



# 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"> <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  <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>
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	<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 „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	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 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 basic psychological mechanisms during health and disease of human being	D.W6.	O, SP, PS
W05	knows and understands regularities of mental development of human being and role of family in therapy	D.W7.	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 unfavorable prognosis	D.W11.	O, SP, PS
W09	knows and understands principles of altruism and clinical responsibility	D.W12.	O, SP, PS
W10	knows and understands principles of therapeutic team function	D.W13.	O, SP, PS

U01	is able to take subjective needs and expectations of patient resulting out of social and cultural conditions into consideration in therapeutic management	D.U1.	O, SP, PS
U02	is able to choose a treatment that minimizes the social consequences for patient	D.U3.	O, SP, PS
U03	is able to build trust throughout the diagnostic and therapeutic process	D.U4.	O, SP, PS
U04	is able to take actions to improve the patient's quality of life and prevent deterioration thereof in the future	D.U5.	O, SP, PS
U05	is able to interview adult patient, child and family applying technique of active listening and expressing empathy.	D.U6.	O, SP, PS
U06	is able to identify violation risk factors, recognize violence and respond thereto	D.U7.	O, SP, PS
U07	is able to apply basic psychological motivating and supporting interventions	D.U8.	O, SP, PS
U08	is able to follow ethical standards in professional activities	D.U11.	K (oral assessment)
K01	is ready to establish and maintain deep and respectful contact with the patient as well as to show understanding for ideological and cultural differences	K.1.	
K02	is ready to be guided by the patient wellbeing	K.2.	
K03	is ready to respect physician-patient privilege and patient's rights	K.3.	
K04	is ready to take activities towards patient on the basis of ethical principles with awareness of social conditions and disease restrictions	K.4.	
K05	is ready to draw conclusions from own measurements or observations	K.8.	
K06	is ready to implement the principles of professional fellowship and cooperation in a team of specialists, including representatives of other medical professions, also in a multicultural and multinational environment	K.9.	
K07	is ready to formulate opinions on various aspects of professional activity	K.10.	
K08	is ready to assume responsibility related to decisions taken as a part of professional activity, also in terms of own safety and the safety of others	K.11.	

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.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					
K01	K.1.		X					
K02	K.2.		X					
K03	K.3.		X					
K04	K.4.		X					
K05	K.8.		X					
K06	K.9.		X					
K07	K.10.		X					
K08	K.11.		X					

Table presenting TEACHING PROGRAMME

No. of a teaching programme	Teaching programme	No. of hours	References to learning outcomes
<b>Winter semester</b>			
<b>Seminars</b>			
TK01	The Hippocratic Oath.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 U01 U02 U03 U04 U05 U06 U07 U08 K01 K02 K03 K04 K05 K06 K07 K08
TK02	The notion of empathy.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 U01 U02 U03 U04 U05 U06 U07 U08 K01 K02 K03 K04 K05 K06 K07 K08
TK03	Empathy vs. compassion and pity.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 U01 U02 U03 U04 U05 U06 U07 U08

			K01 K02 K03 K04 K05 K06 K07 K08
TK04	Levels of empathetic behaviour. Factors hindering empathetic behaviour.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 U01 U02 U03 U04 U05 U06 U07 U08 K01 K02 K03 K04 K05 K06 K07 K08
TK05	Clinical empathy.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 U01 U02 U03 U04 U05 U06 U07 U08 K01 K02 K03 K04 K05 K06 K07 K08
TK06	Adverse effects of clinical empathy.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 U01 U02 U03 U04 U05 U06 U07 U08 K01 K02 K03 K04 K05 K06 K07 K08
TK07	Empathy in physician-patient relationship.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 U01 U02 U03 U04 U05 U06 U07 U08 K01 K02 K03 K04 K05 K06 K07 K08
TK08	Empathy and a suffering person / suffering persons family	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 U01 U02 U03 U04 U05 U06 U07 U08 K01 K02 K03 K04 K05 K06 K07 K08
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 U05 U06 U07 U08

			K01 K02 K03 K04 K05 K06 K07 K08
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 U05 U06 U07 U08 K01 K02 K03 K04 K05 K06 K07 K08
TK11	Burnout among medical professionals	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 U01 U02 U03 U04 U05 U06 U07 U08 K01 K02 K03 K04 K05 K06 K07 K08
TK12	Level of empathy and medical specialites.	2	W01 W02 W03 W04 W05 W06 W07 W08 W09 W10 U01 U02 U03 U04 U05 U06 U07 U08 K01 K02 K03 K04 K05 K06 K07 K08
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 U05 U06 U07 U08 K01 K02 K03 K04 K05 K06 K07 K08

### 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, 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 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	50
<b>ECTS credits for the subject (in total)</b>	<b>2</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...