



Patient Education

1. IMPRINT

Academic Year	2024/2025
Department	Faculty of Medicine
Field of study	Medicine
Main scientific discipline	Medical sciences
Study Profile	General academic
Level of studies	Uniform MSc
Form of studies	Full time studies
Type of module / course	Non-compulsory
Form of verification of learning outcomes	Completion
Educational Unit / Educational Units	Department of Social Medicine and Public Health Medical University of Warsaw Medical Simulation Center Banacha Campus 3a Pawińskiego St., 02-106 Warsaw E-mail: zmsizp@wum.edu.pl
Head of Educational Unit / Heads of Educational Units	Prof. Aneta Nitsch-Osuch, MD, PhD
Course coordinator	Katarzyna Lewtak, MD, PhD e-mail: katarzyna.lewtak@wum.edu.pl
Person responsible for syllabus	Katarzyna Lewtak, MD, PhD e-mail: katarzyna.lewtak@wum.edu.pl
Teachers	Katarzyna Lewtak, MD, PhD

2. BASIC INFORMATION

Year and semester of studies	I-VI year, winter and summer semester	Number of ECTS credits	2.00
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FORMS OF CLASSES	Number of hours	ECTS credits calculation
Contacting hours with academic teacher		
Lecture (L)		
Seminar (S)	30 (e-learning)	1.0
Classes (C)		
e-learning (e-L)		
Practical classes (PC)		
Work placement (WP)		
Unassisted student's work		
Preparation for classes and completions	30	1.0

3. COURSE OBJECTIVES

O1	acquiring competence to conduct patient education in public and commercial institutions of the health system.
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4. STANDARDS OF LEARNING – DETAILED DESCRIPTION OF EFFECTS OF LEARNING

Code and number of the effect of learning in accordance with standards of learning	Effects in the field of: <i>(in accordance with appendix to the Regulation of Minister of Science and Higher education from 26th of July 2019)</i>
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Knowledge – Graduate* knows and understands:

D.K2	concepts of health and illness, the influence of the social environment (family, work, social relations) and socio-cultural conditions (origin, social status, religion, nationality and ethnic group) on the patient's health;
D.K3	human behaviour conducive to maintaining health and the principles of motivating the patient towards health-promoting behaviour (Prochaska and DiClemente change model, motivational interviewing);
D.K5	social attitudes towards illness, disability and old age and the specific impact of stereotypes, prejudice and discrimination;
D.K6	the concept of empathy and the phrases and behaviours used to express it;
D.K7	the specificity and role of verbal (conscious message construction) and non-verbal communication
D.K10	psychosocial consequences of the illness for the patient's family (family with an ill child, including teenagers, adults and the elderly);
D.K16	patient rights and the concept of patient welfare;

D.K19	the fundamentals of evidence-based medicine;
E.K38	principles of health-seeking behaviour, the basics of prevention and early detection of the most common diseases of civilisation and the principles of screening for these diseases;
G.K1	methods for assessing the health of individuals and populations, measures and principles of monitoring the health of populations, systems of classifying diseases and medical procedures;

Skills– Graduate* is able to:

D.S1	observe ethical models in professional activities, including planning and carrying out the therapeutic process in accordance with ethical values and the idea of humanism in medicine;
D.S3	respect patients' rights;
D.S10	use open and closed questions, paraphrase, clarification, internal and final summaries, signaling, active listening (e.g. capturing and recognizing signals sent by the interlocutor, verbal and nonverbal techniques) and facilitation (encouraging the interlocutor to speak) appropriate to the situation;
D.S11	adapt verbal communication to the needs of the patient, expressing themselves clearly and avoiding medical jargon;
D.S13	establish contact with the patient and the person accompanying the patient in order to build an appropriate relationship (e.g. 4 Habits Model: Invest in the beginning, Demonstrate empathy, Recognize the patient's perspective), Invest in the end);
D.S14	look at the situation from the patient's perspective, building an appropriate conversational context and using the elicitation method, and then incorporating this into the construction of verbal messages;
E.S1	take a medical history of an adult, including an older person, using skills regarding the content, process and perception of communication, taking into account the biomedical perspective and the patient's perspective;
E.S2	take a medical history of the child and his/her caregivers, using skills regarding the content, process and perception of communication, taking into account the biomedical and patient perspectives; E.U3. take a medical history in a life-threatening situation using the SAMPLE scheme (S - Symptoms, A - Allergies, M - Medications, P - Past medical history, L - Last meal (last meal), E – Events prior to injury/illness (events before the accident/illness));
E.S21	provide health education to the patient, including nutritional education tailored to individual needs;
E.S25	provide the patient with information, adapting its quantity and content to the patient's needs and capabilities, and supplement verbal information with models and written information, including charts and instructions, and apply it appropriately;
E.S26	make diagnostic and therapeutic decisions together with the patient (assess the patient's level of involvement, needs and possibilities in this regard, encourage the patient to take an active part in the decision-making process, discuss the advantages, disadvantages, expected results and consequences of the decision) and obtain informed consent patient;
E.S27	communicate with patients from groups at risk of economic or social exclusion, respecting their dignity;
E.S28	identify social determinants of health, indicators of anti-health and self-destructive behaviors and discuss them with the patient and make a note in the medical documentation;
G.S1	describe the demographic structure of the population and, on this basis, assess and predict health problems of the population;
G.S2	collect information on the conditions and presence of risk factors for infectious and noncommunicable diseases and plan preventive activities at various levels of prevention;

* In appendix to the Regulation of Minister of Science and Higher education from 26th of July 2019 „graduate”, not student is mentioned.

