



COURSE UNIT DESCRIPTION

Course unit title	Code
Psychology, Professional Communication and Psychosomatics (2023-2024)	

Lecturer(s)	Department(s)
Coordinating: prof. dr. Sigita Lesinskiene Others: assoc. prof. dr. Alfredas Laurinavičius, assoc. prof. dr. Joshua Paul Irvin Moreton, asist. dr. Said Dadašev, j. assist. Rosita Kanapeckaitė, assoc. prof. Giedrė Bulotienė, assist. dr. Indraja Veličkienė, lect. Nadia Ranceva, lect. Evelina Petrauskaitė, lect. Kamilė Pociūtė, lect. Rokas Šambaras.	Prof. dr. Sigita Lesinskiene VU MF KMI Clinic of Psychiatry, Čiurlionio street N. 21, 121 room, Vilnius,, LT-01112 tel. +370 6 8617550 e-mail: sigita.lesinskiene@mf.vu.lt Assoc. prof. dr. Alfredas Laurinavičius Institute of Psychology Vilnius University Faculty of Philosophy 9 Universiteto St, LT-01513 Vilnius, Lithuania Tel.: +370 5 2667605 E-mail: alfredas.laurinavicius@fsf.vu.lt

Cycle	Type of the course unit
Cycle (integrated studies)	Compulsory

Mode of delivery	Period of delivery	Language of instruction
Lectures, seminars, practice	2 semester	English

Prerequisites and corequisites	
Prerequisites: A student must have completed the following course: Introduction to Medicine Studies (History of Medicine).	Corequisites (if any): None

Number of ECTS credits allocated to the course unit	Total student's workload	Contact hours	Self-study hours
5	133	66	67

Purpose of the course unit Programme competences to be developed

Purpose – to educate and provide possibilities for the acquisition of knowledge about psychology, doctor professional communication, conception of psychosomatics in etiology of medical diseases; to shape medical student into scientific knowledge, psychological background, understanding basic skills of effective doctors patient communication, ethic values, correct style of communication with the patient and principles of application of biopsychosocial paradigm in medicine.

Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
General competencies and skills After the completion of this course student will be able:		
After completion of the course, students will be able to explain the object, branches, methods, areas of application of psychological science, and specializations in psychology. Will be able to explain psychological theories of cognitive processes, emotions, theories of personality and psychosocial development. Students will be introduced	Lectures, including problem-oriented and lecture-discussion or wholly discussion styles of teaching,	Assessment of knowledge expressed through speech, discussions, tests or active student

to the psychological aspects of psychologists' and physicians' professional activities.	and research methods during seminars (the search for information, synthesis, analysis, literary summary and preparation of speeches). Role playing and discussion, search, review and discussion of video footage during practical activities. Visits to medical institutions, observation, and discussions with patients. Work in groups.	participation in activities. Determining a cumulative score expressed through speech, justified and objective discussion during seminars and activities. Assessment through examination.
To comprehend doctor patient-professional communication process, to structure the contact with a patient understanding emotions, behavior, psychological aspects of the doctor-patient communication, seeking smooth professional communication and optimal understanding of the patient, patient relatives and basic principles of mutual cooperation with the colleagues in the multidisciplinary medical team.		
To understand psychological crises, critical situations present in the professional activities of a medical specialist, and the possibilities of overcoming them. The student will also become aware of the symptoms of overwork and exhaustion as experienced by a physician and will be able to apply preventative measures. Lastly, the student will gain knowledge of the symptoms of suicidal behaviour and ways to provide help.		
To think and analyse, find, process, and apply scholarly information in a systematic and critical manner, and will be aware of the innovations in psychology, psychosomatics, and physician professional communication. The student will also be able to understand and apply the fundamentals of psychosomatic and biopsychosocial paradigms in clinical physician work.		
To understand the emotional aspects of a physician's work and will be able to properly plan their own professional activities as a medical student and future physician, to learn and to improve all the while keeping in mind the psychosomatic mechanisms for the formation and progression of illnesses and disorders. Lastly, the student will know how to provide necessary biopsychosocial help to patients and their relatives in a proper and complex manner.		

