**The Medical University of Białystok**

**Course of studies: Medicine**

**SYLLABUS**

**Academic Year 2020-2021**

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| **Title of subject/module** | | **Professionalism in Medicine** | | |
| **Department in which the subject is taught** | | **Department of Philosophy and Human Psychology** | | |
| **Dept. e-mail** | | **sfp@umb.edu.pl** | | |
| **Faculty** | | **Medicine with the Department of Dentistry and the English Language Division of Medicine** | | |
| **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** | | *In accordance with the principles of classification used in the USOS system.* | | |
| **Language** | | **English** | | |
| **Type of course** | | obligatory □ 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 Medical course** | | |
| **Number of teaching hours specified according to contact type** | | **15 hours consisting of: Lectures – 5 hours, seminars**  **– 10 hours.** | | |
| **Principles and aims of the subject** | | **Students are required to gain knowledge of: socio-cultural factors affecting professional behaviour, the role of institutions and the process of hospitalization in shaping professional medical attitudes. The aim of the classes is also 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** | | **Lectures, classes, individual consultations, student presentations, discussions.** | | |
| **Name of teachers** | | **Dr n. hum. Agnieszka-Choińska – Dept. of Public Health**  **Dr hab. Barbara Polityńska-Lewko, Dept. Philosophy and Human Psychology** | | |
| **Person responsible for the course** | | **Dr hab. Barbara Polityńska-Lewko,- Dept. Philosophy and Human Psychology** | | |
| **Learning effects (symbol)** | **Description of the learning effects in the area of acquired knowledge** | | **Type of classes** | **Means of verification:** |
|  | **Knowledge (in accordance with specific learning effects)** | |  |  |
| D.W1. | Knows the 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; | | Lecture | Summative assessment:   * Continuous assessment by the person conducting classes   Formative assessment:   * discussion during classes * assessment of the student’s engagement in class activities |
| D.W3. | Knows social attitudes to 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; | | Lecture |
| D.W5. | Understands the psychosocial consequences of hospitalization and chronic disease; | | Lecture |
| D.W8. | Understands the role of the family in the treatment process; | | Lecture |
| D.W15. | Knows the principles of team work; | | Lecture |
| D.W16. | Understands the cultural, ethnic and national conditions governing human behaviour; | | Lecture |
| D.W4. | Understands the significance of verbal and nonverbal communication in doctor-patient communication as well as the concept of trust in doctor-patient interactions; | | Seminar |
| D.W.7. | Knows the basic psychological mechanisms of functioning in sickness and in health; | | Seminar |
| D.W.12. | Knows the principles of motivating patients towards pro-health behaviours and of providing information about unfavourable prognosis; | | Seminar |
| D W13. | Knows and understands the concepts, theories, principles and ethical rules forming a general framework for the appropriate interpretation and analysis of moral-medical issues; | | Seminar |
| D W14. | Knows the principles of altruism and clinical responsibility and is aware of the principles for effective functioning in teams of therapists; | | Seminar |
|  | **Skills (in accordance with the specific learning effects)** | |  |  |
| D.U1. | Takes into consideration the patient’s subjective needs and expectations resulting from his/her socio-cultural conditions; | | Lecture | Summative assessment:   * written assessment of student’s performance in analyzing case studies   Formative assessment:   * discussion during classes * assessment of the student’s engagement in class activities * feedback from peers |
| D.U3. | Is able to choose a form of therapy that minimizes any social consequences for the patient; | | Lecture |
| D.U8. | Gives advice concerning therapeutic recommendations and a pro-healthy lifestyle; | | Lecture |
| D.U11. | Is able to communicate appropriately with members of the team of therapists, providing constructive feedback and support; | | Lecture |
| D.U4. | Demonstrates an ability to build trust during the entire treatment process; | | Seminar |
| D.U5. | Demonstrates the ability to conduct a conversation (interview) with adults, children and families using active listening techniques and expressing empathy, as well as being able to discuss with the patient his/her life situation; | | Seminar |
| D.U6. | Informs the patient about the purpose, course and possible risks involved in the proposed diagnostic or therapeutic procedures and gains the patient’s informed consent; | | Seminar |
| D.U7. | Gives the patient and his/her family information concerning an unfavourable prognosis; | | Seminar |
| D U12. | Maintains high standards of professional ethics in medical practice; | | Seminar |
| D U13. | Has the ability to recognize the ethical dimensions of medical decisions and to distinguish the actual aspects of a situation from normative standards; | | Seminar |
| D.U14. | Observes the rights of patients, including: the right to personal data protection, the right to have his/her intimacy protected, the right to information about his/her health, the right to give informed consent to treatment or being able to withdraw from treatment, the right to being able to die with dignity; | | Seminar |
| D U15. | Demonstrates responsibility for improving his/her own qualifications and providing knowledge to others; | | Seminar |
| D.U16. | Identifies his/her own limitations, completes self-assessment of his/her educational needs, plans further educational activities; | | Seminar |
|  | **Social competencies (in accordance with the specific learning effects)** | |  | |
| K1 | Observes patient confidentiality and the rights of the patient; | | Seminar | Formative assessment:   * Continuous assessment by the person conducting the classes |
| K2 | Is able to initiate and maintain a deep and respectful relationship with the patient; | | Seminar |
| K3 | Directs his actions for the good of the patient, always making sure that it is at the forefront of his concerns; | | Seminar |
| K4 | Shows an awareness of his/her 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 | | - |
| 1. Preparation for examination/final credit | | - |
|  | | Total hours: 20 |

