**The Medical University of Białystok**

**Course of studies: Medicine**

**SYLLABUS**

**Course co-ordinator: dr hab. Jacek Breczko**

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| **Title of subject/module** | **Professionalism in Medicine** |
| **Faculty**  | **Medicine with the Department of Dentistry and the English Language Division** |
| **Course of studies** | **Medicine** |
| **Level of studies** | **Uniform Master’s Degree in Medicine** |
| **Profile of studies** | **General academic** |
| **Type of studies** | **Full-time, part-time** |
| **Subject code** |  |
| **Language** | **English** |
| **Course** | compulsory □ elective □ |
| **Year of study/semester** | I □ II □ III □ IV □ V □ VI □ | 1 □ 2 □ 3 □ 4 □ 5 □ 6 □ 7 □ 8 □ 9 □ 10 □ 11 □ 12 □ |
| **Required entry criteria for the course** | **Successful completion of Year 1 of the course** |
| **Number of teaching hours specified according to contact type** | **15 consisting of: Lectures – 5 hours, seminars– 10 hours.**  |
| **Principles and aims of the subject** | **Students are required to gain knowledge of: psychosocial and cultural factors affecting professional behaviour and the role of institutions in shaping professional medical attitudes. The aim of the classes is to acquaint the participants with different aspects of professionalism in medicine and to develop skills connected with their ethical and professional presentation as well as providing guidance in relation to their professional conduct.**  |
| **Teaching methods and methods for evaluating success in completion of the course requirements**  | **Multimedia lectures, classes, individual consultations, student presentations, discussions.**  |
| **Learning effects (symbol)** | **Description of the learning effects in the area of acquired knowledge** | **Means of verification:**  |
|  | **Knowledge (in accordance with specific learning effects)**  |  |
| D.W1.  | social dimensions of health and disease, influence of social environment (family, social relationships) and social inequality on the health condition and socio-cultural differences, a role of social stress on auto-destructive and salubrious behaviours; | Written assignment |
| D.W3.  | social attitude and significance of health, disease, disability and old-age; social consequences of disease and disability; socio-cultural barriers, the current conception of life quality and life as determined by health condition; |
| D.W5.  | psychosocial consequences of hospitalization and chronic disease; |
| D.W8.  | role of the family for recovery; |
| D.W15.  | principles of team work; |
| D.W16.  | cultural, ethnical and national conditions of man’s behaviour; |
| D.W4.  | significance of patient-doctor verbal and nonverbal communication, trust in the patient-doctor interactions; |
| D.W.7.  | basic psychological mechanisms of the human actions when sick and in health; |
| D.W.12.  | principles of patient motivation for pro-health behaviours; principles of informing about unfavorable prognosis; |
| D W13.  | main terminology, theories, rules and ethical principles as a framework for proper interpretation and analysis of moral-medical issues;  |
| D W14.  | principles of altruism and clinical responsibility; principles of therapists’ team functioning; |
|  | **Skills (in accordance with the specific learning effects)** |  |
| D.U1.  | taking into consideration patients’ subjective needs and expectations resulting from his/her socio-cultural situations; | Assessment based on case studies andcontinuous assessment by the person conducting the classes |
| D.U3. | choosing a therapy that minimizes social consequences for the patient; |
| D.U8.  | giving advice concerning therapeutic recommendations and pro-healthy lifestyle; |
| D.U11.  | communicating with members of a team, providing feedback and assistance; |
| D.U4.  | building trust in the course of treatment; |
| D.U5.  | showing empathy, listening and talking to adult/child patient and the family about issues concerning his health or life situation; |
| D.U6.  | informing the patient about the purpose, course and possible risk of proposed diagnostic or therapeutic procedures; getting patient’s approval; |
| D.U7.  | giving information on unfavourable prognosis to the patient’s family; |
| D U12.  | keeping to high standards of professional ethics; |
| D U13.  | recognizing ethical values of his/her medical action, distinguishing between facts and standards;  |
| D.U14. | observing patient rights relating to database security, intimacy; inquiries about the health condition, voluntary consent to having treatment or denying treatment, death with a dignity; |
| D U15.  | acquiring new qualifications and spreading new knowledge to other people;  |
| D.U16. | identifying his/her own limitations, doing self-assessment, planning further education;  |
|  | **Social competencies (in accordance with the specific learning effects)**  |  |
|  | The graduate: |  |
| K1 | is able to initiate and maintain an appropriate and respectful relationship with the patient; | Continuous assessment by the person conducting the classes |
| K2 | directs his actions for the good of the patient, always making sure that it is at the forefront of his concerns; |
| K3 | observes patient confidentiality and the rights of the patient;  |
| K4 | shows an awareness of his own limitations and the need for continuing education. |