5. ADDITIONAL EFFECTS OF LEARNING *(non-compulsory)*

Number of effect of learning	Effects in the fields of:
Knowledge – Graduate knows and understands:	
K1	main tasks of health education;
K2	rules for conducting scientific research and disseminating its results
Skills– Graduate is able to:	
S1	perform differential diagnosis of the most common diseases, assess and describe the somatic and mental patients' state;
S2	plan their own educational activities and constantly improve their knowledge.
Social Competencies – Graduate is ready for:	
SC1	establishing the doctor-patient relationship based on deep and profound respect;
SC2	taking into consideration welfare of the patient and put it in the first place;
SC3	taking action against the patient on the basis of ethical principles, with awareness of social conditions and limitations resulting from the disease;
SC4	promoting healthy behaviors;
SC5	using objective sources of information.

6. CLASSES

Form of class	Class contents	Effects of Learning
(e-L) seminar 1 asynchronous online course	What is Health Education? - Definition, Topics & Role in Society	D.K2, D.K16, D.K19, E.K38, D.S1, D.S3, D.S10, D.S11, D.S13, E.S21, E.S25-28
(e-L) seminar 2 asynchronous online course	Methods and Materials of Health Education. From counseling to community action;	D.K7, D.K10, D.K16, D.K19, E.K38, D.S1, D.S3, D.S10, D.S11, D.S13, D.S14, E.S21, E.S25-28
(e-L) seminar 3 asynchronous online course	Why don't patients listen to their doctors? Factors impacting on patient compliance with medical advice;	D.K2, D.K5, D.K6, D.K7, D.K10, D.K16, D.K19, D.S1, D.S3, D.S10, D.S11, D.S13, D.S14, E.S1, E.S2, E.S25-28
(e-L) seminar 4 asynchronous online course	Explaining patients' behavior. Compliance, adherence or concordance – why do they matter?	D.K5, D.K10, D.S1, D.S3, D.S14, E.S1, E.S2
(e-L) seminar 5 asynchronous online course	Health literacy;	D.K2, D.K5, D.K7, D.K10, G.K1, D.S13, D.S14
(e-L) seminar 6 asynchronous online course	Why patient experience matters more than ever?	D.K5, D.K6, D.K7, D.K10, D.K16, D.S1, D.S3, D.S10, D.S11, D.S13, D.S14, G.S1
(e-L) seminar 7	Health Behavior Change – Theories and Models;	D.K3, E.K38

asynchronous online course		
(e-L) seminar 8 asynchronous online course	Motivating patients to change	D.K2, D.K3, D.K6, D.K7, D.K10, D.K16, D.K19, E.K38, D.S1, D.S3, D.S10, D.S11, D.S13, D.S14, E.S1, E.S2, E.S21, E.S25-28,
(e-L) seminar 9 asynchronous online course	An overview of clinically and healthcare related apps: connecting patients, drugs, and clinicians;	D.K5, D.K7, D.K19, E.K38, D.S1, D.S3, D.S13, E.S21, E.S25-28,
(e-L) seminar 10 asynchronous online course	From patient education to patient engagement: examples of health education interventions. How does Poland compare with other countries?	D.K3, D.K5, D.K7, D.K10, D.K16, D.K19, E.K38, G.K1, D.S1, D.S3, D.S10, D.S11, D.S13, D.S14, E.S21, E.S25-28

7. LITERATURE

Obligatory

1. World Health Organization, Regional Office for the Eastern Mediterranean. (2012). Health education: theoretical concepts, effective strategies and core competencies: a foundation document to guide capacity development of health educators. <https://apps.who.int/iris/handle/10665/119953>
2. Hoving C, et al. A history of patient education by health professionals in Europe and North America: From authority to shared decision making education. Patient Educations (2010), doi:10.1016/j.pec.2010.01.015
3. Health literacy. The solid facts. World Health Organization 2013. <https://apps.who.int/iris/handle/10665/326432>
4. Educating Patients. <https://www.cdc.gov/vaccines/hcp/patient-ed/edScating-patients.html>

Supplementary

1. World Health Organization. Regional Office for the Western Pacific. (2017). Noncommunicable disease education manual for primary health care professionals and patients. Manila: WHO Regional Office for the Western Pacific. <https://apps.who.int/iris/handle/10665/254746>. License: CC BY-NC-SA 3.0 IGO

8. VERIFYING THE EFFECT OF LEARNING

Code of the course effect of learning	Ways of verifying the effect of learning	Completion criterion
D.K2, D.K3, D.K5, D.K6, D.K7, D.K10, D.K16, D.K19, E.K38, G.K1, D.S1, D.S3, D.S10, D.S11, D.S13, D.S14, E.S1, E.S2, E.S21, E.S25, E.S26, E.S27, E.S28, G.S1, G.S2	1. Quizzes, written assignments 2. Test (MCQ)	1. credit 2. minimum final grade of 70% required

9. ADDITIONAL INFORMATION

The course is available on the platform: www.e-learning.wum.edu.pl.

Student must learn all materials Uploaded to the models on the platform. After each model there are questions (quizzes) or task related to its subject.

Student must send written assignments (tasks) to the teacher (using e-learning platform) and receive a positive evaluation. Student must sent them before proceeding to the final test.

Student must pass the final test (available on the e-learning platform) to obtain a credit.

Printing the certificate is possible only if the student has fulfilled both criteria: passed the final test and a received positive evaluation of tasks.

Students are obligatory to check MUW student email account as all information are sent only by formal MUW mails.

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ATTENTION

The final 10 minutes of the last class of the block/semester/year should be allotted for students to fill out the Survey of Evaluation of Classes and Academic Teachers