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| **Course content:** |  |
| **Learning effects** | Subject |
| 1. D.W.1., D.W16., D.U3. | 1. Socio-cultural factors shaping medical professionalism (medical competencies, notions of abuse of power, exchanges and conflicts of interest) |
| 2. D.W1, D.W15, D.U11 | 2. The role of medical institutions and hospitals in shaping medical professionalism. |
| 3. D.W3, D.W5, D.U3, D.U4 | 3.Hospitalisation as a form of adaption to the role of the patient. |
| 4. D.W1, D.W5, D.U1 | 4. Models of healthcare and hospitalisation (biomedical dualism, holism, consumerism) |
| 5. D.W3, D.W8, D.U3 | 5. Problems of hospitalisation in patients of different age groups (children, adults, older people) |
| 6. D.W13, D.W14, D.W15, D.W16, D.U3, D.U12, D.U13, D.U15, K1, K4 | 6. Definition of medical professionalism; the dual role of the physician as a healer and professional; characteristics of the two roles; ways in which these roles have changed over time and as a result of different models of healthcare. The social contract as the basis of medical professionalism and the ensuing consequences. |
| 7. D.W7, D.U5, DU6, D.U11, D.U15, D.U16, K3, K4 | 7. Principles for the assessment of medical professionalism – analysis of cases and situations generating dilemmas relating to the standards of medical professionalism; The Situation Judgement Test. |
| 8. D.W4, D.U1, D.U3, D.U4, D.U5, D.U6, K1, K2, K3, K4 | 8. Patient-centred models of healthcare. The doctor-patient relationship: responsibilities and privileges of doctors and patients, partnerships in healthcare. Regulatory mechanisms: the social contract; patients’ charters (e.g. European Patients’ Charter).  Presentation of a framework for clinical interviewing e.g. *The Enhanced Calgary-Cambridge Guide to the Medical Interview* (Kurz, Silverman, Benson & Draper, 2003). |
| 9. D.W4, D.U8, D.U14, K4 | 9. 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. |
| 10. D.W4, D.W12, D.U6, D.U7, D.U14, K1, K2, K3, K4 | 10. Breaking bad news: definition of bad news, descriptions of situations that fall into this category. Developing a systematic approach to breaking bad news (SPIKES protocol), challenges and solutions. Setting specific short and long-term goals for communication skills. |
| 11. D.W3, D.W4, D.W5, D.W6, D.W7, D.W8, D.W9, D.W13, D.W14, D.U4, D.U5, D.U12, D.U13, D.U14, K1, K2, K3, K4 | 11. 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. |

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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: How payment models affect physician behaviour. CMAJ 2012; 184: 645-646. * 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. |

Syllabus prepared by: dr hab. Barbara Polityńska-Lewko

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| **Date:** | 1.10.2020. | Subject co-ordinator  or Head of Department in which the subject is taught | dr hab. Barbara Polityńska-Lewko |