# MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE

V.N. Karazin Kharkiv National University

Department of Clinical Neurology, Psychiatry and Narcology

# «APPROVED»

Vice-President for research and education, associate professor

\_\_\_\_\_\_\_\_\_\_\_\_\_\_ A.V. Panteleimonov «\_\_\_\_\_» \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 2019 y.

# WORKING PROGRAM OF THE DISCIPLINE «PSYCHOLOGY of COMMUNICATION »

speciality **222** **“Medicine”**

specialization **master**

faculty **School of Medicine**

Kharkiv – 2019

The working program is compounded on the basis of typical program on communication psychology, approved by CMC on higher medical education of MH of Ukraine the 2nd of June 2005 y.

DEVELOPERS: O.L. Lutsenko, Doctor of Science (Psychology), associate professor, Ye.V. Frolova, PhD (Psychology), associate professor.

Approved on the Commission on Academics and Methods of Teaching department

of Clinical Neurology, Psychiatry and Narcology «29» of August 2017 y., protocol № 1.

The Head of the Department,

MD, full professor \_\_\_\_\_\_\_\_\_\_\_\_ T.S. Mishchenko

Approved on the Commission on Academics and Methods of Teaching of the School of Medicine

«29» of August 2017 y., protocol № 12.

The Head of the Commission on Academics and Methods of Teaching of the School of Medicine, associate professor \_\_\_\_\_\_\_\_\_\_\_\_ O.L. Govalenkova

**INTRODUCTION**

Syllabus of selective course “Psychology of Communications” for institutions of higher medical education III-IV levels of accreditation was compiled for such specialties as “Medical business” in such area of focus as 222 “Medicine” according to educational and qualification characteristics and educational and professional program of human resource development, adopted by Ministry of Education of Ukraine № 239 from 16.04.2003 and to curriculum, adopted by Ministry of Public Health of Ukraine № 221 from 18.06.2002.

The syllabus is made in accordance with educational and professional training program for

master's degree

(name of higher education level, educational qualification level)

specialty (direction) 222 Medicine

**1. Course Description**

***1.1. Purpose of the discipline:*** The purpose of teaching discipline is the dynamic development of knowledge and skills that form the communicational competence of a person, which allows him/her to be successful in health-care environment, to build a career and effective self-realization in professional activity.

***1.2. Objectives of studying:***

1) general familiarization with the basic psychological principles of communication;

2) master the rules of effective communication with patients and health care personnel;

3) the development of critical thinking;

4) knowing the characteristic of conflict-free communication;

5) development abilities to present information to the audience;

6) learning how to conduct debate/discussion;

7) training for medical communication and teamwork.

***1.3. Total credits – 4***

***1.4. Total hours –120***

***1.5. Characteristic of the discipline***

|  |
| --- |
| ***Characteristic of the discipline*** |
| selective |
| **Full-time education** |
| Educational year |
| 1 |
| Term |
| 1 and 2 |
| Lections |
| 10 hours |
| Practical classes, seminars |
| 10 hours |
| Laboratory classes |
| hours |
| Independent work |
| 100 hours |
| Individual task |
| hours |

***1.6. Planned learning outcomes***

1) Have deep knowledge of the structure of professional activity. Be able to perform professional activities that require updating and integration of knowledge. Ability to effectively form communication strategy in professional activities. Be responsible for professional development, the ability to further professional training with a high level of autonomy.

2) Know the tactics and strategies of communication, the laws and methods of communicative behavior. Be able to make informed decisions, choose ways and strategies of communication to ensure effective teamwork. Be able to make informed decisions, choose ways and strategies of communication to enable effective teamwork. Be responsible for the choice and tactics of the communication method.

3) Know the responsibilities and ways of accomplishing the tasks. Be able to determine the purpose and objectives, be persistent and conscientious in the performance of duties. Establish interpersonal connections for the effective performance of tasks and duties. Take responsibility for the quality of the tasks.

**2. Thematic course content**

***SECTION 1. Basic principles of communication***

*Topic 1. Communicational competence*

Educational goals. Course structure. Methods of assessing the acquisition of the course.Basic definitions.

*Topic 2. Types of communication. Characteristics of communication*

Verbal and non-verbal. Formal and informal. Communicational principles. Main characteristics of communication: participants, messages, context, channels, interference, feedback. Honest and manipulative communication.

