

SYLLABUS
concerning the cycle of education 2024-2030
Academic year 2024/2025

1.1. BASIC INFORMATION CONCERNING THIS SUBJECT / MODULE

Subject / Module	Medical psychology with elements of interpersonal communication
Course code / module*	PL/D
Faculty of (name of the leading direction)	Medical Faculty, University of Rzeszów
Department Name	Medical Psychology Department
Field of study	Medical
Level of education	Uniform master's degree
Profile	General academic
Form of study	Full-time / part-time
Year and semester	1st year, 1st semester
Type of course	Required
Coordinator	dr hab. n. med. Marta Kopańska, prof. UR
First and Last Name of the Teacher	dr n. med. Natasza Orlov

* - According to the resolutions of the Faculty of Medicine

1.2. Forms of classes, number of hours and ECTS

Lecture	Exercise	Conversation	Laboratory	Seminar	ZP	Practical	Self-learning	Number of points ECTS
-	15	-	-	15	-	-	-	3

1. 3.The form of class activities.

☒ Classes are in the traditional form.

☒ Classes are implemented using methods and techniques of distance learning.

1.4. Examination forms/module (exam, **credit with grade** or credit without grade)

2. Requirements

Cognitive activity and motivation to explore scientific knowledge

3. OBJECTIVES, OUTCOMES, AND PROGRAM CONTENT USED IN TEACHING METHODS

3.1. Objectives of this course/module

C1	Acquiring knowledge and skills in adapting to one's own psychological predispositions and emotional limitations in performing the medical profession.
C2	Gaining the ability to recognize patient's psychological problems, establishing empathic contact with the patient, conducting a conversation and interview with the patient according to psychological criteria.
C3	Acquiring the ability to favorably affect the mental state of a patient, especially a patient in stress or suffering from psychosomatic disorders.

1.0.

3.2 OUTCOMES FOR THE COURSE / MODULE

EK (the effect of education)	The content of the learning effect defined for the subject (module)	Reference to directional effects (KEK)
	Knowledge: the graduate knows and understands:	
EK_01	Human behaviors conducive to maintaining health and principles for motivating patients towards health-promoting behaviors (Prochaska and DiClemente's change model, motivational interviewing);	D.W3.
EK_02	The concept of stress, including eustress and distress, and the impact of stress on the etiology and progression of somatic diseases and mental disorders, as well as coping mechanisms for stress;;	D.W4.
EK_03	Social attitudes towards illness, disability, and old age, and the specific effects of stereotypes, prejudices, and discrimination	D.W5.
EK_04	The concept of empathy and expressions and behaviors that serve to convey it;	D.W6.
EK_05	The specifics and role of verbal communication (conscious construction of messages) and non-verbal communication (e.g., facial expressions, gestures, managing silence and space);	D.W7.
EK_06	The psychosocial consequences of acute and chronic illness in children, including adolescents, and adults;	D.W8.

EK_07	The psychosocial consequences of hospitalization in children, including adolescents, and adults in emergency situations and chronic diseases;	D.W9.
EK_08	The psychosocial consequences of illness for the patient's family (family with a sick child, including adolescents, adults, and the elderly);	D.W10.
EK_9	The role of the patient's family in the illness process (diagnosis of the disease, adaptation to the illness, recovery) and ways of coping in difficult situations (disease progression, the dying process, mourning);	D.W11.
EK_10	Problematic use of psychoactive substances and addictions to them, as well as behavioral addictions, methods of conducting brief interventions for individuals with problematic substance use, mechanisms of addiction formation, and the goals and methods of treating individuals with addictions, along with effective preventive strategies; Psychosomatic disorders occurring in individuals in close relationships with addicted persons and therapeutic approaches for managing them;	D.W12.
EK_11	Forms of violence, including domestic violence, social determinants of various forms of violence, and the role of the physician in recognizing it, as well as the procedures for handling suspected violence, including the "Blue Card" procedure;	D.W13.
EK_12	The concept of normalcy and pathology in sexual behaviors.	D.W14.
	Developing and improving self-awareness:	
EK_13	the ability for self-reflection, and self-care, as well as discussing one's communication style and behaviors with others;	D.U7.
EK_14	Recognizing one's own emotions and managing them in relationships with others in order to effectively perform work despite personal emotional reactions;	D.U8.
EK_15	Describing and critically evaluating one's own behavior and communication style, considering the possibility of alternative behavior;	D.U9.
EK_16	Appropriately using open-ended and closed-ended questions, paraphrasing, clarification, internal and final summaries, signaling, active listening (e.g., recognizing and understanding signals sent by the interlocutor, using verbal and non-verbal techniques), and facilitation (encouraging the interlocutor to speak);	D.U10.
EK_17	Adjusting verbal communication to the patient's needs, speaking in an understandable way and avoiding medical jargon;	D.U11.
EK_18	Recognizing and analyzing difficult situations and challenges related to communication, such as crying, intense emotions, anxiety, interruptions, troublesome and sensitive issues, silence,	D.U12.

