**ACADEMIC DISCIPLINE OVERVIEW**

1. **Program data**

|  |  |
| --- | --- |
| 1.1. Higher education institution | Grigore T. Popa University of Medicine and Pharmacy Iasi |
| 1.2. Faculty | Medical Bioengineering |
| 1.3. Department | Biomedical Sciences |
| 1.4. Field of study | Health |
| 1.5. The cycle of studies | Bachelor |
| 1.6. Study program / qualification | Balneo-physiokinetotherapy and rehabilitation – english language / Physiokinetotherapist |

**2. Discipline data**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| 2.1. Name of the discipline / Code | | | | **Behaviour Sciences. Medical Psychology.**  **Medical Sociology. Medical Communication** | | **RE1211** |
| 2.2. Teaching staff in charge with lectures | | | | **Associate Professor Magdalena Iorga, PhD** | | |
| 2.3. Teaching staff in charge with practical activities | | | | **Associate Professor Magdalena Iorga, PhD** | | |
| 2.4. Year of study | **II** | 2.5. Semester | **2** | 2.6. The type of assessment | **Colloquium, C2** | |
| 2.7. Discipline type | | **Mandatory** | | **Complementary discipline** | | |

**3. Estimated total time (hours/semester of didactic activity)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 3.1. Number of hours / week: | | 3.2. Courses number of hours / week | | 3.3. Seminars / practical classes  number of hours / week | | | |
| Semester 1 |  |  | |  | | | |
| Semester 2 | **4** | **2** | | **2** | | | |
| 3.4. Total number of learning hours: | **56** | 3.5. Of which: Courses | **28** | 3.6. Of which: Seminars / practical classes: | | | **28** |
| 3.7. Distribution of individual study time: | | | | | Hours sem. 1 | Hours sem. 2 | |
| Study time using course book materials, bibliography and hand notes | | | | |  | 10 | |
| Supplementary documentation in the library, using specialised platforms via internet and by field work | | | | |  | 3 | |
| Preparation time for seminars / practical classes, study themes, reviews, portfolio and essays | | | | |  | 2 | |
| Tutorship | | | | |  | 2 | |
| Examinations | | | | |  | 2 | |
| Other activities | | | | |  | 4 | |
| Total hours of individual study (*without examinations*) | | | | |  | **19** | |
| 3.8. Total hours per semester | | | | |  | **75** | |
| 3.9. Number of credits | | | | |  | **3** | |

**4. Preconditions (where applicable)**

|  |  |
| --- | --- |
| 4.1. of curriculum | Medical ethics. Bioethics. Ethics and academic integrity |
| 4.2. of competences | Knowing the roles and responsibilities in a multidisciplinary team and the application of communication techniques and effective work within the team and in relation to the patient. |

5. **Conditions (where applicable)**

|  |  |
| --- | --- |
| 5.1. for lectures | Video logistics support |
| 5.2. for seminars / practical classes | Video logistics support |

**6. Specific competences acquired**

|  |  |  |
| --- | --- | --- |
| Transversal  competencies | CT2 | Identification of roles and responsibilities in a multidisciplinary team and the application of communication techniques and effective work within the team and in relation to the patient  Developing communication skills with patients  To apply behavioral sciences skills in profession  To differently construct the communication adapted to each patient profile  To develop the team abilities |

7**.** **Objectives of the study discipline (according to the grid of specific competences acquired)**

|  |  |
| --- | --- |
| 7.1. General objective | To acquire general knowledge and skills in having a good behavior in medical settings (patients, family, healthcare professionals) |
| 7.2. Specific objectives | To develop skills in working in medical settings (relationship, communication and therapeutical intervention with patients) |

**8. Contents**

|  |  |  |  |
| --- | --- | --- | --- |
| **8.1. Lectures** | | **Teaching methods** | **Observations** |
| 1 | Introduction in Behavior Sciences. The use of behavioral sciences in medical settings. The role of healthcare professional. | Lecture, interactive teaching | 2 hours |
| 2 | Personality. The domains of personality. The personality of patients with chronic physical and mental diseases. | Lecture, interactive teaching | 2 hours |
| 3 | Doctor patient relationship. Do”s and dont”s. | Lecture, interactive teaching | 2 hours |
| 4 | Stress, mental stress and mechanisms of coping. | Lecture, interactive teaching | 2 hours |
| 5 | The impact of stress on healthcare. | Lecture, interactive teaching | 2 hours |
| 6 | Non communicational diseases – a social problem | Lecture, interactive teaching | 2 hours |
| 7 | Adherence and compliance in physiotherapy. | Lecture, interactive teaching | 2 hours |
| 8 | Scales and questionnairs used in medical settings - tools for physiotherapists. | Lecture, interactive teaching | 2 hours |
| 9 | Communication and language. | Lecture, interactive teaching | 2 hours |
| 10 | Working woth patietns with visual or auditive disabilities. Bodysign langage. (BSL and ASL) | Lecture, interactive teaching | 2 hours |
| 11 | Intercultural communication. Medical interpreter. Cultural interpretation of behaviors. | Lecture, interactive teaching | 2 hours |
| 12 | Stages in communication with the patient. Introduction, delivery information, therapy and how to end a consultation. | Lecture, interactive teaching | 2 hours |
| 13 | Psychotherapies. The use of behavioral, cognitive or play therapy in medical settings. | Lecture, interactive teaching | 2 hours |
| 14 | Burnout of healthcare professionals. The influence of personal, professional and institutional factors on p-hysiotherapists wellbeing. | Lecture, interactive teaching | 2 hours |

