

## 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: 2022/2023**

MEDICAL INTERVIEW	
<b>SUBJECT</b>	<b>Medical interview</b>
<b>NUMBER OF ECTS POINTS</b>	2
<b>LANGUAGE OF INSTRUCTION</b>	English
<b>TEACHER(S)</b>	Professor Barbara Rogala, MD, PhD Dariusz Kubicz, MD
<b>PERSON RESPONSIBLE</b>	Dariusz Kubicz, MD
NUMBER OF HOURS	
<b>LECTURES</b>	10 h
<b>CLASSES</b>	20 h
GENERAL OBJECTIVES	
<b>OBJECTIVE 1</b>	Developing basic competences on conduction a clinical consultation in the part concerning a medical interview, based on the principles of the Calgary-Cambridge model.
<b>OBJECTIVE 2</b>	Developing basic competences on collecting basic biomedical information as a part of a medical interview.
LEARNING OUTCOMES	
<b>MS1</b>	<b>Skills:</b> student conducts a medical interview with an adult patient - knows the structure and organization of a medical information in accordance with the biomedical perspective.
<b>MS2</b>	<b>Skills:</b> student demonstrates the skills required to implement the recommended techniques of verbal and non-verbal communication during medical consultation.
<b>MS3</b>	<b>Skills:</b> student respects the patient's rights, including: the right to personal data protection, the right to intimacy, the right to information about the state of health.
<b>MS3</b>	<b>Skills:</b> student demonstrates the skills to properly organize a clinical consultation in the part concerning a medical history based on the principles of the Calgary-Cambridge model.

MEDICAL INTERVIEW	
MC1	<b>Social Competency:</b> student demonstrates a proper attitude to the patient by implementing a proper behavior and respect for the patient in accordance with the standards commonly accepted in contemporary medicine.
INTRODUCTORY REQUIREMENTS	
Basic knowledge on human anatomy, biology and physiology.	
COURSE PROGRAM	DETAILED DESCRIPTION OF THE TOPIC BLOCKS
LECTURE 1	Medical history and its role in the diagnostic process. Observance of patient's rights during a medical consultation. Arrangement of the medical office and providing proper environment for the conversation with the patient; understanding the patient's perspective; understanding the body language.
LECTURE 2	Establishing a proper doctor-patient relationship. General principles of a medical data collection - biomedical perspective. Preparation of medical documentation. Principles of medical reasoning.
LECTURE 3	The Calgary-Cambridge model as a means of organizing medical consultation, including medical interview. Initiation of the session, gathering information, building patient's rapport, explanation and planning, closing the session.
LECTURE 4	Assessment of the patient's reactions during the interview. Basic methods of determining disorders of perception and mood in a patient. Examples of various medical information professional describing and organization of a medical interview.
LECTURE 5	Difficult situations in medical interview - e.g. patient sadness, patient aggression, patient not participating actively. Difficulties in collecting biomedical information. Frequent mistakes in medical history.
CLASS 1	Proper doctor-patient relationship. Doctor's attitude. Observance of patient's rights during a medical examination. Arranging a doctor's office and establishing appropriate conditions for a conversation with a patient, assessment of medical problems from the patient's perspective. What can the patient convey to the doctor verbally and non-verbally? Understanding body language. Creating medical records from the interview.
CLASS 2	Biomedical perspective with elements of the Calgary-Cambridge clinical consultation model as a patient-centered examination technique. 1. Beginning of the interview: establishing initial contact with the patient, initial attempt to determine the current problem, 2. Gathering information: discussing the patient's problems, systematizing biomedical data, recognizing the patient's perspective on his disease and ailments, 3. Building trust between the patient and the doctor, 4 Explaining and planning, discussing patient's situation 5. Closing the meeting with the patient.

<b>MEDICAL INTERVIEW</b>	
<b>CLASS 3</b>	Improving the ability to collect a full medical interview with the implementation of all rules regarding contact with the patient in the Calgary-Cambridge model. Mutual doctor-patient role play based on the proposed scenarios.
<b>CLASS 4</b>	Improving the skills of conducting medical interview - individual training of the skills required from the students using scenarios of patient cases preselected by the teacher; discussing different approaches to solving possible problems and difficult situations; discussing the scenarios practiced with emphasizing the correct and incorrect elements demonstrated by the students.
<b>CLASS 5</b>	Improving the skills to conduct a medical interview - individual training with the patient-case scenarios preselected by the teacher; discussion of various approaches to solving possible problems and difficult situations that arise during the interview; practical implementation of the Calgary-Cambridge model as a practical tool in such situations; discussing the scenarios practiced with emphasizing the correct and incorrect elements demonstrated by the students.
<b>CLASS 6</b>	Improving the skills to conduct a medical interview - individual training of the skills required from the student with the use of patient-case scenarios prepared by students as homework, based on their experiences from previous classes; discussing different approaches to solving possible problems and difficult situations - The Calgary-Cambridge model as a practical tool in such situations; discussing the scenarios practiced with emphasizing the correct and incorrect elements demonstrated by the students.
<b>CLASS 7</b>	Examination class - a practical demonstration of the competences to conduct a medical interview based on the Calgary-Cambridge model.
<b>DIDACTIC METHODS (APPLIED)</b>	
	Multimedia presentation, Lecture, Practical training based on the mutual doctor-patient role play.
<b>STUDENTS WORKLOAD</b>	
<b>NUMBER OF HOURS UNDER SUPERVISION</b>	30 hours
<b>NUMBER OF PREPARATION HOURS</b>	Not applicable.
<b>TOTAL NUMBER OF HOURS FOR THE COURSE</b>	30 hours

MEDICAL INTERVIEW	
CONDITIONS FOR COURSE COMPLETION	
	Attendance of all lectures and classes is obligatory. Practical examination - demonstration of the competences, based on the Calgary-Cambridge model, to conduct the clinical consultation in the part concerning the medical history.
METHODS OF ASSESSMENT	
<b>IN TERMS OF KNOWLEDGE</b>	Assessment of the information on the organization and structure of the medical interview based on a demonstration during practical classes; verification of the knowledge on the basis of verbal description of individual elements of the clinical consultation.
<b>IN TERMS OF SKILLS</b>	1.Demonstrating the ability to build an appropriate relationship with the patient, including verbal and non-verbal communication, 2.Demonstrating the ability to organize medical information collected during a medical interview, 3.Demonstration of summarizing and communicating collected information, 4. Demonstration of an attitude appropriate for the doctor-patient relationship.
<b>IN TERMS OF SOCIAL COMPETENCY</b>	Observation of a proper doctor-patient attitude development during the practical classes.
<b>FORMATIVE</b>	Assessment of the individual skills based on the practical demonstration of a performance during practical classes.
<b>SUMMATIVE (I &amp; II terms)</b>	<b>I term (EXAM):</b> practical demonstration <b>II term (RETAKE EXAM):</b> practical demonstration
GRADING SCALE	
<b>PASSED</b>	Student is able to demonstrate at least the correct development of competences required, which is assessed using a checklist and understood as obtaining at least the majority of points on this list.
<b>NOT PASSED</b>	Student is unable to demonstrate at least the correct development of competences required, which is assessed using a checklist and understood as obtaining the minority of points on this list.
BASIC LITERATURE	
[1] Bates' Guide To Physical Examination and History Taking. [2] MacLeod's Clinical Examination.	
SUPPLEMENTARY LITERATURE	
[1] Teaching and Learning Communication Skills in Medicine, Suzanne Kurtz, Juliet Draper, et al.	