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| **ECTS points 1.** |  |
| **The workload in relation to student education** |
| **Type of activity** | **No. of hours required to complete activity**  |
| **Activities requiring participation of the lecturer:** |
| 1. Course teaching: lectures
 | 5 |
| 1. Course teaching: seminars
 | 10 |
| 1. Course teaching: classes
 |  - |
| 1. Credit
 | - |
| 1. Elective subjects
 | - |
|  | Total hours: 15 |
| **Self-study:**  |
| 1. Preparation for classes
 | 5 |
| 1. Preparation for credit/tests
 | 5 |
| 1. Preparation for examination/final credit
 | 5 |
|  | Total hours: 30 |

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| Course content: |  |
| subject | form |
| Socio-cultural factors shaping medical professionalism (medical competencies, notions of/abuse of power, exchanges and conflicts of interest) | lecture (sociol.) |
| The role of medical institutions and hospitals in shaping medical professionalism; modification of healthcare systems and ways of recognizing and preventing dissatisfaction among patients leading to pursuance of their claims in courts of law  | lecture (sociol.) |
| Doctors’ self-evaluation of gaps in knowledge and educational needs; planning one’s own process of continuing development  | lecture (sociol.) |
| Models of healthcare and hospitalisation (biomedical dualism, holism, consumerism) | lecture (sociol.) |
| Problems associated with hospitalisation for patients of different age groups (children, adults, older people) | lecture (sociol.) |
| Definitions of medical professionalism and the dual role of the physician as healer and medical professional. Implications of this approach: patient-centred models of healthcare, the responsibilities and privileges of doctors and patients, partnerships in healthcare. Regulatory mechanisms: the comprehensive social contract, patients’ charters (e.g. European Patients’ Charter). | seminar (psychol.) |
| Introduction to, and practice in, situational judgement tests in medical professionalism. Evaluation of this form of test as a measure of medical professionalism.  | seminar (psychol.) |
| Presentation of a framework for clinical interviewing e.g. *The Enhanced Calgary-Cambridge Guide to the Medical Interview* (Kurz, Silverman, Benson & Draper, 2003). Understanding the clinical consultation: theory, research, practice. The stages and tasks of the consultation procedure. Guiding students through the macro and micro skills of interviewing, drawing attention to verbal and non-verbal behaviour, skills for facilitating disclosure. | seminar (psychol.) |
| Breaking bad news: definition of bad news, descriptions of situations that fall into this category. Developing a systematic approach to breaking bad news (SPIKES model), challenges and solutions. Setting specific short and long-term goals for acquiring communication skills.  | seminar (psychol.) |
| Difficult clinical situations: identifying specific conditions that make the interview difficult, e.g. angry and hostile patients, patients with communication difficulties (children, patients with dementia, learning difficulties, situations in which the assistance of a translator is required), patients with psychiatric conditions. Ways of approaching these clinical situations, specific solutions, ways of handling initial failures to engage with patients.  | seminar (psychol.) |
| Fundamental ethical systems; descriptive and normative ethical theories | seminar (ethics) |
| The fundamental rights of the patient, including the right to confidentiality regarding personal information, the right to privacy, the right to receive information about his/her state of health, the right to give informed consent regarding treatment or its withdrawal and the right to die with dignity  | seminar (ethics) |
| The notion of professional ethics and ethical standards included in the code of medical ethics  | seminar (ethics) |
| Ethical conflicts and dilemmas; ways of solving ethical dilemmas | seminar (ethics) |
| The main principles concerning conducting empirical research and the responsibilities of doctors involved in research | seminar (ethics) |

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| **Required reading: basic and extended**  |
| 1. Literature essential to gaining the basic knowledge required for the subject:
* Silverman, J. Kurz, S.M. & Draper, J. Skills for Communicating with Patients. 2nd edition. Radcliffe Publishing, 2005.
1. Extended bibliography:
* Collier R. Professionalism: The view from outside medicine. CMAJ 2012; 184: 1347-1348.
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| **Conditions required to be met in order to gain a credit in the subject:**  |
| In order to gain a credit in this subject students must: demonstrate active participation in all classes and pass a final written assignment based on the subject matter covered during the classes and lectures; 20% absence from classes will result in failure to achieve a credit in the subject. In the event of absence, a student may attend the class that he/she missed with another group or present a written piece of work on the material covered.  |

**02.10.2017.**

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*(date and signature of the person preparing the syllabus)*