

## Abstract

This doctoral dissertation entitled "The Role of a Teacher - Lecturer in Practical Education in Aesthetic Medicine" is written not only for those involved in the didactics of practical educational classes but also for those interested in the art of a trainer and coach of aesthetic medicine. The dissertation mainly describes the author's personal struggles in this area, which, like a ride in a kaleidoscope, have changed and evolved for over more than three years. I would like to emphasize that I consider the problems of the didactic-methodological work of a teacher-lecturer in practical education in aesthetic medicine as the central point of this doctoral dissertation, and the text is only a summary and an addition to the main fragment of the analytical methodology. I treat it as a complement to the whole and a supplement to understanding my intentions. The fundamental assumption of the whole was an attempt to rediscover the values derived from the basic activity of practical education and the effects achieved in aesthetic medicine. Starting from the ideas themselves, the approach to them, through building and constructing the project, to the choice of implementation methods and ultimately justifying one's decisions.

The research project of this work includes two independent studies. The first one is of a comparative nature, and its aim was to indicate possible differences between practical education in the field of aesthetic medicine in the context of dynamically changing technological and legal conditions in the country and abroad. The second study is quasi-experimental, and its aim was to check whether subjecting people - clients to the process of aesthetic medicine would positively change their self-image and self-esteem.

The following tools were used in the conducted studies to measure the variables: the Multidimensional Self-Esteem Inventory (MSEI) (O'Brien & Epstein, 1988), the Self-Assessment Questionnaire for Management Control (Pedagogical University of Krakow, 2023), and the Questionnaire on the Impact of Didactic Methods on the Teaching Process. The independent variables differentiating the research groups were: the Teacher-Lecturer's Self-Assessment Sheet in practical education in aesthetic medicine, the Case Study Method, and the Comparative Analysis in aesthetic medicine education research.

The studies were conducted throughout the entire Małopolskie and Śląskie voivodeships. The conducted studies showed that the level of evaluation of practical education by teachers-lecturers in aesthetic medicine did not differ during the measurement. Self-esteem in the measurement was also not significantly different in the studied groups. The measurements indicate that teachers of practical education in this field are characterized by a higher efficiency index, a need for achievement, a need for dominance, a need for understanding themselves and others, a need for affiliation, a need for autonomy, a need for change, a need for trust in themselves, and creative personality.

In the introduction, I try to analyze the effectiveness of practical education in the field of aesthetic medicine in the context of the dynamically changing technological and legal conditions of this field. The reflection on my professional practice in aesthetic medicine have initiated a systematic research process and the improvement of didactic methodology aimed at optimizing teaching programs. I describe the situation in aesthetic medicine before starting the doctoral dissertation. This explanation is necessary because the previous significance of aesthetic medicine as a dynamically developing medical field over the past decades is inextricably linked to the cultural conditions of attitudes towards appearance and health. It presents the theoretical foundations and a historical outline of aesthetic medicine. Analyzing the evolution of trends in aesthetic medicine will allow for understanding how changing social needs and expectations affect this field. Furthermore, I focus on the essential role that practical training plays in preparing teachers in the field of aesthetic medicine. In the context of the dynamic development of this field, an appropriate training is necessary for teachers to effectively convey their knowledge and skills to future specialists while maintaining the highest practical standards and a patient's safety. I present my version of the methodology and tools for assessing the effectiveness of training in the field of aesthetic medicine. I analyze in detail the professional competencies that are crucial for teachers-lecturers of aesthetic medicine. At the same time, I emphasize both the importance

of hard technical skills and soft interpersonal skills necessary for effective education of future specialists. I present my personal attitude towards the qualification requirements of teachers-lecturers of aesthetic medicine. As the evidence of it, I provide the circumstances and reasons for the changes that should occur in the future of the profession of a teacher-lecturer of aesthetic medicine. An essential key goal is that aesthetic medicine is becoming increasingly popular and widely accepted,

which affects both a patient's expectations and the training needs of specialists. At the same time, it is associated with the needs to improve the quality of work of a teacher-lecturer of aesthetic medicine. The final conclusions of the entire doctoral dissertation, along with the conclusions, are included in the summary. The main research problem was the question: What epistemological beliefs accompany teachers-lecturers in their professional practice, and what pedagogical implications result from them? The answers to these questions are enclosed in the conclusions. It is worth mentioning that an important role in diagnosing problems was also played by the materials from analytical centers generated by experts from the research area undertaken by the author.