# DESCRIPTION OF THE COURSE OF STUDY

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| **Course code**  |  | **0912-7LEK-B4.4-EP** |
| **Name of the course in**  | Polish  | **Elementy profesjonalizmu**  |
| English  | **Elements of professionalism**  |

## 1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

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| **1.1. Field of study**  | Medicine  |
| **1.2. Mode of study**  | Full-time  |
| **1.3. Level of study**  | Uniform Master’s study  |
| **1.4. Profile of study\***  | General academic  |
| **1.5. Person/s preparing the course description**  | dr n. hum. Martyna Głuszek – Osuch  |
| **1.6. Contact**  | aleksander\_krol@wp.pl  |

## 2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

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| **2.1. Language of instruction**  | English  |
| **2.2. Prerequisites\***  | ---------------  |

## 3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

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| **3.1. Form of classes**  | Lectures -15  |
| **3.2. Place of classes**  | Courses in the teaching rooms of UJK  |
| **3.3. Form of assessment**  | Credit with grade  |
| **3.4. Teaching methods**  | Informative lecture  |
| **3.5. Bibliography**  | **Required reading**  | 1. Crash Course Medical Ethics and Sociology" Papanikitas Andrew;  |
|  **Further reading**  | 2. "Psychology and Sociology Applied to Medicine 3e" Abraham Charles; 6szt 3. "Medical Sociology" Cockerham William  |

## 4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED TEACHING OUTCOMES

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| **4.1. Course objectives *(lecture)*** C1. Familiarize students with various aspects of the issue of professionalism in medicine. C2 Developing skills related to professional conduct in which the patient's welfare is a priority for the individual physician, professional groups and medical institutions.  |
| **4.2. Detailed syllabus *(lecture)*** The concept of professionalism in medicine: definitions, models of health care. The movement of the "new professionalism" and its importance in medical practice: professional attitude and behavior. Principle of professionalism: the necessity of putting the interests of the patient above the interests of the doctor, to maintain a high level of their own competence and attention to ethical standards; conflicts of interest; obligation to provide care. Models of cooperation doctor-patient; the responsibilities and privileges of doctors and patients, the social contract. Regulatory mechanisms: the European Charter of Patients 'Rights (European Patients' Charter). The presentation of the conduct of the interview. Clinical Consultation: theory, research, practice. The stages and tasks of consultation. The presentation of the macro and micro skills in conducting the interview; verbal and non verbal aspects of behavior, skills, leading to the "opening up" of the patient. Providing bad news: definitions, identification of situations subject to different definitions. A systematic approach in providing bad news, challenges and solutions. Difficult clinical situations: disruption of the communication process; communication errors and strategies to eliminate them, ways of engaging the patient and maintaining the contact.  |

### 4.3. Education outcomes in the discipline

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| **Code** | **A student, who passed the course**  | **Relation to teaching outcomes**  |
| within the scope of **KNOWLEDGE**, the graduate knows and understads**:** |  |
| W01  | social basics referring to health, sickness, disability and old age in relation to social attitudes, the social consequences of illness and disability as well as social-cultural barriers; knows the current concept of quality of life in a conditioned state of health; | D.W4.   |
| W02  | the importance of verbal and nonverbal communication in the process of communicating with patients and the notion of trust in the interaction with the patient; | D.W6.  |
| W03  | psychosocial consequences of hospitalization and chronic illness; | D.W7.  |
| W04  | understands the functioning of medical institutions and the social role of a physician; | D.W8.  |
| W05  | the role of the family in the treatment proces; | D.W10.  |
| W06  | the problems of patient’s and his/her family’s adaptation to the disease as a difficult situation as well as to events connected with the disease including dying and the family’s grieving proces; | D.W11.  |
| W07  | the role of stress in etiology and course of the disease and recognizes the mechanisms of coping with stress; | D.W12.  |
| W08  | the principles to motivate patients to follow healthy behaviors and how to communicate unfavorable prognosis to the patient; | D.W15.  |
| W09  | teamwork principles ; | D.W18.  |
| W10  | the foundations of evidence-based medicine; | D.W23.  |
| within the scope of **ABILITIES**, the graduate knows how to**:**  |  |
| U01  | take into account subjective needs and expectations of the patient resulting from socio-cultural conditions during the therapeutic procedurę; | D.U1.  |
| U02  | detect the signs of unhealthy and self-destructive behavior and properly responds to tchem; | D.U2.  |
| U03  | select the treatment which minimizes the social consequences for the patient; | D.U3.  |
| U04  | create the atmosphere of trust during the entire treatment proces; | D.U4.  |
| U05  | lead conversations with an adult patient, a child and family using the techniques of active listening and expression of empathy, and talk with the patient about his/her life situation; | D.U5.  |
| U06  | inform the patient about the purpose, process and potential risks of the proposed diagnostic or therapeutic action and obtain his/her informed consent; | D.U6.  |
| U07 | engage the patient in the therapeutic process; | D.U7 |
| U08  | inform the patient and his/her family about poor prognosis; | D.U8.  |
| U09  | give advice on the compliance with therapeutic recommendations and a healthy lifestyle ; | D.U9.  |
| U10  | identify risk factors for violence, recognize violence and respond appropriately; | D.U10.  |
| U11  | communicate with colleagues in his/her team providing constructive feedback and support; | D.U12.  |
| U12  | observe patients' rights; | D.U15.  |
| U13  | be responsible for improving his/her skills and transfers knowledge to other; | D.U16.  |
| U14  | critically examine medical literature, including medical literature in English, and draw conclusions; | D.U17.  |
| U15 | recognize ethical dimensions of medical decisions and distinguish the factual aspects from the normative ones; | D.U14 |