	withdrawal, aggressive and demanding behaviors, and addressing them constructively.	
	Social competencies: The graduate is prepared to:	
EK_19	Utilize objective sources of information;	K.07.
EK_20	Implement the principles of professional camaraderie and teamwork, including with representatives of other medical professions, even in multicultural and multinational environments.	K.09.

3.3 CONTENT CURRICULUM

A. Lectures

Course contents
TP 1. Biomedical and biopsychosocial model in the approach to health, illness, therapy process, health preservation.
TP 2. Health psychology - basic concepts, principles and application in a doctor's professional activity.
TP 3. Social psychology, evolutionary psychology. Interpretation of human behavior in a psychological context.
TP 4. Basic psychological concepts (personality, temperament, cognitive processes, emotions, psychological gender).
TP 5. The role of knowing and developing one's personality in the professional activity of a doctor.
TP 6. Verbal, non-verbal communication, manipulation, lying in medicine;
TP 7. Behaviour that maintains the patient's sense of intimacy and independence; aggression in clinical practice.
TP 8. Talking about death and dying. Breaking bad news.

TP 9. Psychological determinants of susceptibility to disease and somatic dysfunction. Mental factors and mechanisms that promote health and speed up healing processes. Psychoneuroimmunology.
TP 10. Syndrome and anxiety disorders. Anxiety in the course of somatic diseases. Diagnosis and therapy. Addictions.
TP 11. Mood disorders. Depression in the course of somatic diseases. Diagnosis and therapy.
TP 12. Eating disorders. Mental disorders in children and adolescents. Diagnosis and therapy.
TP 13. Biological feedback, hypnosis, placebo effect, psychotherapy, behavioral therapy, relaxation techniques from a psychological point of view - research and scientific evidence - current state.
TP 14. Psychology of marketing versus health promotion and patient education.

B. Seminars

Course contents
TP1. Psychosomatic disorders and diseases. Historical background, modern mind and body medicine, evidence-based medicine and psychophysiology.
TP2. Basic skills in the communication of the doctor with the patient and his or her family. Ways to prevent iatrogenic errors in the relationship with the patient. The healthcare system as a special place for communication processes.
TP3. Establishing and maintaining therapeutic contact with the patient. The importance of man's intimate space for his well-being.
TP4. The main rules for conducting medical history and providing information to the patient and his family (according to psychological criteria). Principles of rational thinking and clinical decision making. Heuristics of representativeness.
TP5. Solving psychological problems of the patient in a situation of sudden deterioration of health and life threat, in chronic and terminal disease.

TP6. Psychological interpretation of the phenomenon of stress and its influence on human behaviour and health. Basic strategies for dealing with stress. Selected methods of mental tension reduction (assertiveness, rules of interpersonal conflict resolution, elements of negotiation and mediation). Prevention of occupational burnout.
TP7. Psychological factors in the etiology of pain and its treatment. Psychology of suffering.

3.4 TEACHING METHODS

Exercises: problem discussions with a multimedia presentation, analysis of texts with discussion, analysis of audio-visual material, group work/task solutions/discussion

Seminars: Analysis of texts with discussion, analysis of audio-visual material, group work/task solutions/discussion

4. METHODS AND EVALUATION CRITERIA

1. Methods of verification of learning outcomes

Symbol of effect	Methods of assessment of learning outcomes (Eg.: tests, oral exams, written exams, project reports, observations during classes).	Form of classes (lecture, seminar, ex)
EK_01	Written colloquium	Ex; Sem
EK_02	Written colloquium	Ex
EK_03	Written colloquium	Ex; Sem.

