





- C1. To learn how to use positive psychology and humour in interpersonal relationships and in particular laughter therapy in adult & children patients  
C2. To gain knowledge about positive psychology and humour functions in interpersonal relationships in different contexts  
C3. To practice and develop creative, analytical and critical thinking in students

**Education result matrix for module/course in relation to verification methods of the intended education result and the type of class**

Number of course education result	Number of major education result	Student who completes the module/course knows/is able to	Methods of verification of intended education results (forming and summarising)	Form of didactic class <i>**enter the abbreviation</i>
<b>K 01</b>  <b>K02</b>  <b>K03</b>  <b>K04</b>  <b>K05</b>	D.W4.	Student knows positive communication techniques and understands a role of humour in in the process of communication and in interpersonal relationships	Group work	MC
	D.W12.			MC
	D.W12.	Student knows how to use humour in variety of different situations	Group work	MC
	D.W15.			MC
	D.W10.			MC
		Student knows the rules of team work also in the context of laughter therapy	Pair and group work	
		Student recognizes the mechanisms for coping with stress by means of humour and positive psychology		
<b>S 01</b>  <b>S02</b>  <b>S03</b>  <b>S04</b>	D.U4.	Student is able to initiate and maintain deep and respectful relationship with a patient.	Pair and work group	MC
	D.U6.			MC
	D.U10.	Student is able to make a conversation with patient and his family. He can put his message across. He can use humour and elements of laughter effectively.	Group work, discussion	MC
	D.U11.			MC
		Student uses basic level positive psychology interventions that	Pair and group work	



S05	D.U16	<p>motivate and support patients.</p> <p>Student can use humour in communication with colleagues giving constructive feedback and support. He uses humour effectively for relationships maintenance and conflict management.</p> <p>Student recognizes own limitations and can identify own problems in communication and interpersonal relationships. He improves own positive communication skills.</p>	<p>Pair and group work, discussion</p> <p>Pair and group work, discussion</p>	MC
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\*\* L - lecture; SE - seminar; AC – auditorium classes; MC – major classes (non-clinical); CC – clinical classes; LC – laboratory classes; SCM – specialist classes (magister studies); CSC – classes in simulated conditions; FLC – foreign language course; PCP practical classes with patient; PE – physical education (obligatory); VP – vocational practice; SS – self-study, EL – E-learning .

Please mark on scale 1-5 how the above effects place your classes in the following categories:  
communication of knowledge, skills or forming attitudes:

Knowledge:1

Skills:4

**Student's amount of work (balance of ECTS points)**

Student's workload	Student Workload (h)
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(class participation, activity, preparation, etc.)

1. Contact hours:	20
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2. Student's own work (self-study):	6
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Total student's workload	26
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<b>ECTS points for module/course</b>	<b>1</b>
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Comments	
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**Content of classes** (please enter topic words of specific classes divided into their didactic form and remember how it is translated to intended educational effects)

**Other**

1 & 2	An introduction to humour research and laughter therapy
3 & 4	Functions of humour and its meaning for human health
5 & 6	Positive psychology- main



	assumptions	
<b>7 &amp; 8</b>	Positive communication and interpersonal relationships	
<b>9 &amp; 10</b>	Ethics and boundaries of humour	
<b>11 &amp; 12</b>	Humour analysis	
<b>13 &amp; 14</b>	Workplace humour-copying with stress and conflicts	
<b>15 &amp; 16</b>	Laughter therapy for children	
<b>17 &amp; 18</b>	Laughter therapy for adults	
<b>19 &amp; 20</b>	Laughter therapy for patients	
<b>Basic literature</b>		
1. „The Psychology of Humour” R. Martin (2007)		
2. „Psychologia Pozytywna w Praktyce” S. Stephen Joseph, P. Alex Linley (2007)		
3. „Integrating Humor into Psychotherapy” S.M. Sultanoff (2002)		
<b>Additional literature and other materials</b>		
1. „A Primer in Positive Psychology” C. Peterson (2006)		
2. „Głaskologia” M.Brzeziński (2013)		
3. „Terapia śmiechem” C.Liebertz (2009)		
<b>Didactic resources requirements (e.g. laboratory, multimedia projector, other...)</b>		
multimedia projector, laptop with speakers, WiFi		
<b>Preliminary conditions (minimum requirements to be met by the student before starting the module/course)</b>		
Not applicable		
<b>Conditions to receive credit for the course (specify the form, criteria and conditions of receiving credit for classes included in the module/course, admission terms to final theoretical or practical examination, its form and requirements to be met by the student to pass it and criteria for specific grades).</b>		
Regular attendance, active participation and preparation for classes, PowerPoint presentation on a given topic. Each missed class needs to be made up for in the form of a game for a whole group (the game should be based on positive psychology and laughter therapy).		
<b>Grade:</b>	<b>Criteria for course</b>	
Very Good (5.0)	All intended educational goals have been achieved. Active participation in the classes, advanced skills in terms of creativity, analytical and critical thinking.	



Good Plus (4.5)	All intended educational goals have been achieved (some minor errors/gaps). Rather active participation in the classes, advanced or upper-intermediate skills in terms of analytical and critical thinking and creativity.
Good (4.0)	Almost all intended educational goals have been achieved. Occasionally active participation in the classes, upper-intermediate skills in terms of critical and analytical thinking and creativity.
Satisfactory Plus (3.5)	Some important educational goals have not been achieved. Rarely active participation in the classes, intermediate skills in terms of critical and analytical thinking and creativity.
Satisfactory (3.0)	Some educational goals have been achieved. Partial knowledge and skills. Lack of an active participation in the classes, basic skills in terms of critical and analytical thinking and creativity.
<b>Grade: Criteria for exam (if applicable)</b>	
Very Good (5.0)	Not applicable
Good Plus (4.5)	
Good (4.0)	
Satisfactory Plus (3.5)	
Satisfactory (3.0)	

<b>Name of unit teaching course:</b>	Department and Clinic of Geriatrics.
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<b>Person responsible for course:</b>	Dr Maria Kmita
Phone	<b>533208445</b>
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<i>List of persons conducting specific classes:</i>	<i>degree/scientific or professional title</i>	<i>Discipline</i>	<i>Performer profession</i>	<i>Form of classes</i>
<b>Dr Maria Kmita</b>	PhD	Humour research	Lecturer	MC



**Date of Syllabus development**

10/07/2019

**Syllabus developed by**

Dr Maria Kmita

**Signature of Head of teaching unit**

..... M. Sobieszcańska

**Signature of Faculty Dean**

..... M. Sobieszcańska  
Wrocław Medical University  
FACULTY OF MEDICINE  
DEAN

Prof. Małgorzata Sobieszcańska, MD, PhD