Bogomolets National Medical University
Educational and Scientific Institute of Medicine
Department of general practice (family medicine)

«Approved»
Vice-rector for Scientific-Pedagogical and Academic Work Bogomolets National Medical University
Doctor of Medical Sciences,
Professor_____O. M. Vlasenko
«____» _____2026

WORKING PROGRAM IN EDUCATIONAL DISCIPLINE

EC 1.17 «HUMANITY AND EMPATHY»

Elective course

Educational level:	second (Master's degree)
Field of knowledge:	I "Healthcare and Social Security"
Specialty:	I2 "Medicine"
Educational program:	Educational and professional program "Medicine of the second (master's) level of higher education in the specialty I2 "Medicine"

2026/2027 academic year

Kyiv

Developed and introduced by: Bogomolets National Medical University

Program developers:

The program was compiled by the staff of the Department of General Practice (Family Medicine). PhD in Medical Sciences, Associate Professor Horobets N.M., Korost Ya.V. - PhD, Associate Professor of Department of general practice (family medicine), Bontsevych A.M. – assistant Professor.

Discussed and approved at the methodological meeting of the Department of General Practice (Family Medicine), protocol № 1 from "26" August 2026.

Head of the Department,
Doctor of Medical Sciences Professor_____Voloshyna I.M.

«APPROVED»
Head of CMC of therapeutic disciplines
Doctor of Medical Sciences, Professor _____O.B. Iaremenko
Protocol № 1 «27» August 2026

1. DESCRIPTION OF EDUCATIONAL DISCIPLINE

EC 1.17 «HUMANITY AND EMPATHY»

<table>
<tr><td rowspan="2">Name of indicators</td><td rowspan="2">Field of the knowledge, specialties, educational and qualification level</td><td colspan="2">Characteristic of educational discipline</td></tr>
<tr><td>Full-time education</td><td>Correspondence education</td></tr>
<tr><td>Amount of credits – 3</td><td>Field of the knowledge
I "Healthcare and Social Security"
(code and name)</td><td colspan="2">Variative</td></tr>
<tr><td>Module 1</td><td rowspan="4">Specialities:
I2 "Medicine"</td><td colspan="2">Year of study</td></tr>
<tr><td></td><td>1st</td><td>-</td></tr>
<tr><td></td><td colspan="2">Semester</td></tr>
<tr><td>Overall amount of hours – 90</td><td>1st, 2nd</td><td>-</td></tr>
<tr><td rowspan="11">Week hours for day-time education:
at auditorium – 3,9
Self-study work – 1,1</td><td rowspan="11">Educational level:
second (Master`s degree)</td><td colspan="2">Lectures</td></tr>
<tr><td>6 h.</td><td>-</td></tr>
<tr><td colspan="2">Practical, seminar</td></tr>
<tr><td>20 h.</td><td>-</td></tr>
<tr><td colspan="2">Laboratory</td></tr>
<tr><td>0 h.</td><td>-</td></tr>
<tr><td colspan="2">Self-study work</td></tr>
<tr><td>64 h.</td><td>-</td></tr>
<tr><td colspan="2">Individual tasks:</td></tr>
<tr><td colspan="2"></td></tr>
<tr><td colspan="2">Type of control:</td></tr>
<tr><td>Differentiated credit</td><td></td></tr>
</table>

2. PURPOSE, EXPECTED EDUCATIONAL OUTCOMES AND CRITERIA FOR EVALUATING RESULTS OF EDUCATION

2.1 The elective course "Humanity and Empathy" is **aimed** at developing students' emotional intelligence, empathy, and communication skills as fundamental competencies of a modern physician. The course covers key aspects of patient-centered medicine, including effective clinical communication, psychoemotional support, ethical decision-making, and professional resilience.

