



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	Medicine
Level of study	long-cycle (S2J)
Mode of study	full-time studies
Year of studies, semester	Year I, semester I
ECTS credits (incl. semester breakdown)	1
Type/s of training	lectures (20)
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 <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	https://www.pum.edu.pl/wydzialy/wydzial-lekarsko-biotechnologiczny/zaklad-historii-medycyny-i-etyki-lekarskiej
Language	English

* replace ☐ into ☒ where applicable

Detailed information

Module objectives		<p>The objectives of Empathy in Medicine are as follows:</p> <ul style="list-style-type: none"> • To help students understand how the physician-patient relationships were built in the past, and how these relationship patterns are continued nowadays; • To help students develop knowledge of the basic principles of interpersonal communication, and the mechanisms conditioning human behaviours; • To make students understand the following terms: social knowledge; self-knowledge; interpersonal attractiveness; attitudes and their changes; social influence; intra- and intergroup relations; group dynamics; altruism; aggression; conflict; discrimination; social injustice; • Providing students with knowledge on theoretical aspects of empathy; • Developing students' ability to recognize communication problems in physician-patient relationships; • Encouraging students to develop sensitivity for other persons; • Acquainting students with the principles of empathetic communication with persons with hearing disabilities, the elderly, and the lonely.
Prerequisite /essential requirements	Knowledge	None
	Skills	None
	Competences	Respect to self / others; Readiness to take responsibility for tasks received / accepted; ability to work in teams.

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	Social dimensions of health and illness; the influence of societal environment (family; social networks), social inequalities, and social-cultural differences on health status; the role of social stress in both beneficent and self-destructive behavior	D.W1.	O, PS, W
W02	Social factors influencing human behavior in health and illness (esp. chronic one)	D.W2.	O, PS, W
W03	Rules and techniques of communication with patients and their families, aimed at building an empathetic, trustful relationship	D.W5.	O, PS, PM
W04	The significance of verbal and nonverbal elements in the process of communication with patients; the notion of trust in interactions with patients	D.W6.	O, PS, PM

W05	Psychosocial sequelae of hospitalization and chronic illness	D.W7.	O, PS, PM
W06	Basic psychological processes involved in human functioning in health and illness	D.W9.	O, PS, PM
W07	The role of patient's family in the therapeutic process	D.W10.	O, PS, PM
W08	The patient's and their family's adaptation to illness as a difficult situation, and to illness-related events, including dying and grieving	D.W11.	O, PS, PM
W09	The role of stress in the etiology, pathogenesis, and the course of illness; adaptive coping mechanisms	D.W12.	O, PS, PM
W10	The rules on how to motivate patients to make positive health behavior changes, and how to deliver news about bad prognosis	D.W15.	O, PS, PM
W11	Cultural, ethnic, and national determinants of human behavior	D.W19.	O, PS, PM
U01	to take into consideration, throughout the therapeutic process, patients' individual needs and expectations resulting from their social-cultural background	D.U1.	O, PS, PM, W
U02	to recognize symptoms of negative health behavior and self-destructive tendencies, and to react accordingly	D.U2.	O, PS, PM, W
U03	to choose treatment options with the least negative social impact for the patient	D.U3.	O, PS, PM, W
U04	to build and maintain a trustful atmosphere throughout the whole diagnostic and therapeutic process	D.U4.	O, PS, PM, W
U05	to carry out conversations with adult patients, children, and their families with the use of active, empathetic listening techniques; to talk to patients about their life situation	D.U5.	O, PS, PM, W
U06	to inform patients about the aims, the course, and the possible risks of diagnostic and therapeutic procedures proposed, and to obtain patients' informed consent to these procedures	D.U6.	O, PS, PM, W
U07	to enable patients to take active, engaged part in the therapeutic process	D.U7.	O, PS, PM, W
U08	to share bad prognosis with the patient and their family	D.U8.	O, PS, PM, W
U09	to give advice on following therapeutic recommendations, and on health-promoting lifestyle	D.U9.	O, PS, PM, W
U10	to identify and risk factors for violent behavior; to recognize, and react accordingly to, violence	D.U10.	O, PS, PM, W
U11	to implement basic psychological interventions aimed at motivating and supporting patients	D.U11.	O, PS, PM, W
U12	to communicate effectively with co-workers, while giving them feedback and support	D.U12.	O, PS, PM, W

U13	to show responsibility for improving one's own qualifications, and sharing knowledge with others.	D.U16.	O, PS, PM, W
U14	to critically analyze, and draw correct conclusions from, medical literature, including English language one	D.U17.	O, PS, PM, W
U15	to communicate with patients in one of foreign languages on CEFR B+ level	D.U18.	O, PS, PM, W, K

