



UNIVERSITÀ DEGLI STUDI DI PALERMO

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| DEPARTMENT | Medicina di Precisione in area Medica, Chirurgica e Critica | | |
| ACADEMIC YEAR | 2017/2018 | | |
| BACHELOR'S DEGREE (BSC) | DENTAL HYGIENE | | |
| INTEGRATED COURSE | SCIENTIFIC METHODOLOGY AND BEHAVIOURAL SCIENCES - INTEGRATED COURSE | | |
| CODE | 18940 | | |
| MODULES | Yes | | |
| NUMBER OF MODULES | 3 | | |
| SCIENTIFIC SECTOR(S) | MED/01, M-PSI/01, M-PED/01 | | |
| HEAD PROFESSOR(S) | MATRANGA DOMENICA | Professore Ordinario | Univ. di PALERMO |
| OTHER PROFESSOR(S) | MICELI SILVANA | Professore Associato | Univ. di PALERMO |
| | MATRANGA DOMENICA | Professore Ordinario | Univ. di PALERMO |
| | NICOLOSI SILVANA | Professore a contratto | Univ. di PALERMO |
| CREDITS | 11 | | |
| PROPAEDEUTICAL SUBJECTS | | | |
| MUTUALIZATION | | | |
| YEAR | 1 | | |
| TERM (SEMESTER) | 1° semester | | |
| ATTENDANCE | Mandatory | | |
| EVALUATION | Out of 30 | | |
| TEACHER OFFICE HOURS | MATRANGA DOMENICA Friday 12:00 13:30 Stanza della docente, Dipartimento di Promozione della Salute, Materno-Infantile, Medicina interna e specialistica di eccellenza "G. D'Alessandro", Via del Vespro, 133, piano terra | | |
| | MICELI SILVANA Wednesday 09:30 12:30 Edificio 15, 6 piano (studio docente) | | |

DOCENTE: Prof.ssa DOMENICA MATRANGA

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| PREREQUISITES | The student must have the skills and knowledges required to overcome the admission test. |
| LEARNING OUTCOMES | LEARNING EXPECTED RESULTS Knowledge and comprehension Knowledge and understanding of basic principles, foundations and language in the field of statistics and health education and general psychology. Ability to use knowledge and comprehension Ability to perform simple statistical analyses and to perform health education and general psychology in the context of dental hygiene; ability to analyse, synthesize and argumenting ; ability to think critically and to find connections, referring to the topics of the course. Making judgments Capacity to organizing data diachronically, of personal evaluation and synchronical utilisation of achieved expertises. Communication ability Capacity to express the acquired knowledge with appropriate language. Learning ability Make the student able to learn in autonomous manner, to process and transmit the acquired knowledge |
| ASSESSMENT METHODS | Structured exam made of a written test for Medical Statistics and an oral test for Health Education and General Psychology. The exam aims to assess knowledge and comprehension of all the topics, autonomy of making judgments, ability to use the acquired knowledge, appropriate language. The written test of Medical Statistics consists of 2 practicals and 3 open and synthetic questions about theory that aim to evaluate the "knowledge" and the "know-how" acquired by the student, about all topics included in the programme, with regards to the suggested references and the materials provided by the teacher. The oral exams of Health Education and General Psychology will consist of an interview that is to ascertain the possession of skills and subject knowledge provided by the course. The candidate will have to answer at least two-three questions posed orally, on all parties covered by the program, with reference to the recommended texts. The assessment is carried out of thirty and it is obtained as the weighted average of the assessments obtained at each module. The pass mark will be reached when the student shows knowledge and understanding of the subjects at least in general terms; furthermore, the student will also have to show presentation and argumentative skills as to allow the transmission of his/her knowledge to the examiner. Below this threshold, the examination will be insufficient. The more, however, the student will be able to find own connections between the topics of the course and be able to go into detail on the subject of discipline, the more the assessment is positive. The assessment is done according to the following scheme: A – A+ (Excellent)=30-30 cum laude=Excellent knowledge of teaching contents; students should show high analytical and synthetic capabilities and should be able to apply their knowledge to solve highly complex problems. B (Very good)=27-29=Very good knowledge of the teaching contents and excellent language control; students should show analytical and synthetic skills and be able to apply their knowledge to solve problems of medium and, in some cases, even higher complexity. C (Good)=24- 26=Good knowledge of teaching contents and good language control; the students should be able to apply their knowledge to solve problems of medium complexity D (Satisfactory)=21-23=Average knowledge of the teaching contents, in some cases limited to the main topic; acceptable ability to use the specific discipline language and independently apply the acquired knowledge. E (Sufficient)=18-20=Minimum teaching content knowledge, often limited to the main topic; modest ability to use the subject specific language and independently apply the acquired knowledge. F (Fail)=1-17=Lack of an acceptable knowledge of the main teaching content knowledge; very little or no ability to use the specific subject language and apply independently the acquired knowledge. |
| TEACHING METHODS | Teaching is based on lectures and practice, also with informatics aid and supported by slides, downloadable by the unipa website. |

