



Pomeranian Medical University in Szczecin

SYLLABUS of the MODULE (SUBJECT) General Information

Module title: EMPATHY IN MEDICINE	
Module type	Facultative
Faculty PMU	Faculty of Dentistry Interfaculty Center for Education in English Language
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"> <input type="checkbox"/> descriptive <input type="checkbox"/> test <input type="checkbox"/> practical <input checked="" type="checkbox"/> oral <input type="checkbox"/> non-graded assessment <ul style="list-style-type: none"> <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/studenci/informacje_z_jednostek/wfbmiml/zaklad_historii_medycyny_i_etyki_lekarskiej/
Language	English

* replace into where applicable

Detailed information

Module objectives		Elective course „Empathy in Medicine” is aimed at acquainting dentistry students with empathetic behavior 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 the concepts of health and disease, impact of social environment (family, work, social relations) and social-cultural conditions (background, social status, religion, nationality, ethnic group) on patient's health state	D.W1.	O, SP, PS
W02	knows and understands the social attitudes towards diseases, disability and old age and the specific impact of stereotypes, prejudices and discrimination	D.W4.	O, SP, PS
W03	knows and understands the concept of empathy and terms as well as behaviours targeted at its expression	D.W5.	O, SP, PS
W04	knows and understands the psychophysical development of humans from birth to death, in consideration of the specificity of physical, emotional, cognitive and social development	D.W6.	O, SP, PS
W05	knows and understands the specificity and role of verbal communication (conscious construing of messages) and non-verbal communication (i.e. body language, gestures, silence and space management)	D.W7.	O, SP, PS
W06	knows and understands the role of patient's family in the healing process (disease detection, adaptation to the disease, treatment) and manners of coping with difficult situations (progress of the disease, process of dying, mourning)	D.W8.	O, SP, PS
W07	knows and understands the principles of motivating the patient to pro-health behaviours and human behaviours which contribute to health maintenance	D.W9.	O, SP, PS
W08	knows and understands the concept of stress, including eustress and distress and the impact of stress on ethiopathogenesis and course of physical diseases and mental disorders as well as mechanisms of coping with stress	D.W11.	O, SP, PS
W09	knows and understands the principles of functioning of interdisciplinary therapeutic team	D.W14.	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.U2.	O, SP, PS
U03	is able to adequately adjust to the situation of open questions, closed questions, paraphrases, clarifications, internal and end summary, signalling, active listening (i.e. grasping and detecting signals sent by the speaker, verbal and non-verbal techniques) and facilitations (encouraging the speaker to speak)	D.U3.	O, SP, PS
U04	is able to adjust the manner of verbal communication to the needs of the patient, expressing themselves in an understandable manner and avoiding medical jargon	D.U4.	O, SP, PS
U05	is able to recognize and analyse difficult situations and challenges related to communicating, including crying, strong emotions, anxiety, interrupted utterances, cumbersome and sensitive issues, silence, withdrawal, aggressive and claiming behaviours and cope with them in a constructive manner	D.U5.	O, SP, PS
U06	is able to establish professional contact with the patient and their family targeted at building the appropriate relation	D.U6.	O, SP, PS
U07	is able to perceive a situation from patient's perspective, building the correct context for the discussion and applying elicitation method and subsequently encompassing it in building verbal communicators	D.U7.	O, SP, PS
U08	is able to recognize their own emotions and manage others in relations with other persons for the purpose of effective conduct of work despite their own emotional reactions	D.U8.	K (oral assessment) EU
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.	

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					
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					

Table presenting TEACHING PROGRAMME			
No. of a teaching programme	Teaching programme	No. of hours	References to learning outcomes
Winter semester			
Seminars			
TK01	The Hippocratic Oath.	2	D.W1. D.W4. D.W5. D.W6. D.W7. D.W8. D.W9. D.W11. D.W14. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. K.1. K.2. K.3. K.4.
TK02	The notion of empathy.	2	D.W1. D.W4. D.W5. D.W6. D.W7. D.W8. D.W9. D.W11. D.W14. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. K.1. K.2. K.3. K.4.
TK03	Empathy vs. compassion and pity.	2	D.W1. D.W4. D.W5. D.W6. D.W7. D.W8. D.W9. D.W11. D.W14. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. K.1. K.2. K.3. K.4.
TK04	Levels of empathetic behaviour. Factors hindering empathetic behaviour.	2	D.W1. D.W4. D.W5. D.W6. D.W7. D.W8. D.W9. D.W11. D.W14. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. K.1. K.2. K.3. K.4.
TK05	Clinical empathy.	2	D.W1. D.W4. D.W5. D.W6. D.W7. D.W8. D.W9. D.W11. D.W14. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. K.1. K.2. K.3. K.4.
TK06	Adverse effects of clinical empathy.	2	D.W1. D.W4. D.W5. D.W6. D.W7. D.W8. D.W9. D.W11. D.W14. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. K.1. K.2. K.3. K.4.

TK07	Empathy in physician-patient relationship.	2	D.W1. D.W4. D.W5. D.W6. D.W7. D.W8. D.W9. D.W11. D.W14. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. K.1. K.2. K.3. K.4.
TK08	Empathy and a suffering person / suffering persons family	2	D.W1. D.W4. D.W5. D.W6. D.W7. D.W8. D.W9. D.W11. D.W14. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. K.1. K.2. K.3. K.4.
TK09	Medical professionals' empathetic communication with the elderly and lonely.	2	D.W1. D.W4. D.W5. D.W6. D.W7. D.W8. D.W9. D.W11. D.W14. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. K.1. K.2. K.3. K.4.
TK10	How does empathy affect treatment process and effects of therapy?	2	D.W1. D.W4. D.W5. D.W6. D.W7. D.W8. D.W9. D.W11. D.W14. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. K.1. K.2. K.3. K.4.
TK11	Burnout among medical professionals	2	D.W1. D.W4. D.W5. D.W6. D.W7. D.W8. D.W9. D.W11. D.W14. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. K.1. K.2. K.3. K.4.
TK12	Level of empathy and medical specialites.	2	D.W1. D.W4. D.W5. D.W6. D.W7. D.W8. D.W9. D.W11. D.W14. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. K.1. K.2. K.3. K.4.
TK13	Influence of poetry and fine arts on the development of empathy. Methods used to measure empathy levels.	1	D.W1. D.W4. D.W5. D.W6. D.W7. D.W8. D.W9. D.W11. D.W14. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. K.1. K.2. K.3. K.4.

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 Mercuriusz Lekarski, XXIX,172,277-281
4. Ziółkowska-Rudowicz, E., Kładna, A.,2010,Kształcenie empatyczne lekarzy: Część II- Wczesne zapoznanie studentów z sytuacją pacjenta. Polski Mercuriusz Lekarski, XXIX,172, 282-286.
5. Ziółkowska-Rudowicz, E., Kładna, A.,2010,Kształcenie empatyczne lekarzy: Część IV- Rozwój umiejętności leżących u podstaw empatii. Polski Mercuriusz 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	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	15
Time spent on preparing to exam	
Other	
Student's workload in total	60
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...