





<b>Languages</b>																			
<b>Educational objectives (max. 6 items)</b>																			
C1. To learn how to use positive psychology and humour in different relationships and in particular how to use the laughter therapy with adult & children patients																			
C2. To gain knowledge about positive psychology and humour functions in different contexts and relationships																			
C3. To practise and develop creative, analytical and critical thinking in students																			
<b>Education result matrix for module/course in relation to verification methods of the intended education result and the type of class</b>																			
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>											
K 01		D.W4.		The students recognise social attitudes to health and diseases and understand the role of humour and positive psychology in changing the life quality		Group work		SE											
K02		D.W12.		The students recognise the mechanisms for coping with stress by means of humour and positive psychology		Group work		SE											
K03		D.W15.		The students know how to motivate a patient by means of positive communication		Group work		SE											
K04		D.W5.		The students know how to use humour and positive language to communicate with patients		Group work, discussion		SE											
K05		D.W6.		The students recognise the meaning of positive verbal and nonverbal communication with patients		Pair and group work		SE											
S 01		D.U4.		The students are able to initiate and maintain a deep and respectful relationship based on trust with patients		Pair and work group		SE											



S02	D.U5.	The students are able to make a conversation with their patients and their families. They can put their message across. They can use humour and elements of laughter therapy effectively.	Group work, discussion	SE
S03	D.U11.	The students know how to use basic level positive psychology interventions that motivate and support patients.	Pair and group work	SE
S04	D.U12	The students can use humour in communication with their colleagues giving them constructive feedback and support. They can use humour effectively for relationships maintenance and conflict management.	Pair and group work, discussion	SE
S05	D.U.17	The students can critically analyse humour in different contexts and draw own conclusions	Pair and group work, discussion	SE

\*\* 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 (class participation, activity, preparation, etc.)	Student Workload (h)
1. Contact hours:	20
2. Student's own work (self-study):	6
Total student's workload	26
ECTS points for module/course	1
Comments	

**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
7 & 8	Positive communication and interpersonal relationships
9 & 10	Ethics and boundaries of humour
11 & 12	Humour analysis
13 & 14	Workplace humour-copying with stress and conflicts
15 & 16	Laughter therapy for children
17 & 18	Laughter therapy for adults
19 & 20	Laughter therapy for patients
<p>Basic literature</p> <ol style="list-style-type: none"> <li>1. Martin, R. A. (2007). <i>The psychology of humour: An integrative approach</i>. Amsterdam: Elsevier Academic Press.</li> <li>2. Joseph S., Linley P.A. Eds. (2004). <i>Positive Psychology in Practice</i>. Hoboken, NJ: John Wiley and Sons</li> <li>3. Sultanoff, S.M. (2003). Integrating humour into psychotherapy. In Schaefer, C. (Ed.), <i>Play therapy with adults</i> (pp. 107–143). New York:Wiley and Sons.</li> <li>4. Ruch, W. (Ed.). (1998). <i>Humour research: 3. The sense of humour: Explorations of a personality characteristic</i>. Berlin: Walter de Gruyter &amp; Co.</li> </ol> <p>Additional literature and other materials</p> <ol style="list-style-type: none"> <li>1. Peterson, C. (2006). <i>A primer in positive psychology</i>. New York: Oxford University Press.</li> <li>2. Brzeziński M. (2013) <i>Głaskologia</i>. Warszawa: Instytut Kreowania Skuteczności</li> <li>3. C.Liebertz (2009). <i>Terapia śmiechem</i>. Warszawa: Wydawnictwo Jedność</li> </ol>	
<p><b>Didactic resources requirements</b> (e.g. laboratory, multimedia projector, other...) multimedia projector, laptop with speakers, WiFi</p>	
<p><b>Preliminary conditions</b> (minimum requirements to be met by the student before starting the module/course) Not applicable</p>	



<b>Conditions to receive credit for the course</b> (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). Regular attendance, active participation and preparation for the classes, PowerPoint presentation on a given topic. Each missed class needs to be made up for in the form of a game for the whole group (the game should be based on positive psychology and laughter therapy). <b>The PowerPoint presentation will be assessed as follows: up to 5 points for the content, up to 5 points for analytical and critical thinking, up to 5 points for presentation skills and up to 5 points for engaging the whole class in a discussion or some exercises related to the presentation topic.</b>	
<b>Grade:</b>	<b>Criteria for course</b>
Very Good (5.0)	19-20 points
Good Plus (4.5)	17-18 points
Good (4.0)	14-16 points
Satisfactory Plus (3.5)	12-13 points
Satisfactory (3.0)	11 points
<b>Grade:</b>	<b>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>	The Department of Foreign Languages
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<b>Person responsible for course:</b>	Dr Maria Kmita
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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	SE

**Date of Syllabus development**

09/05/2020

**Syllabus developed by**

Dr Maria Kmita

**Signature of Head of teaching unit**

**Signature of Faculty Dean**

.....  
  
 Wrocław Medical University  
 Vice-Dean for Foreign Studies  
 prof. Beata Sobieszcańska, PhD

.....  
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