

## SYLLABUS

concerning the cycle of education **2025- 2031**

Academic year 2025/2026

### 1. BASIC INFORMATION CONCERNING THIS SUBJECT / MODULE

Subject / Module	<b>Medical Psychology with Elements of Interpersonal Communication</b>
Course code / module *	<b>PL/D</b>
Faculty of (name of the leading direction)	<b>Faculty of Medicine, University of Rzeszow</b>
Department Name	<b>Laboratory of Medical Psychology</b>
Field of study	<b>Medicine</b>
Level of education	<b>Uniform master studies</b>
Profile	<b>General academic</b>
Form of study	<b>Stationary / non-stationary</b>
Year and semester	<b>Year I, semester 1</b>
Type of course	<b>Obligatory</b>
Language of instruction	<b>English</b>
Coordinator	<b>Dr Natasza Orlov</b>
Name(s) of the instructor(s)	<b>Dr Natasza Orlov</b>

\* - according to the resolutions of the Faculty of Medicine

#### 1.1. Forms of classes, number of hours and ECTS points

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

#### 1.2. The form of class activities

- ☒ Classes are conducted in a traditional format
- ☐ Classes are implemented using methods and techniques of distance learning

**1.3. Examination Forms** (Ongoing Assessment): (exam, credit with grade or credit without grade); **credit with grade**

## **2. BASIC REQUIREMENTS**

Cognitive activity and motivation for pursuing scientific knowledge
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## **3. OBJECTIVES, OUTCOMES, AND PROGRAM CONTENT USED IN TEACHING METHODS**

### **3.1. Objectives of this course**

C <sub>1</sub>	Acquisition of knowledge and skills in adapting to one's own mental predispositions and emotional limitations in the practice of the medical profession
C <sub>2</sub>	Acquisition of skills in recognizing the patient's psychological problems, establishing an empathetic relationship with the patient, and conducting conversations and interviews with the patient according to psychological criteria
C <sub>3</sub>	Acquisition of skills in positively influencing the patient's psychological state, particularly in patients experiencing stress or suffering from psychosomatic disorders

### **3.2. Outcomes for the course**

EK (the effect of education)	The content of the learning effect defined for the subject	Reference to program learning outcomes (KEK)
<b>Knowledge: the graduate knows and understands</b>		
EK_01	human behaviours conducive to maintaining health and principles of motivating patients toward health-promoting behaviours (Prochaska and DiClemente's Stages of Change model, motivational interviewing);	D.W3.
EK_02	the concept of stress, including eustress and distress, as well as the impact of stress on the etiopathogenesis and course of somatic diseases and mental disorders, and the mechanisms of coping with stress;	D.W4.
EK_03	social attitudes toward illness, disability, and aging, as well as the specific impact of stereotypes, prejudices, and discrimination;	D.W5.
EK_04	the concept of empathy, including phrases and behaviours used to express 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 personal space);	D.W7.
EK_06	psychosocial consequences of acute and chronic illness in children, including adolescents, and adults;	D.W8.
EK_07	psychosocial consequences of hospitalization of children, including adolescents, and adults in emergency situations and chronic illnesses;	D.W9.
EK_08	psychosocial consequences of illness for the patient's family (family of a sick child, including an adolescent, an adult, or an elderly person);	D.W10.
EK_09	the role of the patient's family in the illness process (disease recognition, adaptation to illness, recovery) and ways of coping in difficult situations (disease progression, dying process, bereavement);	D.W11.
EK_10	problematic use of psychoactive substances and substance addictions, as well as behavioral addictions; methods for conducting brief interventions with individuals using psychoactive substances problematically; mechanisms of addiction development; goals and methods of treatment for addicted individuals; effective prevention strategies; psychosomatic disorders occurring in individuals closely related to an addicted person; and therapeutic approaches to address these issues;	D.W12.
EK_11	forms of violence, including domestic violence; social determinants of various forms of violence; the role of the physician in recognizing violence; and principles of action in cases of suspected violence, including the "Blue Card" procedure;	D.W13.
EK_12	the concept of normal and pathological sexual behavioral;	D.W14.
<b>Skills: the graduate is able to</b>		
EK_13	to develop and enhance self-awareness, the ability for self-reflection, and self-care, as well as to reflect with others on one's own communication and behavior;	D.U7.
EK_14	to recognize one's own emotions and manage them in interactions with others in order to perform work effectively despite personal emotional reactions;	D.U8.
EK_15	to describe and critically evaluate one's own behavior and communication, taking into account possible alternative actions;	D.U9.

