

**DANYLO HALYTSKY LVIV NATIONAL MEDICAL UNIVERSITY  
DEPARTMENT OF PSYCHIATRY, PSYCHOLOGY AND SEXOLOGY**



«APPROVED»

First vice-rector for

scientific and pedagogical work

Associate Professor Iryna SOLONYNKO

2023p

**DISCIPLINE PROGRAM**

**SC 1.24 "PSYCHOLOGY OF COMMUNICATION"**

**Second (master's) level of higher education**

**Field of knowledge 22 "Healthcare"**

**specialty 221 "Dentistry"**

**Faculty, year: Dentistry, 1<sup>st</sup> year**

Discussed and approved  
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psychiatry psychology and sexology  
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Head of the department  
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Approved by the  
profile methodical commission on  
therapeutic disciplines

Protocol No. 3  
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## INTRODUCTION

The study program of the educational discipline " Psychology of communication" is compiled in accordance with the Standard of higher education of Ukraine in the field of knowledge 22 "Health care" specialty 221 "Dentistry" of the educational program of the master of medicine. According to the curriculum, the course "Psychology of communication" is studied in the 1st year.

### Description of the academic discipline (abstract)

At the stage of formation of a student as a future doctor, an important task facing the teachers of higher medical educational institutions is to provide the student not only with medical knowledge, but also to teach him how to communicate with the patient. The educational discipline "Communication psychology" is the theoretical foundation for building the future successful interaction between a doctor and a patient and provides an opportunity for students not only to master the system of psychological knowledge, but also provides the formation of psychological skills on this basis, which is one of the important elements in the professional training and professional activity of a specialist ; contributes to solving and understanding the most effective methods of communication with the patient and his environment, as well as building effective compliance. Current educational activities of students are monitored in practical classes in accordance with specific goals. The following means of evaluation of the level of students' training are used: testing, written or oral answers to control questions, solving situational problems and interpreting and evaluating their results. The final control of students' knowledge is carried out after the completion of the study of the discipline by credit. The evaluation of the student's success in the discipline is a rating, is presented on a multi-point scale and is defined according to the ECTS system and the scale adopted in Ukraine. The educational discipline "Psychology of communication" is optional for students of specialty 221 "Dentistry". The educational process is organized according to the requirements of the European credit transfer system.

The structure of the academic discipline	Number of credits, hours				Year of study (semester)	Type of evaluation
	Total	Auditory		individual		
		Lectures (Hours)	Practical classes (hours)			
Name of discipline: Communication psychology Content section I	3.5 credits / 105 hours	10	30	65	1st year (I, II semesters)	Credit

**The subject of study** of the academic discipline is the main psychological conceptions, mechanisms, forms of the communication process and individual psychological differences of the personality, manifested in professional communication.

**Interdisciplinary connections.** The educational discipline "Psychology of communication" is based on the students' study of philosophy, sociology; lays the foundations for students to study medical psychology, social psychology, as well as a number of clinical disciplines, which involves integration with them.

### **1. The purpose and tasks of the educational discipline**

1.1. **The purpose of studying** of discipline is to determine the psychological determinants of effective communication between a doctor and a patient during the medical and diagnostic process. Knowledge of the basic principles of forming communication in a group will allow creating an optimal psychological climate in the work team, improving relationships between doctors, and communicating effectively in the medical environment. Knowledge of the basic principles and rules of effective communication will allow establishing more complete personal contact with the patient, harmonizing his relationship with others, and optimizing his adaptation to the social environment during rehabilitation. Getting to know the basics of the

psychology of communication will allow the future doctor to find ways to activate the internal reserves of a patient with a somatic disease to overcome the consequences of stress and neurotic reactions and to achieve successful social adaptation and the fastest recovery. The integrity and scientific nature of the proposed course is ensured by consideration of the basic laws of the communication process, factors of successful communication, basic laws of social perception, features of interactions, and familiarization with effective methods of communication between doctors and patients of different age groups and their relatives.

