



**BARI ENGLISH MEDICAL CURRICULUM (BEMC)  
“HUMAN SCIENCES” (1st year -1st Semester)**

**GENERAL PSYCHOLOGY: PROGRAMME**

***Prof. Giulio E. Lancioni***

The course of General Psychology (SSD MPSI-01) is largely focused on learning principles and paradigms, application of learning principles, behavior observation and data recording, and basic single-subject designs.

In particular:

- Classical learning paradigms;
- Applications of such paradigms for diagnostic and therapeutic purposes (e.g., hearing assessment and treatment of fears and phobias);
- Operant learning paradigms;
- Thorndike model;
- Hull model;
- Skinner model;
- Applications of operant paradigms for diagnostic and therapeutic purposes (e.g., hearing and visual assessment, treatment of individuals with learning and behavioral problems);
- Behavior recording;
- Frequency recording;
- Interval recording;
- Time sampling;
- Evaluation of the impact of intervention programs based on learning principles through single-subject designs;
- ABAB;
- Multiple baseline designs;
- Alternating treatments designs.

The exam consists of an essay describing the intervention program set up for a specific case.

**HISTORY OF MEDICINE AND MEDICAL EDUCATION: PROGRAMME**

***Prof. Maria Grazia Albano***

At the end of the course the student should be able to:

- *define medicine and the professional competence of the doctor*
- *define health and describe the evolution of the concepts of health and disease*
- *define Medical Humanities and motivate their presence in the Course of Medical Studies*
- *explain the purpose of studying “History of Medicine” and “History of Medical Education”*

The student should also be able to describe:

*The phases of Medicine*

*The ancient Egyptian medicine* (places of therapy; diseases; treatments; the doctor)

*The ancient Greek medicine* (the school of Mileto and Pythagoras; Alcmenone of Crotona; Aristotle; Hippocrates; **the doctor; illness; pain**)

The teaching of medicine in Egypt and in the Greek world

*Medicine in the Middle Ages* (Galen, Erasistrate, Erofile of Calcedonia)

The School of Salerno

The doctor of the Middle Ages; the places of care; the diseases; pain; death

The birth of the universities (the teaching of Medicine in the University of Bologna; Taddeo Alderotti; Mondino de' Luzzi) and of the Colleges

*Medicine in the Renaissance* (Vesalio, Leonardo da Vinci, Steveto, Aranzi, Paracelso)

The Doctor of the Renaissance; the places of care

The teaching of medicine in 500 (John the Baptist da Monte)

*Medicine in 1600* (Harvey, Malpighi, Galilei, Santorio, Hooke, Ramazzini)

The doctor; the approach to the disease; the first medical journal

*Medicine in 1700* (Jenner, Lancisi, Morgagni, Brambilla, Hunter, Spallanzani, Galvani)

Pain; places of care; discoveries (the hypodermic needle, the thermometer, the clinical trias)

Medical education in 700 (Rasori, Cabanis)

*Medicine in 1800* (Laennec, Virchow, Ekoda, Rokitansky, Bernard,

Semmelweis, Fleming, Pasteur, Lister, Koch, Mendel, Golgi)

Pain, discoveries (aspirin, the syringe, the ophthalmoscope)

Women and Medicine in the 1800s (Nightingale, Backwell, Marie Curie) – the Red Cross

Psychiatry in the 800s (Pinel)

Medical education in 800 (Murri) – the Galathei

*Medicine in the 20th century* (Richert and Potier, Fleming, Freud, Pablov)

Discoveries in the different fields of medicine

WHO; places of care; the NHS; disease; pain

Famous people who have also been doctors; famous sick people

Medical education from 900 to the present (Flexner, from Tabella XVIII to the present)

*Medicine of the future*; telemedicine

Medical Education in the future: a forecast

*Epidemics*

*The course also presents hints to Medicine in art (especially in painting) during the different periods*

*Bibliography:*

G. Cosmacini, *The Long Art. History of medicine from antiquity to the present day*, Laterza, 2011

G. Armocida - B. Zanobio, *History of Medicine*, Masson, Milan 2002

<http://fr.slideshare.net/trapanimartino/-la-formazione-medica-fino-alla-table-xviii>.

V. Cagli

<http://fr.slideshare.net/trapanimartino/-la-formazione-medica-fino-dalla-table-xviii-to-our-days>. F.Dammacco, G. Danieli

## BIOETHICS AND MORAL PHILOSOPHY: PROGRAMME

*Dr. Raffaello Maria Bellino, M.D., Ph.D.*

### Topics

Moral Philosophy and General Bioethics.

Code of conduct in arguing. Basic tools for reasoning: deduction and induction, argument, fallacy, validity and soundness, refutation.

A Framework of Moral Norms: Principles, Rules, Rights, Virtues. Conflicting Moral Norms. Moral theories. Method and moral justification (reflective equilibrium). Moral Dilemmas. Principlism (Beauchamp-Childress): Respect for Autonomy, Beneficence, Nonmaleficence, Justice

### *Clinical Ethics.*

The Four Topics Method. Ethical Reasoning in Clinical Ethics. Resources in Clinical Ethics.

