

**BACHELOR DEGREE IN NURSING  
FACULTY OF HEALTH SCIENCES, DEPARTMENT OF NURSING**

**YEAR I**

<b>No.</b>	<b>Module/subject name</b>	<b>No. of hours of classes</b>	<b>No. of ECTS credit points</b>	<b>Form of credit</b>	<b>semester I</b>
<b>SEMESTER I</b>					
1	Foreign language/English	30	2	credit with grade	Tutorial 30
2	Psychology	45	2	exam	Lecture 15 Exercises 30
3	Genetics	45	3	credit with grade	Lecture 15 Exercises 15 Self-study 15
4	Anatomy	75	4	exam	Lecture 30 Exercises 45
5	Physiology	75	4	exam	Lecture 30 Exercises 45
6	Biochemistry and Biophysics	45	2	credit with grade	Lecture 15 Tutorial 30
7	Microbiology and Parasitology:	60	3	credit with grade	Lecture 30 Tutorial 30
8	Pathology	90	4	credit with grade	Lecture 30 Exercises 30 Self-study 30
9	Basics of Nursing	150	8	credit with grade	Lecture 15 Tutorial 105 Self-study 30
10	Library Orientation	4	0	credit	Lecture 4
11	Occupational Health and Safety course	2	0	credit	Exercises-2
<b>SEMESTER II</b>					
12	Foreign language/English	30	2	credit with grade	Tutorial 30
13	Philosophy and Ethics of the Nursing Profession	60	3	credit with grade	Lecture 30 Exercises 30 Self-study 15
14	Basics of Nursing	335	9	exam	Lecture 30 Lab 105 Practical 80* Professional practice 120*
15	Pharmacology	60	2	exam	Lecture 30 Exercises 30

16	Surgery and Surgical Nursing	100	4	exam	Lecture 40 Exercises 45 Self-study 15
17	Internal Diseases and Internal Medicine Nursing	100	4	exam	Lecture 40 Exercises 45 Self-study 15
18	Pediatrics and Pediatric Nursing	100	4	exam	Lecture 40 Exercises 45 Self-study 15
* holiday work placement					

<b>YEAR II</b>					
<b>No.</b>	<b>Module/subject name</b>	<b>No. of hours of classes</b>	<b>No. of ECTS credit points</b>	<b>Form of credit</b>	<b>Modular system</b>
<b>SEMESTER III</b>					
1	Internal Medicine Nursing	240	10	credit with grade	Practical 120* Practice 120*
2	Pediatrics and Pediatric Nursing	240	10	credit with grade	Practical 120* Practice 120*
3	Surgery and Surgical Nursing	240	10	credit with grade	Practical 120* Practice 120*
<b>SEMESTER IV</b>					
4	Foreign language /English	30	1	credit with grade	Tutorial 30
5	Sociology	45	2	credit with grade	Lecture 15 Exercises 15 Self-study 15
6	Law	30	1	credit with grade	Lecture 15 Self-study 15
7	Public Health	105	5	exam	Lecture 30 Exercises 60 Self-study 15
8	Information technology	15	1	credit with grade	Tutorial 15
9	Physical Examinations	45	2	credit with grade	Tutorial 30 Self-study 15
10	Health Promotion	45	2	credit with grade	Lecture 15 Tutorial 15 Self-study 15
11	Neurology and Neurological	80	4	exam	Lecture 30

	Nursing				Exercises 45 Self-study 15
12	Anaesthesiology and Critical Care Nursing	75	4	exam	Lecture 30 Exercises 30 Self-study 15
13	Psychiatry and Psychiatric Nursing	75	4	exam	Lecture 15 Exercises 30 Self-study 30
14	Geriatrics and Geriatric Nursing	75	4	exam	Lecture 15 Exercises 30 Self-study 30
	* Work placement - Hospital				

<b>YEAR III</b>					
<b>No.</b>	<b>Module/subject name</b>	<b>No. of hours of classes</b>	<b>No. of ECTS credit points</b>	<b>Form of credit</b>	<b>Modular system</b>
<b>SEMESTER V</b>					
1	Scientific Research in Nursing	30	1	credit with grade	Exercises 30
2	Neurology and Neurological Nursing	160	7	credit with grade	Practical 80* Practice 80*
3	Anaesthesiology and Critical Care Nursing	80	4	credit with grade	Practical 40* Practice 40*
4	Psychiatry and Psychiatric Nursing	120	6	credit with grade	Practical 80* Practice 40*
5	Geriatrics and Geriatric Nursing	160	7	credit with grade	Practical 80* Practice 80*
6	Paediatrics and Paediatric Nursing	80	4	credit with grade	Practical 40* Practice 40*
7	Health promotion	20	1	credit with grade	Practical 20
<b>SEMESTER VI</b>					
8	Foreign language /English	30	1	exam	Tutorial 30
9	Pedagogy	45	3	credit with grade	Lecture 15 Exercises 15 Self-study 15
10	Radiology	30	1	credit with grade	Lecture 25 Self-study 5
11	Primary Health Care	60	4	exam	Lecture 15 Exercises 30 Self-study 15

12	Scientific Research in Nursing	30	2	credit with grade	Exercises 30
13	Dietetics	30	2	credit with grade	Tutorial 15 Self-study 15
14	Elective Course: Sing Language/ Hospital infections	45	2	credit with grade	Exercises 30 Self-study 15
15	Gynaecology and Gynaecological Nursing	70	4	exam	Lecture 30 Exercises 30 Self-study 10
16	Rehabilitation and Nursing Care of the Disabled	60	4	credit with grade	Lecture 15 Exercises 15 Self-study 30
17	Palliative Care	60	4	credit with grade	Lecture 15 Exercises 15 Self-study 30
18	Basics of Emergency Medicine	55	3	credit with grade	Exercises 30 Self-study 25
*Work placement - Hospital					

YEAR IV					
No.	Module/subject name	No. of hours of classes	No. of ECTS credit points	Form of credit	Modular system
SEMESTER VII					
1	Scientific Research in Nursing	30	1	credit with grade	Exercises 30
2	Primary Health Care	320	11	credit with grade	Practical 120* Practice 200*
3	Gynaecology and Gynaecological Nursing	120	5	credit with grade	Practical 80* Practice 40*
4	Rehabilitation and Nursing Care of the Disabled	160	6	credit with grade	Practical 80* Practice 80*
5	Palliative Care	80	3	credit with grade	Practical 40* Practice 40*
6	Internal Diseases and Internal Medicine	40	1	credit with grade	Practice 40*
7	Surgery and Surgical Nursing	40	1	credit with grade	Practice 40*
8	Diploma Examination		5	exam	
* Work placement - Hospital					

**SYLLABUS**  
**1<sup>st</sup> Year Bachelor in Nursing**

**I. I. General information**

**1** Name of training module

Anatomy

**2** Name of the unit running the module

Faculty of Health Sciences  
Department of Nursing

**3** Module code

12.6 I 1/1 A002

**4** Group content training

Basic science

**5** Module type

obligatory,

**6** Level of studies

First degree studies

**7** Number of ECTS credits

4

**8** subject of teaching

basic

**9** Year of study,  
semester

1<sup>st</sup> year, 1<sup>st</sup> sem.

**10** Number of hours per se-  
mester

<i>Lec.</i>	<i>Ex.</i>	<i>Tut</i>	<i>Se</i>	<i>Proj.</i>
		.	<i>m.</i>	

**11** Number of hours per week

<i>Lec.</i>	<i>Ex.</i>	<i>T</i>	<i>Sem.</i>	<i>P</i>
	.	<i>ut</i>		.

Full-time pro-  
gramme, 1<sup>st</sup> year, 2<sup>nd</sup>  
semester

30    45

2    3

**12** Language of lecture: English

**13** Teachers: *dr Marek Tomaszewski, lek.med Oliwia Bachanek- Mitura*

**II. Details**

**14** Prerequisites

1. Knowledge, skills and competences in anatomy (the most important details of the human body, giving a basis for understanding organs and systems)

**15** Objectives of the subject

- |    |  |
|----|--|
| C1 | Familiarize students with the anatomical structure of a human being, enabling them to use this knowledge in the next years of learning |
| C2 | Demonstration of the interdependence between organ structure and its function, synchronized with the physiological teaching.           |

**16 Effects of education on knowledge, skills and social competences**

No	a student who passed the course:	reference to the objectives of the subject
A.W.1	Uses anatomical nomenclature;	C1,C2
A.W2	Discusses the structure of the human body in a topographical approach (upper and lower limbs, thorax, abdomen, pelvis, spine, neck, head) and functional (osseo-articular system, muscular system, cardiovascular system, respiratory system, digestive system, urinary system , Sexual systems, nervous system and sensory organs, common shell);	C1,C2
A.U1	uses anatomical nomenclature in practice and uses the knowledge of the topography of the organs of the human body;	C1,C2
A.U2	exhibits differences in construction and characterizes the vital functions of an adult and child;	C1,C2
D.K.2	systematically enriches professional knowledge and develops skills, striving for professionalism;	C1,C2

**17 Program content**

	form of classes - lectures	number of hours	reference to learning outcomes for the subject
L1	The architecture of human skeletal system	1	A.W.1,A.W.2, D.K.2
L2	Construction of the spine	2	A.W.1,A.W.2, D.K.2
L3	Construction of the chest	2	A.W.1,A.W.2, D.K.2
L4	Bones of the upper and lower limb.	2	A.W.1,A.W.2, D.K.2
L5	Construction of articular joints	1	A.W.1,A.W.2, D.K.2
L6	Skull	3	A.W.1,A.W.2, D.K.2
L7	Muscle building. Skeletal muscles. Smooth muscle. Head and neck muscles. Chest muscles and the wall of the belly dad. Upper limb muscles. Lower limb muscles.	3	A.W.1,A.W.2, D.K.2
L8	Circulatory system. Heart building. Circles	2	A.W.1,A.W.2,

	large. Circulation small.		D.K.2
L9	Construction of blood vessels and lymphatic vessels.	2	A.W.1,A.W.2, D.K.2
L10	Respiratory system. Construction of respiratory tract and lung tissue.	2	A.W.1,A.W.2, D.K.2
L11	Digestive system (esophagus, stomach, intestines). Construction of pancreas and liver.	2	A.W.1,A.W.2, D.K.2
L12	Genito-urinary system. Construction of kidney and urinary tract.	2	A.W.1,A.W.2, D.K.2
L13	The nervous system. Structure of the brain and spinal cord. Autonomic nervous system. Peripheral nerves.	3	A.W.1,A.W.2, D.K.2
L14	Sensory organs.	2	A.W.1,A.W.2, D.K.2
L15	Common shell (skin).	1	A.W.1,A.W.2, D.K.2
<b>Totality hours</b>		<b>30</b>	
	<b>Form of classes - exercises</b>	<b>Numer of hours</b>	<b>reference to learning outcomes for the subject</b>
E1	Arthroplasty (spine and upper limb).	3	A.U.1,A.U.2,D. K.2
E2	Arthroplasty (pelvis and lower limb).	3	A.U.1,A.U.2,D. K.2
E3	Skull.	2	A.U.1,A.U.2,D. K.2
E4	Muscles (head, neck, torso).	3	A.U.1,A.U.2,D. K.2
E5	Muscles (pelvic, lower limb)	3	A.U.1,A.U.2,D. K.2
E6	Circulatory system (large circulation).	3	A.U.1,A.U.2,D. K.2
E7	Respiratory system and small circulation.	3	A.U.1,A.U.2,D. K.2
E8	Digestive system, portal circulation and lymphatic system	3	A.U.1,A.U.2,D. K.2
E9	Genito-urinary system	3	A.U.1,A.U.2,D. K.2
E10	Endocrine system and sensory organs	4	A.U.1,A.U.2,D. K.2
E11	Brain	4	A.U.1,A.U.2,D. K.2

E12	Spinal cord and peripheral nervous system	4	A.U.1,A.U.2,D. K.2
E13	Anatomy of the head, neck and chest	2	A.U.1,A.U.2,D. K.2
E14	Abdominal and pelvic anatomy	3	A.U.1,A.U.2,D. K.2
E15	Anatomy of the limbs, common shell.	2	A.U.1,A.U.2,D. K.2
<b>Totally hours</b>		<b>45</b>	

### **18 Didactic tools / methods / forms**

1. Lectures
2. Multimedia presentation
3. Paper
4. Educational boards
5. Exercises with a book (anatomical atlas)

### **19 METHODS OF VERIFICATION FOR ACHIEVING ACHIEVED EDUCATION EFFECTIVENESS**

#### *Examples of SUMMARY methods*

#### **Methods of verification of learning outcomes in knowledge:**

Oral examination (non standardized, standardized, traditional, problematic)

Written exam - student generates / recognizes answer (short structured questions / SSQ / multiple choice test / MCQ / multiple response test)/ MRQ /; match test; T / N test; response test answer)

Open Book Exam

#### **Methods for verifying the effects of training on skills:**

Practical exam

Mini-CEX (mini-clinical examination)

Realization of the commissioned task Project, Presentation

#### **Methods of verification of learning outcomes in the field of social competence / attitudes:**

Prolonged observation by the tutor / tutor

360 ° rating (opinions of teachers, colleagues, patients, other contributors)

Self-assessment (including portfolio)

#### **EXAMPLES OF FORMING METHODS**

Assessment of student activity during classes

Observation of work on exercises

Assignment of individual activities

Assignment of each exercise

Practical test in scoring system

Assessment of preparation for classes

Discussion during the exercises

Entry into the exercises

Checking knowledge during exercise

Partial credits

Evaluation of conclusions from experiments

Preliminary assessment

A case report

Trying to work



<b>20 Student work load</b>					
<b>form of activity</b>	<b>Average number of hours to complete the activity</b>				
	<b>S</b>				
Contact hours with the teacher	75				
Individual student work	40				
<b>Totality hours</b>	<b>115</b>				
<b>Number of ECTS credits</b>	<b>4</b>				
<b>21 Basic and supplementary literature</b>					
<p>1. Eldra Pearl Solomon, PhD; <b>Introduction to Human Anatomy and Physiology, 4th Edition</b>; Saunders 2015</p> <p><b>Literatura uzupełniająca:</b></p> <p>1. Yokochi Ch., Rohen J., Weinreb E., Fotograficzny atlas anatomii człowieka; Wydawnictwo Lekarskie PZWL 2004</p>					
<b>22 Criteria for assessing the learning outcomes achieved</b>					
	Suffi- cient(3)	Above suffi- cient(3,5 )	Goo d (4)	Above good (4,5)	Very good (5)
The above mentioned methods of verifying the achievement of the intended effects Education was assessed Percentage system	60%	71%	80%	87%	95%
Point system	30	35	40	45	50

**SYLLABUS**  
**1<sup>st</sup> Year Bachelor in Nursing**

I  
General  
information

**1 Name of training module**

Biochemistry and Biophysics

**2 Name of unit running the module)**

Faculty of Health Sciences and Social Sciences  
Department of Health, Department of Nursing

**3 Kod modulu**  
12.6 I 1/1 A004

**4 Group content training**  
Basic content group

**5 Module type**  
obowiązkowy

**6 Level of study**  
First degree studies

**7 Number of ECTS credits**  
2

**8 Level of subject**  
basic

**9 Year of study, semester**

Year 1<sup>st</sup> – semestr  
1<sup>st</sup>

**10 Number hours in semesetr**

*Lec. Ex.. Tut. Sem. Proj.*

**11 Number hours in week**

*Lec. Ex.. Tut. Sem. Proj.*

**15**

**30**

**1**

**2**

**12 Language of lecture:** English

**13 Teachers:**

Ewa Pawłowicz, Ph.D. mail: e.pawlowicz@dydaktyka.pswbp.pl, Andrzej Misiejuk PhD

IDetails

**14 Prerequisites**

1. Knowledge of physics material covered by the curriculum in high school, with special emphasis on the laws, definitions and units in the SI
2. Basics of human biology, physical chemistry, inorganic and organic chemistry.
3. Correct accounting calculations.

**15 Subjects aim**

- C1 Student acquaintance with rights and concepts enabling a biophysical description of the processes taking place in the organism, the effects of selected physical factors on the organism and the physical basis of methods used in diagnostics and therapy.
- C2 Characterization of basic issues in descriptive and dynamic biochemistry of biochemical processes occurring in the living organism at the molecular level and explanation of biochemical indicators and their changes in some diseases
- C3 Introduction of students with the principles of occupational safety and health and the regulations of the Laboratory of Bio-Physics and Biochemistry, basic laboratory techniques, basic equipment, as well as the methodology of experimental work

(description of conducted research, the rule of reasoning based on simple problems of Biochemistry and Biophysics)

**16** Effects of education on knowledge, skills and social competences

No.	The student who passed the course can:	Reference to objectives of the subject
A.W6. A.W7. A.W23.	explains physical and chemical sensory actions which apply physical information media (sound and electromagnetic waves) defines physical bases for invasive and non-invasive imaging knows major side effects of medicines, including results of their interaction, and knows the procedure on reporting side effects of medicines;	C1
A.U7. A.U17.	applies the laws of physics to describe issues in the field of biology of cell, tissue and physiological processes, in particular, to explain the impact of the following factors on a human organism: temperature, gravitation, pressure, electromagnetic field and ionizing radiation evaluates the risk of a dose of ionizing radiation and applies principles of radiological protection	C1
A.W9. A.W13.	differentiates the composition of amino-acids, nucleosides, monosacharyds, carboxylic acids and their derivatives which are contained in macromolecules present in cells, extracellular matrix and body fluids; differentiates vitamins; lists digestive enzymes, explains basic defects of digestive enzymes and defines consequences of their disorders	C2
A.U3.	anticipates the direction of biochemical processes in particular clinical conditions	C2
D.K2.	systematically enhances professional knowledge and shapes skills with the pursuit for professionalism	C1-C3

**Program content**

	Form of classes - lecture	number of hours	Reference to learning outcomes for the subject
L1	Light. Biophysics of the vision process.	1	A.W6. A.W23. A.U7.
L2	Acoustic waves. Biophysics of the sense of hearing.	1	A.W6. A.W23.
L3	The effect of electric current on living organism and its application in medicine.	2	A.W6. A.U7.

	Electrical shock.		
L4	Effect of electromagnetic field on living organism and application in medicine. Physical basics of diathermy.	1	A.W6. A.W7. A.U7.
L5	Use of light sources in medicine. Application of lasers.	2	A.W6. A.W7. A.U17.
L6	Ultrasounds in medicine. USG	1	A.W7.
L7	Physical methods of tissue imaging. (CT, NMR, PET)	2	A.W7.
L8	Biochemistry, molecular biology and organic chemistry. Biological basis of the integrity of the human body. Overview and general characteristics of the major biochemical compounds in the human body. Anabolic and catabolic processes Biochemistry and medicine.	1	A.W9 A.W13 A.U3 D.K2
L9	Composition and function of amino-acids and proteins.	1	A.W9 A.W13 A.U3 A.U18 D.K2
L10	Structure of enzymes, mechanism of action and regulation; digestive enzymes, basic defects of digestive enzymes and consequences of their disorders	1	A.W9 A.W13 A.U3 D.K2
L11	Structure and function of carbohydrates, specially monosacharyds. Structure and function of nucleic acids.	1	A.W9 A.W13 A.U3 D.K2
L12	Structure and function of lipids. Composition of vitamins and their function in the human body.	1	A.W9 A.W13 A.U3 D.K2
	<b>Totality hours</b>	<b>15</b>	
	<b>Form of clases - laboratories</b>	<b>liczba godzin S</b>	<b>odniesienie do efektów kształcenia dla przedmiotu</b>
Lab.1	Introduction to laboratory, Rules of occupational safety and hygiene BHP, laboratory regulations.	1	A.U18 A.U.19 D.K2
Lab.2	Convert units of physical quantities.	1	A.U18 A.U.19 D.K2
Lab.3	Measurement errors.	2	A.U18

			A.U.19 D.K2
Lab.4	Observation of images and defects of projections in the eye model.	2	A.W6. A.W23. A.U7.
Lab.5	Electrical signals generated in the human body – EKG.	2	A.W27. A.U7
Lab.6	Determination of resistance, conductivity of relative electrolyte.	2	A.W6. A.W23. A.U7.
Lab.7	Determination of the threshold of audibility of the human ear	2	A.W6. A.W23. A.U7.
Lab.8	Application of an oscilloscope for measuring voltage parameters.	2	A.W27. A.U7 A.U17.
Lab.9	Determination of solution concentration.	2	A.U18 A.U.19 D.K2
Lab.10	Chromatography of amino-acids. Quantitative determination of proteins.	2	A.W9 A.W13 A.U3A.U18 A.U.19 D.K2
Lab.11	Detection of enzymes. Analysis of physicochemical properties of enzymes.	2	A.W9 A.W13 A.U3A.U18 A.U.19 D.K2
Lab.12	Detection of nucleic acids components.	2	A.W9 A.W13 A.U3A.U18 A.U.19 D.K2
Lab.13	Qualitative analysis of carbohydrates	2	A.W9 A.W13 A.U3A.U18 A.U.19 D.K2
Lab.14	Qualitative analysis of lipids.	2	A.W9 A.W13 A.U3A.U18 A.U.19 D.K2
Lab.15	Spectroscopic analysis of the biochemical compounds.	3	A.W9 A.W13 A.U3A.U18 A.U.19 D.K2
<b>Totality hours</b>		<b>30</b>	

### 18 Didactic tools / methods

- N1. Lecture - multimedia projector, computer
- N2. Laboratory of biophysics and biochemistry
- N3. Exercise-room computers, special software
- N4. UV-Vis Spectrophotometer

### 19 Methods of evaluation (F - forming, P - summary)

- F1. Evaluation of current preparation for laboratory classes and activities during the course - Continuous assessment  
Include the theoretical part of the biochemical analysis reports in each lab  
Development of the results of performed biochemical analyzes - part of the

experimental final report of each laboratory exercise	
P1.	Final test of lecture and laboratory material and recommended basic literature
<b>20 Student work load</b>	
form of activity	Average number of hours to complete the activity
	S
Contact hours with the teacher during the course	45
Individual student work	20
<b>Totality</b>	<b>65</b>
<b>TOTAL NUMBER OF ECTS POINTS FOR SUBJECT</b>	<b>2</b>
<b>21 Basic and supplementary literature</b>	
1	Gerhard Meisenberg & William H. Simmons; Principles of Medical Biochemistry, 4th Edition; Elsevier 2017
2.	Murray R. K., Granner D. K., Rodwell V. W., <i>Biochemia Harpera ilustrowana</i> , Wydawnictwo Lekarskie PZWL, Warszawa 2015
3	Kączkowski J., <i>Podstawy biochemii</i> , Wydawnictwo N-T, Warszawa 2015
4.	Bańkowski E., <i>Biochemia, podręcznik dla studentów studiów licencjackich i magisterskich</i> , MedPharm, Wrocław, 2014
5	Berg J. M., Tymoczko J. L., Stryer L., <i>Biochemia - krótki kurs</i> , PWN, Warszawa 2013
6	Tomaszewski J. J., <i>Diagnostyka laboratoryjna</i> , Wydawnictwo Lekarskie PZWL, Warszawa 2013
7	Pasternak K., <i>Biochemia: dla studentów medycznych studiów licencjackich</i> , "Czelej", Lublin 2013
8	Bańkowski E., <i>Biochemia podręcznik dla studentów uczelni medycznych</i> , Edra Urban & Partner, 2016
<b>Literatura uzupełniająca:</b>	
1.	Bulanda W., <i>Podstawy fizyki środowiska przyrodniczego</i> , Wydawnictwo UMCS, Lublin 2007
2	Koolman J., Röhm K. H., <i>Biochemia: ilustrowany przewodnik</i> , tł. I. Bednarek, Wydawnictwo Lekarskie PZWL, Warszawa 2005

<b>22</b>					
<b>Criteria for assessing the learning outcomes achieved</b>					
	Sufficient(3)	Above sufficient(3,5)	Good (4)	Above good (4,5)	Very good (5)

The above mentioned methods of verifying the achievement of the intended effects Education was assessed Percentage system	60%	71%	80%	87%	95%
Point system	30	35	40	45	50

**METHODS OF VERIFICATION FOR ACHIEVING ACHIEVED EDUCATION EFFECTIVENESS**

*Examples of SUMMARY methods*

***Methods of verification of learning outcomes in knowledge:***

Oral examination (non standardized, standardized, traditional, problematic)

Written exam - student generates / recognizes answer (short structured questions / SSQ / multiple choice test / MCQ / multiple response test)/ MRQ /; match test; T / N test; response test answer)

Open Book Exam

***Methods for verifying the effects of training on skills:***

Practical exam

Mini-CEX (mini-clinical examination)

Realization of the commissioned task Project,

Presentation

***Methods of verification of learning outcomes in the field of social competence / attitudes:***

Prolonged observation by the tutor / tutor

360 ° rating (opinions of teachers, colleagues, patients, other contributors)

Self-assessment (including portfolio)

***EXAMPLES OF FORMING METHODS***

Assessment of student activity during classes

Observation of work on exercises

Assignment of individual activities

Assignment of each exercise

Practical test in scoring system

Assessment of preparation for classes

Discussion during the exercises

Entry into the exercises

Checking knowledge during exercise

Partial credits

Evaluation of conclusions from experiments

Preliminary assessment

A case report

Trying to work

Summary table.

educational outcomes	Objectives of the subject	Program content	Teaching aids	Method of evaluation
A.W6.; A.W7.; A.W23.; A.W27. A.U18.; A.U19. D.K2.	C1	W1-W7 L1-L9	N1-N3	F1, P1
A.U7.; A.U17. A.U18.; A.U19. D.K2.	C1	W1-W7 L1-L9	N1-N3	F1, P1
A.W9.; A.W13. A.U3. A.U18.; A.U19. D.K2.	C2	W8-W12 L10-L15	N1-N4	F1, P1
A.U3. A.U18.; A.U19. D.K2.	C2	W8-W12 L10-L15	N1-N4	F1, P1
A.U18.; A.U19. D.K2.	C3	W1-W12 L1-L15	N1-N4	F1, P1



**SYLLABUS**  
**1st Year Bachelor in Nursing**

**I**  
**General information**

I.

<b>1 Name of training module</b>												
Fundamental of Nursing												
<b>2 Name of the unit running the module</b>												
Faculty of Health Sciences and Social Sciences Department of Health Department of Nursing												
<b>3 Module code</b>			<b>4 Group content training</b>				<b>5 Group content training</b>					
12. 6 I 1/1-2 C001; C002;C003			Learning about the basics of nursing care				obligatory					
<b>6 Level of studies</b>			<b>7 Number of ECTS credits</b>				<b>8 subject of teaching</b>					
First degree studies			<b>P: 3</b> <b>PP:4</b>				basic					
<b>9 Year of study, semester</b>			<b>10 Number of hours per semester</b>				<b>11 Number of hours per week</b>					
1 <sup>st</sup> year, 1 <sup>st</sup> & 2 <sup>nd</sup> sem			<i>Lec..</i>	<i>Ex.</i>	<i>P</i>	<i>PP</i>	<i>Proj.</i>	<i>Lec.</i>	<i>Ex.</i>	<i>P</i>	<i>PP</i>	<i>Proj.</i>
1 <sup>st</sup> year, 2 <sup>nd</sup> sem			-	-	80	120	-	-	-	40	40	

**12 Language of lecture:** English

**13 Language of lecture:**

**IDetails**

**14 Prerequisites**

1. Knowledge of the basics of nursing
2. Basic skills in nursing

**15 Aim of the subject**

- C1 Shaping of selected skills; caring, diagnostic, curative, rehabilitation.
- C2 Shaping activity in solving health problems of patients and attitudes of responsibility for performed occupational activities.

**16 Effects of education on knowledge, skills and social competences**

No.	a student who passed the course:	reference to the aim of the subject
C.U2.	collects information using the methods of interview, observation, direct and indirect measurement (scale), documentation analysis (including analysis of diagnostic tests), physical examination in order to recognize the patient's condition and to give a nursing diagnosis;	C1, C2,
C.U3.	performs diagnostic tests to check ketone bodies and glucose in the blood and in the urine, cholesterol in the blood, as well as	C1, C2,

	other test strips;	
C.U4.	identifies glycaemia using glucose meter	C1, C2,
C.U5.	sets the objectives and plan of sick or disabled patient care	C1, C2,
C.U6.	plans and provides nursing care, together with a sick or disabled patient and his family	C1, C2,
C.U7.	monitors the patient's health at all stages of his stay in a hospital or other healthcare units, inter alia by evaluating vital signs: temperature, pulse, blood pressure, breathing and consciousness, body weight and height;	C1, C2,
C.U8.	assesses a current and final patient's condition and the effectiveness of the nursing care	C1, C2,
C.U9.	store medicines in accordance with applicable standards	C1, C2,
C.U10.	gives patient medication in different ways, according to doctor's written order, and calculates the dose of medication;	C1, C2,
C.U11.	helps the patient in eating, excretion, moving and taking care of personal hygiene	C1, C2,
C.U12.	nourishes the skin, its products and mucous membranes with the use of pharmacological and medical materials, including used therapeutic baths	C1, C2,
C.U13.	selects techniques and ways of applying wound dressing, including the use of a bandage;	C1, C2,
C.U14.	uses various techniques of feeding a patient;	C1, C2,
C.U15.	performs rectal treatments – enema, drip , dry tube into the rectum	C1, C2,
C.U16.	posts a catheter into the bladder , monitors diuresis , removes the catheter , rinses the bladder;	C1, C2,
C.U17.	puts the patient into the bed in therapeutic positions and changes these positions ;	C1, C2,
C.U18.	performs breathing exercises and drainage, inhalation and respiratory tracts degumming;	C1, C2,
C.U19.	performs rubbing , tapping and other techniques of classical massage, active and passive exercises	C1, C2,
C.U20.	provides patient with safe environment	C1, C2,
C.U21.	creates conditions for the patient to sleep and rest	C1, C2,
C.U22.	rinses the eye and the ear,;	C1, C2, C5
C.U23.	connects and supports drip infusion kits	C1, C2,
C.U24.	posts gavage into the stomach and decompresses the contents	C1, C2,
C.U25.	uses anti-inflammatory treatments and cupping glass treatment;	C1, C2,
C.U26.	posts and removes the catheter from the peripheral veins;	C1, C2,
C,U28.	performs pulse oximetry and Capnometry	C1, C2,
C.U29.	assists the physician while performing diagnostic tests: puncture of the abdominal cavity, pleura, collecting bone marrow and lumbar puncture;	C1, C2,
C.U30.	collects the material for laboratory and bacteriological examination tests	C1, C2,
C.U32.	prepares oneself and equipment for instrumentation and changing the dressing on the wound;	C1, C2,
C.U33.	keeps records of nursing care, including nursing history, observation card, the fever card, book reports, card prevention and	C1, C2,

	treatment of bedsores;	
DK10.	shows empathy in relations with a patient and their family as well as with coworkers	C1, C2,

### 17 Program content

	Form of classes - practice	Numer of hours	Reference to the learning effects
P1	Familiarization with the branch, labor code, health and safety regulations. Hygienic and surgical hand washing.	8	C.U20
P2	Toilet in bed, washing head in a lying patient, oral toilet, crotch toilet, rubbing and patting of the patient	8	C.U11,12,19
P3	The empty bed, the bed with the patient, the change of bed linen empty bed and the patient	8	C.U21
P4	Feeding severely ill, indicating and contraindicating gastric gavage, feeding by probe	8	C.U14 C.U 11
P5	Principles of transferring patients with different methods, for bed, armchair, stretcher, trolley, transport	8	C.U11
P6	Indications and contraindications to use drainage and respiratory gymnastics depending on the condition of the patient.	8	C.U18
P7	Use of facilities in individual positioning positions, prevent bedsores (rubbing, patting, massaging areas affected by bedsores, dressing)	8	C.U13, 17,19
P8	Perform simple exercises to improve, perform passive and active exercises.	8	C.U19
P9	Applying compresses and wraps, performing heat and cold treatments.	8	C.U16,15
P10	Recognition of patient health. Applying scales, analyzing medical records. Documentation of nursing activities and effects, diagnosis of nursing. Summary of practical activities.	8	C.U2

**Totality                      80**

	Form of classes – professional practice	Number of hours	Reference to the learning effects
PP1	Collection of blood, urine, faeces, sputum,	8	C.U30

PP2	Performing diagnostic tests (determination of glucose and ketones in blood and urine).	8	C.U3,4
PP3	Getting swabs from the throat and nose,	8	C.U30
PP4	Measure and document blood pressure, heart rate, breathing, temperature, growth and body weight.	8	C.U7,33
PP5	Drug administration for eye, ear, nose, rectal, oral, dermal (adults and children)	8	C.U20
PP6	Venous cannulation, canal protection.	8	C.U23
PP7	Drug administration to the tissue: intramuscular, subcutaneous, intradermal, intravenous, intravenous drip, fluid and medication administration using an infusion pump,	8	C.U10
PP8	Pulse oximetry and capnometry.	8	C.U28
PP9	The use of oxygen therapy, inhalation, bronchial tree toilets,	8	C.U18
PP10	Performing a rectal infusion, enema,	8	C.U15
PP11	Perform catheterization and bladder flushing.	8	C.U16
PP12	Set up daily urine collection and diuresis measurement, urine collection and general testing.	8	C.U16,30
PP13	Putting the stomach into the stomach, gavage and fist feeding, gastric lavage.	8	C.U24,14
PP14	Preparation of the dressing table and change of dressing to a clean and dirty wound. Principles of disinfection of clean and dirty wound	8	C.U13, 32
PP15	Recognition of health status and problems with known methods for nursing diagnosis. Summary of apprenticeship.	8	C.U2
<b>Totally 120</b>			

#### **18 Didactic tools / methods / forms**

1. Study case
2. Exercises
3. Discussion
4. Teaching
5. Show

#### **19 METHODS OF VERIFICATION FOR ACHIEVING ACHIEVED EDUCATION EFFECTIVENESS**

**Examples of SUMMARY methods**

**Methods of verification of learning outcomes in knowledge:**

Oral examination (non standardized, standardized, traditional, problematic)  
 Written exam - student generates / recognizes answer (short structured questions / SSQ / multiple choice test / MCQ / multiple response test)/ MRQ /; match test; T / N test; response test answer)  
 Open Book Exam

**Methods for verifying the effects of training on skills:**

Practical exam  
 Mini-CEX (mini-clinical examination)  
 Realization of the commissioned task Project,  
 Presentation

**Methods of verification of learning outcomes in the field of social competence / attitudes:**

Prolonged observation by the tutor / tutor  
 360 ° rating (opinions of teachers, colleagues, patients, other contributors)  
 Self-assessment (including portfolio)

**EXAMPLES OF FORMING METHODS**

Assessment of student activity during classes  
 Observation of work on exercises  
 Assignment of individual activities  
 Assignment of each exercise  
 Practical test in scoring system  
 Assessment of preparation for classes  
 Discussion during the exercises  
 Entry into the exercises  
 Checking knowledge during exercise  
 Partial credits  
 Evaluation of conclusions from experiments  
 Preliminary assessment  
 A case report  
 Trying to work

**20 Student work load**

Activity form	Average number of hours to complete the activity	
	S	NS
Contact hours with the teacher	200	
Work without supervision of the teacher	30	
Individual student work	40	
<b>Totality</b>	<b>270</b>	
SUMARYCZNA LICZBA PUNKTÓW ECTS DLA PRZEDMIOTU	<b>7</b>	

**21 Literature**

1. Patricia A. Potter & Anne Griffin Perry & Patricia Stockert & Amy Hall; Fundamentals of Nursing, 9th Edition; Mosby 2017
2. Betty J. Ackley & Gail B. Ladwig & Mary Beth Flynn Makic; Nursing Diagnosis Handbook, 11th Edition; Elsevier, 2016
3. Anne Griffin Perry & Patricia A. Potter & Wendy Ostendorf; Clinical Nursing Skills and Techniques, 9th Edition; Mosby 2017

4	Ślusarska B., Zarzycka D., Zahradniczek K. (red.): Podstawy pielęgniarstwa. Tom I i II Wydawnictwo Czelej, Lublin 2013.
5	Zahradniczek K. (red.): Pielęgniarstwo. Podręcznik dla studiów medycznych. PZWL, Warszawa 2007.
6	Dison N.: Technika zabiegów pielęgniarstkich. PZWL, Warszawa 2005.
7	Ślusarska B., Zarzycka D., Zahradniczek K. (red.): Podstawy pielęgniarstwa. Podręcznik dla studentów i absolwentów kierunków pielęgniarstwo i położnictwo. Wydawnictwo Czelej, Lublin 2008.
8	Chrzęszczewska A. Bandażowanie. PZWL, 2010
9	Pielęgniarstwo transkulturowe. Podręcznik dla studiów medycznych. PZWL, 2009.
10	Ciechaniewicz W., Grochans E., Łos E.: Wstrzyknięcia śródskórne, podskórne, domięśniowe i dożylnie. PZWL, Warszawa 2007.
11	Kózka M. Płaszewska-Żywko L. Diagnozy i interwencje pielęgniarstkie. Podręcznik dla studentów medycyny. PZWL, 2009
<b>Magazine</b>	
1	Magazyn Pielęgniarki i Położnej.
2	Zdrowie Publiczne.
3	Pielęgniarstwo XXI wieku.
4	Służba Zdrowia.
5	Pielęgniarka 2000.