1.2. **The main tasks** are to form a system of psychological knowledge in students; master the main categories and concepts of the psychology of communication; familiarize with the regularities of the formation of the need for communication in the process of ontogenesis.

As a result of the study of the discipline " Psychology of communication ", the student **should know:**

- the concept of verbal and non-verbal communication;
- consideration of perceptual mechanisms and effects of social perception;
- analysis of the causes of communication difficulties;
- to contribute to solving issues of building and organizing interpersonal interaction in the team, in the analysis of various kinds of professional situations, in understanding the most effective methods of influencing the personality of a sick person.
- Features of verbal and non-verbal communication.
- Peculiarities of facial expressions, gestures, postures and their interpretation.
- Characteristics and components of effective communication.
- Types of interpersonal relations and features of their functioning.

As a result of studying the discipline "Psychology of communication", the student **should be able to:**

- choose sources and channels of information, systematize and process information.
- to understand a monologue message within the framework of a defined sphere and situation of communication; build a dialogue based on the content of the text; making notes, extracts, drafting a text plan, a written message reflecting a certain communicative intention.
- in the process of working with structured information, in accordance with the defined purpose of the activity, identify connections between the elements of the information material based on information about the type and characteristics of the defined communication system, establish their compliance (non-compliance) with the purpose of the activity;
- in production conditions, during oral and written communication using appropriate methods, apply the components of sociolinguistic competence to achieve mutual understanding, taking into account the determined place of individual socio-cultural elements in the cultural context; to integrate one's own activity into the cultural environment.
- to develop the procedure and technique of psychological and pedagogical communication in order to prevent interpersonal and intergroup conflicts
- select an approach in communication with the individual depending on age and individual characteristics
- to provide opportunities for development and personality formation, taking into account different communication conditions
- select methods of business conversations and negotiations; apply psychological methods of conducting business conversations, negotiations in working with personnel
- analyze the effectiveness of communication, identify optimal communication conditions, establish adequate interpersonal relationships in various communication situations

1.3. **Competences and learning outcomes**, the formation of which is facilitated by the discipline "Psychology of communication"

According to the requirements of the Standard of Higher Education of Ukraine for the second (master's) level of higher education, the discipline " Communication psychology " ensures that students acquire the following **competencies**:

- ***integral:***

The ability to apply the acquired general and professional competences to solve complex tasks of a dentist and practical problems in the field of health care in the relevant position, the scope of which is provided by the specified lists of syndromes and symptoms of diseases, dental diseases, physiological conditions and somatic diseases that require special tactics of managing patients, emergency situations, laboratory and instrumental research, medical and dental manipulations and/or implementation of innovations.

- ***general:***

**GC 1.** Ability to abstract thinking, analysis and synthesis.

**GC 2.** The ability to learn and master modern knowledge.

**GC 3.** Ability to apply knowledge in practical situations.

**GC 4.** Knowledge and understanding of the subject field and understanding of professional activity.

**GC 5.** Ability to adapt and act in a new situation.

**GC 6.** Ability to make informed decisions.

**GC 7.** Ability to work in a team.

**GC 8.** Ability to interpersonal interaction.

**GC 9.** Ability to communicate in a foreign language

**GC 10.** Ability to use information and communication technologies.

**GC 11.** Ability to search, process and analyze information from various sources.

**GC 12.** Determination and persistence in relation to assigned tasks and assumed responsibilities.

**GC 13.** Awareness of equal opportunities and gender issues.

**GC 14.** The ability to realize one's rights and responsibilities as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

**GC 15.** The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, techniques and technologies, to use different types and forms motor activity for active recreation and leading a healthy lifestyle.

- ***special (professional, subject):***

**PC 1.** Ability to collect medical information about the patient and analyze clinical data

**PC 2** The ability to interpret the results of laboratory and instrumental research

**PC13.** Ability to assess the impact of the environment, socio-economic and biological determinants on the state of health of an individual (including children and adolescents).

**PC 15** Processing of state, social and medical information.

**PC 17** Ability to legally support one's own professional activity.

Detailing of competencies in accordance with the NRC descriptors in the form of the "Competence Matrix".

