





TOTAL per year: 60


Educational objectives (max. 6 items)

**C1.** The specificity of GP work and primary health care

**C2.** Issues related to the process of creating and managing a GP practice.

**C3.** Issues of psychology, sociology and communication between the doctor and the patient and his family

**C4.** The role and place of family medicine in the community

**C5.** Specific problems in children and adults, geriatric issues and problems related to the family and the environment occurring in primary care

**C6.** Prevention and early detection of lifestyle diseases and cancer in primary care

**Education result matrix for module/course in relation to verification methods of the intended education result and the type of class**

Number of course education result	Number of major education result	Student who completes the module/course knows/is able to	Methods of verification of intended education results (forming and summarising)	Form of didactic class <i>**enter the abbreviation</i>
<b>W1</b>	E.W1	Student defines environmental and epidemiological conditions of most common diseases.	Exam-test	AC
<b>W2</b>	E.W2	Student explains the rules of nutrition for healthy and sick children, immunization and balance of child's health.	Exam-test	AC, CC
<b>W3</b>	E.W3	Student knows and understands the causes, symptoms, diagnosis and principles therapeutic procedures for most common diseases of children.	Exam-test	AC, CC
<b>W4</b>	E.W4	Student explains such issues as: abused child and sexual abuse, mental retardation, behavioral disorders: psychosis, psychoactive substance abuse, nutrition and excretion disorders in children.  Student knows and understands the causes, symptoms, diagnosis and	Exam-test	AC, CC



<b>W7</b>	E.W7	principles of therapeutic interventions for the most frequent diseases occurring in adults and their complications.	Exam-test	AC, CC
<b>W30</b>	E.W30	Student knows and understands the concept of disability.	Exam-test	AC, CC
<b>W36</b>	E.W36	Student defines and clarifies the causes, symptoms, diagnosis and principles of therapeutic intervention in common diseases and specific problems in general practice.	Exam-test	CC
<b>U1</b>	E.U1	Student takes medical history with the adult patient	Observation of the performed activity	CC
<b>U2</b>	E.U2	Student takes the medical history with the child and its family.	Observation of the performed activity	CC
<b>U3</b>	E.U3	Student performs comprehensive physical examination of the adult patient.	Observation of the performed activity	CC
<b>U4</b>	E.U4	Student performs physical examination of the child at any age	Observation of the performed activity	CC
<b>U11</b>	E.U11	Student performs balance testing	Observation of the performed activity	CC
<b>U12</b>	E.U12	Student performs differential diagnosis of the most common diseases in adults and children	Observation of the performed activity	CC,AC
<b>U16</b>	E.U16	Student plans diagnostic, therapeutic and preventive management	Observation of the performed activity	AC, CC
<b>U20</b>	E.U20	Student qualifies the patient for home monitoring or hospital treatment	Observation of the performed activity	AC, CC
<b>U27</b>	E.U27	Student qualifies the patient for vaccinations	Observation of the performed activity	AC, CC
<b>U29</b>	E.U29	Student performs basic medical procedures and treatments, including: body temperature measurement, heart rate measurement, non-invasive	Observation of the performed activity	CC



<b>U32</b>	E.U32	measurement of blood pressure, vital signs monitoring with the use of cardiomonitor, pulse oximetry, the introduction of oropharyngeal tube, catheterization of the bladder in men and women, a standard resting ECG with interpretation, a simple strip tests and blood glucose measurement	Observation of the performed activity	AC, CC
<b>U37</b>	E.U37	Student plans specialist consultations	Observation of the performed activity	AC, CC,
<b>U38</b>	E.U38	Student recognizes agony of the patient and confirms his death.  Student keeps the medical record of the patient.	Observation of the performed activity	CC
<b>K 01</b>		Student establishes effective communication with the patient based on mutual understanding and respect	Observation + feedback Checklist	CC
<b>K 02</b>		Student creates the image of competent, involved and empathic doctor	Observation + feedback	CC, CSC
<b>K 03</b>		Student actively cooperates in the group based on partnership and mutual respect	Observation + feedback	CC, CSC
<p>** L - lecture; SE - seminar; AC – auditorium classes; MC – major classes (non-clinical); CC – clinical classes; LC – laboratory classes; SCM – specialist classes (magister studies); CSC – classes in simulated conditions; FLC – foreign language course; PCP practical classes with patient; PE – physical education (obligatory); VP – vocational practice; SS – self-study, EL – E-learning .</p>				
<p>Please mark on scale 1-5 how the above effects place your classes in the following categories: communication of knowledge, skills or forming attitudes: Knowledge: 4 Skills: 4 Social competences: 5</p>				
<b>Student's amount of work (balance of ECTS points)</b>				
<b>Student's workload</b> (class participation, activity, preparation, etc.)			<b>Student Workload (h)</b>	
1. Contact hours:			60	
2. Student's own work (self-study):			102	
Total student's workload			162	
ECTS points for module/course			5	



