

| | |
|--|--|
| Code of subject | M_WE_SEM5 KOM PERS |
| Field of study | Veterinary medicine |
| Name of the training module including the Polish name | Interpersonal communication Komunikacja interpersonalna |
| Language of instruction | English |
| Type of the training module | obligatory |
| Level of the training module | Master level |
| Form of studies | Full-time |
| Location in the programme (year) | III |
| Location in the programme (semester) | V |
| Number of ECTS credits with a division into contact/noncontact | 1 (0,6/0,4) |
| Name and surname of the person in charge | Dr Aleksandra Lato/ dr Justyna Rynkiewicz |
| Unit offering the subject | |
| Aim of the module | <p>Acquainting with contemporary theories of communication, selected principles of effective interpersonal communication, persuasive communication, assertive communication and non-verbal communication.</p> <p>Acquiring the ability to make a positive impression, ask open-ended questions and build trust.</p> <p>Acquiring the ability to build persuasive messages in order to convince the client (animal owner) to follow the recommendations and to adopt a positive attitude towards a given therapy.</p> <p>Acquiring the ability to construct persuasive, assertive and constructive messages, both in stressful and conflict situations.</p> <p>Acquiring the ability to recognize emotions based on the analysis of facial micro-expression and non-verbal communication.</p> <p>Acquiring the ability to identify and eliminate obstacles in the communication process</p> |
| Learning outcomes | <p>Knowledge:</p> <p>K1. Student knows contemporary theories of communication and influence techniques, as well as issues related to facial micro-expression, non-verbal and assertive communication.</p> <p>Skills</p> <p>S1. Student is able to use selected techniques of exerting influence. He or she can use persuasive communication, as well as create and recognize selected gestures and micro-expressions based on the analysis of body language.</p> <p>Social competence:</p> <p>C1. Student is prepared to build effective messages in interpersonal relationships and to break through communication boundaries</p> |
| Preliminary and additional requirements | none |

| | |
|--|---|
| <p>Contents of the training module – a compact description</p> | <p>Classes will be conducted in the form of seminars.</p> <p>Learning the principles of interpersonal communication in relationships mainly between the veterinarian and the client (owner of the patient-animal), as well as with specialists from various disciplines.</p> <p>Acquisition and improvement of the ability to construct persuasive messages using selected techniques of exerting influence.</p> <p>Using the Six Principles of Influencing Robert Cialdini, both on-line and off-line.</p> <p>Susceptibility to persuasion and the client's personality (conformism / nonconformity).</p> <p>Emotional and rational messages in the process of persuasion.</p> <p>Learning the rules (e.g. a broken record) and the structures of an assertive speech (e.g. the structure of a I-messages).</p> <p>Characteristics of a submissive, aggressive and assertive attitude, and the principles of setting boundaries in a veterinarian's office.</p> <p>Case study of selected communication situations. Acquiring the ability to analyze body language and facial micro-expression.</p> <p>Personal space in a doctor's office. Acquiring the ability to construct constructive messages in stressful and conflict situations.</p> |
| <p>Recommended and obligatory reading list</p> | <p>Basic literature</p> <ul style="list-style-type: none"> • Carnegie D., Communicating Your Way To Success, Dhaka Nilkhet / Bangla Bazar Print/Collection, 2018. • Carnegie D., How to Win Friends & Influence People, SIMON & SCHUSTER; 100th Printing edition (January 1, 2011) • Cialdini R., Influence. Science and Practice. Allyn & Bacon: 2001. • Pease B., Pease A., The Definitive Book of Body Language: The Hidden Meaning Behind People's Gestures and Expressions, by Barbara Pease Hardcover, 2006. <p>Supplementary literature</p> <ul style="list-style-type: none"> • Fiske J., Introduction to Communication Studies. Taylor & Francis Ltd, 2010. • Leathers D. G., Successful Nonverbal Communication; Principles and Applications, Routledge 2017. |
| <p>The intended forms/activities/ teaching methods</p> | <p>Constructing persuasive messages. Interpretation and analysis of the recipient's body language, discussion, project, case study, multimedia presentation.</p> |