EK_16	to appropriately use open and closed questions, paraphrasing, clarification, internal and final summaries, signaling, active listening (e.g., detecting and recognizing signals sent by the interlocutor, verbal and non-verbal techniques), and facilitation (encouraging the interlocutor to speak) according to the situation;	D.U10.
EK_17	to adapt verbal communication to the patient's needs, expressing oneself clearly and avoiding medical jargon;	D.U11.
EK_18	to recognize and analyze difficult situations and communication challenges, including crying, strong emotions, anxiety, interruptions, sensitive and awkward issues, silence, withdrawal, aggressive and demanding behaviors, and to manage them constructively;	D.U12.
<b>Social competences: the graduate is prepared to</b>		
EK_19	use of objective sources of information;	K.07.
EK_20	to implement principles of professional collegiality and teamwork, including collaboration with representatives of other medical professions, also in multicultural and multinational environments;	K.09.

### 3.3 Programme content

#### A. Lecture topics

<b>Course content</b>
TP 1. Biomedical and biopsychosocial models in the approach to health, illness, therapy, and health-related behaviors.
TP 2. Health psychology – basic concepts, principles, and applications in the professional activities of a physician.
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 self-awareness and personality development in the professional activities of a physician.
TP 6. Verbal and non-verbal communication, manipulation, and lying in medicine.
TP 7. Behaviors that maintain the patient's sense of intimacy and independence,

aggression in clinical practice.
TP 8. Conversations about death and dying; delivering difficult information.
TP 9. Psychological determinants of susceptibility to disease and somatic dysfunctions. Mental factors and mechanisms that promote health maintenance and accelerate recovery processes. Psychoneuroimmunology.
TP 10. Anxiety disorders and syndromes. 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. Biofeedback, hypnosis, placebo effect, psychotherapy, behavioral therapy, and relaxation techniques from a psychological perspective – research and scientific evidence – current state of knowledge.
TP 14. Marketing psychology in health promotion and patient education.

## B. Seminar topics

<b>Course content</b>
TP1. Psychosomatic disorders and diseases. Historical background, contemporary mind-body medicine, evidence-based medicine, and psychophysiology.
TP2. Basic skills in physician-patient and physician-family communication. Methods for preventing iatrogenic errors in the patient relationship. The healthcare system as a specific context for communication processes.
TP3. Establishing and conducting therapeutic contact with the patient. The importance of personal space for human well-being.
TP4. Key principles of conducting a medical interview and providing information to the patient and their family (according to psychological criteria). Principles of rational thinking and clinical decision-making. Representativeness heuristic.
TP5. Addressing the patient's psychological problems in situations of acute health deterioration and life-threatening conditions, in chronic and terminal illnesses.
TP6. Psychological interpretation of stress and its impact on human behavior and health. Basic stress coping strategies. Selected methods for reducing psychological tension (assertiveness, principles of resolving interpersonal conflicts, elements of negotiation and mediation). Prevention of and measures against professional burnout.
TP7. Psychological factors in the etiology of pain and its treatment. Psychology of suffering.

### 3.4. Didactic methods

**Exercises:** Analysis of texts with discussion, analysis of audio-visual materials, group work/problem-solving/discussion.

**Seminars:** Synchronous sessions using Office 365, analysis of texts with discussion, analysis of audio-visual materials, group work/problem-solving/discussion.

