1. OVERVIEW

Subject Area	Medical Humanities and Communication Skills
Degree	Medicine
School/Faculty	BIOMEDICAL AND HEALTH SCIENCES
Ac. Year	2023-2024
ECTS	6
Type	CORE
Language(s)	Spanish
Delivery Mode	On campus
Semester	Yearly

2. INTRODUCTION

Medical Humanities and Communication Skills is a compulsory subject (worth 6 ECTS) taught over the first year in the Degree in Medicine. This subject belongs to module II "Social medicine: communication skills and introduction to research" which is worth a total of 32 ECTS.

Medical Humanities and Communication Skills introduces students to Medical Humanities. This is the field of medicine which deals with non-biomedical factors (history of medicine, sociology and medical anthropology) and the values associated with medicine (philosophy of medicine, communication and bioethics).

The study of these disciplines is key to understanding what being a doctor is about and how to become the most complete professional possible. Therefore, given this base in Medical Humanities and Communication Skills, students will acquire biomedical knowledge which will complement their medical learning throughout the Degree in Medicine.

3. SKILLS AND LEARNING OUTCOMES

Key skills (CB, as per the Spanish acronym):

- CB3. Students should be able to integrate knowledge and face the difficulty of formulating opinions from information that may be incomplete or limited, and reflect on the social and ethical responsibility involved in applying knowledge and opinions.

- CB4. Students should be able to communicate their conclusions, as well as the knowledge and underlying reasons they are based on, to expert and non-expert audiences in a clear and concise way.

General skills (CG, as per the Spanish acronym):

- CG1: Recognise the essential parts of being a medical professional, including ethical principles and legal responsibilities, together with how to provide a patient-centred service.
- CG4: Develop professional practice taking into account patient autonomy, beliefs and culture.
- CG5: Be aware of the need to maintain and update professional skills, paying special attention to continuous self-learning of emerging knowledge and to discover new products and techniques in nutrition and with the aim of improving quality.

- CG24: Establish good interpersonal communication which allows you to efficiently and empathetically connect with patients, family members, media and other professionals.
- CG31: Understand, critically assess and know how to use clinical and biomedical information sources to obtain, organise, interpret and communicate scientific and health information.
- CG35: Understand the importance and limitations of scientific thinking in the study, prevention and management of diseases.

Transversal skills (CT, as per the Spanish acronym):

- CT1: Communication: ability to engage in active listening, ask questions and respond in a clear and concise way, as well as to effectively express ideas and concepts. This includes concise and clear written communication.
- CT10: Independent learning: the ability to govern your own development by choosing the most effective lines of action, strategies, tools and opportunities to independently learn and apply knowledge to practice.

Specific skills (CE, as per the Spanish acronym):

- CE 2.4.4: Be familiar with the history of health and illness. Be aware of the existence and principles of alternative medicine.
- CE 2.4.6: Understand and critically interpret scientific texts. Understand the principles of the scientific method, biomedical research and clinical trials. Understand the basics of telehealth.
- CE 2.4.7: Understand and use the principles of medicine based on the (best) evidence.
- CE 2.5.1: Understand how to communicate with patients, family members and their social surroundings: Clinical relations models, interview, verbal communication, non-verbal communication and interference. Giving bad news. Writing histories, reports, instructions and other records so patients, family members and other professionals can easily understand them. Give an oral or written presentation to an audience of scientific work and/or professional reports.
- CE 4.1.1: Evaluate the risk/benefit ration of diagnostic and therapeutic procedures.

Learning outcomes (RA, by the acronym in Spanish):

- Learn how medicine has become a humanitarian profession throughout its history, with huge repercussions on society.
- Understand what being a doctor is all about, the profession and how it has evolved through time.
- Understand the historical evolution of health and diseases.
- Learn how to value the sociological aspects of medical practice, as well as its influence on society and how this can also in turn impact on medicine.
- Master the principles of science, the scientific method and methods in medicine.
- Know how to apply the scientific method to medicine.
- Be aware of the existence of alternative medicines and their foundations.
- Understand the most common procedures in medical document writing.
- Learn the fundamentals of medical ethics and bioethics.
- Analyse the ethical matters in medicine.
- Know the main methods for resolving conflict in bioethics.
- Learn the values of the medical profession.
- Know how to establish good interpersonal communication which facilitates relationships with patients, family members and their social surroundings.
- Make appropriate use of clinical relation models, interviews, and verbal and non-verbal communication.
- Learn how to give bad news.
- Know how to identify interference to communication.

The following table shows how the skills developed in the course match up with the intended learning outcomes:

Skills	Learning outcomes
CB4, CG1, CT10, CE 2.4.4	Learn how medicine has become a humanitarian profession throughout its history, with huge repercussions on society.