Comments	
<b>Content of classes</b> (please enter topic words of specific classes divided into their didactic form and remember how it is translated to intended educational effects)	
<b>Auditorium classes (12 h)</b> <ol style="list-style-type: none"><li>1. Maria Bujnowska-Fedak: Demonstration of effective communication skills (workshop) (3h)</li><li>2. Donata Kurpas: Health promotion and disease prevention in family practice (2h)</li><li>3. Bartosz Sapilak: Prophylactic and early detection of environmental and neoplastic diseases (2h)</li><li>4. Maria Bujnowska -Fedak: Specific pediatric problems: vaccinations, immunization schedule, prophylactic of rickets, child development evaluation (2h)</li><li>5. Donata Kurpas: Problem - based learning: case study 1 (1h)</li><li>6. Maria Bujnowska-Fedak: Problem - based learning: case study 2 (1h)</li><li>7. Bartosz Sapilak: Problem - based learning: case study 3 (1h)</li></ol>	
<b>Clinical classes: Family practice attachment ( 8 x 6h= 48hrs)</b> <ol style="list-style-type: none"><li>1. The organization and functioning of general practice - tasks of primary health care and cooperation with other parts of the health care system.</li><li>2. Diagnosis and therapy of the most common acute illnesses in children and adults in the family doctor's office.</li><li>3. Diagnosis and therapy of the most common chronic diseases in children and adults in the family doctor's office</li><li>4. Implementation of the principles of non-pharmacological and pharmacological treatment and learning to perform minor procedures in the office of the family doctor.</li><li>5. Patient care in the elderly in primary care</li><li>6. Balance examinations and qualification for vaccination</li><li>7. Care upon bedridden patient, making home visits</li><li>8. Determining the indications for diagnostic tests and referrals to specialist care - outpatient or hospital.</li><li>9. Keeping medical records, , issuing referrals and prescriptions</li></ol>	
<b>Other</b>	
Basic literature (list according to importance, no more than 3 items) <ol style="list-style-type: none"><li>1. Robert E. Rakel, David P. Rakel: <i>Textbook of Family Medicine</i>. 9th edition. Wyd. Elsevier 2015, ISBN: 978-0-323- 23990-5</li><li>2. Steciwko A.(ed.): <i>Practical skills for primary care physicians: Academia Medica Wratislaviensis, Wrocław 2011</i></li><li>3. Ian R. McWhinney, Thomas Freeman: <i>Textbook of Family Medicine</i>. 3<sup>rd</sup> edition. Wyd. Oxford University Press 2009</li></ol> Additional literature and other materials (no more than 3 items) <ol style="list-style-type: none"><li>1. Thomas J. Zuber, E.J. Mayeaux JR: <i>Atlas of primary care procedures</i>. Lippincott Williams&amp;Wilkins 2004</li></ol>	

2. Richard P. Ustine et al.: *The Color Atlas of Family Medicine*. Mc Graw Hill Medical 2009  
3. Alfred F. Tallia, Dennis A. Cardone, David F. Howarth, Kenneth H. Ibsen: *Swanson's Family Practice Review. A problem-oriented approach*. 4th edition. Wyd. Mosby 2001

Didactic resources requirements: skills laboratories, multimedia projector

Preliminary conditions (minimum requirements to be met by the student before starting the module/course)

The student admitted to the course by the Dean's Office is to demonstrate the basic theoretical knowledge covering issues of education in the family medicine.

In the case of classes with another group of students he is obliged to report this fact the assistant professor for didactics and be authorized to participate in classes.

Conditions to receive credit for the course (specify the form and conditions of receiving credit for classes included in the module/course, admission terms to final theoretical or practical examination, its form and requirements to be met by the student to pass it and criteria for specific grades)

The condition to obtain credit for the course in family medicine is the preparation and presentation on a group forum at least 2-3 clinical cases from general practice and confirmation of holding classes by the department assistants conducting classes and family doctors in the family practices what is registered in the Individual Student Card of Family Medicine. This card each student receives at the beginning of the class.