*Topic 3. Principles of critical thinking*

Basic definitions. A comparison of critical and ordinary thinking. Recommendations for critical reading and evaluation of information. Recommendations for effective writing of reports. The main elements of critical thinking. Techniques of verbal and written persuasion. Techniques of dishonest arguing. Logical errors. Visual tools for rational decision-making. Comparison of critical thinking and general intelligence.

*Topic 4. Presentation and self-presentation skills.*

Basic definitions. Impression management strategies. Visual, verbal and nonverbal means. Interaction with the audience and questions management. Nervous control. Rehearsals. Feedback.

*Topic 5. Debate and discussions.*

Basic definitions. Fundamentals of debate. Perception and responding to criticism. Consideration of comments. Feedback and negative feedback. Debate culture.

***SECTION 2. Communication in health-care environment***

*Topic 6. Contacts with patient: Fostering the relationship.*

Expressed interest in the patient as a person. Treated the patient with respect. Listened and paid attention to the patient. Types of listening. Principles of active listening. Stages in the listening process. The role of patient’s personality and individuality. Doctor and patient’ therapeutic alliance.

*Topic 7. Contacts with patient: Gathering information*

Encouraging the patient to tell his/her story. Confirmation bias. Attributions and misattributions. Coping with time limit. Exploring the patient’s reaction to the illness or problem. Illness behaviors. Sociocultural aspects of communication.

*Topic 8. Contacts with patient: Providing information and making decisions*

Providing information related to the working diagnosis. Providing information on next steps. Making decisions. Elicited the patient’s perspective on the diagnosis and next steps. The phenomenon of compliance. Type of compliance. Finalizing plans for the next steps. Supporting emotions. Facilitating the expression of an implied or stated emotion. Effects of self-affirmation. Consequences of specific physician behaviors on certain patient outcomes.

*Topic 9. Communication with personnel (health-care teams).*

Staff relations. Benefits of group work. What kind of challenges does group work bring and how to deal with them. Size of groups, time of work, roles, strategies. The best techniques of group work. Comparison of team and individual work. The effectiveness of the teams. Composition of teams.

*Topic 10. Conflict-free communication. Ethics.*

Strategies on behavior in a conflict. Conflict management techniques. Training. Avoiding stereotyping and stigmatization. Responsibility. Privacy.

**3. Schedule of Activities**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Titles of sections and topics | Hours | | | | | |
| Total | including | | | | |
| Lc | Pr | Lb | Ind | Sw |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| ***SECTION 1. Basic principles of communication*** | | | | | | |
| *Topic 1. Communicational competence.* | 10 | 1 | 2 |  |  | 7 |
| *Topic 2. Types of communication. Characteristics of communication.* | 10 | 1 | 2 |  |  | 7 |
| *Topic 3 Principles of critical thinking.* | 10 | 1 |  |  |  | 9 |
| *Topic 4. Presentation and self-presentation skills.* | 10 | 1 |  |  |  | 9 |
| *Topic 5. Debate and discussions.* | 10 | 1 |  |  |  | 9 |
| ***Total hours by section 1*** | **50** | **5** | **4** |  |  | **41** |
| ***SECTION 2. Communication in health-care environment*** | | | | | | |
| *Topic 6. Contacts with patient: Fostering the relationship.* | 10 | 1 | 2 |  |  | 7 |
| *Topic 7. Contacts with patient: Gathering information.* | 10 | 1 |  |  |  | 9 |
| *Topic 8. Contacts with patient: Providing information and making decisions.* | 10 | 1 |  |  |  | 9 |
| *Topic 9. Communication with personnel (health-care teams).* | 10 | 1 | 2 |  |  | 7 |
| *Topic 10. Conflict-free communication. Ethics.* | 10 | 1 | 2 |  |  | 7 |
| ***Total hours by section 2*** | **50** | **5** | **6** |  |  | **39** |
| *Preparation for the final module assessment.* | 20 |  |  |  |  | 20 |
| ***Total*** | **120** | **10** | **10** |  |  | **100** |