MODULE MEDICAL STATISTICS

Prof.ssa DOMENICA MATRANGA

SUGGESTED BIBLIOGRAPHY

Triola MM Triola MF, Statistica per le discipline biosanitarie, Pearson

Altri testi di approfondimento

Bacchieri A., Della Cioppa G. Fondamenti di ricerca clinica, Springer

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| AMBIT | 10337-Scienze propedeutiche |
| INDIVIDUAL STUDY (Hrs) | 60 |
| COURSE ACTIVITY (Hrs) | 40 |

EDUCATIONAL OBJECTIVES OF THE MODULE

The course is aimed to introduce the statistical methodology useful to the skills of the dental hygiene. Students will be introduced to the elementary concepts of descriptive statistics, probability calculation and measurement of accuracy of diagnostic tests. Moreover, they will learn the principals of biomedical study design and of risk assessment

SYLLABUS

| Hrs | Frontal teaching |
|-----|---|
| 3 | Sources of health data |
| 2 | Basic concepts: qualitative and quantitative characters, discrete and continuous characters, scales of measurement: nominal, ordinal, intervals and ratio |
| 2 | Data presentation: frequency and quantity distributions. Graphical representations |
| 4 | Measures of mean and variability with exercises |
| 4 | Elements of probability theory. Bayes Theorem. Measures of accuracy of diagnostic tests. Roc Curves |
| 3 | Theoretical distributions: Gauss and Binomial distribution, with exercises |
| 3 | Central Limit Theorem. Sample distributions of sample mean and sample frequency, with exercises |
| 3 | Statistical estimate of Mean and Frequency |
| 3 | Statistical tests for the mean and the frequency |
| 4 | Observational and experimental studies |
| 2 | Measuring risk: Odds ratio and Relative Risk, with confidence intervals |
| Hrs | Practice |
| 2 | Practice on the use of health databases |
| 4 | Practice on preparation of tables and graphics to describe and summarize data |
| 1 | Statistical tests for the mean and the frequency |

**MODULE
GENERAL PSYCHOLOGY**

Prof.ssa SILVANA MICELI

SUGGESTED BIBLIOGRAPHY

TESTI CONSIGLIATI: Eysenck M., (2006), Manuale di Psicologia generale, Idelson-Gnocchi,

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| AMBIT | 10337-Scienze propedeutiche |
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| INDIVIDUAL STUDY (Hrs) | 60 |
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| COURSE ACTIVITY (Hrs) | 40 |
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EDUCATIONAL OBJECTIVES OF THE MODULE

The course aims to offers to the student a framework with the main problems related to the origin of psychology, promoting a reflection on theoretical, methodological and epistemological models which guided its development. It aims to analyses different psychological functions, referring to latest achievements of experimental psychology.

SYLLABUS

| Hrs | Frontal teaching |
|-----|---|
| 5 | Origin of psychology as a science |
| 4 | Cognitivism and cognitive science |
| 4 | Genetic and developmental bases of behavior |
| 4 | Main processes of learning |
| 6 | Inner workings of motivation and emotion |
| 4 | Structure and systems of memory |
| 5 | Reasoning and problem solving |
| 4 | Language |
| 4 | Psychology of intelligence |

**MODULE
HEALTH PEDAGOGY**

Prof.ssa SILVANA NICOLOSI

SUGGESTED BIBLIOGRAPHY

- M. Fabbri, Il transfert, il dono, la cura, Franco Angeli, 2012

- L. Mortari, Aver cura della vita della mente, Carocci, 2013

- P. de Mennato, C. Orefice, S. Branchi, Educarsi alla cura, Pensa Multimedia, 2011

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| AMBIT | 10352-Scienze umane e psicopedagogiche |
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| INDIVIDUAL STUDY (Hrs) | 45 |
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| COURSE ACTIVITY (Hrs) | 30 |
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EDUCATIONAL OBJECTIVES OF THE MODULE

The course aims to guide future professionals in the development of skills related to the intangible. In order to facilitate the connection between professional practice and personal experience of each student, during the lessons they will support theoretical stress with moments of reflection and individual and/or group work by reference to the principles of Medical Humanities

SYLLABUS

| Hrs | Frontal teaching |
|-----|--|
| 30 | the immaterial concept of care; the construction of knowledge in healthcare: from biomedical paradigm to complexity; the care for fragile patients (chronic disease, the term of life, aging, etc.); the pedagogy of emotions and of gazes; the transfer in health care; the training models the non-violent communication the self care the pedagogy of choice the practice of sheer attention the care of the life and of the mind |