Załącznik nr 5 do zarządzenia nr 189/2025

COURSE SPECIFICATION

Course code: 0912.7.LEK.B.MP

Course title in Polish: Psychologia lekarska
Course title in English: Medical Psychology

1. Placement of the course within the study programme

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. Course specification author	mgr Laura Osęka
1.6. Contact	laura.oseka@ujk.edu.pl

2. Generał characteristics of the course

2.1. Language of instruction	English
2.2. Entry requirements	none

3. Detailed characteristics of the course

3.1. Type of classes	Lectures (including e-learning), classes
3.2. Place of course delivery	JKU classrooms
3.3. Form of assessment	Credit with grade Lecture: test Classes: test + group project
3.4. Teaching methods	Lecture (including e-learning): Lecture Case Study Analysis Classes: Role-Playing Group Discussion Problem-Based Learning Journaling and Reflection
3.5.a. Basic reading list	1. Cantos-Egea, J., Tous-Pallarés, J., & Tierno-García, J. M. (2023). Model of psychosocial determinants of health in processes of social exclusion. *Frontiers in Public Health*, 11, 1156569. 2. González-Rodríguez, R., Gandoy-Crego, M., & Vilaça, T. (2024). Social determinants and psychosocial factors that impact on health status. *Frontiers in Psychology*, 15, 1405206. 3. Jiakponna, E. C., Agbomola, J. O., Ipede, O., Karakitie, L., Ogunsina, A. J., Adebayo, K. T., & Tinuoye, M. O. (2024). Psychosocial factors in chronic disease management: implications for health psychology. *Int J Sci Res Arch*, 12(2), 117-128. 4. Maguire, R., Hanly, P., & Maguire, P. (2021). Living well with chronic illness: How social support, loneliness and psychological appraisals relate to well-being in a population-based European sample. *Journal of health psychology*, 26(10), 1494-1507.

	5. Van Teijlingen E. & Humphris, G. (2021). Psychology and Sociology Applied to Medicine. Elsevier
3.5.b. Supplementary reading list	1. Alessi, M. G., & Bennett, J. M. (2020). Mental health is the health of the whole body: How psychoneuroimmunology & health psychology can inform & improve treatment. *Journal of Evaluation in Clinical Practice*, 26(5), 1539-1547. 2. Lutwak, N. (2024). The psychology of health and illness: The mental health and physiological effects of intimate partner violence on women. *In The Psychology of Health and Illness* (pp. 105-119). Routledge. 3. Marks, D. F., Murray, M., Locke, A., Annunziato, R. A., & Estacio, E. V. (2024). Health psychology: Theory, research and practice. 4. Mittelmark, M. B., & Bauer, G. F. (2022). Salutogenesis as a theory, as an orientation and as the sense of coherence. *The handbook of salutogenesis*, 11-17.

4. Objectives, content and learning outcomes

4.1. Course objectives (taking into account the form of classes)

Lecture

- **CO1.** Define psychology as a scientific discipline, including its primary goals and contemporary trends.
- **CO2.** Explain the psychological factors influencing health and illness, such as stress, emotions, and coping mechanisms.
- **CO3.** Describe the psychological aspects of chronic diseases and disabilities, including the concept of quality of life in illness.
- **CO4.** Differentiate between ordinary and clinical health psychology.
- **CO5.** Apply their understanding of psychosocial determinants to identify health and illness risk factors.
- **CO6.** Analyze the psychosocial aspects of disability and aging.
- **CO7.** Demonstrate empathy and understanding toward patients dealing with stress, chronic illness, or mental health issues.

Classes

- **CO1.** Recognize the essence, nature, and classification of mental disorders.
- **CO2.** Identify the mechanisms and consequences of domestic violence.
- **CO3.** Articulate the principles of health promotion and illness prevention from a psychological perspective.
- **CO4.** Apply their understanding of psychosocial determinants to identify health and illness risk factors.
- **CO5.** Develop effective communication skills, including both verbal and non-verbal techniques, for interacting with patients.
- **CO6.** Motivate patients to adopt and sustain positive health behaviors.
- **CO7.** Analyze the psychosocial aspects of disability and aging.
- **CO8.** Communicate effectively and compassionately in professional medical settings.
- **CO9.** Recognize and respond appropriately to signs of domestic violence.
- **CO10.** Contribute to a supportive and therapeutic environment for patients by applying knowledge of psychological principles.

