UNIVERSITÀ
DEGLI STUDI DI MILANO-BICOCCA

COURSE SYLLABUS

General Psychology I

2627-1-H4104D005-H4104D00503

Aims

This module is the first step in the "medical humanities" pillar that include: second year "Medicine and society" integrated course, some electives, years 3-6, the "Clinical Psychology" module " in Neuroscience 2 integrated course.

At the end of the course students:

(1) will have acquired an initial competence in identifying and differentiating the relational elements in the medical patient interaction;

(2) will have acquired the ability to recognize some basic mechanisms of one's relationship style.

(3) will recognize and describe the characteristics of the different attachment styles and the implications for the relationship of care with the patient;

(4) will know how to recognize and describe interpersonal motivational systems (activation, deactivation, related emotions).

Contents

Interpersonal motivational systems

Attachment in the relationship with patients

Human dimension in doctor patient relationship

Medical Humanities in medical education: promoting interpersonal sensitivity

Detailed program

The motivation, from Maslow pyramid to interpersonal motivational systems. Interpersonal motivational systems (attachment, care, predatory, competitive, sexual, play and affiliation, cooperative).

Attachment and relationship with patients (secure, avoidant, ambivalent, disorganized attachment); attachment-based care approach. Different attachment styles (secure, avoidant, ambivalent, disorganized).

Being a doctor and the doctor / patient relationship: motivational and relational aspects

the medical humanities: history and method;
role and function of MH in medical education

the close-reading technique: why is it important in medical education?

Prerequisites

none

Teaching form

Frontal lessons, with the use of active and interactive methodologies (e.g. mentimeter, flipped classroom, buzz groups), guided discussion in the classroom, with the use of educational videos and film clips; reflective activities in small groups on questionnaires, opening questions, brief articles.
Class activity with the Close Reading methodology on chapters of the book "The anatomy of Hope", J. Groopman, Pocket Book, 2004
Optional acrtivity: Videos: clips from "The doctor" 1991; "Mi vida sin mi" 2003, "Le scaphandre et le papillon" 2007

50% frontal lesson
50% interaction

Textbook and teaching resource

Wilhelm K., Tietze T. (2016). Difficult doctor-patient interactions. Applying principles of attachment-based care. Medicine Today, 17(1-2), 36-44.

Liotti, G. and Gilbert, P. (2011) 'Mentalizing, motivation, and social mentalities: theoretical considerations and implications for psychotherapy', Psychology and Psychotherapy: Theory, Research and Practice, 84,1, 9-25.

Hunter J. and Maunder R. (Editors) (2016). Improving Patient Treatment with Attachment Theory: A Guide for Primary Care Practitioners and Specialists. Springer

Semester

first term

Assessment method

The final written 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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Sustainable Development Goals

GOOD HEALTH AND WELL-BEING | QUALITY EDUCATION | GENDER EQUALITY