



# Pomeranian Medical University in Szczecin

## SYLLABUS of the MODULE (SUBJECT) General Information

<b>Module title: MEDICINE / PALLIATIVE CARE IN DENTISTRY: PSYCHOSOCIAL ASPECTS</b>	
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 III, semester VI
ECTS credits (incl. semester breakdown)	1
Type/s of training	seminars (25)
Form of assessment*	<input checked="" type="checkbox"/> graded assessment: <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 checked="" 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>
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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  into  where applicable

## Detailed information

<b>Module objectives</b>		Elective course „Medicine / Palliative Care in Dentistry: Psychosocial Aspects” is aimed at: 1. Preparing students to identify and address psychologic and social problems related to advanced-stage illness; 2. Teaching students how to help patient and their families in building strategies to cope with illness, based on the patient's / family members' strongest psychological features; 3. Helping students to develop knowledge and skills useful in professional contacts with patients with terminal illness, e.g., terminal cancer, and their families; 4. Teaching students how to use interpersonal skills when coping with psychologic burdens related to their patients' illness and treatment; 5. Acquainting students with the concept of hope as a crucial component of treatment and recovery support.
Prerequisite /essential requirements	Knowledge	<i>None</i>
	Skills	<i>None</i>
	Competences	<i>Respect to others; responsible attitude towards tasks accepted; ability to work in teams.</i>

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 the up-to-date views on: social dimensions of health and illness; influence of societal environment (family; social relationship networks), as well as social disparities and socio-cultural differences on health status; and the role of social stress in health-related and auto-destructive behaviors	D.W1	O, PS, SP
W02	knows and understands: social attitudes toward health, disease, disability, and old age; social consequences of disease and disability; socio-cultural barriers; and the concept of life quality conditioned by health status	D.W3	O, PS, SP
W03	knows and understands the significance of verbal and non-verbal communication in process of communicating with patients, and the idea of trustful interactions with patients	D.W.4	O, PS, SP
W04	knows and understands how healthcare system units operate, and what social roles physicians play	D.W5	O, PS, SP
W05	knows and understands fundamental psychological mechanisms at play in human health and disease	D.W6	O, PS, SP
W06	knows and understands ways in which patients and their families adapt to illness as a difficult situation, and events related to it, such as dying and bereavement	D.W8	O, PS, SP
W07	knows and understands stress-coping mechanisms, as well as the role of stress in etiology, pathogenesis and course of disease	D.W9	O, PS, SP

W08	knows and understands how to motivate patients toward health-oriented behaviors, and how to deliver information on unfavorable prognosis	D.W11	O, PS, SP
W09	knows and understands rules of operation within a therapeutic team	D.W13	O, PS, SP
U01	takes subjective needs and expectations of patients resulting from social and cultural conditions into consideration in therapeutic procedures	D.U1	O, PS, SP
U02	builds and maintains a trustful relationship throughout a diagnostic and therapeutic process	D.U4	O, PS, SP
U03	takes actions aimed at improving quality of patient's life, and preventing deterioration thereof in future	D.U5	O, PS, SP
U04	interviews adult patients, children, and families with the use of active listening techniques, and knows how to express empathy	D.U6	O, PS, SP
U05	works in multi-professional teams, in multi-cultural, and multi-national environment	D.U10	O, PS, SP
U06	complies with ethical rules of professional conduct	D.U11	O, PS, SP
U07	complies with patients' rights	D.U12	O, PS, SP
U08	accesses and processes information with the use of IT; knows how to use modern sources of medical knowledge	D.U13	O, PS, SP
U09	is able to critically analyze, and draw correct conclusions from, medical literature, including English-language one	D.U16	K oral

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	K_D.W01		X					
W02	K_D.W03		X					
W03	K_D.W04		X					
W04	K_D.W05		X					
W05	K_D.W06		X					
W06	K_D.W08		X					
W07	K_D.W09		X					
W08	K_D.W11		X					
W09	K_D.W13		X					
U01	K_D.U01		X					
U02	K_D.U04		X					
U03	K_D.U05		X					
U04	K_D.U06		X					
U05	K_D.U10		X					
U06	K_D.U11		X					
U07	K_D.U12		X					
U08	K_D.U13		X					
U09	K_D.U16		X					

