

## SYLLABUS

concerning the cycle of education **2025-2031**

Academic year 2025/2026

### 1. BASIC INFORMATION CONCERNING THIS SUBJECT / MODULE

Subject / Module	Elements of Professionalism
Course code / module *	PrM
Faculty of (name of the leading direction)	Faculty of Medicine, University of Rzeszow
Department Name	Laboratory of Medical Psychology
Field of study	Medicine
Level of education	Uniform master studies
Profile	General academic
Form of study	Stationary / non-stationary
Year and semester	Year I, semester 1
Type of course	Obligatory
Language of instruction	English
Coordinator	Dr Natasza Orlov
Name(s) of the instructor(s)	Dr Natasza Orlov

\* - according to the resolutions of the Faculty of Medicine

#### 1.1. Forms of classes, number of hours and ECTS

Lecture	Exercise	Conversation	Laboratory	Seminar	ZP	Practical	Others	Number of points ECTS
10	-	-	-	10	-	-	-	2

#### 1.2. The form of class activities

- ☒ Classes are conducted in a traditional format
- ☒ Classes are conducted using distance learning methods and techniques

#### 1.3 Examination Forms (Ongoing Assessment): (exam, credit with grade or credit without grade); **credit with grade**

### 2. BASIC REQUIREMENTS

Knowledge in Medical Ethics and Medical Psychology
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### 3. OBJECTIVES, OUTCOMES, AND PROGRAM CONTENT USED IN TEACHING METHODS

#### 3.1. Objectives of this course

C <sub>1</sub>	Acquisition by the student of the ability to recognize health problems and to determine priorities in medical management.
C <sub>2</sub>	Gaining comprehensive knowledge about the importance and course of a proper physician–patient relationship, with particular emphasis on the communication process. Developing the skills to identify key information relevant to the therapeutic process regarding the patient’s socio-cultural and economic situation, to analyze this information and draw conclusions, as well as to assess the patient’s cognitive-emotional state and communication abilities.
C <sub>3</sub>	Understanding the social dimension of health and illness, the impact of the social environment (family, social networks) and social inequalities on health, as well as socio-cultural differences in health-related and self-destructive behaviors.
C <sub>4</sub>	Development of skills for conscious and effective learning, taking into account the specifics of medical studies and future professional practice.

#### 3.2. Outcomes for the course

EK (the effect of education)	The content of the learning effect defined for the subject	Reference to program learning outcomes (KEK)
<b>Knowledge: the graduate knows and understands</b>		
EK_01	the concept of empathy, as well as phrases and behaviors used to express it;	D.W6.
EK_02	the specifics and role of verbal communication (conscious construction of messages) and non-verbal communication (e.g., facial expressions, gestures, managing silence and personal space);	D.W7.
EK_03	patient rights and the concept of the patient’s best interests;	D.W16.
EK_04	the philosophy of palliative care and its significance in the context of caring for patients at all stages of serious illness and in ensuring a dignified death;	D.W17.
EK_05	fundamentals of evidence-based medicine;	D.W19.
EK_06	the concepts of patient safety and safety culture, including their organizational, communicational, and managerial aspects.	D.W20.
<b>Skills: the graduate is able to</b>		
EK_07	adhere to ethical standards in professional practice, including planning and conducting the therapeutic process	D.U1.

	in accordance with ethical values and the principles of humanism in medicine;	
EK_o8	recognize the ethical dimension of medical decisions and distinguish between factual and normative aspects;	D.U2.
EK_o9	respect patient rights;	D.U3.
EK_10	demonstrate responsibility for improving one's own qualifications and sharing knowledge with others;	D.U4.
EK_11	critically analyze medical literature, including in English, and draw conclusions;	D.U5.
EK_12	develop and enhance self-awareness, the ability for self-reflection, and self-care, as well as reflect with others on one's own communication and behavior;	D.U7.
EK_13	recognize one's own emotions and manage them in interactions with others in order to perform work effectively despite personal emotional reactions;	D.U8.
EK_14	describe and critically evaluate one's own behavior and communication, taking into account possible alternative actions;	D.U9.
EK_15	adapt verbal communication to the patient's needs, expressing oneself clearly and avoiding medical jargon;	D.U11.
EK_16	recognize and analyze challenging situations and communication-related difficulties, including crying, strong emotions, anxiety, interruptions, sensitive or awkward issues, silence, withdrawal, aggressive or demanding behavior, and handle them constructively;	D.U12.
EK_17	establish contact with the patient and accompanying person to build an appropriate relationship (e.g., the <u>4 Habits Model</u> : <i>Invest in the beginning, Demonstrate empathy, Elicit the patient's perspective, Invest in the end</i> );	D.U13.
EK_18	view the situation from the patient's perspective, creating an appropriate conversational context and using elicitation methods, then incorporate this perspective into verbal communication.	D.U14.
<b>Social competences: the graduate is prepared to</b>		
EK_19	use of objective sources of information;	K.7
EK_20	implement principles of professional collegiality and teamwork with specialists, including representatives of other medical professions, also in multicultural and multinational environments.	K.9

### 3.3. Programme content

#### A. Lecture topics

Course content
Organizational and introductory classes. Familiarizing students with the e-learning course rules and providing the assessment criteria.
The physician in the Polish healthcare system. The social dimension of health and illness.
Health-related quality of life; Evidence-based medicine.
Verbal communication methods; disruptions in the communication process; communication errors and strategies to eliminate them; non-verbal communication and its various dimensions.
Structure of the physician–patient relationship; roles of participants in the physician–patient relationship; building rapport with the patient; patient rights.
Presentation of macro- and micro-skills in conducting a medical interview; verbal and non-verbal aspects of behavior; skills leading to gaining the patient's trust.