4.2. Course content (taking into count the form of classes)

Lectures

1. Psychology as a Science: Definitions, goals, and current trends in psychology.
2. Health and Emotions: The link between emotions, stress, and health. The salutogenic approach.
3. Stress and Illness: Psychological conditions of somatic disease, and how to cope with illness.
4. Health Promotion: Psychological principles of health promotion, illness prevention, and motivating patients.
5. Communication in Medicine: The role of verbal and non-verbal communication in patient care.
6.

(including classes conducted with the use of distance learning methods and techniques)

7. Chronic Disease and Disability: Psychological aspects of living with chronic illness and disability.
8. Domestic Violence: Mechanisms and consequences of domestic violence from a psychological perspective.

Classes

1. Quality of Life: Understanding and adapting to illness, and its impact on a patient's quality of life.
2. Psychosocial Factors: Exploring the social and psychological determinants of health and disease.
3. Patient Communication: Developing and practicing effective communication skills with patients.
4. Patient Motivation: Strategies for motivating patients to change their health behaviors.
5. Psychosocial Aspects of Aging and Disability: An in-depth look at the unique challenges and psychological needs of aging and disabled populations.

4.3. Course learning outcomes

Course learning outcomes (code)	Upon completion of the course, the student	Alignment with programme learning outcomes
in the area of knowledge knows and understands:		
W01	The psycho-physical development of a person from birth to death, including the specifics of physical, emotional, cognitive, and social development;	D.W1.
W02	Human behaviors that promote health and the principles of motivating patients towards health-promoting behaviors (Prochaska and DiClemente's change model, motivational interviewing);	D.W3.
W03	The concept of stress, including eustress and distress, and the impact of stress on the etiopathogenesis and course of somatic diseases and mental disorders, as well as mechanisms of coping with stress;	D.W4.
W04	The concept of empathy and the expressions and behaviors that serve to demonstrate it;	D.W6.
W05	The psychosocial consequences of acute and chronic illness in children, including teenagers, and adults;	D.W8.
W06	The psychosocial consequences of hospitalization of children, including teenagers, and adults in emergency situations and chronic diseases;	D.W9.
W07	The psychosocial consequences of illness for the patient's family (a family with a sick child, including a teenager, an adult, and an elderly person);	D.W10.
W08	The role of the patient's family in the illness process (disease recognition, adaptation to illness, healing) and ways of coping in difficult situations (progression of illness, dying process, grief);	D.W11.
W09	Dependencies on psychoactive substances and behavioral addictions, their mechanisms of development, goals and methods of treatment, and prevention strategies;	D.W12.

W10	Forms of violence, social determinants of different forms of violence, and the role of a doctor in recognizing it, as well as principles of conduct in cases of suspected violence;	D.W13.
W11	The concept of norms and pathology in sexual behavior;	D.W14.
W12	The concept of patient welfare and patient rights;	D.W16.
W13	Issues of maltreated and sexually abused children, intellectual disability, and behavioral disorders, psychoses, addictions, autism spectrum disorders, eating and elimination disorders in children;	E.W4.
W14	Issues of intellectual disability, behavioral disorders, psychosis, addictions, autism spectrum disorders, and eating and excretion disorders in children;	E.W5.
W15	General symptomatology of mental disorders and principles of their classification according to the main classification systems;	E.W17.
W16	Environmental and epidemiological factors, causes, symptoms, principles of diagnosis, and therapeutic management in the case of the most common psychiatric diseases and their complications: 1. Schizophrenia; 2. Affective disorders; 3. Neurotic and adjustment disorders; 4. Eating disorders; 5. Disorders related to the use of psychoactive substances; 6. Sleep disorders; 7. Dementias; 8. Personality disorders;	E.W18.
W17	Issues related to suicidal behaviors;	E.W19.
W18	Specifics of mental disorders and their treatment in children, including adolescents, and the elderly;	E.W20.
W19	Symptoms of mental disorders in the course of somatic diseases, their impact on the course and prognosis of the primary disease, and principles of their treatment;	E.W21.
W20	Issues related to human sexuality and basic disorders associated with it;	E.W22.
W21	Legal regulations concerning mental health protection, with particular emphasis on the principles of admission to a psychiatric hospital;	E.W23.