22

**Criteria for assessing the learning outcomes achieved**

	Sufficient (3)	Above sufficient (3,5)	Good (4)	Above good (4,5)	Very good (5)
The above mentioned methods of verifying the achievement of the intended effects Education was assessed Percentage system	60%	71%	80%	87%	95%
Point system	30	35	40	45	50



**SYLLABUS**  
**1st Year Bachelor in Nursing**

**I General Information**

I.

**1 Name of training module**

GENETICS

**2 Name of the unit guiding the module**

Faculty of Medical Science and Social Sciences  
Department of Health,  
Department of Nursing

**3 Code of module**  
12.6 I 1/1 A001

**4 group of learning content**  
Basic Science

**5 type of the module**  
obligatory

**6 level of study**  
First degree study

**7 Number of ECTS credits**  
3

**8 Level of the subject** basic

**9 Level of the subject** elementary

**10 Number of hours per semester**

**11 Number of hours per week**

	<i>Lec.</i>	<i>Ex.</i>	<i>Lab.</i>	<i>Sem.</i>	<i>proj.</i>	<i>Lec.</i>	<i>Ex.</i>	<i>Lab.</i>	<i>Sem.</i>	<i>proj.</i>
full-time study 1 <sup>st</sup> year, 1 <sup>st</sup> sem	15	15				1	1			

**12 language of lecture:** English

**13 Teachers:** lek. med. Jakub Mitura

**IDetails**

**14 Prerequisites**

1. Knowledge of basic conceptual categories in biology

**15 Aim of subject**

C1 Familiarization with basic genetic concepts and the history of genetic development

C2 Understanding the molecular basis and mechanisms of inheritance in man

C3 Prepare students to understand the causes of variability of organisms

C4 To learn the basics of the inheritance of some diseases occurring in humans

C5 Familiarize students with various possibilities of practical use of genetics

**16 Effects of education on knowledge, skills and social competences**

**The student who passed the course can:**

**reference to  
objectives of the  
subject**

AW10 describes the functions of human genome, transcriptome and

C1, C2



	proteome as well as basic conceptions of regulation of gene expression, including epigenetic regulation.	
AW11	. discusses the composition of chromosomes and basic molecular mutagenesis; knows metabolic profiles of basic organs	C2, C3, C4
AW12	lists the principles of inheritance of different number of genetic traits, the inheritance of quantity traits, independent inheritance and extranuclear inheritance	C2
AU13	applies the knowledge on genetically conditioned diseases in taking preventive measures against cancer and in pre-natal diagnosing	C5

### 17 Program content

	Form of classes - lectures	Number of hours	reference to learning outcomes
Lec.1	Introduction to genetics: explanation of basic terms.	1	AW10
Lec.2	Classical genetics: Mendel's laws.	1	AW12
Lec.3	Chromosomal theory of inheritance. Genomic cooperation: Morgan's theory of inheritance. Epistasis, penetration and expression, polygens, pleiotropy and complementation.	1	AW12
Lec.4	Cytogenetics: metaphasal chromosome structure, normal human karyotype. Sex chromosomes. Barrs and Y body.	1	AW11
Lec.5	Prokaryotic genomes: bacterial chromosome, prokaryotic genes, plasmide types, transposons.	1	AW11
Lec.6,7,8	Types and variants of inheritance in human: monogenic (Autosomal Dominant and recessive, X- and Y-linked), polygenic, multifactorial inheritance.	3	AW12
Lec.9	Blood groups: ABO system and its characteristic, Rh system. Serological conflict.	1	AW12
Lec.10 i 11	Variability of organisms: phenotypic variability, generative recombinant, generative-mutational (mutations).	2	AW11
Lec.12 i 13	Basis of inheritance in some diseases: gene mutations, structural aberrations, numeric mutations – clinical examples.	2	AW11
Lec.14	Developmental genetics: changes in gene expression in embryonic development, homeotic genes.	1	AW12
Lec.15	Genetic bases of immunity: inherited immune deficits, main histocompatibility complex.	1	AW12
<b>Tootality</b>		<b>15</b>	

	<b>Form of classes - exercices</b>	<b>Number of hours</b>	<b>reference to learning outcomes</b>
Ex.1i 2	Nucleic acids – structure and function. Procaryota and Eucaryota. DNA replication. RNA – structure and forms of natual RNA.	2	AW10
Ex.3 i 4	Primary gene function: genes structure and classification, genetic code charactestic, transcription and translation.	2	AW10
Ex.5	Genes' expression regulation: operon's regulation system, lactose operon as an example of inductive system, histidine operon as a repressive system example.	1	AW10
Ex.6	Mitosis: chromosomes in human, interphase, mitosis, cell cycle regulation.	1	AW11
Ex.7	Meiosis: I i II meiotic phase. Nondysjuntion.	1	AW11
Ex.8 i 9	Genetic engineering: restriction enzymes, vectors.	2	AW10
Ex. 10	Genetic counseling: purpose and target, prenatal diagnostics (chorionic villus biopsy, amniopunction chordocentesis, fetoscopy, ultasonography).	1	AU13
Ex. 11	Gene therapy: types, methods of injecting genes into cells, trias in human. Gene therapy in cancer.	1	AU13
Ex. 12	Biotechnology main purposes, transgenic plants and animals, cloning:	1	AU13
Ex. 13	Behavioral genetics: inheritance of intelligence and personality, influence of mutations and aberrations on behaviour, addictions, criminality.	1	AU13
Ex.14	Genetic and environmental causes of neoplastic mutations. Molecular biology of neoplasms. Protooncogenes and oncogenes. Biologic oncogenic factors. Suppressor genes' mutations. Physical and chemical cancerogenesis. Aging and cancerogenesis.	1	AU13
Ex.15	Final test.	1	AW10, AW11,AU13
	<b>Totality</b>	<b>15</b>	
	<b>Form of classes – work without supervision teacher</b>	<b>Number of hours</b>	<b>reference to learning outcomes</b>
S1	Genetics – ethics and law.		A.W.10
S2	Gene elimination and insertion: knock-out and knock-in.		A.W.10, A.W.11, A.W.12
S3	Cloning of Animals, therapeutic cloning. Consequences in society, ethics and law.		A.W.10, A.W.11, A.W.12

S4	Bioinformatics and Internet usage in genetics.	A.W.10, A.W.11, A.W.12
S5	Molecular biology in genetic diseases.	A.W.10, A.W.11, A.W.12
suma godzin 15		

### 18 Didactic tools / methods / forms

1. Multimedia presentations
2. Lectures
3. Paper
4. Didactic films
5. Discussion

### 19 METHODS OF VERIFICATION FOR ACHIEVING ACHIEVED EDUCATION EFFECTIVENESS

#### *Examples of SUMMARY methods*

#### *Methods of verification of learning outcomes in knowledge:*

Oral examination (non standardized, standardized, traditional, problematic)

Written exam - student generates / recognizes answer (short structured questions / SSQ / multiple choice test / MCQ / multiple response test)/ MRQ /; match test; T / N test; response test answer)

Open Book Exam

#### *Methods for verifying the effects of training on skills:*

Practical exam

Mini-CEX (mini-clinical examination)

Realization of the commissioned task Project, Presentation

#### *Methods of verification of learning outcomes in the field of social competence / attitudes:*

Prolonged observation by the tutor / tutor

360 ° rating (opinions of teachers, colleagues, patients, other contributors)

Self-assessment (including portfolio)

#### **EXAMPLES OF FORMING METHODS**

Assessment of student activity during classes

Observation of work on exercises

Assignment of individual activities

Assignment of each exercise

Practical test in scoring system

Assessment of preparation for classes

Discussion during the exercises

Entry into the exercises

Checking knowledge during exercise

Partial credits

Evaluation of conclusions from experiments

Preliminary assessment

A case report

Trying to work

**20 Student work load**

Activity form	Average number of hours to complete the activity	
	S	NS
Contact hours with the teacher	30	
Work without supervision of the teacher	15	
Individual student work	30	
<b>Totality</b>	<b>75</b>	
TOTAL NUMBER OF ECTS POINTS FOR SUBJECT	<b>3</b>	

**21 Literature**

1. Lynn B. Jorde & John C. Carey & Michael J. Bamshad; **Medical Genetics, 5th Edition**; Elsevier 2016
2. Drewa G., Ferenc T.(red.) Genetyka medyczna – podręcznik dla studentów i lekarzy. Wydawnictwo Medyczne Urban&Partner, Wrocław 2013
3. Tobias E., Connor M., Ferguson-Smith M.: Genetyka Medyczna; Wydawnictwo Lekarskie PZWL 2013

**22****Criteria for assessing the learning outcomes achieved**

	Sufficient (3)	Above sufficient (3,5)	Good (4)	Above good (4,5)	Very good (5)
The above mentioned methods of verifying the achievement of the intended effects Education was assessed Percentage system	60%	71%	80%	87%	95%
Point system	30	35	40	45	50

**SYLLABUS**  
**1st Year Bachelor in Nursing**

**I**  
**General information**

<b>1 Nazwa modułu kształcenia</b> Internal diseases and nursing in internal diseases			
<b>2 Name of the unit running the module</b> Department of Health Sciences and Social Sciences, Department of Health, Department of Nursing			
<b>3 Module code</b> 12.6 I 1/2D002;	<b>4 Group of learning content</b> Science in specialist care		<b>5 Module type</b> obligatory
<b>6 Level of studies</b> 1st degree studies	<b>7 Number of ECTS credits</b> 4		<b>8 Item level</b> Intermediate
<b>9 Year of study, semester</b>	<b>10 Number of hours per semester</b>		
	<i>Lec.</i>	<i>Ex.</i>	<i>Work without teacher</i>
1 <sup>st</sup> year, 2 <sup>nd</sup> semester	<b>11 Number of hours per week</b>		<i>Indyvidual students work.</i>
	<i>Lec.</i>	<i>Ex.</i>	<i>Work without teacher</i>
			<i>Indyvidual students work.</i>
	4	45	15
	0		20
			3
			3
<b>12 Language of lecture:</b> English			
<b>13 Teachers:</b> Justyna Paszkiewicz Ph.D			

**IDetails**

**14 Prerequisites**

1. Knowledge of anatomy, human physiology, pathology, nursing, ethics, psychology,

**15 Aim of subject**

- C1 Providing students with the knowledge they need to care for the patient with internal organs diseases.
- C2 To familiarize students with the bio-psycho-social causes and symptoms of somatic diseases.
- C3 To familiarize students with the consequences of somatic diseases.
- C4 To familiarize students with the diagnostic methods of somatic diseases.

**16 Effects of education on knowledge, skills and social competences**

<b>No.</b>	<b>Student, who passed subject:</b>	<b>reference to objectives of the subject</b>
D.W3.	explains the pathogenesis, clinical symptoms, course, treatment, prognosis and nursing care in diseases: cardiovascular ( heart blood vessels), respiratory system, nervous system, gastrointestinal tract (stomach, intestine , large glands), liver, pancreas, urinary tract ( kidney and bladder), bone and joint system, muscle, endocrine and blood;	C1,C2,C3,C4
D.W4.	knows the rules of evaluation of the patient depending on the age;	C1,C2,C3,C4
D.W5.	knows the rules of diagnosis in internal, geriatric, surgical, pediatric, neurological, psychiatric, anesthesia, obstetrics – gynecology nursing, and palliative care nursing;	C1,C2,C3,C4
D.W6.	knows the rules of the care planning depending on age and state of health;	C1,C2,C3,C4
D.W7.	knows the rules of preparation, care during and after the tests and diagnostic procedures performed in patients of all ages and health conditions;	C1,C2,C3,C4
D.W.8	characterizes a group of medicines and their effects on systems and organs of a patient in a variety of disorders, depending on the age and health condition, including side effects, interactions with other drugs and routes of administration;	C1,C2,C3,C4
D.W10	knows the rules of preparing the patient for self-care , depending on their age and health condition;	C1,C2,C3,C4
D.W.5 2	knows types of diagnostic tests and possesses knowledge in the range of their orders	C1,C2,C3,C4
D.U.1	collects information, formulates a nursing diagnosis, determines the objectives and a plan of care, implements nursing interventions performs evaluation of care;	C1,C2,C3,C4
D.U.3	offers counseling in the field of self-care of patients of different age and state of health, for developmental defects, disease and addiction	C1,C2,C3,C4
D.U.4	motivates a patient and their caregivers to enter social support groups;	C1,C2,C3,C4
D.U.5	conducts prevention of complications in the course of diseases;	C1,C2,C3,C4
D.U.12	prepares patients for diagnostic tests in physical and mental terms	C1,C2,C3,C4
D.U.13	documents the health situation of the patient, the dynamics of change and provided nursing	C1,C2,C3,C4
D.U.24	leads bedside rehabilitation and improvement of a patient movement and activation by using occupational therapy elements	C1,C2,C3,C4

D.U.26	conducts, documents and evaluates the patient's fluid balance	C1,C2,C3,C4
D.U.27	assists a physician during a diagnostic and therapeutic examination	C1,C2,C3,C4
D.K.1	respects dignity and autonomy of a person entrusted to them for care keeping;	C1,C2,C3,C4
D.K.2	systematically enhances professional knowledge and shapes skills with the pursuit for professionalism	C1,C2,C3,C4
D.W.5 2	knows types of diagnostic tests and possesses knowledge in the range of their orders	C1,C2,C3,C4
D.U.34	can recognise the indications to perform specific diagnostic tests and is able to issue a referral for specific diagnostic tests;	C1,C2,C3,C4
C.U.69	possesses skills to choose foodstuffs intended for particular nutritional use and skills to issue prescriptions for foodstuffs intended for particular nutritional use necessary for continuation of treatment in the range of medical orders execution, and can provide information on their application;	C1,C2,C3,C4

## 17 Program content

	Form of classes - lectures	Number of hours		reference to learning outcomes for the subject
Lec.1	Cardiovascular diagnostic studies.	1	-	D.W.5, 7 D.U.34 D.W.52
Lec.2	Cardiovascular diseases: acute circulatory and circulatory failure, acute coronary syndromes. Care and treatment	4	-	D.W.3,8,4, 6
Lec.3	Hypertension, coronary heart disease, heart defects. Care and treatment	2	-	D.W.3,8,4, 6
Lec.4	Congenital heart defects and acquired hearts, heart valve defects. Care and treatment management	2	-	D.W.3,8,4, 6
Lec.5	Heart arrhythmia. Care and treatment management	3	-	D.W.3,8,4, 6
Lec.6	Diagnostic examination of the respiratory system.	1	-	D.W.5,7 D.U.34 D.W.52
Lec.7	Inflammatory diseases of the upper and lower respiratory tract, pulmonary tuberculosis, respiratory failure, COPD, bronchial asthma. Care and treatment management	3	-	D.W.3,8,4, 6
Lec.8	Diagnosis of the urinary tract	1	-	D.W.5,7 D.U.34 D.W.52
Lec.9	Diseases of the urinary system, inflammation of the urinary tract and	3	-	D.W.3,8,4, 6

	kidneys (inflammation of the kidney pelvis and urinary bladder, glomerulonephritis, acute and chronic renal failure Treatment-care management			
Lec.10	Dialysis and hemodialysis.	2	-	D.W.3,9
Lec.11	Diagnostic examination of digestive system.	1	-	D.W.5,7 D.U.34 D.W.52
Lec.12	Gastrointestinal diseases: gastric and duodenal ulcer, acute and chronic pancreatitis, cirrhosis of the liver, ulcerative colitis Medicinal and therapeutic management	3	-	D.W.3,8,4, 6
Lec.13	Diagnostic study of endocrine system.	1	-	D.W.5,7
Lec.14	Diseases of the metabolic system: diabetes, thyroid disease, pituitary disease. Care and treatment management	3	-	D.W.3,8,4, 6
Lec.15	Complications of diabetes	2	-	D.W.3
Lec. 16	Educate the patient with diabetes	1		D.W.10
Lec.17	Diagnostic examination of the musculoskeletal and joint system.	1	-	D.W.5,7 D.U.34 D.W.52
Lec.18	Rheumatoid diseases and rheumatoid diseases: RZS ZZSK, osteoporosis, rheumatic disease. Care and treatment management	2	-	D.W.3,8,4, 6
Lec.19	Diagnostic examination of the hematopoietic system.	1	-	D.W.5,7 D.U.34 D.W.52
Lec. 20	Hematopoietic diseases: leukemia, anemia, myelodysplastic syndrome, haemorrhagic disease.	3	-	D.W.3,8,4,6
Totality		<b>40</b>	-	-
	<b>Form of classes - exercices</b>	<b>Number of hours</b>		<b>reference to learning outcomes for the subject</b>
Ex.1	Nurse, as a member of the therapeutic team. Nurse participation in patient hospitalization	2		D.U.26
Ex.2	The role of a nurse in the preparation of a patient for cardiovascular system diagnostics	1		D.W.7,D.U.12, 27



Ex.3	Recognize and address the current and potential problems of patients with cardiovascular disease	4		D.U.1,28, D.K.1
Ex.4	The role of the nurse in the preparation of the patient for diagnostic examination of the respiratory system	1		D.W.7,D.U.12, 27
Ex.5	Recognize and address current and potential problems of patients with respiratory diseases.	3		D.U.1,28, D.K.1
Ex.6	Role of nurse in lung physiotherapy	2		D.U.5
Ex.7	The role of the nurse in the preparation of the patient for diagnostic examination of the digestive system	1		D.W.7,D.U.12, 27
Ex.8	Recognizing and solving current and potential problems of patients with digestive system diseases.	3		D.U.1,28, D.K.1 C.U.69
Ex.9	The role of a nurse in the preparation of a patient for diagnostic examination of the urinary tract	1		D.W.7,D.U.12, 27
Ex.10	Recognizing and solving current and potential problems of patients with urinary tract diseases.	4		D.U.1,28, D.K.1
Ex.11	Care for a patient with chronic renal failure Patient dialysis.	3		D.W.3
Ex.12	The role of a nurse in the preparation of a patient for diagnostic hematology	1		D.W.7,D.U.12, 27
Ex.13	Recognition and resolution of current and potential problems of patients with hematologic diseases	4		D.U.1,28, D.K.1 C.U.69
Ex.14	Recognizing and solving current and potential problems of patients with endocrine disease.	4		D.U.1,28, D.K.1
Ex.15	Educate the patient with diabetes mellitus	2		D.W.3,5, 10
Ex.16	Participation of nurses in solving patient problems with: rheumatoid arthritis, Ankylosing spondylitis, osteoporosis	4		D.U.1,28, D.K.1
Ex.17	The role of a nurse in the treatment and preparation of a sick person with disabilities	3		D.U.3, 4, D.W.10
Ex.18	Nursing the patient dying	2		D.U.13 C.U.69
<b>Toatality</b>		<b>45</b>		
	<b>Form of classes – work without teacher</b>	<b>Numer of hours</b>		<b>reference to learning outcomes for the subject</b>
S 1	Principles of cardiological rehabilitation. Types of rehabilitation and the role and	1	-	D.U.5, D.U.24

	tasks of the nurse in cardiological rehabilitation			
S 2	The role of a nurse in patient care with cardiomyopathy	1		D.U.1
S3	The role of nurses in educating patients in the prevention of cardiovascular diseases.	1		D.W.3,5, 10
S4	Rules of blood transfusion and blood products. Indications, contraindications, and transplantation complications.	2	-	D.U.27
S5	Regulatory Regarding Transplantology. Principles of preparation of patients for renal transplant - nursing tasks	2	-	D.K.2
S6	Nursing a patient with lung cancer. The role and task of nurses in preventing cancer	1	-	D.U.5
S7	Nursing the patient with metabolic syndrome	2		D.U.1
S8	Nurse's tasks towards a patient with hepatitis	1		D.U.5
S9	Nursing a patient with rheumatic disease	1		D.U.1
S10	Nursing care for a patient with systemic lupus erythematosus, systemic sclerosis.	2		D.U.1
S11	Nursing care for patients with hyperthyroidism and hypoparathyroidism.	1		D.U.1
	<b>Totality</b>	<b>15</b>		

### 18 Didactic tools / methods / forms

1. Lectures
2. Information leaflets
3. Show movies
4. Multimedia Shows
5. Sample test results
6. Case study

### 19 METHODS OF VERIFICATION FOR ACHIEVING ACHIEVED EDUCATION EFFECTIVENESS

#### *Examples of SUMMARY methods*

#### ***Methods of verification of learning outcomes in knowledge:***

Oral examination (non standardized, standardized, traditional, problematic)  
 Written exam - student generates / recognizes answer (short structured questions / SSQ / multiple choice test / MCQ / multiple response test)/ MRQ /; match test; T / N test; response test answer)  
 Open Book Exam

#### ***Methods for verifying the effects of training on skills:***

Practical exam  
 Mini-CEX (mini-clinical examination)

Realization of the commissioned task Project,  
Presentation

**Methods of verification of learning outcomes in the field of social competence / attitudes:**

Prolonged observation by the tutor / tutor

360 ° rating (opinions of teachers, colleagues, patients, other contributors)

Self-assessment (including portfolio)

**EXAMPLES OF FORMING METHODS**

Assessment of student activity during classes

Observation of work on exercises

Assignment of individual activities

Assignment of each exercise

Practical test in scoring system

Assessment of preparation for classes

Discussion during the exercises

Entry into the exercises

Checking knowledge during exercise

Partial credits

Evaluation of conclusions from experiments

Preliminary assessment

A case report

Trying to work

**20 Student work load**

Activity form	Average number of hours to complete the activity	
	S	NS
Contact hours with the teacher	85	-
Work without supervision of the teacher	15	-
Individual student work	20	-
<b>Totality</b>	<b>120</b>	-
<b>TOTAL NUMBER OF ECTS POINTS FOR SUBJECT</b>	<b>4</b>	-

**21 Literature**

1	Dennis L. Kasper, Anthony S. Fauci, Stephen L. Hauser, Dan L. Longo, J. Larry Jameson, Joseph Loscalzo; <b>Harrisons Manual of Medicine, 19th Edition ISE</b> ; McGraw-Hill Medical , 2017,
2	Gajewski P.(pod red.); Interna Szczeklika – mały podręcznik; Copyright Medycyna Praktyczna <b>Kraków</b> 2016/17
3	Jurkowska G.; Łagoda K.; Pielęgniarstwo internistyczne. Podręcznik dla studiów medycznych.; Wydawnictwo Lekarskie PZWL, Warszawa 2011
4	Pączek L. Mucha K., Froncewicz B (red.): Choroby wewnętrzne. Podręcznik dla studentów pielęgniarstwa i położnictwa. Wydawnictwo Lekarskie PZWL. Warszawa, 2009.
5	Gajewski P, Szczeklika A. Interna Szczeklika 2016. Podręcznik chorób wewnętrznych .Med. Prakt. Copyright Medycyna Praktyczna. Kraków 2016.

6	Kaszuba D.; Nowicka A.; Pielęgniarstwo kardiologiczne. Podręcznik dla studiów medycznych; Wydawnictwo Lekarskie PZWL, Warszawa 2011
7	Ackley J.B.; Ladwig B.G.; Podręcznik diagnoz pielęgniarstkich; Elsevier 2011
n...	

## 22.Criteria for assessing the learning outcomes achieved

	Sufficient (3)	Above sufficien t(3,5)	Good (4)	Above good (4,5)	Very good (5)
The above mentioned methods of verifying the achievement of the intended effects Education was assessed Percentage system	60%	71%	80%	87%	95%
Point system	30	35	40	45	50

**SYLLABUS**  
**1st Year Bachelor in Nursing**

general  
information

**1 Title of the course**

Microbiology and parasitology

**2 Name of University Department**

Faculty of Health Sciences and Social Sciences  
Department of Health  
Department of Nursing

**3** Module code  
12.6 I 1/1 A005

**4** Group of training content  
Basic science

**5** Module type  
obligatory

**6** Level of studies  
1st degree studies

**7** Number of ECTS credits  
3

**8** Course level  
*basic*

**9** Year of study,  
**semester**

**10** Number of hours per semester

**11** Number of hours per week/  
month -9

<i>I year – semester I – winter</i>	<i>lectur e.</i>	<i>Clas s.</i>	<i>Lab.</i>	<i>Sem.</i>	<i>Proj.</i>	<i>lectur e.</i>	<i>clas s.</i>	<i>Lab.</i>	<i>Sem.</i>	<i>Proj.</i>
full-time studies	30	30				2	2			

**12** Language of lecture: English

**13** lecturer (lecturers )

Profesor Maria Koziół-Montewka, koziolm@yahoo.com  
Dorota Plewik, PhD

detailed  
information

**14** Prerequisites

1. lack

**15** Purposes and topics of the course

C1 Introduce students to general microbial terminology and the role of microbiology in modern medicine and related sciences.

C2 Familiarize students with types of microorganisms and pathogenic fungi and parasites that cause human infections, their virulence factors and their effective elimination methods.

C3 Developing skills in collection and transportation of clinical materials for microbiological and parasitological testing.

C4 Prepare students to understand main methods used in the diagnosis of infections caused by pathogenic microbes and parasites

C5 Make students aware of the risks associated with the occurrence of bacterial infections and parasitoses in health care and to familiarize them with the methods of minimization and elimination

### 16 Learning outcomes in terms of knowledge, skills and social competence

nr	Upon completion of the course, student should be able to	reference for the purposes of the course
A.W14	Defines the basic concepts of microbiology and parasitology	C1, C2, C4
A.W15	Student differentiates the epidemiology of infection with viruses, bacteria and fungi and parasites, taking into account the geographical extent of their occurrence	C2, C5
A.U5.	Student recognizes the most common human parasites on the basis of their construction and life cycles and disease symptoms.	C2, C3, C5
A.U14.	Classifies microorganisms, including pathogenic microorganisms present in the physiological flora	C2, C3, C5
A.U15	Uses knowledge about the functioning of the parasitic system - the host for the proper treatment of parasitic diseases	C4, C5

### 17 Program content

	form of classes - lectures	number of hours	a reference to the learning outcomes for the course
Lec.1	Morphology and pathogenicity factors of pathogenic microorganisms for humans: bacteria, viruses, fungi.	4	A.W14
Lec.2			A.W15
Lec.3	Epidemiology: reservoir, the source of the infection, the routes of spread of infection	2	A.U14
Lec.4			A.W15
Lec.4	Innate and acquired immunity. Sera and vaccines.	2	A.U5
Lec.5	Disinfection, sterilization. Human and the environment microflora.	2	A.U14
Lec.6			A.W14
Lec.5	Collection, transport of clinical materials for microbiological examination. The order of proceedings in microbiological testin, their importance and application.	2	A.W15
			A.U5
			A.U14
			A.U15

Lec.7	Methods of culture of pathogenic microorganisms. Methods of determining the antibiotic sensitivity.	2		A.W15 A.U14
Lec.8	Methods of direct and indirect detection of microorganisms in a clinical specimen.	2		A.W15 A.U5 A.U14 A.U15
Lec.9	Pathogenic microorganisms that produce spores.	2		A.W15 A.U14
Lec.10 Lec.11	Respiratory tract infections, gastrointestinal tract infections	4		A.W15 A.U5 A.U14 A.U15
Lec.12 Lec.13	Skin, urogenital tract and of nervous system infections	4		A.W15 A.U5 A.U14 A.U15
Lec.14	Fungal infections	2		A.W15 A.U14
Lec.15	Pollution control methods for air, hands and disinfectants,	2		A.W14
<b>Totality</b>		<b>30</b>		
<b>Form of classes-laboratorium</b>		number of hours	a reference to the learning outcomes for the course	
Lab. 1	Introduction to the issues of microbiology and epidemiology of infections. Evolutionary Cell Origin, Cell Theories.	2		A.W14 A.W15
Lab. 2	Aseptic, antiseptic. Disinfection and sterilization - measures used, mechanism and effectiveness. Hygienic and surgical hand disinfection, surface disinfection - practical exercises	2		A.W14 A.W15 A.U14 A.U15
Lab. 3	Principles of collecting and transporting material for microbiological and parasitological examination. Getting swabs from the throat - Practical exercises	2		A.W14 A.W15 A.U5 A.U14 A.U15
Lab. 4	Methods of breeding pathogenic microorganisms, determination of sensitivity to chemotherapeutics Microbial culture of solid media,	2		A.W14 A.U14

	microbiological purity of the surface - practical exercises			
Lab. 5	Construction of prokaryotic and eukaryotic cells	4		A.W14,A.W15,A.U5 A.U15
Lab. 6	Microscopic observation of pathogenic microorganisms and parasites using microbiological preparations - practical exercises			A.W14 A.W15 A.U5 A.U15
Lab. 7	Microscopic observation of pathogenic microorganisms and parasites using microbiological preparations - practical exercises	2		A.W14 A.U14
Lab. 8	Bacteria of the genus Clostridium and Bacillus as examples of pathogenic microorganisms producing spores. Observation of sample microscope preparation - practical exercises	2		A.W15 A.U14
Lab. 9	Viral and bacterial respiratory infections Observation of sample microscope preparation - practical exercises	2		A.W15 A.U14
Lab. 10	Viral and bacterial infections of the digestive system Observation of sample microscope preparation - practical exercises	2		A.W15 A.U14
Lab. 11	Viral and bacterial skin infections, genitourinary system and nervous system Observation of sample microscope preparation - practical exercises	2		A.W15 A.U14
Lab. 12	Fungal infections Characteristics of diseases caused by parasitic parasites: lymphoma, toxoplasmosis - reservoir, routes of infection, diagnosis. Observation of sample microscope preparation - practical exercises	2		A.W15 A.U5 A.U14 A.U15
Lab. 13	Characteristics of diseases caused by nematodes: owl, celiac, trichinosis - reservoir, pathways of infection, diagnostics. Observation of sample microscope preparation - practical exercises	2		A.W15 A.U5 A.U15
Lab.	Characteristics of diseases caused by	2		A.W15 A.U5



14	tapeworms - reservoir, routes of infection, diagnostics. Observation of sample microscope preparation - practical exercises			A.U15
Lab. 15	Conditional relations between the pathogen and the host - summary of the message from microbiology and parasitology	1		A.W15 A.U5 A.U14 A.U15
	Final test	1		
<b>Totality</b>		<b>30</b>		

### 18 Tools / methods / didactic forms

1. lecture
2. presentation
3. discussion

### 19 Methods of evaluation (F - forming, P - summary)

#### *Examples of SUMMARY methods*

#### ***Methods of verification of learning outcomes in knowledge:***

Oral examination (non standardized, standardized, traditional, problematic)  
Written exam - student generates / recognizes answer (short structured questions / SSQ / multiple choice test / MCQ / multiple response test) / MRQ /; match test; T / N test; response test answer)  
Open Book Exam

#### ***Methods for verifying the effects of training on skills:***

Practical exam  
Mini-CEX (mini-clinical examination)  
Realization of the commissioned task Project,  
Presentation

#### ***Methods of verification of learning outcomes in the field of social competence / attitudes:***

Prolonged observation by the tutor / tutor  
360 ° rating (opinions of teachers, colleagues, patients, other contributors)  
Self-assessment (including portfolio)

#### ***EXAMPLES OF FORMING METHODS***

Assessment of student activity during classes  
Observation of work on exercises  
Assignment of individual activities  
Assignment of each exercise  
Practical test in scoring system  
Assessment of preparation for classes  
Discussion during the exercises  
Entry into the exercises  
Checking knowledge during exercise  
Partial credits  
Evaluation of conclusions from experiments  
Preliminary assessment

A case report  
Trying to work

### 20 Student workload

form of activity	the average number of hours to complete activity	
	S	NS
Contact hours with the teacher	60	
Individual student's work	20	
<b>SUM</b>	<b>80</b>	
<b>TOTAL NUMBER OF ECTS POINTS FOR COURSE</b>	<b>3</b>	

### 21 The basic and supplementary books

#### The Basic literature

1. The Short Textbook of Medical Microbiology for Nurses. Satish, Gupte
2. Medical Microbiology for Nurses (Including Parasitology) Jacob Anthi Kood
3. Essentials of Medical Microbiology. Bhatia, Rajesh Ichhpujani R.L.

#### Literatura uzupełniająca:

1. Sherris Medical Microbiology. An Introduction to Infections 4. Ryon
2. Medical Microbiology. Brooks
3. Polish Journal of Microbiology.

### 22. Criteria for assessing the learning outcomes achieved

	Sufficient (3)	Above sufficient (3,5)	Good (4)	Above good (4,5)	Very good (5)
The above mentioned methods of verifying the achievement of the intended effects Education was assessed Percentage system	60%	71%	80%	87%	95%
Point system	30	35	40	45	50

**SYLLABUS**  
1st Year Bachelor in Nursing

**I General Information**

I.

**1 Name of training module**

PATHOLOGY

**Name of the unit guiding the module**

Faculty of Medical Science and Social Sciences  
Department of Health,  
Department of Nursing

**3 Code of module**  
12.6 I 1/1 A006

**4 Main field of study**  
Basic science

**5 type of the module**  
obligatory

**6 level of study**  
First degree study

**7 Number of ECTS credits**  
4

**8 Level of the subject**  
elementary

**9 Year of study**

**10 Number of hours per semester**

**11 Number of hours per week**

	<i>Lec.</i>	<i>Ex.</i>	<i>Lab.</i>	<i>Sem.</i>	<i>Proj.</i>	<i>Lec.</i>	<i>Ex.</i>	<i>Lab.</i>	<i>Sem.</i>	<i>Proj.</i>
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full-time study 1 <sup>st</sup> year, 1 <sup>st</sup> sem	30	30	-	-	-	2	2	-	-	-
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**12 language of lecture:** English

**13 Teachers:** lek. med. Oliwia Bachanek - Mitura

**Informacje szczegółowe**

**14 Prerequisites**

1. Basic knowledge of anatomy and physiology.

**15 Aim of subject**

C1 Learning students with disorders of cells, tissues and organs.

C2 The goal is to prepare for the understanding of causes, mechanisms of development of disease disorders and defensive reactions of humans to harmful external and internal factors as the basis for future teaching of clinical subjects.

