

<b>Study program:</b> Integrated academic studies in Dentistry				
<b>Level and type of study program:</b> integrated academic studies				
<b>Subject name:</b> Communication skills (DI-COMMS)				
<b>Teachers:</b> Brkić Jovanović R. Nina, Bugarski Ignjatović V. Vojislava, Kolundžija V. Ksenija, Krstić Z. Tatjana, Šobot D. Valentina				
<b>Subject status:</b> elective				
<b>Number of ECTS:</b> 3				
<b>Preconditions:</b> -				
<b>Course goals:</b>				
<ul style="list-style-type: none"> <li>- Introducing students with the nature and structure of communication;</li> <li>- Acquainting students with the characteristics of healthcare communication (diagnostic and therapeutic);</li> <li>- Familiarizing the students with the principals of assertive communication;</li> <li>- Enabling students to establish quality contact with different medical services users;</li> <li>- Mastering communication skill through training and exercises as part of communication workshops.</li> </ul>				
<b>Subject outcomes:</b>				
It is expected that after attending this course students will know and understand the structure, role and importance of communication skills application between healthcare practitioners and different groups of healthcare users.				
It is expected that after attending this course the student will be able to:				
<ul style="list-style-type: none"> <li>- communicate assertively with different partners within the healthcare context (medical and non-medical staff, patients, patients families...);</li> <li>- organize and participate in team work; apply active learning and empathy skills, independently conduct an interview with patients and family members;</li> <li>- participate in emotionally preparing the patient for medical interventions;</li> <li>- demonstrate assertive communication skills in negotiating and solving conflict situations;</li> <li>- demonstrate skills in conveying bad news in different situations (communication with the mournful, with parents of sick children and so on); show skill in establishing communication with medical services users from different age groups (children, grown ups);</li> <li>- show skill in establishing communication with healthcare users with different types of limited communication capabilities.</li> </ul>				
<b>Course content:</b>				
<i>Theoretical lectures</i>				
Basic elements of communication: relationship between verbal and nonverbal communication. Nature of healthcare communication. What is good for healthcare communication? Goals of healthcare communication. Predispositions for successful healthcare communication. Diagnostic and therapeutic communication. Application of interview technics. Motivating patients to cooperate with medical staff. Basic communication skills. Complex communication skills: empathy, active listening, assertiveness. Relationship between assertive and aggressive behavior. Assertive communication. Models of assertive communication. Communication with „difficult“ individuals. Communication within a team. Solving conflicts. Communication with healthcare services users of different age groups. Communication with health care services users with different types of limited communication capabilities.				
<i>Practical exercises</i>				
Training in specific elements of the communication process, demonstration of verbal and nonverbal communication, conducting and interview, exercises in assertive, empathic behavior and active listening, examples of solving conflict situations within an team, examples of communicating with individuals from different age groups, examples of communication with individuals with different types of limited communication capabilities.				
<b>Literature</b>				
1. Kurtz S, Draper J, Silverman J. Teaching and Learning Communication Skills in Medicine, 2 <sup>nd</sup> edition (selected chapters). London: CRC Press, 2004.				
2. Lloyd M, Bor R, Noble L. Clinical Communication Skills for Medicine, 4 <sup>th</sup> edition (selected chapters). Elsevier, Amsterdam, 2018.				
<b>Number of active classes</b>				other
Lectures: 30	Practice: 15	Other types of teaching:	Research related activities:	
<b>Teaching methods:</b>				
Lectures, interactive teaching, reviewing and analyzing case studies, seminar papers, consultations				
<b>Student activity assessment (maximally 100 points)</b>				
<b>Pre-exam activities</b>	<b>points</b>	<b>Final exam</b>		<b>points</b>
Activity during lectures	10	Written exam		60
Practical exercises	10	Oral exam		
Colloquium	20	.....		
Essay				