain, fear, anxiety. To know the basic principles and the functional structure of the medical and dental care, especially for children in Republic of Moldova.

#### ✓ *TRANSVERSAL SKILLS (TS)*

- **TS1.** To apply professional standards of assessment; to act according to professional ethics and law provisions. To promote logical reasoning, practical applicability, evaluation and self-assessment in decision-making;
- **TS2.** To perform activities and define team roles and responsibilities in medical and dental settings. To promote initiative, dialogue, cooperation, positive attitude, respect for others, empathy, altruism and continuous improvement of self-education.
- **TS3.** To assess systematically personal competencies, roles and expectations; to self-assess the learning process, acquired professional skills and needs, IT knowledge, effective use of language skills, research and communication skills; to provide quality dental care services; to adapt to ongoing health policy requirements and to carry on personal and professional development.

#### ✓ *LEARNING OUTCOMES*

**At the end of the course, the students will be able:**

- To be able to characterize the main features of mental development and apply them in the treatment of children of different ages
- To carry out the treatment of pain of deciduous and permanent teeth, of fear and anxiety in children



## CD 8.5.1 CURRICULUM DISCIPLINE

ED:

06

DATE:

20.09.2017

Pag. 11 / 15

- To know and apply modern anesthetics for managing the pain of deciduous and permanent teeth in children
- To take optimal decisions in providing dental care to children with dental pain, fear, anxiety
- To apply methods of psychological approaches in the professional activity and daily life in work with children of different age groups.
- To apply different ways of psychological and moral support for children in treatment of oral and maxillo-facial diseases



## CD 8.5.1 CURRICULUM DISCIPLINE

ED:

06

DATE:

20.09.2017

Pag. 12 / 15

### VIII. INDIVIDUAL WORK OF STUDENTS

One of the least effective learning methods, from the pedagogical point of view, is passive listening during the lectures, while individual work is much more effective. Therefore, individual practical activity of each student, guided by teachers, is a priority task in behavior management of children in dental care.

No.	Expected product	Work strategies	Assessment criteria	Period of accomplishment
1.	Work with books and ICT	To work systematically in the library. To explore up-to-date electronic sources on the topic under discussion.	1. Quality of judgment, logical thinking and flexibility. 2. Quality of information, material systematization and degree of independent activity.	During semester
2.	Report	To analyze valuable information sources. To analyze, systematize and synthesize the information on selected topic. To perform reports in accordance with requirements and to deliver presentations publicly.	1. Quality of information, material systematization and degree of independent activity. 2. Information and theme match.	During semester
3.	Case study analysis	To choose and describe case studies. To analyze causes and main issues in case studies. To make predictions on investigated cases. To deduce expected outcomes of cases.	1. Analysis, synthesis and generalization of data obtained during independent investigation. 2. Formation of knowledge algorithm based on obtained conclusions.	During semester



## CD 8.5.1 CURRICULUM DISCIPLINE

ED:

06

DATE:

20.09.2017

Pag. 13 / 15

### IX. TEACHING- LEARNING-ASSESSMENT METHODOLOGY

- *Teaching and learning methods used*

Behavior management of children in dental care is taught classically: lectures and practical work (seminars). At lectures the theoretical course is presented by the course holder/subject leader. Practical work (seminars) helps students to study the particularities of dental care in children as well as diagnosis, clinical picture, treatment and prevention of dental diseases in children.

To better learn the material taught, different semiotic systems (scientific language, graphical and computerized language) and teaching materials (tables, diagrams, microphotos, transparent films) are used. The Information and Communications Technologies - PowerPoint presentations are actively used during lessons and extracurricular activities.

- *Teaching strategies / techniques*

Presentations, interactive lectures, group interviews, debates, creative controversy, brainstorming, group work, individual study, independent work with books and scientific literature, case studies, problem solving, role play, simulation and interactive listening.

- *Methods of assessment (including the way the final mark is calculated)*

The Department of Pediatric Oral and Maxillofacial Surgery, Pedodontics and Orthodontics deals with the 4th year students of the Dentistry Faculty.

**Current assessment:** frontal and/or individual assessment

- (a) tests,
- (b) problem solving/exercises,
- (c) case studies
- (d) role plays.
- (e) achievement tests

**Final assessment: Credit test.**

Credit test is a method of assessing knowledge of the 4th year students in behavior management of children in dental care. The credit test mark is based on the annual average mark, which is based on 1 total (the average of the grades from the seminars). The marks above 5 (including 5) are equivalent to "passed", which will be recorded in the student's report card (gradebook). The annual average mark is expressed in numbers according to the grid of assessment mark scaling.



## CD 8.5.1 CURRICULUM DISCIPLINE

**ED:****06****DATE:****20.09.2017****Pag. 14 / 15**

### Method of mark rounding

Grid of intermediary marks (annual average mark, final examination mark)	Grading system	ECTS Equivalent
1,00-3,00	2	F
3,01-4,99	4	FX
5,00	5	E
5,01-5,50	5,5	
5,51-6,0	6	
6,01-6,50	6,5	D
6,51-7,00	7	
7,01-7,50	7,5	C
7,51-8,00	8	
8,01-8,50	8,5	B
8,51-9,00	9	
9,01-9,50	9,5	A
9,51-10,0	10	

**Mark:** Not presenting of the exam without good reason is recorded as "absent" and is equivalent to the 0 (zero). The student is entitled to 2 repeated claims of the unsuccessful exam.



## CD 8.5.1 CURRICULUM DISCIPLINE

ED:

06

DATE:

20.09.2017

Pag. 15 / 15

### X. RECOMMENDED LITERATURE

#### *A. Compulsory:*

1. Godoroja P., Spinei A., Spinei I. *Stomatologie terapeutică pediatrică*. Chişinău, 2003.
2. Godoroja P., Spinei A., Spinei I. *Paediatric dentistry*. Chişinău, 2005.
3. Godoroja P., Lupan I., Botnaru A. et al. *Stomatologia pediatrică în teste*. Chişinău, 2000.

#### *B. Additional:*

1. Курякина Н.В. *Терапевтическая стоматология детского возраста*. Н.Новгород. 2004.
2. Персин Л., Елизарова В., Дьякова С. *Стоматология детского возраста*. Изд. 5-е, перераб. и доп. М.: ОАО «Издательство «Медицина», 2006. 640 с: ISBN 5-225-04354-2
3. McDonald, Avery,Dean. *Dentistry for the child and adolescent*. Mosby, 2004.