





TOTAL per year:

10														
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Educational objectives (max. 6 items)

- C1. Making the student familiar with the historical perspective of battered child syndrome (BCS) and neglected child syndrome (NCS), including the relevant definitions and forensic medicine terminology.
- C2. Making the student familiar with BCS and NCS forms, classifications, estimated incidence and risk factors including their social ramifications.
- C3. Making the student familiar with specific situations, symptoms and signs that shall raise the suspicion of BCS or NCS including several typical situations, clinical appearance and differential diagnosis.
- C4. Making the student familiar with the formal rules of documenting cases suspected of BCS and NCS including the need of reporting them to the authorities and stressing the role of medical staff in early identification of BCS and NCS victims and providing them proper support including bioethical aspects.
- C5. Making the student familiar with short- and long-term results of BCS and NCS - including biomedical, psychological and social aspects; formal and practical aspects of providing medical support to the BCS and NCS victims as well as prophylactics of BCS and NCS.
- C6. Making the student familiar with different approaches to BCS and NCS in societies including considering BCS and NCS as important social pathology problem both in Poland and internationally and the respective legal regulations on domestic violence.

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>W 01</b>	D.W2	Knows the violence forms and the models explaining domestic violence in families and institutions as well as their social ramifications and the medical staff's role in their identification.	test	L
<b>W 02</b>	D.W4	Understands the role of verbal and non-verbal skills in communication with patients and the importance of mutual trust between medical staff and the patient.	test	L
<b>W 03</b>	E.W4	Knows the definitions of battered child syndrome, neglected child syndrome, sexual abuse, mental retardation, behavioral disorders: psychosis, various dependency syndromes, food intake- and defecation-related disorders.	test	L
<b>W 04</b>	E.W37	Knows the kinds of biological materials used in laboratory diagnostics and rules of preserving the relevant samples.	test	L
<b>W 05</b>	E.W39	Knows and understands both benefits of laboratory tests and their limitations in case of emergencies.	test	L



<b>W 06</b>	G.W12	Knows the rules of keeping medical secrecy, keeping medical records, as well as foundations of criminal, civil and professional responsibility of a physician.	test	L
<b>W 07</b>	G.W19	Knows the rules of sample collecting for the purposes of toxicology and genetic laboratory testing.	test	L
<b>U 01</b>	D.U9	Is able to identify violence outburst risk factors and to recognize violence cases and to react adequately.	test	L
<b>U 02</b>	D.U10	Applies on the basic level psychological interventions in motivating and supporting the violence victims.	test	L
<b>U 03</b>	E.U2	Collects properly the medical history from the child-patient and its family.	test	L
<b>U 04</b>	E.U12	Performs differential diagnostics of the most common illnesses in adults and children.	test	L
<b>U 05</b>	E.U13	Evaluates somatic and mental status of the patient.	test	L
<b>U 06</b>	E.U14	Identifies cases that impose imminent threat to life.	test	L
<b>U 07</b>	E.U16	Schedules diagnostic, therapeutic and prophylactic activities.	test	L
<b>U 08</b>	G.U5	Recognizes in the child undergoing medical examination behaviors, symptoms and signs suggesting that it can be possibly a BCS or NCS victim.	test	L

\*\* 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: 2

Social competences: -

**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):	0
Total student's workload	10
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:**



1. Historical outlook on violence against children and other forms of abuse. Classification of violence forms: Shaken Baby Syndrome (SBS), Battered Child Syndrome (BCS), Neglected Child Syndrome (NCS) and Munchausen Syndrome by Proxy (MSBP). Forms of NCS. Sudden Infant Death Syndrome (SIDS).
2. The unique role of medical staff in detection and documenting of child abuse case. Medically relevant symptoms and signs of child abuse, differential diagnostics, medico-legal evaluation and rules of proper documenting of the findings.
3. Biomedical, psychological and social aspects of violence against children; role of other social pathologies background - domestic violence, violence against animals, substance dependencies. Abortion and neonaticide.
4. Formal, legal and medico-legal aspects of securing the rights of children in Poland as well as chosen other countries. Formal procedures aiming at providing safety to the children suspected of being BCS or NCS victims.
5. Defining age of humans as important factor in child-abuse cases. Children as victims of sexual abuse - inside and outside of the family. Pedophilia and child pornography - legal definitions and responsibility. Sexually transmitted diseases as a marker aiding sexual abuse cases detection.

Other

1. -

Basic literature (list according to importance, no more than 3 items)

1. Di Maio V., Dana S., *Handbook of Forensic Pathology*, CRC Press, 2006
2. Di Maio D., Di Maio V., *Forensic Pathology*, CRC Press, 2001
3. *Protecting the Abused & Neglected Child. A Guide for Recognizing & Reporting Child Abuse & Neglect*. Washington State Department of Social and Health Services; 2012; available on-line from: <http://www.dshs.wa.gov/pdf/publications/22-163.pdf> (reviewed August, 2012).

Additional literature and other materials (no more than 3 items)

1. Parrish R., *Battered Child Syndrome: Investigating Physical Abuse and Homicide*, US Department of Justice, 2002; available on-line from: <https://www.ncjrs.gov/pdffiles1/ojdp/161406.pdf>
2. Kalfoğlu E., Kalfoğlu R., *Sexual Abuse – Breaking the Silence*. Rijeka: InTech; 2012; available on-line from: <http://www.intechopen.com/books/sexual-abuse-breaking-the-silence>
3. Brown R., Fox E., Iubard E., *Medical and Legal Aspects of the Battered Child Syndrome*, Chicago-Kent Law Review, 1973, Vol 50, Issue 1, available on-line from: <http://scholarship.kentlaw.iit.edu/cgi/viewcontent.cgi?article=4005&context=cklawreview>

Didactic resources requirements (e.g. laboratory, multimedia projector, other...)  
lectures room with multimedia projector

Preliminary conditions (minimum requirements to be met by the student before starting the module/course) Credit in the subject: Propedeutics of Pediatrics.

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)

1. Presence in lectures according to study regulations.
2. Passing the final test with a positive result.

Grade:	Criteria (only for courses/modules ending with an examination)
Very Good (5.0)	-
Good Plus (4.5)	-
Good	-



(4.0)	
Satisfactory Plus (3.5)	-
Satisfactory (3.0)	-

**Name and address of module/course teaching unit, contact: telephone and e-mail address**

Forensic Medicine Department  
4 J. Mikulicz-Radecki Str.  
50-345 Wrocław, Poland  
tel. 071 784 14 58, e-mail: [a.szafranska@umed.wroc.pl](mailto:a.szafranska@umed.wroc.pl)

**Coordinator / Person responsible for module/course, contact: telephone and e-mail address**

Wojciech Golema MD, Forensic Medicine Department, 071 784 17 33,  
[wojciech.golema@umed.wroc.pl](mailto:wojciech.golema@umed.wroc.pl)

**List of persons conducting specific classes: full name, degree/scientific or professional title, discipline, performed profession, form of classes.**

Wojciech Golema MD, forensic medicine specialist, assistant of Forensic Medicine Department - lectures  
Jędrzej Siuta, MD, Forensic Medicine – lectures

**Date of Syllabus development**

28.06.2017 r.

Syllabus developed by

lek. Wojciech Golema

**Signature of Head of teaching unit**

Uniwersytet Medyczny we Wrocławiu  
KATEDRA MEDYCZYNY SĄDOWEJ  
Kierownik

dr hab. n. med. Tomasz Jurek, prof. nadzw.

Signature of Faculty Dean

Prof. Andrzej Mendrich, PhD