<b>Table presenting TEACHING PROGRAMME</b>			
<b>No. of a teaching programme</b>	<b>Teaching programme</b>	<b>No. of hours</b>	<b>References to learning outcomes</b>
<b>Summer semester</b>			
<b>Seminars</b>			
TK01	Philosophy of palliative care.	2	W01, W02, W03, W04, W05, W06, W07, W08, W09, U01, U02, U03, U04, U05, U06, U07, U08, U09,
TK02	Palliative care in dentistry.	2	W01, W02, W03, W04, W05, W06, W07, W08, W09, U01, U02, U03, U04, U05, U06, U07, U08, U09,
TK03	Psychosocial aspects of palliative care.	2	W01, W02, W03, W04, W05, W06, W07, W08, W09, U01, U02, U03, U04, U05, U06, U07, U08, U09,
TK04	Problems of interpersonal communication. Disclosing unfavourable information / diagnosis.	2	W01, W02, W03, W04, W05, W06, W07, W08, W09, U01, U02, U03, U04, U05, U06, U07, U08, U09,
TK05	Fear and anxiety in cancer patients.	2	W01, W02, W03, W04, W05, W06, W07, W08, W09, U01, U02, U03, U04, U05, U06, U07, U08, U09,
TK06	How to manage stress resulting from caring for a dying patient?	2	W01, W02, W03, W04, W05, W06, W07, W08, W09, U01, U02, U03, U04, U05, U06, U07, U08, U09,
TK07	Depressive syndrome.	2	W01, W02, W03, W04, W05, W06, W07, W08, W09, U01, U02, U03, U04, U05, U06, U07, U08, U09,
TK08	How does cancer affect patient's family?	2	W01, W02, W03, W04, W05, W06, W07, W08, W09, U01, U02, U03, U04, U05, U06, U07, U08, U09,
TK09	Home-based palliative care for cancer patients.	2	W01, W02, W03, W04, W05, W06, W07, W08, W09, U01, U02, U03, U04, U05, U06, U07, U08, U09,
TK10	Quality assurance in palliative care.	2	W01, W02, W03, W04, W05, W06, W07, W08, W09, U01, U02, U03, U04, U05, U06, U07, U08, U09,
TK11	Pathological psychological reactions in the course of terminal illness.	2	W01, W02, W03, W04, W05, W06, W07, W08, W09, U01, U02, U03, U04, U05, U06, U07, U08, U09,
TK12	Standards and guidelines for palliative care.	2	W01, W02, W03, W04, W05, W06, W07, W08, W09, U01, U02, U03, U04, U05, U06, U07, U08, U09,
TK13	Cooperation with patient's family in case of refusal to, or withdrawal from, further treatment.	1	W01, W02, W03, W04, W05, W06, W07, W08, W09, U01, U02, U03, U04, U05, U06, U07, U08, U09,

<b>Booklist</b>
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 Merkuriusz Lekarski, XXIX, 172, 277-281
4. Ziółkowska-Rudowicz, E., Kładna, A., 2010, Kształcenie empatyczne lekarzy: Część II- Wczesne zapoznanie studentów z sytuacją pacjenta. Polski Merkuriusz Lekarski, XXIX, 172, 282-286.
5. Ziółkowska-Rudowicz, E., Kładna, A., 2010, Kształcenie empatyczne lekarzy: Część IV- Rozwój umiejętności leżących u podstaw empatii. Polski Merkuriusz Lekarski, XXIX, 174, 400-404
6. Postawy opieki paliatywnej. Krystyna Walden-Gałuszko, Wydawnictwo Lekarskie PZWL 2007, Warszawa, 2006
7. Opieka paliatywna w Polsce – wybrane zagadnienia. Część I. Założenia, organizacja i funkcjonowanie opieki paliatywnej, Urszula Kurczewska, Magdalena Jasińska, Daria Orszulak-Michalak
8. Cybulski, Mateusz; Krajewska-Kułak, Elżbieta. <i>Opieka nad osobami starszymi</i> . Red. . Warszawa: Wydawnictwo Lekarskie PZWL, 2016, 272 s. ISBN 978-83-200-5100-1
Supplementary literature:
1. Ziółkowska-Rudowicz, E., Kładna, A., 2010, Kształcenie empatyczne lekarzy: Część III - Kontakt studentów z literaturą, teatrem, filmem i sztuką. Polski Merkuriusz Lekarski, XXIX, 173, 331-335

<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	25
Time spent on preparation to seminars/ practical classes	15
Time spent on reading recommended literature	20
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	70
<b>ECTS credits for the subject (in total)</b>	<b>1</b>
<b>Remarks</b>	

\* 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...