



## Introduction to Medical Communication

<b>1. Imprint</b>	
Faculty name:	2nd Faculty of Medicine
Education program ( <i>field of study, level and educational profile, form of studies, e.g., Public Health, 1st level studies, practical profile, full time</i> ):	English Division, 1 <sup>st</sup> level studies, practical profile, full time
Academic year:	2019/2020
Module/subject name:	Introduction to Medical Communication
Subject code ( <i>from the Pensum system</i> ):	
Educational units:	Department of Medical Psychology & Medical Communication (practicals) ul. Litewska 14/16 00-575 Warszawa Tel. +48 22 116 92 11  Department of Medical Communication (e-learning) ul. Żwirki i Wigury 81 02-091 Tel.22 5720578
Head of the unit/s:	Professor Krzysztof Owczarek, MA, PhD
Study year ( <i>the year during which the respective subject is taught</i> ):	II
Study semester ( <i>the semester during which the respective subject is taught</i> ):	2 <sup>nd</sup> semester
Module/subject type ( <i>basic, corresponding to the field of study, optional</i> ):	Basic
Teachers ( <i>names and surnames and degrees of all academic teachers of respective subjects</i> ):	Practicals: Magdalena Łazarewicz, MA, PhD; Joanna Chylińska, MA, PhD; Marta Rzadkiewicz, MA, PhD; Urszula Ziętalewicz, MA and Jakub Związek, MA  E-learning: Agnieszka Oronowicz-Jaśkowiak, MD
ERASMUS YES/NO ( <i>Is the subject available for students under the ERASMUS programme?</i> ):	Yes
A person responsible for the syllabus ( <i>a person to which all comments to the</i>	Magdalena Łazarewicz, MA, PhD magdalena.lazarewicz@wum.edu.pl

<i>syllabus should be reported)</i>		
Number of ECTS credits:	1	
<b>2. Educational goals and aims</b>		
<ol style="list-style-type: none"> <li>1. During the course student acquires knowledge and skills on the basic psychological aspects of the medical interviewing, becomes familiar with the Calgary Cambridge model of communication and is able to apply its' selected elements.</li> <li>2. The student understands why good communication skills are important in medical practice and knows how to develop good rapport with patients and their families; is aware of different models of doctor-patient interactions and understands their consequences for medical outcomes.</li> <li>3. The student gains basic knowledge and skills in verbal and nonverbal communication.</li> <li>4. The student understands and applies principles of effective interpersonal communication in medical context: uses various techniques of active listening: open- and closed ended questions, facilitation, checking, clarification, summarising.</li> <li>5. The student understands what empathy is and how to express it, is able to reflect and legitimate emotions, elicit patient's concerns, ideas and expectations; know how to provide emotional support.</li> </ol>		
<b>3. Initial requirements</b>		
<i>None</i>		
<b>4. Learning outcomes corresponding to the subject</b>		
<b>A list of course learning outcomes</b>		
Symbol of course learning outcomes	Description of course learning outcomes	The reference to programme learning outcomes (number)
<b>W1</b>	Student understands the role of good verbal and nonverbal communication in doctor-patient interaction, the meaning of trust in the interaction with patients	<b>D.W04</b>
<b>W2</b>	Communication as a tool used for establishing contact and building relationship with a patient. First impression as a starting point in relation building process	<b>D.W04</b>
<b>W3</b>	The student can use different forms of questions depending on the aim of communication	<b>D.W04</b>
<b>W4</b>	The student is familiar with the rules of active listening	<b>D.W04</b>
<b>W5</b>	The student is familiar with the methods improving interpersonal communication and with the most frequent mistakes in communication.	<b>D.W04</b>
<b>W6</b>	The student knows the rules of medical interview and in medical team	<b>D.W04</b>
<b>W7</b>	The student knows SPIKES protocol	<b>D.W04</b>
<b>W8</b>	The student is familiar with motivational interviewing	<b>D.W12</b>
<b>U1</b>	Student includes patient's subjective needs and expectations resulting from socio-cultural background in	<b>D.U1</b>

	the entire therapeutic process	
<b>U2</b>	Student builds the atmosphere of trust during the treatment process	<b>D.U4</b>
<b>U3</b>	Student conducts the consult with the patient with the use of empathy and active listening; is able to discuss patient's life situation	<b>D.U5</b>
<b>U4</b>	Student applies basic psychological supportive interventions	<b>D.U10</b>

## 5. Forms of classes

<i>Form</i>	<i>Number of hours</i>	<i>Number of groups</i>
<i>Lecture</i>	20	1
<i>Seminar</i>	-	-
<i>Practical classes</i>	12	8

