# DESCRIPTION OF THE COURSE OF STUDY

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| **Course code**  |  | **0912-7LEK-B4.2-M**  |
| **Name of the course in**  | Polish  | **Psychologia lekarska**  |
| English  | **Medical Psychology**  |

1. **LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES**

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| **1.1. Field of study**  | medicine  |
| **1.2. Mode of study**  | Full-time  |
| **1.3. Level of study**  | Uniform Master’s study  |
| **1.4. Profile of study\***  | General academic  |
| **1.5. Person preparing the course description**  | dr n. hum. Martyna Głuszek-Osuch  |
| **1.6. Contact**  | magda.lazarewicz@gmail.com  |

1. **GENERAL CHARACTERISTICS OF THE COURSE OF STUDY**

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| **2.1. Language of instruction**  | English  |
| **2.2. Prerequisites\***  | ------------  |

1. **DETAILED CHARACTERISTICS OF THE COURSE OF STUDY**

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| **3.1. Form of classes**  | Lecture: 15 hours  |
| **3.2. Place of classes**  | Courses in the teaching rooms of the JKU  |
| **3.3. Form of assessment**  | Lecture– credit with grade  |
| **3.4. Teaching methods**  | Conversational lecture, case study, discussion, role-playing, work in pairs  |
| **3.5. Bibliography**  | **subgroups**  | All obligatory reading materials will be provided by a lecturer in .pdf files   |
|  **Further reading**  | 1. Ofri, D. (2014) What Doctors Feel: How Emotions Affect the Practice of Medicine. Beacon Press.
2. Gabe, J. & Monaghan, L. (2013) Key Concepts in Medical Sociology (SAGE Key Concepts series). SAGE Publications Ltd.The above textbooks are available for short rental from the Department of Medical Psychology library (single copies).
3. Silverman J, Kurtz S, Draper J (2008) Skills for Communicating with Patients. Radcliffe Publishing
4. Desmond J, Copeland LR (2000) Communicating with Today’s Patients. Jossey-Bass. A Wiley Imprint.
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1. **OBJECTIVES, SYLLABUS CONTENT AND INTENDED TEACHING OUTCOMES**

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| **4.1. Course objectives *(lecture)*** 1. Acquaint students with psychology as a science.
2. Providing knowledge about the nature of stress, psychosomatic diseases, chronic diseases in terms of the psychological functioning of the patient.
3. Acquaint students with the essence, nature and classification of mental disorders.
4. Acquaint students with the mechanisms of domestic violence.
5. The development of communication skills in the relationship with the patient.
6. The development of the ability to motivate the patient to change health behaviors.

**4.2. Detailed syllabus (lecture)**1. Psychology as a science. Definitions and goals of psychology. Current trends in psychology. Can the world exist without psychology? 2. Ordinary psychology. Human knowledge and understanding of himself. Emotions, stress and health. Health psychology- salutogenic approach in health psychology. Early and contemporary approach to the abnormality. Clinical health psychology. Psychological conditions of somatic disease. Stress and illness. Ways of coping with the disease. 3. Mental factors and somatic disorders. Psychological aspects of chronic disease and disability. 4. Mechanisms and consequences of domestic violence. 5. Health promotion and prevention of disorders from the perspective of psychology. Health behaviors of the patients. Motivating the patient to change health behaviors. 6. Communication with the patients: the role of verbal and non-verbal communication in the medical profession.  |