EK_04	Written colloquium	Ex.
EK_05	Written colloquium	Ex; Sem
EK_06	Written colloquium	Ex; Sem
EK_07	Written colloquium	Ex.
EK_08	Written colloquium	Ex; Sem
EK_09	Written colloquium	Sem
EK_10	Written colloquium	Sem
EK_11	Written colloquium	Sem
EK_12	Written colloquium	Sem
EK_13	Written colloquium	Sem
EK_14	Written colloquium	Ex; Sem

EK_15	Written colloquium	Ex; Sem
EK_16	Written colloquium	Ex; Sem
EK_17	Written colloquium	Ex; Sem
EK_18	Written colloquium	Ex; Sem
EK_19	Written colloquium	Ex; Sem
EK_20	Written colloquium	Ex; Sem

4.2. Conditions for completing the course (evaluation criteria).

Seminars (credit with a grade taking into account the student's skills, attendance at classes, partial colloquia grades):

1. full participation and activity in the seminars
2. partial written credit

Scope of the evaluations: 2,0 – 5,0

Lectures (final oral or written credit):

1. a credit test and open questions:

A: Questions on the knowledge to remembered;

B: Questions on the knowledge to be understood;

C: Solving a typical written task;

D: Solving an atypical written task;

- for insufficient solution of tasks from areas A and B only = grade 2.0

- for solving tasks from areas A and B only, a maximum grade of 3.0 can be obtained

- for solving tasks from the area A + B + C the possibility of obtaining a maximum grade of 4.0

- for solving tasks from the area A + B + C + D the possibility of obtaining a grade of 5.0

Evaluation of knowledge:

Written colloquium:

5.0 - has knowledge of the content of education at the level of 90% -100%

4.5 - has knowledge of the content of education at the level of 84% -89%

4.0 - has knowledge of the content of education at the level of 77% -83%

3.5 - has knowledge of the content of education at the level of 70% -76%

3.0 - has knowledge of the content of education at the level of 60% -69%

2.0 - has knowledge of the educational content below 60%

Positive evaluation of the subject can be obtained only on condition of obtaining a positive assessment for each of the established learning outcomes

Skills assessment

5.0 - the student actively participates in classes, is well prepared, is able to skillfully conduct a conversation with an adult patient, a child and a family using the technique of active listening and expressing empathy

4.5 – student actively participates in classes, with a little help from the teacher, is able to conduct a good conversation with an adult patient, a child and a family using the technique of active listening and expressing empathy

4.0 – the student actively participates in classes, with some more help from the teacher, is corrected, is able to conduct a good conversation with the adult patient, a child and a family using the technique of active listening and expressing empathy.

3.5 – student participates in classes, his or hers scope of preparation does not allow interviewing an adult patient, a child and a family to a good extent using the technique of active listening and expressing empathy

3.0 - the student participates in classes and has developed the ability to talk with an adult patient, a child and a family at a sufficient level, using the technique of active listening and expressing empathy;

5. TOTAL STUDENT WORKLOAD REQUIRED TO ACHIEVE THE DESIRED RESULT IN HOURS AND ECTS CREDITS

Form of activity	Hours/student work
Hours of classes according to plan with the teacher	30
Preparation for classes	38
Participation in the consultations	2
The time to write a paper / essay	-

Preparation for examination	15
Participation in examination	-
Other (e-learning)	-
SUM OF HOURS	75
TOTAL NUMBER OF ECTS	3

6. TRAINING PRACTICES IN THE SUBJECT /MODULE

(does not concern)

Numer of hours	
Rules and forms of apprenticeship	

7. LITERATURE

Basic literature:

1. Jakubowska-Winecka A., Włodarczyk D. Psychology in medical practice. PZWL, Warsaw 2007.
2. Kübler-Ross E. On death and dying, Media Rodzina, Poznań 2001
3. Teacher's own materials

Supplementary literature:

1. Król-Fijewska, M. (2005). Firmly, gently, without fear. Warsaw: W.A.B.
2. Leathers, D.G. (2009). Nonverbal communication. Warsaw: PWN.
3. McKay, M., Davis M., Fanning, P. (2001). The Communication Skills Book. (Sztuka skutecznego porozumiewania się). Gdańsk. Publisher: Gdańskie Wydawnictwo Psychologiczne.
4. Nęcki, Z. (2000). Interpersonal communication. Kraków: Antykwa.
5. DSM-5: [HTTPS://PSYCHIATRY.ORG/PSYCHIATRISTS/PRACTICE/DSM](https://psychiatry.org/psychiatrists/practice/dsm)

Acceptance Unit Manager or authorised person