**16 Effects of education on knowledge, skills and social competences**

**The student who passed the course can:**

**reference to objectives of the subject**

A.W13. lists digestive enzymes, explains basic defects of digestive enzymes and defines consequences of their disorders C1

A.W19 defines basic concepts in general pathology, including circulatory disturbances, retrogressive changes, progressive C1,C2

	changes, inflammations, cancers	
A.W20.	discusses selected issues in organ pathology of circulatory, respiratory, digestive, urogenital and nervous systems;	C1,C2
A.W21.	lists pathogenic factors, external and internal ones, modifiable and non-modifiable ones.	C1,C2
A.U11.	describes the changes in organism functions in the situation of its homeostasis disorder;	C1,C2
A.U12.	makes relations between the images of tissue and organ injuries and the clinical symptoms of a disease, the interview and the results of diagnostic tests;	C1,C2
A.U16.	estimates a toxicological danger for particular age groups and for different clinical conditions;	C1,C2
D.K2.	systematically enhances professional knowledge and shapes skills with the pursuit for professionalism	C1,C2

Form of classes - lectures		Number of hours	reference to learning outcomes
Lec.1	Pathology as a overstepping of physiologic reaction.	1	A.W.19, D.K.2
Lec.2	Human body – homeostasis.	2	A.U.11, D.K.2
Lec.3	Trauma and its influence on the human organism.	3	A.W.19
Lec.4	Shock – definition and classification.	2	A.W.19 D.K.2
Lec.5	Haemorrhage – pathomechanism and consequences.	2	A.W.19, A., W.20, D.K.2
Lec.6	Haemorrhagic diathesis and thrombosis. Virchow's triad.	2	A.W.19, D.K.2, A.W.20,
Lec.7	Pathogenesis and pathomorphology of neoplasmas.	3	A.W.19, D.K.2
Lec.8	Skin and connective tissue disorders..	2	A.W.19, A.W.20, A.W.21, D.K.2
Lec.9	Musculoskeletal pathology.	2	A.W.19, A.W.20, A.W.21, D.K.2
Lec.10	Cardiovascular pathology.	2	A.W.19, A.W.20, A.W.21, D.K.2
Lec.11	Respiratory system pathology.	2	A.W.19, A.W.20, A.W.21, D.K.2
Lec.12	Gastrointestinal system pathology. Oesophagus, stomach, liver and biliary tracts, small and large bowel.	2	A.W.13, D.K.2 A.W.21
Lec.13	Urinary system pathology.	1	A.W.19, A.W.20, A.W.21, D.K.2
Lec.14	Reproductive system pathology.	2	A.W.19,

			A.W.20, A.W.21, D.K.2
Lec.15	Nervous system pathology.	2	A.W.19, A.W.20, A.W.21, D.K.2
<b>Total hours</b>		<b>30</b>	
	<b>Excercises</b>	<b>Number of hours</b>	<b>reference to learning outcomes</b>
Ex.1	Disturbances in the blood and lymph flow.	3	A.W.20, A.W.21, A.U.12, D.K.2
Ex.2	Blood vessels diseases.	2	A.W.20, A.W.21, A.U.12, D.K.2
Ex.3	Haemopoietic system pathology – bone marrow, blood, lymph nodes.	3	A.W.20, A.W.21, A.U.12 D.K.2,
Ex.4	Pathology of the sight.	2	A.W.21, A.U.12, D.K.2
Ex.5	Inflammation – definition and classification. Acute and chronic inflammation.	2	A.W.19, D.K.2
Ex. 6	Chronic inflammatory diseases – pathomorphology.	3	A.W.21, A.U.12, D.K.2
Ex.7	Metabolic disorders – acidosis, alkalosis, overhydration, dehydration, sepsis, pain.	3	A.W.21, A.U.12, D.K.2
Ex.8	Pathology of alimentation and absorption.	1	A.W.21 , D.K.2
Ex.9	Regressive microscopic pathology. Atrophy, degeneration, necrosis.	2	A.W.19, D.K.2
Ex.10	The overuse of psychostimulants and psychodepressants.	3	A.U. 16, D.K.2
Ex.11	Infectious diseases: Streptococci, Staphylococci, influenza, bird flu, AIDS.	2	A.W.21, A.U.12 D.K.2
Ex.12	Pediatric diseases: Newborns – classification based on body weight and gestational age. Causes of intrauterine growth retardation. Infant respiratory distress syndrome. Duchenn’s dystrophy. Mucoviscidosis.	4	A.W.21, A.U.12, D.K.2
<b>Total hours</b>		<b>30</b>	
	<b>Work without teacher</b>	<b>Number of hours</b>	<b>reference to learning outcomes</b>
S1	Genetic diseases: chromosomal disorders. Autosomal dominant and recessive inheritance. X-/Y-linked diseases.	5	A.W.19, A.W.20, A.W.21
S2	Diabetes, type I and type II.	2	A.W.13
S3	Environmental pathology: nicotine, alcoholism, psychostimulants abuse, doping, obesity, oral contraceptives.	5	A.U.16
S4	Gram(+) infections. Pseudomonas aeruginosa.	4	A.W.19,

	Neisseria gonorrhoeae. Treponema pallidum. Viral respiratory tract diseases. Rubella.		A.W.20, A.W.21
S5	Heart pathology. Congenital heart defects.	4	A.W.19, A.W.20, A.W.21
S6	Heart pathology. Endo- and pericarditis.	5	A.W.19, A.W.20, A.W.21
S7	Sex organs pathology.	5	A.W.19, A.W.20, A.W.21
<b>Total hours</b>		<b>30</b>	

### 18 Didactic tools / methods / forms

1. Lectures
2. Multimedia presentations
3. Demonstration boards

### 19 METHODS OF VERIFICATION FOR ACHIEVING ACHIEVED EDUCATION EFFECTIVENESS

#### *Examples of SUMMARY methods*

#### *Methods of verification of learning outcomes in knowledge:*

Oral examination (non standardized, standardized, traditional, problematic)

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Open Book Exam

#### *Methods for verifying the effects of training on skills:*

Practical exam

Mini-CEX (mini-clinical examination)

Realization of the commissioned task Project,

Presentation

#### *Methods of verification of learning outcomes in the field of social competence / attitudes:*

Prolonged observation by the tutor / tutor

360 ° rating (opinions of teachers, colleagues, patients, other contributors)

Self-assessment (including portfolio)

#### **EXAMPLES OF FORMING METHODS**

Assessment of student activity during classes

Observation of work on exercises

Assignment of individual activities

Assignment of each exercise

Practical test in scoring system

Assessment of preparation for classes

Discussion during the exercises

Entry into the exercises

Checking knowledge during exercise

Partial credits

Evaluation of conclusions from experiments

Preliminary assessment

A case report

Trying to work

20 Student work load					
Activity form	Average number of hours to complete the activity				
	S	NS			
Contact hours with the teacher	60				
Work without supervision of the teacher	30				
Individual student work	30				
<b>Totality</b>	<b>120</b>				
SUMARYCZNA LICZBA PUNKTÓW ECTS DLA PRZEDMIOTU	<b>4</b>				
21 Literature					
<b>Literatura podstawowa:</b>					
<ol style="list-style-type: none"> <li>1. Vinay Kumar, Abul K. Abbas, Jon C. Aster; Robbins Basic Pathology; Elsevier 2017, wyd 10</li> <li>2. Badowska-Kozakiewicz M. A.: Patofizjologia człowieka; PZWL, Warszawa 2013</li> <li>3. Kuruś S.: Patomorfologia. Podręcznik dla licencjackich studiów medycznych.; Wydawnictwo Lekarskie PZWL, Warszawa 2011</li> <li>3. Domagała W., Chosia M., Urańska E., Podstawy patologii”. PZWL Warszawa 2010.</li> </ol>					
22					
Criteria for assessing the learning outcomes achieved					
	Sufficient (3)	Above sufficient (3,5)	Good (4)	Above good (4,5)	Very good (5)
The above mentioned methods of verifying the achievement of the intended effects Education was assessed Percentage system	60%	71%	80%	87%	95%
Point system	30	35	40	45	50

**SYLLABUS**  
**1st Year Bachelor in Nursing**

**I**  
**General information**

I.

**1 Name of training module**

Pediatrics and Pediatric Nursing

**2 Name of unit running the module**

Faculty of Health Sciences and Social Sciences  
Department of Health, Department of Nursing

**3 Module cod**  
12.6 I 1-2-3/2-3-5

**4 Group content training**  
Science in specialist care

**5 Module type**  
obligatory

**6 Level of study**

First degree studies

**7 Number of ECTS credits**  
T:4

**8 Poziom przedmiotu**  
advanced

**9 year of study,**  
First degree studies

**10 Number hours in semester**

**11 Number hour in week**

<i>Lec.</i>	<i>Ex.</i>	<i>Prac- tice.</i>	<i>Prac- tical</i>	<i>Proj.</i>	<i>Lec.</i>	<i>Ex.</i>	<i>Prac- tice.</i>	<i>Prac- tical</i>	<i>Proj.</i>
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Stationary studies Year 1 <sup>st</sup> sem. 2 <sup>nd</sup>	40	45	-	-	-	2	3	-	-	-
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**12 Language of lecture:** English

**13 Teachers)**

Renata Chlebowska, M.Sc

**IDetails**

**14 Prerequisites**

1. Basics of anatomy and physiology.
2. The basics of nursing

**15 Objective of the subjects**

- |    |  |  |
|----|--|--|
| C1 | Mastering the knowledge and skills of nursing students to provide nursing care for a sick child, |  |
| C2 | shaping the professional attitudes necessary to provide this care.                               |  |
| C3 | Knowledge of standards and procedures in emergency and life-saving procedures.                   |  |

**16 Effects of education on knowledge, skills and social competences**

No.	The student who passed the course can:	Reference to objectives of the subject
D.W1.	lists life-threatening symptoms in patients at different ages;	C1,C2
D.W2	characterizes risk factors and health risks factors of patients of all ages and of different health conditions;	C1,C2
D.W4.	knows the rules of evaluation of the patient depending on the age;	C1,C2



D.W5.	knows the rules of diagnosis in pediatric nursing;	C1,C2
D.W6.	knows the rules of the care planning depending on age and state of health;	C1,C2
D.W7.	knows the rules of preparation, care during and after the tests and diagnostic procedures performed in patients of all ages and health conditions;	C1,C2
DW8.	characterizes a group of medicines and their effects on systems and organs of a patient in a variety of disorders, depending on the age and health condition, including side effects, interactions with other drugs and routes of administration;	C1,C2
D.W9.	characterizes techniques and procedures used in the nursing care of patients, depending on their age and health condition;	C1,C2
D.W10.	knows the rules of preparing the patient for self-care, depending on their age and health condition;	C1,C2
D.W11.	differentiates the individual response to the disease and hospitalization, depending on patient's age health condition;	C1,C2
D.W12.	knows the role of a nurse when taking a patient to an enterprise of a medical entity depending on the patient's age and health;	C1,C2
D.W14.	knows the specific rules for the organization of specialist care – pediatric;	C1,C2
D.W18.	explains the pathophysiology and clinical symptoms of diseases of developmental age: respiratory, cardiovascular, urinary, digestive system, allergic diseases , and blood diseases;	C1,C2
D.W19.	discusses the pathophysiology and clinical symptoms of disease and life-threatening conditions among a newborn and a premature baby;	C1,C2
D.W20.	characterized care basics of premature and newborn babies;	C1,C2
D.W.26	knows the methods, techniques and tools to assess the state of consciousness and unconsciousness;	C3
D.W.40	knows the standards and procedures in emergency and life-saving treatments;	C3
D.W.45	recognizes life-threatening conditions and describes the methods of monitoring patients using tool and non-tool procedures;	C3
D.W.52	knows types of diagnostic tests and possesses knowledge in the range of their orders	C1,C2
D.U1.	collects information, formulates a nursing diagnosis, determines the objectives and a plan of care, implements nursing interventions performs evaluation of care;	C1,C2

D.U3.	offers counseling in the field of self-care of patients of different age and state of health, for developmental defects, disease and addiction;	C1,C2
D.U5.	conducts prevention of complications in the course of diseases;	C1,C2
D.U7.	assesses the psychophysical development of a child, performs screening tests, detects the abnormalities in development;	C1,C2
D.U20.	recognizes complications of drug treatment, dietary, rehabilitation and medical and nursing care;	C1,C2
D.U21.	cares for a patient with a fistula, an endotracheal tube and tracheostomy;	C1,C2
D.U22.	leads a therapeutic conversation;	C1,C2
D.K1.	respects dignity and autonomy of a person entrusted to them for care keeping;	C1,C2
D.K6.	reliably and accurately performs professional duties;	C1,C2
D.K7.	observes professional secrecy;	C1,C2

### 17 Treści programowe

Form of classes - lecture		number of hours	Reference to learning outcomes for the subject
L1	Children from high-risk groups; Neonatal diseases, prematurely born diseases, neonatal diseases with intrauterine dystrophy, diseases of prematurities. Principles of observation and nursing.	3	D.W.2,3,6,9,19,20
L2	Gastrointestinal diseases: gastritis, acute and chronic diarrhea	3	D.W.4,5,6,7,8,9,10,18, 52
L3	Respiratory diseases: bronchitis, bronchial asthma, pharyngitis, angina	3	D.W.4,5,6,7,8,9,10,18, 52
L4	Diseases of the urinary system. (Urinary tract infections, bedwetting, nephritis, acute and chronic renal failure, nephrotic syndrome	3	D.W.4,5,6,7,8,9,10,18, 52
L5	Cardiovascular diseases.	3	D.W.4,5,6,7,8,9,10,18, 52
L6	Neuroinfections: meningitis	3	D.W.4,5,6,7,8,9,10,52
L7	Specificity of caring for a child with cancer.	4	D.W.4,5,6,7,8,9,10,52
L8	Disturbances of consciousness; Causes, symptoms, behavior.	2	D.W.1,2, 4,5,6,7,8,9,10,
L9	Seizure states in children; Causes, symptoms, behavior.	2	D.W.4,5,6,7,8,9,10,
L10	The most common haematopoietic diseases.	2	D.W.4,5,6,7,8,9,10,18, 52

L11	Selected disease units of the endocrine system	2	D.W.4,5,6,7,8,9,10,18, 52
W12	Conditions of injury among children and adolescents and the principles of prevention.	2	D.W.2,4,6,7,9,
L13	Most often acute poisoning in children in terms of age groups.	2	D.W.1,2,4,5,6,7,9,
L14	Inflammatory connective tissue diseases.	2	D.W.4,5,6,7,8,9,10,18, 52
L15	Fundamentals of immunology and allergic diseases.	4	D.W.4,5,6,7,8,9,10,18, 52
Totality hours		<b>40</b>	
	<b>Form of classes- exercices</b>	<b>number of hours</b>	<b>Reference to learning outcomes for the subject</b>
E1	Assessment of psychomotor development in infancy period.	2	D.W18,20
E2	Characteristics of child development in early childhood, pre-school period, early school period, and adolescence.	4	D.U.7
E3	Nurse participation in early diagnosis of child development disorders.	2	D.U.7,10
E4	Orphan disease and hospital disease.	1	D.U.1,7,
E5	Infant feeding principles (natural and artificial).	2	D.W.20
E6	Basic principles of rational nutrition for children and adolescents.	2	D.W.20,D.U20
E7	Communicating with the child and his family.	2	D.U.22
E8.	Child care in gastrointestinal diseases: gastritis, acute and chronic diarrhea	3	D.U.1,D.W5,18
E9	Childcare in respiratory diseases: bronchitis, bronchial asthma, pharyngitis, angina	3	D.U.1,D.W5,18
E10	Nurturing a child in urinary tract diseases. (Urinary tract infections, bedwetting, nephritis, acute and chronic renal failure, nephrotic syndrome	3	D.U.1,D.W5,18
E11	Child care in cardiovascular diseases.	3	D.U.1,D.W5,18
E12.	Nursing care problems with hemorrhagic diarrhea.	2	D.U.1,D.W5,18
E13.	The role of a nurse in treating a child with leukemia.	2	D.U.1,D.W5,18
E14	Child with cerebral palsy - caring and psychosocial problems in children and their families.	3	D.U.1,D.W5,18
E15.	Child with Down syndrome - care complexity.	1	D.U.1,4,D.W5,18
E16	Caring for a child with diabetes.	2	D.U.1,D.W5,18
E17	Nursing care in allergic diseases.	2	D.U.1,D.W5,18

E18	Ripening prevention and child care with rickets.	2	D.U.1,D.U.3, D.U.5,D.W5,18
E19	Infectious diseases of childhood, care and prevention.	2	D.U.1,D.U.3, D.U.5, 6 D.W5,18
E20	Nurse participation in diagnosis of child abuse syndrome, prevention.	2	D.U.1,D.U., D.U.5,D.W5,18
<b>Totality</b>		<b>45</b>	
<b>Range of issues to be implemented within hours without the participation of an academic teacher</b>		<b>number of hours</b>	<b>Reference to learning outcomes for the subject</b>
S1	Infantile dermatitis in infants: causes, symptoms, nursing, prevention.	4	D.U.1,5
S2	Breastfeeding: the composition of a woman's diet, the difference between breast milk and cow's milk, the advantages of breastfeeding.	3	D.U.20
S3	Children abuse: Symptoms suggesting neglect, emotional abuse, physical abuse, and sexual abuse.	4	D.W1
S4	Anorexia nervosa: definition, triggers, symptoms, complications.	4	D.W.1
<b>Totality hours</b>		<b>15</b>	

### **18 Narzędzia dydaktyczne**

1. Books
2. Medical articles
3. Multimedia presentations / Papers
4. Case study
5. Discussion

### **19 Methods of evaluation (F - forming, P - summary)**

#### *Examples of SUMMARY methods*

#### **Methods of verification of learning outcomes in knowledge:**

Oral examination (non standardized, standardized, traditional, problematic)

Written exam - student generates / recognizes answer (short structured questions / SSQ / multiple choice test / MCQ / multiple response test) / MRQ /; match test; T / N test; response test answer)

Open Book Exam

#### **Methods for verifying the effects of training on skills:**

Practical exam

Mini-CEX (mini-clinical examination)

Realization of the commissioned task Project,

Presentation

#### **Methods of verification of learning outcomes in the field of social competence / attitudes:**

Prolonged observation by the tutor / tutor

360 ° rating (opinions of teachers, colleagues, patients, other contributors)

Self-assessment (including portfolio)

#### **EXAMPLES OF FORMING METHODS**

Assessment of student activity during classes  
 Observation of work on exercises  
 Assignment of individual activities  
 Assignment of each exercise  
 Practical test in scoring system  
 Assessment of preparation for classes  
 Discussion during the exercises  
 Entry into the exercises  
 Checking knowledge during exercise  
 Partial credits  
 Evaluation of conclusions from experiments  
 Preliminary assessment  
 A case report  
 Trying to work

### Criteria for assessing the learning outcomes achieved

	Suffi- cient(3)	Above suffi- cient(3,5)	Good (4)	Above good (4,5)	Very good (5)
The above mentioned methods of verifying the achievement of the intended effects Education was assessed Percentage system	60%	71%	80%	87%	95%
Point system	30	35	40	45	50

### 20 Student work load

form of activity	Average number of hours to complete the activity
Contact hours with the teacher	75
Work without supervision of the teacher	15
Individual student work	
Totality	
<b>SUMARYCZNA LICZBA PUNKTÓW ECTS DLA PRZEDMIOTU</b>	<b>4</b>

### 21 Literature

- 1 Theresa Kyle, Susan Carman; Essentials of Pediatric Nursing; LWW 2016, wyd.3
- 2 Vicky R. Bowden, Cindy Smith Greenberg ; **Pediatric Nursing Procedures**;LWW 2015, wyd.4
3. Kleszczyński J. „Stany nagłe u dzieci” – Wydawnictwo Lekarskie PZWL, Warszawa 2015.
4. Emeryk A., Pirożyński M. „Aerzoloterapia chorób układu oddechowego” – Edra Urban & Partner, Wrocław 2016.
6. Kawalec W., Grenda R., Ziółkowska H. (red.) „Pediatria”, tom I i II, Wydawnictwo Lekarskie PZWL, Warszawa 2015.
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	gorytny żywienia dzieci” - Elsevier Urban Partner, Wrocław 2013.
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9	Muscari Mary E. (red.) „Pediatria i pielęgniarstwo pediatryczne” – Wydawnictwo Lekarskie PZWL, Warszawa 2016
10.	Pawlaczyk B. (red.) „Pielęgniarstwo pediatryczne” – Wydawnictwo Lekarskie PZWL, Warszawa 2014.
11	Krawczyński M. (red.) „Żywienie dzieci w zdrowiu i chorobie” – Help Med. Kraków, wydanie drugie czerwiec 2015.
12.	Wysocki J., Czajka H. „Szczepienia w pytaniach i odpowiedziach”, wyd. V, Help-Med., Kraków 2014.
13	Bernatowska E., Grzesiowski P. (red.) „Szczepienia ochronne. Obowiązkowe i zalecane od A do Z” - Wydawnictwo Lekarskie PZWL, Warszawa 2015.
14	Stack Ch., Dobbs P. (red. wyd. pol. Kubicka K.) „Podstawy intensywnej terapii dzieci” – Wydawnictwo Lekarskie PZWL, Warszawa 2014.
15	Czasopisma: MEDYCYNĄ PRAKTYCZNA – PEDIATRIA, MEDYCYNĄ PRAKTYCZNA – SZCZEPHENIA, STANDARDY MEDYCZNE - PEDIATRIA

**SYLLABUS**  
**1st Year Bachelor in Nursing**

**I**  
**General information**

I.

**1 Name of training module**

Pediatrics and Pediatric Nursing

**2 Name of unit running the module**

Faculty of Health Sciences and Social Sciences  
Department of Health, Department of Nursing

**3 Module cod**

12.6 I 1-2-3/2-3-5

**4 Group content training**

Science in specialist care

**5 Module type**

obligatory

**6 Level of study**

First degree studies

**7 Number of ECTS credits**

T:4  
Practice:7  
Practical:7

**8 Poziom przedmiotu**

advanced

**9 year of study,**

**10 Number hours in semester**

**11 Number hour in week**

<i>Lec.</i>	<i>Ex.</i>	<i>Prac- tice.</i>	<i>Prac- tical</i>	<i>Proj</i>	<i>Lec.</i>	<i>Ex.</i>	<i>Prac- tice.</i>	<i>Prac- tical</i>	<i>Proj</i>
				.					.

Stationary studies  
Year 1<sup>st</sup> sem. 2<sup>nd</sup>

40	45	-	-	-	2	3	-	-	-
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Stationary studies  
Year 2<sup>nd</sup>, sem. 3<sup>rd</sup>

-	-	120	120	-	-	-	40	40	-
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Stationary studies  
Year 3<sup>rd</sup> sem. 5<sup>th</sup>

-	-	40	40	-	-	-	40	40	-
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**12 Language of lecture:** English

**13 Teachers)**

Renata Chlebowska, M.Sc

**IDetails**

**14 Prerequisites)**

1. Podstawy anatomii i fizjologii.
2. Podstawy pielęgniarstwa

**15 Subjects aim**

- |    |   |
|----|---|
| C1 | Opanowanie przez studenta wiedzy i umiejętności pozwalających na realizację opieki pielęgniarstwa nad dzieckiem chorym, |
| C2 | kształtowanie postaw zawodowych niezbędnych do świadczenia tej opieki.  |
| C3 | Posiadanie wiedzy z zakresu standardów i procedur postępowania w stanach nagłych i w zabiegach ratujących życie.        |

**16** Effects of education on knowledge, skills and social competences

No.	The student who passed the course can:	Reference to objectives of the subject
D.W1.	lists life-threatening symptoms in patients at different ages;	C1,C2
D.W2	characterizes risk factors and health risks factors of patients of all ages and of different health conditions;	C1,C2
D.W4.	knows the rules of evaluation of the patient depending on the age;	C1,C2
D.W5.	knows the rules of diagnosis in pediatric nursing;	C1,C2
D.W6.	knows the rules of the care planning depending on age and state of health;	C1,C2
D.W7.	knows the rules of preparation, care during and after the tests and diagnostic procedures performed in patients of all ages and health conditions;	C1,C2
DW8.	characterizes a group of medicines and their effects on systems and organs of a patient in a variety of disorders, depending on the age and health condition, including side effects, interactions with other drugs and routes of administration;	C1,C2
D.W9.	characterizes techniques and procedures used in the nursing care of patients, depending on their age and health condition;	C1,C2
D.W10.	knows the rules of preparing the patient for self-care, depending on their age and health condition;	C1,C2
D.W11.	differentiates the individual response to the disease and hospitalization, depending on patient's age health condition;	C1,C2
D.W12.	zna rolę pielęgniarki przy przyjęciu chorego do przedsiębiorstwa podmiotu leczniczego w zależności od wieku i stanu zdrowia pacjenta;	C1,C2
D.W14.	knows the specific rules for the organization of specialist care – pediatric;	C1,C2
D.W18.	explains the pathophysiology and clinical symptoms of diseases of developmental age: respiratory, cardiovascular, urinary, digestive system, allergic diseases , and blood diseases;	C1,C2
D.W19.	discusses the pathophysiology and clinical symptoms of disease and life-threatening conditions among a newborn and a premature baby;	C1,C2
D.W20.	characterized care basics of premature and newborn babies;	C1,C2



D.W.26	knows the methods, techniques and tools to assess the state of consciousness and unconsciousness;	C3
D.W.40	knows the standards and procedures in emergency and life-saving treatments;	C3
D.W.45	recognizes life-threatening conditions and describes the methods of monitoring patients using tool and non-tool procedures;	C3
D.W.52	zna rodzaje badań diagnostycznych i posiada wiedzę w zakresie ich zlecenia.	C1,C2
D.U1.	collects information, formulates a nursing diagnosis, determines the objectives and a plan of care, implements nursing interventions performs evaluation of care;	C1,C2
D.U2.	recognizes determinants of good health care consumers of all ages and health status;	C1,C2
D.U3.	offers counseling in the field of self-care of patients of different age and state of health, for developmental defects, disease and addiction;	C1,C2
D.U4.	motivates a patient and their caregivers to enter social support groups;	C1,C2
D.U5.	conducts prevention of complications in the course of diseases;	C1,C2
D.U6.	organizes isolation with infectious diseases in public places and at home;	C1,C2
D.U7.	assesses the psychophysical development of a child, performs screening tests, detects the abnormalities in development;	C1,C2
D.U9.	collects material for diagnostic testing;	C1,C2
D.U.10	assesses the condition of the patient in the direction of complications from specialized diagnostic studies and postoperative complications;	C1,C2
D.U11.	temporarily gives oxygen, modifies a constant dose of fast and short-acting insulin;	C1,C2
D.U12.	prepares patients for diagnostic tests in physical and mental terms;	
D.U13.	documents the health situation of the patient, the dynamics of change and provided nursing care;	C1,C2
D.U16.	recognizes the states of health emergency;	C1,C2
D.U19.	leads enteral and parenteral nutrition of adults and children by using a variety of techniques, including a peristaltic-rotary pump;	C1,C2

D.U20.	recognizes complications of drug treatment, dietary, rehabilitation and medical and nursing care;	C1,C2	
D.U21.	cares for a patient with a fistula, an endotracheal tube and tracheostomy;	C1,C2	
D.U22.	leads a therapeutic conversation;	C1,C2	
D.U24.	leads bedside rehabilitation and improvement of a patient movement and activation by using occupational therapy elements;	C1,C2	
D.U25.	conducts, documents and evaluates the patient's fluid balance;	C1,C2	
D.U26.	provides information about the health of the sick members of the therapeutic team;	C1,C2	
D.U27.	assists a physician during a diagnostic and therapeutic examination;	C1,C2	
D.U28.	keeps records of patient care: a card of observation, nursing procedures and reports, the card register of nosocomial infections, prevention and treatment of bedsores record and an information card with recommendations for self-care;	C1,C2	
D.U32	adjusts nursing procedures to the types of caring problems;	C1,C2	
D.U33.	prepares and provides medicines in different ways, on their own or upon the order of a physician.	C1,C2	
D.K1.	respects dignity and autonomy of a person entrusted to them for care keeping;	C1,C2	
D.K6.	reliably and accurately performs professional duties;	C1,C2	
D.K7.	observes professional secrecy;	C1,C2	
<b>17 Treści programowe</b>			
	<b>forma zajęć – zajęcia praktyczne rok III sem V</b>	<b>Liczba godzin</b>	<b>odniesienie do efektów kształcenia</b>
ZP16	Nurse's job in child care in a state of sudden health threat.	8	D.U 16, D.W. 26,40,45 D.K1,6,7
ZP17	Care for a sick child with an unsuccessful prognosis.	8	D.U1, 3, 4, 24, 28, 32, 33, D.W.26, D.K1,6,7

ZP18	Prevention of complications in an unconscious child.	8	D.U.19, 21, D.K1,6,7
ZP19	Malnourished child syndrome - causes, characteristics, role and tasks of the nurse.	8	D.U1,2,4, D.K1,6,7
ZP20	Health care for teens in adolescence. Prevention of addiction, eating disorders, suicide attempts - nurse's task in detecting the risks and education of youth and parents.	8	D.U4, 3, 5,22 D.K1,6,7
	<b>Suma godzin</b>	<b>40</b>	
	<b>forma zajęć – praktyka zawodowa rok III sem V</b>	<b>Liczba godzin</b>	<b>odniesienie do efektów kształcenia</b>
PZ16	Specificity of nursing work with a healthy and ill child in various developmental periods.	8	D.W.4,D.U.7,D.K.7
PZ17	Principles of conducting pediatric interview.	8	D.W.4,D.U.32,D.K.7
PZ18	The role of nurses in managing health balances in children of different age groups.	8	D.U.7
PZ19	Types of medical records - how it is kept, circulated and stored.	8	D.U.28
PZ20	Work of a nurse at the vaccination point - principles and specificity.	8	D.U5
	<b>Suma godzin</b>	<b>40</b>	
<b>18 Narzędzia dydaktyczne</b>			
1.	Wykład		
2.	Ćwiczenia		
3.	Podręczniki		
4.	Artykuły medyczne		
5.	Prezentacje multimedialne/Referaty		
6.	Analiza przypadku		
7.	Dyskusja		
<b>19 Sposoby oceny (F – formująca, P – podsumowująca)</b>			
F1.	Obecność		
F2.	Aktywność		
P1.	Prace pisemne		
P2.	Zaliczenie pisemne		
P3.	Kolokwium		

**20 Obciążenie pracą studenta**

forma aktywności	średnia liczba godzin na zrealizowanie aktywności
Godziny kontaktowe z nauczycielem	405
Praca bez nadzoru nauczyciela	15
Indywidualna praca studenta	100
<b>SUMA</b>	<b>520</b>
<b>SUMARYCZNA LICZBA PUNKTÓW ECTS DLA PRZEDMIOTU</b>	<b>18</b>

**21 Literatura podstawowa i uzupełniająca****LITERATURA PODSTAWOWA**

1. Kleszczyński J. „Stany nagłe u dzieci” – Wydawnictwo Lekarskie PZWL, Warszawa 2015.
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6. Cepuch G., Krzeczowska B., Perek M., Twarduś K. „Modele pielęgnowania dziecka przewlekle chorego” – Wydawnictwo Lekarskie PZWL, Warszawa 2011.
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10. Pietrzyk J. (red.) „Wybrane zagadnienia z pediatrii”, tom I – V, Wydawnictwo Uniwersytetu Jagiellońskiego, Kraków 2004.
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## 22 Formy oceny - szczegóły

nr efektu	na ocenę 2 (ndst)	na ocenę 3 (dst)	na ocenę 4 (db)	na ocenę 5 (bdb)
D.W1	Nie potrafi wymienić objawów zagrożenia życia w stanach zaburzenia świadomości u dzieci, zatruciach, w jadłowstręcie psychicznym oraz w przypadku krzywdzenia dzieci: emocjonalnego, fizycznego, seksualnego	Wymienia pojedyncze objawy zagrożenia życia w stanach zaburzenia świadomości u dzieci, zatruciach, w jadłowstręcie psychicznym oraz w przypadku krzywdzenia dzieci: emocjonalnego, fizycznego, seksualnego	Wymienia objawy zagrożenia życia w stanach zaburzenia świadomości u dzieci, zatruciach, w jadłowstręcie psychicznym oraz w przypadku krzywdzenia dzieci: emocjonalnego, fizycznego, seksualnego	Wymienia objawy zagrożenia życia, omawia je, analizuje i proponuje odpowiednie interwencje pielęgniarskie w stanach zaburzenia świadomości u dzieci, zatruciach, w jadłowstręcie psychicznym oraz w przypadku krzywdzenia dzieci: emocjonalnego, fizycznego, seksualnego
D.W2	Nie potrafi dokonać charakterystyki czynników ryzyka i zagrożeń zdrowotnych u dzieci z grup wysokiego ryzyka (noworodków donoszonych, przedwcześnie uro-	Dokonyuje ogólnej charakterystyki czynników ryzyka i zagrożeń zdrowotnych u dzieci z grup wysokiego ryzyka (noworodków donoszonych,	Dokonyuje charakterystyki czynników ryzyka i zagrożeń zdrowotnych u dzieci z grup wysokiego ryzyka (noworodków donoszonych, przedwcze-	Dokonyuje charakterystyki, wyjaśnia i omawia czynniki ryzyka i zagrożeń zdrowotnych u dzieci z grup wysokiego ryzyka (noworodków donoszo-

	dzonych, z dystrofią wewnątrzmaciczną), u dzieci z zaburzeniami świadomości, z zatruciami. Nie zna zasad profilaktyki razowości wśród dzieci i młodzieży	przedwcześnie urodzonych, z dystrofią wewnątrzmaciczną), u dzieci z zaburzeniami świadomości, z zatruciami. Nie zna zasad profilaktyki razowości wśród dzieci i młodzieży	śnie urodzonych, z dystrofią wewnątrzmaciczną), u dzieci z zaburzeniami świadomości, z zatruciami. Nie zna zasad profilaktyki razowości wśród dzieci i młodzieży	nych, przedwcześnie urodzonych, z dystrofią wewnątrzmaciczną), u dzieci z zaburzeniami świadomości, z zatruciami. Nie zna zasad profilaktyki razowości wśród dzieci i młodzieży	
D.W4 ,5,6,9	<p>Nie zna zasad oceny stanu chorego, zasad diagnozowania w pielęgniarstwie pediatrycznym, nie zna zasad planowania opieki oraz nie zna technik i procedur pielęgniarstkich stosowanych w opiece nad dzieckiem:</p> <p>z grup wysokiego ryzyka( noworodki donoszone, wcześniaki )</p> <ul style="list-style-type: none"> <li>- z chorobami układu pokarmowego, oddechowego, moczowego, krążenia,</li> <li>- z neuroinfekcją</li> <li>- z zaburzeniami świadomości</li> <li>- w stanie drgawkowym</li> <li>- z chorobami układu krwiotwórczego, wewnątrzwydzielniczego</li> <li>- chorobami tkanki łącznej</li> <li>- chorobami alergicznymi</li> <li>- z krzywicą</li> <li>- choroba zakaźna:</li> </ul>	<p>zna zasady oceny stanu chorego, zasady diagnozowania w pielęgniarstwie pediatrycznym, nie zna zasad planowania opieki oraz nie zna technik i procedur pielęgniarstkich stosowanych w opiece nad dzieckiem:</p> <p>z grup wysokiego ryzyka( noworodki donoszone, wcześniaki )</p> <ul style="list-style-type: none"> <li>- z chorobami układu pokarmowego, oddechowego, moczowego, krążenia,</li> <li>- z neuroinfekcją</li> <li>- z zaburzeniami świadomości</li> <li>- w stanie drgawkowym</li> <li>- z chorobami układu krwiotwórczego, wewnątrzwydzielniczego</li> <li>- chorobami tkanki łącznej</li> <li>- chorobami alergicznymi</li> <li>- z krzywicą</li> <li>- choroba zakaź-</li> </ul>	<p>zna zasady oceny stanu chorego, zasady diagnozowania w pielęgniarstwie pediatrycznym, zna zasady planowania opieki oraz techniki i procedury pielęgniarstkie stosowane, w opiece nad dzieckiem:</p> <p>z grup wysokiego ryzyka( noworodki donoszone, wcześniaki )</p> <ul style="list-style-type: none"> <li>- z chorobami układu pokarmowego, oddechowego, moczowego, krążenia,</li> <li>- z neuroinfekcją</li> <li>- z zaburzeniami świadomości</li> <li>- w stanie drgawkowym</li> <li>- z chorobami układu krwiotwórczego, wewnątrzwydzielniczego</li> <li>- chorobami tkanki łącznej</li> <li>- chorobami alergicznymi</li> <li>- z krzywicą</li> <li>- choroba zakaź-</li> </ul>	<p>Zna i charakteryzuje zasady oceny stanu chorego, zasady diagnozowania w pielęgniarstwie pediatrycznym, zna zasady planowania opieki oraz omawia techniki i procedury pielęgniarstkie stosowane, w opiece nad dzieckiem:</p> <p>z grup wysokiego ryzyka( noworodki donoszone, wcześniaki )</p> <ul style="list-style-type: none"> <li>- z chorobami układu pokarmowego, oddechowego, moczowego, krążenia,</li> <li>- z neuroinfekcją</li> <li>- z zaburzeniami świadomości</li> <li>- w stanie drgawkowym</li> <li>- z chorobami układu krwiotwórczego, wewnątrzwydzielniczego</li> <li>- chorobami tkanki łącznej</li> <li>- chorobami alergicznymi</li> <li>- z krzywicą</li> </ul>	

		ną:	ną:	- choroba zakaźna:
D.W7 D.U9, 10, 12,27	Nie zna zasad przygotowania psychicznego i fizycznego pacjenta do badań diagnostycznych, opieki w trakcie oraz opieki po badaniach diagnostycznych, nie potrafi asystować lekarzowi w trakcie badań diagnostycznych nie potrafi pobrać materiału do badań u chorych z: - chorobami układu pokarmowego: ostrą i przewlekłą biegunką - oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową -moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczycowym - Krążenia: wadami serca - neuroinfekcjami: zapaleniem opon mózgowo-rdzeniowych - U dziecka z chorobą nowotworową -zaburzeniami świadomości -stanami drgawkowymi -chorobami układu krwiotwórczego: niedokrwistością, skazą krwotoczną - wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cu-	Zna ogólne zasady przygotowania psychicznego i fizycznego pacjenta do badań diagnostycznych, opieki w trakcie oraz opieki po badaniach diagnostycznych, nie potrafi asystować lekarzowi w trakcie badań diagnostycznych, przygotowuje zestaw jednak nie potrafi pobrać materiału do badań u chorych z: - chorobami układu pokarmowego: ostrą i przewlekłą biegunką - oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową -moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczycowym - Krążenia: wadami serca - neuroinfekcjami: zapaleniem opon mózgowo-rdzeniowych - U dziecka z chorobą nowotworową -zaburzeniami świadomości -stanami drgaw-	Zna zasady przygotowania psychicznego i fizycznego pacjenta do badań diagnostycznych, opieki w trakcie oraz opieki po badaniach diagnostycznych, potrafi asystować lekarzowi w trakcie badań diagnostycznych, przygotowuje zestaw i pobiera materiał do badań u chorych z: - chorobami układu pokarmowego: ostrą i przewlekłą biegunką - oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową -moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczycowym - Krążenia: wadami serca - neuroinfekcjami: zapaleniem opon mózgowo-rdzeniowych - U dziecka z chorobą nowotworową -zaburzeniami świadomości -stanami drgawkowymi	Zna i omawia zasady przygotowania psychicznego i fizycznego pacjenta do badań diagnostycznych, opieki w trakcie oraz opieki po badaniach diagnostycznych, omawia powikłania poszczególnych badań oraz proponuje odpowiednia interwencje pielęgniarские, potrafi asystować lekarzowi w trakcie badań diagnostycznych, przygotowuje zestaw i pobiera materiał do badań z zastosowaniem wszystkich zasad, u chorych z: - chorobami układu pokarmowego: ostrą i przewlekłą biegunką - oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową -moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczycowym - Krążenia: wadami serca - neuroinfekcjami: zapaleniem opon mózgowo-rdzeniowych - U dziecka z cho-