2.2 Course objectives:

• Develop emotional intelligence and ability to recognize and manage emotions
• Master clinical empathy and active listening techniques
• Learn to build trust and partnership with patients
• Acquire skills in breaking bad news and crisis support
• Develop conflict management and communication competencies
• Understand cultural competence and non-discriminatory approach
• Learn burnout prevention and self-care strategies

2.3. Competencies

Integral competency:

Ability to solve typical and complex specialized tasks and practical problems in professional medical activities, which involves applying theories and methods of medical science and is characterized by complexity and uncertainty of conditions.

General competencies (GC):

GC1. Ability to abstract thinking, analysis and synthesis.
GC 2. Ability to learn and master modern knowledge.
GC 3. Ability to apply knowledge in practical situations.
GC 4. Knowledge and understanding of the subject field and understanding of professional activity.
GC 5. Ability to adapt and act in a new situations.
GC 6. Ability to make informed decisions.
GC 7. Ability to work in a team.
GC 8. Ability to interpersonal interaction.
GC 9. Ability to communicate in a foreign language.
GC 10. Ability to use information and communication technologies.
GC 11. Ability to search, process and analyze information from various sources.
GC 12. Determination and persistance in relation to assigned tasks and assumed duties.
GC 13. Awareness of equal opportunities and gender issues.

GC 14. The ability to realize one's rights and responsibilities as a member of society, to realize the values of a civil (free, democratic) society and the need for its sustainable development, the rule of law, the rights and freedom of a person and a citizen of Ukraine.

GC 15. The ability to preserve and multiply moral, cultural, scientific values and achievements of society based on understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, techniques and technologies; use different types and forms of motor activity for active recreation and keep to a healthy lifestyle.

Professional competencies (PC):

PC 1. Ability to collect medical information about the patient and analyze clinical data

PC 11. Ability to solve clinical cases in new or unfamiliar environment in the presence of incomplete or limited information taking into account aspects of social and ethic responsibility.

PC 21. One should clear express one's own knowledge, conclusions and arguments on health care problems and related issues to specialists and non-specialists particularly to people who study.

PC 24. Compliance with ethic principles when working with patients and laboratory animals.

PC 25. Compliance with professional and academic integrity, taking responsibility for the reliability of the obtained scientific results.

Program Results of learning:

PRL 2. To have substantial knowledge about the structure of professional activity. To be able to solve complicated tasks and problems, which emerge in professional activity.

PRL 3. Understanding and knowledge of fundamental, biomedical and clinical sciences at the level enough for solving of professional tasks in the field of health protection. To be responsible for the decision-making at complicated conditions.

PRN 25. Clearly and unambiguously communicate one's own knowledge, conclusions and reasoning on health care problems and related issues to specialists and non-specialists.
PRN 26. Manage work processes in the field of health care, which are complex, unpredictable and require new strategic approaches, organize the work and professional development of staff, taking into account the acquired skills of effective teamwork, leadership positions, proper quality, accessibility and fairness, ensuring the provision of integrated medical care.
PRN 27. Communicate freely in the state language and English, both orally and in writing to discuss professional activities, conduct scientific research and participate in projects.

The criteria for evaluating educational achievements implemented in the evaluation norms, which establish the relationship between the requirements for knowledge, skills and abilities and the evaluation indicator in points. Learning outcomes evaluated during current, intermediate and final control. During the current control, the assessment is carried out according to the traditional scale ("excellent" - 5, "good" - 4, "satisfactory" - 3, "unsatisfactory" - 2), after which the assessment is converted into points.

Generalized criteria for evaluating program-learning outcomes:

Evaluation according to the 4-point system	Evaluation criteria
5 («exellent»)	The student shows special creative abilities, knows how to acquire knowledge independently, finds and processes the necessary information without help of a teacher, knows how to use the acquired knowledge and skills to make decisions in non-standard situations, convincingly argues the answers, possesses at least 90% knowledge of the topic during the survey, performance of tasks and all types of control.
4 («good»)	The student possesses the studied amount of material, applies it in practice, solves exercises and problems in standardized situations, independently corrects errors, the number of which is insignificant, possesses at least 80% of knowledge on the topic during the survey, tasks and all types of control.
3 («satisfactory»)	The student reproduces the majority of the theoretical material, demonstrates knowledge and understanding of the main provisions with

	the help of the teacher, can analyze the educational material, correct errors, among which there are a significant number of essential ones, possesses at least 60% knowledge of the topic during the survey, performing tasks and all types of control
2 («unsatisfactory»)	The student possesses the material at the level of elementary recognition, experiences difficulties in reproducing the majority of the elements of the educational material, possesses less than 60% knowledge of the topic both during the survey and in all types of control