CB4, CG2, CT1, CE 2.4.7	Understand what being a doctor is all about, the profession and how it has evolved through time.
CB4, CG1, CG31, CG37, CT10, CE 2.4.4	Understand the historical evolution of health and diseases.
CB3, CG1, CG4, CT10, CE 2.4.4	Learn how to value the sociological aspects of medical practice, as well as its influence on society and how this can also in turn impact on medicine.
CB3, CG31, CG35, CT10, CE 2.4.1, CE 2.4.7, CE 4.1.1	Master the principles of science, the scientific method and methods in medicine.
CB3, CG31, CG35, CT10, CE 2.4.6, CE 2.4.7, CE 2.5.1, CE 4.1.1	Know how to apply the scientific method to medicine.
CB3, CB4, CG1, CG5, CG34, CG35, CT10, CE 2.4.4, CE 4.1.1	Be aware of the existence of alternative medicines and their foundations.
CB3, CB4, CG5, CG31, CG35, CT10, CE 2.4.6, CE 2.4.7, CE 4.1.1	Understand the most common procedures in medical document writing.
CB3, CG1, CG4, CG5, CT10, CE 2.5.1, CE 4.1.1	Learn the fundamentals of medical ethics and bioethics.
CB3, CG1, CG4, CG5, CT10, CE 2.5.1, CE 4.1.1	Analyse the ethical matters in medicine.
CB3, CG1, CG4, CG5, CT10, CE 2.5.1, CE 4.1.1	Know the main methods for resolving conflict in bioethics.
CB3, CG1, CG4, CG5, CT10, CE 2.5.1, CE 4.1.1	Learn the values of the medical profession.
CB4, CG1, CG4, CG5, CG24, CT1, CE 2.5.1	Know how to establish good interpersonal communication which facilitates relationships with patients, family members and their social surroundings.
CB4, CG1, CG4, CG5, CG24, CT1, CE 2.5.1	Make appropriate use of clinical relation models, interviews, and verbal and non-verbal communication.
CB4, CG1, CG4, CG5, CG24, CT1, CE 2.5.1	Learn how to give bad news.
CB4, CG1, CG4, CG5, CG24, CT1, CE 2.5.1	Know how to identify interference to communication.

4. CONTENTS

Block I (HISTORY AND THEORY OF MEDICINE) deals with the doctor, sociological and anthropological medical practice and the history of medicine. We teach the social and historical events which have surrounded medicine, as well as the evolution of the most important concepts regarding the medical profession (disease, death, health, pain) which are key to understanding the role of doctors today. Then we will look at medical methods (the scientific method applied to medicine).

In Block II (FUNDAMENTALS OF BIOETHICS), students will be introduced to ethical matters in medicine: Ethical conflicts in medicine, how to approach them and the values intrinsic to the medical profession.

In Block III (COMMUNICATION SKILLS), we teach students about doctors' relationships with their patients and their family members - crucial matters in 21st-century medicine.

SYLLABUS

BLOCK I: HISTORY AND THEORY OF MEDICINE

History of medicine

1. Prehistory and prehistoric medicine.
2. Medicine in ancient times: Mesopotamia, Ancient Egypt and Israel.
3. Greek medicine.
4. Roman medicine.
5. Arab and Byzantine medicine.
6. Medieval medicine.
7. Great epidemics.
8. Renaissance medicine.
9. Baroque medicine.
10. Enlightenment medicine.
11. 19th century medicine.
12. 20th century medicine.
13. 21st century medicine.

Sociology and anthropology of medicine

14. Disease and health.
15. Death and dying.
16. Doctors in current society.
17. Aims and purposes of medicine.
18. The medical profession. How healthcare is organised.

Method of medicine

19. Philosophy of science.
20. The method of medicine: Scientific method applied to medicine.
21. Clinical methods: Clinical history.
22. Scientifically-validated and non-validated medicines.
23. Structure and make-up of medical articles.
24. Medical language.

BLOCK II: FUNDAMENTALS OF BIOETHICS

25. Medicine, ethics, deontology and law.
26. History of medical ethics.
27. Birth of bioethics and its evolution.
28. Principles of non-maleficence and beneficence.
29. Principles of autonomy and justice.
30. A doctor's values.
31. Ethical principles of research.

BLOCK III: COMMUNICATION SKILLS

32. The communication process in doctor-patient relationships.
33. Parts of the communication process.
34. Types of communication. Verbal and non-verbal.
35. Empathy.
36. Active listening.
37. Assertiveness.
38. Giving bad news.
39. Integration of global concepts.

5. TEACHING/LEARNING METHODS

The following learning activities are developed to integrate the content studied in the different subject areas which form part of this module.

Each topic contains specific content which students must learn. There is an explanatory theory part given by the lecturer which will encourage debate and student participation. Therefore the classes will be in seminar mode, where topics will be presented using the problem-based learning method allowing students to actively participate.