	<p>krzycą</p> <ul style="list-style-type: none"> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> </ul>	<p>kowymi</p> <ul style="list-style-type: none"> <li>-chorobami układu krwiotwórczego: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> </ul>	<ul style="list-style-type: none"> <li>-chorobami układu krwiotwórczego: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> </ul>	<p>robą nowotworowa</p> <ul style="list-style-type: none"> <li>-zaburzeniami świadomości</li> <li>-stanami drgawkowymi</li> <li>-chorobami układu krwiotwórczego: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> </ul>	
D.W8 D.U 20,33	<p>Nie potrafi scharakteryzować grup leków i ich działania na narządy, nie potrafi przygotować i podać leków samodzielnie ani na zlecenie lekarza oraz nie potrafi rozpoznać powikłań leczenia farmakologicznego dzieci z:</p> <ul style="list-style-type: none"> <li>- chorobami układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczycowym</li> <li>- Krążenia: wadami serca</li> <li>- neuroinfekcjami: zapaleniem opon mózgowo- rdzenio-</li> </ul>	<p>Potrafi wymienić grupy leków, nie potrafi omówić ich działania na narządy, przygotowuje leki ale nie potrafi ich podać leków samodzielnie ani na zlecenie lekarza oraz nie potrafi rozpoznać powikłań leczenia farmakologicznego dzieci z:</p> <ul style="list-style-type: none"> <li>- chorobami układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespo-</li> </ul>	<p>Potrafi wymienić grupy leków oraz omówić ich działania na narządy, przygotowuje leki i podaje leki samodzielnie oraz na zlecenie lekarza oraz wymienia powikłania leczenia farmakologicznego dzieci z:</p> <ul style="list-style-type: none"> <li>- chorobami układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespo-</li> <li>- Krążenia: wa-</li> </ul>	<p>Potrafi wymienić oraz scharakteryzować grupy leków oraz omówić ich działania na narządy, przygotowuje leki i podaje leki samodzielnie oraz na zlecenie lekarza oraz wymienia i omawia powikłania leczenia farmakologicznego dzieci oraz proponuje interwencje pielęgniarskie u dzieci z:</p> <ul style="list-style-type: none"> <li>- chorobami układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków ner-</li> </ul>	



	<p>wych</p> <ul style="list-style-type: none"> <li>- U dziecka z chorobą nowotworową</li> <li>-zaburzeniami świadomości</li> <li>-stanami drgawkowymi</li> <li>-chorobami układu krwiotwórczego: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> <li>- z niepomysłnym rokowaniem</li> </ul>	<p>wym</p> <ul style="list-style-type: none"> <li>- Krążenia: wadami serca</li> <li>- neuroinfekcjami: zapaleniem opon mózgowo-rdzeniowych</li> <li>- U dziecka z chorobą nowotworową</li> <li>-zaburzeniami świadomości</li> <li>-stanami drgawkowymi</li> <li>-chorobami układu krwiotwórczego: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> <li>- z niepomysłnym rokowaniem</li> </ul>	<p>dami serca</p> <ul style="list-style-type: none"> <li>- neuroinfekcjami: zapaleniem opon mózgowo-rdzeniowych</li> <li>- U dziecka z chorobą nowotworową</li> <li>-zaburzeniami świadomości</li> <li>-stanami drgawkowymi</li> <li>-chorobami układu krwiotwórczego: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> <li>- z niepomysłnym rokowaniem</li> </ul>	<p>kowych, zespołem nerczycowym</p> <ul style="list-style-type: none"> <li>- Krążenia: wadami serca</li> <li>- neuroinfekcjami: zapaleniem opon mózgowo-rdzeniowych</li> <li>- U dziecka z chorobą nowotworową</li> <li>-zaburzeniami świadomości</li> <li>-stanami drgawkowymi</li> <li>-chorobami układu krwiotwórczego: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> <li>- z niepomysłnym rokowaniem</li> </ul>	
D.W 10 D.U3	<p>Nie zna zasad przygotowania do samoopieki opiekuna i dziecko z:</p> <ul style="list-style-type: none"> <li>- chorobami układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczycowym</li> <li>- Krążenia: wadami serca</li> </ul>	<p>Zna ogólne zasady przygotowania do samoopieki opiekuna i dziecko z:</p> <ul style="list-style-type: none"> <li>- chorobami układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespo-</li> </ul>	<p>Zna zasady przygotowania do samoopieki opiekuna i dziecko z:</p> <ul style="list-style-type: none"> <li>- chorobami układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespo-</li> </ul>	<p>Zna, omawia dostarcza odpowiednie materiały i ulotki, informacje mające na celu przygotowanie do samoopieki opiekuna i dziecko z:</p> <ul style="list-style-type: none"> <li>- chorobami układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem</li> </ul>	

	<ul style="list-style-type: none"> <li>- neuroinfekcjami: zapaleniem opon mózgowo-rdzeniowych</li> <li>- U dziecka z chorobą nowotworową</li> <li>-zaburzeniami świadomości</li> <li>-stanami drgawkowymi</li> <li>-chorobami układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> <li>- z niepomysłnym rokowaniem</li> <li>- MPDZ</li> </ul>	<p>łem nerczykowym</p> <ul style="list-style-type: none"> <li>- Krążenia: wadami serca</li> <li>- neuroinfekcjami: zapaleniem opon mózgowo-rdzeniowych</li> <li>- U dziecka z chorobą nowotworową</li> <li>-zaburzeniami świadomości</li> <li>-stanami drgawkowymi</li> <li>-chorobami układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> <li>- z niepomysłnym rokowaniem</li> <li>- MPDZ</li> </ul>	<p>wym</p> <ul style="list-style-type: none"> <li>- Krążenia: wadami serca</li> <li>- neuroinfekcjami: zapaleniem opon mózgowo-rdzeniowych</li> <li>- U dziecka z chorobą nowotworową</li> <li>-zaburzeniami świadomości</li> <li>-stanami drgawkowymi</li> <li>-chorobami układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> <li>- z niepomysłnym rokowaniem</li> <li>- MPDZ</li> </ul>	<p>kłębuszków nerkowych, zespołem nerczykowym</p> <ul style="list-style-type: none"> <li>- Krążenia: wadami serca</li> <li>- neuroinfekcjami: zapaleniem opon mózgowo-rdzeniowych</li> <li>- U dziecka z chorobą nowotworową</li> <li>-zaburzeniami świadomości</li> <li>-stanami drgawkowymi</li> <li>-chorobami układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> <li>- z niepomysłnym rokowaniem</li> <li>- MPDZ</li> </ul>	
D.W 11	Nie potrafi określić reakcji chorego na hospitalizację. Nie rozpoznaje potrzeb psychicznych, społecznych i biologicznych dziecka	Określa reakcję chorego na hospitalizację. Nie rozpoznaje potrzeb psychicznych, społecznych i biologicznych dziecka.	Określa i charakteryzuje reakcję chorego na hospitalizację. Rozpoznaje potrzeby psychiczne, społeczne i biologiczne dziecka.	Określa i charakteryzuje reakcję chorego na hospitalizację. Rozpoznaje potrzeby psychiczne, społeczne i biologiczne dziecka. Proponuje interwencje pielęgniarskie mające na celu zaspokojenie potrzeb małego pacjenta	
D.W 12,14	Nie zna roli pielęgniarki przy przyjęciu dziecka do oddziału oraz nie zna	Wymienia zadania pielęgniarki przy przyjęciu dziecka do od-	Wymienia zadania pielęgniarki przy przyjęciu dziecka do od-	Wymienia i omawia zadania pielęgniarki przy przyjęciu dziecka do	

	zasad organizacji specjalistycznej opieki pediatrycznej.	działu oraz nie zna zasad organizacji specjalistycznej opieki pediatrycznej.	działu oraz zna zasady organizacji specjalistycznej opieki pediatrycznej.	oddziału oraz charakteryzuje zasady organizacji specjalistycznej opieki pediatrycznej..
D.W 18,19, 20,52 D.U7, 34	<p>Nie potrafi omówić patofizjologii, objawów klinicznych, badań diagnostycznych i zasad ich zlecenia chorób wieku rozwojowego:</p> <ul style="list-style-type: none"> <li>- układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczycowym</li> <li>- Krążenia: wadami serca</li> <li>- układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozę</li> <li>- fenyloketonurię</li> </ul> <p>Nie potrafi omówić patofizjologii i objawów klinicznych chorób i zagrożeń życia noworodka i wcześniaka, nie potrafi scharakteryzować podstaw opieki nad wcześniakiem i noworodkiem. Nie potrafi ocenić roz-</p>	<p>Nie potrafi omówić patofizjologii, wymienia objawy kliniczne, badania diagnostyczne lecz nie zna zasad ich zlecenia, wymienia zasady postępowania w chorobach wieku rozwojowego:</p> <ul style="list-style-type: none"> <li>- układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczycowym</li> <li>- Krążenia: wadami serca</li> <li>- układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozę</li> <li>- fenyloketonurię</li> </ul> <p>Nie potrafi omó-</p>	<p>Nie potrafi omówić patofizjologii, wymienia objawy kliniczne i zasady postępowania w chorobach wieku rozwojowego, wymienia i omawia badania diagnostyczne oraz wymienia zasady ich zlecenia chorób:</p> <ul style="list-style-type: none"> <li>- układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczycowym</li> <li>- Krążenia: wadami serca</li> <li>- układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozę</li> </ul>	<p>Omawia patofizjologię, wymienia i charakteryzuje objawy kliniczne i zasady postępowania w chorobach wieku rozwojowego, charakteryzuje badania diagnostyczne oraz szczegółowo omawia zasady ich zlecenia chorób:</p> <ul style="list-style-type: none"> <li>- układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczycowym</li> <li>- Krążenia: wadami serca</li> <li>- układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>- mukowiscydozę</li> </ul>

	woju psychomotorycznego dziecka oraz nie potrafi wykryć zaburzeń rozwoju	więc patofizjologii i objawów klinicznych chorób i zagrożeń życia noworodka i wcześniaka, nie potrafi scharakteryzować podstaw opieki nad wcześniakiem i noworodkiem. Nie potrafi ocenić rozwoju psychomotorycznego dziecka oraz nie potrafi wykryć zaburzeń rozwoju	- fenyloketonurią Omawia patofizjologię i objawy kliniczne chorób i zagrożeń życia noworodka i wcześniaka, charakteryzuje podstawy opieki nad wcześniakiem i noworodkiem. Nie potrafi ocenić rozwoju psychomotorycznego dziecka oraz nie potrafi wykryć zaburzeń rozwoju	- fenyloketonurią Omawia patofizjologię i objawy kliniczne chorób i zagrożeń życia noworodka i wcześniaka, charakteryzuje podstawy opieki nad wcześniakiem i noworodkiem. ocenia rozwój psychomotoryczny dziecka oraz wykrywa zaburzenia rozwoju
D.U 1, 13, 25, 28, 32	Nie potrafi gromadzić informacji, formułować diagnozy, ustalać celów i planować opieki, dostosować interwencji pielęgniarskich do problemów chorego. dokumentować sytuacji zdrowotnej oraz jej zmian, prowadzić dokumentacji opieki nad chorym dzieckiem z: - chorobą sierocą i szpitalną - chorobami układu pokarmowego: ostrą i przewlekłą biegunką - oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową -moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczycowym - Krążenia: wadami serca	Potrafi gromadzić informacje, formułować diagnozy, ustalać cele, nie potrafi planować opieki, dostosować interwencji pielęgniarskich do problemów chorego, dokumentować sytuacji zdrowotnej oraz jej zmian, prowadzić dokumentacji opieki nad chorym dzieckiem z: - chorobą sierocą i szpitalną - chorobami układu pokarmowego: ostrą i przewlekłą biegunką - oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową -moczowego: ZUM, zapaleniem	Potrafi gromadzić informacje, formułować diagnozy, ustalać cele, oraz planować opiekę, dostosować interwencję pielęgniarską do problemów chorego, dokumentować sytuację zdrowotną oraz jej zmiany, prowadzić dokumentację opieki nad chorym dzieckiem z: - chorobą sierocą i szpitalną - chorobami układu pokarmowego: ostrą i przewlekłą biegunką - oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową -moczowego: ZUM, zapaleniem kłębuszków ner-	Potrafi gromadzić informacje, formułować diagnozy, ustalać cele, oraz planować opiekę, dostosować interwencję pielęgniarską do problemów chorego, dokonać ewaluacji opieki, przeanalizować i wyciągnąć odpowiednie wnioski, dokumentować sytuację zdrowotną oraz jej zmiany, prowadzić dokumentację opieki nad chorym dzieckiem z: - chorobą sierocą i szpitalną - chorobami układu pokarmowego: ostrą i przewlekłą biegunką - oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową

	<ul style="list-style-type: none"> <li>-chorobami układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną, białaczką</li> <li>-MPDZ</li> <li>- chorobami genetycznymi: zespołem Downa</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>-alergią</li> <li>- pieluszkowym zapaleniem skóry</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> <li>- niepomyślnym rokowaniem</li> <li>- nie potrafi prowadzić bilansu płynów i dokumentować u chorych dzieci z:</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nercycowym</li> </ul>	<ul style="list-style-type: none"> <li>kłębuszków nerkowych, zespołem nercycowym</li> <li>- Krążenia: wadami serca</li> <li>-chorobami układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną, białaczką</li> <li>-MPDZ</li> <li>- chorobami genetycznymi: zespołem Downa</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>-alergią</li> <li>- pieluszkowym zapaleniem skóry</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> <li>- niepomyślnym rokowaniem</li> <li>- nie potrafi prowadzić bilansu płynów i dokumentować u chorych dzieci z:</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nercycowym</li> </ul>	<ul style="list-style-type: none"> <li>kowych, zespołem nercycowym</li> <li>- Krążenia: wadami serca</li> <li>-chorobami układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną, białaczką</li> <li>-MPDZ</li> <li>- chorobami genetycznymi: zespołem Downa</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>-alergią</li> <li>- pieluszkowym zapaleniem skóry</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> <li>- niepomyślnym rokowaniem</li> <li>- potrafi prowadzić bilans płynów i dokumentować u chorych dzieci z:</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nercycowym</li> </ul>	<ul style="list-style-type: none"> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nercycowym</li> <li>- Krążenia: wadami serca</li> <li>-chorobami układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną, białaczką</li> <li>-MPDZ</li> <li>- chorobami genetycznymi: zespołem Downa</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzycą</li> <li>-alergią</li> <li>- pieluszkowym zapaleniem skóry</li> <li>- mukowiscydozą</li> <li>- fenyloketonurią</li> <li>- niepomyślnym rokowaniem</li> <li>- potrafi prowadzić bilans płynów, analizować rezultaty i dokumentować u chorych dzieci z:</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nercycowym</li> </ul>	
D.U 2,5,	Nie rozpoznaje uwarunkowań zachowań zdrowia, nie rozpoznaje mechanizmów obronnych i reakcji dziecka hospitalizowanego, nie prowadzi profilakty-	rozpoznaje uwarunkowania zachowań zdrowia, rozpoznaje mechanizmy obronne i reakcję dziecka hospitalizowanego, nie	rozpoznaje uwarunkowania zachowań zdrowia, rozpoznaje mechanizmy obronne i reakcję dziecka hospitalizowanego, pro-	rozpoznaje i analizuje uwarunkowania zachowań zdrowia, rozpoznaje, charakteryzuje oraz dostosowuje interwencje pielęgniarskie	

	<p>ki powikłań chorób:</p> <ul style="list-style-type: none"> <li>- - układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczyco nerczycowym</li> <li>- Krążenia: wadami serca</li> <li>- układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzyca</li> <li>- mukowiscydozę</li> <li>- fenyloketonurię</li> <li>- genetycznych: zespołu Downa</li> <li>- MPDZ</li> <li>- krzywicy</li> </ul>	<p>prowadzi profilaktyki powikłań chorób:</p> <ul style="list-style-type: none"> <li>- - układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczyco nerczycowym</li> <li>- Krążenia: wadami serca</li> <li>- układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzyca</li> <li>- mukowiscydozę</li> <li>- fenyloketonurię</li> <li>- genetycznych: zespołu Downa</li> <li>- MPDZ</li> <li>- krzywicy</li> </ul>	<p>wadzi profilaktykę powikłań chorób:</p> <ul style="list-style-type: none"> <li>- - układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczyco nerczycowym</li> <li>- Krążenia: wadami serca</li> <li>- układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzyca</li> <li>- mukowiscydozę</li> <li>- fenyloketonurię</li> <li>- genetycznych: zespołu Downa</li> <li>- MPDZ</li> <li>- krzywicy.</li> </ul>	<p>do mechanizmów obronnych i reakcji dziecka hospitalizowanego, prowadzi profilaktykę powikłań chorób oraz tworzy programy prof.</p> <ul style="list-style-type: none"> <li>- - układu pokarmowego: ostrą i przewlekłą biegunką</li> <li>- oddechowego: zapaleniem oskrzeli, płuc, gardła, anginą ropną, astmą oskrzelową</li> <li>-moczowego: ZUM, zapaleniem kłębuszków nerkowych, zespołem nerczyco nerczycowym</li> <li>- Krążenia: wadami serca</li> <li>- układu krwiotwórczego i krzepnięcia: niedokrwistością, skazą krwotoczną</li> <li>- wewnątrzwydzielniczego: nadczynnością i niedoczynnością tarczycy, cukrzyca</li> <li>- mukowiscydozę</li> <li>- fenyloketonurię</li> <li>- genetycznych: zespołu Downa</li> <li>- MPDZ</li> <li>- krzywicy..</li> </ul>	
D.U4,	<p>Nie potrafi zmotywować chorego oraz opiekunów do wejścia do grup wsparcia chorych:</p> <ul style="list-style-type: none"> <li>- z uzależnieniem,</li> </ul>	<p>Motywuje chorego oraz opiekunów do wejścia do grup wsparcia chorych:</p> <ul style="list-style-type: none"> <li>- z uzależnieniem,</li> </ul>	<p>Motywuje chorego oraz opiekunów do wejścia do grup wsparcia chorych:</p> <ul style="list-style-type: none"> <li>- z uzależnieniem,</li> </ul>	<p>Motywuje chorego oraz opiekunów do wejścia do grup wsparcia chorych:</p> <ul style="list-style-type: none"> <li>- z uzależnieniem,</li> </ul>	

	<p>zaburzeniem odżywiania -z MPDZ -z zaburzeniami układu krzepnięcia - chorobami genetycznymi: zespołem Downa</p>	<p>zaburzeniem odżywiania -z MPDZ -z zaburzeniami układu krzepnięcia - chorobami genetycznymi: zespołem Downa Nie potrafi jednak wskazać konkretnych grup wsparcia.</p>	<p>zaburzeniem odżywiania -z MPDZ -z zaburzeniami układu krzepnięcia - chorobami genetycznymi: zespołem Downa Wymienia grupy wsparcia.</p>	<p>zaburzeniem odżywiania -z MPDZ -z zaburzeniami układu krzepnięcia - chorobami genetycznymi: zespołem Downa. Wymienia grupy wsparcia, nawiązuje z nimi kontakt, dostarcza niezbędnych informacji.</p>
D.U 11	<p>Nie zna zasad podawania tlenu u chorych dzieci z astmą oskrzelową, zapaleniem płuc, oskrzeli. Nie potrafi zmodyfikować dawki insuliny u chorych z cukrzycą</p>	<p>zna zasady podawania tlenu u chorych dzieci z astmą oskrzelową, zapaleniem płuc, oskrzeli. Nie potrafi zmodyfikować dawki insuliny u chorych z cukrzycą</p>	<p>Zna i omawia zasady podawania tlenu u chorych dzieci z astmą oskrzelową, zapaleniem płuc, oskrzeli. Zna zasady modyfikowania dawki insuliny u chorych z cukrzycą</p>	<p>Zna i omawia zasady podawania tlenu u chorych dzieci z astmą oskrzelową, zapaleniem płuc, oskrzeli. Omawia powikłania tlenoterapii. Zna zasady modyfikowania, podawania, dawki insuliny u chorych z cukrzycą</p>
D.U 16	<p>Nie potrafi rozpoznać stanów zagrożenia zdrowia w opiece nad dzieckiem w stanie zagrożenia życia</p>	<p>potrafi rozpoznać stany zagrożenia zdrowia w opiece nad dzieckiem w stanie zagrożenia życia</p>	<p>potrafi rozpoznać stany zagrożenia zdrowia w opiece nad dzieckiem w stanie zagrożenia życia, jednak ma kłopoty z zastosowaniem odpowiednich interwencji pielęgniarских</p>	<p>potrafi rozpoznać stany zagrożenia zdrowia w opiece nad dzieckiem w stanie zagrożenia życia, zna i omawia oraz wykorzystuje w praktyce standardy stosowanie w zagrożenia życia.</p>
D.U 19	<p>Nie zna zasad prowadzenia żywienia enteralnego i parenteralnego u chorych z niepomyślnym rokowaniem, nieprzytomnym</p>	<p>Zna ogólne zasady prowadzenia żywienia enteralnego i parenteralnego u chorych z niepomyślnym rokowaniem, ni</p>	<p>Zna i charakteryzuje zasady prowadzenia żywienia enteralnego i parenteralnego u chorych z niepomyślnym rokowaniem</p>	<p>Zna i charakteryzuje oraz stosuje w praktyce zasady prowadzenia żywienia enteralnego i parenteralnego u chorych z niepomyślnym rokowaniem</p>
D.U	<p>Nie zna zasad pielęgnacji</p>	<p>Zna ogólne zasady</p>	<p>zna zasady pielęgnacji</p>	<p>zna zasady, omawia</p>

21	gnowania i nie potrafi pielęgnować dziecka z niepomysłnym rokowaniem z przetoką, rurką intubacyjną	dy pielęgowania dziecka z niepomysłnym rokowaniem z przetoką, rurką intubacyjną	gnowania dziecka z niepomysłnym rokowaniem z przetoką, rurką intubacyjną	wia je, stosuje w praktyce oraz pielęgnuje dziecko z niepomysłnym rokowaniem z przetoką, rurką intubacyjną
D.U 22	Nie zna zasad oraz nie potrafi prowadzić rozmowy terapeutycznej z dzieckiem hospitalizowanym	Zna zasady jednak nie potrafi prowadzić rozmowy terapeutycznej z dzieckiem hospitalizowanym	Zna zasady , prowadzi rozmowę terapeutyczną z dzieckiem hospitalizowanym	Zna zasady, omawia je , prowadzi rozmowę terapeutyczną z dzieckiem hospitalizowanym oraz jego opiekunami
D.U 26	Nie potrafi przekazać informacji o stanie zdrowia dziecka .	przekazuje informacji o stanie zdrowia dziecka członkom zespołu terapeutycznego w sposób niekompletny .	przekazuje informacji o stanie zdrowia dziecka członkom zespołu terapeutycznego w sposób kompletny .	przekazuje informacji o stanie zdrowia dziecka członkom zespołu terapeutycznego w sposób kompletny, używając słownictwa medycznego.
D.K1, 6,7	Nie szanuje godności i autonomii pacjenta, nie wykonuje rzetelnie powierzonych obowiązków, nie przestrzega tajemnicy zawodowej	Szanuje godność i autonomię pacjenta, nie wykonuje rzetelnie powierzonych obowiązków, przestrzega tajemnicy zawodowej	Szanuje godność i autonomię pacjenta, wykonuje rzetelnie powierzonych obowiązków, nie zawsze przestrzega tajemnicy zawodowej	Szanuje godność i autonomię pacjenta, wykonuje rzetelnie powierzonych obowiązków, przestrzega tajemnicy zawodowej
<b>D.W2 6, 40, 45</b>	Nie zna odrębności anatomiczno-fizjologicznych powodujących częstsze występowanie stanów zagrożenia życia u dzieci. Nie zna przyczyn występowania stanów zagrożenia życia u dzieci ze strony poszczególnych układów i narządów. Nie potrafi opisać występujących objawów, nie dokonuje charakterystyki postępowania pielęgniarskiego	Zna niektóre odrębności anatomiczno-fizjologiczne powodujące częstsze występowanie stanów zagrożenia życia u dzieci. Zna wybrane przyczyny występowania stanów zagrożenia życia u dzieci ze strony poszczególnych układów i narządów. Krótko opisuje występujące objawy i charak-	Zna odrębności anatomiczno-fizjologiczne powodujące częstsze występowanie stanów zagrożenia życia u dzieci. Zna przyczyny występowania stanów zagrożenia życia u dzieci ze strony poszczególnych układów i narządów. Potrafi opisać występujące objawy i charak-	Zna i szczegółowo charakteryzuje odrębności anatomiczno-fizjologiczne powodujące częstsze występowanie stanów zagrożenia życia u dzieci. Określa związek przyczynowo-skutkowy pomiędzy odrębnościami, a częstością występowania stanów zagrożenia życia. Szczegółowo omawia przy-



	<p>z uwzględnieniem przedziału wiekowego w stanach zagrożenia życia. Nie zna przyczyn stanów terminalnych u dzieci. Nie potrafi scharakteryzować problemów zdrowotnych i pielęgnowania dziecka umierającego oraz specyfiki opieki nad dzieckiem umierającym. Nie wymienia przyczyn stanu utraty przytomności. Nie omawia specyficznych aspektów opieki pielęgniarskiej nad dzieckiem w stanie utraty przytomności z uwzględnieniem występujących powikłań i ich profilaktyki. Nie opisuje monitorowania przyrządowego i bezprzyrządowego dziecka w stanach zagrożenia życia. Nie zna zasad organizacji pomocy dziecku krzywdzonemu. Nie zna podstaw prawnych regulujących przeciwdziałanie przemocy wobec dzieci.</p>	<p>teryzuje ogólnie postępowanie pielęgniarskie z uwzględnieniem przedziału wiekowego w stanach zagrożenia życia. Zna wybrane przyczyny stanów terminalnych u dzieci. Krótko charakteryzuje problemy zdrowotne i pielęgnowanie dziecka umierającego oraz specyfikę opieki nad dzieckiem umierającym. Wymienia wybrane przyczyny stanu utraty przytomności. Krótko omawia specyficzne aspekty opieki pielęgniarskiej nad dzieckiem w stanie utraty przytomności z uwzględnieniem niektórych powikłań i ich profilaktyki. Opisuje w sposób ogólny monitorowanie przyrządowe i bezprzyrządowe dziecka w stanach zagrożenia życia. Krótko omawia zasady organizacji pomocy dziecku krzywdzonemu. Zna wybrane podstawy prawne regulujące przeciwdziałanie przemo-</p>	<p>teryzuje postępowanie pielęgniarskie z uwzględnieniem przedziału wiekowego w stanach zagrożenia życia. Zna przyczyny stanów terminalnych u dzieci. Potrafi scharakteryzować problemy zdrowotne i pielęgnowanie dziecka umierającego oraz specyfikę opieki nad dzieckiem umierającym. Wymienia przyczyny stanu utraty przytomności. Omawia specyficzne aspekty opieki pielęgniarskiej nad dzieckiem w stanie utraty przytomności z uwzględnieniem występujących powikłań i ich profilaktyki. Opisuje monitorowanie przyrządowe i bezprzyrządowe dziecka w stanach zagrożenia życia. Zna zasady organizacji pomocy dziecku krzywdzonemu. Zna podstawy prawne regulujące przeciwdziałanie przemocy wobec dzieci.</p>	<p>czyzny występowania stanów zagrożenia życia u dzieci ze strony poszczególnych układów i narządów. Potrafi wnikliwie opisać występujące objawy i szczegółowo charakteryzuje postępowanie pielęgniarskie z uwzględnieniem przedziału wiekowego w stanach zagrożenia życia. Zna i szczegółowo omawia przyczyny stanów terminalnych u dzieci. Szczegółowo charakteryzuje problemy zdrowotne i pielęgnowanie dziecka umierającego oraz specyfikę opieki nad dzieckiem umierającym. Wymienia wszystkie przyczyny stanu utraty przytomności. Wnikliwie analizuje specyficzne aspekty opieki pielęgniarskiej nad dzieckiem w stanie utraty przytomności z uwzględnieniem występujących powikłań i ich profilaktyki. Szczegółowo opisuje monitorowanie przyrządowe i bezprzyrządowe</p>	
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		cy wobec dzieci.		dziecka w stanach zagrożenia życia. Zna i wnikliwie omawia zasady organizacji pomocy dziecku krzywdzonemu. Wnikliwie analizuje podstawy prawne regulujące przeciwdziałanie przemocy wobec dzieci.	
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Tabela podsumowująca.