|  |  |  |  |
| --- | --- | --- | --- |
| **8.2. Practical activities - practical class** | | **Teaching methods** | **Observations** |
| 1 | Psychological self-evaluation. | Tests, self-evaluation, questionnaires | 2 hours |
| 2 | Psychological evaluation of patients. | Tests, scales, questionnaires. | 2 hours |
| 3 | Evaluation of pain. Scales to use in medical settings and proper language. | scales | 2 hours |
| 4 | Eustress and distress. | Debate, case analysis | 2 hours |
| 5 | Working with patients with mental illness. | Portfolio | 2 hours |
| 6 | Working with patients with chronic physical disease. | Portfolio | 2 hours |
| 7 | The relationship with aggressive patients. Profiles, strategies and communication. | Portfolio | 2 hours |
| 8 | The relationship with addicted patients. Profiles, strategies and communication. | Portfolio | 2 hours |
| 9 | The relationship with patients considering age (children, adults and old people) | Portfolio | 2 hours |
| 10 | Psychotherapies used in physiotherapy. | Case studies, play role | 2 hours |
| 11 | Delivering bad news to patients. How to motivate. | Case studies, plray role | 2 hours |
| 12 | Personalized therapies. Profiles and behavioral analysis. | Case studies, plray role | 2 hours |
| 13 | Intercultural skills in communication. | Case studies, plray role | 2 hours |
| 14 | The physiotherapist – member of the heathtcare team. | Debate. | 2 hours |

|  |
| --- |
| **8.3. Bibliography:** |
| ***Mandatory:*** |
| Course and practical works notes posted on e-Learning platform  Magdalena Iorga, Camelia Soponaru. Medical psychology and coiunselling. 2018, Ed. Junimea.  Silverman J. Kurtz, S., Draper, J. Skills for communicating with patients. CRC Pres. 2013. |
| ***Elective:*** |
| McCorry, LK, Mason, J. Communcation skills for the healthcare professional.Wolter Kluvwer, 2011.  Srikanth Sajja,Ann M Mortimer, Practice questions in Psychopharmacology, Springer, 2011. |

**9. *Correlation of the discipline contents with the expectations of the epistemic community, professional associations, and representative employers from the afferent program field***

|  |
| --- |
| Knowledge and abilities are established as didactic objectives and specified as such in the analytic programs that are revised yearly. After their analysis by the study discipline staff, these are discussed and approved in the Curricular Committee, towards curricular harmonization among the various study disciplines. Along this entire process systematic evaluation is performed, directly if possible, regarding the correspondence of the contents to the expectations of the academic community and of the representatives of the social community, professional associations, and employers. |

**10. Evaluation**

|  |  |  |  |
| --- | --- | --- | --- |
| Type of activity | Assessment criteria | Evaluation methods | Contribution to the final grade |
| Lectures | Acquiring theoretical notions and presented in the course | Written exam.  MCQ Examination | 80 % |
| Practical activities | Activities carried out in laboratory and conducted quality essays. | Colloquium practical activity | Admitted/ Rejected |
| Individual study | Preparation time for seminars / practical classes, study themes, reviews, portfolio and essays.  Study time using coursebook materials, bibliography and hand notes, documentation in the library, using specialised platforms via internet and by field work. | Tests during the semester | 20 % |
| Minimal performance standard:  • Knowledge of personality types, temperamental and character typologies.  • Communication with the patient, the family and the medical team | | | |

|  |  |  |
| --- | --- | --- |
| Date | Holder of course / signature, | Holder of practical activities / signature, |
| 11.09.2024 | Associate Professor Magdalena Iorga, PhD | Associate Professor Magdalena Iorga, PhD |

|  |  |  |
| --- | --- | --- |
| Date of approval in the Department Council/Teaching Council, | | |
| 19.09.2024 |  | Department director / signature, |

Associate Professor Daniela-Viorelia Matei, MD, PhD