



## MEDICINE AND SURGERY

### Course: **Being a medical doctor**

Year (1<sup>st</sup>-2<sup>nd</sup>-3<sup>rd</sup>-4<sup>th</sup>-5<sup>th</sup>-6<sup>th</sup>): 1<sup>st</sup> year

Period (1<sup>st</sup>-2<sup>nd</sup> semester – annual): annual

Credits: 4

### General learning outcomes of the course

Introduce students to the History of Medicine, starting in Greece, at the time of the father of western Medicine, Asklepios, and ending in the present days, focusing on the main figures who contributed to the development of medicine.

Describe the historical background, which favoured the origin of Surgery and of different specializations of Medicine.

Introduce the organization, the function and the importance of Hospitals, Medical Schools and Medical Universities along the History of Medicine.

illustrate how the relationship between doctors and patients changed during the History of Medicine: from the asymmetric link of the origin, balanced by the Hippocrates Oath, to the present days.

Present the historical overview on the use of drugs from its origin, packs of medical herbs (Pharmakà), to the days of so-called personalized, target therapy.

Illustrate how Medicine moved closer to the understanding of the diseases, focusing on four important tools, autopsy, the microscope, imaging, and DNA manipulation, illustrating their contribution to the development of medical knowledge.

Introduce students to the discipline of bioethics, from the definition and analysis of moral dilemmas in medical care and clinical research, to a brief historical reconstruction of the history of bioethics

Recognize some of the main and recurrent ethical issues occurring in clinical practice

Discuss how medicine is intrinsically intertwined with ethical issues, and, therefore, medical practice cannot eschew ethical reflexivity.

Introduce students to the cognitive knowledge of Medical Professionalism, its attributes, and values and stimulate their ability to identify and reflect on professional and unprofessional behaviours using movies and vignettes

Discuss the main medical approaches in the healthcare system discussed in medical literature and how they influence doctor-patient relationship helping students to identify their characteristics in videos and illness narratives

Discuss the concept of care and caring and have a first contact with the role of other health professionals in patient care (nurses and physiotherapist) stimulating an interprofessional approach

Reflect individually on the issue of death and dying from personal to professional perspective

### Prerequisites

None



## **Lessons contents**

The birth of modern medicine and how the role of the doctor has changed over years.

Hospitals, schools, universities: the patient, the disease, and the doctor.

The relationship between doctor and patient through the lens of history.

From herbs to target therapy

Autopsy, microscope, imaging, and DNA manipulation: getting closer to the disease along the history of medicine

Introduction to Bioethics

Moral Dilemmas in Clinical Practice

Research Ethics: the ethics of human-subject experimentation

Informed Consent

Medical ethics and patient-physician relationship

Medical Professionalism

Different approaches in Doctor- Patient relationship

The Ethics of Caring

Emotional Life and Self-Care

Death and Dying through Humanities

## **Teaching Methods**

Lectures, small group activities, movies, case discussion, reflective writing, interviews with doctors, seminars with experts.

## **Assessment**

The final exam consists in writing an extended essay to be delivered on 10th, September. This date is to be considered the only date of the examination. Registration of the examination on MyPortal is mandatory. Students will receive the result of their assignment at the end of October.

### **Instructions and criteria**

The student will have to choose a module that has particularly interested him/her from the History of medicine module, Bioethics and Pedagogy; identify a research application adhering to the contents dealt with in the course and develop a personal approach to the subject using the reference bibliography.

The following assessment criteria will be considered:

- Respecting the submission date (September 10th)
- Indication of the chosen module that meets the scope of interest
- Clarity of the research question to be developed
- The use of the reference bibliography of the course. Students may decide to expand the bibliography; however, they must also demonstrate that they have read and included the reference bibliography correctly.
- Correct use of quotations in the text.

Teachers will hold a meeting at the end of the second semester to describe the process in detail, giving advice and tips. During the summer period, teachers will be available to supervise students.



## Bibliography

### Bioethics

- Andrade, G. (2019). Medical ethics and the trolley problem. *Journal of Medical Ethics and History of Medicine*, 12.
- Foot P. (1967). The problem of abortion and the doctrine of double effect. *Oxford Review*, n.5.
- McConnell, Terrance "Moral Dilemmas", *The Stanford Encyclopedia of Philosophy* (Fall 2014 Edition), Edward N. Zalta (ed.)
- Potter, V. R. (1970). Bioethics, the science of survival. *Perspectives in biology and medicine*, 14(1), 127-153.
- Alexander, S. (1962). They decide who lives, who dies. *Life*, 102, 125.
- Beecher, H. K. (1969). Report of the ad hoc committee of the Harvard Medical School to examine the definition of brain death: The definition of irreversible coma. *Transplantation*, 7(3), 204.
- Reichlin, M. (1994). Observations on the epistemological status of bioethics. *Journal of Medicine and Philosophy*, 19(1), 79-102.
- Emanuel, E. J., Wendler, D., & Grady, C. (2000). What makes clinical research ethical? *JAMA*, 283(20), 2701-2711.
- Summer J. (2009), *Principles of Healthcare Ethics*. Jones and Bartlett Publishers.
- Wendler, David, "The Ethics of Clinical Research", *The Stanford Encyclopedia of Philosophy* (Winter 2016 Edition), Edward N. Zalta (ed.), URL = <https://plato.stanford.edu/archives/win2016/entries/clinical-research/>.
- Council of Europe. Convention for the protection of Human Rights and dignity of the human being with regard to the application of biology and medicine: Convention on Human Rights and Biomedicine, Oviedo 1997.
- National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, Bethesda, MD. (1978). The Belmont report: Ethical principles and guidelines for the protection of human subjects of research. ERIC Clearinghouse.
- National Institutes of Health. Nuremberg Code. Office of Human Subjects Research. Trials of war criminals before the Nuremberg military tribunals under Control Council Law no 10, vol 2, pp 181e182. Washington, DC: US Government Printing Office, 1949.

### Pedagogy

- Cruess R.L., S. R. Cruess, "The cognitive base of Professionalism" in Cruess R.L., Cruess S. R., Steinert, Y. *Teaching medical Professionalism*, Cambridge, 2009 – Chapter 1
- Tsou AY, Creutzfeld CJ, Gordon JM, "The good Doctor in the 21st century", *Handbook of Clinical Neurology*, 2013, v.118; pp. 119-132
- Cruess R.L., Cruess S.R., Boudreau J.D, Snell L., Steinert Y, *Reframing Medical Education to Support Professional Identity Formation*, *Academic Medicine*, Nov 89(11); pp. 1146-51
- Van der Vosse M. et al., *Descriptors for unprofessional behaviours of medical students: a systematic review and categorisation*, 2017, *BMC Medical Education*, 17; 17
- Wynia M.K. et al., *More than a list of values and desired behaviours: a foundational understanding of medical professionalism*, *Academic Medicine*, 2014; 89: pp. 712-714



- G. E. Engel, The need for a new medical Model. A challenge for Biomedicine, vol. 1999, no 4286, 1977
- William T. Branch, Jr., The Ethics of Caring and Medical Education, Academic medicine, vol 75, No. 2 / Febr 2000
- A. Howe, A. Smajdor & A. Stockl, Towards an understanding of resilience and its relevance to medical training, Medical Education 2012: 46: 349–356
-