



Syllabus 2017/2018														
Description of the course														
Module/Course	Doctor-patient communication I										Group of detailed education results			
											Group code	Group name		
											D	Behavioral and Social Sciences		
Faculty	Medicine													
Major	medicine													
Specialties	Not applicable													
Level of studies	Uniform magister studies <input checked="" type="checkbox"/> 1 <sup>st</sup> degree studies <input type="checkbox"/> 2 <sup>nd</sup> degree studies <input type="checkbox"/> 3 <sup>rd</sup> degree studies <input type="checkbox"/> postgraduate studies <input type="checkbox"/>													
Form of studies	<input checked="" type="checkbox"/> full-time <input checked="" type="checkbox"/> part-time													
Year of studies	I-VI					Semester		<input checked="" type="checkbox"/> Winter <input type="checkbox"/> Summer						
Type of course	<input type="checkbox"/> obligatory <input type="checkbox"/> limited choice <input checked="" type="checkbox"/> free choice / elective													
Course	<input type="checkbox"/> major <input checked="" type="checkbox"/> basic													
Language of instruction	<input type="checkbox"/> Polish <input checked="" type="checkbox"/> English <input type="checkbox"/> other													
* mark <input type="checkbox"/> with an X														
Number of hours														
Form of education														
Unit teaching the course	Lectures (L)	Seminars (SE)	Auditorium classes (AC)	Major Classes – not clinical (MC)	Clinical Classes (CC)	Laboratory Classes (LC)	Classes in Simulated Conditions (CSC)	Practical Classes with Patient (PCP)	Specialist Classes – magister studies (SCM)	Foreign language Course (FLC)	Physical Education obligatory (PE)	Vocational Practice (VP)	Self-Study (Student's own work)	E-learning (EL)
<b>Winter Semester</b>														
Department of Humanistic Sciences in Medicine		20												
<b>Summer Semester</b>														



<b>TOTAL per year: 20</b>																				
<b>Educational objectives (max. 6 items)</b>																				
<b>C1. Learning how medical procedures might effectively be explained and negotiated with the use of psychological competencies.</b>																				
<b>C2. Understanding the importance of listening to and hearing the patient's story.</b>																				
<b>C3. Understanding the relationships between illness and personal lives; the importance of uncovering the emotional, socio-cultural, psychological and political components that often are the deepest roots of illness.</b>																				
<b>C4. Developing vital psychological skills according to Calgary Cambridge Guide on the basis of peer role-playing and realistic training scenarios.</b>																				
<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>																
W 01	D. W1.	The student knows the current state of knowledge on the social dimension of health and illness, the impact of the social environment and social inequality on health and socio-cultural differences as well as the role of	Presentation, training	SE																
W2	D.W2.	The student knows and discusses potential risk facing in contact with different patients	Presentation, discussion, training	SE																
U1	D.U1.	The student takes into account therapeutic needs and expectations of patients	Discussion, role-plays	SE																
U2	D.U4., D. U5.	The student gathers patients' past life history, builds trust and offers support during different type of consultations	Observation of students, practice and rehearsal of skills with the descriptive feedback, training	SE																
<b>** 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 .</b>																				



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: 2  
Skills: 5  
Social competences: .....

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

**Lectures**

- 1.
- 2.
- 3.

**Seminars**

1. Introduction to communication.
2. Non-verbal communication .
3. Patient-centred versus doctor-led approach
4. Cultural awareness.
5. Effective question technique. From theory to practice.
6. Active listening.
7. Asking about lifestyle and environmental health. Explaining results to the patient.
8. Giving effective instruction in a patient-friendly manner.
9. Providing information on treatment. Explaining benefits and side effects of treatment.
10. Dealing with sensitive issues. Broaching sensitive issues without bias and remaining non-judgemental.

**Practical classes**

- 1.
- 2.
- 3.

**Other**

- 1.
- 2.
- 3.

etc. ...



<b>Basic literature</b> (list according to importance, no more than 3 items)	
<ol style="list-style-type: none"> <li>1. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.</li> <li>2. Bombeke, K., Symons, L., Vermeire, E., Debaene, L., Schol, S., deWinter, B., Royen, P. 2012. Patient-centredness from education to practice: The 'lived' impact of communication skills training. <i>Medical Teacher</i>: 34: e338–e348.</li> <li>3. McCullagh, Wright R. Good Practice. Communication skills in English for the medical practitioner. Cambridge University Press 2008.</li> </ol>	
<b>Additional literature and other materials</b> (no more than 3 items)	
1.	
<b>Didactic resources requirements</b> (e.g. laboratory, multimedia projector, other...)	
Multimedia projector	
<b>Preliminary conditions</b> (minimum requirements to be met by the student before starting the module/course)	
Completed a summer apprentice.	
<b>Conditions to receive credit for the course</b> (specify the form 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)	
Presentation on the chosen topic, active participation in training	
<b>Grade:</b>	<b>Criteria</b> (only for courses/modules ending with an examination)
Very Good (5.0)	
Good Plus (4.5)	
Good (4.0)	
Satisfactory Plus (3.5)	
Satisfactory (3.0)	

**Name and address of module/course teaching unit, contact: telephone and e-mail address**

Department of Humanistic Sciences in Medicine,  
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**Coordinator / Person responsible for module/course, contact: telephone and e-mail address**

dr hab. Jarosław Barański

**List of persons conducting specific classes: full name, degree/scientific or professional title, discipline, performed profession, form of classes.**

Aleksandra Zarek, PhD

**Date of Syllabus development**

14.06.2017r.

**Syllabus developed by**

Dr Agnieszka Olchowska-Kotala

**Signature of Head of teaching unit**

Uniwersytet Medyczny we Wrocławiu  
ZAKŁAD HUMANISTYCZNYCH  
NAUK LĘKARSKICH  
kierownik  
dr hab. Jarosław Barański

**Signature of Faculty Dean**

Wrocław Medical University  
FACULTY OF MEDICINE  
VICE-DEAN FOR STUDIES IN ENGLISH  
Prof. Andrzej Hencich, PhD