Grupa treści kształcenia	Odniesienie danego efektu do efektów zdefiniowanych dla całego programu („kierunkowych”)	Cele przedmiotu	Treści programowe	Narzędzia dydaktyczne	Sposób oceny
D	W1	C1,C2	W13 S3,S4	1, 3, 4	F1, P3
D	W2	C1,C2	W1,8, 12, 13, 10, 15 S1*	1,3, 4, 5	F1, P1, P3
D	W4	C1,C2	W2- 15	1, 2, 3, 4, 5, 6, 7	F1, F2, P1, P2, P3
D	W5	C1,C2	W2 - 11, 14, 15 ĆW8- 20	1, 2, 3, 4, 5, 6, 7	F1, F2, P1, P2, P3
D	W6	C1,C2	W1- W15 ĆW20	1, 2, 3, 4, 5, 6, 7	F1, F2, P1, P2, P3
D	W7	C1,C2	W2- W15	1, 3, 4	F1, P3
D	W8	C1,C2	W2- W11,14,15	1, 3, 4	F1, P3
D	W9	C1,C2	W1- W15,	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	W10	C1,C2	W2 -11,14,15 PZ10- 13	2, 3, 4, 7	F1, F2, P1, P2
D	W11	C1,C2	ZP4	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	W12	C1,C2	ZP1	2, 3, 4, 5, 7	F1, F2, P1, P2
D	W14	C1,C2	ZP2	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	W18	C1,C2	W2 -5,10,11	7	F1, F2

			ĆW7-20		
D	W19	C1,C2	W1	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	W20	C1,C2	W1 ĆW1,5,6	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	W26	C3	ZP16,17	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	W40	C3	ZP16	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	W45	C3	ZP16	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U1	C1,C2	ĆW8- 20 ZP6-8; 10- 13,15 PZ2,4,5,6,9-15 ZP16,18	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U2	C1,C2	ZP3,4 PZ2,7,14,19	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U3	C1,C2	ĆW18-20 PZ5,7 ZP17,20	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U4	C1,C2	ĆW15 ZP13 PZ4 ZP19	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U5	C1,C2	ĆW18-20 S1 ZP10,12,13,14,15 PZ3,4,5,7,9,10-13,15	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U6	C1,C2	ĆW19	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U7	C1,C2	ĆW2,3 ZP5 PZ2,3,16,18	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U9	C1,C2	ZP6,7,8,10,12,13,15 PZ4,5,8,10-13,15	2, 3, 4, 5, 6, 7	F1, F2, P1, P2

D	U10	C1,C2	ZP6,7,8,10,12,13,15 PZ4,8,9-13,15	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U11	C1,C2	ZP6 PZ11	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U12	C1,C2	ZP6-8,10,12,13,15 PZ4,5,9-13,15	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U13	C1,C2	ZP6-8,10,12,13,15 PZ4,9-13,15	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U16	C1,C2	ZP16	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U19	C1,C2	ZP18	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U20	C1,C2	S2 ĆW6 ZP6,8,10,13,15 PZ4,5,9-13,15	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U21	C1,C2	ZP18	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U22	C1,C2	ZP4	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U24	C1,C2	ZP5,17	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U25	C1,C2	PZ13	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U26	C1,C2	ZP4,6,7,8,10,12,13,15 PZ4,5,9-13,15	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U27	C1,C2	PZ8	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U28	C1,C2	ZP6,7,8,10,12-15 PZ4,9-13,15,17	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U32	C1,C2	ZP4,6-8,10,12-15,17 PZ5,6,9-13,15	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	U33	C1,C2	ZP6-10,12-15,17 PZ4,5,9-13,15	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	K1	C1,C2	ZP1-20 PZ1-20	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
D	K6	C1,C2	ZP1-20 PZ1-20	2, 3, 4, 5, 6, 7	F1, F2, P1, P2

D	K7	C1,C2	ZP1-20 PZ1-20	2, 3, 4, 5, 6, 7	F1, F2, P1, P2
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**SYLLABUS**  
**1st Year Bachelor in Nursing**

**I. General information**

<b>1 Name of training module</b>												
Pharmacology												
<b>2 Name of the unit running the module</b>												
Faculty of Health Sciences and Social Sciences Department of Health Nursing Institute												
<b>3 Module code</b> 12.6 I 1/2 A001			<b>4 Group content training</b> Basic science				<b>5 Module type</b> obligatory					
<b>6 Level of studies</b> First degree studies			<b>7 Number of ECTS credits</b> 2			<b>8 subject of teaching</b> basic						
<b>9 Year of study, semester</b>			<b>10 Number hoysr per semester</b>					<b>11 number hours per week</b>				
			<i>Lec.</i>	<i>Ex.</i>	<i>Tut.</i>	<i>Sem.</i>	<i>Proj.</i>	<i>Lec.</i>	<i>Ex.</i>	<i>Lab.</i>	<i>Sem.</i>	<i>Proj.</i>
Full-time programme, 1 <sup>st</sup> year, 2 <sup>nd</sup> semester			30	30				2	2			
<b>12 Language of lecture</b> English												
<b>13 Teachers:</b> Barbara Jędrzejewska Ph.D												

**Informacje  
szczegółowe**

**1144 Wymagania wstępne**

1. Wiedza z chemii na poziomie licealnym
2. Wiedza dotycząca podstawowych procesów przemiany materii i energii

**15 Cele przedmiotu**

- |     |  |
|-----|--|
| C1  | Zapoznanie z terminologią z farmakokinetyki i farmakodynamiki oraz procesów farmakokinetycznych ( LADME) i farmakodynamicznych.    |
| C2  | Rozwijanie umiejętności stosowania terminologii receptury farmaceutycznej  |
| C3  | wiedza w zakresie mechanizmów działania poszczególnych grup leków  |
| C4  | Wiedza z zakresu farmakologii obwodowego i centralnego układu nerwowego<br>Wiedza z zakresu farmakologii poszczególnych grup leków |
| C5  | Znajomość objawów ubocznych działania leków i przeciwwskazań do stosowania   |
| C 6 | Wiedza w zakresie występowania interakcji między lekami, lekozależność   |
| C 7 | Stosowanie krwi i środków krwiozastępczych   |

C 8	Chemioterapeutyki, leki przeciwwirusowe i stosowane w zakażeniu HIV. Lekooporność
C9	Umiejętność korzystania z informatorów o lekach

### 16 Efekty kształcenia w zakresie wiedzy, umiejętności i kompetencji społecznych

nr	student, który zaliczył przedmiot, potrafi:	odniesienie do celów przedmiotu
A.W.16	characterizes particular groups of therapeutic products, their mechanisms of action, changes in organism and side effects;	C1,C2, C3, C5
A.W.17	discusses basic pharmaceutical principles	C3, C4, C5, C6
A.W.18	characterizes particular groups of medications and their applications as well as principles of hemo-therapy and blood substitute products treatment	C4, ,C5,C6,C7, C8
A.W.22	knows the impact of disease processes on metabolism and medicines elimination	C3,C4, C5, C6, C8,C9
A.W.23	knows major side effects of medicines, including results of their interaction, and knows the procedure on reporting side effects of medicines;	C3,C4, C5, C6, C8,C9
A.W.24	knows the principles how to issue prescriptions in the range of medical orders execution;	C3,C4, C5, C6, C8,C9
A.W.25	knows groups of medicines, active substances which compose medicines, and methods and routes of medicines administration	C3,C4, C5, C6, C8,C9
A.U.8	assesses the impact of pharmaceutical treatment on physiological and biochemical processes in particular organs	C1, C3, C5 C9
A.U.9	differentiates particular groups of medications and their applications	C3,C4, C5, C6, C8
A.U.10	knows the issues in blood treatment and blood substitute product treatment	C7
A.U.18	uses pharmaceutical register and data bases on medicinal products	C9
A.U.19	possesses skills to issue prescriptions for medicines necessary to continue treatment, in the range of medical orders execution	C3,C4, C5, C6, C8,C9
A.U.20	possesses skills to work out prescriptions for medicinal products and foodstuffs intended for particular nutritional use ordered by a physician	C3,C4, C5, C6, C8,C9

### 17 Program content

	Form of classes- lectures	Numer of hours	reference to learning outcomes
Lec.1	<b>Pharmacokinetics:</b> absorption, distrybution, metabolism, elimination	2	A.W16 A.W17 A.W. 22 A.U8
Lec.2,	<b>Pharmacodynamics</b> – Drug receptor. Interactions	1	A.W18 A.W. 22 A.W. 23 A.W.24 A.W.25 A.U9



Lec.3	<b>Drug affecting the Autonomic Nervous System</b> (Cholinergic agonists, cholinergic antagonists. Adrenergic agonists, adrenergic antagonist)	3	A.W18 A.W. 22 A.W. 23 A.U8 A.U9
Lec.4	<b>Drugs affecting the CNS:</b> Anxiolytic and hypnotic drugs. Antidepressants. Antipsychotic drugs.	4	A.W18 A.W. 22 A.W. 23 A.W.24 A.W.25 A.U8 A.U9
Lec.5	<b>Drugs affecting the CNS.</b> Drugs for neurodegenerative diseases (drugs used in Parkinson's disease, drugs used in Alzheimer's disease, drugs used in Multiple Sclerosis).	1	A.W18 A.W. 22 A.W. 23 A.W.24 A.W.25 A.U8 A.U9
Lec.6	<b>Drugs affecting the CNS.</b> Drugs for Epilepsy (classification of seizures, drug selection – first choice drug, second choice drug, antiepilepsy medications).	1	A.W18 A.W. 22 A.W. 23, A.W.25 A.U8 A.U9
Lec.7	<b>Drugs affecting the CNS.</b> Anesthetics. Stages and depth of anesthesia. Inhalation anesthetics. Intravenous anesthetics. Neuromuscular blockers. Local anesthetics	1	A.W18 A.W. 22 A.W. 23 A.W.24 A.W.25 A.U8 A.U9
Lec. 8	<b>Drugs affecting the CNS:</b> Opioids; opioids agonists, partial agonists, antagonists. Other analgesics.	1	A.W18 A.W. 22 A.W. 23 A.W.25 A.U8 A.U9
Lec. 9	<b>Anti-inflammatory, Antipyretic, and Analgesic Agents:</b> Nonsteroidal Anti-inflammatory Drugs, - .	2	A.W18 A.W. 22 A.W. 23 A.W.24 A.W.25 A.U8 A.U9
Lec. 10	Leki układu pokarmowego <b>Drugs affecting the Cardiovascular System – Hypertensive:</b> Diuretics, $\beta$ -Adrenoceptor blockers, ACE inhibitors, Angiotensin II receptor blockers, Renin inhibitor, Calcium channel blockers, $\alpha$ – Adrenoceptor – blocking agents, $\alpha/\beta$ – Adrenoceptor- blocking agents. <b>Heart failure:</b> Inhibitors of the Renin – Angiotensin – Aldosterone System, $\beta$ -Blockers, Diuretics, Inotropic drugs (digitalis glycosides, $\beta$ – Adrenergic agonists, Phosphodiesterase inhibitors). <b>Antiarrhythmics:</b> Classification of drug; IA -Na <sup>+</sup> channel blocker, IB- Na <sup>+</sup> channel blocker, IC - -Na <sup>+</sup> channel blocker, II- $\beta$ -Adrenoceptor blocker, III - K <sup>+</sup> channel blocker, IV -Ca <sup>++</sup> channel blocker and other – Digoxin, Adenosine, Magnesium	4	A.W18 A.W. 22 A.W. 23 A.W.25 A.U8 A.U9

	sulfate. <b>Antianginal drugs. Anticoagulants and Antiplatelet Agents:</b> Platelet aggregation inhibitors, Anticoagulants, Trombolitic drugs. <b>Drugs for Hyperlipidemia:</b> Statins, Fibrates, Niacin		
Lec.11	<b>Drugs Affecting the Endocrine System:</b> Pituitary and Thyroid, Drug for diabetes, Estrogenes and Androgenes, Adrenal hormones. -	2	A.W18 A.W. 22 A.W. 23 A.W.24 A.W.25 A.U8 A.U9
Lec.12	<b>Drugs for disorder of the Respiratory system:</b> Drugs used to treat Astma, Drugs used to treat Chronic Obstructive Pulmonary Disease, Drugs used to treat Allergic Rhinitis, Drugs used to treat cough. <b>Antihistamines</b>	2	A.W18 A.W. 22 A.W. 23 A.W.24 A.W.25 A.U8 A.U9
Lec.13	<b>Gastrointestinal and Antiemetic Drugs:</b> Drug used to treat Peptic Ulcer Disease and Gastroesophageal Rflux Disease. Antidiarrheals. Laxantes	1	A.W18 A.W. 22 A.W. 23 A.W.24 A.W.25 A.U8 A.U9
Lec. 14	<b>Chemotherapeutic Drugs:</b> Principles of antimicrobial therapy. Cell wall inhibitors. Protein synthesis inhibitors. Quinolones, Folic Acid antagonists und Urinary Tract antiseptics. <b>Antimycobacterial drugs. Antifungal drugs. Antiprotozoal drugs. Antiviral drugs. Anticancer drugs</b>	5	A.W18 A. A.W. 22 A.W. 23 A.W.24 A.W.25 A.U8 A.U9
<b>Totally 30</b>			
	<b>Form of classes - exercices</b>	<b>Number of hours</b>	<b>reference to learning outcomes</b>
Ex.1	<b>Definition of the drug. Drug forms. Route of delivery drugs and pharmacokinetics parameters. Administration of drugs - dosage. Calculating doses according to age</b>	2	A.W16, A.W.22, A.U8 A.U.18 A.U.19 A.U.20
ĆW2	<b>Structure of prescription. Prescriptions abbreviations. Parts of the Medication Prescription Form. Incompatibility of drugs in prescription</b>	2	A.W18 A.U8 A.U9 A.U.18 A.U.19 A.U.20
ĆW3	<b>Direct-acting cholinergic agonist, indirect - acting cholinergic agonist ( anticholinestrage agents). Name of drugs (generic names and brand names) , drugs forms, route of delivery, dosage.</b>	1	A.W18 A.U8 A.U9 A.U.18 A.U.19 A.U.20
ĆW4	<b>Cholinergic antagonists - name of drugs (generic names and brand names) , drugs</b>	1	A.W18 A.U8 A.U9

	<b>forms, route of delivery, dosage.</b>		
CW5	<b>Adrenergic agonists. Direct – acting and indirect – acting adrenergic agonists - name of drugs</b> (generic names and brand names) , <b>drugs forms, route of delivery , dosage . Mixed -action adrenergic agonists. Adrenergic antagonists <math>\alpha</math>,<math>\beta</math>, <math>\alpha</math> and <math>\beta</math>.</b>	1	A.W18 A.U8 A.U9 A.U.18 A.U.19 A.U.20
CW6	<b>Antidepressants – SSRIs drugs , SNRIs, Atypical antidepressants, TCAs, MAOIs, Drugs used to treat Mania and Bipolar disorder</b> ( generic names and brand names), <b>drugs forms, route of delivery, dosage.</b>	2	A.W18 A.U8 A.U9 A.U.18 A.U.19 A.U.20
CW7	<b>Neuroleptics. First -generation</b> ( typical antipsychotics), low potency and high potency. <b>Second generation</b> ( „atypical”). <b>Adverse effects, drugs forms, route of delivery, dosage. Anxiolytic drugs - therapeutic use</b>	1	A.W18 A.U8 A.U9 A.U.18 A.U.19 A.U.20
CW8	<b>Sedation and Sleep – inducing drugs - benzodiazepines, barbiturates, zolpidem, zaleplon, eszopiclone. Pharmacokinetics. Therapeutic users. Adverse effects.</b>	1	A.W18 A.U8 A.U9 A.U.18 A.U.19 A.U.20
CW9	<b>Anesthetics – preanesthetic medications, general anesthetics</b> ( inhaled, intravenous), <b>local anesthetics. Opioids. Opioids agonists-</b> therapeutic use, adverse effects. <b>Partial agonists, antagonists – therapeutic use.</b>	2	A.W18 A.U8 A.U9 A.U.18 A.U.19 A.U.20
CW10	<b>Anti- inflammatory, antipyretic and analgesic agents. Nonsteroidal anti-inflammatory drugs - therapeutic uses</b> (therapeutic disadvantages, therapeutic advantages, incompatibility ). <b>Drug used for the treatment of acute and chronic gout – therapeutic uses and adverse effects. Drugs used to treat headache.</b>	1	A.W18 A.U8 A.U9 A.U.18 A.U.19 A.U.20
CW11	<b>Antihypertensives – treatment strategies. Diuretics</b> ( thiazide diuretics, loop diuretics, potassium – sparing diuretics). <b><math>\beta</math> – blocking agents</b> (pharmacokinetics, therapeutic use, adverse effects). <b>ACE inhibitors, Angiotensin II receptor blockers</b> ( actions, pharmacokinetics, therapeutic use, adverse effects). <b>Calcium channel blockers</b> ( classes of calcium channel blockers, actions, pharmacokinetics, therapeutic use, adverse effects). <b><math>\alpha</math> -Adrenoreceptor – blocking agent, <math>\alpha/\beta</math> Adrenoreceptor – blocking agent. Centrally acting adrenergic drugs</b> ( Clonidine, Metyldopa). <b>Resistant hypertension. Combination therapy.</b>	2	A.W18 A.U8 A.U9 A.U.18 A.U.19 A.U.20
CW12	<b>Antiarrhythmics. Classification of drug</b>	2	A.W18 A.U8 A.U9

	<b>and mechanism of action. Other antiarrhythmic drugs</b> ( digoxin, adnosine, magnesium sulfate). <b>Atiangular drugs. Treatment strategies</b> (drug class, common adverse effects, drug interactions).		A.U.18 A.U.19 A.U.20
CW13	<b>Anticoagulants and Antiplatelet agents. Platelet aggregation inhibitors, Blood coagulation, Anticoagulants, Trombolytic drugs</b> (therapeutic use, adverse effects, drug interactions).	1	A.W18 A.U8 A.U9 A.U.18 A.U.19 A.U.20
CW14	<b>Drugs for disorders of the Respiratory System. Preferred drugs to treat Astma. Alternative drugs used to treat Astma. Drugs used to treat Chronic Obstructive Pulmonary Disease, Inhaler technique, Drugs used to treat Allergic Rhinitis, Drugs used to treat cough. Antihistamines.</b>	2	A.W17 A.U.18 A.U.19 A.U.20
CW15	<b>Prescriptions for foodstuffs</b> ( structure of prescription, refund level, number of refunded items, types of foodstuffs available, recommendations for writing prescriptions for foodstuffs). <b>Foodstuffs for special purposes nutritional</b> (hydrolysates of milk proteins). <b>Sources of information on current refunded foodstuffs. Medical records of nurses and midwives when filling prescriptions for foodstuffs</b>	3	A.U.18, A.U.19, A.U.20
CW16	<b>Practical writing of prescriptions Structure of prescription.</b> 1. Patient ID, 2. Superscription, 3. Inscription, 4. Subscription, 5. Signa, 6. Date, 7. Prescribers ID	2	A.U.18, A.U.19, A.U.20
CW17	<b>Practical examples of drug regulation by nurses. Case study of five patients in whom the nurse should decide the type of therapy. A case study of five patients with symptoms</b> (it should be evaluated whether they occurred after the applied therapy). <b>Five drug combinations</b> (They should evaluate the possibility of interaction and to suggest opportunities for risk reduction).	4	A.U.18, A.U.19, A.U.20
<b>Totally</b>		<b>30</b>	

#### 18. Didactic tools / methods / forms

1. Lectures
2. Exercises
3. Discussion
4. multimedia presentation
5. show the form of medicines

#### 19. METHODS OF VERIFICATION FOR ACHIEVING ACHIEVED EDUCATION EFFECTIVENESS

### *Examples of SUMMARY methods*

***Methods of verification of learning outcomes in knowledge:***

Oral examination (non standardized, standardized, traditional, problematic)

Written exam - student generates / recognizes answer (short structured questions / SSQ / multiple choice test / MCQ / multiple response test)/ MRQ /; match test; T / N test; response test answer)

Open Book Exam

***Methods for verifying the effects of training on skills:***

Practical exam

Mini-CEX (mini-clinical examination)

Realization of the commissioned task Project,

Presentation

***Methods of verification of learning outcomes in the field of social competence / attitudes:***

Prolonged observation by the tutor / tutor

360 ° rating (opinions of teachers, colleagues, patients, other contributors)

Self-assessment (including portfolio)

### **EXAMPLES OF FORMING METHODS**

Assessment of student activity during classes

Observation of work on exercises

Assignment of individual activities

Assignment of each exercise

Practical test in scoring system

Assessment of preparation for classes

Discussion during the exercises

Entry into the exercises

Checking knowledge during exercise

Partial credits

Evaluation of conclusions from experiments

Preliminary assessment

A case report

Trying to work

### **20 Obciążenie pracą studenta**

form of activity	Average number of hours to complete the activity	
	S	NS
Contact hours with the teacher	60	
individual student work	10	
<b>Totality</b>	<b>70</b>	
<b>TOTAL NUMBER OF ECTS POINTS FOR SUBJECT</b>	<b>2</b>	

### **21 Literature**

1. Richard A.Harwey, Karen Whalen Colaborating Editihors; Richard Finkel, Thomas A. Panavelil; Pharmacology Sixth Edition ; Wolters Kluwer Helth; 2014
2. Bertram G. Katzung, Anthony J.Trevor; **Basic and Clinical Pharmacology 13 - th Edition**; International Edition; McGraw-Hill Medical 2015  
Rajtar – Cynke G.(red.): Farmakologia Wyd. Lekarskie PZWL, Warszawa,2015

	3.Rajtar – Cynke G.:Recepty. Zasady wystawiania. Wydawnictwo Lekarske PZWL, Warszawa, 2016				
4	Janiec W.( red): Kompendium farmakologii PZWL WA-wa2006				
5	Korbut R. (red): Farmakologia po prostu Wyd. UJ Kraków 2007				
6	Ewa Obuchowicz Andrzej Małecki Krystyna Kmieciak-Kołada Bogusław Okopień: Farmakologia dla studentów i absolwentów kierunków medycznych. Wydawnictwo Śląsk Wydawnictwo Katowice 2011				
Criteria for assessing the learning outcomes achieved					
	Sufficient (3)	Above sufficient (3,5)	Good (4)	Above good (4,5)	Very good (5)
The above mentioned methods of verifying the achievement of the intended effects Education was assessed Percentage system	60%	71%	80%	87%	95%
Point system	30	35	40	45	50

Tabela podsumowująca.

Group of training content	Reference of the given effect to the effects defined for the whole program ("direction")	Cele przedmiotu	Treści programowe	Teaching aids	Method of evaluation
A	W16	C1,C2, C3, C5	W1, Ćw2	1,2,3,4,5	F1,F2 P1
A	W17	C3, C4, C5, C6	W1, Ćw1	1,2,3,4	F1,F2 P1
A	W18	C4, ,C5,C6,C7, C8	W2,3,4,5,6,7,8,9, 10,11,12,13,14,15 Ćw 3,4,5,6,7,8,9,10, 11,12,13,14,15	1,2,3,4	F1,F2, P1
A	W 22	C3,C4, C5, C6, C8,C9	W1		
A	W 23	C3,C4, C5, C6, C8,C9	W2,3,4,5,6,7,8,9, 10,11,12,13,14,15		
A	W 24	C3,C4, C5, C6, C8,C9	W2,3,4,5,6,7,8,9, 10,11,12,13,14,15		
A	W 25	C3,C4, C5, C6, C8,C9	W2,3,4,5,6,7,8,9, 10,11,12,13,14,15		

A	U8	C1, C3, C5 C9	W1,3,4,5,6,7,8,9, 10,11,12,13,14 Ćw2,3,4,5,6,7,8,9 10,11,12,13,14	1,2,3,4	F1,F2 P1
A	U9	C3,C4, C5, C6, C8	W2,3,4,5,6,7,8,9,10, 11,12,13,14 Ćw3,4,5,6,7,8,9,10 11,12,13,14	1,2,3,4	F1,F2 P1
A	U10	C7	W15 Ćw15	1,2,3,4	F1,F2 P1
A	U18	C9	Ćw1,23,4,5,6,7,8,9, 1011,12,13,14	1,2,3,4	F1,F2 P1
A	U19	C3,C4, C5, C6, C8,C9	Ćw1,23,4,5,6,7,8,9, 1011,12,13,14	1,2,3,4	F1,F2 P1
A	U20	C3,C4, C5, C6, C8,C9	Ćw1,23,4,5,6,7,8,9, 1011,12,13,14	1,2,3,4	F1,F2 P1

**SYLLABUS**  
**1st Year Bachelor in Nursing**

**I. General information**

<b>1 Name of training module</b> Philosophy and Ethics of the Nursing Profession									
<b>2 Name of the unit running the module</b> Faculty of Health Sciences and Social Sciences Department of Health Nursing Institute									
<b>3 Module code</b> 12.6 I 1/2 B002			<b>4 Group content training</b> Social Science with English			<b>5 Group content training</b> Basic science			
<b>6 Level of studies</b> First degree studies			<b>7 Number of ECTS credits</b> 3			<b>8 subject of teaching</b> basic			
<b>9 Year of studies, semester</b>	<b>10 Number of hours (Total)</b>					<b>11 Number of hours (weekly)</b>			
	<i>Lect</i>	<i>Class</i>	<i>Practical.</i>	<i>professional practice</i>	<i>self-study</i>	<i>Lect</i>	<i>Class</i>	<i>p</i>	<i>PP</i>
Full-time programme, 1 <sup>st</sup> year, 2 <sup>nd</sup> semester	30	30	0	0	30	2	2	0	0

**12 Language of lecture:** English

**13 Academic Teachers**

**II. Details**

**14 Prerequisites**

1. Knowledge of the basics of psychology

**15 Aims of subject**

- |    |   |
|----|---|
| C1 | Introduction students with the pedigree of historical nursing ethics                                |
| C2 | Presentation of basic concepts of normative ethics and ethical systems                              |
| C3 | Passing knowledge about nursing personal models   |
| C4 | Introduction with the deontological code of the Polish nurse and midwife and Patient Rights Charter |
| C5 | Analysis of ethical dilemmas in professional work   |
| C6 | Introduction with the principles of hospice movement and hospice care.                              |



## 16 Efekty kształcenia w zakresie wiedzy, umiejętności i kompetencji społecznych

No	Student, who passed classes:	reference to the objectives of the subject
	B.W41. differentiates the object of general and professional ethics;	C1, C2, C3
	B.W42. has knowledge of philosophical and ethical concepts useful in nursing (psycho-personalist, existentialist, personalist, cosmic and evolutionary, independent ethics of Tadeusz Kotarbiński);	C2, C2
	B.W43. characterizes the essence of ethical decisions making and moral dilemma solving in the nursing profession;	C2, C3
	B.W44. knows the issues of normative ethics, including axiology of values, moral obligations and tasks essential in the nursing profession;	C4
	B.W45. understands the content of the code of professional ethics of nurses	C4
	B.W22. differentiates the criminal, civil and employee liability related to the exercise of the nursing profession;	C4, C5
	B.W23. knows the Charter of Patients' Rights, the Charter of Human Rights and the Charter of Rights of the Child;	C5, C6
	B.U29. knows how to solve moral dilemmas in professional practice;	C5, C6

## 17 Program content

	form of classes - lectures	Numer of hours	reference to learning outcomes
Lec.1	Pedigree ideological-historical ethics of nursing over the ages	3	B.W41
Lec.2	Nursing organizations formerly and now - initial profile	2	B.W41
Lec.3	Florence Nightingale - first nurse	2	B.W41
Lec.4	Normative ethics - types, basic concepts	2	B.W44
Lec.5	Personal pattern in ethics and philosophy - preliminary issues	2	B.W41
Lec.6	Historical development of deontological codes in Poland and in the world	4	B.W45
Lec.7	Ethical dilemmas in medicine and nursing	4	B.W43, B.W23, B.U29
Lec.8	Euthanasia, cloning and abortion as ethical dilemmas	3	B.W43, B.W23, B.U.29
Lec.9	Moral virtues and their characteristics	4	B.W44

Lec.10	Responsibility in nursing work Hospice - a challenge for nursing.	2	B.W22
Lec.11	Hospice - ethical dilemma.	2	B.U29
<b>Totality 30</b>			

<b>Form of classes - exercises</b>		<b>Number of hours</b>	<b>reference to learning out-comes</b>
Ex. 1	Congregation of the Sisters of Divine Mercy	2	B.W41
Ex. 2	Work of St. Vincent A'Paulo's the beginning of nursing	2	B.W41
Ex. 3	Nursing organizations in Poland and in the world	4	B.W45
Ex. 4	The similarities and differences between works Florence Nightingale past and present	2	B.W41
Ex. 5	Ethical issues in philosophical systems	2	B.W42, B.W47
Ex. 6	Personal Patterns in Nursing - Character Analysis	4	B.W41
Ex. 7	The deontological code of the Polish nurse and midwife and the Patient Rights Charter, the Charter of Human Rights and the Charter of the Rights of the Child; - analysis of documents, problems in compliance	4	B.W45,
Ex. 8	Ethical dilemmas and controversies in medicine in nursing work - case analysis	5	B.W43, B.W23,
Ex. 9	Moral virtues in human life	3	B.W44,
Ex. 10	Work in hospice - fulfillment of nursing	2	B.U29
<b>Totality</b>		<b>30</b>	
<b>Form of classes –self-study</b>		<b>Number of hours</b>	<b>reference to learning out-comes</b>
S1	Nursing morality in pre-Roman times.	2	B.W41
S2	Nursing morality in Christian times.	2	B.W41
S3	Black period of hospitality and nursing and its great reformers from the 16th to 18th centuries.	2	B.W41
S4	Nursing organization	2	B.W45
S5	Morality and ethics of modern nursing in Poland (1911-1970).	2	B.W41, B.W44, B.W47
S6	Morality and ethics of nursing in the second period of modern nursing in Poland (1945-1970).	2	B.W41, B.W44, B.W47
S7	Deontology of Nursing.	2	B.W43, B.U28, B.U29
S8	Functions of the Code of Ethics.	2	B.W45
S9	History of ethical codes in nursing .	2	B.W45
S10	Code of the International Council of Nurses,	6	B.W45, B.W23

	Patient Rights Charter, Charter of Human Rights			
S12	Patient Rights and "Code of Professional Ethics for Polish Nurses and Midwives"	4		B.W43, B.U28
S13	Towards 21st century nursing.	2		B.W41, B.W44, B.W47

**Totality      30**

### **18 Didactic tools / methods / forms**

1. Multimedia presentation
2. Conversational lecture
3. Discussion
4. Case study
5. Educational film

### **19 METHODS OF VERIFICATION FOR ACHIEVING ACHIEVED EDUCATION EFFECTIVENESS**

*Examples of SUMMARY methods*

**Methods of verification of learning outcomes in knowledge:**

Oral examination (non standardized, standardized, traditional, problematic)

Written exam - student generates / recognizes answer (short structured questions / SSQ / multiple choice test / MCQ / multiple response test)/ MRQ /; match test; T / N test; response test answer)

Open Book Exam

**Methods for verifying the effects of training on skills:**

Mini-CEX (mini-clinical examination)

Realization of the commissioned task Project, Presentation

**Methods of verification of learning outcomes in the field of social competence / attitudes:**

Prolonged observation by the tutor / tutor

360 ° rating (opinions of teachers, colleagues, patients, other contributors)

Self-assessment (including portfolio)

**EXAMPLES OF FORMING METHODS**

Assessment of student activity during classes

Observation of work on exercises

Assignment of individual activities

Assignment of each exercise

Practical test in scoring system

Assessment of preparation for classes

Discussion during the exercises

Entry into the exercises

Checking knowledge during exercise

Partial credits

Evaluation of conclusions from experiments

Preliminary assessment

A case report

Trying to work

form of activity	Average number of hours to complete the activity
	<b>S</b>
Contact hours with the teacher	60
Work without teacher	30
individual student work	8
<b>Totality</b>	<b>98</b>
<b>TOTAL NUMBER OF ECTS POINTS FOR SUBJECT</b>	<b>3</b>

## 21 Literature

1. Martha Raile Allgood; Nursing Theorists and Their Work, 9th Edition; Elsevier 2017
2. Jannie B. Butss. Karen L.Rich; Nursing Ethics, Fourth Edition Includes Navigate 2 Advantage Access Across the Curriculum and Into Practice, Burlington : Jones & Bartlett Learning, cop. 2016
3. Kodeks Etyki Zawodowej Pielęgniarki i Położnej Rzeczypospolitej Polskiej. Warszawa. 2003.
4. Karta Praw Pacjenta
5. S. Konstańczak - Etyka pielęgniarska. „Difin”, Warszawa, 2010
6. Górajek-Jóźwik (red.) - Filozofia i teorie pielęgniarstwa. „Czelej” 2007
7. Tyburski W. Wachowiak A. Wiśniewski R.- Historia filozofii i etyki do współczesności, źródła i komentarze. „Dom Organizatora”, Toruń, 2002
8. Wrońska I., Mariański J. (red.): Etyka w pracy pielęgniarskiej. Wydawnictwo Czelej, Lublin 2002.

- 9 Szewczyk K., Bioetyka. - Medycyna na granicach życia Bioetyka. Pacjent w systemie opieki zdrowotnej, „PWN”, Warszawa, 2009
10. Woleński J. Hartman J.- Wiedza o etyce, „Park Edukacja”, Warszawa-Bielsko-Biała, 2008.
- 11 Fry S.T. Johnstone M.J. - Etyka w praktyce pielęgniarskiej. Zasady podejmowania decyzji etycznych. „MakMed”, Warszawa-Lublin 2009
- 12 Dobrowolska B.: Wprowadzenie do medycznej etyki troski. Wydawnictwo Branta 2010.

## Criteria for assessing the learning outcomes achieved

	Sufficient(3)	Above sufficient(3,5)	Good (4)	Above good (4,5)	Very good (5)
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The above mentioned methods of verifying the achievement of the intended effects Education was assessed Percentage system	60%	71%	80%	87%	95%
Point system	30	35	40	45	50

Tabela podsumowująca.

Group of training content	Reference of the given effect to the effects defined for the whole program ("direction")	Aims of subject	Program content	Teaching aids	Method of evaluation
B.	W41	C1	W1-3, 5 Ćw1-4, 6	2,3	F1,F3, P2
B.	W42	C2	Ćw5	1,2	P2
B.	W47	C2	Ćw5	1,2,3	P1
B.	W44	C3	W4, 9, Ćw9	2,3,4	F2, F3
B.	W22	C4	W10 Ćw8	3	F3
B.	W45	C5, C6	W6 Ćw7	1,2,3,4	F2, F3
B.	W23	C6	W7,8 Ćw8	1,2,3	F2, P1
B.	W43	C6	W7,8 Ćw8	1,2,3	P1
B.	U29	C6	W7, 8,11 Ćw 8,10	1,3	F2

**SYLLABUS**  
1st Year Bachelor in Nursing

**I. General Information**

I.

<b>1 Nazwa modułu kształcenia</b>											
Physiology											
<b>2 Nazwa jednostki prowadzącej moduł</b>											
Wydział Nauk o Zdrowiu i Nauk Społecznych Katedra Zdrowia Zakład Pielęgniarstwa											
<b>3 Kod modułu</b>			<b>4 Grupa treści kształcenia</b>				<b>5 Typ modułu</b>				
12.6 I 1/1 A003			Nauki podstawowe				obowiązkowy				
<b>6 Poziom studiów</b>			<b>7 Liczba punktów ECTS</b>				<b>8 Poziom przedmiotu)</b>				
Studia I stopnia			4				podstawowy				
<b>9 Rok studiów, semestr</b>			<b>10 Liczba godzin w semestrze</b>				<b>11 Liczba godzin w tygodniu</b>				
I rok, semestr I - zimowy			Wyk.	Ćw.	Lab.	Sem.	Pro j.	Wyk.	Ćw.	La b.	Sem. Proj.
studia stacjonarne			30	45				2	3		

**12 Language of lecture: English**

**13 Teachers:**

**II. Details**

**14 Prerequisites**

1. Knowledge of basic conceptual categories in biology

**15 Subjects aim**

C1	Introduce students with the basic terminology associated with the human physiology
C2	Acquainting with cell's vital signs
C3	Acquainting with the neurohormone regulation physiological processes
C4	Learning the basic mechanisms of functioning of systems and organs in the human body in normal conditions (muscular, circulatory, respiratory, digestive, urinary, sexual, nervous and sensory systems and common shell)

**16 Effects of education on knowledge, skills and social competences**

No	Student who passed the course:	Reference to objectives of the subject
AW2	Omówić czynności życiowe komórek posługując się terminologią fizjologiczną	C1, C2

AW2	Omówić czynności podstawowych układów i narządów organizmu ludzkiego (układu mięśniowego, krążenia, oddechowego, pokarmowego, moczowego, płciowego, nerwowego i narządów zmysłu, powłoki wspólnej)	C4
AW3	Omówić neurohormonalną regulację procesów fizjologicznych	C3
AW4	Scharakteryzować specyfikę i znaczenie gospodarki wodno-elektrolitowej i kwasowo-zasadowej w utrzymaniu homeostazy ustroju	C4
AU2	Scharakteryzować różnice w funkcjach życiowych człowieka dorosłego i dziecka	C4

	<b>Form of classes - lectures</b>	<b>Number of hour</b>	<b>Reference to subject effects</b>
1	Introduction to human physiology: - clarifying physiological basic concepts - water and electrolytes - body fluid spaces - homeostasis	2	AW2, AW4
2	The cell membrane and its functions: - cell membrane construction models - membrane receptors and their functions - types of transport of substances through cell membrane - communication between cells	2	AW2
3	Basic signs of cells life: - metabolism - synthesis and transformation of proteins, carbohydrates and fats in cell -the cell cycle and the death of cell	2	AW2
4	Activities of the nervous system – movements and body posture: - activity of the spinal cord (reflexes and their kinds, reflex arc) - activity of the pyramidal system (motor cortex representation) - activity of the extrapyramidal system - activity of the cerebellum - voluntary movements	2	AW2
5	Behavior of human: - physiological mechanism of acquisition and avoidance - incentive centres the diencephalon - limbic system - association areas of cerebral cortex - learning and memorization	2	AW2
6	Sleep and circadian rhythms: - modern sleep researches - bioelectric image of the correct sleep - physiological processes occurring in the sleep - the role and meaning of the sleep	2	AW2

	- circadian rhythms		
7	Thermoregulation: - body temperature - basic elements of the thermoregulation - thermoregulatory reactions on cold and hot - disturbances of thermoregulation mechanisms - fever	2	AW2
8	Autonomic nervous system: - sympathetic part of the autonomic nervous - parasympathetic part of the autonomic nervous system - chemical transmission on autonomic connectors - responses of effector organs to autonomic nervous impulses	2	AW2, AW3
9, 10	Activities of the endocrine glands: - characteristics of the internal secretion - hormones of the hypothalamus - hormones of the pituitary gland - hormones of the thyroid gland and parathyroid gland - hormones of the adrenal cortex and adrenal medulla - endocrine activity of the pancreas - hormones of the pineal gland and thymus - hormones of the sex glands - regulation of the secretion of hormones - mechanism of hormone interaction on target cells	4	AW2, AW3
11	Hematopoietic processes: - central and peripheral hematopoietic tissues - blood cells development	2	AW2
12	Immune defence of the organism: - types of resistance - Functions of lymphocytes and macrophages in immune defense of the organism - immunoglobulins and antigens - non-specific mechanisms hereditary resistance - types of immune response of an organism to an antigen	2	AW2
13	Regulation of blood flow in some vascular regions: - local and humoral regulation of blood flow - pulmonary circulation of blood - cerebral circulation - regulation of blood flow in skeletal muscles - dermal blood flow	2	AW2
14	Secretory activities of large digestive glands: - salivary glands oraz secretory mechanisms of the saliva - pancreatic secretion - actions of the liver	2	AW2
15	Reproductive physiology: - spermatogenesis process - ovogenesis - physiology of the pregnancy and childbirth	2	AW2
<b>Totality</b>		<b>30</b>	



<b>Form of classes - exercices</b>		<b>Num-ber of hours</b>	<b>Reference to subject effects</b>
1	Number, size and shape of cells in the human body - micro- scopic observations	3	AW2
2	Organella cells - their structure and functions: -cytoplazma and its chemical composition Intra-mosaic rough and smooth Golgi's, lysosomes, peroxisomes -mercury as a center of cell energy - construction and role of the cell nucleus	3	AW2
3	Physiology of nerve cells: -building the nerve cell as an expression of adaptation to the function Nerve fibers group - Conducting information within the neuron -building and types of synapses Transmitters and Synaptic Modulators	3	AW2
4	Physiology of muscle cells: -Constructing muscle cells and their contraction - the construction and functioning of smooth muscle cells and myocardium - types of muscle contraction	3	AW2
5	Teleceptive sensation: -definition and types of feeling -the physiology of sense of smell -the sense of sight -hearing	3	AW2
6	Extra-sensory, proprioceptive and inter- - feeling and touch - feeling warmth, cold and pain - Proprioceptive sense receptors in the motion and labyrinth system - interoceptive feeling	3	AW2
7	Composition and role of blood in the body: - composition and role of plasma - erythrocytes and their role - hemoglobin, structure, function, physiological norms Blood groups in humans and their marking - Rh factor - microscopic observation of the preparation from human blood	3	AW2, AU2
8	Composition and role of blood in the body cd. Leukocytes, types and main activities Thrombocytes and their role - hemostasis - mechanism and factors of the blood coagulation process -challenge- microscopic observation of the preparation from	3	AW2, AU2

	human blood		
9	Heart physiology: - conduction system of the heart - bioelectric activity of the heart (ECG interpretation) - mechanical heart function - acoustic phenomena (listening for the tones of the heart) Coronary circulation	3	AW2
10	Circulatory system characteristics: Types of blood vessels - large circulation (large arterial tank and large venous reservoir) - pulmonary circulation - control of blood circulation in the body - parameters of the blood system (measurement of heart rate and blood pressure)	3	AW2
11	Gastrointestinal physiology: - energy balance - take food - oral cavity and esophagus in digestive processes - Digestion of food in the stomach, small and thick intestines	3	AW2
12	Gastrointestinal physiology cd: - absorption of carbohydrates, lipids, proteins, vitamins, mineral salts and water Control of secretion of digestive juices - hormones of the digestive tract	3	AW2
13	Physiology of the excretory system: Exocrine and endocrine renal function -regulation of urine formation - impaired kidney function	3	AW2, AW4
14	Physiology of respiration: - breathing mechanics - lung capacity - transport of gases - regulation of breathing - spirometry	3	AW2, AU2
15	Final test	3	AW2, AW4, AU2
<b>Totality</b>		<b>45</b>	

### **18** Didactic tools / methods / forms

1. Multimedia presentations
2. Microscopic observations
3. Laboratory classes
4. Educational films
5. Lectrues
6. Paper
7. Discussion

**19** Methods of evaluation (F - forming, P - summary)

F1. Practical exercises

F2. Multimedia presentations

P1. Attendance

P2. Activity in class

P3. Final test

P4. Exam

**22****Criteria for assessing the learning outcomes achieved**

	Sufficient(3)	Above sufficient(3,5)	Good (4)	Above good (4,5)	Very good (5)
The above mentioned methods of verifying the achievement of the intended effects Education was assessed Percentage system	60%	71%	80%	87%	95%
Point system	30	35	40	45	50

**21** Literatura podstawowa i uzupełniająca**Literatura podstawowa:**

1.

