



# Pomeranian Medical University in Szczecin

## SYLLABUS of the MODULE (SUBJECT)

valid from the academic year 2017/2018

### General Information

Module title	<i>Empathy in Medicine</i>
Module type	<i>Facultative</i>
Faculty	<i>Faculty of Medicine</i>
Field of study	<i>Medicine</i>
Major	<i>Not applicable</i>
Level of study	long-cycle (S2J)
Mode of study	intramural
Year of studies, semester	<i>Year I, Semester I</i>
ECTS credits (incl. semester breakdown)	2
Type/s of training	<i>lectures (20h)</i>
Form of assessment	<p>- <i>graded assessment:</i> *</p> <p><input type="checkbox"/> <i>descriptive</i></p> <p><input type="checkbox"/> <i>test</i></p> <p><input type="checkbox"/> <i>practical</i></p> <p><input checked="" type="checkbox"/> <i>oral</i></p> <p><input type="checkbox"/> <i>non-graded assessment</i> *</p> <p>- <i>final examination:</i> *</p> <p><input type="checkbox"/> <i>descriptive</i></p> <p><input type="checkbox"/> <i>test</i></p> <p><input type="checkbox"/> <i>practical</i></p> <p><input type="checkbox"/> <i>oral</i></p>
Head of the Department/ Clinic, Unit	<i>dr hab. n. med. Aleksandra Kładna</i>
Tutor responsible for the module	<b><u>dr hab. n. med. Aleksandra Kładna</u></b> <i>mgr Magdalena Szymańska</i>
Department's/ Clinic's/ Unit's website	<a href="https://www.pum.edu.pl/wydzialy/wydzial-lekarsko-biotechnologiczny/zaklad-historii-medycyny-i-etyki-lekarskiej">https://www.pum.edu.pl/wydzialy/wydzial-lekarsko-biotechnologiczny/zaklad-historii-medycyny-i-etyki-lekarskiej</a>
Language	English

\*replace ☐ with X where applicable

## Detailed information

<b>Module objectives</b>		The objectives of <i>Empathy in Medicine</i> are as follows: <ul style="list-style-type: none"><li>• To help students understand how the physician-patient relationships were built in the past, and how these relationship patterns are continued nowadays;</li><li>• To help students develop knowledge of the basic principles of interpersonal communication, and the mechanisms conditioning human behaviours;</li><li>• 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;</li><li>• Providing students with knowledge on theoretical aspects of empathy;</li><li>• Developing students' ability to recognize communication problems in physician-patient relationships;</li><li>• Encouraging students to develop sensitivity for other persons;</li><li>• Acquainting students with the principles of empathetic communication with persons with hearing disabilities, the elderly, and the lonely.</li></ul>	
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) ZEK	Method of verification of learning outcomes *
W01	knows state-of-the -art approaches regarding social dimensions of health and disease, influence of family social environment, social relationships networks and social inequalities on health state and socio-cultural differences and role of social stress in health-related and self-destructive behavior	K_D.W1	O
W02	knows problems concerning adaptation to illness as a difficult situation, phases of adaptation to	K_D.W9	O

	threatening events, passing away and mourning		
W03	knows the role of stress in etiopathogenesis and course of disease, recognizes the mechanisms and ways to cope with these	K_D.W10	O
U01	interviews adult patients, children and family applying techniques of active listening and expressing empathy and talks with patients about their living standards and situation	K_D.U5	O
U02	applies basic psychological motivation and support strategies	K_D.U10	O
U03	communicates with colleagues giving constructive feedback and support	K_D.U11	O
U04	complies with professional role models	K_D.U12	O
U05	has ability to recognize ethical dimensions of medical decisions and distinguish factual aspects from normative ones	K_D.U13	O
U06	shows responsibility for improvement of his/her qualifications and transfer of his/her knowledge	K_D.U15	O
U07	recognizes his/her personal constraints, self-evaluates deficits and education requirements, plans his/her own educational activity	K_D.U16	O
U08	reviews medical literature, incl. English literature and draws conclusions on the basis of available literature	K_D.U17	O, K – graded oral assessment
K01	accepts the need for standards of conduct	K_K01	O
K02	demonstrates the awareness for self-education, understands the need for continuing professional education, can inspire and organize learning processes in others	K_K03	O
K03	co-operates with team members; can co-operate within a group and take different roles	K_K04	O
K04	is aware of cultural and social differences affecting individual interpretations of living standards	K_K08	O
K05	accepts personal autonomy	K_K09	O
K06	seeks to maintain the standing of the medical profession	K_K13	O
K07	respects patients/customers/social groups and makes decisions in their best interest	K_K20	O