**4. Topics of workshops, labs, discussion- based seminars**

|  |  |  |
| --- | --- | --- |
| № | Topic | Hours |
| 1 | **People’s perception and understanding of each other.**  *Topic 1. Communicational competence.*  *Topic 2. Types of communication. Characteristics of communication.*  Practical work aimed on diagnosing students' communication skills using BIAS-test (leading modality) and method "Styles of behavior in conflict". | 2 |
| 2 | **Social and communicative competences.**  *Topic 1. Communicational competence.*  *Topic 2. Types of communication. Characteristics of communication.*  Practical work "Emotion recognition", diagnosis of social skills using method "Social intelligence". |  |
| 3 | **Psychological boundaries.**  *Topic 6. Contacts with patient: Fostering the relationship*  Practical task "Sovereignty of psychological space"; ability to maintain psychological boundaries in interpersonal contacts of different levels. | 2 |
| 4 | **Training of effective communication.**  *Topic 9. Communication with personnel (health-care teams).*  Role play, feedback practice. | 2 |
| 5 | **Conflict management.**  *Topic 10. Conflict-free communication. Ethics.*  Practical task "Practice of I-statements", training of invaluable judgments. Ethical principles of communication in the medical environment | 2 |
|  | ***Total*** | ***10*** |

**5. Assignments for independent work**

|  |  |  |
| --- | --- | --- |
| № | Types, content of self work | Hours |
| 1 | *Topic 1. Communicational competence.*  Reading and noting the item #1 (Chapter 1) and #5 from the list of basic literature. | 7 |
| 2 | *Topic 2. Types of communication. Characteristics of communication.*  Reading and noting the item #1 (Chapter 2) from the list of basic literature and item #1 from the list of additional literature. | 7 |
| 3 | *Topic 3 Principles of critical thinking.*  Reading and noting the item #6 and #8 from the list of additional literature. | 9 |
| 4 | *Topic 4. Presentation and self-presentation skills.*  Reading and noting the item #1 (Chapter 4) from the list of basic literature and item #5 from the list of additional literature. | 9 |
| 5 | *Topic 5. Debate and discussions.*  Reading and noting the item #1 (Chapter 3) from the list of basic literature and item #1 from the list of Internet resources. | 9 |
| 6 | *Topic 6. Contacts with patient: Fostering the relationship.*  Reading and noting the item #2 from the list of basic literature, item #2 from the list of additional literature and item #5 from the list of Internet resources. | 7 |
| 7 | *Topic 7. Contacts with patient: Gathering information.*  Reading and noting the item #4 from the list of basic literature, item #7 from the list of additional literature. | 9 |
| 8 | *Topic 8. Contacts with patient: Providing information and making decisions.*  Reading and noting the item #3 from the list of basic literature, item #3 from the list of additional literature. | 9 |
| 9 | *Topic 9. Communication with personnel (health-care teams).*  Reading and noting the item #3 from the list of Internet resources. | 7 |
| 10 | *Topic 10. Conflict-free communication. Ethics.*  Reading and noting the item #4 from the list of additional literature and items #2 and #4 from the list of Internet resources. | 7 |
| 11 | *Preparation for the final module assessment.* | 20 |
|  | ***Total*** | 100 |

**6. Individual assignments**

*not provided*

**7. Methods of control**

Assessment of applicants' knowledge by course “Psychology of Communications” includes all types of training provided by the curriculum. In the process of course studying the following methods of knowledge assessment are used:

1. *current control* is carried out at practical classes during responses to a teacher's questions, implementation of psychological tests and training exercises, business games, group discussions, solving tasks for the use of knowledge in practical situations, show the notes of self-processed literature;
2. *final control* implies **credit assessment in the form of test** of 40 items which designed to check all course knowledge and skills.

**8. Grading**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Current control, individual assignments/tasks | | | | Total current assessment | Credit work | Total score |
| Section 1 | | Section 2 | |  |  |
| Т1-T2 | Т3-T5 | Т6-T8 | Т9-T10 |  |  |  |
| 48 | 0 | 24 | 48 | 120 | 80 | 200 |

Т1, Т2 ... – section’s topics.

**Evaluation criteria (diagnostic methods)**

**Criteria for assessing applicants for higher education for answering ongoing control questions at practical classes**

The purpose of the current control is to test the understanding and mastering of certain topics, the skills developed for fulfilling the specific types of work, the ability to independently process the texts, the ability to comprehend the content of the topic or section, the ability to deliver publicly or in writing some material.

