

Medicine			
Bachelor	TR-NQF-HE: Level 7	QF-EHEA: Second Cycle	EQF-LLL: Level 7

Course Introduction and Application Information

Course Code:	UNI212		
Course Name:	Communication Skills for Healthcare Professionals		
Semester:	Spring Fall		
Course Credits:	<div>ECTS</div> <div>5</div>		
Language of instruction:	Turkish		
Course Condition:			
Does the Course Require Work Experience?:	No		
Type of course:	University Elective		
Course Level:	<div> <div>Bachelor</div> <div>TR-NQF-HE:7. Master`s Degree</div> <div>QF-EHEA:Second Cycle</div> <div>EQF-LLL:7. Master`s Degree</div> </div>		
Mode of Delivery:	E-Learning		
Course Coordinator:	Dr. Öğr. Üy. YASEMİN TORUN		
Course Lecturer(s):	Yasemin TORUN, PHD		
Course Assistants:			

Course Objective and Content

Course Objectives:	In this course students will able to understand the process of communication and use it effectively, have the basic skills in oral and written communication, self-expression, communication skills, to increase the group and learn to take an active role in the health care team aims to develop effective communication and the ability to provide

Course Content:	The concept of communication to the students who take this course the importance of communication in human relationships and the factors that affect communication, the main characteristics and requirements of daily human life, effective communication methods, the importance of Health Communication, group dynamics and communication in groups, therapeutic communication, the fundamentals of professional communication and professional communication skills, in special cases, to have information about how to communicate with individuals and groups.
-----------------	--

Learning Outcomes

The students who have succeeded in this course;

- 1) It describes the communication process, its elements and how it works.
- 2) Learns verbal and non-verbal communication methods.
- 3) Defines the concepts of human, self-knowledge, communication, professional communication, conflict and anger.
- 4) Have basic skills to communicate effectively in daily and professional life
- 5) Applies assertive behavior, effective anger and conflict management strategies, and helpful communication skills in his/her social and professional life.
- 6) Develops labor skills that will ensure their employability
- 7) Learns to communicate for the benefit of the patient and applies relevant telepathic communication strategies

Course Flow Plan

Week	Subject	Related Preparation
1)	Introduction & Lecture Presentation (Importance of communication, course content and expectations)	
2)	Communication Concept and Process	
3)	Communication components	
4)	Types of Health communication	
5)	Communication Models in Health Communication	
6)	The Role of Perceptions in Communication	
7)	Errors of Perception Made in Communication	
8)	Fundamentals of Professional Communication	
9)	Therapeutic Communication	
10)	Therapeutic Communication Strategies	

11)	Professional Communication Skills 1	
12)	Professional Communication Skills 2	
13)	In-Group Communication Skills	
14)	Communication in Special Cases	
15)	Finals Week	
16)	Finals Week	
16)	Finals Week	

Sources

Course Notes / Textbooks:	<ul style="list-style-type: none"> İnci Çınarlı, Sağlık İletişimi ve Medya, Ankara: Nobel Yay. Dağ., 2008. - Aysel Aziz, İletişime Giriş, Hiberlin, 2016. Judith Lazar, İletişim Bilimi, çev. Cengiz Anık, Vadi Yayınları, Ankara Hasan Tutar, Kemal Yılmaz, Genel İletişim Kavram ve Modeller, Seçkin Yay. Ankara 2008 Oskay, Ünsal. İletişimin ABC'si, İstanbul: İnkılâp Yayınevi, 2014
References:	<p>Michel Bourse ve Halime.Yücel, İletişim Bilimlerinin Serüveni, İstanbul: Ayrıntı Yay., 2012</p> <p>• Marziye İlhan, Sağlık Çalışanlarının İletişimi, İstanbul: Beta Bas. Yay. Dağ., 2018Ders sunumları ve notları</p>

Course - Program Learning Outcome Relationship

Course Learning Outcomes	1	2	3	4	5	6	7
Program Outcomes							
1) The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of both patient's health and healthcare workers health including her/his own.							
2) The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion,							

race, and gender.							
Course Learning Outcomes	1	2	3	4	5	6	7
3) The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.							
4) The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.							
5) In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him.							
6) The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and other health care workers.							
7) While carrying out her/his profession, the graduate fulfils her/his duties and obligations with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, considering the integrity, privacy, and dignity of the patient.							
8) The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.							
9) The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health.							
10) To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components.							
11) The graduate physician evaluates the impact of health policies and practices on individual and community health indicators and advocates increasing the quality of health services.							
12) The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this.							
13) During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.							