Topics	Contact work hours							Time and tasks of self-study	
	Le ct ur es	C o n s u l t a t i o n s	S e m i n a r s	P r a c t i c e	L a b o r a t o r y w o r k	P r a c t i c a l t r a i n i n g	T o t a l c o n t a c t h o u r s	S e l f - s t u d y	T a s k s
1. Psychology									
1.1. The object, origins, branches, methods and areas of application of psychological science.	1		2				3	4	Critical reading of scientific literature, oral presentations on selected topics.
1.2. Cognitive processes: sensation, perception, attention, and memory.	1		2	2			5	5	Critical reading of scientific literature, oral presentations on selected topics.
1.3. Cognitive processes: thinking, language, intelligence and it's testing.	1		2	2			5	5	Critical reading of scientific literature, oral presentations on selected topics.
1.4. Developmental psychology.	1	1	1	2			5	5	Critical reading of scientific literature, oral presentations on selected topics.
1.5. Emotions and motivation. Stress and health.	1		2	2			5	5	Critical reading of scientific literature, oral presentations on selected topics.
1.6. Theories of learning.	2		2	2			6	5	Critical reading of scientific literature, oral presentations on selected topics.
1.7. Theories of personality, psychological disorders, and psychological therapy.	1		2	2			5	5	Critical reading of scientific literature, oral presentations on selected topics.
Psychology	8		13	12			33	34	
TOTAL									

2. Professional Communication									
2.1. Physician's profession and professional communication with patients, their relatives, and colleagues. Intercultural and historical aspects. The formation of a proper work environment, formation and maintenance of relationships with patients (children, teenagers, adults), verbal and non-verbal communication. Identifying and understanding patient problems, patient motivation for treatment and active participation and communication therein. Identifying of patient hopes and expectations, the impact of mourning stages, and the application of attachment theory in doctor-patient communication. Fear of dying.	2		3	3			8	8	Preparation for discussion on set topics during seminars and activities. Review and discussion of readings and compulsory literature as well as educational films. Interaction with patients, collection of opinions about physicians and their summary, role playing and its discussion.
2.2. Stages of contact with patients, structuring, maintenance and characteristics from a systems theory perspective. The process of professional physician contact and best possible understand of the patient by identifying aims, expectations, arising problems, and the possibilities. The formation of collaborative relations with the patient. The use of a motivational interview in clinical practice. The principles of team work, critical situations in a physician's work, their interaction. Mobbing in the workplace. The characteristics and preventative methods for physician professional exhaustion and overwork.	2		3	3			8	8	Teaching and study of scholarly literature. Case studies and discussion. Discussion and review of educational films. Preparation of speech on set topics, participation in discussion. Role playing and its discussion.
TOTAL	4		6	6			16	16	
3. Psychosomatics									
3.1. History of psychosomatics. Fundamental concepts in psychosomatics theory. Acute and chronic pain from a psychosomatic perspective. Psychosomatic cardiovascular, respiratory, skin, joint, digestive tract and other organ system illnesses and disorders. Characteristics of psychosomatic illness diagnostic, treatment, and complex help.	2		3	3			8	8	Literary analysis. Preparation for speech and discussion on psychosomatic topics.
3.2. Characteristics of children and adult psychosomatic	2		4	3			9	9	Preparation for speech and discussion during seminars.

disorders. Symbolic meaning of organs in understanding one's own illness. The principles of communication with patients who are suffering from alexithymia, anxiety, hypochondria, addicts, those in severe condition or dying. Reasons behind patient attitude towards their own illness and the importance of understanding the clinical occurrence and the possibilities of a cure. The biopsychosocial paradigm in understand patient psychosomatic disorders and the organising of complex/team treatment.									Understanding specific case studies and its discussion. The teaching and study of scholarly literature.
TOTAL	4		7	6			17	17	
Professional Communication and Psychosomatics TOTAL	8		13	12			33	33	