The types of teaching/learning methods are as follows:

- Narrative: The use of narrative methods (audiovisual and written) to encourage reflection and learning of the key subject matter.
- Clinical cases (case study method): Simulation. Analysis and discussion of real practical cases, organising students into small groups to learn how to deliberate on cases. The cases will be presented as a clinical session.
- Problem-based learning: Presentation of problems, reorganising into small groups, literature analysis, analysis of scientific texts and documents, symposiums and presentations, directed debates, specialised individual and collective tutorials, and reaching a consensus.
- Clinical interview, role play, simulated patients, video facilitator, and analysis of scientific texts and documents.

University training requires planning and consistency from the very first week. Exchanging experiences and opinions with lecturers and other students is an extremely positive practice, as it helps you to develop basic skills, such as flexibility, negotiation, teamwork and, naturally, critical thinking.
As such, we suggest that you use a general method of study based on the following points:

- Follow a continuous and systematic study pace.
- Attending lectures and accessing the course in the Virtual Campus continuously to keep you updated on its development.
- Actively participate in the course by sending opinions, queries and experiences regarding the issues addressed and/or raise new aspects of interest for your debate.
- Read the messages sent by your classmates and/or lecturers.

Participation in activities conducted in the physical classroom will be considered as aspects of special interest or academic value. You can participate in many different ways: asking questions, expressing opinions, carrying out activities proposed by the lecturers, participating in collaborative activities, helping your fellow classmates, etc. This method of working entails effort, but it will help you to achieve better results in your skills development.

6. LEARNING ACTIVITIES

The types of learning activities, plus the amount of time spent on each activity, are as follows:

Learning activity	Number of hours
Theory/practical learning activities on-campus: Theory classes	45
Theory/practical learning activities on-campus: assessed tests	6
Directed learning activities: Case study analysis	6
Directed learning activities: Debates and discussions	6
Directed learning activities: Group activities	10
Clinical residence: Clinical simulation	12
Self-study	65
TOTAL	**150**

7. ASSESSMENT

Specific weight of each part:

1. Block I: 50% of the final grade
2. Block II: 25% of the final grade
3. Block III: 25% of the final grade

The assessment methods, plus their weighting in the final grade for the course, are as follows:

Assessment system	Weighting
Knowledge test	**Blocks I and II:** 70% Block **III**: 50%
Active methods	**Blocks I and II:** 30% Block **III**: 50%

On the Virtual Campus, when you open the subject area, you can see all the details of your assessment activities and the deadlines and assessment procedures for each activity.

BIBLIOGRAPHY

BLOCK I (History and Theory of Medicine). Fundamental bibliography

- Gargantilla P. Breve historia de la medicina, Ediciones Nowtilus, 2011.
- Sánchez González MA. Historia de la medicina y humanidades médicas, Madrid, Elservier, 2012.

Additional bibliography

- Laín Entralgo P. Historia de la Medicina. Editorial Aula Magna. Madrid, 2004.
- López Piñero JM, Terrada Ferrandis ML. Introducción a la terminología médica. Barcelona, Salvat, 2000.
- Barona J. L. Introducción a la medicina, Valencia, Servei de Publicacions de la Universitat de València, 1991.
- Wulff H R; Andur Pedersen, S. y Rosenberg, R. Introducción a la filosofía de la medicina, Madrid, Triacastela, 2002.
- AA.VV. Diccionario terminológico de ciencias médicas, Barcelona, Masson, 2004.

BLOCK II (Fundamentals of bioethics). Fundamental bibliography

- Sánchez González MA. Bioética en Ciencias de la Salud. Madrid, Elservier, 2012.

Additional bibliography

- Beauchamp TL, Childress JF. Principios de ética biomédica. Barcelona, Masson, 1999.
- Herreros B, Bandrés F (editores). Historia ilustrada de la bioética. ADEMAS Comunicación Gráfica, 2015. Disponible en: https://www.institutoeticaclinica.org/files/Monografia-Historia-de-la- Bioetica_web.pdf

BLOCK III (Communication skills).

Fundamental bibliography

□ Cleries X. La comunicación una competencia esencial para los profesionales de la salud. Masson Elsevier, 2006.

Additional bibliography

- Nieto-Munuera J. Psicología para ciencias de la salud, estudio del comportamiento humano ante la enfermedad. Madrid, Mc-Graw Hill, 2004.
- Gil Roales-Nieto J (dir.). Psicología de la salud: aproximación histórica, conceptual y aplicaciones. Madrid, Pirámide, 2003
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- Llor Esteban B. Ciencias psicosociales aplicadas a la salud. Madrid, Interamericana-McGraw-Hill, 1995.
- Beneit Medina PJ (Coord.). Psicología de la salud: aportaciones para los profesionales de la salud. 2ª. ed. Buenos Aires. Lumen, 1992.