

SYLLABUS
concerning the cycle of education 2019-2025

1.1. BASIC INFORMATION CONCERNING THIS SUBJECT / MODULE

Subject / Module	Medical psychology
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 2nd semester
Type of course	Required
Coordinator	mgr Małgorzata Wąsacz
First and Last Name of the Teacher	Dr n. med. Agnieszka Rynkiewicz

* - According to the resolutions of the Faculty of Medicine

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1.2. Forms of classes, number of hours and ECTS

Lecture	Exercise	Conversation	Laboratory	Seminar	ZP	Practical	Self-learning	Number of points ECTS
15	-	-	-	10	-	-	-	2

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)
EK_01	The student knows social attitudes towards the importance of health, illness, disability and old age, social consequences of illness and disability and socio-cultural barriers, as well as the concept of quality of life conditioned by the state of health ;	D.W4.
EK_02	The student knows the rules and methods of communication with the patient and his family that are used to build empathic, trust-based relationship ;	D.W5.
EK_03	He or she knows the psychosocial consequences of hospitalization and chronic disease;	D.W7.
EK_04	He or she understands the functioning of entities of the health care system and the social role of the doctor;	D.W8.
EK_05	He or she knows the basic psychological mechanisms of human functioning in health and in disease;	D.W9.
EK_06	He or she knows the role of the patient's family in the treatment process;	D.W10.
EK_07	He or she knows the problems of adaptation of the patient and his family to the disease as a difficult situation and to related events, including dying and the process of mourning for the family.	D.W11.

EK_08	He or she knows the role of stress in the etiopathogenesis and course of diseases as well as the mechanisms of coping with stress;	D.W12.
EK_9	He or she knows the principles of motivating the patient to promote healthy behavior and giving information on unsuccessful prognosis;	D.W15.
EK_10	He or she builds an atmosphere of trust throughout the treatment process;	D.U4.
EK_11	He or she interviews the adult patient or a child and his family using the technique of active listening and expressing empathy, as well as talks with the patient about his or her life situation;	D.U5.
EK_12	He or she informs the patient about the purpose, course and possible risk of proposed diagnostic or therapeutic activities and obtains his or her informed consent to taking these actions;	D.U6.
EK_13	He or she engages the patient in the therapeutic process;	D.U7.
EK_14	He or she provides the patient and his family with information about unfavorable prognosis;	D.U8.
EK_15	He or she provides advice on compliance with therapeutic recommendations and a healthy lifestyle;	D.U9.
EK_16	He or she identifies risk factors for violence, is able to recognize violence and react accordingly.	D.U10.
EK_17	He or she uses basic psychological motivational and supportive interventions;	D.U11.

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, behavioural 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.

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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

Lectures: problem lecture/lecture with a multimedia presentation.

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, ...)
EK_01	Written colloquium	L; Sem
EK_02	Written colloquium	L
EK_03	Written colloquium	L; Sem.
EK_04	Written colloquium	L.
EK_05	Written colloquium	L; Sem
EK_06	Written colloquium	L; Sem
EK_07	Written colloquium	L.
EK_08	Written colloquium	L; 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	L; Sem
EK_15	Written colloquium	L; Sem
EK_16	Written colloquium	L; Sem
EK_17	Written colloquium	L; 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 be 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	25
Preparation for classes	10
Participation in the consultations	2
The time to write a paper / essay	-
Preparation for examination	10
Participation in examination	-
Other (e-learning)	-

SUM OF HOURS	47
TOTAL NUMBER OF ECTS	2

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.

Acceptance Unit Manager or authorised person