Appendix number 1.5 to The Rector UR Resolution No. *12/2019*

SYLLABUS

**concerning the cycle of education**  2018-2024

 (date range)

Academic year 2021-2022

1. BASIC INFORMATION CONCERNING THIS SUBJECT

|  |  |
| --- | --- |
| Subject  | Elements of professionalism |
| Course code \* | PrM/D |
| Faculty of (name of the leading direction) | Medical College of Rzeszów University |
| Department Name | Institute of Medical Sciences |
| Field of study | English Division |
| level of education | Uniform master studies |
| Profile | General academic |
| Form of study | stationary |
| Year and semester | IV, VII |
| Type of course | Obligatory |
| Language | English |
| Coordinator | Joanna Burzyńska, PhD |
| First and Last Name of the Teachers | Joanna Burzyńska, 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 | ZP | Praktical | Other  | **Number of points ECTS**  |
| VII | 15 | 10 |  |  |  |  |  |  | 1 |

1.2. The form of class activities

* 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)

Lecture: a credit without grade

Classes: a credit with grade

2.BASIC REQUIREMENTS

|  |
| --- |
| Basic knowledge of interpersonal communication. |

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

3.1 Objectives of this course

|  |  |
| --- | --- |
| C1  | to familiarize students with various aspects of the issue of professionalism  |
|  | to develop and understand the significance and responsibilities of being a health care professional |
| C2 | to gain the methods and technics of building the medical professionalism |
| C3 | to familiarize students with the most pressing and up-to-date problems in medical professionalism and provide an effective tools to solve them  |

**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]](#footnote-1) |
| EK\_01 | knows the current state of knowledge about the social aspect of health and disease, the role of social stress in health behaviours in the context of building a professional physicians’ image and personal branding | D.W01 |
| EK\_02 | Student understands the importance of social attitudes towards the importance of health, disease, social consequences of illness and disability, and socio-cultural barriers, as well as the concept of health-related quality of life; | D.W03 |
| EK\_03 | Student knows the technics of building effective physician-patient relationship  | D.W04 |
| EK\_04 | Student understands the functioning of health care institutions and the social role of professionals | D.W06 |
| EK\_05 | Student understands the cultural, ethnic and national determinants of human behaviour | D.W16 |
| EK\_06 | Student knows the basics of evidence-based medicine | D.W20 |
| EK\_07 | Student knows how to use verbal and nonverbal communication in the process of interaction with the patient taking into account the subjective needs and expectations of the patient resulting from social and cultural conditions | D.U01 |
| EK\_08 | Student notices the signs of anti-health and self-destructive behaviour and respond to them appropriately  | D.U02 |
| EK\_09 | Student is able to choose the treatment that minimizes the social consequences for the patient | D.U03 |
| EK\_10 | Student demonstrates responsibility for improving his/her qualifications and transferring knowledge to others in building an effective team of specialists; | D.U16 |
| EK\_11 | Student will assess his/her abilities in health care contexts to critical reasoning, effective communication, deep and respectful contact with the patient and critical decision-making; | K.01 |
| EK\_12 | Student perceives and recognizes own limitations and self-assessment of deficits and educational needs. | K.05 |

**3.3 CONTENT CURRICULUM**

1. **Problems of the lecture**
2. **Problems of auditorium, seminar, laboratory and practical classes**

|  |  |
| --- | --- |
| Course contents | Hours  |
| 1. The roadmap to medical professionalism – definitions and models of healthcare (A)
 | 3 |
| 1. Interpersonal skills – the background of professionalism – process, strategies, errors (A+B)
 | 5 |
| 1. Personal branding in medicine (A+B)
 | 5 |
| 1. Physician-patient relationships – challenges and solutions (A+B)
 | 3 |
| 1. Communication, empathy and compassion (B)
 | 2 |
| 1. Stress, burnout and extremes (A)
 | 2 |
| 1. Teams in medicine (A)
 | 2 |
| 1. Professionals and social media – the next step or actual present? (A+B)
 | 3 |

3.4 Didactic methods

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

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

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 – Ek\_06  | test | Lecture |
| Ek\_ 07 – Ek\_10 | project reports, observation during classes | Classes |
| EK\_11 – Ek-12 | project reports, observation during classes | Classes |

4.2 Conditions for completing the course (evaluation criteria)

|  |
| --- |
| Lecture:* 90% attendance;
* a passing grade (60%) the multiple choice test

Classes:* 90% attendance (max. 5 points)
* Activity during classes (max. 10 points);
* Project reports. Prepare and present a case analysis presentations, parts of which will be scored on a point scale.

Content Quality: 0 – 15 points- Clarity of ideas  - Meaningfulness of content - Synthesis of the material- Accuracy of interpretations of professional principles - Accuracy of conclusions Presentation quality: 0 – 10 points - Clarity of presentation style - Eye contact with audience - Sensitivity to audience's interest - Sensitivity to audience's level of understandingMethods of credit:5.0 – 37 – 40 points4.5 – 33 – 36 points4.0 – 29 – 32 points3.5 – 25 - 28 points3.0 – 21 – 24 points2.0 under 20 points |

**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  | 25 |
| Contact hours (with the teacher) participation in the consultations, exams | - |
| Non-contact hours - student's own work(preparation for classes, exam, writing a paper, etc.) |  |
| SUM OF HOURS |  |
| 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 | n/a |
| Rules and forms of apprenticeship | n/a |

7. LITERATURE

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| --- |
| Basic literature:1. Merlo, Gia. Principles of medical professionalism. Oxford University Press, 2021. Available online
2. Lynn V. Monrouxe, Charlotte E. Rees. Healthcare Professionalism: Improving Practice through Reflections on Workplace Dilemmas. John Wiley & Sons, 2017. Available online
3. Richard L. Cruess, ‎Sylvia R. Cruess, ‎Yvonne Steinert. Teaching Medical Professionalism, 2008. Available online
4. Jill Thistlethwaite, John Spencer. Professionalism in Medicine. CRC Press, 2016. Available online
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| Additional literature1. Rosamond Rhodes. The Trusted Doctor: Medical Ethics and Professionalism. Oxford University Press, 2020. Available online
2. Articles review prepared by the teacher – online selection
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Acceptance Unit Manager or authorized person

1. In 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. [↑](#footnote-ref-1)