Medical Indications: Indicated and Nonindicated Interventions. Clinical Judgement and Clinical Uncertainty. Cardiopulmonary Resuscitation and Orders not to Resuscitate. Medical Error. Determination of Death.

Preferences of Patients: Informed Consent. Decisional Capacity. Decision Making for the Mentally Incapacitated Patient. Surrogate Decision Makers. Failure to Cooperate in the Therapeutic Relationship.

Quality of Life: Divergent Evaluations of Quality of Life. Enhancement Medicine. Compromised Quality of Life and Life-Sustaining Interventions. Pain Relief for the Terminally Ill Patients.

Medically Assisted Dying. Suicide. Eubiosia and End of Life Bioethics.

Contextual Features: Health Professions. Other Interested Parties. Confidentiality in Medical Information. Economics of Health Care. Allocation of Scarce Health Resources. Influence of Religion on Clinical Decisions. Role of Law in Clinical Ethics. Clinical Research and Education. Public Health. Organizational Ethics.

Universal Declaration on Bioethics and Human Rights (Barcelona, 1995).

### *Bibliography*

Baggini J and Fosl PS, "The Philosopher's Toolkit: A Compendium of Philosophical Concepts and Methods", Wiley-Blackwell, Oxford 20102.

Beauchamp TL and Childress JF, "Principles of Biomedical Ethics", Oxford University Press, New York 20137, pp. 1-29, pp. 249-301, pp. 351-430.

Bellino F., "Eubiosia and life ending bioethics", excerpt.

Jonsen A.R., Siegler M., Winslade W.J., "Clinical Ethics: A Practical Approach to Ethical Decision Making in Clinical Medicine", McGraw-Hill, New York.

## DOCTOR-PATIENT RELATIONSHIP: PROGRAMME

*Dr. Enrico D'Ambrosio*

<b>Principali informazioni sull'insegnamento</b>	
Titolo insegnamento	DOCTOR-PATIENT RELATIONSHIP
Corso di studio	BARI ENGLISH MEDICAL CURRICULUM
Crediti formativi	1.0
Denominazione inglese	DOCTOR-PATIENT RELATIONSHIP
Obbligo di frequenza	
Lingua di erogazione	Inglese

Docente responsabile	Nome Cognome	Indirizzo Mail
	Enrico D'Ambrosio	enricodam@gmail.com

Dettaglio credi formativi	Ambito disciplinar	SSD	Crediti
		MED/25	1.0

Modalità di erogazione	
Periodo di erogazione	Primo semestre
Anno di corso	I
Modalità di erogazione	Lezioni frontali .... ....

Organizzazione della didattica	
Ore <b>totali</b>	
Ore di corso	
Ore di studio individuale	

Calendario	
Inizio attività didattiche	<b>Inserire da segreteria</b>
Fine attività didattiche	

Syllabus	
Prerequisiti	
Risultati di apprendimento previsti (declinare rispetto ai Descrittori di Dublino) (si raccomanda che siano coerenticonirisultatidiapprendimento delCdS, riportatineiquadriA4a,A4be A4c dellaSUA, compresoirisultatidi	<ul style="list-style-type: none"> <li>• <i>Conoscenza e capacità di comprensione</i></li> <li>• <i>Conoscenza e capacità di comprensione applicate</i></li> <li>• <i>Autonomia di giudizio</i></li> <li>• <i>Abilità comunicative</i></li> </ul>
Programma	The evolution of the doctor-patient relationship <ul style="list-style-type: none"> <li>• <i>Capacità di apprendere</i></li> </ul>
Contenuti di insegnamento	

	<p>The theories of Balint</p> <p>The theories of Szasz and Hollender</p> <p>The factors influencing patient-centeredness Duty of candour</p> <p>The theories of Parsons The interview</p> <p>Improving the physician-patient relationship The placebo effect</p> <p>Placebo-induced changes in fMRI</p> <p>Functional Neuroanatomy of the Placebo Effect Empathy for Pain</p> <p>Psychotherapy</p> <p>CASE approach</p> <p>Psychosomatics</p> <p>Body-Mind pathway</p> <p>Communication skills Style of</p>
Testi di riferimento	<p>Lecture notes</p> <p>Oxford Handbook of Clinical Examination and Practical Skills <a href="https://doi.org/10.1176/appi.ajp.159.5.728">https://doi.org/10.1176/appi.ajp.159.5.728</a></p> <p><a href="https://doi.org/10.1126/science.1093535">https://doi.org/10.1126/science.1093535</a></p> <p><a href="https://doi.org/10.1126/science.1093065">https://doi.org/10.1126/science.1093065</a></p>
Note ai testi di riferimento	
Metodi didattici	Lezioni frontali
Metodi di valutazione (indicare almeno la tipologia scritto, orale, altro)	Prova orale
<p>Criteri di valutazione (per ogni risultato di apprendimento atteso su indicato, descrivere cosa ci si aspetta lo studente conosca sia in grado di fare e a quale livello al fine di dimostrare che un risultato di apprendimento è stato raggiunto e a quale livello)</p>	
Altro	