



## PROMISE 2021

### Participatory medicine

**Target students:** 3rd - 5th year students of health sciences

**Teaching language:** English

**Teaching team:** Rosa Karlić, Ozren Polašek, Andrea Gelemanović, Ana Marušić, Carolina Llorente, Mar Carrió, Maria Llerena, Filip Grgić, Tamara Milošević, Andrea Čeri

**Student workload:** 50 – 60 hours

Estimated workload for PROMISE Participatory Medicine module (total 51:17:39)						
	Week 1	Week 2	Week 3	Week 4	Final Week	DESCRIPTION
<b>COMPULSORY VIDEOS</b>						
<i>Number of compulsory videos</i>	3	2	2	2	0	
<i>Duration of compulsory videos (min)</i>	0:14:42	0:18:03	0:17:31	0:18:57	0:00:00	
<i>Workload for compulsory videos (min)</i>	0:44:06	0:54:09	0:52:33	0:56:51	0:00:00	<b>1 min video = 3 min workload</b>
<b>COMPULSORY READING MATERIALS</b>						
<i>Number of compulsory reading materials</i>	1	0	0	2	0	
<i>Number of pages of compulsory reading materials (page)</i>	6	0	0	23	0	
<i>Workload for compulsory reading materials (page)</i>	1:30:00	0:00:00	0:00:00	3:50:00	0:00:00	<b>1 page text = 10 min workload</b>
<b>ASSIGNMENTS</b>						
<i>Workload for quiz (min)</i>	1:00:00	1:00:00	1:00:00	1:00:00	2:00:00	
<i>Workload for individual assignment (min)</i>	4:00:00	4:00:00	0:00:00	4:00:00	0:00:00	
<i>Workload for group assignment (min)</i>	2:00:00	2:30:00	4:00:00	4:00:00	6:00:00	
<i>Workload for transversal activity (min)</i>	0:00:00	0:00:00	2:00:00	2:00:00	2:00:00	
<b>TOTAL WORKLOAD (min)</b>	<b>9:14:06</b>	<b>8:24:09</b>	<b>7:52:33</b>	<b>15:46:51</b>	<b>10:00:00</b>	<b>2 ECTS = 60 h workload</b>

### Brief description of the course

Participatory Medicine Module is the second among the four online modules covering personalized, participatory, preventive, and predictive medicine, each module presenting the topic considering responsible research and innovation principles. In this second module we present how patients and the general public can be involved in the improvement of research and health care.

### Contents

Introduction on participatory medicine and Responsible Research and Innovation

Science education

Methods to implement patient and public engagement

Empathy and communication – how to communicate with patients effectively

How to evaluate whether public engagement worked?

How to involve patients and evaluate public engagement in research

How to build a biobank



## Teaching methodology

Pedagogical videos, expert videos, written material complementing the video topics, links to selected materials existing online and selected scientific publications will be available in the learning platform. In addition to the materials, every week there will be activities to put into practice the contents and the skills of the course. There will be a group project to be carried out during the 4 weeks of the course. During the time of the course, students can ask questions via forum to the course moderators. Course moderators monitor student work and support the students if needed.

## Assessment

Weekly quizzes (weeks 1-4): There's a quiz students need to take each week after finishing studying all the required materials. Weekly quizzes will give students 20% of total points.

Final quiz (final week): In the last week of the module, students are expected to solve the final quiz which will test their understanding of all topics covered during the module. Students need 60% to pass, and the pass earns 15% of the points total.

### Individual assignment 1: Read and reflect about Participatory Medicine (Week 1)

This activity will be done in interdisciplinary teams where each person contributes a part. Students will have to read a review article about Participatory Medicine. After reading the paper and following the guideline of the reading guide, they will have to share their notes and opinions with their group and post joint notes from their group on an appropriate forum. After posting their group notes and opinions, they must comment on at least one other participant's work if they think there is something missing or can be explained better. Also, they need to address the comments made by others on their own notes and opinion. Students will get up to 10% of total points.

### Individual assignment 2: Strengths of scientific communication and improvement proposal (Week 2)

In this activity students will have to watch a brief introductory video, then and choose and analyse a video of someone talking about science according to provided instructions. Afterwards, they will have to share the video with their classmates and provide a list of the strengths and aspects to improve the communication of the speaker on the associated forum. Afterwards, in a forum discussion they have to comment a) which analysis they have found more convincing and b) the one from which they learned the most. This activity will get up to 10% of total points.

### Transversal activity 1: Perception of P4 medicine among different EU stakeholders (Week 3)

During this module, students will start working on the transversal activity that connects all Promise modules and learning expeditions. Participation in the transversal activity is therefore mandatory for students who want to compete for learning expeditions. Transversal activity aims to examine what different stakeholders currently know and think about P4 medicine.

In this module during week 3 students will propose a set of questions individually – ranging from opinions, acceptance, to understanding of P4 medicine – directed at chosen EU stakeholders. At the beginning of week 4, questions from all students from their stakeholder group will be visible, and they will have a task as a group to categorize them or replace multiple questions by a single clearer question. To finish this task, each stakeholder group will have to propose a draft of the initial questionnaire through a corresponding activity until the end of final week. This activity can earn 5% of their final points for this module, and its completion is required to be eligible to join the learning expeditions.



### Individual assignment 3: Building a database of stakeholders in P4 medicine (Week 4)

This activity will be done in interdisciplinary teams where each person contributes a part. To complete this task, students will have to participate in creating a database of different stakeholders in P4 medicine. Each student have to contribute at least five stakeholders from the chosen stakeholder group, and the relevant information to the database. This activity can give 5% of final points.

### Group assignment: Design a public engagement initiative (week 1-3, final week)

Throughout the module, students are expected to collaborate with their peers in designing a public engagement activity. This activity gives 35% of the final points.

Throughout the module, students are expected to collaborate with their fellow learners in designing a public engagement activity. Since they come from different backgrounds, while completing this assignment they can also practice communicating in an interdisciplinary setting. Students are assigned to an interdisciplinary group. Successful completion of this assignment depends not only on the finished product of their group's work, but also on their personal participation during planning and realisation of the project. This activity consists of 4 parts (week 1, week 2, week 3, week 4 and final week combined) and can earn 35% of the total points - 5% each for their contributions to the group's work during first 3 weeks, and 20% for the final group submission in final week.