**Competence Matrix**

№	Competency	Knowledge	Skills	Communication	Autonomy and responsibility
<b>Integral competences</b>					
The ability to apply the acquired general and professional competences to solve complex tasks of a dentist and practical problems in the field of health care in the relevant position, the scope of which is provided by the specified lists of syndromes and symptoms of diseases, dental diseases, physiological conditions and somatic					

diseases that require special tactics of managing patients, emergency situations, laboratory and instrumental research, medical and dental manipulations and/or implementation of innovations.

### General competences

<b>1</b>	Ability to abstract thinking, analysis and synthesis.	To know methods of analysis, synthesis and further modern education	To be able to analyze information, to make informed decisions, to be able to acquire up-to-date knowledge	Establish appropriate connections to achieve goals.	To take responsibility for the timely acquisition of modern knowledge
<b>2</b>	Knowledge and understanding of the subject area and understanding of professional activity	To have deep knowledge of the structure of professional activity.	To be able to carry out professional activities that require updating and integration of knowledge.	The ability to effectively form a communication strategy in professional activities	To take responsibility for professional development, the ability for further professional training with a high level of autonomy.
<b>3</b>	Ability to apply knowledge in practical situations	Have specialized conceptual knowledge acquired in the learning process.	To be able to solve complex tasks and problems that arise in professional activity.	Clear and unambiguous presentation of one's own conclusions, knowledge and explanations that justify them to specialists and non-specialists.	To take responsibility for decision-making in difficult conditions
<b>4</b>	Ability to learn and acquire modern knowledge.	Know the current trends in the development of the fields of discipline and analyze them	Be able to analyze professional information, make informed decisions, acquire up-to-date knowledge	Establish appropriate connections to achieve goals.	To take responsibility for the timely acquisition of modern knowledge
<b>5</b>	Ability to communicate in a foreign language	Have sufficient knowledge of a foreign language	To be able to apply the knowledge of a foreign language	Use a foreign language in professional and business communication and when preparing documents.	To be responsible for a sufficient level of foreign language, for the development of professional knowledge using foreign language sources
<b>6</b>	Skill to use information and communication technologies	Have deep knowledge in the field of information and communication technologies used in professional activities	To be able to use information and communication technologies in a professional field that requires updating and integration of knowledge.	To use information and communication technologies in professional activity	To be responsible for the development of professional knowledge and skills.
<b>7</b>	Ability to search, process and	The ability to search for	To be able to use information	Use information technologies in	To take responsibility for

	analyze information from various sources.	sources using information technologies	technologies and to have search skills in scientific and metric databases	professional activities	information from scientifically proven sources, reliability of information.
<b>8</b>	Ability to adapt and act in a new situation.	Know the types and methods of adaptation, the principles of action in a new situation	To be able to apply means of self-regulation, to be able to adapt to new situations (circumstances) of life and activity.	Establish appropriate connections to achieve results.	To take responsibility for the proper use of self-regulation methods.
<b>9</b>	Ability to identify, pose and solve problems	Ability to persevere in professional tasks and responsibilities	Possess professional qualities and communication methods to perform assigned tasks and duties	Use effective methods of communication and management for timely and high-quality performance of assigned tasks and duties	To bear responsibility for persistence, timeliness and quality of performance of assigned tasks and duties
<b>10</b>	The ability to be critical and self-critical.	Understand the concept of critical thinking.	Be able to determine the limits of one's professional capabilities, analyze medical errors.	Be able to determine the limits of one's professional capabilities, analyze medical errors.	To take responsibility for the results of the work performed, to recognize and correct the mistakes made
<b>11</b>	Ability to work in a team	To know communication tactics and strategies, laws and methods of communicative behavior.	Be able to choose methods and strategies of communication to ensure effective teamwork	Use communication strategies	To take responsibility for the choice and tactics of the method of communication
<b>12</b>	Determination and persistence in relation to assigned tasks and assumed responsibilities.	Ability to persevere in professional tasks and responsibilities	Possess professional qualities and communication methods to perform assigned tasks and duties	Use effective methods of communication and management for timely and high-quality performance of assigned tasks and duties	To take responsibility for persistence, timeliness and quality of performance of tasks and duties
<b>13</b>	The ability to act socially responsibly and consciously.	To know social and civil rights and duties	To form a civil position, to be able to act in accordance with it	The ability to communicate one's civic position, defend one's beliefs	To take responsibility for one's social actions, to act in accordance with laws that regulate equal opportunities for members of society
<b>14</b>	The ability to	Know your	To form	The ability to	To be responsible