Bruce M. Koeppen, Bruce A. Stanton; **Berne & Levy Physiology**; Elsevier 2017;  
ISBN: 9780323393942

**SYLLABUS**  
**1st Year Bachelor in Nursing**

**I**  
**General information**

I.

<b>1 Name of training module</b>		Psychology																		
<b>2 Name of the unit running the module</b>																				
Faculty of Health Sciences and Social Sciences Department of Health Nursing Institute																				
<b>3 Module code</b> 12.6 I 1/1 B002	<b>4 Group content training</b> Social Science with English	<b>5 Module type</b> obowiązkowy																		
<b>6 Level of studies</b> First degree studies	<b>7 Number of ECTS credits</b>	<b>8 subject of teaching</b> Basic																		
<b>9 Year of study, semester</b>	<b>10 Number of hours per semester</b>	<b>11 Number of hours per week</b>																		
	<table border="1"> <thead> <tr> <th>Lec.</th> <th>Ex.</th> <th>Tut.</th> <th>Sem.</th> <th>Proj.</th> </tr> </thead> <tbody> <tr> <td align="center">15</td> <td align="center">30</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Lec.	Ex.	Tut.	Sem.	Proj.	15	30				<table border="1"> <thead> <tr> <th>Lec.</th> <th>Ex..</th> <th>Tut.</th> <th>Sem.</th> </tr> </thead> <tbody> <tr> <td align="center">1</td> <td align="center">2</td> <td></td> <td></td> </tr> </tbody> </table>	Lec.	Ex..	Tut.	Sem.	1	2		
Lec.	Ex.	Tut.	Sem.	Proj.																
15	30																			
Lec.	Ex..	Tut.	Sem.																	
1	2																			
Full-time programme, 1 <sup>st</sup> year, 1 <sup>st</sup> semester																				

**IDetails**

**14 Prerequisites**

1. no requirements

**15 Aim of the subjects**

C1	To familiarize students with the basic concepts of general psychology
C2	learning about psychological terms and terms and the mechanisms and laws governing human behavior
C3	Learn how to deal with difficult situations (illness)
C4	acquire the ability to communicate with others
C5	Sensitivity to the needs and problems of another person
C6	presentation of relations between people

**16 Effects of education on knowledge, skills and social competences**

<b>No</b>	<b>student,who passed subject the course</b>	<b>reference to the objectives of the</b>
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		<b>subject</b>	
B.W1.	knows the basics of psychology in the field of human behaviour and development, conditions of his proper or impaired functioning;	C1, C2	
B.W2.	knows the problems of human being vs. social environment relations;	C1,C2	
B.W3.	discusses the mechanisms of human functioning in difficult situations	C3	
B.W4.	lists stages and regularities of the mental development of man;	C4	
B.W5.	differentiates the concepts of emotions and motivation, and knows the concept of personality and its disorders	C1,C2,C4,C6	
B.W6.	characterizes the nature and structure of the phenomena occurring in the communication and information exchange process;	C1,C2,C4,C6	
B.W7.	defines the models and styles of interpersonal communication	C2,C3,C5	
B.W8.	knows the techniques of anxiety reduction and relaxation as well as the mechanisms of formation, operation and prevention of occupational burnout syndrome	C1,C4,C6	
B.W14.	understand cognitive processes and differentiates correct, distorted and pathological behaviours;	C1,C2,C3,C6	
B.U3.	predicts the impact of illness and hospitalization on the patient's mental and somatic health;	C2,4	
B.U4.	predicts the impact of illness and hospitalization on the patient's mental and somatic health;	C2,4	
B.U5.	examines human attitudes, the process of their development and change	C2,4	
B.U6.	evaluates the functioning of man in difficult situations (stress, conflict, frustration);	C2,4	
B.U7.	knows psychological aspects of human functioning in different periods of development	C2,4	
B.U9.	controls errors and barriers in the communication process;	C2,4	
B.U10.	demonstrates active listening skills;	C2,4	
B.U11.	uses the techniques of verbal, non-verbal and paraverbal communication in healthcare;	C2,4	
B.U12.	. creates conditions for good communication with the patient and medical personnel;	C2,4	
B.U13.	selects appropriate techniques to reduce anxiety and relaxation methods;	C3	
B.U14.	uses techniques to prevent professional burnout syndrome;	C3	
	<b>form of classes - lectures</b>	<b>number of hours</b>	<b>reference to subject effects</b>
Lec.1	<b>Aims and tasks of psychology</b>	1	BW1
Lec.2	<b>Psychological concepts of man</b>	2	BW1

	<ul style="list-style-type: none"> <li>• behaviorism</li> <li>• psychoanalysis</li> <li>• cognitive psychology</li> </ul> <p>humanistic psychology</p>		
Lec.3	<p>Cognitive processes</p> <ul style="list-style-type: none"> <li>• perception</li> <li>• memory</li> <li>• perception</li> <li>• warning</li> <li>• thinking</li> <li>• speech</li> </ul>	1	BW1,BW2,BW14
Lec.4	<p><b>Personality</b></p> <ul style="list-style-type: none"> <li>• personality as a set of characteristics</li> <li>• personality theories</li> <li>• personality development</li> </ul>	1	BW1,BW2,BW5
Lec.5	<p><b>Individual differences</b></p> <ul style="list-style-type: none"> <li>• intelligence</li> <li>• temperament</li> <li>• cognitive styles</li> </ul>	1	BW1,BW2
Lec.6	<p><b>Aggression</b></p> <ul style="list-style-type: none"> <li>• the cause of aggressive behavior</li> <li>• Frustration-aggression theory</li> <li>• Situational determinants of aggression</li> </ul>	1	BW1,BW2
Lec.7	<p><b>Psychological concepts of stress</b></p> <ul style="list-style-type: none"> <li>• The concept of psychological stress</li> <li>• relational approach to stress in the work of psychologists</li> <li>• phenomenological - cognitive approach to stress according to Lazarus</li> <li>• Hobfoll's conservation theory</li> </ul>	2	BW1,BW2,BW3,BW8
Lec.8	<p><b>Psychological aspects of human health</b></p> <ul style="list-style-type: none"> <li>• Man as a biosocial unity</li> <li>• behavior towards health</li> <li>• psychological aspects of health disorders</li> </ul>	2	BW3,BW14
Lec.9	<p><b>Communicating with another person</b></p> <ul style="list-style-type: none"> <li>• structure of the communication process</li> <li>• ability to communicate effectively</li> <li>• verbal and non-verbal communication</li> <li>• specific ways to communicate with the patient and staff</li> <li>• Common mistakes in communication</li> </ul>	2	BW2,BW6,BW7, BU.9,10,11,12
Lec.10	<p><b>Giving psychological help to another person</b></p> <ul style="list-style-type: none"> <li>• psychological help psychotherapy</li> <li>• models of help and methods of psychotherapy</li> <li>• goals, conditions and rules of help</li> <li>• crisis management</li> </ul>	2	BW1,BW2,BW3,BW4, BW8,BW14, BU.3

Toatality 15

	<b>Form of classes- exercices</b>	<b>Number of hours</b>	<b>reference to subject effects</b>
Ex.1	<b>Characterization of human needs</b> • Maslow's hierarchical theory of needs	1	BW1,BW2 BU.10
Ex.2	<b>Awareness</b> • disturbances of consciousness	1	BW1,BW2,BW 5,
Ex.3	<b>Disorders</b> • perception • comments • memory • thinking • speech	2	BW1,BW2,BW 14, BU.4
Ex.4	<b>Attitudes</b> • posture components • attitudes • mechanisms for changing attitudes	2	BW1,BW2,BW 14, BU.5
Ex.5	<b>Characteristics of human development in particular periods of development</b> • prenatal period and birth • infancy • a period of greatness • pre-school period • younger school age • age of adolescence • mature age and older	8	BW1,BW2,BW 4, BU.7
Ex.6	<b>Psychological mechanisms of health disorders</b>	2	BW1,BW2,BW 5,BW14
Ex.7	<b>Man in a difficult situation</b> • difficult situation • types of difficult situations • coping with the difficult situation • mental resistance	4	BW2,BW3,BW 4, BU.3,4,6,13,14
Ex.8	<b>Direct and indirect effects of the disease on the patient's mental state</b>	2	BW2,BW3,BW 5,BW14 BU.4
Ex.9	<b>Ways to cope with illness</b> • assessment of the disease situation • emotional reactions caused disease • family in a disease situation	2	BW2,BW3,BW 5,BW8
Ex.10	<b>The impact of disability on the patient's mental state</b>	2	BW2,BW3,BW 5
Ex.11	<b>Death and dying</b>	2	BW2,BW3,BW 5
Ex.12	<b>Collecting data about the patient's mental state</b> • observation • interview	2	BW1,BW2,BW 14

**18 Didactic tools / methods / forms**

1. Lectures
2. Educational films
3. discussion
4. multimedia presentations

**19 METHODS OF VERIFICATION FOR ACHIEVING ACHIEVED EDUCATION EFFECTIVENESS**

*Examples of SUMMARY methods*

*Methods of verification of learning outcomes in knowledge:*

Oral examination (non standardized, standardized, traditional, problematic)  
 Written exam - student generates / recognizes answer (short structured questions / SSQ / multiple choice test / MCQ / multiple response test)/ MRQ /; match test; T / N test; response test answer)  
 Open Book Exam

*Methods for verifying the effects of training on skills:*

Practical exam  
 Mini-CEX (mini-clinical examination)  
 Realization of the commissioned task Project, Presentation

*Methods of verification of learning outcomes in the field of social competence / attitudes:*

Prolonged observation by the tutor / tutor  
 360 ° rating (opinions of teachers, colleagues, patients, other contributors)  
 Self-assessment (including portfolio)

**EXAMPLES OF FORMING METHODS**

Assessment of student activity during classes  
 Observation of work on exercises  
 Assignment of individual activities  
 Assignment of each exercise  
 Practical test in scoring system  
 Assessment of preparation for classes  
 Discussion during the exercises  
 Entry into the exercises  
 Checking knowledge during exercise  
 Partial credits  
 Evaluation of conclusions from experiments  
 Preliminary assessment  
 A case report  
 Trying to work



## 20 Student work load

form of activity	Average number of hours to complete the activity	
	S	NS
Contact hours with the teacher	45	
Individual student work	15	
Totality	60	
TOTAL NUMBER OF ECTS POINTS FOR SUBJECT	2	

## 21 Literature

### Literatura podstawowa:

1. Strelau J. Doliński D.: Psychologia (tom 2 i 3)., Gdańsk 2008. Gdańskie Wydawnictwo Psychologiczne
  2. Gerrig R. J., Zimbardo Ph. G., Psychologia i życie, Warszawa 2006, PWN
  3. Trzciniecka-Green A.: Psychologia: podręcznik dla studentów kierunków medycznych; Towarzystwo Autorów i Wydawców Prac Naukowych Universitas; Kraków 2006
1. Gerrig R. J., Zimbardo Ph. G., Psychologia i życie, Warszawa 2006, PWN
  2. Kosslyn S. M., Rosenberg R. S., Psychologia. Mózg. Człowiek. Świat., Kraków 2006, Wyd. Znak
  - 3.

### Criteria for assessing the learning outcomes achieved

	Sufficient(3)	Above sufficient (3,5)	Good (4)	Above good (4,5)	Very good (5)
The above mentioned methods of verifying the achievement of the intended effects Education was assessed Percentage system	60%	71%	80%	87%	95%
Point system	30	35	40	45	50

Tabela podsumowująca.

Group of training content	Reference of a given effect to the effects defined for the entire program ("directional")	Objectives of the subject	Program content	Narzędzia dydaktyczne	Method of evaluation
B	W1	C1	W2-10 ĆW-1-12	1,2,3,4	F1,F2,F3,F4
B	W2	C1,C2	W2-10 ĆW-1-12	1,2,3,4	F1,F2,F3,F4
B	W3	C3	W7,8,10 ĆW6-11	1,2,3,4	F1,F2,F3
B	W4	C4	W9,10 ĆW5-12	1,2,3,4	F1,F2,F3,F4
B	W5	C1,C2,C4,C6	W2-10 ĆW1-12	1,2,3,4	F1,F2,F3
B	W6	C1,C2,C4,C6	W2-10 ĆW1-12	1,2,3,4	F1,F2,F3
B	W7	C2,C3,C5	W7-10 ĆW5-12	1,2,3,4	F1,F2,F3
B	W8	C1,C2,C3,C4,C6	W2-10 ĆW4-12	1,2,3,4	F1,F2,F3
B	W14	C1,C2,C3,C5,C6	W2-10 ĆW3-5	1,2,3,4	F1,F2,F3,F4
B	U3	C2,C4	W10,9,	1,2,3,4	F1,F2,F3,F4
B	U4	C2,C4	ĆW3,8,9,10	1,2,3,4	F1,F2,F3,F4
B	U5	C2,C4	W4, ĆW4	1,2,3,4	F1,F2,F3,F4

B	U6	C2,C4	ĆW7,9	1,2,3,4	F1,F2,F3,F4
B	U7	C2,C4	ĆW5	1,2,3,4	F1,F2,F3,F4
B	U9	C2,C4	W10,9,	1,2,3,4	F1,F2,F3,F4
B	U10	C2,C4	ĆW1,	1,2,3,4	F1,F2,F3,F4
B	U11	C2,C4	ĆW9	1,2,3,4	F1,F2,F3,F4
B	U12	C2,C4	ĆW9	1,2,3,4	F1,F2,F3,F4
B	U13	C3	ĆW7,9,	1,2,3,4	F1,F2,F3,F4
B	U14	C3	ĆW7,9	1,2,3,4	F1,F2,F3,F4

**SYLLABUS**  
**1st Year Bachelor in Nursing**

I. General information

**1 Name of the field of module**

Surgery and surgical nursing

**2 Name of the institution**

Faculty of Health Sciences and Social Sciences  
Department of Health,  
Department of Nursing

**3 Code of the module**

12.6 I 1-2/2-3  
D001; D002

**4 Main field of study**

Specialist medical care sciences

**5 Type of the module**

compulsory

**6 Level of qualification**

first cycle programme

**7 Number of ECTS credits**

T:4

**8 Level of the subject**

elementary

**9 Year of studies, semester**

**10 Number of hours (Total)**

85

**11 Number of hours (weekly)**

5

	<i>Lect</i>	<i>Class</i>	<i>P.</i>	<i>PP</i>	<i>Samo-ksz.</i>	<i>Lect</i>	<i>Class</i>	<i>P</i>	$\frac{P}{P}$
	Full-time programme, 1 <sup>st</sup> year, 2 <sup>nd</sup> semester	40	45	0	0	15	2	3	0

**12 Language:**

English

**13 Academic teachers**

Pedrycz – Wieczorska, Prof., Karol Laskowski, M.Sc

**Details**

**14 Module requirements**

1. Knowledge of human anatomy and physiology.
2. Knowledge of basics of nursing.

**15 Aims of the subject**

- |    |   |
|----|---|
| C1 | To arm the student with basic knowledge necessary to take care of a patient according to current standards and procedures.  |
| C2 | To familiarize the student with knowledge necessary for mere assessment of a patient under surgical treatment; to teach student how to notice and solve certain nursing problems. |
| C3 | To prepare the student for providing nursing care to pre-operative and post-operative patient.  |
| C4 | To familiarize the student with a clinical picture of certain surgical afflictions and types of diagnostics test for surgical treatment patients.                                 |

C5	The student gets the knowledge necessary for educational and pedagogic work among surgical patients and their families.
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**16 Effects of education in terms of knowledge, skills and social competences**

<b>Nr</b>	<b>A student who credited the subject:</b>	<b>Reference to the aims of the subject</b>
D.W5	can recognize the indications to perform specific diagnostic tests and is able to issue a referral for specific diagnostic tests;	C1 ,C2 , C3,C4
D.W6	knows how to plan the care for patients in terms of their age and health problems;	C1, C2,C3, C4
D. W7	knows the rules of care preparation during and after medical examination and diagnostic tests of patients at various age;	C1, C2, C4,
D.W9.	characterises nursing techniques and procedures applied in medical care of an adult patient;	C1, C2, C3, C4
D.W10	knows the rules how to prepare patients for self-care depending on their age and health problems;	C1, C2, C3, C4, C5
D.W11	diversifies patient's reactions to illness and hospitalisation depending on their age and health problems;	C1, C2, C4
D.W14	knows the way specialist surgical care is organized in Poland;	C1, C5,
DW30	possesses skills to choose foodstuffs intended for particular nutritional use and skills to issue prescriptions for foodstuffs intended for particular nutritional use necessary for continuation of treatment in the range of medical orders execution, and can provide information on their application;	C1, C3, C5
D.W31	characterizes the factors increasing operational risk;	C1, C2, C3
D.W32	knows the rules of preparing patients for operation urgently and as planned;	C1,C2,C3
D.W33	knows the directions of patient observation in order to prevent from complications;	C1,C2,C3 ,C5
D.W34	enumerates symptoms and course of disease as well as knows the ways of dealing with certain diseases treated surgically;	C1, C2,C4,
D.W35	explains how the integrated system of stoma care and other health associations work;	C1, C5
D.W.52	knows types of diagnostic tests and possesses knowledge in the range of their orders;	C1,C2,C3 ,C5

**17 Programme details**

	<b>Form - lectures</b>	<b>Number of hours S</b>	<b>Reference to the effects of education</b>
Lec.1	Organization of work on the surgical ward and its character. The role of a nurse in a new patient's adaptation on the surgical ward. Preventing in-hospital infections.	3	D.W5, D.W6 D.W11, D.W14,
Lec.2	The rules of preparing a patient for an operation urgently and as planned.	3	D.W31,D.W32, D.W9. D.W5 D.W6 DW30
Lec.3	Early and late post-operative complications.	2	D.W6 ,D.W5, D.W11 D.W30 D.W31
Lec.4	Nutrition methods for surgical patients.	2	D.W30,
Lec.5	Surgical afflictions of digestive tract. Diagnostic tests.	5	D.W5 D.W6 D. W7, D.W10 D.W11 DW30 D.W34 D.W35 D.W.52
Lec.6	Acute surgical afflictions of abdomen cavity; acute pancreatitis, peritonitis, bowel obstruction, gastrointestinal bleeding, acute appendicitis. Diagnostic tests.	5	D.W5, D.W6, D. W7, D.W10, DW30 D.W34 D.W35 D.W.52
Lec.7	Most frequent afflictions of genitourinary system (urolithiasis, hypertrophy of prostate). Diagnostic tests.	3	D.W5, D.W6, D. W7, D.W10 DW30 D.W34 D.W35 D.W.52
Lec.8	Burns and congelation dermatitis as surgical issue.	3	D.W5, D.W6, D.W10 DW30 D.W34
Lec.9	Surgical afflictions of pectus. Diagnostic tests.	4	D.W5, D.W6 , D. W7, D.W10 DW30 D.W34 D.W.52
Lec.10	The rules of surgical treatment of chosen vas afflictions (tromboangiitis, aneurisms, varicose vein of lower extremities, thrombophlebitis). Diagnostic tests.	3	D.W5, D.W6, D. W7, D.W10 DW30 D.W34 D.W.52
Lec.11	Surgical rules of thyroid disorders treatment. Diagnostic tests.	3	D.W5, D.W6, D.W9. D. W7, D.W10 DW30, D.W34 D.W.52
Lec.12	Traumatology of bone fractures and joint injuries (fractures, joint dislocation, sprains). Diagnostic tests.	4	D.W5, D.W6, D. W7, D.W9, D.W10, DW30 D.W34 D.W.52
<b>TOTAL</b>		<b>40</b>	

**17 Programme content**

	<b>Form - classes</b>	<b>Number of hours S</b>	<b>Reference to the effects of education</b>
Ex.1	Correct patient admission on the ward. Care planning according to diagnosis.	3	D.W11, D.W9, D.W6 D.W14 D.W5
Ex.2	Rules of nursing care for post-operative patients. Nursing problems of post-operative patients.	3	D.W5, D.W6, D.W9, DW30, D.W33, D.W34,

Ex.3	Rules of identifying nursing problems in the case of post-operative patients (digestive tract, stomach and duodenum; bile ducts and liver, pancreas, small and large intestine, bowel obstruction, appendicitis, rupture surgery).	3		D.W5 D.W6 D. W7 D.W10 D.W30, D.W31, D.W34
Ex.4	Nursing patient care in the case of intestinal stoma.	3		D.W5, D.W6, D.W35, D.W9, D.W10, D.W14, D.W30, D.W35,
Ex.5	Rules of surgical patient education in the case of digestive tract disorders.	3		D.W5, D.W6, D.W35, D.W9, D.W10, D.W14, D.W30, D.W35,
Ex.6	Rules of identifying nursing problems in the case of patients with acute affliction of abdomen cavity.	3		D.W5, D.W6, D.W7, D.W9, D.W30, D.W11, D.W31, D.W34,
Ex.7	Nursing problems in the case of patients with urolithiasis and hypertrophy of prostate – nurse’s tasks.	3		D.W5, D.W6, D.W7, , D.W9, D.W10, D.W31, D.W34, D.W30,
Ex.8	Rules of nursing patient care in the case of burns and congelation dermatitis.	3		D.W5, D.W6, D.W9, D.W10, D.W31, D.W34, D.W30,
Ex.9	Rules of nursing patient care in the case of pectus disorders.	3		D.W5, D.W6, D.W7 D.W34
Ex.10	Nursing patient care in the case of artery and veins disease.	3		D.W5, D.W6, D.W31, D.W32, D.W34, D.W7
Ex.11	Nursing patient care in the case of brain, cranium, vertebral column and spinal cord injuries.	3		D.W5, D.W6, D.W7, D.W9, D.W31
Ex.12	Rules of nursing care in the case of patient after the thyroid surgery.	3		D.W5, D.W6, D.W31, D.W32, D.W34, D.W30
Ex.13	Nursing problems in the case of patient with plaster dressing.	3		D.W5, D.W6, D.W10, D.W30
Ex.14	Education of a patient with hip replacement.	3		D.W10, D.W33, D.W30
Ex.15	Final test	3		
	<b>TOTAL</b>	45		
	<b>Form – Work without teacher’s control</b>	<b>Number of hours</b>		<b>Reference to the aims of the subject</b>
		<b>S</b>		
S1	The role of a nurse in the case of complications – surgical wounds cicatrizing.	3		D.W5, D.W6, D.W31, D.W32, D.W34,
S2	The role of a nurse in tromboangiitis obliterans prophylaxis, early detection and	3		D.W5, D.W6, D.W31, D.W32, D.W34,

	treatment.			
S3	Nursing patient care in the case of hydrous-electrolyte disorder.	3		D.W5, D.W6, D.W31,D.W32, D.W34,
S4	Nursing patient care in the case of digestive tract fistula.	3		D.W5, D.W6, D.W31,D.W32, D.W34,
S5	Nursing patient care in the case of pectus injuries.	3		D.W5, D.W6, D.W31,D.W32, D.W34,
Number of hours		<b>15</b>		

### **18 Didactic tools/methods/forms**

1. Lecture
2. Classes
3. Discussion
4. Power Point presentations
5. Show

### **19 METHODS OF VERIFICATION FOR ACHIEVING ACHIEVED EDUCATION EFFECTIVENESS**

#### *Examples of SUMMARY methods*

#### *Methods of verification of learning outcomes in knowledge:*

Oral examination (non standardized, standardized, traditional, problematic)

Written exam - student generates / recognizes answer (short structured questions / SSQ / multiple choice test / MCQ / multiple response test)/ MRQ /; match test; T / N test; response test answer)

Open Book Exam

#### *Methods for verifying the effects of training on skills:*

Practical exam

Mini-CEX (mini-

clinical examination)

Realization of the commissioned task Project,

Presentation

#### *Methods of verification of learning outcomes in the field of social competence / attitudes:*

Prolonged observation by the tutor / tutor

360 ° rating (opinions of teachers, colleagues, patients, other contributors)

Self-assessment (including portfolio)

#### **EXAMPLES OF FORMING METHODS**

Assessment of student activity during classes

Observation of work on exercises

Assignment of individual activities

Assignment of each exercise

Practical test in scoring system

Assessment of preparation for classes

Discussion during the exercises

Entry into the exercises

Checking knowledge during exercise

Partial credits

Evaluation of conclusions from experiments

Preliminary assessment

A case report



Trying to work

#### 20 Student's workload

Form of work	Average number of hours for realisation of the particular kind of work
	<b>S</b>
Contractual hours with the teacher	360
Work without teacher's control	15
Student's individual work	80
<b>TOTAL</b>	<b>455</b>
ECTS credit for the subject	<b>14</b>

#### 21 Literature

- 1 Donna D. Ignatavicius, M. Linda Workman; Medical-Surgical Nursing Patient-Centered Collaborative Care, 2-Volume Set, **Sounders 2017**;
- 2 Donna D. Ignatavicius, M. Linda Workman; Medical-Surgical Nursing Patient-Centered Collaborative Care, Single Volume, Sounders 2017; wyd. 9
2. Głuszek S. Chirurgia. Podręcznik dla studentów. Czelej, Lublin 2008
3. Walewska E. Podstawy pielęgniarstwa chirurgicznego. PZWL, Warszawa 2012
4. Fibak J. Chirurgia – repetytorium. PZWL, Warszawa 2010



## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### GENERAL INFORMATION

<b>1. Name of the course</b>	<b>Hospital infections</b>
<b>2. Name of the institution</b>	Faculty of Health Sciences, Department of Nursing
<b>3. Content group</b>	Fundamentals of nursing care sciences
<b>4. Type of the course</b>	Elective
<b>5. Level of education</b>	First-cycle studies
<b>6. Number of ECTS credits</b>	1
<b>7. Level of the course</b>	Inter-mediate
<b>8. Year of studies, semester</b>	Year I, semester II
<b>9. Number of hours per semester</b>	Lect.      Classes.      Lab*      Prj.      Inter.      Practical Class. Pr. 5                      10
<b>10. Language of instruction:</b>	Polish
<b>11. Lecturer (lecturers)</b>	mgr Joanna Wojciechowska

### DETAILED INFORMATION

<b>12. Access requirements</b>	
1) Knowledge, knowledge, skills and competences in the field of microbiology and parasitology	
<b>13. Objectives of the course</b>	
C1 Acquainting with the classification and epidemiology of nosocomial infections	
C2 Developing the ability to plan and implement activities aimed at preventing the occurrence and / or spread of nosocomial infections	
C3 Acquainting with legal acts regulating the issue of prevention and control of nosocomial infections	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
<b>A student who successfully passed the course:</b>	<b>Reference to field-specific learning outcomes</b>
<b>KNOWLEDGE</b>	
C.W36. The concept of infections associated with the provision of benefits including nosocomial infections, including the sources and reservoirs of microorganisms in the community and hospital environment, including the ways of their spread.	oral answer, multiple choice, multiple answer, Yes/ No or matching answers
C.W37. Ways to control the spread, prevent and combat nosocomial infections.	oral answer, multiple choice, multiple answer, Yes/ No or matching answers
C.W38. Mechanism and procedures in blood infection, systemic infection, nosocomial pneumonia, urinary tract infection and infection of the operated site	oral answer, multiple choice, multiple answer, Yes/ No or matching answers
<b>SKILLS:</b>	
C.U48. Implement the standards of conduct preventing nosocomial infections	oral answer, multiple choice, multiple answer, Yes/ No or matching

	answers
C.U49. Use measures to protect yourself, patients and colleagues against infections	oral answer, multiple choice, multiple answer, Yes/ No or matching answers
<b>SOCIAL COMPETENCE:</b>	
<ol style="list-style-type: none"> <li>1. Being responsible for the performed professional activities;</li> <li>2. Consulting experts in the event of difficulties in solving the problem on its own;</li> <li>3. Predicting and taking into account factors influencing one's own and the patient's reactions;</li> <li>4. Noticing and recognizing one's own limitations in the scope of knowledge, skills and social competences as well as self-assessment of deficits and educational needs.</li> </ol>	Self-assessment, assessment of the group
<b>15. Program content</b>	
<b>Form of classes - lectures</b>	
<ol style="list-style-type: none"> <li>1. Human physiological flora as a source of nosocomial infections - carrier of pathogenic microorganisms.</li> <li>2. Microflora of the hospital environment as a source of nosocomial infections.</li> <li>3. Epidemiology of infectious diseases - basic concepts, ways of spreading infections.</li> <li>4. Prevention of nosocomial infections - isolation of patients</li> <li>5. Prevention of hospital infections - disinfection of equipment, surfaces, waste segregation</li> <li>6. Organization of infection control in the world and in Poland. a) basic legal acts concerning the surveillance of nosocomial infections in Poland, b) infection surveillance systems operating in the world</li> </ol> <p><b>Topics of the classes:</b></p> <ol style="list-style-type: none"> <li>1. Risk factors of nosocomial infections. a) exogenous factors b) endogenous factors.</li> <li>2. Infections of the urinary, respiratory and digestive systems, principles of prophylaxis.</li> <li>2. Prevention of hospital infections - principles of asepsis and antisepsis, methods of disinfection and sterilization.</li> <li>3. Methods of preventing hospital infections 6 hours. a) decontamination, b) rules of asepsis, c) rules of antiseptics in hospital practice (washing hands, disinfecting the skin before invasive procedures, types of disinfection, types of disinfectants), d) sterilization (types and conditions of sterilization, preparation of sterilization equipment) e) isolation of patients</li> <li>4. Prevention of occupational infections among health care workers a) biological agents in the workplace, b) personal protective equipment, types, rules of use. Organization of a physiotherapist's workplace as an element of preventive measures</li> <li>5. Selected types of nosocomial infections: pneumonia, surgical site infection, urinary tract infection, blood infection, digestive system infections: a) etiological factors, b) treatment, c) prophylaxis</li> </ol> <p>Epidemiology of nosocomial infections a) sources, b) reservoir, c) routes of spreading infections, d) etiological factors of nosocomial infections.</p>	
<b>16. Didactic tools/ methods</b>	
1. Multimedia presentations	
2. Analysis of legal acts	
3. Discussion	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Multimedia presentation	
F2. Attendance	
F3. Active participation in the class	
<b>18. Student workload</b>	
<b>Form of activity</b>	<b>average number of hours to complete the activity</b>

Contact hours with the teacher	15
Preparing for the test	10
Preparing for classes	5
TOTAL	30
TOTAL NUMBER OF ECTS FOR THE COURSE	1
<b>19. Basic and supplementary literature</b>	
Basic literature:	
1. <a href="#">Bulanda M, Szostek S.</a> Podstawy mikrobiologii i epidemiologii szpitalnej. PZWL, 2020.	
2. Heczko P. Mikrobiologia. Podręcznik dla pielęgniarek, położnych i ratowników medycznych. PZWL, 2017 r.	
3. Zakażenia szpitalne red. M. Bulanda, J.Wójkowska – Mach, PZWL, Warszawa 2016 r	
4. Heczko P.B. Wójkowska-Mach J. Zakażenia szpitalne – wybrane zagadnienia ,ABC, Warszawa 2014 r.	
Supplementary literature	
1. Aktualny Program Szczepień Ochronnych - do pobrania na stronie <a href="https://www.gov.pl/web/zdrowie/program-szczepien-ochronnych-pso-">https://www.gov.pl/web/zdrowie/program-szczepien-ochronnych-pso-</a>	
2. Rekomendacje profilaktyki zakażeń w OIT - do pobrania na stronie <a href="http://antybiotyki.edu.pl/">http://antybiotyki.edu.pl/</a>	
3. <a href="https://www.ecdc.europa.eu/en">https://www.ecdc.europa.eu/en</a>	
<b>20. Forms of assessment - details</b>	
1. Very good - mastering the entire material, presenting knowledge in a logical system, properly understanding generalizations and relationships between them and explaining phenomena, independent use of the theory in practice. Using the correct language, style and scientific terminology.	
2. A good plus - mastering the entire material, combining knowledge into a logical whole, explaining the relationship between the occurring phenomena, independent use of the theory in practice with little guidance by the teacher. Using medical terminology.	
3. Good - Mastering the curriculum material, combining knowledge into a logical whole, understanding generalizations and relationships between miniatures, applying theoretical and practical knowledge with the help of the teacher. Using correct language and scientific terminology.	
4. A sufficient plus - mastering the curriculum material, binding knowledge, demonstrating the logical relationship between phenomena with the help of the teacher. Use of theoretical knowledge in practice after guidance by the teacher. The language is correct. Using medical terminology.	
5. Sufficient - mastering the content of the curriculum to the basic content, difficulties in combining them into a logical whole. The use of theoretical knowledge in practice with the help of the teacher. The language moves, the style is clumsy.	
6. Insufficient - no program knowledge, no understanding of generalizations, the ability to explain phenomena and relationships between them, numerous and serious mistakes, clumsy style, difficulties in formulating answers.	
Assessment of the achievement of the assumed effects in terms of knowledge and skills: Lecture subject test and exercise test: Assessment criteria: obtaining at least 21 points. Punctuation: 40-38 points –very good, 37-35 points – good plus, 34-30 points - good, 29-26 points – sufficient plus, 25-21 points- sufficient, below 21 points - insufficient	
<b>21. Other useful details concerning the course</b>	
1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours	
2. Classes will be held at PSW in Biała Podlaska or online	
3. Classes will be held in accordance with the current schedule	
4. Office hours will be held in accordance with the applicable schedule	

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes

and office hours

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### GENERAL INFORMATION

<b>1. Name of the course</b>	<b>Information systems in health care</b>						
<b>2. Name of the institution</b>	Faculty of Health Sciences, Department of Nursing						
<b>3. Content group</b>	Fundamentals of nursing care sciences						
<b>4. Type of the course</b>	Obligatory						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	1						
<b>7. Level of the course</b>	Inter-mediate						
<b>8. Year of studies, semester</b>	Year I, semester I						
<b>9. Number of hours per semester</b>	Lect.	Classes	Lab	Simulations	Prj.	Practical Classes	Pr.
	15		15				
<b>10. Language of instruction:</b>	Polish						
<b>11. Lecturer (lecturers) dr Adam Szepeluk</b>							