Each absence from classes must be resolved (including rector days and dean's hours). The form of doing the classes should be agreed in advance with the person responsible for the subject (the acceptable form is a presentation or essay prepared by the student as part of self-education).

Grade:	Criteria for course
Very Good (5.0)	Proper preparation and presentation of 4 and more clinical cases enriched with clinical guidelines and own reflections
Good Plus (4.5)	Proper preparation and presentation of 4 and more clinical cases
Good (4.0)	Proper preparation and presentation of 3 clinical cases
Satisfactory Plus (3.5)	Proper preparation and presentation of 2 clinical cases enriched with clinical guidelines and own reflections
Satisfactory (3.0)	Proper preparation and presentation of 2 clinical cases

#### Exam: Criteria

**Theoretical exam (TE):** obtaining a positive evaluation on the test from the subject of Family Medicine, which consists of about 90 multiple choice questions and is conducted at the end of classes in this subject - in the winter examination session.

Grade:	Criteria for exam
Very Good (5.0)	TE - $86 \geq$ % test points
Good Plus(4.5)	TE – 79-85% test points
Good(4.0)	TE – 71-78% test points
Satisfactory Plus (3.5)	TE – 66-71% test points
Satisfactory (3.0)	TE – at least 60-65% test points
Unsatisfactory(2.0)	TE- below 60% test points



<b>Name of unit teaching course:</b>	<b>Department of Family Medicine</b>
Address	51-141 Wrocław, Syrokomli 1
Phone	71 3266870, 71 3255157, 713255126
E-mail	zmr@umed.wroc.pl

<b>Person responsible for course:</b>	<b>Dr hab.n.med. Maria Magdalena Bujnowska-Fedak</b>
Phone	71 3266876, +48606103050
E-mail	mbujnowska@poczta.onet.pl, maria.bujnowska-fedak@umed.wroc.pl

<i>List of persons conducting specific classes:</i>	<i>degree/scientific or professional title</i>	<i>Discipline</i>	<i>Performer profession</i>	<i>Form of classes</i>	
<b>Maria Bujnowska-Fedak</b>	M.D., PhD, assistant professor	Family medicine	Family physician	Auditorium classes, clinical classes	
<b>Donata Kurpas</b>	M.D., PhD, associate professor	Family medicine	Family physician	Auditorium classes, clinical classes	Fam phys
<b>Bartosz Sapilak</b>	M.D., PhD	Family medicine	Family physician	Auditorium classes, clinical classes	
<b>Urszula Grata-Borkowska</b>	M.D., PhD	Family medicine	Family physician	Auditorium classes, clinical classes	
<b>Angelina Athanasiadou</b>	M.D.	Family medicine	Family physician	Clinical classes	
<b>Ewa Krawiecka-Jaworska</b>	M.D.	Family medicine	Family physician	Clinical classes	
<b>Agata Sławin</b>	M.D., PhD	Family medicine	Family physician	Clinical classes	

**Date of Syllabus development**

12.07.2018 y.

**Syllabus developed by**

Dr hab.n.med. Maria Bujnowska-Fedak

**Signature of Head of teaching unit**

Dr hab.n.med. Agnieszka Mastalerz-Migas

**Signature of Faculty Dean**

Wrocław Medical University  
FACULTY OF MEDICINE  
VICE-DEAN FOR STUDIES IN ENGLISH  
Prof. Andrzej Hendrich, PhD

Uniwersytet Medyczny we Wrocławiu  
KATEDRA I ZAKŁAD MEDYCZYNY RODZINNEJ  
kierownik  
dr hab. n. med. Agnieszka Mastalerz-Migas



Category	Number of Positions	Number of Candidates	Number of Applicants
1. Faculty of Medicine	10	10	10
2. Faculty of Dentistry	10	10	10
3. Faculty of Health Sciences	10	10	10
4. Faculty of Nursing	10	10	10
5. Faculty of Physiotherapy	10	10	10
6. Faculty of Occupational Therapy	10	10	10
7. Faculty of Health Management	10	10	10
8. Faculty of Health Economics	10	10	10
9. Faculty of Health Law	10	10	10
10. Faculty of Health Informatics	10	10	10

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