**Table presenting learning outcomes of the subject/module in relation to the form of classes**

No.	SYMBOL (referring the standards) ZEK	Type/s of training						
		Lecture	Seminar	Practical classes	Clinical classes	...	...	Other...
1	K_D.W1	X						
2	K_D.W9	X						
3	K_D.W10	X						
4	K_D.U5	X						
5	K_D.U10	X						
6	K_D.U11	X						

7	K_D.U12	X							
8	K_D.U13	X							
9	K_D.U15	X							
10	K_D.U16	X							
11	K_D.U17	X							
12	K_K01	X							
13	K_K03	X							
14	K_K04	X							
15	K_K08	X							
16	K_K09	X							
17	K_K13	X							
18	K_K20	X							

<b>Module (subject) contents no.</b>	<b>Description of teaching programme</b>	<b>No. of hours</b>	<b>References to learning outcomes</b>
TK01	Physician-patient relationships in ancient Greece, and their modern continuations.	2	W01, W02, W03, U01, U02, U03, U04, U05, U06, U07, U08, K01, K02, K03, K04, K05, K06, K07
TK02	Basic principles of interpersonal communication.	2	W01, W02, W03, U01, U02, U03, U04, U05, U06, U07, U08, K01, K02, K03, K04, K05, K06, K07
TK03	Developing sensitivity towards another person; cognitive and emotional empathy.	2	W01, W02, W03, U01, U02, U03, U04, U05, U06, U07, U08, K01, K02, K03, K04, K05, K06, K07
TK04	Empathetic and legal aspects of communication in medicine.	2	W01, W02, W03, U01, U02, U03, U04, U05, U06, U07, U08, K01, K02, K03, K04, K05, K06, K07
TK05	Developing students' sensitivity towards another person: practical approach.	2	W01, W02, W03, U01, U02, U03, U04, U05, U06, U07, U08, K01, K02, K03, K04, K05, K06, K07
TK06	Influence of fine arts on the development of empathy (motion picture)	2	W01, W02, W03, U01, U02, U03, U04, U05, U06, U07, U08, K01, K02, K03, K04, K05, K06, K07
TK07	Empathetic communication with persons with hearing disabilities, Part I: workshops at the Polish Deaf Association, Western Pomeranian Division.	2	W01, W02, W03, U01, U02, U03, U04, U05, U06, U07, U08, K01, K02, K03, K04, K05, K06, K07
TK08	Empathetic communication with persons with hearing disabilities, Part II: workshops at the Polish Deaf Association, Western Pomeranian Division.	2	W01, W02, W03, U01, U02, U03, U04, U05, U06, U07, U08, K01, K02, K03, K04, K05, K06, K07
TK09	Empathetic communication with elderly and lonely persons, Part I: workshops in a nursing home.	2	W01, W02, W03, U01, U02, U03, U04, U05, U06, U07, U08, K01, K02, K03, K04, K05, K06, K07
TK10	Empathetic communication with elderly and lonely persons, Part II: workshops in a nursing home.	2	W01, W02, W03, U01, U02, U03, U04, U05, U06, U07, U08, K01, K02, K03, K04, K05, K06, K07

Booklist			
Obligatory literature:			
1. Ziółkowska-Rudnowicz, E., Kładna, A., Empatia jako jedna z ważnych umiejętności klinicznych. W: A.Kładna(rd). Pielęgniarstwo.Desmurgia. Stany zagrożenia życia. Wydawnictwo PAM, Szczecin, 2007, s.9-21			
2. Ziółkowska- Rudnowicz, E., Kładna, A., Emphaty as an imort ant clinical sill. 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. Gdańsie Wydawnictwo Psychologiczne, Gdańsk 1999.			
Student’s workload (balance sheet of ECTS credits)			
Form of student’s activity (in-class participation; activeness, produce a report, etc.)	Student’s workload [h]		
	Tutor	Student	Average
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	10		
Time spent on preparing to exam			
Other .....			
Student’s workload in total	55		
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...