Svaki novi izborni predmet za ak. god. 2017./2018. treba biti napisan u ovoj tablici na HR i EN jeziku

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| **Naziv predmeta** | | | | | Liječnik i glumac: tko tu glumi? | | | | | | | | | | |
| **Kod** | MFMI… | | Godina studija | | | 4-6. | | | | | | | | | |
| **Nositelj/i predmeta** | Doc. dr. sc. Irena Zakarija-Grković, dr. med., spec. obit. med. | | Bodovna vrijednost (ECTS) | | | 2 | | | | | | | | | |
| Suradnici | Dr. sc. Nataša Mrduljaš-Đujić, dr. med., doc. dr. sc. Vesna Antičević, prof. psih., Dubravka Bačić, dr. med., Jelena Bosančić, dipl. glumica, prof. dr. sc. Dolores Britvić, Jadranka Giljanović-Perak, dr. med., mr.sc. Milan Glavaški, dr. med., dr. sc. Mario Malički, dr. med. i Ljubica Pavelin, dr. med. | | Način izvođenja nastave (broj sati u semestru) | | | P | | S | V | | | T |  | | |
| 5 | | 10 | 10 | | | 25 |
| Status predmeta | Izborni | | Postotak primjene e-učenja | | | 0 | | | | | | | | | |
| **OPIS PREDMETA** | | | | | | | | | | | | | | | |
| Ciljevi predmeta | Obogatiti komunikacijske vještine studenata medicine | | | | | | | | | | | | | | |
| Uvjeti za upis predmeta i ulazne kompetencije potrebne za predmet | Upisana 4. godina studija medicine | | | | | | | | | | | | | | |
| Očekivani ishodi učenja na razini predmeta (4-10 ishoda učenja) | 1. Nadograditi osnovne komunikacijske vještine 2. Prepoznavati osnovne mehanizme obrane 3. Služiti se novim načinima komunikacije u medicini 4. Uočavati razlike u komunikaciji s različitim tipovima pacijenata 5. Prihvaćati bio-psiho-socijalni koncept karakteristično za pristup obiteljskog liječnika 6. Svladati tehnike vođenja konzultacije | | | | | | | | | | | | | | |
| Sadržaj predmeta detaljno razrađen prema satnici nastave | U prilogu | | | | | | | | | | | | | | |
| Vrste izvođenja nastave: | ☐x predavanja  ☐x seminari i radionice  ☐x vježbe  ☐ *on line* u cijelosti  ☐ mješovito e-učenje  ☐ terenska nastava | | | | | ☐x samostalni zadaci  ☐ multimedija  ☐ laboratorij  ☐mentorski rad  ☐       (ostalo upisati) | | | | | | | | | |
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| Obveze studenata | Nazočnost na nastavi 80% predavanja, 90% seminari i 100% vježbe | | | | | | | | | | | | | | |
| Praćenje rada studenata *(upisati udio u ECTS bodovima za svaku aktivnost tako da ukupni broj ECTS bodova odgovara bodovnoj vrijednosti predmeta):* | Pohađanje nastave |  | |  | | |  | | |  | | | | |  |
| Seminarski rad |  | |  | | |  | | | (Ostalo upisati) | | | | |  |
| Pismeni ispit |  | |  | | |  | | | (Ostalo upisati) | | | | |  |
|  |  | |  | | |  | | | (Ostalo upisati) | | | | |  |
|  |  | |  | | |  | | | (Ostalo upisati) | | | | |  |
| Ocjenjivanje i vrjednovanje rada studenata tijekom nastave i na završnom ispitu | Priprema i prikaz slučaja | | | | | | | | | | | | | | |
| Obvezna literatura (dostupna u knjižnici i putem ostalih medija) | **Naslov** | | | | | | | | | | **Broj primjeraka u knjižnici** | | | **Dostupnost putem ostalih medija** | |
| Handouts  Đorđević V, Braš M, ur. Komunikacija u medicini- čovjek je čovjeku lijek. Zagreb: Medicinska naklada; 2011.  Gregurek R, ur. Psihološka medicina. Zagreb: Medicinska naklada; 2011.  YouTube dokumentarni filmovi o komunikaciji | | | | | | | | | |  | | |  | |
| Dopunska literatura | Katić M, ur. Osnove obiteljske medicine. Zagreb: Naklada Ljevak d.o.o.; 2005.  Street RL Jr, Makoul G, Arora NK, Epstein RM. How does communication heal? Pathways linking clinician-patient communication to health outcomes. Patient Educ Couns. 2009;74:295-301.  Brajković L, Ratković AS, Ivkić G. Komunikacija s osobama treće životne dobi. Medix 2011;92: 51-6. | | | | | | | | | | | | | | |
| Načini praćenja kvalitete koji osiguravaju stjecanje utvrđenih ishoda učenja | -Analiza kvalitete nastave od strane studenata i nastavnika,  -Analiza prolaznosti na ispitima,  -Izvješća Povjerenstva za kontrolu provedbe nastave,  -Izvaninstitucijska evaluacija (posjet timova za kontrolu kvalitete Nacionalne agencije za kontrolu kvalitete, uključenje u TEEP). | | | | | | | | | | | | | | |