| <p>Methods of verification and documentation forms of the achieved learning outcomes</p> | <p>Evaluation of the project task, evaluation of the performance (drama scenes, case study), evaluation of the presentation.</p> <p>Knowledge: projects</p> <p>Assessment criteria</p> <ul style="list-style-type: none"> • use of Cialdini's 1st rule of influence: grade 2.0; • use of Cialdini's influence rule 1: degree 2.0; • use of 2 principles of Cialdini influence: grade 3.0; • use of the 3 principles of Cialdini influence: grade 4.0; • use of 4-6 principles of Cialdini influence: grade 5.0., <p>Skills: presentation of selected drama scenes, case study and simulation, discussion, analysis and interpretation of problem situations.</p> <p>Criteria for evaluating the presentation (case study scenes):</p> <ul style="list-style-type: none"> • use of the 1st principle of persuasion and assertiveness: grade 2.0; • use of the 1st principle of persuasion and assertiveness: grade 2.0; • the use of 2 principles of persuasion and assertiveness: grade 3.0; • the use of 3 principles of persuasion and assertiveness: grade 4.0; • use of the 4 principles of persuasion and assertiveness: grade 5.0. <p>Social competences: evaluation of cooperation skills in the field of interpersonal communication, evaluation of the construction of selected messages during the presentation.</p> <p>Presentation evaluation criteria:</p> <ul style="list-style-type: none"> • giving the theory; grade 3.0, • giving theory with practical examples, grade 4.0; • giving theory with practical examples and preparing questions for the group, grade 5.0. | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|---------------------------|--------------|-------------|-----------|----|-----|--------------|-----------|------------|----------------------|-----------|------------|-------------------------|--|--|--------------------------|---|------|-----------------------|---|------|---------------------|---|------|---------------------------------|-----------|------------|
| <p>Balance of ECTS credits</p> | <p>Forms of classes: lecture, seminars, consultations, preparation for classes, preparation of projects, studying literature</p> <table border="1" data-bbox="662 1534 1436 1848"> <thead> <tr> <th></th> <th><i>Hours</i></th> <th><i>ECTS</i></th> </tr> </thead> <tbody> <tr> <td>seminars</td> <td>15</td> <td>0,5</td> </tr> <tr> <td>tutorials</td> <td>2</td> <td>0,1</td> </tr> <tr> <td>TOTAL contact</td> <td>17</td> <td>0,6</td> </tr> <tr> <td colspan="3" style="text-align: center;">Noncontact hours</td> </tr> <tr> <td>preparation for seminars</td> <td>6</td> <td>0,24</td> </tr> <tr> <td>preparing the project</td> <td>2</td> <td>0,08</td> </tr> <tr> <td>studying literature</td> <td>2</td> <td>0,08</td> </tr> <tr> <td>TOTAL non-contact / ECTS</td> <td>10</td> <td>0,4</td> </tr> </tbody> </table> | | <i>Hours</i> | <i>ECTS</i> | seminars | 15 | 0,5 | tutorials | 2 | 0,1 | TOTAL contact | 17 | 0,6 | Noncontact hours | | | preparation for seminars | 6 | 0,24 | preparing the project | 2 | 0,08 | studying literature | 2 | 0,08 | TOTAL non-contact / ECTS | 10 | 0,4 |
| | <i>Hours</i> | <i>ECTS</i> | | | | | | | | | | | | | | | | | | | | | | | | | | |
| seminars | 15 | 0,5 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| tutorials | 2 | 0,1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL contact | 17 | 0,6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Noncontact hours | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| preparation for seminars | 6 | 0,24 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| preparing the project | 2 | 0,08 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| studying literature | 2 | 0,08 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL non-contact / ECTS | 10 | 0,4 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Number of contact hours</p> | <table border="1" data-bbox="662 1904 1436 2016"> <tbody> <tr> <td>participation in seminars</td> <td>15</td> <td>0,6</td> </tr> <tr> <td>tutorials</td> <td>2</td> <td>0,1</td> </tr> <tr> <td>TOTAL</td> <td>17</td> <td>0,6</td> </tr> </tbody> </table> | participation in seminars | 15 | 0,6 | tutorials | 2 | 0,1 | TOTAL | 17 | 0,6 | | | | | | | | | | | | | | | | | | |
| participation in seminars | 15 | 0,6 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| tutorials | 2 | 0,1 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TOTAL | 17 | 0,6 | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | |
|--|---|
| <p>Relationship between subject learning outcomes and veterinary studies learning outcomes</p> | <p>K1 –WE_inne + S1 - WE_U2 +, WE_U-inne + Sc1 - WE_K4 +, WE_K3 +</p> |
| <p>Impact of selected compounds to final grade</p> | <p>Writing an email to the client (animal owner) using the principles of persuasion, assertiveness and constructive interpersonal communication.</p> <p>Describing the conflict situation between the veterinarian and the client (animal owner) and offering a solution.</p> <p>The final grade is based on the average grades for individual practical tasks (e.g. project, speech - case study scenes, presentations).</p> |