# THE ART OF CONVERSATION: BREAKING THE BAD NEWS

Basic information about the subject (independent of the cycle)

| Module name | The art of conversation: Breaking the bad news |
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| Erasmus code | |
| ISCED code | |
| Language of instruction | English |
| Website | |
| Prerequisites | Psychology major |
| ECTS points hour equivalents | **Contact hours (work with an academic teacher):**<br>Classes: 15<br>Consultations:7<br>**Total number of hours with an academic teacher: 22**<br>**Number of ECTS points for contact hours: 1**<br>**Non-contact hours (student's own work):**<br>Ongoing preparation for classes: 15<br>Studying materials: 10<br>Preparation of final assignment:25<br> **Total number of non-contact hours: 50**<br>**Number of ECTS points for non-contact hours: 2**<br>**Total number of ECTS points for the module: 3** |
| Educational outcomes verification methods | Written form assignment- protocol based on the interview |
| Description | The classes are threefold:<br>- Theoretical introduction on methods of interview<br>- Practical exercises between the students<br>- Performing the interview with a peer on the given topic, performing the analysis of the interview and drawing the conclusions |
| Reading list | Jeroen Kuntze, Henk T. van der Molen, Marise Ph. Born, (2018) Mastery of Communication Skills. Does Intelligence Matter?, Health Professions Education, Volume 4, Issue 1, Pages 9-15, ISSN 2452-3011, https://doi.org/10.1016/j.hpe.2016.08.002.<br>Janine W.Y. Kee, Hwee Sing Khoo, Issac Lim, Mervyn Y.H. Koh, (2017) Communication Skills in Patient-Doctor Interactions: Learning from Patient Complaints, Health Professions Education,2017,,ISSN 2452-3011, https://doi.org/10.1016/j.hpe.2017.03.006.<br>Maryjo Prince-Paul, Carol Kelley, ( 2017) Mindful Communication: Being Present, Seminars in Oncology Nursing, Volume 33, Issue 5 Pages 475-482, ISSN 0749-2081, https://doi.org/10.1016/j.soncn.2017.09.004.<br>Constance Dahlin, Patrick Coyne, (2017) End of Life: Reflecting on Things That Matter, Seminars in Oncology Nursing, Volume 33, Issue 5, Pages 483-488, ISSN 0749-2081, https://doi.org/10.1016/j.soncn.2017.09.006.<br>Sandra L. Ragan, Elisa Kanter, (2017) Learning the Patient's Story, Seminars in Oncology Nursing, Volume 33, Issue 5, Pages 467-474, ISSN 0749-2081, https://doi.org/10.1016/j.soncn.2017.09.003.<br>Kai Vogeley, Gary Bente, (2010) "Artificial humans": Psychology and neuroscience perspectives on embodiment and nonverbal communication, Neural Networks, Volume 23, Issues 8–9, Pages 1077-1090, ISSN 0893-6080, https://doi.org/10.1016/j.neunet.2010.06.003.<br>Hermioni N. Lokko, Theodore A. Stern, (2015) Confrontations with Difficult Patients: The Good, the Bad, and the Ugly, Psychosomatics, Volume 56, Issue 5, Pages 556-560, ISSN 0033-3182, https://doi.org/10.1016/j.psym.2015.04.003. |

| | Kubler Ross E. On death and dying<br>Pease A. Body Language |
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| Educational outcomes | **KNOWLEDGE**<br>K1. The student knows the basic techniques used during conducting an interview<br>K2. The student knows the steps of the interview evaluation<br>K3. The student knows the stages of the interviewee readiness to the process of conversation<br><br>**SKILLS**<br>S1. Student is able transfer the knowledge on the interview techniques into practice<br><br>**ATTITUDES**<br>A1. The students is aware of the different needs of the interviewee, their basis and evolution |
| Practice | - In-class practice with peer students<br>- Performing an interview with a peer |

Information about classes in the cycle

| Website | |
|---|---|
| Educational outcomes verification methods | Written form assignment- protocol based on the interview |
| Comments | For Psychology major students |
| Reading list | Jeroen Kuntze, Henk T. van der Molen, Marise Ph. Born, (2018) Mastery of Communication Skills. Does Intelligence Matter?, Health Professions Education, Volume 4, Issue 1, Pages 9-15, ISSN 2452-3011, https://doi.org/10.1016/j.hpe.2016.08.002.<br>Janine W.Y. Kee, Hwee Sing Khoo, Issac Lim, Mervyn Y.H. Koh, (2017) Communication Skills in Patient-Doctor Interactions: Learning from Patient Complaints, Health Professions Education,2017,,ISSN 2452-3011, https://doi.org/10.1016/j.hpe.2017.03.006.<br>Maryjo Prince-Paul, Carol Kelley, ( 2017) Mindful Communication: Being Present, Seminars in Oncology Nursing, Volume 33, Issue 5 Pages 475-482, ISSN 0749-2081, https://doi.org/10.1016/j.soncn.2017.09.004.<br>Constance Dahlin, Patrick Coyne, (2017) End of Life: Reflecting on Things That Matter, Seminars in Oncology Nursing, Volume 33, Issue 5, Pages 483-488, ISSN 0749-2081, https://doi.org/10.1016/j.soncn.2017.09.006.<br>Sandra L. Ragan, Elisa Kanter, (2017) Learning the Patient's Story, Seminars in Oncology Nursing, Volume 33, Issue 5, Pages 467-474, ISSN 0749-2081, https://doi.org/10.1016/j.soncn.2017.09.003.<br>Kai Vogeley, Gary Bente, (2010) "Artificial humans": Psychology and neuroscience perspectives on embodiment and nonverbal communication, Neural Networks, Volume 23, Issues 8–9, Pages 1077-1090, ISSN 0893-6080, https://doi.org/10.1016/j.neunet.2010.06.003.<br>Hermioni N. Lokko, Theodore A. Stern, (2015) Confrontations with Difficult Patients: The Good, the Bad, and the Ugly, Psychosomatics, Volume 56, Issue 5, Pages 556-560, ISSN 0033-3182, https://doi.org/10.1016/j.psym.2015.04.003.<br>Kubler Ross E. On death and dying<br>Pease A. Body Language |
| Educational outcomes | **KNOWLEDGE**<br>K1. The student knows the basic techniques used during |

|  | conducting an interview |
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|  | K2. The student knows the steps of the interview evaluation |
|  | K3. The student knows the stages of the interviewee readiness to the process of conversation |
|  | **SKILLS** |
|  | S1. Student is able transfer the knowledge on the interview techniques into practice |
|  | **ATTITUDES** |
|  | A1. The students is aware of the different needs of the interviewee, their basis and evolution |
| A list of topics | 1. The communication rules – communication with healthy person<br>2. The communication rules – communication with psychiatric, suicidal and dying patient<br>3. The self assessment of the skills gained |
| Teaching methods | Presentation, training of the skills (pair work, supervised interview) |
| Assessment methods | Written form assignment- protocol based on the interview |