The student's performance assessment in the discipline is rated and is set on a multi-point scale as the arithmetic average of the module's mastery and is defined according to the ECTS system and the traditional scale adopted in Ukraine.

3. **COURSE PROGRAM**

MODULE. "Humanity and Empathy"

Topic 1. **Human-centeredness in modern medicine: models and approaches. Emotional intelligence in the professional activity of a doctor**

Philosophy of human-centered medicine. Evolution of the patient-centered approach. Principles, specifics, components of the patient-centered approach. Biomedical and biopsychosocial models of interaction. Models of the "doctor-patient" relationship and their transformation.

Structure of emotional intelligence. Wheel of emotions. Awareness and regulation of emotions. Recognition of emotions of others (empathy). Building professional relationships. Practical tools of self-regulation. Square of emotional-energy state.

Topic 2. **Empathy as a clinical competence**

History of the development of the concept of empathy. Definition and types of empathy. Differentiation of empathy, compassion and empathy.

Verbal and non-verbal manifestations of empathy. Empathic formulations. NURSE technique in clinical communication.

Topic 3. **Trust and professional communication in the doctor-patient system**

The concept of trust and its importance for the treatment process. Fundamentals of professional communication. Questioning techniques, screening, generalization. Communication barriers.

Topic 4. **Clinical consultation as a partnership model**

Consultation management. Calgary-Cambridge model. ICE triad. Explanation of the diagnosis and treatment plan in a partnership format.

Topic 5. **Patient autonomy and professional boundaries of the doctor. Privacy and confidentiality in medical activities**

The principle of patient subjectivity. Shared decision-making. Personal and professional boundaries in medical practice.

Confidentiality, principles of its observance. Legal and ethical aspects of the protection of medical information. The principle of autonomy. Medical confidentiality and the limits of its disclosure. Access to information for the patient: obligations of medical professionals, risks. Features of access to information about children.

Topic 6. **Psychoemotional support for the patient in crisis states**

Grief and stages of its experience. Emotional crisis and stress. Crisis emotional states, signs of grief (according to Lindemann). Stages of grief (according to Kubler-Ross). Periods of grief (according to Zintl and Volkan). The BATHE method as a support tool.

Topic 7. **Communication in situations of transmitting complex information**

The art of delivering bad news. The SPIKES protocol. Ethics of conversations about the end of life.

Topic 8. **Conflict management in medical practice**

The nature of conflict. Goals, interests and positions in negotiations. EVE protocols and nonviolent communication. Strategies of behavior in conditions of emotional tension.

Topic 9. **Equal access to health care: tolerance and diversity. Sociocultural barriers in health care**

Prejudice and discrimination in health care. Prejudice and discrimination. Forms of discrimination. Cultural sensitivity. BALANCE protocol.

Working with vulnerable and marginalized groups (sexuality, gender identity, old age, disability or mental disorders). Intercultural communication and non-discriminatory approach.

Topic 10. **Professional burnout: resourcefulness and team interaction**

Causes and risk factors of burnout. Prevention and maintenance of professional resilience

Communication in the medical team. Psychological support. Self-help techniques and restoration of emotional resources.

