



# 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	Medicine
Level of study	long-cycle (S2J)
Mode of study	full-time studies
Year of studies, semester	Year I, semester I and II
ECTS credits (incl. semester breakdown)	0,5
Type/s of training	seminars 20 (10 winter semester, 10 summer semester)
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>
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="#">Zakład Historii Medycyny i Etyki Lekarskiej</a>
Language	English

\* replace  into  where applicable

**Detailed information**

<b>Module objectives</b>		<p>The objectives of Empathy in Medicine are as follows:</p> <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.

<b>Description of the learning outcomes for the subject /module</b>			
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	Social dimensions of health and illness; the influence of societal environment (family; social networks), social inequalities, and social-cultural differences on health status; the role of social stress in both beneficent and self-destructive behavior	D.W1.	O, PS, PM, W
W02	Social factors influencing human behavior in health and illness (esp. chronic one)	D.W2.	O, PS, PM, W
W03	Rules and techniques of communication with patients and their families, aimed at building an empathetic, trustful relationship	D.W5.	O, PS, PM, W
W04	The significance of verbal and nonverbal elements in the process of communication with patients; the notion of trust in interactions with patients	D.W6.	O, PS, PM, W
W05	Psychosocial sequelae of hospitalization and chronic illness	D.W7.	O, PS, PM, W

W06	Basic psychological processes involved in human functioning in health and illness	D.W9.	O, PS, PM, W
W07	The role of patient's family in the therapeutic process	D.W10.	O, PS, PM, W
W08	The patient's and their family's adaptation to illness as a difficult situation, and to illness-related events, including dying and grieving	D.W11.	O, PS, PM, W
W09	The role of stress in the etiology, pathogenesis, and the course of illness; adaptive coping mechanisms	D.W12.	O, PS, PM, W
W10	The rules on how to motivate patients to make positive health behavior changes, and how to deliver news about bad prognosis	D.W15.	O, PS, PM, W
W11	Cultural, ethnic, and national determinants of human behavior	D.W19.	O, PS, PM, W
U01	is able to take into account the patient's subjective needs and expectations resulting from socio-cultural conditions in the therapeutic process.	D.U1.	O, PS, PM, W
U02	Can see signs of anti-health and self-destructive behaviors and react to them appropriately;	D.U2.	O, PS, PM, W
U03	Is able to choose a treatment that minimizes social consequences for the patient;	D.U3.	O, PS, PM, W
U04	is able to build an atmosphere of trust throughout the entire diagnostic and treatment process;	D.U4.	O, PS, PM, W
U05	Is able to conduct a conversation with an adult patient, a child and a family using the technique of active listening and expressing empathy, and talk to the patient about his/her life situation;	D.U5.	O, PS, PM, W
U06	Is able to inform the patient about the purpose, course and possible risk of proposed diagnostic or therapeutic activities and obtain his informed consent to undertake these activities;	D.U6.	O, PS, PM, W
U07	knows how to involve the patient in the therapeutic process;	D.U7.	O, PS, PM, W
U08	Is able to provide the patient and his family with information about the unfavorable prognosis;	D.U8.	O, PS, PM, W
U09	Is able to provide advice on compliance with therapeutic recommendations and a healthy lifestyle;	D.U9.	O, PS, PM, W
U10	Can identify risk factors for violence, recognize violence and react appropriately;	D.U10.	O, PS, PM, W
U11	Can use psychological motivating and supporting interventions in the basic scope;	D.U11.	O, PS, PM, W
U12	Is able to communicate with colleagues, providing feedback and support;	D.U12.	O, PS, PM, W
U13	Can demonstrate responsibility for improving their qualifications and transferring knowledge to others;	D.U16.	O, PS, PM, W
U14	Can critically analyze medical literature, including in English, and draw conclusions;	D.U17.	O, PS, PM, W

U15	can communicate with the patient in one of the foreign languages at the B2+ level of the Common European Framework of Reference for Languages.	D.U18.	O, PS, PM, W, K
K01	Establishes and maintains deep and respectful contact with the patient, and is able to show understanding for differences in worldviews and cultures	K.01	