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	Other...
W01	D.W1.	X						
W02	D.W2.	X						
W03	D.W5.	X						
W04	D.W6.	X						
W05	D.W7.	X						
W06	D.W9.	X						
W07	D.W10.	X						
W08	D.W11.	X						
W09	D.W12.	X						
W10	D.W15.	X						
W11	D.W19.	X						
U01	D.U1.	X						
U02	D.U2.	X						
U03	D.U3.	X						
U04	D.U4.	X						
U05	D.U5.	X						
U06	D.U6.	X						
U07	D.U7.	X						
U08	D.U8.	X						
U09	D.U9.	X						
U10	D.U10.	X						
U11	D.U11.	X						
U12	D.U12.	X						
U13	D.U16.	X						
U14	D.U17.	X						
U15	D.U18.	X						

Table presenting TEACHING PROGRAMME			
No. of a teaching programme	Teaching programme	No. of hours	References to learning outcomes
Winter semester			
Lectures			
TK01	Physician-patient relationships in ancient Greece, and their modern continuations.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 W11 U01 U02 U03 U04 U05 U06 U07 U08 U09 U10 U11 U12 U13 U14 U15
TK02	Basic principles of interpersonal communication.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 W11 U01 U02 U03 U04 U05 U06 U07 U08 U09 U10 U11 U12 U13 U14 U15
TK03	Developing sensitivity towards another person; cognitive and emotional empathy.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 W11 U01 U02 U03 U04 U05 U06 U07 U08 U09 U10 U11 U12 U13 U14 U15
TK04	Empathetic and legal aspects of communication in medicine.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 W11 U01 U02 U03 U04 U05 U06 U07 U08 U09 U10 U11 U12 U13 U14 U15
TK05	Developing students' sensitivity towards another person: practical approach.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 W11 U01 U02 U03 U04 U05 U06 U07 U08 U09 U10 U11 U12 U13 U14 U15
TK06	Influence of fine arts on the development of empathy (motion picture)	2	W01 W02 W03 W04 W05 W06

			W07 W08 W09 W10 W11 U01 U02 U03 U04 U05 U06 U07 U08 U09 U10 U11 U12 U13 U14 U15
TK07	Empathetic communication with persons with hearing disabilities, Part I: workshops at the Polish Deaf Association, Western Pomeranian Division.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 W11 U01 U02 U03 U04 U05 U06 U07 U08 U09 U10 U11 U12 U13 U14 U15
TK08	Empathetic communication with persons with hearing disabilities, Part II: workshops at the Polish Deaf Association, Western Pomeranian Division.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 W11 U01 U02 U03 U04 U05 U06 U07 U08 U09 U10 U11 U12 U13 U14 U15
TK09	Empathetic communication with elderly and lonely persons, Part I: workshops in a nursing home.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 W11 U01 U02 U03 U04 U05 U06 U07 U08 U09 U10 U11 U12 U13 U14 U15
TK10	Empathetic communication with elderly and lonely persons, Part II: workshops in a nursing home.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 W11 U01 U02 U03 U04 U05 U06 U07 U08 U09 U10 U11 U12 U13 U14 U15

Booklist

Obligatory literature:

1. Ziółkowska-Rudnowicz, E., Kładna, A., Empatia jako jedna z ważnych umiejętności klinicznych. W: A. Kładna (red.). Pielęgniarstwo. Desmurgia. Stany zagrożenia życia. Wydawnictwo PAM, Szczecin, 2007, s. 9-21
2. Ziółkowska-Rudnowicz, E., Kładna, A., Emphaty as an important clinical skill. W: A. Kładna (red.). Nursing. Desmurgy. Published by The Pomeranian Medical University of Szczecin, 2008, s. 9-20

3. Komunikowanie się lekarza z pacjente, Red. J. Barański, E. Waszczyński, A. Steciwko. Wydawnictwo Astrum, Wrocław, 2000.
Supplementary literature:
1. Wilczek-Rużycka ., Empatia i jej rozwój u osób pomagających. Wydawnictwo Uniwersytetu Jagiellońskiego, Wydanie - I, Kraków 2002.
2. Psychologia. Podręcznik akademicki. T. 2. Gdańsk: Gdańskie Wydawnictwo Psychologiczne. Wojciszke, B. 2011.
3. Davis M.H., Empatia a umiejętność współodczuwania. Gdańskie Wydawnictwo Psychologiczne, Gdańsk 1999.

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	10
Time spent on preparation to seminars/ practical classess	20
Time spent on reading recommended literature	15
Time spent on writing report/making project	
Time spent on preparing to colloquium/ entry test	10
Time spent on preparing to exam	
Other	
Student's workload in total	55
ECTS credits for the subject (in total)	1
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...