	apply one's rights and responsibilities as a member of society, to be aware of the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.	social and civil rights and responsibilities	personal civic consciousness, to act according to the principles	communicate personal civic and social position	for social and civic activities
<b>15</b>	The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technologies, to use various types and forms of motor activity for active recreation and leading a healthy lifestyle	To know the basics of ethics and deontology, to have knowledge about the history and patterns of development of the subject area, to know the basics of a healthy lifestyle	To be able to apply ethical and deontological norms and principles in professional activity, to apply the principles of a healthy lifestyle to professional activity as well	The ability to carry out professional activities based on the principles of ethics and deontology, to carry out informational and educational activities regarding the promotion of a healthy lifestyle	To be responsible for the implementation of ethical and deontological norms and principles in professional activity, for maintaining personal physical and mental health.
<b>Special (professional, subject) competences</b>					
<b>1</b>	Ability to collect medical information about the patient and analyze clinical data.	Have specialized knowledge about the functioning of human mental processes, the peculiarities of the functioning of the physiological sphere of a person, the peculiarities of psychosexual development	To be able to conduct an examination, a clinical interview, to be able to conduct a conversation with a person about the peculiarities of his somatic and mental state, problems in the sexual sphere	Effectively form a communication strategy when communicating with the patient.	To be responsible for the observance of ethical principles in communication with the patient



2	Ability to determine the necessary list of laboratory and instrumental studies and evaluate their results.	Have knowledge of the main instrumental and psychological methods used in psychology to diagnose the functioning of the psychosexual sphere, as well as interpret ultrasonography, examinations in the field of endocrinology, gynecology, urology	Be able to analyze the results of research and, based on them, form an idea about the functioning of psychosexual processes	To prescribe reasonably examinations and evaluate the results	Be responsible for the correct interpretation of instrumental psychological research
15	Ability to process state, social and medical information.	Know about the peculiarities of processing various types of medical information, its analysis.	Be able to process various types of information in the medical and diagnostic process.	Ability to process and analyze various types of information in the medical and diagnostic process.	To be responsible for high-quality processing and analysis of various types of information in the medical and diagnostic process
17	Adherence to professional and academic integrity, to be responsible for the reliability of the obtained scientific results	Knowledge of the legal basis of examination, diagnostic procedures of patients, principles of integrity in conducting scientific research	Be able to independently carry out educational psychoeducational activities among the population, express their views, make their own decisions, use information technologies in research	Ability to honestly and responsibly perform professional educational and scientific activities	Bear legal responsibility in the process of professional activity

### **Learning outcomes**

Integrative final program learning outcomes, the formation of which is facilitated by the educational discipline.

#### Learning outcomes for the discipline.

#### **To acquire modern knowledge about:**

- the concept of verbal and non-verbal communication;
- perceptual mechanisms and effects of social perception;
- causes of communication difficulties;
- solving issues of building and organizing interpersonal interaction in a team, in the analysis of various kinds of professional situations, in understanding the most effective methods of influencing the personality of a sick person.
- features of verbal and non-verbal communication.
- features of facial expressions, gestures, posture and their interpretation.
- characteristics and components of effective communication.
- types of interpersonal relationships and features of their functioning.

