



## BASICS OF SELF-KNOWLEDGE IN PROFESSIONAL ORIENTATION

### LEARNING-OUTCOME-BASED SUBJECT DESCRIPTION

|                                    |   |
|------------------------------------|---|
| <b>Program:</b>                    | General Medicine  |
| <b>Course:</b>                     | <b>Basics of Self-Knowledge in Professional Orientation – AOK-OASZV751</b>  |
| <b>Type of course:</b>             | elective  |
| <b>Academic year and semester:</b> | Year III-V. / Fall and spring semester  |
| <b>Head of Department:</b>         | <b>Oguz Kelemen M.D., Ph.D., Habil</b> – associate professor  |
| <b>Course coordinator:</b>         | <b>Eszter Racs</b> – applied health psychologist resident<br>Department of Behavioral Sciences (6722 Szeged, Mars square 20.)<br>e-mail: <a href="mailto:racs.eszter.maria@med.u-szeged.hu">racs.eszter.maria@med.u-szeged.hu</a> |
| <b>Type of class:</b>              | <b>practice</b>   |
| <b>Weekly hours:</b>               | 6x2 hours   |
| <b>Credit vale:</b>                | 1   |
| <b>Type of examination:</b>        | term mark (5)   |
| <b>Preliminary requirements:</b>   | <b>Introduction to Psychology</b> (AOK-KUA083/084; AOK-OAK131/132)  |

#### Purpose of course:

Why is it important to start developing self-reflection skills in medical students already during the university years? Self-reflection is one of the professional competencies that is essential for forming a professional identity. Today, the professional responsibilities of a physician are less clear and more complex than they ever were. Qualified physicians are expected to have good interpersonal skills and the ability to self-reflect in addition to adequate medical knowledge and clinical abilities. Reflective students and practitioners are able to identify underlying professional problems, question self-evident “truths,” seek feedback, and use it in their personal and professional development. The ability to self-reflect is an important foundation for medical students and physicians for lifelong learning and professional development.

This educational group aims to help medical students to be aware of the characteristics and importance of self-knowledge, self-reflection, and its impact on professional orientation. Another goal of the program is to enable students to distinguish between responsible and irresponsible decision-making by expanding their self-knowledge.

The group practices supports students' self-knowledge development, improves their self-reflection ability, by which they can prepare for responsible decision-making in connection with their choice of specialization and professional orientation. The tasks, situations and the act of reflecting on them are aimed at creating experiences through which students can later independently identify their career-related – or even other – professional difficulties, and will be able to play an adequate role in solving them.



### Outcome requirements:

#### Knowledge

- They understand how the expansion of self-relevant knowledge and the development of self-reflection affect their own personal and professional functioning, orientation, and the formation of their identity.
- They know that the ability to observe and self-reflect can be developed with a considerable amount of practice.
- They know the complex psychological mechanisms of professional orientation and understand the importance and consequences of responsible decision-making in relation to choice of specialization.

#### Competences

- They are able to apply self-reflection techniques independently.
- They are able to recognize how they behave, how they feel in a given professional orientation decision-making situation independently and nonjudgmentally.
- They will be able to explore and answer self-knowledge questions related to the choice of specialization based on the presented perspectives and guidelines.

#### Attitudes

- They take a critical but accepting view of the personal and professional factors that influence the choice of specialization.
- They keep in mind and represent the importance of conscious, responsible choice before choosing a specialization.
- They see conscious and responsible professional orientation as a value.

#### Autonomy and responsibility

- They are able to make a responsible decision about their choice of specialization in an autonomous way.
- They are able to distinguish between responsible and irresponsible professional decision-making on their own.
- They independently recognize if their impediment in choosing a specialization exceeds their individual competence and dare to ask for adequate support.

#### Topics:

**Week 1.** Conditions for proper and successful career choice, the role of self-knowledge in the development of professional identity

**Week 2.** Mapping own preferences and priorities and self-reflection on them

**Week 3.** Self-reflection through situations

**Week 4.** Own values and the role of personal attachment in specialization choice

**Week 5.** A personal narrative with a focus on professional choice

**Week 6.** Summary of experiences, recapitulative self-reflection

#### Methods:

- Oral and written self-reflection
- Interactive tasks
- Discussion
- Feedback



**Criteria of the completion of the course:**

- Attendance and active participation in the practical group classes.
- Completing questionnaires before and after group sessions (for research purposes).
- Preparing a written report after the course.

**Evaluation:**

- Attendance and active participation
- Written report

**Mandatory reading list:**

- Niemi, P. (1997). Medical students' professional identity: self-reflection during the preclinical years. *Medical Education*, 31(6), 408-415.
- Wong, A., & Trollope-Kumar, K. (2014). Reflections: an inquiry into medical students' professional identity formation. *Medical Education*, 48(5), 489-501.

**Recommended reading list:**

- Brandt, L. (2017). Personal professional identity formation through interprofessional learning and early patient encounter during preclinical years. *Korean Journal Of Medical Education*, 29(3), 203-205.
- Devi, V., Abraham, R. R., & Kamath, U. (2017). Teaching and assessing reflecting skills among undergraduate medical students experiencing research. *Journal of clinical and diagnostic research: JCDR*, 11(1), JC01.
- Duke, P., Grosseman, S., Novack, D., & Rosenzweig, S. (2014). Preserving third year medical students' empathy and enhancing self-reflection using small group "virtual hangout" technology. *Medical Teacher*, 37(6), 566-571.
- Uygur, J., Stuart, E., De Paor, M., Wallace, E., Duffy, S., & O'Shea, M. et al. (2019). A Best Evidence in Medical Education systematic review to determine the most effective teaching methods that develop reflection in medical students: BEME Guide No. 51. *Medical Teacher*, 41(1), 3-16.



## BASICS OF SELF-KNOWLEDGE IN PROFESSIONAL ORIENTATION

2022/2023 1<sup>st</sup> semester

**Practice place:** Szent-Györgyi Albert Educational Center, room 26.  
(Dóm tér 13, Szeged 6720)

**Practice time:** Thursday, 17.00-18.30

**Teacher:** Eszter Racs – applied health psychologist resident  
e-mail: [racs.eszter.maria@med.u-szeged.hu](mailto:racs.eszter.maria@med.u-szeged.hu)

### Schedule:

| WEEK | DATE       | TOPIC  |
|------|------------|--|
| 2.   | 15-09-2022 | Conditions for proper and successful career choice, the role of self-knowledge in the development of professional identity |
| 3.   | 22-09-2022 | Mapping own preferences and priorities and self-reflection on them   |
| 5.   | 6-10-2022  | Self-reflection through situations   |
| 9.   | 3-11-2022  | Own values and the role of personal attachment in specialization choice  |
| 10.  | 10-11-2022 | A personal narrative with a focus on professional choice   |
| 11.  | 17-11-2022 | Summary of experiences, recapitulative self-reflection   |