



MEDICINE AND SURGERY

Course: **Being a medical doctor**

1st year

Annual

Credits: 6

General learning outcomes of the course

History of Medicine provides an overview of the birth of medicine and the evolution of medical knowledge.

Bioethics will present some core ethical issues at stake in clinical and research practice.

General Pedagogy will offer an insight into the nature of medical professionalism, stimulating awareness of the human aspect of medical practice and offering students their first opportunity to reflect on *the call* to becoming a doctor

General and Clinical Psychology provides an overview of the main psychological aspects involved in the formation of medical professional identity, in the doctor-patient relationship in medical practice, and in medical research

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

History of medicine

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

Bioethics

Moral Dilemmas in Clinical Practice

Introduction to Bioethics

Research Ethics: the ethics of human-subject experimentation

Informed Consent

Medical ethics and patient-physician relationship

General and social Pedagogy

Medical Professionalism

Teamworking

Gender equality and professionalism

Professionalism and social media

Different approaches in Doctor- Patient relationship

The Ethics of Caring

Emotional Life and Self-Care

Death and Dying through Humanities

General and clinical psychology

From personal models to critical thinking in medical profession

Temperament and personality in the formation of medical professional identity

Identity and self-esteem in the medical profession

Teamworking: sense of belonging and interdependency

Personal experiences and subjectivity in the doctor-patient relationship

The importance of emotional communication in the doctor-patient relationship



Teaching Methods

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

Assessment

Writing an extended essay of minimum 1000 maximum 1500 words on a topic of your choice stimulated by the lectures or based on your own interest/motivation. If the student wishes to explore topics not discussed in class, he/she must justify his/her choice and link the chosen topic to the aims of the course.

The essay is an academic writing in which students should demonstrate an appropriate use of the compulsory bibliography and a personal reflection on the chosen research question.

Teachers will be available to supervise students during the semesters.

INSTRUCTIONS AND CRITERIA

The following assessment criteria will be considered:

- Respecting the **submission date** (July 29th)
- 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.

Bibliography

- **History of Medicine**

Slides and articles provided directly by the Professor on the LMS

- **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.
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- Sulmasy DP, Astrow AB, He MK, et al. The culture of faith and hope: patient's justifications for their high estimations of expected therapeutic benefit when enrolling in early phase oncology trials. *Cancer* 2010;116 (15):3702–11.
- Sanchini, V., Reni, M., Calori, G., Riva, E., & Reichlin, M. (2014). Informed consent as an ethical requirement in clinical trials: an old, but still unresolved issue. An observational study to evaluate patient's informed consent comprehension. *Journal of medical ethics*, 40(4), 269-275.
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- Emanuel, E. J., & Emanuel, L. L. (1992). Four models of the physician-patient relationship. *Jama*, 267(16), 2221-2226.
- Annoni, M., & Blease, C. (2020). Persons over models: shared decision-making for person-centered medicine. *European Journal for Person Centered Healthcare*, 8(3), 355-362.
- Goold, S. D., & Lipkin Jr, M. (1999). The doctor-patient relationship: challenges, opportunities, and strategies. *Journal of general internal medicine*, 14 (Suppl 1), S26.

• **General 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 1,2,3
- Pellegrino E.D., *Professionalism, Profession and the Virtues of the Good Physician*, *The Mount Sinai Journal of Medicine* Vol. 69 No. 6 November 2002
- Mackenzi C.R., *Professionalism and Medicine*, *HSSJ* (2007) 3: 222–227 DOI 10.1007/s11420-007-9054-3
- 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
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- **General and Clinical Psychology**

- Richard P. Feynman. The Meaning of It All: Thoughts of a Citizen-Scientist (Helix Books) (English Edition)

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Not compulsory

- Rugarli Claudio. Medici a metà. Quel che manca nella relazione di cura. Raffaello Cortina Editore