**Be able to apply knowledge in practical situations:**

- choose sources and channels of information, systematize and process information.
- to understand a monologue message within the framework of a defined sphere and situation of communication; build a dialogue based on the content of the text; making notes, extracts, drafting a text plan, a written message reflecting a certain communicative intention.
- in the process of working with structured information, in accordance with the defined purpose of the activity, identify connections between the elements of the information material based on information about the type and characteristics of the defined communication system, establish their compliance (non-compliance) with the purpose of the activity;
- in production conditions, during oral and written communication using appropriate methods, apply the components of sociolinguistic competence to achieve mutual understanding, taking into account the determined place of individual socio-cultural elements in the cultural context; to integrate one's own activity into the cultural environment.
- to develop the procedure and technique of psychological and pedagogical communication in order to prevent interpersonal and intergroup conflicts
- select an approach in communication with the individual depending on age and individual characteristics
- to provide opportunities for development and personality formation, taking into account different communication conditions
- select methods of business conversations and negotiations; apply psychological methods of conducting business conversations, negotiations in working with personnel
- analyze the effectiveness of communication, identify optimal communication conditions, establish adequate interpersonal relationships in various communication situations

Compliance with the standard definition of learning outcomes and competencies

Learning outcome	Program learning result code	Competency code
Collect information about the general condition of the patient, evaluate the psychomotor and physical development of the patient, the state of the organs of the maxillofacial area, based on the results of laboratory and instrumental studies, evaluate information about the diagnosis (according to list 5).	PLR -2	GC -1, GC -2, GC -3, GC - 4, GC - 5, GC - 6, GC - 7, GC - 8, GC -10, GC-11, GC-13, GC - 14, GC - 15 PC - 1
Analyze and evaluate state, social and medical information using standard approaches and computer information technologies	PLR - 14	GC - 1, GC - 2, GC - 3, GC - 5, GC - 6, GC - 7, GC - 8, GC - 9
Form goals and determine the structure of personal activities based on the analysis of certain social and personal needs.	PLR - 16	GC -1, GC -6, GC - 7, GC - 8, GC - 10, GC - 11 PC - 1, PC -13
Follow a healthy lifestyle, use self-regulation and self-control techniques	PLR- 17	GC - 2, GC - 3 PC - 13
To be aware of and be guided by civil	PLR - 18	GC -1, GC -2, GC - 3

rights, freedoms and responsibilities in one's activities, to raise the general educational cultural level.		PC-3, PC -15
To comply with the requirements of ethics, bioethics and deontology in their professional activities	PLR - 19	GC -1, GC -2, GC -4, GC -6, PC– 15, PC - 17

## 2. Information volume of the academic discipline

105 hours are allotted for the study of the academic discipline, 3.5 ECTS credits

The program of the elective discipline "Psychology of Communication" consists of 1 content section.

### Communication psychology.

#### Content section 1 "Psychology of communication".

**Topic 1.** Communication as a phenomenon of psychology.

**Topic 2.** Culture of communication.

**Topic 3.** Communication as one of the sides of interaction.

**Topic 4.** Peculiarities of expressing human emotions through non-verbal communication.

**Topic 5.** Trust and pseudo-trust in communication.

**Topic 6.** Perceptive and interactive parts of communication.

**Topic 7.** Theoretical foundations of psychology

**Topic 8.** Psychological methods of influence in the process of communication

**Topic 9.** Difficulties of interpersonal communication.

**Topic 10.** Basic rules of doctor-patient communication

## 3. The structure of the academic discipline

Names of content modules and topics	Hours			
	total	lect	pract	indiv.
<i><b>Psychology of Communication</b></i>				
Communication as a phenomenon of psychology.	8	2	2	4
The culture of communication.	8	-	2	6
Communication as one of the sides of interaction.	8	-	2	6
Peculiarities of expressing human emotions through non-verbal communication.	8	-	2	6
Trust and false trust in communication.	11	2	4	5
Perceptive and interactive sides of communication.	10	2	2	6
Theoretical basics of the psychology of communication	12	-	4	8
Psychological methods of influence in the process of communication	12	-	4	8
Difficulties of interpersonal communication..	14	2	4	8
Basic rules of doctor-patient communication.	14	2	4	8
<b>Total</b>	<b>105</b>	<b>10</b>	<b>30</b>	<b>65</b>

