



Pomeranian Medical University in Szczecin

SYLLABUS of the MODULE (SUBJECT) General Information

Module title: EMPATHY IN MEDICINE	
Module type	Facultative
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 I, semester II
ECTS credits (incl. semester breakdown)	2
Type/s of training	seminars (25)
Form of assessment*	<input checked="" type="checkbox"/> graded assessment: <ul style="list-style-type: none"> <input type="checkbox"/> descriptive <input type="checkbox"/> test <input type="checkbox"/> practical <input checked="" type="checkbox"/> oral <input type="checkbox"/> non-graded assessment <ul style="list-style-type: none"> <input type="checkbox"/> final examination <ul style="list-style-type: none"> <input type="checkbox"/> descriptive <input type="checkbox"/> test <input type="checkbox"/> practical <input type="checkbox"/> oral
Head of the Department/ Clinic, Unit	Assoc. Prof. Aleksandra Kładna, MD, PhD
Tutor responsible for the module	Assoc. Prof. Aleksandra Kładna, MD, PhD zhmel@pum.edu.pl
Department's/ Clinic's/ Unit's website	Zakład Historii Medycyny i Etyki Lekarskiej
Language	English

* replace into where applicable

Detailed information

Module objectives		Elective course „Empathy in Medicine” is aimed at acquainting dentistry students with empathetic behavior patterns that can influence treatment process and effects of therapy, as well as the quality of dental doctor – patient relationship.
Prerequisite /essential requirements	Knowledge	Recognizes patterns of professional conduct worthy of following
	Skills	Is capable of building respectful interpersonal relations
	Competences	Has habit to self-educate, and can work in teams effectively

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 up-to-date approaches regarding: social dimension of health and disease; influence of social environment (family, social relationship network), social inequalities, and socio-cultural differences on health state; and role of social stress in health-related and self-destructive behavior	D.W1.	O, SP, PS
W02	understands social attitudes towards health, disease, disability and senility; social consequences of disease and disability; socio-cultural barriers; and concept of life quality conditioned by health state	D.W3.	O, SP, PS
W03	understands importance of verbal and non-verbal communication in process of communicating with patients, and concept of trust in interactions with patients	D.W4.	O, SP, PS
W04	knows basic psychological mechanisms at play in human health and disease	D.W6.	O, SP, PS
W05	knows normal psychological development in humans, and family's role in therapy	D.W7.	O, SP, PS
W06	knows mechanisms of adaptation to illness as a difficult situation; phases of adaptation to threatening events and patient's needs, and issues related to dying and bereavement	D.W8.	O, SP, PS
W07	recognizes stress-coping mechanisms, as well as the role of stress in etiology, pathogenesis, and course of diseases	D.W9.	O, SP, PS
W08	knows rules for motivating patients toward health-oriented behavior, and imparting information on unfavorable prognosis	D.W11.	O, SP, PS
W09	knows principles of altruism and responsibility in clinical practice	D.W12.	O, SP, PS
W10	knows rules of operation within therapeutic teams	D.W13.	O, SP, PS
U01	takes patient's subjective needs and expectations resulting from social and cultural conditions into consideration in therapeutic procedure	D.U1.	O, SP, PS
U02	chooses treatment options with the least negative social impact for the patient	D.U3.	O, SP, PS

U03	builds and maintains a trustful relationship during entire diagnostic and therapeutic process	D.U4.	O, SP, PS
U04	takes actions aimed at improving quality of patient's life, and preventing deterioration thereof in future	D.U5.	O, SP, PS
U05	interviews adult patients, children and families with the use of active listening techniques, and knows how to express empathy	D.U6.	O, SP, PS
U06	identifies risk factors, signs and symptoms of violence, and responds accordingly	D.U7.	O, SP, PS
U07	applies basic psychological motivation and support interventions	D.U8.	O, SP, PS
U08	abides by applicable laws and regulations and follows ethical principles established by medical community	D.U11.	K (oral assessment) EU

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	D.W1.		X				
W02	D.W3.		X				
W03	D.W4.		X				
W04	D.W6.		X				
W05	D.W7.		X				
W06	D.W8.		X				
W07	D.W9.		X				
W08	D.W11.		X				
W09	D.W12.		X				
W10	D.W13.		X				
U01	D.U1.		X				
U02	D.U3.		X				
U03	D.U4.		X				
U04	D.U5.		X				
U05	D.U6.		X				
U06	D.U7.		X				
U07	D.U8.		X				
U08	D.U11.		X				

Table presenting TEACHING PROGRAMME			
No. of a teaching programme	Teaching programme	No. of hours	References to learning outcomes
Winter semester			
Seminars			
TK01	The Hippocratic Oath.	2	D.W1. D.W3. D.W4. D.W6. D.W7. D.W8. D.W9. D.W11. D.W12. D.W13. D.U1. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U11.