| Ostalo (prema mišljenju predlagatelja) |  | | | | | | | | | | | | | | |

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| **NAME OF THE COURSE** | | The art of communicating | | | | | | | | | | | | |
| **Code** | MFMI… | | | | Year of study | | | | 4-6 | | | | | |
| Course teacher | Asst. prof. Irena Zakarija-Grković, MD, FRACGP, PhD, Departments of Family Medicine and Clinical Skills. | | | | Credits (ECTS) | | | | 2 | | | | | |
| Associate teachers | Dr. Nataša Mrduljaš-Đujić, MD, PhD, Asst. prof. Vesna Antičević, psychol., Dr. Dubravka Bačić, MD, Ms Jelena Bosančić (actress), Prof. Dolores Britvić, MD, Dr. Jadranka Giljanović-Perak, MD, Dr. Milan Glavaški, MD, Dr. Mario Malički, MD and Dr. Ljubica Pavelin, MD. | | | | Type of instruction (number of hours) | | | | L | S | | E | | T |
| 5 | 10 | | 10 | | 25 |
| Status of the course | Elective | | | | Percentage of application of e-learning | | | |  | | | | | |
| **COURSE DESCRIPTION** | | | | | | | | | | | | | | |
| Course enrolment requirements and entry competences required for the course | Enrolled into at least the 4th year of medicine | | | | | | | | | | | | | |
| Learning outcomes expected at the level of the course (4 to 10 learning outcomes) | 1. Build upon basic communication skills 2. Recognize defense mechanisms in interpersonal communication 3. Use modern forms of communication in patient consultations 4. Apply different forms of communication for different patients 5. Accept and apply the bio-psycho-social concept in patient consultations, specific to family medicine 6. Learn how to structure and guide a consultation | | | | | | | | | | | | | |
| Course content broken down in detail by weekly class schedule (syllabus) | Attached | | | | | | | | | | | | | |
| Format of instruction | x lectures  x seminars and workshops  x exercises  ☐ *on line* in entirety  ☐ partial e-learning  ☐ field work | | | | | ☐ independent assignments  ☐ multimedia  ☐ laboratory  ☐ work with mentor  ☐       (other) | | | | | | | | |
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| Student responsibilities | In accordance to Rules of studying and Deontological code for USSM students. | | | | | | | | | | | | | |
| Screening student work *(name the proportion of ECTS credits for each* *activity so that the total number of ECTS credits is equal to the ECTS value of the course)* | Class attendance | |  | Research | | |  | Practical training | | | | |  | |
| Experimental work | |  | Report | | |  | (Other) | | | | |  | |
| Essay | |  | Seminar essay | | |  | (Other) | | | | |  | |
| Tests | |  | Oral exam | | |  | (Other) | | | | |  | |
| Written exam | |  | Project | | |  | (Other) | | | | |  | |
| Grading and evaluating student work in class and at the final exam | Preparation of patient scenario | | | | | | | | | | | | | |
| Required literature (available in the library and via other media) | **Title** | | | | | | | | **Number of copies in the library** | | **Availability via other media** | | | |
| 1. Handouts | | | | | | | |  | |  | | | |
| 1. Street RL Jr, Makoul G, Arora NK, Epstein RM. How does communication heal? Pathways linking clinician-patient communication to health outcomes. Patient Educ Couns. 2009;74:295-301. | | | | | | | |  | |  | | | |
| 1. Helman CG, editor. Doctor-patient interactions. New York : Reed Educational and Professional Publishing Ltd; 1994. | | | | | | | |  | |  | | | |
| 1. Charon R. Narrative Medicine: Honouring the stories of illness. Oxford: Oxford University Press; 2006. | | | | | | | |  | |  | | | |
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| Optional literature (at the time of submission of study programme proposal) | Rakel, R.E., & Rakel, D. The Textbook of family medicine, Elsevier, 2015. | | | | | | | | | | | | | |
| Quality assurance methods that ensure the acquisition of exit competences | * Teaching quality analysis by students and teachers * Exam passing rate analysis * Committee for control of teaching reports * External evaluation | | | | | | | | | | | | | |
| Other (as the proposer wishes to add) |  | | | | | | | | | | | | | |