UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

Behavioural Sciences, Communication Skills II

2122-2-H4102D013-H4102D040M

Aims

Knowing the phases of the transtheoretical model of change and itsa plication to clinical situations

Knowing how to describe the placebo effect in relational context and the mechanisms through which it acts.

Knowing the phases of the motivational interview; be able to recognize and use the principles of motivational interview in a simulated interview

To know the features of feedback, To describe types of feedback, To formulate effective feedback, Being able to receive feedback

Contents

The placebo effect in the care relationship, subjective illness perception, the transtheoretical model of change, the Motivational Interview, feedback

Detailed program

Definitions of placebo and nocebo effect both in relation to treatments and in relational terms; implications in the use of placebo for the relationship with the patient; different mechanisms through which the placebo and nocebo effect act.

The perception of illness.

Basic principles of motivational interview; the five phases of the model of change (precontemplation, contemplation, preparation, action, maintenance).

The feedback in clinical practice, how to formulate effective feedbacks, barriers to feedbacks.

Prerequisites

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Teaching form

Lectures, reflective activities in small groups, clinical cases.

Lessons in attendance, subject to any ministerial changes following the COVID pandemic situation

Textbook and teaching resource

Communication Skills for Medicine, 4e Lloyd et al., Elsevier, 2018

The patient's brain: the neuroscience behind the doctor patient relationship, Oxford Press, 2011

Kelly E., Richards J.B. (2019). Medical education: giving feedback to doctors in Training, BMJ, 366:l4523 doi: 10.1136/bmj.l4523

Van de Ridder JMM, Stokking KM, McGaghie WC, ten Cate OTJ. What is feedback in clinical education? Med Educ. 2008;42:189–97

Semester

second term

Assessment method

The final test measures the level of knowledge, the level of inductive and deductive reasoning, and problem solving ability.

It includes discussion of problems, analysis of clinical cases and open conceptual questions

Office hours

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