



| Syllabus for academic year: 2020/2021 | | | | | | | | | | | | | | |
|---|---|---------------|-------------------------|-----------------------------------|-----------------------|-------------------------|---------------------------------------|---|---|--------------------------------|------------------------------------|--------------------------|---------------------------------|-----------------|
| Training cycle: | | | | | | | | | | | | | | |
| Description of the course | | | | | | | | | | | | | | |
| Module/Course | Medical Psychology with elements of interpersonal communication | | | | | | | | Group of detailed education results | | | | | |
| | | | | | | | | | Group code | Group name | | | | |
| | | | | | | | | | D | Behavioral and Social Sciences | | | | |
| Faculty | Medicine | | | | | | | | | | | | | |
| Major | medicine | | | | | | | | | | | | | |
| Unit realizing the subject | Department of Humanistic Sciences in Medicine | | | | | | | | | | | | | |
| Specialties | not applicable | | | | | | | | | | | | | |
| Level of studies | Uniform magister studies X* 1 st degree studies <input type="checkbox"/> 2 nd degree studies <input type="checkbox"/> 3 rd degree studies <input type="checkbox"/> postgraduate studies <input type="checkbox"/> | | | | | | | | | | | | | |
| Form of studies | X full-time <input type="checkbox"/> part-time | | | | | | | | | | | | | |
| Year of studies | III | | | | | | Semester | X Winter <input type="checkbox"/> Summer | | | | | | |
| Type of course | X obligatory <input type="checkbox"/> limited choice <input type="checkbox"/> free choice / elective | | | | | | | | | | | | | |
| Course | <input type="checkbox"/> major X basic | | | | | | | | | | | | | |
| Language of instruction | <input type="checkbox"/> Polish X English <input type="checkbox"/> other | | | | | | | | | | | | | |
| * mark <input type="checkbox"/> with an X | | | | | | | | | | | | | | |
| Number of hours | | | | | | | | | | | | | | |
| Form of education | | | | | | | | | | | | | | |
| | Lectures (L) | Seminars (SE) | Auditorium classes (AC) | Major Classes – not clinical (MC) | Clinical Classes (CC) | Laboratory Classes (LC) | Classes in Simulated Conditions (CSC) | Practical Classes with Patient (PCP) | Specialist Classes – magister studies (SCM) | Foreign language Course (FLC) | Physical Education obligatory (PE) | Vocational Practice (VP) | Self-Study (Student's own work) | E-learning (EL) |
| Winter Semester | | | | | | | | | | | | | | |
| Direct (contact) education | | | | | | | | | | | | | | |
| Online learning (synchronous) | | 30 | | | | | | | | | | | | |

| Distance learning (asynchronous) | | | | | | | | | | | | | | | | | | | |
|--|----------------------------------|---|---|---|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Summer Semester | | | | | | | | | | | | | | | | | | | |
| Direct (contact) education | | | | | | | | | | | | | | | | | | | |
| Online learning (synchronous) | | | | | | | | | | | | | | | | | | | |
| Online learning (asynchronous) | | | | | | | | | | | | | | | | | | | |
| TOTAL per year: | | | | | | | | | | | | | | | | | | | |
| Direct (contact) education | | | | | | | | | | | | | | | | | | | |
| Online learning (synchronous) | | | | | | | | | | | | | | | | | | | |
| Online learning (asynchronous) | | | | | | | | | | | | | | | | | | | |
| Educational objectives (max. 6 items) C1. gaining vital knowledge about the relationship between somatic and psychic processes C2. building one's sensitivity to patients' needs C3. learning basic communication skills essential for doctors | | | | | | | | | | | | | | | | | | | |
| Education result matrix for module/course in relation to verification methods of the intended education result and the type of class | | | | | | | | | | | | | | | | | | | |
| Number of course education result | Number of major education result | Student who completes the module/course knows/is able to | Methods of verification of intended education results (forming and summarising) | Form of didactic class <i>**enter the abbreviation</i> | | | | | | | | | | | | | | | |
| W 01 | D.W9. | student knows fundamental psychological mechanisms of patients' functioning both in illness and in well-being | oral response, group project, debate | SE | | | | | | | | | | | | | | | |
| W 02 | D.W12. | student explains the role of stress in etiology of illnesses and recognizes methods of coping with stress | oral response | SE | | | | | | | | | | | | | | | |
| W 03 | D.W15. | student describes methods to promote health behaviors in patients and breaking bad news | presentation, case study, discussion | SE | | | | | | | | | | | | | | | |
| W 04 | D.W6. | student understands the role of verbal and non-verbal signals in the process of doctor-patient communication | presentation, rehearsal of skills | SE | | | | | | | | | | | | | | | |
| W 05 | D.W7. | understands the characteristics of functioning of a person with chronic disease and the effects | presentation, case study | SE | | | | | | | | | | | | | | | |



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|------|--------|--|--|----|
| | | of hospitalization | | |
| U 01 | D.U1. | student takes into consideration patients' needs and subjective expectations (socio-cultural context) | group project, discussion | SE |
| U 02 | D.U4 . | student builds the atmosphere of trust in the whole treatment process | role-plays, practice and rehearsal of skills | SE |
| U 03 | D.U5. | student interviews children, adult patients, and their family members with the use of active listening technique and empathy | presentation, role-plays, practice and rehearsal of skills | SE |
| U 04 | D.U7. | student has the ability to involve the patient in the therapeutic process | presentation, role-plays, case study | SE |
| U 05 | D.U8. | Student delivers bad news in sensitive way | presentation, case study | SE |
| U 06 | D.U9 . | student gives advice on adherence to therapeutic recommendations and healthy lifestyle | case study | SE |
| U 07 | D.U11. | student uses basic psychological interventions to motivate and support their patient | case study | SE |

** L - lecture; SE - seminar; AC – auditorium classes; MC – major classes (non-clinical); CC – clinical classes; LC – laboratory classes; SCM – specialist classes (magister studies); CSC – classes in simulated conditions; FLC – foreign language course; PCP practical classes with patient; PE – physical education (obligatory); VP – vocational practice; SS – self-study, EL – E-learning .