## 4. ASSESSMENT METHODS AND CRITERIA

### 4.1. Methods of verifying learning outcomes

Symbol of effect	Methods of assessing learning outcomes (e.g., test; oral exam; written exam; project; report; observation during classes)	Form of classes (Exercises, Seminar...)
EK_01	Written test; project; observation during classes	E + SEM.
EK_02	Written test; project; observation during classes	E
EK_03	Written test; project; observation during classes	E + SEM.
EK_04	Written test; project; observation during classes	E
EK_05	Written test; project; observation during classes	E + SEM.
EK_06	Written test; project; observation during classes	E + SEM.
EK_07	Written test; project; observation during classes	E
EK_08	Written test; project; observation during classes	E + SEM.
EK_09	Kolokwium	SEM.
EK_10	Kolokwium	SEM.
EK_11	Kolokwium	SEM.
EK_12	Kolokwium	SEM.
EK_13	Kolokwium	SEM.
EK_14	Written test; project; observation during classes	E + SEM.
EK_15	Written test; project; observation during classes	E + SEM.
EK_16	Written test; project; observation during classes	E + SEM.
EK_17	Written test; project; observation during classes	E + SEM.
EK_18	Written test; project; observation during classes	E + SEM.

EK_19	Written test; project; observation during classes	E + SEM.
EK_20	Written test; project; observation during classes	E + SEM.

#### 4.2 Course completion requirements (evaluation criteria)

**Attendance at all forms of classes is mandatory.**

**Seminars and exercises** (graded assessment taking into account the student's skills, attendance, grades from partial tests, and the final test):

1. Full participation and active engagement in seminars
2. Partial and final written assessments

**Grading scale:** 2.0 – 5.0

##### **Knowledge Assessment:**

###### Written test

**5.0** – demonstrates knowledge of all course content at the level of 90%–100%

**4.5** – demonstrates knowledge of all course content at the level of 84%–89%

**4.0** – demonstrates knowledge of all course content at the level of 77%–83%

**3.5** – demonstrates knowledge of all course content at the level of 70%–76%

**3.0** – demonstrates knowledge of all course content at the level of 60%–69%

**2.0** – demonstrates knowledge of all course content below 60%

##### **Skills Assessment:**

**5.0** – The student actively participates in classes, is well-prepared, and is able to conduct a conversation with an adult patient, a child, and their family, applying active listening and empathy skills effectively.

**4.5** – The student actively participates in classes and, with minimal guidance from the instructor, is able to conduct a conversation with an adult patient, a child, and their family, applying active listening and empathy skills effectively.

**4.0** – The student actively participates in classes and, with considerable guidance from the instructor and corrections, is able to conduct a conversation with an adult patient, a child, and their family, applying active listening and empathy skills effectively.

**3.5** – The student participates in classes, but their level of preparation does not allow them to conduct a conversation with an adult patient, a child, and their family effectively using active listening and empathy skills.

**3.0** – The student participates in classes and has sufficiently developed the ability to conduct a conversation with an adult patient, a child, and their family, applying active listening and empathy skills at a satisfactory level.

## 5. TOTAL STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES IN HOURS AND ECTS CREDITS

Form of activity	Average number of hours required to complete the activity
Contact hours according to the study schedule	30
Preparation for classes	38
Participation in consultations	2
Time allocated for writing an essay	-
Exam preparation	15
Participation in the exam	-
Other activities	-
SUM OF HOURS	75
<b>TOTAL NUMBER OF ECTS</b>	<b>3</b>

## 6. TRAINING PRACTICES IN THE SUBJECT

Number of hours	-
Rules and forms of internships	-

## 7. LITERATURA

<p><b>Basic literature:</b></p> <p>Morrison, V., Bennett, P. (2016) <i>An Introduction to Health Psychology</i>. Pearson.</p> <p>Ogden, J. (2012) <i>Health Psychology: A Textbook</i>. McGraw-Hill Education.</p>
<p><b>Additional literature:</b></p> <p>Rollnick, S., Miller, W.R., &amp; Butler, C.C. (2008). <i>Motivational Interviewing in Health Care: Helping Patients Change Behavior</i>. Guilford Press.</p> <p>Prochaska, J.O., &amp; DiClemente, C.C. (1984). <i>The Transtheoretical Approach: Crossing Traditional Boundaries of Therapy</i>. Dow Jones-Irwin.</p>



Stroebe, M., Schut, H., & Boerner, K. (2017). *Bereavement and Health: The Psychological and Physical Consequences of Partner Loss*. Cambridge University Press.

Leahy, R.L. (2019). *Emotional Schema Therapy*. Guilford Press.

Approved by the Head of the Department or an authorised person