in the area of skills knows how to:

U01	Observe patient rights;	D.U3.
U02	Develop and refine self-awareness, the ability for self-reflection, and self-care, and contemplate with others one's own communication and behavior;	D.U7.
U03	Recognize one's own emotions and manage them in relationships with others, to effectively perform work despite one’s emotional reactions;	D.U8.
U04	Describe and critically evaluate one’s own behavior and communication style, considering alternative behaviors;	D.U9.
U05	Conduct a psychiatric examination of a patient and assess their mental state;	E.U7.
U06	Recognize symptoms of addiction and propose appropriate medical management;	E.U11.
U07	Conduct patient conversations following a structured dialogue framework (initiating the conversation, gathering information, explaining and planning, concluding the conversation), while structuring such discussions and developing relationships with patients using selected models (e.g., Calgary-Cambridge guidelines, Segue framework, Kalamazoo Consensus, Maastricht Maas Global), including through electronic communication means;	E.U23.
U08	Collect patient history with a focus on the presence of suicidal thoughts, when it is justified;	E.U24.

U09	Communicate information to patients, tailoring the amount and content to the patient's needs and capabilities, and supplement verbal information with models and written materials, including diagrams and instructions, and apply them appropriately;	E.U25.
U10	Communicate with patients from economically or socially marginalized groups, respecting their dignity;	E.U27.
U11	Identify potential indicators of violence, collect history to verify if there is a risk of the patient experiencing violence, and make a note in the medical documentation;	E.U29.
U12	Apply principles of providing feedback (constructive, non-judgmental, descriptive) within team collaboration;	E.U30.
U13	Discuss patient situations in the team without subjective judgments, respecting patient dignity	E.U33.

in the area of social competences is able to:

K01	Do what is right for the patient;	K.S2.
K02	Respect medical confidentiality and patient's rights;	K.S3.
K03	Take actions concerning the patient on the basis of ethical principles, being aware of social conditions and restrictions resulting from illness;	K.S4.
K04	Promote healthy lifestyle;	K.S6.
K05	Use reliable information sources;	K.S7.

4.4. Assessment methods for learning outcomes

Assessment method (+/-)

Course learning outcomes (code)	Oral/written/ practical examinaion /other (specify)*	Test*	Project*	In-class activity*	Independent study*	Group work*	Other (Observation)*

Type of classes

1: / 2:	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...	L	C	...
W01-W21																					
U01-U13																					
K01-K05																					

Annotation. 1: form of classes; 2: learning outcomes

4.5. Assessment criteria for learning outcomes

Type of classes:

LECTURE (L) (including classes conducted with the use of distance learning methods and techniques)

Grade	Assessment criteria
3,0	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
4,0	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
5,0	Achieving the 93% - 100% of the total number of points possible to achieve

Type of classes:

CLASSES (C) (including classes conducted with the use of distance learning methods and techniques)

Grade	Assessment criteria
3,0	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
4,0	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
5,0	Achieving the 93% - 100% of the total number of points possible to achieve

5. ECTS credit allocation – student workload

Category	Student workload (full-time mode)	Student workload (part-time mode)
NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER (CONTACT HOURS)	**25**	
Participation in lectures*	15	
Participation in seminars/laboratories*	10	
Other (specify) e.g. classes conducted with the use of distance learning methods and techniques*		
INDEPENDENT STUDY (NON-CONTACT HOURS)	**25**	
Preparation for lectures*	15	
Preparation for seminars/laboratories*	10	
Preparation for examination/test*		
Gathering materials for project, online research*		
Preparation of a multimedia presentation*		
Other (specify)*		
TOTAL HOURS	**50**	
ECTS CREDITS for the course	**2**	

*** delete as appropriate**

Approved for implementation (date and legible signatures of course instructors in the given academic year):

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