



TOTAL per year: 10

Educational objectives (max. 6 items)

- C1. Familiarizing students with the idea of preventive care in family medicine**
- C2. Role and tasks of primary care in prevention and health promotion**
- C3. Knowledge of contemporary health prevention programs in Poland**
- C4. Prevention and early detection of lifestyle and neoplastic diseases**
- C5. Cardiac risk assessment**
- C6. Rules for minimal anti-smoking intervention**

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>
W36	E.W36	Student knows the rules for prevention of cardiovascular diseases.	Oral response	CC
W36	E.W36	Student describes the healthy eating pyramid and rules for health-related physical activity.	Oral response	CC
W23	E.W23	Student explains the rules of prevention of cancers and tobacco-related diseases.	Oral response	CC
W17	E.W17	Student describes the rules for non-pharmacological treatment of nicotine addiction.	Oral response	CC
W17	E.W17	Student describes the rules for pharmacological treatment of nicotine addiction	Oral response	CC
U16	E.U16	Student can assess the risk of cardiovascular diseases by SCORE	Observation of the	CC



U16	E.U16	algorithm. Student can educate the patient on the risks of diseases of the cardiovascular system.	performed activity Observation of the performed activity	CC
U15	E.U15	Student can recognize nicotine addiction.	Observation of the performed activity	CC
U15	E.U15	Student can assess the patient's motivation to quit smoking.	Observation of the performed activity	CC
U16	E.U16	Student can perform a minimal anti-smoking intervention.	Observation of the performed activity	CC
K 01		Student establishes effective communication with the patient based on mutual understanding and respect	Observation + feedback Checklist	CC
K 02		Student creates the image of competent, involved and empathic doctor	Observation + feedback	CC
K 03		Student actively cooperates in the group based on partnership and mutual respect	Observation + feedback	CC

** 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 .

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: 3

Skills: 4

Social competences: 4

Student's amount of work (balance of ECTS points)

Student's workload (class participation, activity, preparation, etc.)	Student Workload (h)
1. Contact hours:	10
2. Student's own work (self-study):	3
Total student's workload	13



ECTS points for module/course	0,5
Comments	
Content of classes (please enter topic words of specific classes divided into their didactic form and remember how it is translated to intended educational effects)	
Lectures	
Seminars	
<p>Practical classes (10h)</p> <ol style="list-style-type: none"> 1. Familiarizing students with the idea of preventive care in family medicine. 2. Role and tasks of primary care in prevention and health promotion. 3. Prevention and early detection of lifestyle and neoplastic diseases. 4. Cardiac risk assessment / evaluation of cardiovascular events. Measurement of BMI, WHR. SCORE algorithm. 5. Addiction to nicotine. Fagerström questionnaire. Assess of motivation to quit smoking. Schneider test. The minimal anti-smoking intervention. The principle of non-pharmacological and pharmacological treatment of nicotine addiction. 6. Active participation in health prevention programs - the classification of patients, health risk assessment, promotion of healthy lifestyles 	
Other	
<p>Basic literature (list according to importance, no more than 3 items)</p> <ol style="list-style-type: none"> 1. Steciwko A.(ed.): <i>Practical skills for primary care physicians: Academia Medica Wratislaviensis, Wrocław 2011.</i> 2. Robert E. Rakel, David P. Rakel: <i>Textbook of Family Medicine</i>. 9th edition. Wyd. Elsevier 2015, ISBN: 978-0-323- 23990-5 3. Rakel Robert E.: <i>Essential Family Medicine</i>. 3rd edition. Wyd. Saunders 2006. <p>Additional literature and other materials (no more than 3 items)</p> <ol style="list-style-type: none"> 1. Richard P. Usatine ,Mindy Ann Smith, E.J. Mayeaux Jr., Heidi Chumley, James Tysinger: <i>The Color Atlas of Family Medicine, Medical 2008</i> 2. Allan H. Goroll Albert G. Mulley: <i>Primary Care Medicine: Office Evaluation and Management of the Adult Patient</i>, 6e, Wolters Kluwer 2009 3. Farrington K.: <i>This is nicotine</i>. Sanctuary Publishing Limited 2002 	
Didactic resources requirements (e.g. laboratory, multimedia projector, other...)	
Multimedia projector	
<p>Preliminary conditions (minimum requirements to be met by the student before starting the module/course)</p> <p>The student should be admitted to classes by Dean's Office, he is required to report on time for classes according to lessons plan, dress neat, white coat; 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.</p>	
<p>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)</p> <p>The condition for passing the subject is active participation in all classes and preparing a short presentation that is a review of the most important prevention programs implemented in primary care.</p>	



Grade:	Criteria for course
Very Good (5.0)	Active participation and preparation of the presentation being a review of preventive programs carried out in the primary care setting enriched with clinical cases and own reflections
Good Plus (4.5)	Active participation and preparation of the presentation being a review of preventive programs carried out in the primary care setting enriched with clinical cases
Good (4.0)	Active participation and preparation of the short presentation being a review of preventive programs carried out in the primary care setting
Satisfactory Plus (3.5)	Active participation in all classes and knowledge about the most important prevention programs implemented in primary care.
Satisfactory (3.0)	Active participation in all classes

Name of unit teaching course:	Department of Family Medicine
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<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>
Maria Bujnowska-Fedak	M.D., PhD, assistant professor	Family medicine	Family physician	Clinical classes
Bartosz Sapilak	M.D., PhD	Family medicine	Family physician	Clinical classes
Urszula Grata-Borkowska	M.D., PhD	Family medicine	Family physician	Clinical classes

Date of Syllabus development

12.07.2018

Syllabus developed by

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