Subject name **Interpersonal Communication**	ECTS Code

Name of unit teaching the subject
**THE ZBIGNIEW RELIGA FACULTY OF MEDICAL SCIENCES IN ZABRZE,
THE UNIVERSITY OF TECHNOLOGY IN KATOWICE**

Studies

Field of study	degree	mode	major	specialization
medical	Uniform Master's	Stationary/non-stationary		

Surname of instructor (instructors)

Type of class, method of implementation and specified number of hours	Amount of ECTS points
A. Type of class • lecture, • exercise classes, • **seminars, workshop (proseminars)** • clinical courses, • laboratories, • lectureship, • diploma seminar, • professional internship.* * mark where applicable **B. Method of implementation** • classes in a didactic room **C. Amount of hours in accordance with the approved curriculum** **30h**	**Description of awarding ECTS points:**

Description of awarding ECTS points:

Activity	Student workload
Participation in practical classes	30 hours
Preparation for practical classes and colloquiums	25 hours
Total number of hours	55 hours / 30
Amount of ECTS points per module	**2 ETCS**

Didactic cycle
Semester 1

Subject status **Humanities course**	**Language of** instruction Polish

Didactic methods
- Problem-focused discussion
- Work in groups
- Work with a text
- Exercises with the body
- project

Forms and methods of passing and general grading criteria or examination requirements

A. Method of passing
- completing exercises during classes
- completing a presentation

B. Forms of passing:
- agreeing on a passing grade based on partial grades received during the course of the semester*

C. Basic grading criteria
The student must adhere to the provisions of the UTK Study Guidelines

	In addition the student should:
	- be present for 13 out of 15 seminars (workshops), meaning achieve 87% attendance; due to the workshop character of the classes it is not possible to make them up at a different time;
	- actively complete individual and group exercises;
	- take part in discussions on the assigned topic;
	- complete projects during classes (2 projects to be completed in 3-4 person groups: a. the image of a contemporary woman/contemporary man taking into account gender differences in communication b. rules of communicating with different types of patients – children, adults, the elderly, the disabled, the hearing-impaired, the visually-impaired;
	- preparation and presentation of a self-presentation regarding one's strengths, achievements. The task of the student is to present himself and his achievements up to now in a 10-15 minute speech (taking advantage of multimedia presentation).
	• For a grade of "very good" the student must meet all the above-mentioned requirements;
	• For a grade of "good" the student is present for the required amount of classes, is active in all classes, takes part in a discussion during at least ½ of the classes, completes the self-presentation with a smaller number of slides presented in a time shorter than 10 minutes
	• For a grade of "average" the student is present for the required amount of classes, is active in all classes, takes part in a discussion during at least 1/3 of the classes, completes a short self-presentation and presents it in a time shorter than 5 minutes
	All the provisions of the UTK Study Guidelines shall apply

Definition of preparatory subjects and initial requirements

    A. Formal requirements – none
    B. Initial requirements - none

Subject aim
The basic goal of the subject is the development of social competencies of a student of medicine as far as interpersonal skills, but also personal development
Detailed goals include:
C1. Developing emotional intelligence of the medical student with particular emphasis on strengthening empathy, respect, and honesty in the patient-doctor relationship
C2.Developing a responsible attitude towards decisions made and medical activities performed as well as co-responsibility for the success of the treatment process
C3.Making the student aware of the patient's needs (also as far as communication is concerned)
C4.strenghtening the ability to work in a group and conducting discussions based on substantive arguments
C5.Developing self-reflection on the topic of strengths and limitations which could impact the work of a doctor.

Curriculum
Seminar (workshop) content
1. Identification of the student's communication needs, defining the rules of class course (writing up a contract)
2. Non-verbal communication (types of non-verbal messages, exercises regarding the role of touch and distance in everyday communication and the patient-doctor relationship
3. Verbal communication (ethics in communication, responsibility for words, responsibility in a patient-doctor relationship)
4. Verbal communication – the art of posing questions (how should a doctor ask patient questions?)
5. Medical interview – what to pay attention to while taking with the patient?
6. Gender differences in communication, woman and man in the role of a patient
7. The image of a contemporary woman/contemporary man as seen by the opposite sex

8. Speaking with a chronically ill patient and terminally ill patient – Do we and how should we talk about adverse prognosis and death?

