



# Pomeranian Medical University in Szczecin

## SYLLABUS of the MODULE (SUBJECT) General Information

<b>Module title: TECHNIQUES OF INTERPERSONAL COMMUNICATION AND MECHANISMS OF SOCIAL INFLUENCE</b>	
Module type	Facultative
Faculty PMU	Faculty of Medicine and Dentistry
Major	Medicine
Level of study	long-cycle (S2J)
Mode of study	full-time studies
Year of studies, semester	Year III, semester V
ECTS credits (incl. semester breakdown)	1
Type/s of training	seminars (15)
Form of assessment*	<input checked="" type="checkbox"/> graded assessment: <ul style="list-style-type: none"> <li><input type="checkbox"/> descriptive</li> <li><input type="checkbox"/> test</li> <li><input type="checkbox"/> practical</li> <li><input checked="" type="checkbox"/> oral</li> </ul> <input type="checkbox"/> non-graded assessment <ul style="list-style-type: none"> <li><input type="checkbox"/> final examination <ul style="list-style-type: none"> <li><input type="checkbox"/> descriptive</li> <li><input type="checkbox"/> test</li> <li><input type="checkbox"/> practical</li> <li><input type="checkbox"/> oral</li> </ul> </li> </ul>
Head of the Department/ Clinic, Unit	Assoc. Prof. Aleksandra Kładna, MD, PhD
Tutor responsible for the module	Assoc. Prof. Aleksandra Kładna, MD, PhD zhmel@pum.edu.pl
Department's/ Clinic's/ Unit's website	<a href="https://www.pum.edu.pl/studia_iii_stopnia/informacje_z_jednostek/wfbmiml/zakad_historii_medycyny_i_etyki_lekarskiej/">https://www.pum.edu.pl/studia_iii_stopnia/informacje_z_jednostek/wfbmiml/zakad_historii_medycyny_i_etyki_lekarskiej/</a>
Language	English

\* replace  into  where applicable

**Detailed information**

<b>Module objectives</b>		<p>The objectives of Techniques of Interpersonal Communication and Mechanisms of Social Influence are as follows:</p> <ul style="list-style-type: none"> <li>• To provide students with possibly best conditions to develop eagerness and ability to take care of the quality of their lives, with particular stress to their professional careers, through building and expanding their interpersonal skills and competences;</li> <li>• To teach student how to describe their attitudes / changes of attitudes adequately;</li> <li>• To help students develop ability to recognize symptoms of stress, and to teach them effective stress-coping techniques;</li> <li>• To help students learn techniques and mechanisms of social influence;</li> <li>• To help students recognize communication barriers;</li> <li>• To help students develop active listening skills (e.g., asking probing questions; requesting clarification; summarizing)</li> </ul>
Prerequisite /essential requirements	Knowledge	None
	Skills	None
	Competences	Respect to self / others; readiness to take responsibility for tasks received; ability to work in teams.

**Description of the learning outcomes for the subject /module**

No. of learning outcome	Student, who has passed the (subject) knows /is able to /can:	SYMBOL (referring the standards)	Method of verification of learning outcomes*
W01	Social dimensions of health and illness; the influence of societal environment (family; social networks), social inequalities, and social-cultural differences on health status; the role of social stress in both beneficent and self-destructive behavior	D.W1	O, PS, KU
W02	Social factors influencing human behavior in health and illness (esp. chronic one)	D.W2	O, PS, KU
W03	Social attitudes towards the meaning of health, illness, disability, and agedness. Social sequelae of illness and disability; social and cultural barriers. The concept of health-related quality of life.	D.W4	O, PS, KU
W04	Rules and techniques of communication with patients and their families, aimed at building an empathetic, trustful relationship	D.W5	O, PS, KU
W05	The significance of verbal and nonverbal elements in the process of communication with	D.W6	O, PS, KU

	patients; the notion of trust in interactions with patients		
W06	Psychosocial sequelae of hospitalization and chronic illness	D.W7	O, PS, KU
W07	The functioning of health care system facilities, and the social role of physicians	D.W8	O, PS, KU
W08	Basic psychological processes involved in human functioning in health and illness	D.W9	O, PS, KU
W09	The role of patient's family in the therapeutic process	D.W10	O, PS, KU
U01	to recognize symptoms of negative health behavior and self-destructive tendencies, and to react accordingly	D.U2	O, PS, KU
U02	to carry out conversations with adult patients, children, and their families with the use of active, empathetic listening techniques; to talk to patients about their life situation	D.U5	O, PS, KU
U03	to inform patients about aims, course, and possible risks of diagnostic and therapeutic procedures proposed, and to obtain patients' informed consent to these procedures	D.U6	O, PS, KU
U04	to encourage patient's engagement in the therapeutic process	D.U7	O, PS, KU
U05	to communicate effectively with co-workers, while giving them feedback and support	D.U12	O, PS, KU
U06	to comply with the ethical rules of professional conduct	D.U13	O, PS, KU
U07	to recognize the moral dimension of medical decisions, and to distinguish factual aspects from normative ones	D.U14	O, PS, KU
U08	to show responsibility for improving one's own qualifications, and sharing knowledge with others.	D.U16	O, PS, KU
U09	to critically analyze, and draw correct conclusions from, medical literature, including English language one	D.U17	O, PS, KU

