

UČNI NAČRT PREDMETA / COURSE SYLLABUS
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Ime predmeta:	Izbrane vsebine in novosti v družinski medicini
Course title:	Selected topics and novelties in family medicine

Študijski program in stopnja Study programme and cycle	Študijska smer Study option	Letnik Year of study	Semester Semester
Splošna medicina, enovit magistrski študijski program		Četrti, šesti	8., 11.
General medicine, Uniform master's degree study program		Fourth, sixth	8th, 11th

**Vrsta predmeta (obvezni ali izbirni) /
Course type (compulsory or elective)**

elective

izbirni

Univerzitetna koda predmeta / University course code:

Predavanja Lectures	Seminar Seminar	Vaje Tutorial			Klinične vaje Clinical training	Druge oblike študija Other forms of study	Samost. delo Individual work	ECTS
5	40						45	3
		AV	LV	RV				

Nosilec predmeta / Course coordinator:

doc. dr. Ksenija Tušek Bunc

Jeziki /Languages:

Predavanja / Lectures: slovenski/slovene

Vaje / Tutorial: slovenski/slovene

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites for enrolling in the course or for performing study obligations:

Vsebina (kratek pregled učnega načrta):

Študentovo poučevanje bo med študijem zajemalo naslednje:

- besedno in nebesedno sporazumevanje,
- vodenje posveta v družinski medicini,
- profesionalizem in humanizem,
- sodelovanje z okoljem, kjer zdravnik dela,
- uporabo empatije pri obravnavi bolnika v družinski medicini.

Content (syllabus outline):

During the programme the students will:

- verbal and non-verbal communication,
- performing consultation in family medicine,
- professionalism and humanism,
- collaboration with community,
- use of empathy in patient management in family medicine.

Temeljni literatura in viri / Reading materials:

Temeljni študijski viri so strokovne revije in spletni naslovi z vsebinami iz obravnavanega področja in

- Klemenc-Ketiš Z. Učenje družinske medicine s pomočjo filmov. Ljubljana: Zavod za razvoj družinske medicine, 2014.
- Kersnik J. Osnove družinske medicine. Medicinska fakulteta Univerze v Mariboru, 2007.
- Selič P. Novi odročnik. Nebesedno sporazumevanje za vsakdanjo rabo. Ljubljana: Pares, 2007.
- Klemenc-Ketiš, ur. Praktikum družinske medicine. 2. izdaja. Medicinska fakulteta Univerze v Mariboru, 2011

Cilji in kompetence:

Cilji so usposobiti slušatelje, da bodo znali:

- uporabljati besedno in nebesedno sporazumevanje v posvetu,
- ustrezno delovati v timu v družinski medicini,
- vzpostaviti ustrezen odnos do bolnika,
- znali ustrezno sodelovati v ožji in širši skupnosti,
- uporabiti primerno mero empatije pri obravnavi bolnika,

bodo razumeli:

- pomen profesionalizma pri obravnavi bolnika,
- pomen humanizma pri obravnavi bolnika.

Objectives and competences:

The aim of the programme is to teach student, that they will be able to

- use verbal and non-verbal communication in consultation,
- collaborate appropriately in family medicine team,
- make an appropriate relationship with patients,
- act appropriately in community,
- use a proper level of empathy when managing patients,

To understand:

- the meaning and importance of professionalism
- the meaning and importance of humanism.

Predvideni študijski rezultati:

Znanje in razumevanje:

- celostnega/holističnega pristopa k obravnavi zdravstvenih težav ob upoštevanju vloge družine,
- pomena in sodelovanja z okoljem pri skrbi za bolne,
- profesionalizma v medicini,
- humanizma v medicini,
- besednega in nebesednega sporazumevanja v družinski medicini,
- vodenja posveta v družinski medicini.

Prenesljive/ključne spretnosti in drugi atributi:

- empatija
- vodenje posveta s primerno mero empatije, profesionalizma in humanizma.

Intended learning outcomes:

Knowledge and understanding:

- of holistic approach to patient management and the importance of the role of the family,
- of collaboration with community,
- of professionalism in medicine,
- of humanism in medicine,
- of verbal and non-verbal communication in family medicine,
- of performing a consultation in family medicine.

Transferable/Key Skills and other attributes:

- empathy,
- performing consultation with empathy, professionalism and humanism.

Metode poučevanja in učenja:

Predavanja
Seminarji
Projektne naloge

Learning and teaching methods:

Lectures
Seminars
Project work

Načini ocenjevanja:	Delež (v %) / Share (in %)	Assessment methods:
Študent mora opraviti projektno nalogo in jo predstaviti v obliki seminarske naloge ter jo ustno zagovarjati. ŠTUDIJSKE OBVEZNOSTI ŠTUDENTOV: 1. 80% prisotnost na predavanjih (tj. 4 ure) 2. 80% prisotnost na seminarjih (tj. 32 ur) 3. Izdelava in oddaja pisne seminarske naloge	100	Project work described in a paper and presented to the students' audience. ACADEMIC OBLIGATIONS OF STUDENTS: 1. 80% attendance lectures (4 hours) 2. 80% attendance seminars (32 hours) 3. Writing of project assignment 4. Oral presentation of project assignment

<p>4. Opravljena ustna predstavitev seminarske naloge</p> <p>POGOJI ZA PRISTOP K POSAMEZNEMU PREVERJANJU ZNANJA:</p> <p>Pogoj za pristop k pisnemu izpitu so opravljene vse obveznosti in pozitivne ocene iz obveznosti pod točko 1 in 2.</p> <p>1. Izdelava in oddaja pisne seminarske naloge Opravljena ustna predstavitev seminarske naloge</p>		<p>REQUIREMENTS FOR ACCESS TO INDIVIDUAL KNOWLEDGE CHECKING:</p> <p>Students are admitted to final written exam if they finished all assignments and got positive marks from assignments under Items and 2.</p> <p>1. Written project assignment Oral presentation of project assignment</p>
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Reference nosilca / Course coordinator's references:

<ol style="list-style-type: none"> 1. KLEMENC-KETIŠ Z, KERSNIK J. New virtual case-based assessment method for decision making in undergraduate students : a scale development and validation. BMC Medical Education 2013; 13: 160. 2. KLEMENC-KETIŠ, Zalika, KERSNIK, Janko. Using movies to teach professionalism to medical students. BMC Medical Education 2011; 11: 60. 3. KLEMENC-KETIS Z, KERSNIK J. Deficiency areas in decision making in undergraduate medical students. Adv Med Educ Pract 2014; 5: 223-7. 4. KLEMENC-KETIS Z, et al. Teaching quality improvement in family medicine. Educ Prim care 2012; 23: 378-81.
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