FACULTY OF MEDICINE

Approved:
Dean:

(Prof. Dr. Zlatislav Stoyanov Dimitrov, DSc)

SYLLABUS
IN

Medical Psychology

Specialty	**MEDICINE**
Educational - qualification degree	**master**
Organizational form of education	**full-time**
Auditorial activity (Lectures/Seminars)	**30 (15/15)**
Extra-auditorial activity	**30**
ECTS- credits	**2**
Discipline type	**compulsory**
Semester/s of education	**fifth**
Semester of examination	**fifth**
Developer(s) of the Syllabus:	**Assoc. Prof. Koraliya Todorova, PhD**

Varna, 2022

ANNOTATION

Aims of the course	Aim of teaching the discipline of Medical Psychology is to prepare students for complete, personalized contact with the patient. To examine basic psychological concepts of general psychology and psychology of the personality. To introduce students to the achievements of modern medical psychology. To develop their abilities to carry out therapeutic contact with the patient and to provide psychological assistance in hospital and outpatient settings.

Outcomes for students at the end of the course:

Knowledge	▪ Students will demonstrate familiarity with the major concepts, theoretical perspectives, empirical findings, and historical trends in psychology. ▪ Students will respect and use critical and creative thinking, skeptical inquiry, and, when possible, the scientific approach to solve problems related to behavior and mental processes. ▪ Students will recognize, understand, and respect the complexity of sociocultural and international diversity.
Skills	▪ Students will be able to weigh evidence, tolerate ambiguity, act ethically, and reflect other values that are the underpinnings of psychology as a discipline. ▪ Students will understand and apply psychological principles to personal, social, and organizational issues. ▪ Students will be able to communicate effectively in a variety of formats.
Competences	**Patient Care** that is compassionate, appropriate, and effective for treating health problems and promoting health. o *Gather essential and accurate information about the patient* o *Counsel patients and family members* o *Recognize the indicators for procedures/assessments* o *Describe the procedure in appropriate language for patients and caretakers* o *Acknowledge the impact of the procedure on patient and family* o *Perform the procedure/evaluations in a way that maximizes patient comfort* **Medical Knowledge** about established and evolving biomedical, clinical, and cognitive (eg, epidemio-logical and social-behavioral) sciences and the application of this knowledge to patient care. o *An investigative and analytical approach to clinical problem solving and knowledge acquisition* o *An ability to apply medical knowledge to clinical situations* o *An ability to teach others*

Interpersonal and Communication Skills that result in effective information exchange and teaming with patients, their families, and other health professionals.

- o *Create and sustain a therapeutic relationship with patients and families*
- o *Work effectively as a member or leader of a health care team*

Professionalism, as manifested through a commitment to carrying out professional responsibilities, adherence to ethical principles, and sensitivity to a diverse patient population.

- o *Demonstrating Professional Conduct and Accountability*
- o *Demonstrating Humanism and Cultural Proficiency*
- o *Maintaining Emotional, Physical, and Mental Health, and Pursuing Continual Personal and Professional Growth*

Systems-Based Practice, as manifested by actions that demonstrate an awareness of and responsiveness to the larger context and system of health care and the ability to effectively call on system resources to provide care that is of optimal value.

- o *Work effectively in various health care delivery settings and systems relevant to their clinical specialty.*
- o *Coordinate patient care within the health care system relevant to their clinical specialty.*

Key competencies for lifelong learning[1], that the discipline develops:	

Literacy competence Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts. It implies the ability to communicate and connect effectively with others, in an appropriate and creative way.	X
Multilingual competence This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs.	X
Mathematical competence and competence in science, technology, engineering A. Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to	

1

use mathematical modes of thought and presentation (formulas, models, constructs, graphs, charts). B. Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions. Competences in technology and engineering are applications of that knowledge and methodology in response to perceived human wants or needs. Competence in science, technology and engineering involves an understanding of the changes caused by human activity and responsibility as an individual citizen.	
Digital competence Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.	
Personal, social and learning to learn competence Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.	X
Citizenship competence the ability to act as responsible citizens and to fully participate in civic and social life, based on an understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.	
Entrepreneurship competence Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.	
Cultural awareness and expression competence Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.	X

Methods of education
▪ lectures ▪ seminars ▪ case studies, consultations, discussions.

Links with other courses from the curriculum of the specialty
▪ Psychiatry ▪ Ethics