Table presenting LEARNING OUTCOMES in relation to the form of classes

No. of learning outcome	Learning outcomes	Type of training						
		Lecture	Seminar	Practical	Clinical classes	Simulations	E-learning	Other...
W01	D.W1		X					
W02	D.W2		X					
W03	D.W4		X					
W04	D.W5		X					
W05	D.W6		X					

W06	D.W7		X					
W07	D.W8		X					
W08	D.W9		X					
W09	D.W10		X					
U01	D.U2		X					
U02	D.U5		X					
U03	D.U6		X					
U04	D.U7		X					
U05	D.U12		X					
U06	D.U13		X					
U07	D.U14		X					
U08	D.U16		X					
U09	D.U17		X					

Table presenting TEACHING PROGRAMME			
No. of a teaching program	Teaching program	No. of hours	References to learning outcomes
<b>Winter semester</b>			
<b>Seminars</b>			
TK01	Interpersonal communication techniques, and principles of interpersonal communications.	3	D.W1.; D.W2.; D.W4.; D.W5.; D.W6.; D.W7.; D.W8.; D.W9.; D.W10.; D.U2.; D.U5.; D.U6.; D.U7.; D.U12.; D.U13.; D.U14.; D.U16.; D.U17
TK02	Social perception; attribution processes; physical and interpersonal attractiveness.	3	D.W1.; D.W2.; D.W4.; D.W5.; D.W6.; D.W7.; D.W8.; D.W9.; D.W10.; D.U2.; D.U5.; D.U6.; D.U7.; D.U12.; D.U13.; D.U14.; D.U16.; D.U17
TK03	Mechanisms of social influence. Active listening: probing questions; requesting for clarification; summarizing. Active listening: encouragement; validation; being attuned to and reflecting feelings. Active listening: open <i>versus</i> closed questions.	3	D.W1.; D.W2.; D.W4.; D.W5.; D.W6.; D.W7.; D.W8.; D.W9.; D.W10.; D.U2.; D.U5.; D.U6.; D.U7.; D.U12.; D.U13.; D.U14.; D.U16.; D.U17
TK04	Stress and stress-coping techniques. Anxiety as cause of behavioural response. Unconscious sources of emotion. The influence of emotions on behaviour.	3	D.W1.; D.W2.; D.W4.; D.W5.; D.W6.; D.W7.; D.W8.; D.W9.; D.W10.; D.U2.; D.U5.; D.U6.; D.U7.; D.U12.; D.U13.; D.U14.; D.U16.; D.U17
TK05	Communication / personality styles. Communication skills self-diagnosis.	3	D.W1.; D.W2.; D.W4.; D.W5.; D.W6.; D.W7.; D.W8.; D.W9.; D.W10.; D.U2.; D.U5.; D.U6.; D.U7.; D.U12.; D.U13.; D.U14.; D.U16.; D.U17

Booklist
Obligatory literature:
1. Wojciszke, B., Doliński, D. (2021). Psychologia społeczna. w: J. Strelau, D. Doliński (red.), Psychologia. Podręcznik akademicki (t. 2, rozdz. 13.). Gdańsk: GWP.
2. Babbie, E. (2021) Badania społeczne w praktyce. Warszawa: Wydawnictwo Naukowe PWN.
3. Doliński, D. (2019). Techniki wpływu społecznego. Warszawa: Wydawnictwo Naukowe „Scholar”.
Supplementary literature:

1. Aronson, E. Aronson J. (2020). <i>Człowiek – istota społeczna</i> . Warszawa: Wydawnictwo Naukowe PWN.
2. Wojciszke, B. (2021). <i>Psychologia społeczna</i> . Warszawa: Wydawnictwo Naukowe „Scholar”.
3. Cialdini, R. B. (2019). <i>Wywieranie wpływu na ludzi. Teoria i praktyka</i> . Gdańsk: Gdańskie Wydawnictwo Psychologiczne.

<b>Student's workload</b>	
Form of student's activity (in-class participation; activeness, produce a report, etc.)	Student's workload [h]
	Tutor
Contact hours with the tutor	15
Time spent on preparation to seminars/ practical classess	
Time spent on reading recommended literature	5
Time spent on writing report/making project	
Time spent on preparing to colloquium/ entry test	5
Time spent on preparing to exam	
Other .....	
Student's workload in total	25
<b>ECTS credits for the subject (in total)</b>	1
<b>Remarks</b>	

\* Selected examples of methods of assessment:

EP – written examination

EU – oral examination

ET – test examination

EPR – practical examination

K – colloquium

R – report

S – practical skills assessment

RZC – practical classes report, incl. discussion on results

O – student's active participation and attitude assessment

SL – lab report

SP – case study

PS - assessment of student's ability to work independently

W – entry test

PM – multimedial presentation

other...