4. STRUCTURE OF EDUCATIONAL DISCIPLINE

Kind of work	**Form of activity**	**Number of hours**	**Number classes**	**Hours in total**
auditorium	lecture	**2**	**3**	**6**
	practical training	**2**	**10**	**20**
outside-classroom	individual work	**6-6,5**	**10**	**64**
				90

Name of modules and topics	**Number of hours**				
1	total	including			
		lecture	seminar class	practical training	individual work
	90	6	-	20	64
Module. " Humanity and Empathy" elective course					
Topic 1. Human-centeredness in modern medicine: models and approaches. Emotional intelligence in the professional activity of a doctor				2	6.5
Topic 2. Empathy as a clinical competence		2		2	6.5

Topic 3. Trust and professional communication in the "doctor-patient" system				2	6.5
Topic 4. Clinical consultation as a model of partnership				2	6.5
Topic 5. Patient autonomy and professional boundaries of a doctor. Privacy and confidentiality in medical activities		2		2	6.5
Topic 6. Psychoemotional support of a patient in crisis situations				2	6.5
Topic 7. Communication in situations of transferring complex information				2	6.5
Topic 8. Conflict management in medical practice				2	6.5
Topic 9. Equal access to medical care: tolerance and diversity. Sociocultural barriers in health care		2		2	6
Topic 10. Professional burnout: resourcefulness and team interaction. Control of discipline acquisition.				2	6
Total hours		**6**		**20**	**64**

5. LECTURE TOPICS

No.	Lecture Topic	Hours
1	Empathy as clinical competence	2
2	Privacy and confidentiality in medical practice	2
3	Sociocultural barriers in healthcare	2
	Total	**6**

6. TOPICS OF SEMINAR LESSONS

Seminar classes are not scheduled by the program

7. TOPICS OF PRACTICAL CLASSES

No.	Practical Class Topic	Hours
1	Emotional Intelligence in Medical Practice	2
2	Empathy as Clinical Competence	2
3	Trust and Professional Communication in Doctor-Patient System	2
4	Clinical Consultation as Partnership Model	2
5	Patient Autonomy and Professional Boundaries.	2
6	Psychoemotional Support for Patients in Crisis States	2
7	Communication in Situations of Delivering Complex Information	2
8	Conflict Management in Medical Practice	2
9	Equal Access to Healthcare: Tolerance and Diversity.	2
10	Professional Burnout: Resourcefulness and Team Interaction.	2
	TOTAL	**20**

8. SELF-STUDY WORK

No.	Topic Name	Hours	Control Type

1	Professional risks of emotional impulsivity in medicine. Patient emotions: the clinical significance of their recognition. The impact of stress on the quality of clinical decisions	6.5	Current control
2	Pseudo-empathy errors. Empathy in working with patients with chronic diseases. Empathy in conditions of time shortage	6.5	Current control
3	Doctor's communication errors and their consequences. The impact of non-verbal behavior on trust. Screening questions in the structure of the consultation. Generalization and feedback as a tool of trust.	6.5	Current control
4	Consultation management errors. Time management of the reception. Communication of risks and prognosis. Documentation of the consultation from the position of person-centeredness.	6.5	Current control
5	Violation of professional boundaries: risks and consequences. Features of the autonomy of minor patients.	6.5	Current control
6	The impact of emotional state on somatic symptoms. Self-defense of the doctor when working with crisis patients.	6.5	Current control
7	Support for the patient's family. Documentation of difficult conversations. Self-reflection after a difficult consultation.	6.5	Current control
8	Emotional self-regulation during conflict. Negotiation techniques in medicine. Preventing conflict escalation. Professional de-escalation of emotional tension	6.5	Current control

9	Communication with patients from different cultural backgrounds. Language barriers in medical practice. Working with older patients	6	Current control
10	Balance between professional and personal life. Reflection as a tool for professional development. Building resilience in the medical profession	6	Current control
	TOTAL	**64**	

10. INDIVIDUAL TASKS

• Report at clinical conferences of department bases

• Writing theses, articles.

• Selection of two video and audio materials, stories from fiction, patient stories from social networks on relevant topics of the academic discipline.

• Compiling a quest (10 questions) on relevant topics of the discipline.

• Compiling video and podcast scripts on relevant topics of the discipline.

• Preparing and recording videos, podcasts on relevant topics of the discipline.