## 4. Topics of lectures

№	Topic	Hours
1.	Communication as a phenomenon of psychology.	2
2.	Communication as one of the sides of interaction.	2

4.	Difficulties of interpersonal communication..	2
5.	Trust and false trust in communication.	2
6.	Basic rules of doctor-patient communication.	2
	<b>Total</b>	<b>10</b>

### 5. Topics of practical classes

<b>№</b>	<b>Topic</b>	<b>Hours</b>
1.	Category of communication: definition, structure, functions	6
2.	Concept of communication and its components.	6
3.	The role of social perception and interactions in the communication process.	6
4.	Causes of communication difficulties.	6
5.	Communication between a doctor and patients of different age groups.	6
	<b>Total:</b>	<b>30</b>

### 6. Individual student`s work

<b>№</b>	<b>Topic</b>	<b>Hours</b>
1.	Categorical communication apparatus.	8
2.	Communication as a human need.	8
3.	Characteristics of communication functions.	6
4.	Conceptual provisions of "symbolic interactionism"	6
5.	Transactional analysis by E. Bern	6
6.	Features of role-based and interpersonal interaction.	6
7.	Psychological bases of influence in the communication process.	6
8.	Conflicts in the medical field..	6
9.	Applying conflict management for solving any problem.	6
10.	Ethics of medical communication as a manifestation of the culture of feelings.	7
	<b>Total :</b>	<b>65</b>

### 7. Individual tasks

Not provided by the curriculum

### 8. Teaching methods

In the process of teaching the discipline, various teaching methods are used:

- According to the dominant means of education: verbal, visual;
- Depending on the main didactic tasks: obtaining new knowledge, forming abilities and skills, checking and evaluating knowledge, as well as:
- oral discussion of the topic with the participation of most of the students in the group;
- blitz survey;
- discussions on problem situations;
- abstract speeches;
- testing in written form;
- performance of written tasks, etc.

The result of the student's independent out-of-class tasks are reproduced in the form of presentations or referats.

## **9. Evaluation methods**

Methods and forms of control and assessment of students' knowledge in the discipline are carried out using standardized control methods: testing, structured written work, work with medical documentation, control of practical skills. Control methods include - current control in practical classes (with the answering of 10 test tasks), for a correct answer to 9-10 tests, the student receives an "excellent" grade, 8-7 tests - "good", 6-5 tests - "satisfactory", 4-0 tests - "unsatisfactory". The student performs individual work after completing the all classes. The final control of learning the discipline is a credit.

## **10. TYPES OF CONTROL**

### **Current control**

The task of current control is to check the level of the student's readiness to perform specific work: assimilation of relevant educational material, acquisition of knowledge and formation of skills for solving specific issues and situations, ability to independently process texts, ability to understand the essence of the content of the educational material, formation of abilities to perform the necessary practical skills and manipulations, publicly or in writing to justify one's own point of view, the ability to work in a team, the ability to bear responsibility for the recommendations and decisions made, etc. Current control is carried out on the basis of a comprehensive assessment of the student's activity and acquired competencies (knowledge, abilities, skills, etc.), which includes control of the basic level of knowledge, the quality of practical work, the level of theoretical training and the results of the final control of the level of knowledge. Forms of current control are determined by the department and reflected in the curriculum of the relevant discipline.

### **Assessment of current educational activities**

Current control is carried out during practical classes on a 4-point scale, while all types of work provided for by the program are taken into account. The student receives a traditional mark for each topic, which is converted into points. Types of current control are: test tasks, typical situational tasks, structured written answers, assessment of practical skills.

#### ***Evaluation methods (to methods)***

##### *Theoretical knowledge:*

- written and computer testing (MISA),
- individual survey, interview,
- content-structured written works.

##### *Practical skills and abilities:*

- control of implementation of standardized practical skills provided by the student's practical training plan in the discipline;

## **11. Form of final control of success**

The form of the final control of study in the discipline is a credit, which is based on the results of current control in accordance with the discipline program and does not provide for a separate session for establishing the credit. At the last thematic class, after the discussion on the topic, the teacher of the academical group announces the sum of the student's points based on the results of the current control and on the performance of individual work. The result of the assessment is displayed as "passed" or "not passed". To "passed", a student must score at least 120 points for the current educational activity.