TK02	The notion of empathy.	2	D.W1. D.W3. D.W4. D.W6. D.W7. D.W8. D.W9. D.W11. D.W12. D.W13. D.U1. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U11.
TK03	Empathy vs. compassion and pity.	2	D.W1. D.W3. D.W4. D.W6. D.W7. D.W8. D.W9. D.W11. D.W12. D.W13. D.U1. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U11.
TK04	Levels of empathetic behaviour. Factors hindering empathetic behaviour.	2	D.W1. D.W3. D.W4. D.W6. D.W7. D.W8. D.W9. D.W11. D.W12. D.W13. D.U1. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U11.
TK05	Clinical empathy.	2	D.W1. D.W3. D.W4. D.W6. D.W7. D.W8. D.W9. D.W11. D.W12. D.W13. D.U1. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U11.
TK06	Adverse effects of clinical empathy.	2	D.W1. D.W3. D.W4. D.W6. D.W7. D.W8. D.W9. D.W11. D.W12. D.W13. D.U1. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U11.
TK07	Empathy in physician-patient relationship.	2	D.W1. D.W3. D.W4. D.W6. D.W7. D.W8. D.W9. D.W11. D.W12. D.W13. D.U1. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U11.
TK08	Empathy and a suffering person / suffering persons family	2	D.W1. D.W3. D.W4. D.W6. D.W7. D.W8. D.W9. D.W11. D.W12. D.W13. D.U1. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U11.
TK09	Medical professionals' empathetic communication with the elderly and lonely.	2	D.W1. D.W3. D.W4. D.W6. D.W7. D.W8. D.W9. D.W11. D.W12. D.W13. D.U1. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U11.
TK10	How does empathy affect treatment process and effects of therapy?	2	D.W1. D.W3. D.W4. D.W6. D.W7. D.W8. D.W9. D.W11. D.W12. D.W13. D.U1. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U11.
TK11	Burnout among medical professionals	2	D.W1. D.W3. D.W4. D.W6. D.W7. D.W8. D.W9. D.W11. D.W12. D.W13. D.U1. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U11.
TK12	Level of empathy and medical specialites.	2	D.W1. D.W3. D.W4. D.W6. D.W7. D.W8. D.W9. D.W11. D.W12. D.W13. D.U1. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U11.
TK13	Influence of poetry and fine arts on the development of empathy. Methods used to measure empathy levels.	1	D.W1. D.W3. D.W4. D.W6. D.W7. D.W8. D.W9. D.W11. D.W12. D.W13. D.U1. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U11.

Booklist

Obligatory literature:

1. Ziółkowska-Rudowicz, E., Kładna, A., 2007, Empatia jako jedna z ważnych umiejętności klinicznych. W: A. Kładna (Red.). Pielęgniarstwo. Desmurgia. Stany zagrożenia życia. Szczecin: Wydawnictwo PAM, 9-21

2. Ziółkowska-Rudowicz, E., Kładna, A.,2008, Empathy as an important clinical skill. W: A.Kładna (Red.). Nursing. Desmurgy. Published by The Pomeranian Medical University of Szczecin, 9-20.
3. Ziółkowska-Rudowicz, E., Kładna, A.,2010,Kształcenie empatyczne lekarzy: Część I- Przegląd stosowanych metod. Polski Mercuriusz Lekarski, XXIX,172,277-281
4. Ziółkowska-Rudowicz, E., Kładna, A.,2010,Kształcenie empatyczne lekarzy: Część II- Wczesne zapoznanie studentów z sytuacją pacjenta. Polski Mercuriusz Lekarski, XXIX,172, 282-286.
5. Ziółkowska-Rudowicz, E., Kładna, A.,2010,Kształcenie empatyczne lekarzy: Część IV- Rozwój umiejętności leżących u podstaw empatii. Polski Mercuriusz Lekarski, XXIX,174, 400-404
Supplementary literature:
1. Ziółkowska-Rudowicz, E., Kładna, A., 2010, Kształcenie empatyczne lekarzy: Część III - Kontakt studentów z literaturą, teatrem, filmem i sztuką. Polski Mercuriusz Lekarski, XXIX,173, 331-335

Student's workload	
Form of student's activity (in-class participation; activeness, produce a report, etc.)	Student's workload [h]
	Tutor
Contact hours with the tutor	25
Time spent on preparation to seminars/ practical classess	10
Time spent on reading recommended literature	10
Time spent on writing report/making project	
Time spent on preparing to colloquium/ entry test	15
Time spent on preparing to exam	
Other	
Student's workload in total	60
ECTS credits for the subject (in total)	2
Remarks	

* 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...

