



# Pomeranian Medical University in Szczecin

## SYLLABUS of the MODULE (SUBJECT) General Information

Module title: CIINICAL ALLERGOLOGY	
Module type	Clinical allergology
Faculty PMU	Faculty of Medicine and Dentistry
Major	Dentistry
Level of study	long-cycle (S2J)
Mode of study	full-time studies
Year of studies, semester	Year IV, semester VIII
ECTS credits (incl. semester breakdown)	0,5
Type/s of training	lectures (2h) /seminars (5h)/ practical (3h)
Form of assessment*	<input checked="" type="checkbox"/> graded assessment: <ul style="list-style-type: none"> <li><input type="checkbox"/> descriptive</li> <li><input checked="" type="checkbox"/> test</li> <li><input type="checkbox"/> practical</li> <li><input type="checkbox"/> oral</li> </ul> <input type="checkbox"/> non-graded assessment <ul style="list-style-type: none"> <li><input type="checkbox"/> final examination <ul style="list-style-type: none"> <li><input type="checkbox"/> descriptive</li> <li><input type="checkbox"/> test</li> <li><input type="checkbox"/> practical</li> <li><input type="checkbox"/> oral</li> </ul> </li> </ul>
Head of the Department/ Clinic, Unit	DR N.MED. IWONA POZIOMKOWSKA-GĘSICKA
Tutor responsible for the module	IWONA POZIOMKOWSKA-GĘSICKA
Department's/ Clinic's/ Unit's website	<a href="https://www.pum.edu.pl/studia_iii_stopnia/informacje_z_jednostek/wmis/zakad_alergologii_klinicznej/">https://www.pum.edu.pl/studia_iii_stopnia/informacje_z_jednostek/wmis/zakad_alergologii_klinicznej/</a>
Language	English

\* replace  into  where applicable

## Detailed information

<p style="text-align: center;"><b>Module objectives</b></p>	<p>The dentist should see, understand and solve problems related to morbid hypersensitivity. This concept is commonly and erroneously associated with the mechanism of allergy. However, it has a broader meaning. Describes the episodic and chronic symptoms of response to stimuli tolerated by the general population, which do not result from a specific immune response. Due to the specifics of the dentist's work, particular importance are non-steroidal anti-inflammatory drugs, antibiotics, latex and materials used in dentistry as well as common environmental factors that are most often allergens that cause symptoms of allergic periodic and perennial rhinitis and asthma, so-called oral allergy syndrome, urticaria and angioedema, and anaphylaxis. Practical knowledge about allergic contact eczema, including changes in mucous membranes and the possible causative role of drugs and materials used in dentistry, is equally important. The dentist should know the principles of the diagnosis of morbid hypersensitivity and the possibilities of prevention in terms of individual patients' good. That is why we present the basic diagnostic techniques and principles of treatment of hypersensitivity symptoms and the possibility of selecting safe substitute drugs (antibiotics, local anesthetic agents and analgesics).</p>						
<p style="text-align: center;">Prerequisite /essential requirements</p>	<table border="1"> <tr> <td data-bbox="443 1223 671 1440"> <p style="text-align: center;">Knowledge</p> </td> <td data-bbox="671 1223 1436 1440"> <p>Knowledge acquired at earlier stages of education with particular emphasis on the following concepts: stimulus, reaction, individual and "normal" reaction, resistance, tolerance, hypersensitivity, allergy, sensitivity, specificity, prediction</p> </td> </tr> <tr> <td data-bbox="443 1440 671 1697"> <p style="text-align: center;">Skills</p> </td> <td data-bbox="671 1440 1436 1697"> <p>Applicable to each doctor canon of medical proceedings (physical examination, physical examination, first diagnosis, diagnostic program, final diagnosis, treatment). This also applies to the principles of medical reasoning, taking into account the principle of causality and the ability to correctly logically deduce.</p> </td> </tr> <tr> <td data-bbox="443 1697 671 2089"> <p style="text-align: center;">Competences</p> </td> <td data-bbox="671 1697 1436 2089"> <p>Subjective treatment of the patient and care for his individual good and ethos of the profession in line with the message of the Code of Medical Ethics, with particular emphasis on recording: <b>The biggest ethical order for a doctor is the good of the patient - salus aegroti suprema lex esto. Market mechanisms, social pressures and administrative requirements do not absolve physicians from compliance with this principle (Article 2 point 2)</b></p> </td> </tr> </table>	<p style="text-align: center;">Knowledge</p>	<p>Knowledge acquired at earlier stages of education with particular emphasis on the following concepts: stimulus, reaction, individual and "normal" reaction, resistance, tolerance, hypersensitivity, allergy, sensitivity, specificity, prediction</p>	<p style="text-align: center;">Skills</p>	<p>Applicable to each doctor canon of medical proceedings (physical examination, physical examination, first diagnosis, diagnostic program, final diagnosis, treatment). This also applies to the principles of medical reasoning, taking into account the principle of causality and the ability to correctly logically deduce.</p>	<p style="text-align: center;">Competences</p>	<p>Subjective treatment of the patient and care for his individual good and ethos of the profession in line with the message of the Code of Medical Ethics, with particular emphasis on recording: <b>The biggest ethical order for a doctor is the good of the patient - salus aegroti suprema lex esto. Market mechanisms, social pressures and administrative requirements do not absolve physicians from compliance with this principle (Article 2 point 2)</b></p>
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Description of the learning outcomes for the subject /module			
No. of learning outcome	Student, who has passed the (subject) knows /is able to /can:	SYMBOL (referring the standards)	Method of verification of learning outcomes*
W01	knows and understands cases in which the patient should be referred to the hospital	E. W20	O
U01	is able to perform differential diagnosis of most common diseases	E. U1	O, ET
U02	is able to plan diagnostics and therapeutic management in case of most common diseases in adults	E. U3	O, ET
U03	is able to interpret results of laboratory tests	E. U4	O
U04	is able to identify life-threatening risk	E. U8	O
U05	is able to diagnose and treat skin diseases: infectious, allergic and sexually transmitted	E. U14	O, ET
K01	is ready to respect physician-patient privilege and patient's rights	K. 3	O
K02	is ready to take activities towards patient on the basis of ethical principles with awareness of social conditions and disease restrictions	K. 4	O
K03	is ready to notice and recognize own limitations, make self-assessment of educational deficits and needs	K. 5	O
K04	is ready to propagate health-promoting behavior	K. 6	O