### DETAILED INFORMATION

<b>12. Access requirements</b>	
Knowledge of: MS Word, MS Excel	
<b>13. Objectives of the cours</b>	
C1 familiarizing students with the health care organization system in Poland in terms of its computerization	
C2 familiarizing students with: documents and file formats used in medical structures,	
C3 familiarizing students with: software supporting medical staff and computerized systems of medical diagnostics and therapy.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
<b>A student who successfully passed the course:</b>	<b>Reference to field-specific learning outcomes</b>
<b>KNOWLEDGE:</b>	
C.W39. the principles of the construction and operation of the Medical Information System (SIM), domain teleinformation systems and medical registers, as well as the principles of their cooperation;	oral answer, multiple choice, multiple answer, Yes / No or matching answers
C.W40. methods, tools and techniques of data acquisition;	
<b>SKILLS:</b>	
C.U50. interpret and apply functional assumptions of the information system with the use of advanced methods and information technologies in the provision and contracting of health services;	oral answer, multiple-choice, multiple-answer, Yes / No or match-
C.U51. use medical records in practice and observe the rules of security	

and confidentiality of medical information and the protection of intellectual property rights;	answer tests observation of a student demonstrating the skill
<b>SOCIAL COMPETENCE:</b>	
3) independent and reliable exercise of the profession in accordance with the principles of ethics, including observance of moral values and obligations in patient care; 4) being responsible for the performed professional activities; 5) consult experts in the event of difficulties in solving the problem on its own;	Self-assessment, observation
<b>15. Program content</b>	
<b>Form of classes - lectures</b>	
1) Relational Databases - a database model commonly used in modern information systems 2) SZOI system - genesis, tasks. Elements of the service provider's potential 3) IT support for the process of contracting contracts with the National Health Fund. SZOI - service provider profile, Electronic proceedings browser, SWD-KO - offer creation 4) e-prescription, e-referral: e-health act, how to connect to the P1 system 5) Assumptions regarding Electronic Medical Records (EDM)	
<b>Form of classes – labs.</b>	
1) Dictionary resources in medical informatics. 2) Internet in medicine - presentation of the most important websites (website of the Ministry of Health, websites of the National Health Fund and regional offices, other helpful websites) 3) Creating and handling relational databases and the Database Management System on the example of MS ACCESS 4) Basic Program of the KS-PPS Provider. 5) Rules for issuing e-prescriptions, e-referrals 6) EDM support	
<b>16. Didactic tools/ methods</b>	
1. Discussion	
2. Problem solving	
3. Explanation and multimedia presentation	
4. Consultations with the teacher	
5. IT program	
<b>17. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Issuing an e-prescription, e-referral	
F2. Active participation in class	
P1. Creating a database	
<b>18. Student workload</b>	
<b>Form of activity</b>	<b>average number of hours to complete the activity</b>
Contact hours with the teacher	30
TOTAL	30
TOTAL NUMBER OF ECTS FOR THE COURSE	1
<b>19. Basic and supplementary literature</b>	



Basic literature:
1) <a href="https://csioz.gov.pl/akademia-csioz/o-akademii/">https://csioz.gov.pl/akademia-csioz/o-akademii/</a>
2) <a href="https://kamsoft.pl/ks-pps/">https://kamsoft.pl/ks-pps/</a>
3) <a href="http://www2.mz.gov.pl/wwwmz/index?mr=m17&amp;ms=796&amp;ml=pl&amp;mi=796&amp;mx=0&amp;ma=16748">http://www2.mz.gov.pl/wwwmz/index?mr=m17&amp;ms=796&amp;ml=pl&amp;mi=796&amp;mx=0&amp;ma=16748</a>
Supplementary literature:
1) Romaszewski A., Trąbka W., System Informacyjny Opieki Zdrowotnej, Zdrowie i Zarządzanie, Kraków 2011
2) Wróblewski Piotr, Aplikacje Google: wykorzystaj potencjał darmowych narzędzi, Wydawnictwo Helion, Gliwice 2010
3) Frączkowski K. Systemy informacyjne oraz usługi w ochronie zdrowia oparte na technologiach SOA (Service Oriented Architecture). Acta Bio-Optica et Informatica Medica 1/2010, vol. 16
<b>20. Forms of assessment - details</b>
<b>Practical test</b> - includes creating a database, issuing e-referral, e-prescription. Grades: very good - 3 points; good plus - 2.5 points; good - 2.0 points; 1.5 points plus ;, 0.5 and less - insufficient.
<b>Written test</b> - includes the creation of a database. For the full answer, the student receives 1 point for only 0.5 points.
Assessment ; sufficient - 51-60%; 61-70% sufficient plus; 71-80% good; 81-90% good plus; 91-100% very good
<b>21. Other useful details concerning the course</b>
<ol style="list-style-type: none"> <li>1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours</li> <li>2. Classes will be held at PSW in Biała Podlaska or online</li> <li>3. Classes will be held in accordance with the current schedule</li> <li>4. Office hours will be held in accordance with the applicable schedule</li> </ol>

\* L - laboratory (in the case of foreign language classes, this means the language course)

\*\* Classes conducted with the direct participation of an academic teacher or other person conducting the classes and consultations

MCSM - classes at the Monoprofile Medical Simulation Center

Pbn - student's own work under the supervision of an academic teacher

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### DETAILED INFORMATION

<b>1. Name of the course</b>						
<b>Internal diseases and internal medicine nursing</b>						
<b>2. Name of the institution</b>						
Faculty of Health Sciences, Department of Nursing						
<b>3. Content group</b>						
Specialist health care sciences						
<b>4. Type of the course</b>						
obligatory						
<b>5. Level of education</b>						
First-cycle studies						
<b>6. Number of ECTS credits</b>						
Practical classes – 5/ECTS						
Internship -5/ECTS						
<b>7. Level of the course</b>						
Inter-mediate						
<b>8. Year of studies, semester</b>						
Year II, semester III						
<b>9. Number of hours per semester</b>						
Lect.	Classes	Lab	Simulation	Prj.	Practical class.	Internship
-	-	-	8	-	112	120
<b>10. Language of instruction: Polish</b>						
<b>11. Lecturer (lecturers)</b> dr n. med. Barbara Sokołowska, dr Justyna Paszkiewicz, mgr Iwona Semeniuk, mgr Wacława Grażyna Papińska						
<b>DETAILED INFORMATION</b>						
<b>12. Access requirements</b>						
1) Knowledge of issues related to anatomy, human physiology, pathology,						
2) Knowledge of the basics of nursing, ethics, psychology and sociology.						
<b>13. Objectives of the course</b>						
C1 To familiarize students with the health problems of the patient in the course of internal diseases						
C2 Acquainting students with the factors determining the occurrence of internal diseases						
C3 Acquainting students with risk factors and symptoms of internal diseases						
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>						
<b>A student who successfully passed the course:</b>					<b>Reference to field-specific learning outcomes</b>	
<b>KNOWLEDGE</b>						
<b>In terms of knowledge, the graduate knows and understands:</b>						
D.W5. principles of preparing patients of different age and health condition for tests and diagnostic procedures, as well as principles of care during and after these tests and procedures;					essays, reports,	
D.W6. the properties of drug groups and their effects on the patient's systems and organs in various diseases depending on age and health, taking into account side effects, interactions with other drugs and administration routes;					short structured questions	

D.W7. nursing standards and procedures used in the care of patients of various ages and health conditions; D.W8. the patient's reactions to the disease, admission to hospital and hospitalization;	reports,  reports,
<b>SKILLS</b>	
D.U11. modify the fixed dose of fast- and short-acting insulin;	direct observation of a student demonstrating the skill
D.U12. prepare the patient physically and mentally for diagnostic tests;	essay
D.U13. issue referrals for specific diagnostic tests;	direct observation of a student demonstrating the skill
D.U14. prepare records of prescription forms of medicinal substances as part of continuing treatment;	reports, short structured questions
D.U15. document the patient's health situation, the dynamics of its changes and the nursing care provided, including IT tools for data collection;	reports
<b>SOCIAL COMPETENCE</b>	
1) be guided by the good of the patient, respect for dignity and autonomy of people entrusted to care, showing understanding for worldview and cultural differences as well as empathy in the relationship with the patient and his family; 2) respecting patient's rights; 3) independent and reliable exercise of the profession in accordance with the principles of ethics, including observance of moral values and obligations in patient care; 4) being responsible for the performed professional activities; 5) consult experts in the event of difficulties in solving the problem on its own; 6) anticipating and taking into account factors influencing one's own and the patient's reactions; 7) noticing and recognizing own limitations in the field of knowledge, skills and social competences, and self-assessment of deficits and educational needs.	direct observation of a student demonstrating the skill
<b>15. Program content</b>	
<b>Form of classes – practical classes</b>	
1. Nursing problems of patients with pleurisy, bronchitis, pulmonary tuberculosis. Diagnostic tests of the respiratory system. Preparation for diagnostic tests	
2. Nursing problems of a patient with chronic obstructive pulmonary disease. Principles of oxygen therapy, indications and contraindications, side effects of oxygen therapy.	
3. Nursing problems of patients with gastric and duodenal ulcer disease, gastric cancer, acute pancreatitis, bleeding from the upper gastrointestinal tract. Digestive system diagnostic	

- examination. Principles of preparation for digestive system examinations, - care after examinations.
4. Nursing a patient with cirrhosis of the liver. Complications of cirrhosis of the liver.
  5. Nursing care for ulcerative colitis, Crohn's disease, colon cancer. Diagnostics and preventive actions.
  6. The process of nursing a patient with diabetes. Diagnostic tests performed in the diagnosis of diabetes.
  7. Acute and chronic complications in diabetes. The role of education in preventing complications
  8. Nursing a patient with hyperthyroidism and hypothyroidism. Diagnostic tests performed in diseases of the thyroid gland.
  9. Nursing a patient with arterial hypertension, preventing complications of arterial hypertension.
  10. Nursing a patient with chronic circulatory failure.
  11. Nursing care of a patient with iron deficiency anemia and vitamin B12, lymphocytic and myeloid leukemia, Hodgkin's disease.
  12. Nursing problems of a patient with chronic dialysis renal failure. Diagnostic tests performed in diseases of the urinary system.
  13. Nursing a patient with urinary tract infection: cystitis, pyelonephritis, glomerulonephritis.
  14. Complications of UTI - nursing the patient.

**Form of classes - internship**

1. Acquainting with health and safety rules and working in the ward. Invasive and non-invasive tests performed in cardiovascular diseases.
2. Interpretation of the ECG record.
3. Nursing problems of a patient with ischemic heart disease. NYHA classification
4. Nursing a patient with acute coronary syndrome: myocardial infarction, angina, sudden cardiac death. Pre-hospital and inpatient management.
5. Life threatening conditions in cardiology: sudden cardiac arrest, diagnosis, management, care.
6. Life-threatening conditions in cardiology: cardiogenic pulmonary edema, diagnosis, management and nursing care.
7. Nursing a patient with chronic and acute right ventricular heart failure.
8. Nursing problems of a patient with acute and chronic left ventricular disease
9. heart failure.
10. Nursing a patient with chronic coronary heart disease.
11. Nursing care for a patient with cardiac arrhythmias - tachyarrhythmias.
12. Nursing care for a patient with cardiac arrhythmias - bradyarrhythmias.
13. Nursing problems of a patient with cardiomyopathy.
14. Nursing care for a patient with congenital heart defects.
15. Nursing care for patients with acquired heart defects
16. Nurse's participation in the patient's cardiac rehabilitation.
17. Nurse's participation in the prevention of heart and circulatory diseases. Summary of apprenticeships, evaluation and self-evaluation of students.

**Form of classes – Simulations**

- 1) Realization of the scenario: Patient with Hypoglycemia
- 2) Realization of the scenario: Patient with chest pain (high fidelity scenario)

**16. Didactic tools/ methods**

1. Problem solving, stimulating creativity
2. Consultations
3. Team and individual tasks
4. Sample research results
5. Selected case study

6. Simulations	
<b>17.Methods of assessment</b> (F – forming; S – summarizing)	
F1. Development of nursing processes	
F2. Active participation in class	
P1. In-class test	
<b>18.Student workload</b>	
<b>Forms of activity</b>	<b>average number of hours to complete the activity</b>
<b>Practical Class</b>	
Contact hours with the teacher	- <b>120 hrs</b>
Self-study	30 hrs
<b>TOTAL</b>	<b>150 hrs</b>
<b>TOTAL NUMBER OF ECTS FOR THE COURSE</b>	<b>5 ECTS</b>
<b>Internship</b>	
Contact hours with the teacher	<b>120 hrs</b>
Self-study	30 hrs
<b>TOTAL</b>	<b>150 hrs</b>
<b>TOTAL NUMBER OF ECTS FOR THE COURSE</b>	<b>5 ECTS</b>
<b>19.Basic and supplementary literature</b>	
<b>Basic literature:</b>	
1.Gajewski P.(pod red.); Interna Szczeklika – mały podręcznik; Copyright Medycyna Praktyczna Kraków 2018/19	
2.Jurkowska G.; Łagoda K.; Pielęgniarstwo internistyczne. Podręcznik dla studiów medycznych.; Wydawnictwo Lekarskie PZWL, Warszawa 2011	
3.Gajewski P,Szczeklika A. Interna Szczeklika. Podręcznik chorób wewnętrznych .Med. Prakt. Copyright Medycyna Praktyczna. Kraków 2019.	
4. Dorota Talarska, Prof. dr hab. med. Dorota Zozulińska-Ziółkiewicz: Pielęgniarstwo internistyczne Wydanie: Warszawa, 2, 2019, PZWL Wydawnictwo Lekarskie;	
<b>Supplementary literature:</b>	
1.Małgorzata Kurpesa, Bartosz Szafran: Interpretacja EKG. Kurs podstawowy: PZWL Wydawnictwo Lekarskie, 2018.	
2.. Szewczyk Alicja, Pielęgniarstwo diabetologiczne Warszawa, 2, 2019	
3. Anna Duda-Sobczak, Andrzej Gawrecki, Agata Juruć, Cukrzyca typu 2 Przewodnik dla chorych Warszawa, 1, 2019	
4. Przemysława Jarosz-Chobot, Karolina Klewaniec-Wypychacz, Marcin Wypychacz, Cukrzyca typu 1, Rodzinny poradnik cukrzycowy Warszawa, 1, 2018, PZWL	
5. Kaszuba Dorota, Nowicka Anna, Pielęgniarstwo kardiologiczne, Wydawnictwo: PZWL 2019.	
<b>20. Forms of assessment - details</b>	
Oral message test - includes one randomly selected question for which the student may receive a very good grade - 3 points; good plus - 2.5 points; good - 2.0 points; 1.5 points plus ;, 0.5 and less - insufficient.	
Written message test - includes open-ended questions with an extended answer. For the full answer, the student receives 1 point for only 0.5 points.	
Assessment ; sufficient - 51-60%; 61-70% sufficient plus; 71-80% good; 81-90% good plus; 91-100% very good.	
Final examination: The test consists of 30 questions; Multiple Choice, Short Answer, Gapped, True	

/ False. (receives 1 point for a correct answer). Assessment ; sufficient - 51-60%; 61-70% sufficient plus; 71-80% good; 81-90% good plus; 91-100% very good.

**21. Other useful details concerning the course**

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Białą Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L - laboratory (in the case of foreign language classes, this means the language course)

\*\* Classes conducted with the direct participation of an academic teacher or other person conducting the classes and consultations

Lkup - Laboratories Shaping Practical Skills

MCSM - classes carried out at the Monoprofile Medical Simulation Center

Ppn - the student's own work under the supervision of an academic teacher

## SYLLABYS FOR 2020/2021 ACADEMIC YEAR

### GENERAL INFORMATION

<b>1. Name of the course</b>	<b>Medical Law</b>										
<b>2. Name of the institution</b>	Faculty of Health Sciences, Department of Nursing										
<b>3. Content group</b>	Humanities and Social Sciences										
<b>4. Type of the course</b>	Obligatory										
<b>5. Level of education</b>	First-cycle studies										
<b>6. Number of ECTS credits</b>	2										
<b>7. Level of the course</b>	Elementary										
<b>8. Year of studies, semester</b>	Year II, semester III										
<b>9. Number of hours per semester</b>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border-bottom: 1px solid black;">Lect.</td> <td style="border-bottom: 1px solid black;">Classes</td> <td style="border-bottom: 1px solid black;">Lab*</td> <td style="border-bottom: 1px solid black;">Prj.</td> <td style="border-bottom: 1px solid black;">Self-study</td> </tr> <tr> <td style="text-align: center;">10</td> <td style="text-align: center;">5</td> <td></td> <td></td> <td style="text-align: center;">15</td> </tr> </table>	Lect.	Classes	Lab*	Prj.	Self-study	10	5			15
Lect.	Classes	Lab*	Prj.	Self-study							
10	5			15							
<b>10. Language of instruction:</b>	Polish										
<b>11. Lecturer (lecturers)</b>	dr Piotr Kociubiński										

### DETAILED INFORMATION

<b>12. Access requirements</b>	
1) none	
<b>13. Objectives of the course</b>	
C1 To acquaint students with the basic legal mechanisms regulating the functioning of the health care system in Poland and the European Union	
C2 Showing problems in the health care system and indicating the need to develop professional and moral qualifications	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
<b>A student who successfully passed the course:</b>	<b>Reference to field-specific learning outcomes</b>

#### KNOWLEDGE:

<p>B.W15. basic concepts of law and the role of law in the life of society, with particular emphasis on human rights and labor law;</p> <p>B.W16. basic legal regulations in the field of health insurance in force in the Republic of Poland and other European Union Member States and selected trends in health care policy in the Republic of Poland and other European Union Member States;</p> <p>B.W17. the legal basis for practicing the nursing profession, including the rights and obligations of nurses, organization and tasks of the professional self-government of nurses and midwives and the rights and obligations of its members</p> <p>B.W18. rules of criminal, civil, labor and professional liability related to the performance of the nursing profession;</p> <p>B.W19. human rights, children's rights and patient rights; Oral</p>	<p>Oral answer</p>
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answer	
<b>SKILLS:</b>	
B.U12. apply the provisions of the law regarding the professional practice of a nurse	Written answer
<b>SOCIAL COMPETENCE:</b>	
2) respecting patient's rights; 3) independent and reliable exercise of the profession in accordance with the principles of ethics, including observance of moral values and obligations in patient care; 4) being responsible for the performed professional activities; 5) consult experts in the event of difficulties in solving the problem on its own; 7) noticing and recognizing own limitations in the field of knowledge, skills and social competences, and self-assessment of deficits and educational needs.	Self-assessment
<b>2. Program content</b>	
<b>Forms of classes - lecturers</b>	
<ol style="list-style-type: none"> <li>1) Constitutional regulations of the health service</li> <li>2) Act on health services from public funds</li> <li>3) Act on medical activity</li> <li>4) The Act on the State Emergency Medical Services</li> <li>5) Mental Health Protection Act</li> <li>6) Rules for practicing the profession of a nurse and midwife</li> </ol>	
<b>Form of classes - classes</b>	
<ol style="list-style-type: none"> <li>1) Patient's rights</li> <li>2) Principles of performing the profession of a nurse and midwife</li> </ol>	
<b>Form of classes – self-study</b>	
<ol style="list-style-type: none"> <li>1) Getting to know the content of selected deontological acts</li> <li>2) Getting acquainted with the Act on the Practice of the Profession of Physician and Dentist</li> </ol>	
<b>3. Didactic tools/ methods</b>	
1. Discussion	
2. Problem solving	
3. Consultations	
<b>4. Methods of assessment (F – forming; S – summarizing)</b>	
P1. Written credit (separate lecture and exercises)	
<b>5. Student workload</b>	
<b>Form of activity</b>	<b>average number of hours to complete the activity</b>
Contact hours with the teacher	20
Self-study	15
Preparation for tests	15
<b>TOTAL</b>	<b>50</b>
<b>TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE</b>	<b>2</b>
<b>6. Basic and supplementary literature</b>	
Basic literature:	



1) Nesterowicz M., Prawo medyczne, TNOiK „Dom organizatora”, Toruń 2016
2) Karkowska D., Prawo ochrony zdrowia w pytaniach i odpowiedziach – prawa pacjenta, Wolters Kluwer, Kraków 2008
Supplementary literature:
1) Karkowska D., Prawo medyczne dla pielęgniarek, Wolters Kluwer, Warszawa 2013
2) Ustawy regulujące tematykę ćwiczeniową (aktualizowane na bieżąco)
<b>7. Forms of assessment - details</b>
<i>The final grade depends on the arithmetic mean of the partial notes from the final (exam) questions, each of them is scored on a scale of 2.0-5.0 (taking into account "half-marks"), and if necessary, these are rounded made through the prism of the assessment of the importance of questions resulting in a given partial note.</i>
<b>8. Other useful details concerning the course</b>
1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes and office hours

# SYLLABUS FOR 2020/2021 ACADEMIC YEAR

## GENERAL INFORMATION

<b>1. Name of the course</b>	Physical Examination																					
<b>2. Name of the institution</b>	Faculty of Health Sciences, Department of Nursing																					
<b>3. Content group</b>	Fundamental nursing care sciences																					
<b>4. Type of the course</b>	Obligatory																					
<b>5. Level of education</b>	First-cycle studies																					
<b>6. Number of ECTS credits - 1</b>																						
<b>7. Level of the course</b>	Elementary																					
<b>8. Year of studies, semester</b>	Year I, semester II - summer																					
<b>9. Number of hours per semester</b>																						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 10%;">Lect.</th> <th style="width: 10%;">Classes</th> <th style="width: 10%;">Lab.</th> <th style="width: 10%;">Simulation</th> <th style="width: 10%;">Prj.</th> <th style="width: 10%;">Practical Class</th> </tr> </thead> <tbody> <tr> <td>Sem.I</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> <tr> <td>Sem.II</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> <td style="text-align: center;">25</td> <td style="text-align: center;">5</td> <td style="text-align: center;">-</td> <td style="text-align: center;">-</td> </tr> </tbody> </table>		Lect.	Classes	Lab.	Simulation	Prj.	Practical Class	Sem.I	-	-	-	-	-	-	Sem.II	-	-	25	5	-	-
	Lect.	Classes	Lab.	Simulation	Prj.	Practical Class																
Sem.I	-	-	-	-	-	-																
Sem.II	-	-	25	5	-	-																
<b>10. Language of instruction:</b>	Polish																					
<b>11. Lecturer (lecturers) mgr</b>	Danuta Pawlik																					

## DETAILED INFORMATION

<b>12. Access requirements</b>	
1. Knowledge of human anatomy and physiology, the basics of nursing, ethics and psychology	
<b>13. Objectives of the course</b>	
1. Preparing students to conduct subjective and physical examination in order to make a nursing diagnosis.	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
<b>A student who successfully passed the course:</b>	<b>Reference to field-specific learning outcomes</b>
<b>KNOWLEDGE:</b>	
C.W32. the concept and principles of conducting subjective research and its documentation;	oral answer, multiple choice, multiple answer, Yes / No or match answers
C.W33. methods and techniques of comprehensive physical examination;	oral answer, multiple choice, multiple answer, Yes / No or match answers
C.W34. the importance of the results of the subjective and physical examination in formulating the patient's health condition assessment for the needs of nursing care	oral answer, multiple choice, multiple answer, Yes / No or match answers
C.W35 ways of conducting physical examination with the use of ICT systems or communication systems	Oral control, written control (interviewing the patient on the basis of a self-constructed subjective examination tool)
<b>SKILLS:</b>	
C.U43. conduct a physical examination of the patient, analyze and interpret its results;	direct observation of a student demonstrating the skill (examination within a group of students and under medical

	simulation conditions, interpretation of the clinical situation)
C.U44. recognize and interpret basic differences in examining a child and an adult, including the elderly;	direct observation of a student demonstrating the skill (examination within a group of students and under medical simulation conditions, interpretation of the clinical situation)
C.U45. use physical examination techniques for physiological assessments and pathological functions of the skin, senses, head, chest, glands thoracic, abdominal, genital, cardiovascular, respiratory system, peripheral circulatory system, musculoskeletal system and nervous system, and document the results of the physical examination and use them to assess the patient's health status;	direct observation of a student demonstrating the skill (examination within a group of students and under medical simulation conditions, interpretation of the clinical situation)
C.U46. conduct a comprehensive physical and physical examination of the patient, document the results of the examination and analyze them for the needs of nursing care;	direct observation of a student demonstrating the skill (study within a group of students and under medical simulation conditions, interpretation of the clinical situation), participant observation
C.U47 conduct a physical examination using ICT systems or communication systems	direct observation of a student demonstrating the skill (study within a group of students and under medical simulation conditions, interpretation of the clinical situation), participant observation
<b>SOCIAL COMPETENCE:</b>	
1) be guided by the patient's welfare, respect for the dignity and autonomy of persons entrusted to care, showing understanding for world-outlook differences and cultural and empathy in relation to the patient and his family; 2) being responsible for the performed professional activities; 3) consult experts in the event of difficulties in solving the problem on its own; 4) perceiving and recognizing one's own limitations in the scope of knowledge, skills and social competences, as well as self-assessment of deficits and educational needs.	Observation, verification in academic conditions and medical simulation, self-assessment, group assessment
<b>15. Program content</b>	
<b>Form of classes – classes</b>	
<ol style="list-style-type: none"> <li>1. Medical history of the patient.</li> <li>2. General and detailed physical examinations. Physical examination techniques.</li> <li>3. Examination of the head and neck.</li> <li>4. Examination of the skin and breast glands.</li> <li>5. Examination of the bone-joint and muscular systems. .</li> <li>6. Examination of the chest and lungs.</li> <li>7. Examination of the cardiovascular system.</li> <li>8. Examination of the abdominal cavity and the genitourinary system.</li> <li>9. Examination of the nervous system.</li> <li>10. The specificity of physical examination of children, infants and the elderly.</li> </ol>	
<b>16. Didactic tools/ methods</b>	
<ol style="list-style-type: none"> <li>1. The exposing method - demonstration</li> <li>2. Expository method - informative lecture</li> <li>3. Problem method - discussion</li> </ol>	

4. Practical methods – exercises, practical simulations	
5. Activating methods - case method, event scenarios (medical simulation, standardized patient)	
<b>1 Methods of assessment (F – forming; S – summarizing)</b>	
<b>Exercises:</b> knowledge test, practical skills test (performance of activities), debriefing	
<b>2 Student workload</b>	
<b>Form of activity</b>	<b>average number of hours to complete the activity</b>
Contact hours with the teacher	<b>30 hrs:</b>
Classes	<b>30 hrs.</b>
<b>TOTAL</b>	<b>30</b>
<b>NUMBER OF ECTS CREDITS FOR THE COURSE</b>	<b>1 ECTS</b>
<b>3 Basic and supplementary literature</b>	
<b>Basic literature:</b>	
1. Dyk D. (red.), Badanie fizykalne w pielęgniarstwie. Podręcznik dla studiów medycznych. PZWL, Warszawa 2020.	
2. Douglas G, Nicol F, Robertson C, Badanie kliniczne Macleod. Urban & Partner, Wrocław 2017	
<b>Supplementary literature:</b>	
1. Allan M., Spencer J., (red. wyd. pol.) Kokot F.: Crash Course - wywiad i badanie przedmiotowe. Urban & Partner, Wrocław 2005.	
2. Obuchowicz A., Badania podmiotowe i przedmiotowe w pediatrii. ŚAM, Katowice 2010	
<b>4 Forms of assessment - details</b>	
<b>Assessment of the achievement of the assumed learning outcomes in terms of knowledge;</b>	
<b>Assessment criteria for practical skills (grading scale - very good, good plus, good, sufficient plus, satisfactory, insufficient):</b>	
1. Very good - performed the examination on his own, correctly and efficiently, used appropriate equipment (e.g. a stethoscope) and examination techniques, justified the actions taken, interpreted the patient's condition himself and correctly and planned further actions in accordance with the applicable procedures and standards.	
2. A good plus - he performed the examination himself and correctly, used the appropriate equipment (eg a stethoscope) and examination techniques, justified the actions taken, interpreted the patient's condition correctly and independently and planned further actions in accordance with the applicable procedures and standards.	
3. Good - required help in carrying out the examination, used appropriate equipment (e.g. a stethoscope) and examination techniques, justified the actions taken, interpreted the patient's condition correctly and independently, and required help in planning further actions.	
4. Enough plus - required help in carrying out the examination, used appropriate equipment (eg a stethoscope), had a problem with the selection of the examination technique, required help in justifying the actions taken, interpreting the patient's condition and planning further actions.	
5. Sufficient - required significant assistance in performing the examination, had problems with the use of appropriate equipment (eg a stethoscope) or with the selection of the examination technique, required assistance in justifying the actions taken, interpreting the patient's condition and planning further actions.	
6. Insufficient - - despite the help, he could not perform the examination, he had problems with the use of appropriate equipment (eg stethoscope) and the selection of the examination technique, he could not justify the actions taken, interpret the patient's condition and plan further actions.	
Written test:	
The test consists of 30 questions - a single choice, requiring a short answer, a blank question, type true or false; the student receives 1 point for a correct answer. Assessment: satisfactory - 51-60%; 61 - 70% a sufficient plus; 71-80% good; 81-90% good plus; 91-100% very good.	
Oral test: includes one randomly selected question for which the student may receive a very good grade - 3 points; good plus - 2.5 points; good - 2.0 points; 1.5 points a sufficient plus ;, 0.5 and less - insufficient.	
The scope of the assessment of knowledge, practical skills and attitude during classes in the laboratories of the Monoprofile Medical Simulation Center:	

In the field of knowledge based on confirmation:

Learn about high-fidelity, intermediate, and low-fidelity equipment, learning the principles of constructing feedback information based on description, analysis and implementation, understanding the importance of soft skills for proper team work and the impact on preventing adverse events in medicine.

In terms of skills:

proper use of the equipment during classes,  
properly construct advanced feedback based on description, analysis and implementation.

**Methods and criteria for the assessment of learning outcomes at MCSM;**

Self-assessment and assessment of the medical simulation instructor in the field of: knowledge, implementation of medical procedures, debriefing. Scale of grades assigned to the entire subject.

**Assessment of learning outcomes in the field of social competences:**

observation of the student: during the examination of the patient,  
student self-esteem

awareness of the constant replenishment of knowledge and skills

The prerequisite for passing is: demonstrating by the student personal culture, respect for patients, team members, the ability to establish contact, delicacy during the test.

**Forms and conditions for passing the course:**

The course ends with a credit with a grade.

Approvals for final credit include:

100% completion of all topics of practical classes;

attendance at classes (in the event of a justified absence from practical classes, agreeing with the teacher on the method and date of the exercises); credit for self-education and classes at MCSM.

The final grade for completing the course is the average of the grade obtained at the final pass (knowledge and skills - demonstration of selected techniques of physical examination and the knowledge test) and of self-education and classes at MCSM. It is necessary to pass each part positively.

**5 Other useful details concerning the course**

1. Direct information about the issues of classes and program content is provided by the tutor during the classes and during the consultation
2. Classes will be held at the PSW in Biała Podlaska
3. Classes will be held in accordance with the current timetable
4. Consultations will be held in accordance with the applicable schedule

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### GENERAL INFORMATION

<b>1. Name of the course</b>	Sociology in Nursing				
<b>2. Name of the institution</b>	Faculty of Health Sciences, Department of Nursing				
<b>3. Content group</b>	Humanities and Social Sciences				
<b>4. Type of the course</b>	obligatory				
<b>5. Level of education</b>	First-cycle studies				
<b>6. Number of ECTS credits -2</b>					
<b>7. Level of the course</b>	Elementary				
<b>8. Year of studies, semester</b>	Year I, semester I				
<b>9. Number of hours per semester</b>	Lect.	Classes	Lab.	Simulations	Practical Classes
	15	15	-	-	30
<b>10. Language of instruction:</b>	Polish				
<b>11. Lecturer (lecturers):</b>	Dr Wiesław Romanowicz				

### DETAILED INFORMATION

<b>12. Access requirements</b>	
None	
<b>13. Objectives of the course</b>	
To acquaint students with basic sociological terminology, social processes and the place of an individual and a group in society	
<b>14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
<b>A student who successfully passed the course:</b>	<b>Reference to field-specific learning outcomes</b>
<b>KNOWLEDGE:</b>	
B.W2. the issues of human - social environment relations and mechanisms of human functioning in difficult situations;	oral answer, multiple choice, multiple answer, Yes / No or match answers
B.W7. concepts and principles of functioning of the group, organization, institution, population, community and ecosystem;	oral answer, multiple choice, multiple answer, Yes / No or match answers
B.W8 selected areas of cultural and religious differences	oral answer, multiple choice, multiple answer, Yes / No or match answers
BW.11 phenomenon of social, cultural, ethnic and gender discrimination	oral answer, multiple choice, multiple answer, Yes / No or match answers
BW.9 the scope of social interaction and the socialization process, and the performance of local communities and the ecosystem	oral answer, multiple choice, multiple answer, Yes / No or

	match answers
<b>SKILLS:</b>	
B.U1. recognize normal, disturbed and pathological behavior;	oral answer, multiple choice, multiple answer, Yes / No or match answers
B.U4. identify mistakes and barriers in the communication process;	oral answer, multiple choice, multiple answer, Yes / No or match answers
B.U9. propose measures to prevent discrimination and racism as well as deviations and pathologies among children and adolescents;	oral answer, multiple choice, multiple answer, Yes / No or match answers
<b>SOCIAL COMPETENCE;</b>	
1) be guided by the good of the patient, respect the dignity and autonomy of people entrusted to care, show understanding for worldview and cultural differences and empathy in the relationship with the patient and his family; 2) respecting patient's rights; 3) independent and reliable exercise of the profession in accordance with the principles of ethics, including observance of moral values and obligations in patient care; 4) being responsible for the performed professional activities; 5) consult experts in the event of difficulties in solving the problem on its own; 6) anticipating and taking into account factors influencing one's own and the patient's reactions; 7) noticing and recognizing own limitations in the field of knowledge, skills and social competences, and self-assessment of deficits and educational needs.	Observation; self-evaluation
<b>15. Program content</b>	
<b>Form of classes - lecturew</b>	
1. Basic terms in sociology. Sociology and other social sciences 2. Reflection on society and the place of the individual in society 3. Interaction, socialization. 4. Social pathologies (selected issues). 5. The concept of risk in the modern world 6. Selected social processes. 7. Social control in society. 8. Addictions (review of issues) 9. Selected social institutions (family, state, education) 10. Globalization, technicization of social life. 11. Consumer society 12. Social movements 13. Society and culture, society and nature  The range of issues for the implementation of the student's own work under the supervision of an academic teacher. 1. The social dimension of the disease and its impact on the functioning of society 2. The role of social institutions operating in the field of health care	
<b>Form of classes – classes</b>	

<ol style="list-style-type: none"> <li>1. Introduction to the problems of exercises</li> <li>2. The human being as a social being</li> <li>3. Phases of socialization</li> <li>4. Typology of societies</li> <li>5. Basic elements of the social structure</li> <li>6. Typology of social groups</li> <li>7. Socio-cultural change</li> <li>8. Local communities</li> <li>9. Nation and national minorities</li> <li>10. The state and politics</li> <li>11. Urbanization and industrial processes</li> <li>12. Gender and social differences</li> </ol>	
<b>16. Didactic tools/ methods</b>	
1.Expository method – lectures	
2.Problem method - discussion	
3. Exposing methods - presentation	
4. Problem and activating methods; student's own work under the supervision of an academic teacher	
<b>17.Methods of assessment</b> (F – forming; S – summarizing)	
Lectures; written test, an essay on the student's own work under the supervision of a teacher	
Classes: written knowledge test	
<b>18. Student workload</b>	
<b>Form of activity</b>	<b>average number of hours to complete the activity</b>
Contact hours with the teacher	<b>60 hrs</b>
Lectures - <b>15 godzin</b>	
Classes - <b>15 godzin</b>	
Self-study and tutoring- <b>30 hrs</b>	
<b>TOTAL 60 godzin</b>	
<b>TOTAL NUMBER OF ECTS FOR THE COURSE – 2ECTS</b>	
<b>19. Basic and supplementary literature</b>	
<b>Basic literature:</b>	
1. Mendras H., Elementy socjologii, Wrocław 2000	
2. Szacka B., Wprowadzenie do socjologii, Warszawa 2003	
3.Synowiec-Piłat M., Olchowska-Kotala A., Socjologia i psychologia dla pacjenta. Wybrane zagadnienia. Wydawnictwo Adam Marszałek, Toruń 2012,	
<b>Supplementary literature:</b>	
1. Sztompka P., Socjologia. Analiza społeczeństwa, Społeczny Instytut Wydawniczy Znak, Kraków 2012	
2. Shilling Ch., Socjologia ciała. Warszawa. Wydawnictwo Naukowe PWN, Warszawa 2010	
<b>Journals:</b>	
Kultura i społeczeństwo	
Przegląd Socjologiczny	
<b>20.Forms of assessment - details</b>	
Lectures: knowledge test, practice test, essay on the student's own work under the supervision of a teacher.	
<b>Assessment of the achievement of the assumed learning outcomes in terms of knowledge;</b>	



**Criteria for evaluating messages (grading scale - very good, good plus, good, sufficient plus, satisfactory, insufficient):**

1. Very good - characterizes in a very good way the concepts of: social interaction, socialization, local activities and the ecosystem, areas of cultural and religious differences, explains and analyzes social phenomena and processes, knows the issues of the human-social environment relationship, knows the rules very well the functioning of the group, organization, institution, population, community and ecosystem; knows the phenomenon of social, cultural, ethnic and gender discrimination.
2. Good plus - characterizes the scope of social interaction, socialization, local activities and the ecosystem, explains the areas of cultural and religious differences, analyzes most of social phenomena and processes, knows the issues of human-social environment relations, the principles of the functioning of a group, organization, institution, population, community and the ecosystem, the phenomenon of social, cultural, ethnic and gender discrimination.
3. Good - characterized in a good way the scope of social interaction, socialization, local activities and the ecosystem, explains the areas of cultural and religious differences and analyzes most social phenomena and processes, is well-versed in the issues of human-social relations, knows the principles of group functioning, organization, institutions, populations, communities and ecosystem; knows the phenomenon of social, cultural, ethnic and gender discrimination.
4. Sufficient plus - characterizes in a basic way the scope of social interaction, socialization, local activities, areas of cultural and religious differences, as well as selected social phenomena and processes sufficiently, is familiar with the issues of the relationship between man and social environment, knows in a basic way the principles of group functioning, organization, institutions, population, community and ecosystem, knows the phenomenon of social, cultural, ethnic and gender discrimination.
5. Sufficient - partially characterizes the scope of social interaction, socialization, local activities, areas of cultural and religious differences, and partially analyzes selected social phenomena and processes, is sufficiently aware of the problem of the human-social environment relationship, knows sufficiently the principles of group and organization functioning, institutions, populations, communities and ecosystem; phenomenon of social, cultural, ethnic and gender discrimination.
6. Insufficient - is unable to characterize the scope of social interaction, socialization, local activities, areas of cultural and religious differences, and does not analyze social phenomena and processes, and is not oriented in the issues of human-social relations, does not know the principles of the functioning of a group, organization, institution, population, community and ecosystem, phenomena of social, cultural, ethnic and gender discrimination.

