



Pomeranian Medical University in Szczecin

SYLLABUS of the MODULE (SUBJECT)

General Information

| Module title | Empathy in Medicine |
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| Module type | Elective |
| Faculty | Faculty of Medicine and Dentistry |
| Major | Dentistry |
| Level of study | long-cycle (S2J) |
| Mode of study | intramural |
| Year of studies, semester | Year I, Semester II |
| ECTS credits (incl. semester breakdown) | 2 |
| Type/s of training | Seminars (25h) |
| Form of assessment | - graded assessment: oral |
| Head of the Department/ Clinic, Unit | Assoc. Prof. Aleksandra Kładna, MD, PhD |
| Tutor responsible for the module | <u>Assoc. Prof. Aleksandra Kładna, MD, PhD</u> 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 ☐ with X where applicable

Detailed information

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| Module objectives | | Elective course „Empathy in Medicine” is aimed at acquainting dentistry students with empathetic behaviour patterns that can influence treatment process and effects of therapy, as well as the quality of dental doctor – patient relationship. |
| Prerequisite /essential requirements | Knowledge | <i>Recognizes patterns of professional conduct worthy of following</i> |
| | Skills | <i>Is capable of building respectful interpersonal relations</i> |
| | Competences | <i>Has habit to self-educate, and can work in teams effectively</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 state-of-the-art 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 | knows and understands social attitudes towards the importance of health, disease, disability and senility, social consequences of disease and disability, socio-cultural barriers, as well as concept of life quality conditioned by health state | D.W3. | O, SP, PS |
| W03 | knows and understands importance of verbal and non-verbal communication in process of communication with patients and concept of trust in interactions with patients | D.W4. | O, SP, PS |
| W04 | knows and understands operation of medical institutions and social role of doctor and dentist | D.W5. | O, SP, PS |
| W05 | knows and understands basic psychological mechanisms during health and disease of human being | D.W6. | O, SP, PS |
| W06 | knows and understands mechanism of adaptation to disease as difficult situation; phases of adaptation to threatening events and patient's needs and issues regarding dying and mourning | D.W8. | O, SP, PS |
| W07 | knows and understands mechanisms of dealing with stress and its role in etiopathogenesis and course of diseases | D.W9. | O, SP, PS |
| W08 | knows and understands rules of patient's motivation for health-oriented behavior and imparting information about | D.W11. | O, SP, PS |

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|-----|---|--------|---------------------|
| | unfavorable prognosis | | |
| W09 | knows and understands principles of therapeutic team function | D.W13. | O, SP, PS |
| W10 | knows and understands patients' rights | D.W15. | O, SP, PS |
| U01 | is able to choose a treatment that minimizes the social consequences for patient | D.U3. | O, SP, PS |
| U02 | is able to build trust throughout the diagnostic and therapeutic process | D.U4. | O, SP, PS |
| U03 | is able to interview adult patient, child and family applying technique of active listening and expressing empathy. | D.U6. | O, SP, PS |
| U04 | is able to respect patient's rights | D.U12. | K (oral assessment) |
| K01 | is ready to be guided by the patient wellbeing | K.2. | |
| K02 | is ready to formulate opinions on various aspects of professional activity | K.10. | |

Table presenting LEARNING OUTCOMES in relation to the form of classes

| No. of learning outcome | Learning outcomes | Type of training | | | | | | | |
|-------------------------|-------------------|------------------|---------|-------------------|------------------|-------------|------------|----------|--|
| | | Lecture | Seminar | Practical classes | Clinical classes | Simulations | E-learning | Other... | |
| W01 | D.W1. | | X | | | | | | |
| W02 | D.W3. | | X | | | | | | |
| W03 | D.W4. | | X | | | | | | |
| W04 | D.W5. | | X | | | | | | |
| W05 | D.W6. | | X | | | | | | |
| W06 | D.W8. | | X | | | | | | |
| W07 | D.W9. | | X | | | | | | |
| W08 | D.W11. | | X | | | | | | |
| W09 | D.W13. | | | | | | | | |
| W10 | D.W15. | | X | | | | | | |
| U01 | D.U3. | | X | | | | | | |
| U02 | D.U4. | | X | | | | | | |
| U03 | D.U6. | | X | | | | | | |
| U04 | D.U12. | | X | | | | | | |
| K01 | D.W1. | | X | | | | | | |
| K02 | D.W3. | | X | | | | | | |

Table presenting TEACHING PROGRAMME

| No. of a teaching programme | Teaching programme | No. of hours | References to learning outcomes |
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| TK01 | The Hippocratic Oath. | 2 | W01, W02, W03, W04, W05, W06, W07, W08, W09, W10, U01, U02, U03, U04, K01, K02, |
| TK02 | The notion of empathy. | 2 | W01, W02, W03, W04, W05, |

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| | | | W06, W07, W08, W09, W10, U01, U02, U03, U04, K01, K02, |
| TK03 | Empathy vs. compassion and pity. | 2 | W01, W02, W03, W04, W05, W06, W07, W08, W09, W10, U01, U02, U03, U04, K01, K02, |
| TK04 | Levels of empathetic behaviour. Factors hindering empathetic behaviour. | 2 | W01, W02, W03, W04, W05, W06, W07, W08, W09, W10, U01, U02, U03, U04, K01, K02, |
| TK05 | Clinical empathy. | 2 | W01, W02, W03, W04, W05, W06, W07, W08, W09, W10, U01, U02, U03, U04, K01, K02, |
| TK06 | Adverse effects of clinical empathy. | 2 | W01, W02, W03, W04, W05, W06, W07, W08, W09, W10, U01, U02, U03, U04, K01, K02, |
| TK07 | Empathy in physician-patient relationship. | 2 | W01, W02, W03, W04, W05, W06, W07, W08, W09, W10, U01, U02, U03, U04, K01, K02, |
| TK08 | Empathy and a suffering person / suffering persons family | 2 | W01, W02, W03, W04, W05, W06, W07, W08, W09, W10, U01, U02, U03, U04, K01, K02, |
| TK09 | Medical professionals' empathetic communication with the elderly and lonely. | 2 | W01, W02, W03, W04, W05, W06, W07, W08, W09, W10, U01, U02, U03, U04, K01, K02, |
| TK10 | How does empathy affect treatment process and effects of therapy? | 2 | W01, W02, W03, W04, W05, W06, W07, W08, W09, W10, U01, U02, U03, U04, K01, K02, |
| TK11 | Burnout among medical professionals | 2 | W01, W02, W03, W04, W05, W06, W07, W08, W09, W10, U01, U02, U03, U04, K01, K02, |
| TK12 | Level of empathy and medical specialites. | 2 | W01, W02, W03, W04, W05, W06, W07, W08, W09, W10, U01, U02, U03, U04, K01, K02, |
| TK13 | Influence of poetry and fine arts on the development of empathy. Methods used to measure empathy levels. | 1 | W01, W02, W03, W04, W05, W06, W07, W08, W09, W10, U01, U02, U03, U04, K01, K02, |

| 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 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, |

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| 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 |
| 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 |

| 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 | 15 |
| Time spent on preparation to seminars/ practical classes | 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 | 50 |
| 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

RZĆ – 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...