### **Evaluation criteria**

Grade 5 ("excellent") - the student mastered theoretical material flawlessly, demonstrates deep and comprehensive knowledge of the topic, analyzes scientific sources, thinks critically, knows how to implement theoretical knowledge in practical activities.

Grade 4 ("good") - the student has mastered the theoretical material well, has the main aspects from primary sources and recommended literature, presents the studied material in a reasoned manner, has good practical skills, but certain inaccuracies and errors may be allowed.

Grade 3 ("satisfactory") - the student has basically mastered the educational material, orients

himself in primary sources and recommended literature, however, significant mistakes are made in theoretical knowledge and performance of practical skills.

Grade 2 ("unsatisfactory") - the student has not mastered the theoretical material, does not know how to perform practical skills, does not orient himself in educational literature.

The minimum number of points that a student must score for a current educational activity to receive a credit is 120 points, the maximum number of points that a student can score for a current educational activity to receive a credit is 200 points.

## 12. Scheme of accrual and distribution of received students points::

*The maximum number of points* that a student can score for the current educational activity to receive credit is 200 points.

*The minimum number of points* that a student must score for the current educational activity in order to receive credit is 120 points.

During the evaluation, the points that the student received during the training sessions are taken into account on a 4-point scale, while taking into account all types of work provided by the program. The student receives a traditional mark for each topic, which is converted into points. The calculation of the number of points is carried out on the basis of the grades received by the student on a traditional scale during the study of the discipline during the semester by calculating the arithmetic average (SA), rounded to two decimal places. The obtained value is converted into points on a multi-point scale as follows:

$$x=(CA \times 200)/5$$

### Recalculation of the average grade for the current activity into a multi-point scale for disciplines that finish by credit

4-grade scale	200-grade scale	4--grade scale	200-grade scale	4--grade scale	200-grade scale	4--grade scale	200-grade scale
5	200	4.45	178	3.92	157	3.37	135
4.97	199	4.42	177	3.89	156	3.35	134
4.95	198	4.4	176	3.87	155	3.32	133
4.92	197	4.37	175	3.84	154	3.3	132
4.9	196	4.35	174	3.82	153	3.27	131
4.87	195	4.32	173	3.79	152	3.25	130
4.85	194	4.3	172	3.77	151	3.22	129
4.82	193	4.27	171	3.74	150	3.2	128
4.8	192	4.24	170	3.72	149	3.17	127
4.77	191	4.22	169	3.7	148	3.15	126
4.75	190	4.19	168	3.67	147	3.12	125
4.72	189	4.17	167	3.65	146	3.1	124
4.7	188	4.14	166	3.62	145	3.07	123
4.67	187	4.12	165	3.57.	143	3.02	121
4.65	186	4.09	164	3.55	142	3	120

4.62	185	4.07	163	3.52	141	Less than 3	Not enough
4.6	184	4.04	162	3.5	140		
4.57	183	4.02	161	3.47	139		
4.52	181	3.99	160	3.45	138		
4.5	180	3.97	159	3.42	137		
4.47	179	3.94	158	3.4	136		

*Individual students work* is evaluated during the current control of the topic in the corresponding class. The learning of topics that are assigned to individual work only is assessed during the final control.

Points from the discipline are independently converted both to the ECTS scale and to the 4-point (national) scale. Points from the ECTS scale are not converted into a 4-point scale and vice versa.