#### B. Seminar topics

Course content
Organizational and introductory classes. Familiarizing students with with the subject matter, course completion criteria, and principles of critical thinking.
Professionalism in medicine: concept of professionalism, healthcare models, definitions and significance of disability, health, aging, etc. Cultural, ethnic, and national determinants of human behavior.
Examples of social inequalities in health in Poland and abroad: access to physicians and nurses, access to medications, access to healthcare institutions.
Reducing social inequalities in health by influencing health behaviors: tobacco use, alcohol consumption, overweight and obesity (Polish and international examples).
The social role of the physician; social consequences for the patient resulting from different treatment methods. The duty to provide care.

The social dimension of health and illness. Social attitudes in Poland towards people who are sick or disabled. The role of social stress in health-related and self-destructive behaviors.

### 3.4. Didactic methods

**Lecture:** e-learning course

**Seminar:** case studies, discussions, group work, presentation of topics in the group forum

**Independent student work:** reading and studying from textbooks

## 3 ASSESSMENT METHODS AND CRITERIA

### 4.1 Methods of assessing learning outcomes

Symbol of effect	Methods of assessing learning outcomes (e.g., test; oral exam; written exam; project; report; observation during classes)	Form of classes (Lectures, Exercises, Seminar...)
EK_01- EK_06	Written assessment after completion and passing of all parts of the e-learning course	L + SEM.
EK_07- EK_20	Observation of participation during classes, assessment of oral presentations, and group work	SEM.

### 4.2 Course completion requirements (evaluation criteria)

#### **Lectures – Knowledge Assessment:**

Completion of the e-learning course requires solving 3–4 tasks after each of the three course modules. The final test consists of single-choice, closed, and semi-open questions. Unexcused absence from the assessment results in a failing grade.

#### **Written Exam – Assessment Criteria:**

- **Pass:** demonstrates knowledge of the course content at a level of at least 60%
- **Fail:** demonstrates knowledge of the course content below 60%

#### **Detailed Assessment Criteria:**

5.0 – student demonstrates knowledge of all educational content at the level of 93%-100%  
 4.5 – student demonstrates knowledge of all educational content at the level of 85%-92%  
 4.0 – student demonstrates knowledge of all educational content at the level of 77%-84%  
 3.5 – student demonstrates knowledge of all educational content at the level of 69%-76%  
 3.0 – student demonstrates knowledge of all educational content at the level of 60%-68%  
 2.0 – student demonstrates knowledge of all educational content below 60%

#### **SKILL ASSESSMENT (SEMINAR)**

Average of grades for the presentation (weight 2/3) and participation in group work (weight 1/3)

**Grading scale:**

- 5.0 – demonstrates the ability to achieve the learning outcomes at a very good level  
 4.5 – demonstrates the ability to achieve the learning outcomes above a good level  
 4.0 – demonstrates the ability to achieve the learning outcomes at a good level  
 3.5 – demonstrates the ability to achieve the learning outcomes above a satisfactory level  
 3.0 – demonstrates the ability to achieve the learning outcomes at a satisfactory level  
 2.0 – does not demonstrate the ability to achieve the learning outcomes at the minimum satisfactory level

## 5. TOTAL STUDENT WORKLOAD REQUIRED TO ACHIEVE THE INTENDED LEARNING OUTCOMES IN HOURS AND ECTS CREDITS

Form of activity	Average number of hours required to complete the activity
Contact hours according to the study schedule	20
Other activities involving academic staff (participation in consultations, exams)	7
Non-contact hours – student's independent work (preparation for classes, examinations, etc.)	23
SUM OF HOURS	30
<b>TOTAL NUMBER OF ECTS</b>	<b>4</b>

\* It should be noted 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 internships	-

## 7. LITERATURA

### Basic literature:

Hope, T., Savulescu, J., Hendrick, J. *Medical Ethics and Law: A Curriculum for the 21st Century*. OUP.

Silverman, J., Kurtz, S., Draper, J. *Skills for Communicating with Patients*. CRC Press.

### Additional literature:

The European Code of Medical Ethics (CPME).

GMC, *Good Medical Practice*.

Council of Europe – *Oviedo Convention on Human Rights and Biomedicine*.

Brown, J., Noble, L.M., Papageorgiou, A. *Clinical Communication in Medicine*. Wiley-Blackwell.

Approved by the Head of the Department or an authorised person