**4.3 . Education outcomes in the discipline**

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| **Code** | **A student, who passed the course**  | **Relation to teaching outcomes**  |
|  | within the scope of **KNOWLEDGE**, the graduate knows and understands**:**  |  |
| W01  | the importance of verbal and nonverbal communication in the process of communicating with patients and the notion of trust in the interaction with the patient  | D.W6.  |
| W02  | psychosocial consequences of hospitalization and chronic illness  | D.W7.  |
| W03  | basic psychological mechanisms of human health and disease  | D.W9.  |
| W04  | the role of the family in the treatment process  | D.W10.  |
| W05  | the problems of patient’s and his/her family’s adaptation to the disease as a difficult situation as well as to events connected with the disease including dying and the family’s grieving process | D.W11.  |
| W06  | the role of stress in etiology and course of the disease and recognizes the mechanisms of coping with stress  | D.W12.  |
| W07  | the principles to motivate patients to follow healthy behaviors and how to communicate unfavorable prognosis to the patient  | D.W 15.  |
|  | within the scope of **ABILITIES**, the graduate knows how to**:**  |  |
| U01  | create the atmosphere of trust during the entire treatment process  | D.U4.  |
| U02  | lead conversations with an adult patient and family using the techniques of active listening and expression of empathy and talk with the patient about his/her life situation  | D.U5.  |
| U03  | inform the patient about the purpose, process and potential risks of the proposed diagnostic or therapeutic action and obtain his/her informed consent  | D.U6.  |
| U04  | inform the patient and his/her family about poor prognosis  | D.U8.  |
| U05  | identify risk factors for violence, recognize violence and respond appropriately  | D.U10.  |
| U06  | apply psychological interventions, motivational and supporting | D.U11.  |

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| **4.4. Methods of assessment of the intended teaching outcomes**  |  |  |
| **Teaching outcomes** ***(code)***  | **Method of assessment (+/-)**  |  |  |
| **Exam** **oral/written\***  | **Test\***  | **Project\***  | **Effort in class\***  | **Self-study\***  | **Group** **work\***  | **Others\***  |
| ***Form of classes***  | ***Form of classes***  | ***Form of classes***  | ***Form of classes***  | ***Form of classes***  | ***Form of classes***  | ***Form of classes***  |
| *L*  | *C*  | *...*  | *L*  | *C*  | *...*  | *L*  | *C*  | *...*  | *L*  | *C*  | *...*  | *L*  | *C*  | *...*  | *L*  | *C*  | *...*  | *L*  | *C*  | *..**.*  |
| W01-W07  | ***-***  | ***-***  | ***-***  | ***+***  | ***-***  | ***-***  | ***+***  | ***-***  | ***-***  | ***+***  | ***-***  | ***-***  | ***+***  | ***-***  | ***-***  | ***+***  | ***-***  | ***-***  | ***-***  | ***-***  | ***-***  |
| U01-U06  | ***-***  | ***-***  | ***-***  | ***-***  | ***-***  | ***-***  | ***-***  | ***-***  | ***-***  | ***+***  | ***-***  | ***-***  | ***+***  | ***-***  | ***-***  | ***+***  | ***-***  | ***-***  | ***+***  | ***-***  | ***-***  |

***\*delete as appropriate***

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| **4.5. Criteria of assessment of the intended teaching outcomes**  |  |
| **Form of classes**  | **Grade**  | **Criterion of assessment**  |
| **lecture (L)** | **3**  | Achieving the 61% - 68% of the total number of points possible to achieve  |
| **3,5**  | Achieving the 69% - 76% of the total number of points possible to achieve  |
| **4**  | Achieving the 77% - 84% of the total number of points possible to achieve  |
| **4,5**  | Achieving the 85% - 92% of the total number of points possible to achieve  |
| **5**  | Achieving the 93% - 100% of the total number of points possible to achieve  |
|  |  [**Thresholds**](https://pl.bab.la/slownik/angielski-polski/thresholds) **are valid from 2018/ 2019 academic year**  |

### 5. BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT

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| **Category**  | **Student's workload**  |
| **Full-time studies**  |
| *NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/*  | **15**  |
| *Participation in lectures\**  | **15**  |
| *Participation in classes, seminars, laboratories\**  |  |
| *Preparation in the exam/ final test\**  |  |
| *Others\**  |  |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | **10**  |
| *Preparation for the lecture\** | **2**  |
| *Preparation for the classes, seminars, laboratories\**  |  |
| *Preparation for the exam/test\**  | **5**  |
| *Gathering materials for the project/Internet query\**  | **3**  |
| *Preparation of multimedia presentation*  |  |
| *Others\**  |  |
| *TOTAL NUMBER OF HOURS*  | **25**  |
| ECTS credits for the course of study  | **1**  |

  ***\*delete as appropriate***

***Accepted for execution*** *(date and signatures of the teachers running the course in the given academic year)*

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