

MEDICAL UNIVERSITY OF ŁÓDŹ
PREMEDICAL PREPARATORY COURSE

(SYLABUS)

1. **Name of the department providing the course:**
2. **Course title:** Introduction to academic professionalism, social competencies and learning skills
3. **Course language: English**
4. **Type of course unit:** compulsory
5. **Course aims:**

The main goal of the course is to develop professional attitudes aligned with international standard for future medical/dentistry doctors (this includes Polish, EU and global guidelines). Another goal of the course is to develop the conscious and effective (metacognitive) learning skills necessary during future medical studies and future professional careers. According to the current research results, the implementation of the modern teaching methods should be supported by the appropriate training of students (high schools' graduates used to the traditional pedagogic educational approach) to prepare them for the independent, andragogical learning. Such training facilitates the effective growth of knowledge, skills and attitudes, self-assessment of educational needs and development of generic skills, including team-based learning, interpersonal skills and problem-solving abilities. Development of the above aptitudes during medical studies allows transferring them to future professional activities such as life-long learning strategies, including efficient personal development planning. The above aims of the course are following the recent European Committee and the Bologna Process recommendations.

6. Types of educational activities and number of hours allocated:

	Lecture	Seminar	Laboratory classes	classes	Total
stationary	0	35	0	7	35
on-line (in the real time scheduled in the timetable)	0	15	0	3	15
e-learning (on the e-learning platform)	0	0	0	0	0
Total	0	50	0	0	50

7. **Names of course unit's faculty:** Centre for Medical Education
8. **Prerequisites:** none
9. **Learning activities and teaching methods:**

Teaching methods:

- discussions
- multimedia-based learning
- small group learning
- case study
- group project
- role-play
- lecture

Learning activities:

- case studies - professional lapses in academic environment
- individual work – Heinz dilemma
- group work - Dundee Polyprofessionalism Survey
- individual work - „My sense of belonging”
- group work - „First impression” (prof. Petra Verdonk)
- card-game (© Veronica Selleger & Benno Bonke)
- stuck-truck exercise
- personal learning plans (SWOT, SMART, Backward Planning)
- case studies - clinical reasoning patterns
- case studies - resolving conflict situations
- case studies - first impressions
- plagiarism lecture
- plagiarism case studies
- group project
- case studies motivation

10. Course unit content:

Class no.1: Diversity in academic setting and in medicine & attributes of a professional doctor

Class no.2: Professional lapses and dilemmas in academic and medical setting

Class no. 3: Motivations and attributions in adult learning, self-directed learning skills

Class no. 4: Kolb`s learning cycle and stress management in adult learning

Class no. 5: Personal learning plans

Class no. 6: Clinical reasoning patterns

Class no. 7: Assertiveness & conflict solving styles

Class no. 8: Academic integrity, academic writing & presentation skills

Class no. 9: Presentations of group projects

Class no. 10: Summary of the course, personal reflection

11. Course objectives:

Knowledge:

After the course student should be able to discuss and explain:

- the importance of the diverse, multicultural and multi-ethnic educational environment
- role of ethnicity and culture in healthcare
- explains how impact of differences, disparities and discrimination on quality of healthcare
- cultural differences in non-verbal communication
- implicit stereotype

- fitness to practice and professional lapses
- what is attribution and what are types of motivation and their importance in academic setting
- what is Kolb's learning cycle
- what are the strategies for developing personal learning plans
- what is the mechanism of stress and its impact in learning context
- what is intuitive thinking in everyday and clinical context
- what are assertiveness techniques & conflict solving styles approaches
- what is plagiarism and academic integrity, what is citation system and bibliography

Skills:

After the course student should be able to:

- evaluate own level of cultural competencies
- reflect on professional lapses
- individually analyze learning styles
- develop personal learning plan
- prepare and deliver effective presentation
- demonstrate assertiveness techniques
- recognize difference between plagiarized and genuine piece of assignment
- demonstrate and further develop generic skills, including team-based work, communication skills and self-assessment skills

Attitudes and transferrable (generic) competencies:

- effective and self-directed learning (metacognition)
- andragogical educational strategies
- life-long learning approach
- teamwork and communication
- assertiveness strategies in communication

12. Required and recommended learning resources (readings):

- *Required: All materials will be given to students during the class.*
- *Recommended:*

Professionalism: How payment models affect physician behavior (2012) CMAJ, September 4, 184(12), p.E645-E646 DOI:10.1503/cmaj.109-4250

Professionalism: Logging on to tell your doctor off (2012) CMAJ, September 4, 184(12), p. E629-E630 DOI:10.1503/cmaj.109-4205

Professionalism; Social media mishaps (2012) CMAJ, September 4, 184(12), p.E627-E628 DOI:10.1503/cmaj.109-4209

Professionalism: Social media outreach (2012) CMAJ, August 7, 184(11), p.E587-E588 DOI: 10.1503/cmaj.109-4207

Professionalism: The historical contract (2012) CMAJ, August 7, 184(11), p. 1233-1234 DOI:10.1503/cmaj.109-4230

Professionalism: The importance of trust (2012) CMAJ, September 18, 184(13), p. 1455-1456
DOI:10.1503/cmaj.109-4264

Professionalism: The privilege and burden of self-regulation (2012) CMAJ, October 2, 184(14),
p.1559-1560 DOI:10.1503/cmaj.109-4286

Professionalism: The view from outside medicine (2012) CMAJ, September 4, 184(12), p. 1347-1348
DOI:10.1503/cmaj.109-4257

Professionalism: What is it? (2012) CMAJ, July 10, 184(10), p. 1129-1130 DOI:10.1503/cmaj.109-4211

The Providers Guide to Quality & Culture, available at:
<http://erc.msh.org/mainpage.cfm?file=1.0.htm&module=provider&language=English>

13. Assessment methods and criteria:

Grade is based on group project presentation. Groups of 5 students are to prepare 15-20 minutes presentation on at least 10 slides, every person has to present at least 2 slides. The content of the presentation should depict one socio-medical concept (student`s choice). Appropriate citations, use of the reference systems and bibliography will be assessed as well as presentation delivery its` scientific rigor and credibility. Regulations regarding absences are within general premedical rules and regulations. Students are allowed to have 2 absences during the entire course (winter semester and summer semester combined) regardless of their reason. More than 2 absences result in failing the course.

14. Additional information:

Statement and signature of the course leader: *I hereby state that the content of the curriculum included in the syllabus below is the result of my individual work completed as part of work contract/cooperation resulting from a civil law contract, and that author rights to this title are not the property of a third party.*

Dean's signature:

Data: 7.11.2024