Assessment strategy	Weight (%)	Assessment period	Assessment criteria
Preparation of individual presentation on selected topic (during seminars and trainings)	10%	During semester till examination session	<p>Presentations are supposed to be prepared in both parts of the course ((1) Psychology, (2) Professional Communication and Psychosomatics). Every presentation is evaluated on a scale ranged from 0 to 10 points.</p> <p>Criteria for evaluation of presentation:</p> <ol style="list-style-type: none"> 1) The content: clear formulation of ideas; conveyance of essence of the topic; logical structure; accurate use of concepts (4 points); 2) The form: fluency, visuality, interactivity, time management (4 points); 3) Formulation of problem questions and tasks for a group, discussion moderation, ability to answer to questions asked by participants of activities (2 points). <p>0 points are assigned for not presenting at the scheduled time. When calculating the final evaluation of the course achievements, this part of the cumulative score is transformed into an estimate with a possible range from 0 to 1.</p>
Participation/activity during seminars and training	20%	During semester till examination session	<p>By attending seminars/trainings in both parts of the course, actively and constructively participating discussions, asking questions to the speakers or supplementing them, and constructively participating in the activities offered during the seminar/training, and demonstrating professional skills developed during trainings, the student accumulates the part of the final evaluation (20% of the final score), which is evaluated on a scale ranged from 0 to 10 points.</p> <p>Points are awarded in the following order: 0 points - the student did not attend seminars/training; 10 points - student actively and constructively participated in seminars/training. Attendance at seminars and practical training is mandatory. Without a justified reason, the student can omit up to 20% of seminars/training in each part of the course.</p> <p>When calculating the final assessment of the course achievements, this part of the cumulative score is transformed into an estimate with a possible range from 0 to 2.</p>
Examination	70 %	Examination session	<p>The exam consists of a two-part test designed to evaluate the achievements of each part of the course. The test consists of a maximum of 100 different types of questions (closed and/or open) that may have different weights.</p>

			<p>The test for each part of the course is assessed separately in the 10-point system. In case of unsatisfactory assessment of at least one part of the course (≤ 4), the overall evaluation of the course is evaluated as unsatisfactory and is scored with 4.</p> <p>The criteria for evaluation of answers are correctness, in case of open questions - the comprehensiveness, the understanding of the subject topics, the quality of the scientific argumentation, the correctness of the use of concepts, the logic of the thought, etc. Answers to individual questions are summed up, and the sum is converted into a 10-point numerical expression.</p> <p>If the exam consists of open-ended questions only, then 0 points are given when there are no answers or the answers are incomplete, showing a misunderstanding, not grounded, illogical, etc., and 10 is given when the answers show a deep understanding of the subject, the concepts are used correctly, answers are characterized by high-quality scientific argumentation, etc.</p> <p>When calculating the final assessment of the course achievements, this part of the cumulative score is transformed into an estimate with a possible range from 0 to 7.</p>
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Author	Year of publication	Title	No of periodical or vol. of publication	Publication place and publisher or Internet link
Required reading				
(1) Myers, David G., & DeWall, C. Nathan	2015	Psychology (11th ed.; International ed.)..		New York [N.Y.]: Worth
(1) Myers, David G.	2013	Psychology (10th ed.).		New York [N.Y.]: Worth..
(1) Ayers, Susan, & De Visser, Richard.	2014	Psychology for Medicine		London [etc]: Sage.
(2) Cole, Steven A.; Bird, Julian	2014	The Medical Interview: The Three Function Approach		Elsevier Health Sciences
(2) Von Uexküll T.	1997	Psychosomatic Medicine	p.p. 301 - 357	Urban β Schwartzberg

(2) Kroenke K.	2007	Efficacy of Treatment for Somatoform Disorders: A Review of Randomized Controlled Trials	Psychosomatic Medicine, 69:881–888	Lippincott Williams and Wilkons
(2) Sivik T., Schoenfeld R.	2006	Psychosomatology as a theoretical paradigm of modern psychosomatic medicine.	International Congress Series 1287 (2006), 23-28.	Elsevier.
Recommended reading				
Stephen Rollnick William R. Miller Christopher C. Butler	2008	Motivational interviewing in health care Helping Patients Change Behavior		The Guilford Press
VandenBos (ed.)	2013	APA dictionary of lifespan developmental psychology.		Washington, DC: American Psychological Association
Ogden, Jane	2012	Health Psychology.	Sydney: McGraw-Hill Education	
Suls J. M. (ed.)	2010	Handbook of health psychology and behavioral medicine.	New York ; London: Guilford Press	
Patricia L.B. Lockyear	2000	Physician-Patient Communication: Enhancing Skills to Improve Patient Satisfaction	Cardinal Stritch University, Edina, Minnesota, USA	http://www.medscape.com/view_program/3679_index

Kurtz S. M., J. Silverman, J. Drapper	2004	Teaching and Learning Communication Skills in Medicine, Second Edition	CRC Press, USA	https://books.google.lt/books?id=gkGzDAAAQBAJ&pg=PA347&lpg=PA347&dq=Kurtz+S.+M.+Doctor-Patient+Communication
Ed. Rey J. M.	2012	IACAPAP Textbook of Child and Adolescent Mental Health.		http://iacapap.org/iacapap-textbook-of-child-and-adolescent-mental-health

Note: (1) – reading sources for the Psychology part of the course; (2) – reading sources for the Professional Communication and Psychosomatics part of the course.