• Writing a post on social networks in the form of storytelling on relevant topics of the discipline.

11. TEACHING METHODS

90 hours of 3 ECTS credits are allocated for studying the academic discipline.

The program of the academic discipline consists of one module.

The duration of the practical session is 2 hours, lecture - 2 hours.

The current educational activity of students is controlled in practical sessions in accordance with specific goals.

When studying the discipline VK 1.17 "Humanity and Empathy", an elective course, the following teaching methods are used:

- verbal (narration, conversation, explanation);

- practical (practical work, simulation technologies);
- explanatory and illustrative (educational literature, videos, thematic phantoms and patients, etc.);
- According to the logic of presenting the educational material: analytical, synthetic, analytical-synthetic, inductive, deductive and translational methods;
- By level of cognitive activity: explanatory-illustrative, reproductive, problematic, partially-search, research, problem-based presentation method.

Better assimilation of educational material is facilitated by the use of
- interactive technologies of collective and group learning (brainstorming, case method, group projects, etc.);
- situational modeling technologies (simulation or imitation);
- technologies for processing debatable issues (determining a position, defending it, changing a position, debates, talk shows, etc.);
- elements of distance learning (MS Teams, Google Meet, etc. services).

12. METHODS AND FORMS OF CONTROL, DISTRIBUTION OF GRADES, THAT STUDENTS RECEIVE, EVALUATION

Forms of control and the assessment system are carried out in accordance with the requirements of the discipline program and instructions on the system for assessing students' educational activities under the credit-modular system of organizing the educational process, approved by the MoH of Ukraine (2005).

It is recommended to use the following means of assessing the level of student training: computer tests, solving situational problems, the ability to conduct a patient examination and evaluate physical examination data, the results of instrumental studies and parameters that characterize the functions of the human body, its systems and organs, the ability to communicate with family members and draw up programs of preventive, if necessary - therapeutic, as well as rehabilitation direction, taking into account risk factors, age and social status of the family.

Differentiated credit is a form of final control, which consists in assessing the student's assimilation of the educational material of the discipline based on the results of current

training, the implementation of individual and control measures. When assigning a grade for a discipline, the number of points accumulated by the student for the current study is taken into account (the maximum number of points is 200). The student is assigned a differentiated credit for the discipline in accordance with the total number of points accumulated by him, which must be no less than the minimum required, and corresponds to the minimum value of the grade E, and therefore is 111 points.

When assigning a differential for a discipline, the student is given the right to retake unsatisfactory grades no later than three days (cyclic system - per day) before the final control in order to accumulate the minimum number of points for admission to the discipline.

The department does not conduct differential credit in the form of a separate lesson.

Number of points for current learning activity										Individual work	Final control	Total
T1	T2	T3	T4	T5	T6	T7	T8	T9	T10			
0-19	0-19	0-19	0-19	0-19	0-19	0-19	0-19	0-19	0-19	10	differentiated credit	200

Table of correspondence of traditional evaluations to points

Current study activity and independent work*		Sum
Traditional assessment	Convertation into points	
T1-T5		Maximum 200 points
5	17-19	
4	13-16	
3	11-12	
2	0	

Note. * - 50% of the points are allocated for independent work (for each topic)

Assessment of knowledge in the discipline is carried out

according to the appropriate scale:

Mark in points	Evaluation on a national scale	Evaluation on the ECTS scale	
		Mark	Explanation
170-200	Perfectly	A	Perfectly (excellent performance with only minor errors)
155-169	Fine	B	Very good (above average with few mistakes)
140-154		C	Fine (generally correct performance with a certain number of significant mistakes)
125-139	Satisfactorily	D	Satisfactorily (not bad, but with a significant number of shortcomings)
111-124		E	Enough (performance meets minimum criteria)
60-110	Unsatisfactorily	FX	Unsatisfactorily (with the possibility of re-examination)
1-59		F	Unsatisfactorily (with mandatory repeated study of the discipline)

Academic Integrity Policy

In the learning process, it is mandatory to observe academic integrity, namely:

- independent performance of all types of work, tasks, forms of control provided for by the work program of the academic discipline "Humanity and Empathy";
- references to sources of information in the case of using ideas, developments, statements, information;
- compliance with the norms of legislation on copyright and related rights;

- provision of reliable information about the results of one's own educational (scientific) activities, research methods used and sources of information.