Points of students studying in one specialty, taking into account the number of points scored in the discipline, are ranked on the ECTS scale as follows:

<b>Grade ECTS</b>	<b>Statistical indicator</b>
A	The best 10 % of students
B	Next 25 % of students
C	Next 30 % of students
D	Next 25 % of students
E	The last 10 % of students

Ranking with the assignment of grades "A", "B", "C", "D", "E" is carried out for students of this course who are studying in one specialty and have successfully completed the study of the discipline. Students who receive grades of FX, F ("2") are not listed as ranked students. Students with an FX grade automatically receive an "E" grade after retaking. Discipline points for students who have successfully completed the program are converted to a traditional 4-point scale according to the absolute criteria, which are shown in the table below:

<b>Discipline points</b>	<b>Evaluation on a 4-point scale</b>
From 170 to 200 points	5
From 140 to 169 points	4
From 139 points o the minimum number of points requested	3
Below the minimum number of points that the student must score	2

The ECTS grade is not converted to the traditional scale, since the ECTS scale and the four-point scale are independent. The objectivity of the evaluation of the students' educational activity is checked by statistical methods (the correlation coefficient between the ECTS grade and the grade on the national scale).

### **13. Methodical support**

1. Plans of practical lessons and specific goals
2. Lectures notes
2. Tasks for individual work of students
3. Questions and tasks for current control of students' knowledge and skills, situational tasks
4. List of practical skills subject to mandatory verification

#### **14. List of educational and methodical literature**

##### **Basic:**

1. Fred W. Sanborn, Richard Jackson Harris/ A Cognitive Psychology of Mass Communication / 8<sup>th</sup> edition, New York Routledge, 2021, 500 p.
2. Nonverbal Communication by Judee K Burgoon, Valerie Manusov, Laura K. Guerrero/ 2nd Edition, New York Routledge, 2021, 570 p.
3. Psychology and Climate Change: Human Perceptions, Impacts, and Responses / ed. Susan Clayton, Christie Manning / Academic Press, 2018, 218 p.
4. Psychology of Language: Theory and Applications by Shelia M. Kennisonc / Bloomsbury Publishing, 2018, 536 p.
5. Counseling in Communication Disorders: A Wellness Perspective, Third Edition by Audrey L. Holland, Ryan L. Nelson // Plural Publishing, 2018, 370 p.
6. Communication: A Post-Discipline by Silvio Waisbord / John Wiley & Sons, 2019. - 176 p.
7. The Psychology of Emotions - The Allure of Human Face (50th Ed.) // A. Freitas-Magalhães Leya, 2020, 236 p.
8. The Oxford Handbook of Clinical Child and Adolescent Psychology // Thomas H. Ollendick, Susan W. White, Bradley A. White // Oxford University Press, 2018 - 816 p.

##### **Supplementary:**

1. Interpersonal Relationships E-Book: Professional Communication Skills for Nurses // Elizabeth C. Arnold, Kathleen Underman Boggs // Elsevier Health Sciences, 2019 – 560 p.
2. Aldert Vrij, Maria Hartwig, and Par Anders Granhag // Reading Lies: Nonverbal Communication and Deception // Annual Review of Psychology, Volume 70, 2019
3. Nguyen, T. P., Karney, B. R., & Bradbury, T. N. // When poor communication does and does not matter: The moderating role of stress // Journal of Family Psychology, 2020 34(6), 676–686. <https://doi.org/10.1037/fam0000643>
4. Jose Luis Turabian // Psychology of doctor-patient relationship in general medicine // Arch Community Med Public Health, 2019 5(2): 062-068. DOI: 10.17352/2455-5479.000056
5. Zoltán Dörnyei // Psychology and Language Learning: The Past, the Present and the Future // Journal for the Psychology of Language Learning ISSN: 2642-7001, June 2019, pp. 27–41
6. Remi Tison & Pierre Poirier // Communication as Socially Extended Active Inference: An Ecological Approach to Communicative Behavior // Ecological Psychology, 2021 33:3-4, 197-235, DOI: 10.1080/10407413.2021.1965480
7. Sillars, A. L., & Vangelisti, A. L. // Communication: Basic properties and their relevance to relationship research // A. L. Vangelisti & D. Perlman (Eds.), The Cambridge handbook of personal relationships, 2018 (pp. 243–255). Cambridge University Press. <https://doi.org/10.1017/9781316417867.020>

#### **15. Internet resources:**

1. <http://pidruchniki.com/>
2. <https://prometheus.org.ua>
3. <https://mh4u.in.ua>
4. <https://psylib.kiev.ua>