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
W01	D.W1.		X				
W02	D.W2.		X				
W03	D.W5.		X				
W04	D.W6.		X				
W05	D.W7.		X				
W06	D.W9.		X				
W07	D.W10.		X				
W08	D.W11.		X				
W09	D.W12.		X				
W10	D.W15.		X				
W11	D.W19.		X				
U01	D.U1.		X				
U02	D.U2.		X				
U03	D.U3.		X				
U04	D.U4.		X				
U05	D.U5.		X				
U06	D.U6.		X				
U07	D.U7.		X				
U08	D.U8.		X				
U09	D.U9.		X				
U10	D.U10.		X				
U11	D.U11.		X				
U12	D.U12.		X				
U13	D.U16.		X				
U14	D.U17.		X				
U15	D.U18.		X				
K01	K.01.		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>Winter semester</b>			
<b>Seminars</b>			
TK01	Physician-patient relationships in ancient Greece, and their modern continuations.	2	D.W1. D.W2. D.W5. D.W6. D.W7. D.W9. D.W10. D.W11. D.W12. D.W15. D.W19. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U9. D.U10. D.U11. D.U12. D.U16. D.U17. D.U18. K.01.
TK02	Basic principles of interpersonal communication.	2	D.W1. D.W2. D.W5. D.W6. D.W7. D.W9. D.W10. D.W11. D.W12. D.W15. D.W19. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U9. D.U10. D.U11. D.U12. D.U16. D.U17. D.U18. K.01.
TK03	Developing sensitivity towards another person; cognitive and emotional empathy.	2	D.W1. D.W2. D.W5. D.W6. D.W7. D.W9. D.W10. D.W11. D.W12. D.W15. D.W19. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U9. D.U10. D.U11. D.U12. D.U16. D.U17. D.U18. K.01.
TK04	Empathetic and legal aspects of communication in medicine.	2	D.W1. D.W2. D.W5. D.W6. D.W7. D.W9. D.W10. D.W11. D.W12. D.W15. D.W19. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U9. D.U10. D.U11. D.U12. D.U16. D.U17. D.U18. K.01.
TK05	Developing students' sensitivity towards another person: practical approach.	2	D.W1. D.W2. D.W5. D.W6. D.W7. D.W9. D.W10. D.W11. D.W12. D.W15. D.W19. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U9. D.U10. D.U11. D.U12. D.U16. D.U17. D.U18. K.01.
<b>Summer semester</b>			
<b>Seminars</b>			
TK06	Influence of fine arts on the development of empathy (motion picture)	2	D.W1. D.W2. D.W5. D.W6. D.W7. D.W9. D.W10. D.W11. D.W12. D.W15. D.W19. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U9. D.U10. D.U11. D.U12. D.U16. D.U17. D.U18. K.01.
TK07	Empathetic communication with persons with hearing disabilities, Part I: workshops at the Polish Deaf Association, Western Pomeranian Division.	2	D.W1. D.W2. D.W5. D.W6. D.W7. D.W9. D.W10. D.W11. D.W12. D.W15. D.W19. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U9. D.U10. D.U11. D.U12. D.U16. D.U17. D.U18. K.01.
TK08	Empathetic communication with persons with hearing disabilities, Part II: workshops at the Polish Deaf Association, Western Pomeranian Division.	2	D.W1. D.W2. D.W5. D.W6. D.W7. D.W9. D.W10. D.W11. D.W12. D.W15. D.W19. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U9. D.U10. D.U11. D.U12. D.U16. D.U17. D.U18. K.01.
TK09	Empathetic communication with elderly and lonely persons, Part I: workshops in a nursing home.	2	D.W1. D.W2. D.W5. D.W6. D.W7. D.W9. D.W10. D.W11. D.W12. D.W15. D.W19. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U9. D.U10. D.U11. D.U12. D.U16. D.U17. D.U18. K.01.
TK10	Empathetic communication with elderly and lonely persons, Part II: workshops in a nursing home.	2	D.W1. D.W2. D.W5. D.W6. D.W7. D.W9. D.W10. D.W11. D.W12. D.W15. D.W19. D.U1. D.U2. D.U3. D.U4. D.U5. D.U6. D.U7. D.U8. D.U9. D.U10. D.U11. D.U12. D.U16. D.U17. D.U18. K.01.

**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., Empathy as an important clinical skill. W: A.Kładna (red.). Nursing. Desmurgy. Published by The Pomeranian Medical University of Szczecin, 2008, s. 9-20
3. Komunikowanie się lekarza z pacjentem, 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. Gdańskie Wydawnictwo Psychologiczne, Gdańsk 1999.

<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	20
Time spent on preparation to seminars/ practical classes	
Time spent on reading recommended literature	5
Time spent on writing report/making project	
Time spent on preparing to colloquium/ entry test	5
Time spent on preparing to exam	
Other .....	
Student's workload in total	30
<b>ECTS credits for the subject (in total)</b>	0,5
<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...