

SYLLABUS
concerning the cycle of education 2018-2024
 Academic year ... 2020/2021.....

1. BASIC INFORMATION CONCERNING THIS SUBJECT

Subject	Informative medical history - approaching various clinical symptoms
Course code *	IMHAVCS
Faculty of (name of the leading direction)	Institute of Medical Sciences
Department Name	Institute of Medical Sciences
Field of study	Medical direction
level of education	Uniform master's degree
Profile	General academic
Form of study	Full-time / part-time
Year and semester	3 rd year VI semester
Type of course	Facultative
Language	English
Coordinator	Monika Kraśnicka MD, PhD
First and Last Name of the Teachers	Monika Kraśnicka MD, PhD

* - According to the resolutions of Educational Unit

1.1. Forms of classes, number of hours and ECTS

Semester No.	Lecture	Exercise	Conversation	Laboratory	Seminar	Z P	Praktical	Other	Number of points ECTS
6	-	-	-	-	30	-	-	-	1

1.2. The form of class activities

X classes are in the traditional form

X classes are implemented using methods and techniques of distance learning

1.3 Examination Forms (exam, credit with grade or credit without grade)

Credit with grade.

2. BASIC REQUIREMENTS

Ground knowledge from Pathophysiology of Internal Diseases.

3. OBJECTIVES, OUTCOMES, AND PROGRAM CONTENT USED IN TEACHING METHODS

3.1 Objectives of this course

C1	Learning how to evolve medical history "step by step" to cover all obligatory issues.
C2	Learning how to focus medical history on most relevant patient's problem.
C3	Learning how to ask questions in understandable way, concerning different patient's background and clinical symptoms.

3.2 OUTCOMES FOR THE COURSE

EK (the effect of education)	The content of learning outcomes defined for the class (module)	Reference to directional effects ¹
EK_01	The student correctly performs medical history in different clinical circumstances.	
EK_02	The student is able to collect all relevant data regarding clinical problem.	
EK_03	The student knows, how to use data obtained from medical history to make a diagnosis/hypothesis and plan further investigations.	

3.3 CONTENT CURRICULUM

A. Problems of the lecture

B. Problems of auditorium, seminar, laboratory and practical classes

Course contents	Hours
General frame for medical history – obligatory issues.	3
Approach to medical history in the patients with cardiovascular disorders. Listing most relevant issues. Planning further diagnostic test based on clinical suspicion.	3
Approach to medical history in the patients with respiratory tract disorders. Listing most relevant issues. Planning further diagnostic test based on clinical suspicion.	3

¹In the case of a path of education leading to obtaining teaching qualifications, also take into account the learning outcomes of the standards of education preparing for the teaching profession.

Approach to medical history in the patients with gastrointestinal disorders. Listing most relevant issues. Planning further diagnostic test based on clinical suspicion.	3
Approach to medical history in the patients with urogenital disorders. Listing most relevant issues. Planning further diagnostic test based on clinical suspicion.	3
Approach to medical history in patients with blood and joint disorders. Listing most relevant issues. Planning further diagnostic test based on clinical suspicion.	4
Problems that should be considered, when there is strong family history (accordingly to organ concentrated approach).	2
Lifestyle issues and their relationships with diseases risk.	3
The patients' social background and diseases risk.	3
Association of physical exam findings and data collected in medical history in order to establish clinical suspicion.	3

3.4 Didactic methods

Seminars with multimedia presentation.

Ex: Lecture: problem lecture, lecture with multimedia presentation, distance learning methods

Exercises: text analysis with discussion, project method (research, implementation, practical project), group work (task solving, discussion), didactic games, distance learning methods

Laboratory: performing experiments, designing experiments.

4. METHODS AND EVALUATION CRITERIA

4.1 Methods of verification of learning outcomes

Symbol of effect	Methods of assessment of learning outcomes (Eg.: tests, oral exams, written exams, project reports, observations during classes)	Form of classes
EK_01	Taking medical history with real patient (on - line) with course coordinator assistance (translation)	seminar
EK_02	Taking medical history with real patient (on - line) with course coordinator assistance (translation)	seminar
EK_03	Taking medical history with real patient (on - line) with course coordinator assistance (translation)	seminar

4.2 Conditions for completing the course (evaluation criteria)

A positive grade can be obtained only on the condition that each of the learning outcomes has been passed.

Conditions for obtaining credit with a grade from seminars:

1. Participation in seminar.

2. Positive assessment for a medical history with a real patient performed.

Positive evaluation of the assigned task - 60% of the points obtained

The evaluation criteria are:

- ☑ completeness of questions asked according to medical problem;
- ☑ ability to explore all specific and relevant issues emerging while questioning the patient and ability to skip unimportant issues;
- ☑ taking medical history in understandable way- the patients is able to answer questions;
- ☑ the student formulates correct clinical suspicion based on data obtained from medical history;

3. Assessment

Rating range 2.0 - 5.0

☑ 81- 100% (5.0) - the implementation of the assigned task takes into account the correctness of all the above-mentioned assessment criteria, the student is able to answer correctly the questions asked related to the clinical problem. The final clinical suspicion based on medical history is wright.

☑ 61-80% (4.0) the implementation of the commissioned task takes into account the appropriate questions according to clinical problems, but <80% relevant issues are covered.

☑ 60% (3.0) - the implementation of the commissioned task only takes into account some questions according to clinical problems, but <60% relevant issues are covered.

☑ below 60% (2.0) - implementation of the commissioned task does not take into account the correctness of any of the above-mentioned assessment criteria

5. Total student workload required to achieve the desired result in hours and ECTS credits

Activity	The average number of hours to complete the activity
Contact hours (with the teacher) resulting from the study schedule of classes	30
Contact hours (with the teacher) participation in the consultations, exams	5
Non-contact hours - student's own work (preparation for classes, exam, writing a paper, etc.)	5
SUM OF HOURS	40
TOTAL NUMBER OF ECTS	1

** It should be taken into account that 1 ECTS point corresponds to 25-30 hours of total student workload.*

6. TRAINING PRACTICES IN THE SUBJECT

NUMBER OF HOURS	-
RULES AND FORMS OF APPRENTICESHIP	-

7. LITERATURE

Basic literature:

1. DIFFERENTIAL DIAGNOSIS IN PRIMARY CARE, R. DOUGLAS COLLINS, LIPPINCOTT WILLIAMS WILKINS, 4TH ED 2008.
2. THE WASHINGTON MANUAL OF AMBULATORY THERAPEUTICS, T.L. LIN, S.W. RYPKEMA, LIPPINCOTT WILLIAMS WILKINS, 2002

Additional information: All materials will be given to student by a teacher.

Acceptance Unit Manager or authorized person