## 6. Subject topics and educational contents

C1 – Basic skills in medical communication (1)– the importance of communication for medical outcomes; basic rules of building a good doctor-patient/family relationship: verbal and nonverbal aspects of communication; showing respect and building rapport; eliciting patient's perspective; active listening skills in gathering information; questioning techniques - W1, U1-U2 – Magdalena Łazarewicz, MA, PHD, Joanna Chylińska MA, PhD, Jakub Związek, MA, Urszula Ziętalewicz, MA

C2 - Basic skills in medical communication (2) – educating and explaining in medical practice; including patient's perspective in the treatment process, discussing treatment with patients, U3 – Magdalena Łazarewicz, MA, PHD, Joanna Chylińska MA, PhD, Jakub Związek, MA, Urszula Ziętalewicz, MA

C3 - Empathy and support - responding to patient's expectations and needs with empathy, eliciting and validating emotional state of patients during treatment process, giving emotional support to patients, U4 – Magdalena Łazarewicz, MA, PHD, Joanna Chylińska MA, PhD, Jakub Związek, MA, Urszula Ziętalewicz, MA

L - e-learning lectures, W1-W8 - Agnieszka Oronowicz-Jaśkowiak, MD

Functions of medical communication. Communication and patient satisfaction. The role of empathy in doctor-patient relationship. Methods of communication. Communication barriers and errors. Medical interview. Breaking bad news. Communication in medical team. Difficult conversations with patients. Motivational interviewing.

## 7. Methods of verification of learning outcomes

Learning outcome corresponding to the subject (symbol)	Forms of classes (symbol)	Methods of verification of a learning outcome	Credit receiving criteria
<b>W1, U1-U4</b>	<b>C</b>	<i>Active participation in all exercises during classes</i>	Minimal acceptable level of performance
<b>W1-W8</b>	<b>L</b>	<i>Completing the e-learning course and submitting the written exercise required in the e-learning course</i>	Minimal acceptable level of performance

<b>8. Evaluation criteria</b>		
<b>Form of receiving credit in a subject: CREDIT</b>		
Grade	criteria	
<b>2.0 (failed)</b>	--	
<b>3.0 (satisfactory)</b>	--	
<b>3.5 (rather good)</b>	--	
<b>4.0 (good)</b>	--	
<b>4.5 (more than good)</b>	--	
<b>5.0 (very good)</b>	--	
<b>9. Literature</b>		
<p>Obligatory literature for practicals:</p> <ol style="list-style-type: none"> <li>1. PDF materials provided by the teacher during the course.</li> </ol> <p>Obligatory literature for lectures: provided e-learning materials.</p> <p>Supplementary literature:</p> <ol style="list-style-type: none"> <li>1. Silverman, J., Kurtz, S, Draper J (2008) Skills for Communicating with Patients. Radcliffe Publishing.</li> <li>2. Desmond J, Copeland LR (2000) Communicating with Today's Patients. Jossey-Bass. A Wiley Imprint.</li> <li>3. Gordon T, Edwards WS (1997) Making the Patient Your Partner. Auburn House.</li> </ol>		
<b>10. ECTS credits calculation</b>		
<i>Form of activity</i>	<i>Number of hours</i>	<i>Number of ECTS credits</i>
<b>Direct hours with an academic teacher:</b>		
Lectures (e-learning)	<b>20</b>	0,25
Seminars	-	-
Practical classes	<b>12</b>	0,25
<b>Student's independent work</b> ( <i>examples of the form of work</i> ):		
Student's preparation for a seminar	-	
Student's preparation for a class	<b>5</b>	0,25
Preparation for obtaining credits	-	-
Other (please specify): preparation of e-learning exercises	<b>5</b>	0,25
<b>SUME</b>	<b>42</b>	<b>1</b>

## **11. 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 allowed 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.

Students are expected to come to the class on time and participate actively. 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.

To complete the course students are required to be present at all classes (with a possibility to come with another group in case of absence – after teachers approval), participate actively in all exercises, complete the e-learning course and submit the written exercise required in the e-learning course.

Contact information:

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Contact information to the course coordinator:

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The Department of Medical Psychology and Medical Communication runs the Psychological Students Science Club “Psyche” (in English) (contact information: [magdalena.lazarewicz@wum.edu.pl](mailto:magdalena.lazarewicz@wum.edu.pl)).

Signature of the Head of the Unit

Signature of the person responsible for the syllabus