

## SUBJECT CARD

**Faculty of Medicine and Health Sciences**

**Field of studies: Medicine**

**Form of studies: Full-time**

**Degree: long-cycle Master's program**

**Specializations: No specialization**

**Academic year: 2023/2024**

PSYCHO-SOCIAL CONDITIONS OF BEHAVIOUR	
<b>SUBJECT</b>	<b>How to be a doctor</b>
<b>NUMBER OF ECTS POINTS</b>	1
<b>LANGUAGE OF INSTRUCTION</b>	English
<b>TEACHER(S)</b>	Swetłana Mróz, PhD Marcin Pieniążek, PhD Łukasz Małecki, MD
<b>PERSON RESPONSIBLE</b>	Swetłana Mróz, PhD
NUMBER OF HOURS	
<b>LECTURES</b>	8 h
<b>SEMINARS</b>	7 h
GENERAL OBJECTIVES	
<b>OBJECTIVE 1</b>	To familiarize students with the topics of doctor-patient relationship and communication and cooperation between patient and doctor.
<b>OBJECTIVE 2</b>	Discuss how a doctor functions in various roles.
LEARNING OUTCOMES	
<b>MK1</b>	<b>Knowledge:</b> The student knows and understands what the role of the doctor is and how the role of the doctor has changed.
<b>MK2</b>	<b>Knowledge:</b> The student knows and understands the essence of the doctor-patient relationship.
<b>MK3</b>	<b>Knowledge:</b> The student knows and understands the essence of cooperation in the treatment team.
<b>MK4</b>	<b>Knowledge:</b> The student knows and understands the main concepts, theories, principles and ethical rules that serve as a general framework for properly interpreting and analyzing moral-medical issues.
<b>MS1</b>	<b>Skills:</b> The student is able to recognize normal and disturbed behavior in the doctor-patient relationship.

PSYCHO-SOCIAL CONDITIONS OF BEHAVIOUR	
MS2	<b>Skills:</b> The student can identify errors and barriers in the communication process.
MS3	<b>Skills:</b> The student is able to create conditions for proper communication with the patient, the patient's family and members of the treatment team.
MC1	<b>Social Competency:</b> The student respects the dignity and autonomy of patients.
INTRODUCTORY REQUIREMENTS	
There are no specific prerequisites.	
COURSE PROGRAM	DETAILED DESCRIPTION OF THE TOPIC BLOCKS
LECTURES	Ethical issues related to the medical profession.
SEMINAR 1,2	The medical profession in the past and today. Discussion of the specifics of the medical profession, analysis of the text of the Hippocratic oath.
SEMINAR 3, 4	Professionalism of the doctor. Positive and negative qualities affecting the doctor's attitude.
SEMINAR 5	Empathy. Empathy, tolerance, and worldview in a physician's work.
SEMINAR 6	Doctor-patient relationship. The doctor-patient relationship - partnership, cooperation.
SEMINAR 7	The doctor in the therapeutic team. The role of the doctor in the therapeutic team, cooperation.
DIDACTIC METHODS (APPLIED)	
	Lecturer presentations; Students presentations; Seminar discussions; Group work; Case studies and exercises; Film analysis.
STUDENTS WORKLOAD	
NUMBER OF HOURS UNDER SUPERVISION	15 hours
NUMBER OF PREPARATION HOURS	Preparation for classes: 5 hours Preparation of report, presentation: 10 hours
TOTAL NUMBER OF HOURS FOR THE COURSE	30 hours

## PSYCHO-SOCIAL CONDITIONS OF BEHAVIOUR

### CONDITIONS FOR COURSE COMPLETION

**LECTURE**

Attendance is obligatory.

**SEMINAR**

Any absence requires individual exam from missed seminar. Development of presentation content, and presentation to the lecturer and group. Active participation during seminars.

### METHODS OF ASSESSMENT

**IN TERMS OF KNOWLEDGE**

Multimedia presentation.

**IN TERMS OF SKILLS**

Active participation during seminars.

**IN TERMS OF SOCIAL  
COMPETENCY**

Active participation during seminars. Observation and discussion within the group.

**FORMATIVE**

Not applicable.

**SUMMATIVE  
(I & II)**

Preparation of a multimedia presentation.

### GRADING SCALE

**PASSED (ZAL)**

Attendance at the seminar; preparation of presentation

**NON- PASSED (ZAL)**

No presentation

### BASIC LITERATURE

[1] Frank JR, Snell L, Sherbino J, 2015, CANMEDS 2015 PHYSICIAN COMPETENCY FRAMEWORK, Royal College of Physicians and Surgeons of Canada

[2] Travaline JM, Ruchinkas R, D'Alonzo GE, 2005, JAOA, Vol 105/1

[3] Piyush Ranjan et al., 2015, Journal of Clinical and Diagnostic Research., Vol-9(3)

### SUPPLEMENTARY LITERATURE

[1] [2] Salmon P. - Psychology of Medicine and Surgery: A Guide for Psychologists, Counsellors, Nurses and Doctors, 2001;