



Medical Communication

1. IMPRINT	
Academic Year	2024/2025
Department	Faculty of Medicine
Field of study	Medicine
Main scientific discipline	Medical sciences
Study Profile	General academic
Level of studies	Uniform MSc
Form of studies	Full time studies
Type of module / course	Obligatory
Form of verification of learning outcomes	Completion
Educational Unit / Educational Units	Studium Psychologii Zdrowia [Department of Health Psychology] ul. Litewska 14/16, 00-575 Warszawa, Tel. +48 22 116 92 11
Head of Educational Unit / Heads of Educational Units	Professor Dorota Włodarczyk, MA, PhD
Course coordinator	Magdalena Łazarewicz, MA, PhD magdalena.lazarewicz@wum.edu.pl
Person responsible for syllabus	Magdalena Łazarewicz, MA, PhD magdalena.lazarewicz@wum.edu.pl
Teachers	Magdalena Łazarewicz, MA, PhD (magdalena.lazarewicz@wum.edu.pl) Marcin John, MA (marcin.john@gmail.com)

2. BASIC INFORMATION			
Year and semester of studies	III year, 1st semester	Number of ECTS credits	1.00
FORMS OF CLASSES	Number of hours	ECTS credits calculation	
Contacting hours with academic teacher			

Lecture (L)		
Seminar (S)		
Classes (C)	10	0.5
e-learning (e-L)		
Practical classes (PC)		
Work placement (WP)		
Unassisted student's work		
Preparation for classes and completions	10	0.5

3. COURSE OBJECTIVES

O1	The aim of the course is to provide students with opportunity to develop skills in building proper doctor-patient relationship through medical communication, as well as to increase awareness of the student's own communication style.
O2	To improve skills in nonverbal communication during conducting a consult (to raise awareness of student's own non-verbal behaviours and sensitivity to nonverbal cues from a patient).
O3	To improve skills in verbal communication during a consult - active listening: discovering patient's perspective, collecting and passing information (including bad news) and including the patient into treatment process and making decisions regarding treatment.
O4	To provide practice in applying basic motivational and supportive interventions.
O5	To provide practice in group work: delivering and receiving constructive feedback information.
O6	To increase empathy by experiencing the role of a patient in a safe learning environment.

4. STANDARDS OF LEARNING – DETAILED DESCRIPTION OF EFFECTS OF LEARNING

Code and number of the effect of learning in accordance with standards of learning	Effects in the field of:
Knowledge – Graduate* knows and understands:	
D.K5	the rules and methods of communication with the patient and his family, which are used to build an empathic, trust-based relationship
D.K6	the role of good verbal and nonverbal communication in doctor-patient interaction, the meaning of trust in the interaction with patients
Skills– Graduate* is able to:	
D.S1	In the whole therapeutic process, include patient's subjective needs and expectations resulting from socio-cultural background

D.S2	recognize signs of risk and auto destructive behaviors and reacts to them accordingly
D.S3	choose treatment which minimizes social consequences of the disease for the patient
D.S4	build the atmosphere of trust during the treatment process
D.S5	conduct the consult with the patient with the use of active listening skills and empathy, and talks to the patient about his life situation
D.S6	inform the patient about the goal, progress and possible risks of suggested diagnostic and treatment methods
D.S7	Involve the patient in the therapeutic process
D.S8	pass bad news to the patient and his/her family
D.S9	passes recommendations and information on health promoting lifestyle
D.S11	apply basic psychological motivational and supportive interventions

* In appendix to the Regulation of Minister of Science and Higher education from 26th of July 2019 „graduate”, not student is mentioned.

5. ADDITIONAL EFFECTS OF LEARNING (non-compulsory)

Number of effect of learning	Effects in the field of:
Knowledge – Graduate knows and understands:	
K1	-
Skills– Graduate is able to:	
S1	-
Social Competencies – Graduate is ready for:	
SC1	-

6. CLASSES

Form of class	Class contents	Effects of Learning
C	Classes 1: Medical Communication – review and summary: skills (verbal and nonverbal communication bases for active listening) and protocols (Calgary-Cambridge Protocol, SPIKES); preparation for role-playing exercises.	D.K5, D.K6
C	Classes 2-4: Practical exercises of the use of psychological knowledge and communication skills for solving problems in medical practice (based on role-playing exercises), e.g. collecting a basic medical interview in a primary care setting and in an ER, passing bad news to the patient and the family, explaining medical procedures, motivating the patient for better adherence or a lifestyle change..	D.S1-D.S9, D.S11

7. LITERATURE

Obligatory
Lloyd, M., Bor R., Noble, L. (2019) Clinical Communication Skills for Medicine. Elsevier. Required communication protocols as PDF materials provided by the teacher during the course.
Supplementary
Cole, S., Bird, J. & Weiner, J.S.(2014). Medical Interview. Elsevier. Silverman, J., Kurtz, S, Draper J (2008) Skills for Communicating with Patients. Radcliffe Publishing.

8. VERIFYING THE EFFECT OF LEARNING

Code of the course effect of learning	Ways of verifying the effect of learning	Completion criterion
D.S1-D.S9, D.S11	Participation in the video-recorded role-playing exercise as a doctor and as a patient.	Minimal acceptable level of performance on the learning outcome
D.K5, D.K6	Preparation of the essay self-evaluating communication skills performed in the role-playing exercise.	Minimal acceptable level of performance on the learning outcome, providing answers to all points included in the instruction.

9. ADDITIONAL INFORMATION

The class is intended as practical and is based on experiential learning. The outcomes of that process are strongly related to active participation in all in-class activities, therefore attendance is mandatory. Students will be required to make up missed work in case of an excused absence. In such cases students should notify the teacher as soon as possible to establish the way of covering the absence. Change of subgroups is possible only after consulting the teacher in advance and not for the classes for which the particular student's role-playing exercise was scheduled. Students are expected to come to the class on time and participate actively (in the role-playing exercises as doctors/patients and during discussions). Being late for over 15 minutes counts as an absence. Recurring tardiness will result in additional work – an essay or short review of literature (based on the decision of the teacher, depending on the missed material).

To provide good learning environment for everyone, students are requested to turn off any electronic devices that might disturb the class.

Role-playing

The classes are based on role-playing exercises and each student is required to participate in two role-playing scenes: once as a doctor and once as a patient. Scenarios are delivered to students prior to the class. The role-playing are video recorded (on the student or teacher's equipment). The video is only made available to the participants of a given role-playing exercise.

Essay

To complete the course students are required to write an essay, which presents reflections regarding communication process during the role-play. The paper should be delivered to the teacher within a week from the class on which the particular role-playing exercise took place. Detailed guidelines for this task are provided and discussed during the course.

The Department of Health Psychology runs the Psychological Students Science Club "Psyche" (in English) (contact information: [magdalena.lazarewicz@wum.edu.pl](mailto:magdalenalazarewicz@wum.edu.pl)).

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ATTENTION

The final 10 minutes of the last class of the block/semester/year should be allotted for students to fill out the Survey of Evaluation of Classes and Academic Teachers