Course Learning Outcomes	1	2	3	4	5	6	7
14) The graduate uses the resources cost-effectively, in the planning, implementation, execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation.							
15) The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary.							
16) The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice.							
17) The graduate communicates effectively with patients, patient relatives, health care workers and other professional groups, institutions, and organizations, including individuals and groups that require a special approach and have different sociocultural characteristics.							
18) The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms.							
19) When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results obtained and/or the results of other research for the benefit of the society.							
20) The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.							
21) The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.							
22) The graduate effectively manages individual study and learning processes and career development.							
23) The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.							
24) The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.							

Course - Learning Outcome Relationship

No Effect	1 Lowest	2 Average	3 Highest

	Program Outcomes	Level of Contribution
1)	The graduate integrates the knowledge, skills, attitudes, and behaviours acquired from basic and clinical sciences, behavioural sciences, and social sciences in the form of competencies and uses them for the provision of rational, effective, safe health care services in accordance with quality standards in the prevention, diagnosis, treatment, follow-up, and rehabilitation processes, and during the process considers protection of both patient's health and healthcare workers health including her/his own.	
2)	The graduate shows a biopsychosocial approach in patient management that considers the sociodemographic and sociocultural background of the individual without discrimination of language, religion, race, and gender.	
3)	The graduate prioritizes the protection and development of the health of individuals and society in the provision of health care services.	
4)	The graduate, considering the individual, social, public, and environmental factors affecting health; works towards maintaining and improving the state of health.	
5)	In the provision of health care services, the graduate considers both the changes in the physical and socioeconomic environment on a regional and global scale that affect health, as well as the changes in the individual characteristics and behaviours of the people who apply to her/him.	
6)	The graduate recognizes the characteristics, needs and expectations of the target population and provides health education to healthy/sick individuals and their relatives and other health care workers.	
7)	While carrying out her/his profession, the graduate fulfils her/his duties and obligations with determined behaviours to provide high-quality health care within the framework of ethical principles, rights and legal responsibilities and good medical practices, considering the integrity, privacy, and dignity of the patient.	
8)	The graduate evaluates and improves her/his own performance in professional practices in terms of emotions, cognitive characteristics, and behaviours.	
9)	The graduate physician advocates improving the provision of health services by considering the concepts of social reliability and social commitment to protect and improve public health.	

10)	To protect and improve health, the graduate physician can plan and carry out service delivery, training and consultancy processes related to individual and community health in cooperation with all components.	
11)	The graduate physician evaluates the impact of health policies and practices on individual and community health indicators and advocates increasing the quality of health services.	
12)	The graduate physician attaches importance to protecting and improving her/his own physical, mental, and social health, and does what is necessary for this.	
13)	During the provision of health care, the graduate shows exemplary behaviours and leads within the health team.	
14)	The graduate uses the resources cost-effectively, in the planning, implementation, execution, and evaluation processes of the health care services in the health institution she/he manages, for the benefit of the society and in accordance with the legislation.	
15)	The graduate communicates positively within the health team with whom she/he provides health care services, being aware of the duties and obligations of other health workers and shows appropriate behaviours to assume different team roles when necessary.	
16)	The graduate works harmoniously and effectively with her/his colleagues and other professional groups in her/his professional practice.	
17)	The graduate communicates effectively with patients, patient relatives, health care workers and other professional groups, institutions, and organizations, including individuals and groups that require a special approach and have different sociocultural characteristics.	
18)	The graduate shows a patient-centred approach in the protection, diagnosis, treatment, follow-up, and rehabilitation processes that involve the patient and patient's caregivers as partners in the decision-making mechanisms.	
19)	When necessary, the graduate plans and implements scientific research for the population she/he serves, and uses the results obtained and/or the results of other research for the benefit of the society.	
20)	The graduate reaches the current literature information related to her/his profession, evaluates critically, and applies the principles of evidence-based medicine in the clinical decision-making process.	
21)	The graduate uses information technologies to improve the effectiveness of her/his work in health care, research, and education.	
22)	The graduate effectively manages individual study and learning processes and career development.	
23)	The graduate demonstrates the ability to acquire, evaluate, integrate new knowledge with	

	existing knowledge, apply it to professional situations, and adapt to changing conditions throughout professional life.	
24)	The graduate chooses the right learning resources to improve the quality of the health care service she/he provides, organizes her/his own learning process.	

Assessment & Grading

Semester Requirements	Number of Activities	Level of Contribution
Quizzes	3	% 60
Final	1	% 40
total		% 100
PERCENTAGE OF SEMESTER WORK		% 60
PERCENTAGE OF FINAL WORK		% 40
total		% 100

Workload and ECTS Credit Calculation

Activities	Number of Activities	Workload
Course Hours	14	56
Study Hours Out of Class	2	2
Quizzes	9	33
Final	4	26
Total Workload		117