*The criteria for evaluating the work at the practical sessions of the current control are:*

During 1 practical session (2 academic hours) student can get:

|  |  |
| --- | --- |
| Scores | Criteria |
| 18-24 | - active and successful participation in practical studies;  - correct and reasoned answers in practical studies;  - demonstration of knowledge on topics not taught in the lecture course (which planned for self-work);  - high level of mastering practical skills, student has all necessary practical skills. |
| 9-17 | - not always active and successful participation in practical studies;  - performing practical work with errors;  - average level of mastery of practical skills, student has approximately half of the necessary practical skills. |
| 1-8 | - passivity and low level of success in practical studies;  - performing practical work with significant errors;  - low level of mastery of practical skills, student has less than half of necessary practical skills;  - periodic absence or delay on practical studies. |
| 0 | - complete absence on practical studies during the semester. |

In total student can get maximum 120 scores for 5 practical sessions (10 academic hours), minimum 0 scores.

If student got during current rating assessment (for practical sessions) **120-70** scores, then he/she **pass** current control. If student got during current assessment **less than 70** scores – he/she **fail** current control.

Final module assessment is organized in the form of test of 40 items. For correct performance of each item student get 2 scores. In total for test performance student can get **80 scores maximum**. If student correctly respond for 25 items, he/she will get **50** scores and **pass** the final module assessment. It he/she get **less then 50** scores, he/she **fail** the final module assessment.

**APPROXIMATE QUESTIONS FOR PREPARATION FOR FINAL MODULE ASSESSMENT (TEST)**

1. What we mean by communicative competence?

2. Which types of communication do you know?

3. Main characteristics of verbal and non-verbal communication.

4. Comparative analysis of formal and informal communication.

5. Leading modalities and their role in interpersonal understanding.

6. Main characteristics of communication: participants, messages, context, channels, interferences, feedback.

7. Social intelligence as the basis of communicative competence.

8. Different characteristics of honest and manipulative communication.

9. Comparative analysis of critical and non-critical thinking.

10. Recommendations for critical reading and evaluation of information.

11. The main elements of critical thinking.

12. Characteristics of verbal and written persuasion techniques.

13. The essence of logical errors.

14. Visual decision-making tools.

15. Presentation and self-presentation strategies.

16. Presentation tools: visual, verbal, non-verbal.

17. Techniques for engaging with the audience and managing issues.

18. Means of overcoming nervousness and anxiety.

19. Rehearsals and feedback as effective mechanisms for presentation and self-presentation.

20. Distinctive features of discussion and debate.

21. The role of criticism and feedback.

22. Discussion culture. Means of constructing non-conflicting statements.

23. Conflict behavior styles.

24. What is the role of the patient's personality and personality?

25. Doctor and patient therapeutic alliance.

26. Types of hearing. Active listening techniques and principles. Stages of the listening process.

27. Attribution as a phenomenon of communication.

28. Features of the patient's behavior. The type of patient's reaction to an illness or problem.

29. Social and cultural stereotypes in communication. Their consideration in communication.

30. The concept of compliance. Types of compliance.

31. Providing information on current diagnosis and next steps in treatment.

32. Staff relations and medical teams.

33. The distribution of roles in the team. The benefits of group work. The difficulties of group work and ways to overcome them.

34. Building an effective team, medical team composition.

35. Conflict management methods.

36. Valuable and invaluable judgments: examples, application techniques.

37. Self-expression as a means of conflict management.

38. The concept of psychological boundaries.

39. Levels of sovereignty of psychological space.

40. Ethical principles of communication in the medical environment.

**Topics assessment of the module**

**Conversional scale**

|  |  |
| --- | --- |
| **Traditional marks** | **Conversion of marks into grades** |
| **«5»** | **24** |
| **«4»** | **20** |
| **«3»** | **15** |
| **«2»** | **0** |

**RATING SCALE OF CURRENT AND FINAL CONTROL**

# OF THE MODULE 1

|  |  |  |
| --- | --- | --- |
| **№ П.п.** | **Module (current control)** | **Scores** |
| **1** | **Section 1** | Practical classes |
|  | Topic 1 | **24** |
|  | Topic 2 | **24** |
|  | Topic 3 |  |
|  | Topic 4 |  |
|  | Topic 5 |  |
| **2** | **Section 2** |  |
|  | Topic 6 | **24** |
|  | Topic 7 |  |
|  | Topic 8 |  |
|  | Topic 9 | **24** |
|  | Topic 10 | **24** |
| **3** | **All sections of the module** | **120** |
| **Current control** | | **120** |
| **Final control of the module** | | **80** |
| **The whole sum of scores** | | **200** |