Table presenting LEARNING OUTCOMES in relation to the form of classes							
No. of learning outcome	Learning outcomes	Type of training					
		Lecture	Seminar	Practical	Clinical classes	Simulations	E-learning
W01	E. W20	X	X	X	X		
U01	E. U1	X	X	X	X		X
U02	E. U3			X	X		
U03	E. U04			X	X		
U04	E. U08	X	X	X	X		
U05	E. U014	X	X	X	X		
K01	K. 3			X	X		
K02	K. 4			X	X		

Table presenting TEACHING PROGRAMME			
No. of a teaching programme	Teaching programme	No. of hours	References to learning outcomes
<b>Summer semester</b>			
<b>Lectures</b>			
TK01	Basic concepts and mechanisms: individual and "normal" way of reacting, individual hypersensitivity	1	E. W20, E. U3

	and tolerance, allergic and non-allergic hypersensitivity.		
TK02	Diagnosis of allergic diseases. Ways to identify the stimulus that causes the reaction. Basic techniques for the detection of IgE-mediated and non IgE-mediated allergies. Open and placebo-controlled provocation tests. Skin prick test and sIgE. Patch test	1	E. W20, E. U3 E. U4, E. U14
<b>Seminars</b>			
TK01	Undesirable events and reactions associated with the use of local anesthetic agents, antibiotics and non-steroid anti-inflammatory drugs.	1	E. W20, E. U14
TK02	Allergic and non-allergic anaphylaxis.	1	E. W20, E. U1, E. U014
TK03	Allergic rhinitis and bronchial asthma.	1	E. W20, E. U1
TK04	Hypersensitivity reactions to medicines and implants regarding the skin and mucous membranes.	1	E. W20, E. U14
TK05	Angioedema. Familial angioedema.	1	E. W20, E. U1, E. U14
<b>Clinical classes</b>			
TK01	Presentation of cases: Consequences of confusing the terms "allergy" and "hypersensitivity". Neurotoxic reaction to lidocaine or „mental illness“? Neurotoxic reaction to lidocaine or hypersensitivity to sulfite which preservative epinephrine?	1	E. U14
TK02	Presentation of cases: Anaphylactic reactions to cefuroxime. Typing a replacement antibiotic. Anaphylactic reactions to metamizol. Typing a replacement medication. Anaphylaxis to” venflon “ or nocebo effect?	1	E. U14
TK03	Presentation of cases: A patient with allergic rhinitis Patient with OAS (oral allergy syndrome). A patient with exacerbation of bronchial asthma. A patient with allergic contact eczema. Patient with skin-induced allergic reaction	1	E. U14

**Booklist**

Obligatory literature:

**1. Adverse events in anaesthesiology. Why do not we recognize anaphylaxis?****Kurek M and others.**

An overview article is available on the website of the Department of Clinical Allergology.

[http://allergy.szczecin.pl/images/Pliki/materialy\\_pomocnicze/2017/Dlaczego\\_nie\\_roz\\_anafilaksji.pdf](http://allergy.szczecin.pl/images/Pliki/materialy_pomocnicze/2017/Dlaczego_nie_roz_anafilaksji.pdf)**2. Allergic and non-allergic hypersensitivity to antibiotics Kurek M and others.**

Development for teaching purposes available on the website of the Department of Clinical Allergology

[http://allergy.szczecin.pl/images/Pliki/materialy\\_pomocnicze/2017/Dlaczego\\_nie\\_roz\\_anafilaksji.pdf](http://allergy.szczecin.pl/images/Pliki/materialy_pomocnicze/2017/Dlaczego_nie_roz_anafilaksji.pdf)

Supplementary literature:
1. <b>Critique_of_impure_reason_ medicine based on scientific evidence and common sense</b> <b>James Michelson.</b> 2003; Journal of Evaluation in Clinical Practice, 10, 2, 157-161
2. Epistemological issues in medicine based on scientific evidence Benjamin Djulbegovic and others. Cancer Control 2009, Vol. 16, No. 2; 158-168

<b>Student's workload</b>	
Form of student's activity (in-class participation; activeness, produce a report, etc.)	Student's workload [h]
	Tutor
Contact hours with the tutor	8
Time spent on preparation to seminars/ practical classess	3
Time spent on reading recommended literature	2
Time spent on writing report/making project	
Time spent on preparing to colloquium/ entry test	2
Time spent on preparing to exam	
Other .....	
Student's workload in total	16
<b>ECTS credits for the subject (in total)</b>	<b>0,5</b>
<b>Remarks</b>	
Work with outpatients Clinic	3h

\* Selected examples of methods of assessment:

EP – written examination

EU – oral examination

ET – test examination

EPR – practical examination

K – colloquium

R – report

S – practical skills assessment

RZC – practical classes report, incl. discussion on results

O – student's active participation and attitude assessment

SL – lab report

SP – case study

PS - assessment of student's ability to work independently

W – entry test

PM – multimedial presentation

other...