9. Speaking with different types of patients: children, the elderly, the disabled.

10. Barriers in communication and medical errors.

11. Relations in a therapeutic team. Professional hierarchy, relations between representatives of different groups of healthcare workers

12. Assertiveness in the work of a doctor, tools of assertiveness

13. Aggressive patient (sources of patient aggression, dealing with patient aggression, defining one's own level of aggression)

14. Self-presentation of strengths and achievements of a medical student

Literature

A. Literature required to receive a final credit for classes (pass an exam):

A.1. used in class:

M Nowina Konopka, Komunikacja lekarz-pacjent. Teoria i praktyka. Kraków: Uniwersytet Jagielloński, 2016

P. Kardas, A. Mastalerz-Migas, J. Barański. Praktyczny przewodnik komunikacji, czyli Przychodzi pacjent do lekarza… Poznań: Termedia Wydawnictwa Medyczne, 2015

B. Supplementaryliterature

A. Grzywa. Starość, umieranie i śmierć: jak się z tym pogodzić? Lublin: Wydawnictwo Czelej, 2016

T. Gordon, W. Sterling Edwards, Rozmawiać z pacjentem: podręcznik doskonalenia umiejętności komunikacyjnych I budowanie partnerskich relacji. Warszawa: "Academica", 2009

Educational effects:

Effect no	Description of an educational effect	Reference to field of study related effects
Knowledge:		
W01	Rules and methods of communication with the patient and his family, which serve to build an emphatic, based on trust relationship	D.W5.
W02	Understands the significance of verbal and non-verbal communication in the process of communicating with patient as well as the idea of trust in interacting with the patient	D.W6.
W03	Knows the principles of working in a team	G.W18.
Abilities:		
U01	Is able to conduct a talk with a patient who is an adult, a child as well as with the patient's family with the use of the technique of active listening and expressing empathy, as well as speak with the patient about his life situation	D.U5
U02	Gives the patient and his family information about adverse prognosis	D.U8.
U03	Communicates with coworkers from his team, providing feedback and support	D.U12.
Social competencies:		
K01	Student is open to diverse views, does not discriminate people due to their social status	

Methods used in the verification of educational effects

Educational effect	Type of grade				
	colloquiums	Solving problems during exercise classes	Solving problems in groups	Oral examination	Written examination
W1		X	X		
W2		X			
W3			X		

U1		X	X		
U2		X			
U3		X	X		
K1		X	X		

Criteria of evaluating educational effects					
Educational effect	**For a grade of 3**	**For a grade of 3.5**	**For a grade of 4**	**For a grade of 4.5**	**For a grade of 5**
W1	Exhibits knowledge of the educational content on a level of 60%-69%	Exhibits knowledge of the educational content on a level of 70%-76%	Exhibits knowledge of the educational content on a level of 77%-84%	Exhibits knowledge of the educational content on a level of 85%-92%	Exhibits knowledge of the educational content on a level of 93%-100%
W2	Exhibits knowledge of the educational content on a level of 60%-69%	Exhibits knowledge of the educational content on a level of 70%-76%	Exhibits knowledge of the educational content on a level of 77%-84%	Exhibits knowledge of the educational content on a level of 85%-92%	Exhibits knowledge of the educational content on a level of 93%-100%
W3	Exhibits knowledge of the educational content on a level of 60%-69%	Exhibits knowledge of the educational content on a level of 70%-76%	Exhibits knowledge of the educational content on a level of 77%-84%	Exhibits knowledge of the educational content on a level of 85%-92%	Exhibits knowledge of the educational content on a level of 93%-100%
U1	Exhibits knowledge of the educational content on a level of 60%-69%	Exhibits knowledge of the educational content on a level of 70%-76%	Exhibits knowledge of the educational content on a level of 77%-84%	Exhibits knowledge of the educational content on a level of 85%-92%	Exhibits knowledge of the educational content on a level of 93%-100%
U2	Exhibits knowledge of the educational content on a level of 60%-69%	Exhibits knowledge of the educational content on a level of 70%-76%	Exhibits knowledge of the educational content on a level of 77%-84%	Exhibits knowledge of the educational content on a level of 85%-92%	Exhibits knowledge of the educational content on a level of 93%-100%
U3	Exhibits knowledge of the educational content on a level of 60%-69%	Exhibits knowledge of the educational content on a level of 70%-76%	Exhibits knowledge of the educational content on a level of 77%-84%	Exhibits knowledge of the educational content on a level of 85%-92%	Exhibits knowledge of the educational content on a level of 93%-100%
K1	Exhibits knowledge of the educational	Exhibits knowledge of the educational	Exhibits knowledge of the educational	Exhibits knowledge of the educational	Exhibits knowledge of the educational content on a level of 93%-100%

	content on a level of 60%-69%	content on a level of 70%-76%	content on a level of 77%-84%	content on a level of 85%-92%	

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