# GENERAL ASSESSMENT OF THE MODULE

|  |  |  |
| --- | --- | --- |
| **Current academic progress –**  **120 grades** | **Final control** | **Sum** |
| Section 1 – 5 topicі.  Total – 48 grades. |  |  |
| Section 2 – 5 topics.  Total – 72 grades. |  |  |
| Total: 120 grades. | 80 | 200 |

**GRADING SCALE**

|  |  |  |
| --- | --- | --- |
| The amount of points for all types of educational activities during the term | Grade | |
| for a four-level grading scale | for a two-level grading scale |
| 180 - 200 | Excellent (5) | credited |
| 150 - 179 | Good (4) |
| 120 - 149 | Satisfactory (3) |
| < 120 | Failure (2) | not credited |

**9. Recommended reading**

# LITERATURE (Basic)

1. *Communication Psychology: manual*. In 2 parts. Part 1 / comp. V. I. Ponomaryov, А. А. Osypenko, Ia. К. Iagniuk. – Kh. : V. N. Karazin Kharkiv National University, 2016. – 156 p.
2. DiMatteo M. R. (2004). Social Support and Patient Adherence to Medical Treatment: A Meta-Analysis. *Health Psychology*, Vol. 23, No. 2, 207–218.
3. Neo L. F. (2011). Working toward the best doctor-patient communication. Singapore Medical Journal, 52(10): 720.
4. Ong L. M. L., De Haes J. C. J., Hoos A. M., Lammes F. B. (1995). Doctor-patient communication: a review of the literature. *Social Science and Medicine.* Vol. 40, No. 7, pp. 903-918.
5. Warnecke E. (2014). The art of communication. *Australian Family Physician*. Vol. 43, No. 3, pp. 156-158.

# LITERATURE (Additional)

1. Barry J. Evans, Robb O. Stanley, Greg J. Coman & Vikki Sinnott (1992). Measuring medical students' communication skills: Development and evaluation of an interview rating scale. *Psychology & Health*, *6* (3), pp. 213-225.
2. Galanti, G. (2004). *Caring for patients from different cultures: Case studies from American hospitals*. Philadelphia: University of Pennsylvania Press.
3. Gurung R. *Health Psychology: A Cultural Approach*. – 2nd edition / R. Gurung. – Belmont, CA, USA: Wadsworth, 2010. – 518 p. Chapter 8: Factors surrounding illness.
4. Jimmy B., Jose J. (2011). Patient Medication Adherence: Measures in Daily Practice. Oman Med J.; 26(3): 155–159. doi: 10.5001/omj.2011.38
5. Kaba R.Sooriakumaran P.(2007) The evolution of the doctor-patient relationship. *International Journal of Surger.* [5(1](https://www.sciencedirect.com/science/journal/17439191/5/1)), pp. 57-65.
6. Kleinman, A., Eisenberg, L. & Good, B. (1978). Culture, illness, and cure: Clinical lessons from anthropologic and cross-cultural research. *Annals of Internal Medicine, 88,* 250-258.
7. Nilchaikovit, T., Hill, J. M., & Holland, J. C. (1993). The effects of culture on illness behavior and medical care: Asian and American differences. *General Hospital Psychiatry, 15*, 41-50.
8. Starkey L. Critical thinking skills success. - NY: LearningExpress, LLC, 2004. – 169 p.

**Links to the Internet information resources, video lectures, and other methodological support**

1. Blog Posts “Health Psychology – from theory to practice” – how to talk with patients about sensitive issues like losing weight etc. URL: practicalhealthpsychology.com
2. Weir K. Improving patient-physician communication. URL: <https://www.apa.org/monitor/2012/11/patient-physician>
3. AMSA leadership program. URL: <https://www.amsa.org/events/leadership-program/> The program is designed to bridge the gap in medical training between clinician and leader. You will gain insight into essential, often unknown or overwhelming to understand, business and interpersonal skills you’ll need as you advance in your career.
4. Panesar Kiran, BPharmS (Hons), MRPharmS, RPh, CPh Patient Compliance and Health Behavior ModelsURL: <https://www.uspharmacist.com/article/patient-compliance-and-health-behavior-models>
5. Therapeutic Alliance Part 1.Psychotherapy podcast, psychiatry podcast URL: <https://psychiatrypodcast.com/psychiatry-psychotherapy-podcast/therapeutic-alliance-part-1>