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| **4.4. Methods of assessment of the intended teaching outcomes**  |  |  |
| **Teaching outcomes** ***(code)***  | **Method of assessment (+/-)**  |  |  |
| **Exam** **oral/written\***  | **Test\***  | **Project\***  | **Effort in class\***  | **Self-study\***  | **Group** **work\***  | **Others\***  |
| ***Form of classes***  | ***Form of classes***  | ***Form of classes***  | ***Form of classes***  | ***Form of classes***  | ***Form of classes***  | ***Form of classes***  |
| *L*  | *C*  | *...*  | *L*  | *C*  | *...*  | *L*  | *C*  | *...*  | *L*  | *C*  | *...*  | *L*  | *C*  | *...*  | *L*  | *C*  | *...*  | *L*  | *C*  | *..**.*  |
| W01  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| W02  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| W03  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| W04  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| W05  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| W06  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| W07  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| W08  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| W09  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| W10  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| U01  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| U02  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| U03  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| U04  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| U05  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| U06  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| U07  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| U08  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| U09  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| U10  |  |  |  |  |  |  |  |  |  | ***+*** | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| U11  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| U12  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| U13  |  |  |  |  |  |  |  |  |  | ***+***  | ***+***  |  |  |  |  | ***+***  | ***+***  |  |  |  |  |
| U14 |  |  |  |  |  |  |  |  |  | ***+*** | ***+*** |  |  |  |  | ***+*** | ***+*** |  |  |  |  |
| U15 |  |  |  |  |  |  |  |  |  | ***+*** | ***+*** |  |  |  |  | ***+*** | ***+*** |  |  |  |  |

***\*delete as appropriate***

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| **4.5. Criteria of assessment of the intended teaching outcomes**  |
| **Form of classes**  | **Grade**  | **Criterion of assessment**  |
| **lecture (L)** | **3**  | Identifies some constraints or obstacles that are accurate along with some that are not accurate. Omits the most significant constraints or obstacles. 61%-68%  |
| **3,5**  | Accurately identifies the most important constraints or obstacles. 69%-76%  |
| **4**  | Addresses obstacles or constraints that are not immediately apparent. 77%-84%  |
| **4,5**  | Accurately describes the relevant constraints or obstacles. 85%-92%  |
| **5**  | Accurately and thoroughly describes the relevant constraints or obstacles 93%-100%  |

 [**Thresholds**](https://pl.bab.la/slownik/angielski-polski/thresholds) **are valid from 2018/ 2019 academic year**

**Criteria for evaluation of oral answer**

1. Provision of a comprehensive answer to the problem (task)
2. Skill of integration of knowledge from allied domains (disciplines)
3. Independence and/or creativity in the presentation of the scope of problems, proposals of solutions
4. Presentation of the current knowledge related with the discipline (domain)
5. Recognition of problems resulting from the task

## 5. BALANCE OF ECTS CREDITS – STUDENT’S WORK INPUT

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| **Category**  | **Student's workload**  |
| **Full-time studies**  |
| *NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/*  | **15**  |
| *Participation in lectures\**  | **15**  |
| *Participation in classes, seminars, laboratories\**  |  |
| *Preparation in the exam/ final test\**  |  |
| *Others\**  |  |
| *INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/* | **10**  |
| *Preparation for the lecture\** | **5**  |
| *Preparation for the classes, seminars, laboratories\**  |  |
| *Preparation for the exam/test\**  | **5**  |
| *Gathering materials for the project/Internet query\**  |  |
| *Preparation of multimedia presentation*  |  |
| *Others\**  |  |
| *TOTAL NUMBER OF HOURS*  | **25**  |
| ECTS credits for the course of study  | **1**  |

  ***\*delete as appropriate***

***Accepted for execution*** *(date and signatures of the teachers running the course in the given academic year)*

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