13. METHODOLOGICAL SUPPORT

Educational and methodological materials: textbooks, manuals, handbooks, methodological recommendations, algorithms (protocols of examinations, diagnoses, treatment, in accordance with the standards of evidence-based medicine), algorithms for acquiring practical skills, test tasks, situational problems, written survey, results of instrumental and laboratory research, electronic directories. Equipment, dummies, computers with relevant information support, phantoms, etc. Algorithms for the formation of professional skills. Workbooks.

11. RECOMMENDED LITERATURE

Main Literature:

1.Людяність та емпатія в охороні здоров'я. Посібник для викладачів. Київ: Майстер книг: 2022. – 364 с.

2. М.М. Філоненко. Психологія спілкування: навчальний посібник. - Центр учбової літератури. – 2024. – 224 с.

3. Комунікативні навички лікаря: підруч. для студ. вищих мед. навч. закл. та фахівців практ. мед. / О.С. Чабан, О.О. Хаустова, І.А. Коваль та ін.; за заг. ред. О.С. Чабана. 3-ге вид., переробл і доповн. — К.: Видавничий дім «Медкнига», 2024. — 528 с.

4. Медична психологія : підруч. ; за заг. ред. докт. мед. наук, проф. І. Д. Спіріної. Дніпро : ЛІРА, 2022. 300 с.

5. Горенко М. В. Психологія спілкування : навч. посіб. Уманський держ. пед. ун-т імені Павла Тичини. Умань : Візаві, 2024. 109 с.

6. Mohammadreza Hojat. Empathy in Health Professions Education and Patient Care, 596 p., 2026

7. Ernest Suresh. Clinical Communication Skills in Medicine: A Primer for MRCP PACES (2024) – 252 p.

Additional Literature:

1. Imi Lo. The Gift of Empathy: How generosity of spirit can transform your life. - 2025. - 224 pages

2. Delia Sikes. EMPATHY UNLOCKED Learning to Connect in a Disconnected World: Practical Techniques for Attentive Communication, Understanding Perspectives, Self-Compassion, and Setting Boundaries. – 2024. - 208 p.

3. Joseph D Milliken. Embracing Empathy: A Guide to Emotional Intelligence. – 2024. - 154 p.

4. Ben Payne. Process Empathy: The Practical Guide for Effective Bureaucrats - 2024. – 414 p.

5. Judith Orloff, Dalai Lama. The Genius of Empathy: Practical Skills to Heal Your Sensitive Self, Your Relationships, and the World. – 2024. – 272 p.

6. Shaun D Pattinson Medical Law and Ethics, 7th Edition. – 2025.

7. Джудіт Орлофф "Виживання для емпата: життєві стратегії для чутливих людей", 2022

8. Панґрацці А. Допоможи мені сказати прощавай: Взаємодопомога в жалобі за померлим та при інших втратах / пер. Наталії Чернявської; за ред. Романа Скакуна. Львів: Видавництво Українського католицького університету, 2023.- 144 с.

9. Катерина Міхаліцина – Розламані люди (2023) – 144 с.

10. Михайло Івасько – Яловохус (2022) – 288 с.

11. Едіт Еґер – Дар (The Gift) (2022) – 264 с.

17. Information Resources:

1. Calgary-Cambridge Guide: http://www.gp-training.net/training/communication_skills/calgary/

2. Academy of Communication in Healthcare: https://www.achonline.org

3. Institute for Healthcare Communication: https://www.healthcarecomm.org

4. Center for Nonviolent Communication: https://www.cnvc.org

5. National Academy of Medicine – Clinician Well-Being: https://nam.edu/clinicianwellbeing