Please mark on scale 1-5 how the above effects place your classes in the following categories:

communication of knowledge, skills or forming attitudes:

Knowledge: 3

Skills: 4

Social competences:

Student's amount of work (balance of ECTS points)

| Student's workload (class participation, activity, preparation, etc.) | Student Workload (h) |
|--|----------------------|
| 1. Contact hours: | |
| 2. Online learning hours (e-learning): | 30 |
| 3. Student's own work (self-study): | 15 |
| Total student's workload | 45 |
| ECTS points for module/course | 1,5 |
| Comments | |

Content of classes (please enter topic words of specific classes divided into their didactic form and remember how it is translated to intended educational effects)

Seminars

1. Holistic vs. biomedical health model
2. Emotions and action
3. Emotion- stress- illness. Psychoneuroimmunology
4. Illness representations
5. Calgary-Cambridge guide
6. Examining a patient: initiating the session
7. Gathering information
8. Building a relationship : facilitating patient" involvement
9. Giving results: explaining results in a way that patients can understand and remember
10. Planning treatment: shared decision making
11. Closing the interview, adherence to treatment
12. Breaking bad news: SPIKES protocol
13. Motivational interviewing
14. Communicating with challenging patients, attitude toward CAM
15. Assessment

Basic literature (list according to importance, no more than 3 items)

1. Silverman J, Kurtz S, Draper J : Skills for Communicating with Patients, 3rd Edition, CRC Press, 2003
2. Cole S, Bird J.: The medical interview (third edition),Saunders, 2014.
3. Holmes E, Hughes DA, Morrison V L: Predicting adherence to medications using health psychology theories: a systematic review of 20 years of empirical research, *Value in Health*, 2014, 17(8), 863-876.

Additional literature and other materials (no more than 3 items)

1. Feldman Barrett L. "How emotions are made? The secret life of the brain", Macmillan, New York 2017.
2. Janowski K. Biopsychosocial aspects of health and disease. Lublin : Centrum Psychoedukacji i Pomocy Psychologicznej, 2009.

Didactic resources requirements (e.g. laboratory, multimedia projector, other...)

Multimedia projector, notebook

Preliminary conditions (minimum requirements to be met by the student before starting the module/course)

Completed a summer apprentice.

Conditions to receive credit for the course (specify the form and conditions of receiving credit for classes included in the module/course, admission terms to final theoretical or practical examination, its form and requirements to be met by the student to pass it and criteria for specific grades)

Absences of students and items not completed by students due to Rector's or Dean's hours must be made up in the form of an essay, report (oral or written) or presentation. The teacher indicates the form of crediting an absence.



| Grade: | Criteria (only for courses/modules ending with an examination) |
|----------------------------|--|
| Very Good (5.0) | Accomplishment of intended education results with inclusion of all crucial aspects [>90%] |
| Good Plus (4.5) | Accomplishment of intended education results with inclusion of all crucial aspects with minor errors or imprecisions [81-90%] |
| Good (4.0) | Accomplishment of intended education results with omission of some less important aspects [66-80%] |
| Satisfactory Plus (3.5) | Accomplishment of intended education results with omission of some important aspects or with material imprecisions [51-65%] |
| Satisfactory (3.0) | Accomplishment of intended education results with omission of some relevant aspects or with substantial imprecisions [50%] |
| | Criteria (only for courses/modules ending with e credit) |
| Credit | Does not apply to the Faculty of Medicine |

| Grade: | Criteria (examination evaluation criteria) |
|-------------------------------|--|
| Very Good (5.0) | |
| Good Plus (4.5) | |
| Good (4.0) | |
| Satisfactory Plus (3.5) | |
| Satisfactory (3.0) | |
| Unit realizing the subject | Department of Humanistic Sciences in Medicine |
| Unit address | ul. Mikulicza-Radeckiego 7, 50-368 Wrocław |
| Telephone | 71 784 14 96, 71 784 01 02 |
| E-Mail | sekretariatzhnl@umed.wroc.pl |

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|----------------------------------|--|
| Person responsible for module | dr hab. Jarosław Barański |
| Coordinator | |
| Telephone | 71 784 14 96, 71 784 01 02 |
| E-Mail | jaroslaw.baranski@umed.wroc.pl |

| List of persons conducting specific classes | | | | |
|--|--|-------------------|-----------------------------|------------------------|
| Full name | Degree/scientific or professional title | Discipline | Performed profession | Form of classes |
| Anna Dracz | M. A. | Psychology | psychologist | SE |

Date of Syllabus development

29.09.2020

Syllabus developed by

dr Agnieszka Olchowska-Kotala

dr Aleksandra Zarek

Signature of Head of teaching unit

Uniwersytet Medyczny we Wrocławiu
ZAKŁAD HUMANISTYCZNYCH
NAUK LEKARSKICH
Kierownik
dr hab. Jarosław Barański

Signature of Faculty Dean

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