Written message test - includes open-ended questions with an extended answer. For the full answer, the student receives 1 point for only 0.5 points.

Assessment ; sufficient - 51-60%; 61-70% sufficient plus; 71-80% good; 81-90% good plus; 91-100% very good.

Criteria for the evaluation of the essay;

1. Content consistent with the topic of the essay - 6 points
2. Content based on current social and humanistic knowledge -5 points
3. Ability to analyze literature, independence, originality of thinking - 4 points.
4. Proper citation of the literature -2 points.
5. Correct literature list -2 pts.
6. Logical layout of the essay -2 points
7. Personal reflection on the issue and defense of your own point of view - 2 points
8. Editorial correctness of the essay - 2 points

Ratings - very good - 25-24 points; good plus - 23-22 points; good - 21-20 points; satisfactory plus 19-18 points - satisfactory 17-16 points 15 points and below insufficient.

Assessment of the assumed learning outcomes in terms of skills:

Skills assessment criteria (grading scale - very good, good plus, good, sufficient plus, satisfactory, insufficient)

1. Very good - recognizes normal, disturbed and pathological behavior; can identify mistakes and barriers in the communication process in a very good way
2. Good plus - can recognize most normal, disturbed and pathological behaviors; identifies errors and barriers in the communication process.
3. Good - recognizes normal, disturbed and pathological behavior; can identify mistakes and barriers in the process of communicating in a good way
4. Sufficient plus - partially recognizes normal, disturbed and pathological behavior; is able to identify errors and barriers in the communication process.
5. Sufficient - recognizes normal, disturbed and pathological behavior; can identify mistakes and barriers in the process of communicating sufficiently
6. Insufficient - does not recognize normal, disturbed and pathological behaviors; unable to identify errors and barriers in the communication process.

Written skills test - includes open-ended questions with extended answers. For the full answer, the student receives 1 point for only 0.5 points.

Assessment ; sufficient - 51-60%; 61-70% sufficient plus; 71-80% good; 81-90% good plus; 91-100% very good.

**Assessment of the assumed learning outcomes in terms of competences:**

- cooperates in the group, takes responsibility for the actions taken,
- uses the acquired knowledge about soft skills in team work,
- aware of the need to constantly replenish knowledge and skills.

The assessment results from the observation and verification of the student's social competences made by the teacher in the conditions of academic classes.

Forms and conditions for passing the course;

The subject ends with a written test for classes, lectures and the submission of a thematic essay after the first semester.

**Conditions for completing the course:**

- write a test of exercises and lectures with at least a satisfactory grade, and write and submit a positively assessed essay.

**21. Other useful details concerning the course**

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska or online
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes **and office hours**

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### I. GENERAL INFORMATION

**1 Name of the course**  
Anesthesiology and nursing in life-threatening situations – internship

**2 Name of the institution**  
Faculty of Health Sciences, Department of Nursing

<b>3 Module code</b> 12.6 I 2/4 I D002	<b>4 Content group</b> Primary nursing care sciences	<b>5 Type of module</b> obligatory
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<b>6 Level of education</b> First-cycle studies	<b>7 Number of ECTS credits</b> 2	<b>8 Level of the course</b> elementary
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<b>9 Year of study, semester</b> Year III, semester V	<b>10 Number of hours per semester</b>	<b>11 Number of hours per week</b>																				
	<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Lec t.</i></th> <th style="text-align: left;"><i>Classe s.</i></th> <th style="text-align: left;"><i>Practic al Class</i></th> <th style="text-align: left;"><i>Internsh ip</i></th> <th style="text-align: left;"><i>Pro j.</i></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;">40</td> <td></td> </tr> </tbody> </table>	<i>Lec t.</i>	<i>Classe s.</i>	<i>Practic al Class</i>	<i>Internsh ip</i>	<i>Pro j.</i>				40		<table border="0" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Lec t.</i></th> <th style="text-align: left;"><i>Classe s.</i></th> <th style="text-align: left;"><i>Internsh ip</i></th> <th style="text-align: left;"><i>Simulatio ns</i></th> <th style="text-align: left;"><i>Pro j.</i></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td style="text-align: center;">40</td> <td></td> <td></td> </tr> </tbody> </table>	<i>Lec t.</i>	<i>Classe s.</i>	<i>Internsh ip</i>	<i>Simulatio ns</i>	<i>Pro j.</i>			40		
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		40																				

**12 Language of instruction - Polish**

**13 Lecturer (lecturers) dr Katarzyna Jańczuk**

### DETAILED INFORMATION

#### **14 Access requirements**

1. None

#### **15 Objectives of the course**

Preparing the student to perform advanced emergency procedures and patient care in anaesthesiology and intensive care.

**16** Field-specific learning outcomes in terms of knowledge, skills and social competences

No.	A student who successfully passed the course, can:	Methods of verification of the learning outcomes
B.W2.	defines sudden life threatening conditions;	Written control, performance of activities, analysis of test results in clinical conditions
B.W3.	knows the most common resuscitation procedures;	Written control, performance of activities, analysis of test results in clinical conditions
B.W4.	describes the principles of nursing care for patients in intensive care in neurotraumatology, cardiology and cardiosurgery;	Written control, performance of activities, analysis of test results in clinical conditions
B.W5.	explains specialized diagnostic and therapeutic techniques used in intensive care in neurosurgery, cardiology and cardiosurgery;	Written control, performance of activities, analysis of test results in clinical conditions
B.U3.	recognizes nursing problems and applies interventions in patient care in the intensive care of neurotraumatology, cardiology and cardiosurgery;	Written control, performance of activities, analysis of test results in clinical conditions
B.U4.	selects and applies advanced life support procedures in life-threatening situations;	Written control, performance of activities, analysis of test results in clinical conditions
B.K1.	is responsible for participating in making professional decisions;	Self-assessment Group evaluation Observation and verification in clinical conditions
B.K2.	critically assesses his own and other people's actions, while respecting the differences in worldview and culture;	Self-assessment Group evaluation Observation and verification in clinical conditions
B.K3.	solves ethical dilemmas in the organization of own and team work;	Self-assessment Group evaluation Observation and verification in clinical conditions
B.K5.	is responsible for his own safety and the safety of the people under his care;	Self-assessment Group evaluation Observation and verification in clinical conditions
B.K6.	observes the principles of professional ethics in relations with the patient and the therapeutic team as well as in research;	Self-assessment Group evaluation Observation and verification in clinical conditions

**17** Program content


	<b>Form of classes - internship</b>	<b>Number of classes</b>		<b>Reference to field-specific learning outcomes</b>
PZ1	Nursing a patient with acute respiratory failure: control of ventilator efficiency, toilet of the patient's bronchial tree intubated or with a tracheostomy tube, blood measurement for gasometry, change of the dressing around the tracheostomy tube, tightness control of the tube, assessment of ventilation effectiveness, disconnecting the patient from the ventilator, connecting the patient with oxygen monitoring of the patient treated with oxygen.	8		B.U3, B.U4, B.K1, B.K3, B.K5, B.K6
PZ2	Enteral and parenteral nutrition of a patient in the intensive care unit. Establishment technique and central venous access care. Connecting the feeding pump.	8		B.U3, B.U4, B.K1, B.K3, B.K5, B.K6
PZ3	Sudden cardiac arrest: indirect cardiac massage, artificial ventilation - the most common driving errors. Nurse's tasks in sudden cardiac arrest.	8		B.U3, B.U4, B.K1, B.K3, B.K5, B.K6
PZ4	Preparation of the patient for anesthesia and patient care before, during and after anesthesia.	8		B.U3, B.U4, B.K1, B.K3, B.K5, B.K6
PZ5	The role and tasks of a nurse in the therapeutic team of an intensive care unit.	8		B.U3, B.U4, B.K1, B.K3, B.K5, B.K6
<b>Total number of hours:</b>		<b>40</b>		

### 18 Didactic tools/methods

1. Practical method – internship
2. Problem method - discussion
3. Exposing methods - demonstration
4. Activating method – case study
5. Problem and activating methods; guided self-education

### 19 Methods of assessment (F – forming; S – summarizing)

Professional practice; participant observation, solving problem situations of patients, practical skills test, oral test.

Criteria for assessing practical skills and attitude during practical classes;

How to perform the steps; Number of points for the level of activity performance - 2-1-0. according to;

Level 2 points;

Rules -follows the rules, proper technique and sequence of actions; 2 points

Efficiency - performs the activities confidently and vigorously; 2 points

Effectiveness - the procedure takes into account the patient's situation, achieves the goal; 2 points

Independence - performs completely independent actions; 2 points

Communicating with the patient - correct, independent, effective selection of content; 2-point  
Attitude - can critically evaluate and analyze one's behavior, cooperate with the therapeutic team, fully identify with the professional role; 2 points

How to perform the steps; the level of performance of the activities in point 1; according to;  
Level 1 points

Rules -follows the rules after targeting; point 1

Efficiency - performs with little confidence, after a short reflection; point 1

Effectiveness - does not always take into account the patient's health situation, achieves the goal after targeting point 1

Independence -requires reminders and guidance in some activities, point 1

Communicating with the patient - requires guidance and direction in selecting the content of point 1

Attitude -has difficulties in critical evaluation and analysis of one's conduct, in cooperation with the therapeutic team and in identification with a professional role - point 1

How to perform the steps; the level of performance of activities, point 0; according to;

Rules -does not follow rules, performs erratically

He performs his activities uncertainly, very slowly

Effectiveness - does not take into account the individual situation of the patient, does not achieve the goal

Independence requires constant guidance and recall in every action

Communicating with the patient cannot maintain verbal contact with the patient

Attitude - is unable to critically assess and analyze its behavior, does not cooperate with the therapeutic team, does not identify with the professional role

Score / grades: 12- points - very good; 11-10 good plus, 9-8 points - good; 7 -6 points - sufficient plus; 5 -4 points - satisfactory, 3-0 insufficient Observation of procedures in practice - pass

Criteria for assessing practical skills and attitude during classes in;

The laboratories of the Monoprofile Medical Simulation Center;

In the field of knowledge;

- knows high-fidelity, intermediate and low-fidelity equipment,
- knows the rules of constructing feedback based on description, analysis and implementation,
- understands the importance of soft skills to work properly in a team and the impact on the prevention of adverse events in medicine,

In terms of skills;

- use the equipment properly during classes,
- knows how to construct advanced feedback based on description, analysis and implementation,
- knows how to consciously use theoretical and practical knowledge,

In the field of social competences;

- cooperates in the group, takes responsibility for the actions taken,
- uses the acquired knowledge about soft skills in team work,
- aware of the need to constantly replenish knowledge and skills.

Continuous evaluation through feedback from actions taken and debriefing.

Methods and criteria for assessing learning outcomes at MCSM;

Self-assessment and evaluation by a medical simulation instructor in the field; knowledge, implementation of medical procedures (check list), team cooperation, team management. Scale of grades assigned to the entire subject.

Forms and conditions for passing the course;

The course ends in a semester with a credit with a grade.

Professional practice; obligatory attendance at all classes, completion of skills according to the skill diary.

Current assessment of the binding topics of practical classes.

Participating in nursing reports.

**20 Student workload**

<b>Forms of activity</b>	<b>Average number of hours to complete the activity</b>
Contact hours with the teacher	40
Self-study	20
Internship	
<b>TOTAL</b>	<b>60</b>
<b>TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE</b>	<b>2</b>

**21 Basic and supplementary literature****Basic literature:**

1. Krajewska-Kułak E, Rolka H, Jankowiak B.: Standardy anestezyjologicznej opieki pielęgniarskiej. PZWL, Warszawa 2014
2. Wołowicka L, Dyk D.: Anestezjologia i intensywne opielanie- klinika i pielęgniarstwo. PZWL Warszawa 2007
3. Kübler A.: Anestezjologia. Urban&Partner Wrocław 2016.
4. Maciejewski D.: Zrozumieć wentylację mechaniczną. MediPage. Warszawa 2013
5. Marino P.: Intensywne opielanie. Urban&Partner Wrocław 2017.
6. Andres J.: Atlas technik i metod zabezpieczania dróg oddechowych. Urban&Partner Wrocław 2011.
7. Kleczyński J.: Stany nagłe u dzieci. PZWL Warszawa 2018

**Supplementary literature:**

1. Gucwa J, Madeja T.: Zaawansowane zabiegi resuscytacyjne i wybrane stany nagłe. Medycyna Praktyczna, Kraków 2015
2. Jakubaszko J. (red.): ABC resuscytacji. Wytyczne ERC 2015, Wyd. Górnicki 2016
3. Maciejewski D., Wojnar-Gruszka K.: Wentylacja mechaniczna- teoria i praktyka . Wyd. Alfa-Medica Press, Bielsko-Biała 2016

**Journals:**

- 1 Magazyn Pielęgniarki i Położnej.
- 2 Zdrowie Publiczne.
- 3 Pielęgniarstwo XXI wieku.
- 4 Służba Zdrowia.
- 5 Pielęgniarka 2000.

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### GENERAL INFORMATION

**1 Name of the course**

**Basic Health Care**

**2 Name of the institution**

Faculty of Health Sciences, Department of Nursing

**3 Module Code**

12.6 I 4/7 C002;C003

**4 Content group**

Fundamental nursing care sciences

**5 Type of module**

obligatory

**6 Level of education**

*First-cycle studies*

**Number of ECTS credits**

Lectures+classes 4  
Practical Classes 5

**8 Level of the course**

*elementary*

**9 Year of studies,**

IV Year,  
semester VII

**10 Number of hours per semester**

<i>Lect.</i>	<i>Class</i>	<i>Practic</i>	<i>Simula</i>
<i>s.</i>	<i>al</i>	<i>tion</i>	<i>tion</i>
<i>Class</i>			

**11 Number of hours per week**

<i>Lect.</i>	<i>Class</i>	<i>Practic</i>	<i>Simula</i>	<i>Proj.</i>
<i>s.</i>	<i>al</i>	<i>tion</i>	<i>tion</i>	<i>tion</i>
<i>Class.</i>				

Full-time studies

III Year, sem.VI

IV Year, sem. VII

15    26    116    4

1    2    40

**12 Language of instruction: Polish**

**13 Lecturer (lecturers)** dr Agnieszka Korol [a.banasiuk@wp.pl](mailto:a.banasiuk@wp.pl), dr Barbara Szczepańska

### DETAILED INFORMATION

**14 Access requirements**

1    Passing 2nd year of studies

**15 Objectives of the course**

Mastering the knowledge and skills that will allow you to perform the tasks under Primary Healthcare caring for an individual, family and community local in the environment of living, teaching and upbringing, and work at various stages of life.

**16 Field-specific learning outcomes in terms of knowledge, skills and social competence**

No.	A student who successfully passed the course, can:	Method of verification of the learning outcomes
B.W31.	Explains the assumptions of health education models, including family medicine model, primary care nurse roles and tasks.	Oral control (oral answer)



C.W17	Characterizes primary health care in Poland and in the world, taking into account the tasks of a nurse and other healthcare professionals.	Oral control (oral answer)
C.W18.	Knows the information management system in primary health care.	Oral control (oral answer)
C.W19	Indicates determinants and measures of the quality of primary health care.	Oral control (oral answer)
C.W24.	Assesses the teaching and upbringing environment in the field of recognizing health problems of children and adolescents.	Oral control (oral answer)
C.W22.	Formulates differences in environmental and family care in the field of collecting information, diagnosing, working methods and documenting with regard to the individual recipient and his condition, the characteristics of the family and local community.	Oral control (oral answer) Written control (nursing process and its documentation) Practical control (performance of activities, Control of patient documentation).
C.W24.	Assesses the teaching and upbringing environment in the field of recognizing health problems of children and adolescents.	Oral control (oral answer) Practical control (performance of activities, documentation control patient) Written control (report)
C.W26	Applies nursing standards and procedures in primary health care.	Oral control (oral answer) Practical control (performance of the action)
<b>SKILLS</b>		
C.U2.	Collects information using the method of interview, observation, direct and indirect measurements (scales), documentation analysis (including analysis of diagnostic tests), physical examination in order to recognize the patient's health condition and formulate a nursing diagnosis.	Oral control (oral answer) Practical control (performance of activities, interpretation of the situation clinical, control patient documentation) Written control (report)

C.U5.	Sets the goals and plan of care for a sick or disabled person.	Oral control (oral answer) Practical control (performance of activities, the nursing process and its documentation)
C.U7	Monitors the patient's health at all stages of his stay in hospital or other health care facilities, including by assessing basic vital parameters: temperature, heart rate, blood pressure, breathing and consciousness, body weight and height.	Oral control (oral answer) Practical control (performance of the action) Written control (report)
C.U36	Assesses the health of the individual and family - "human health potential" using a specific methodology (scales, grids, instrument measurements)	Oral control (oral answer) Practical control (performance of the action) Written control (report)
C.U37	Recognizes the determinants of health behavior of an individual and risk factors for diseases resulting from lifestyle	Practical control (performance of activities, interpretation of the situation clinical, documentation control patient, staging, multimedia presentation)
C.U38	It teaches the recipient of nursing services to self-control their health condition and motivates them to pro-health behavior.	Oral control (oral answer) Practical control (performance of the action)
C.U39	Initiates and supports the individual and family in maintaining health by creating an environmental "coalition for health".	Oral control (oral answer) Practical control (performance of the action)
C.U42.	It provides health services in the field of primary health care, including: guaranteed services and providing care for a sick patient.	Oral control (oral answer) Practical control (performance of the action)
C.U43.	Assesses the teaching and upbringing environment in the field of recognizing health problems of children and adolescents.	Oral control (oral answer) Control (performing the action) Written control (report)
C.U 44	Prepares equipment and resources for the implementation of nursing care in the living environment.	Oral control (oral answer) Practical control (performing the action)

C.U45.	Applies nursing standards and procedures in primary health care.	Oral control (oral answer) Practical control (performing the action)
<b>SOCIAL COMPETENCES</b>		
D.K1	Respects the dignity and autonomy of people entrusted to care.	360-degree observation (teacher, patients, members therapeutic team) Self-esteem; group price
D.K2	Systematically enriches professional knowledge and shapes skills, striving for professionalism.	360-degree observation (teacher, patients, band members therapeutic) Group evaluation Essay
D.K4	Demonstrates moral responsibility for people and the performance of professional tasks.	360-degree observation (teacher, patients, band members therapeutic) Self-esteem; Rating groups Students will be assessed Based on participation and activity in classes, exercise care, help, conducting education health with the patient applying to POZ staying in home environment and learning environment i brought up, as well as with cooperation with the team therapeutic POZ and School Medicine and a group peer.
D.K5	Respects the patient's rights.	Observation, self-esteem, assessment groups.
D.K6	Reliably and accurately performs the entrusted professional duties.	360-degree observation (teacher, patients, band members therapeutic).
D.K7	Observes professional secrecy.	Observation, self-esteem, assessment groups.

<b>17 Program content</b>			
	<b>Form of classes - lectures</b>	<b>Number of hours</b>	<b>Reference to field-specific learning outcomes</b>
W1	The structure and scope of services in Primary Healthcare.	2	B.W31,C.W17, C.W18
W2	Competences of a primary health care nurse.	1	B.W31,C.W17
W3	Planning and implementation of nursing care in the living, study and work environment.	2	C.W22,C.W24
W4	Recognition of health and social problems of an individual, family and local community.	2	C.W19
W5	Financing of services. The legal basis and organizational forms of running a business by nurses in item.	2	C.W 17, C.W23
W6	Family nurse's place in the primary health care system. Standards in family nursing.	1	C.W17, C.W18
W 7	Family nursing in the face of support problems.	1	C.W24
W 8	Forms of care for the chronically ill. Organization and tasks of social assistance.	2	C.W 24
W 9	Participation of a nurse in the implementation of tasks resulting from the health policy program.	1	C.W24, C.W26
W 10	Preventive programs in primary health care.	1	C.W24, C.W 26
Total number of hours:		<b>15</b>	
	<b>Form of classes - classes</b>	<b>Number of classes</b>	<b>Reference to field-specific learning outcomes</b>
ĆW1	The scope of competences of a primary health care nurse - interdisciplinary cooperation	1	C.U 42, C.U36
ĆW2	Application of selected nursing theories in the work of primary health care nurses	3	C.U36,C.U42
ĆW3	Family nursing standards.	8	C.U37, C.U45
ĆW4	The specificity of the nursing proces.	6	C.U5, C.U37
ĆW5	Environmental health care for children.	6	C.U36, C.U38, C.U43
ĆW6	Nursing care for the chronically ill, the elderly and the disabled.	4	C.U42
ĆW7	Organization of nursing home care.	2	C.U26,C.U45

Total number of hours: 30				
	Form of classes – Practical Classes	Number of hours		Reference to field-specific learning outcomes
ZP1	Getting to know the organizational structure of the clinic / clinic and its staff.	8		C.U44
ZP2	Standard of equipment in the family nurse's office. Acquaintance with equipment and other resources needed by a nurse in carrying out her tasks.	8		C.U43,C.U44,
ZP3	Nurse's office in the teaching and upbringing environment (school, nursery).	8		C.U2,C.U5,C.U43,D.K7
ZP4	Clinic D (healthy children clinic)	8		C.U36,C.U38, C.U39, C.U43, D.K7
ZP5	D1 outpatient clinic (outpatient clinic for sick children)	8		C.U36,C.U38, C.U39, C.U43, D.K7
ZP6	Nurse's office in the workplace.	8		C.U45,
ZP7	Family nurse's practice.	8		C.U45
ZP8	Acquainting with the methods of tests and measurements used by the nurse in assessing the health condition of the charge (child, adult, elderly person).	8		C.U4,C.U5,C.U7 C.U45, C.U36, D.K5
ZP9	Ways of keeping nursing records in the facility. Writing prescriptions.	8		C.U36,C.U45,
ZP10	Creating family support programs in the prevention and early detection of families.	8		C.U39, C.U42
ZP11	Assessment of patient satisfaction with services medical services provided in primary healthcare.	8		C.U42, C.U36, D.K7
ZP12	Patient's rights. Professional responsibility of a nurse.	8		C.U39,D.K7
ZP13	Community health care for a sick child (mentally retarded, blind, deaf, with speech disorders).	8		C.U.45,C.U42 D.K.1
ZP14	Nursing care for the chronically ill, the elderly and the disabled.	8		C.U.45,C.U42, D.K.1
ZP15	Summary, self-esteem. Completion of practical classes.	8		
Total number of hours:		120		
<b>18 Didactic tools/methods</b>				
1.	Expository method - lecture			
2.	Practical methods - exercises, practical classes, medical simulations			
3.	Educational Project Method			
4.	Problem method - discussion			
5.	Activating methods; case method, event scenarios (medical simulation, standardized patient)			
6.	Problem and activating methods; guided self-education			

7.	Case study
<b>19. Methods of assessment (F – forming; S – summarizing)</b>	
Lectures; test, written test, essay	
Exercises; test	
Practical; participant observation, solving problem situations of patients, evaluation of the documentation practical skills test, oral knowledge test.	
Classes at the Monoprofile Medical Simulation Center; debriefing - (formulating feedback, report).	
<b>Assessment of the achievement of the assumed learning outcomes in terms of knowledge; Criteria for evaluating the message (rating scale - very good, good plus, good, sufficient plus, sufficient, insufficient).</b>	
<ol style="list-style-type: none"> <li>1. Very good - mastering the entire material, presenting knowledge in a logical way, properly understands generalizations and relationships between them and explanation phenomena, independent use of theory in practice. Using correct language, style and scientific terminology.</li> <li>2. A good plus - mastering the entire material, combining knowledge into logical whole, explaining the relationship between the phenomena that occur. Independent use of theory in practice with little focus by the teacher. Using medical terminology.</li> <li>3. Good - Mastering the program material, combining knowledge into logical whole, understanding generalizations and relationships between miniatures, applying knowledge theoretical and practical with the help of a teacher. Using correct language and scientific terminology.</li> <li>4. Enough plus- mastering the curriculum material, binding knowledge demonstrating the relationship of logical connection between phenomena with help teacher. The use of theoretical knowledge in practice after orientation by the teacher. The language is correct. Using medical terminology.</li> <li>5. Sufficient - control of the program content to the basic content. Difficulty in joining them into a logical whole. The use of theoretical knowledge in practice with the help of a teacher. The language moves, the style is clumsy.</li> <li>6. Insufficient - no program news, no understanding generalizations, the ability to explain phenomena and relationships between them, numerous and serious mistakes, clumsy style, difficulties in formulating answers.</li> </ol> <p>Oral test - includes one randomly selected question for which the student may receive a very good grade - 3 points; good plus - 2.5 points, good - 2.0 points; 1.5 points plus ;, 0.5 and less - insufficient.</p> <p>Written test - includes open and extended questions answers . For the full answer, the student receives 1 point for only 0.5 points. Assessment ; sufficient - 51-60%; 61-70% sufficient plus; 71-80% good; 81-90% good plus; 91-100% very good.</p> <p>Written test in the nursing skills laboratory. The test consists of 30 questions; single choice, multiple choice, requiring a short answer, a blank, true/ false question, receives 1 point for the correct answer). Assessment; sufficient - 51-60%; 61-70% sufficient plus; 71-80% good; 81-90% good plus; 91-100% very good.</p>	

**Criteria for the evaluation of the essay;**

1. Content consistent with the topic of the essay - 6 points
  2. Content based on current nursing knowledge (based on scientific research), humanities -5 points
  3. Ability to analyze literature, independence, originality of thinking - 4 points.
  4. Proper citation of the literature -2 points.
  5. Correct literature list -2 pts.
  6. Logical layout of the essay -2 points
  7. Personal reflection on the issue and defense of your own point of view - 2 points
  8. Editorial correctness of the essay - 2 points
- Ratings - very good - 25-24 points; good plus- 23-22 points; good - 21-20 points; satisfactory plus 19-18 points - satisfactory 17-16 points 15 points and below it is insufficient.

**Criteria for assessing practical skills and attitude during practical classes;**

**How to perform the steps; Number of points for the level of activity performance - 2-1-0. according to:**

**Level 2 points;**

- Rules -follows the rules, proper technique and sequence of actions; 2 points  
Efficiency - performs the activities confidently and vigorously; 2 points  
Effectiveness - the procedure takes into account the patient's situation, achieves the goal; 2 points  
Independence - performs completely independent actions; 2 points  
Communicating with the patient - correct, independent, effective selection of content; 2 point  
Attitude is able to critically evaluate and analyze his / her behavior, cooperates with the therapeutic team, full identification with the professional role; 2 points

**How to perform the steps; the level of performance of the activities in point 1; according to;**

**Level 1 points**

- Rules -follows the rules after targeting; point 1  
Efficiency - performs with little confidence, after a short reflection; point 1  
Effectiveness - does not always take into account the patient's health situation, achieves the goal after targeting point 1  
Independence -requires reminders and guidance in some activities, point 1  
Communicating with the patient - requires guidance and direction in selecting the content of point 1  
Attitude -has difficulties in critical evaluation and analysis of one's conduct, in cooperation with the therapeutic team and in identification with a professional role - point 1

**How to perform the steps; the level of performance of activities, point 0; according to;**

- Rules -does not follow the rules, performs chaotic actions  
He performs his activities uncertainly, very slowly  
Effectiveness - does not take into account the individual situation of the patient, does not achieve the goal  
Independence requires constant guidance and recall in every action  
Communicating with the patient cannot maintain verbal contact with the patient  
Attitude - is unable to critically evaluate and analyze his behavior, does not cooperate with the therapeutic team, does not identify with the professional role

**Score / grades: 12– points - very good; 11-10 good plus, 9-8 points - good;**

**7 -6 points - sufficient plus; 5 -4 points - satisfactory, 3-0 insufficient**

**Observation of procedures in practice - pass**

**Criteria for the verification of learning outcomes achieved in the nursing process;**

Scope of execution;

The ability to collect and analyze data about the subject of care with the use of methods and tools: interview, observation, analysis of medical records, scales, tests for the needs of nursing; points - 0-1-2

The ability to use the collected information for the proper formulation of a nursing diagnosis points - 0-1-2

Ability to define care goals points– 0-1-2

Planning of activities adequate to the health situation of the patient and family; points - 0-1-2

Implementation of planned activities in accordance with the current standards of providing nursing services, points - 0-1-2

Ability to evaluate the effects of planned nursing activities implemented

points - 0-1-2

Using the correct nursing terminology points - 0-1-2

NOTE: Obtaining 0 points in any of the evaluation elements makes it impossible to successfully pass the nursing process.

The evaluation scale 14 points - very good, 13 points - good plus. 12 points - good, 11 points - sufficient plus, 10 points - satisfactory, 9 points and less insufficient.

### **Criteria for assessing practical skills and attitude during classes in;**

Laboratories of the Monoprofile Medical Simulation Center;

In the field of knowledge;

- knows high-fidelity, intermediate and low-fidelity equipment,
- knows the rules of constructing feedback based on description, analysis and implementation,
- understands the importance of soft skills to work properly in a team and the impact on the prevention of adverse events in medicine,

In terms of skills;

- properly use the equipment during classes,
- knows how to construct advanced feedback based on description, analysis and implementation,
- knows how to consciously use theoretical and practical knowledge,

In the field of social competences;

- cooperates in the group, takes responsibility for the actions taken,
- uses the acquired knowledge about soft skills in team work,
- aware of the need to constantly replenish knowledge and skills.

Continuous evaluation through feedback from actions taken and debriefing.

Methods and criteria for the assessment of learning outcomes at MCSM;

Self-assessment and evaluation by a medical simulation instructor in the field; knowledge, implementation of Procedures medical (check list), team collaboration, team management. Assigned grade scale to the entire item.

### **Forms and conditions for passing the course;**

The course ends with a credit with a grade after semester VI.

The conditions for passing the course and admitting to the exam is passing the exercises

Practical; obligatory attendance at all classes, passing skills according to the skill diary.

Current assessment of the binding topics of practical classes.

Keeping individual patient records.

## **20 Student workload**

<b>Forms of activity</b>	<b>Average number of hours to complete the activity</b>
Self-study	40
Contact hours with the teacher	165 (lectures 15, classes 26, simulations 28, practical classes 116)
<b>TOTAL</b>	<b>205</b>
<b>TOTAL NUMBER OF ECTS FOR THE COURSE</b>	<b>4</b>

## **21 Basic and supplementary literature**

### **Basic literature:**

1. Steciwko A. (red.): Medycyna rodzinna-co nowego? T. I, II, Wydawnictwo Makmed, Lublin 2010
2. Brosowska B., Mielczarek- Pankiewicz E. Pielęgniarstwo w podstawowej opiece



<p>zdrowotnej T. II. Wyd. Makmed. Lublin 2010.</p> <p>3. Kwiatkowska A., Krajewska- Kułak E., Panka W. Komunikowanie interpersonalne w pielęgniarstwie. Wydawnictwo Lekarskie PZWL, Warszawa 2012</p> <p>4. Krajewska- Kułak E. Osoba ciężko chora lub niepełnosprawna w domu. Poradnik dla opiekunów. Wydawnictwo Lekarskie PZWL. 2012</p> <p>5. Kilańska D.; Pielęgniarstwo w podstawowej opiece zdrowotnej, Tom I. Wyd. Makmed. Lublin 2010</p>
<p>6. Gaworska-Krzemińska A., Kilańska D., Dominiak I.: Ordynowanie leków i wypisywanie recept – przewodnik dla pielęgniarek i położnych. Sopot, Edumetriq 2016, wydanie II</p>
<p>7. Ustawa z dnia 12 maja 2011 r. o refundacji leków, środków spożywczych specjalnego przeznaczenia żywieniowego oraz wyrobów medycznych (Dz. U. z 2015 r. poz.345)</p>
<p>8. Załącznik do obwieszczenia Ministra Zdrowia obejmujący wykaz refundowanych leków, środków spożywczych specjalnego przeznaczenia żywieniowego oraz wyrobów medycznych wydawanych na podstawie art. 37 ustawy z dnia 12. Maja 2011r. o refundacji leków, środków spożywczych specjalnego przeznaczenia żywieniowego oraz wyrobów medycznych (Dz. U. Nr 122, poz. 696, z późn. zm.)</p>
<p>9. Rozporządzenie Ministra Zdrowia w sprawie środków spożywczych specjalnego przeznaczenia żywieniowego z dnia 28 kwietnia 2014 r. Dz U. z 2014 r. poz 570)</p>
<p>10. Rozporządzenie Ministra Zdrowia z dnia 20 października 2015 r. w sprawie recept wystawianych przez pielęgniarki i położne.</p>
<p>11. Rozporządzenie Ministra Zdrowia z dnia 28 października 2015 r. w sprawie wykazu substancji czynnych zawartych w lekach, środkach spożywczych specjalnego przeznaczenia żywieniowego, wykazu wyrobów medycznych i wykazu badań diagnostycznych (Dz. U. z 2015r. poz.1739.)</p>
<p><b>Supplementary literature:</b></p>
<p>1. Kawczyńska- Butrym Z.; Rodzina – zdrowie – choroba, koncepcje i praktyka pielęgniarstwa rodzinnego. Wyd. Czelej, Lublin 2001.</p>
<p>2. Bożkowa K., Sito A.: Opieka zdrowotna nad rodziną, wydanie II, PZWL Warszawa 2005.</p>
<p>3. Sztembis B., Ślusarska B., Zarzycka D. i In.: Kwalifikacja Procedur Pielęgniarskich dla Potrzeb POZ. Projekt „Klasyfikacja procedur pielęgniarstkich i ich zastosowanie do polskiego systemu opieki zdrowotnej”, <a href="http://www.igichp.edu.pl/pracprof.htm">http://www.igichp.edu.pl/pracprof.htm</a></p>

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### GENERAL INFORMATION

**1 Name of the course**

**Dietetics**

**2 Name of the institution**

Faculty of Health Sciences, Department of Nursing

**3 Module Code**

**4 Content group**

Fundamental nursing care sciences

**5 Type of Module**

obligatory

**6 Level of education**

First-cycle studies

**7 Number of ECTS credits**

2

**8 Level of the course**

elementary

**9 Year of studies, semester**

Year III, semester VI

Full-time studies

**10 Number of hours per semester**

<i>Lect.</i>	<i>Clas ses.</i>	<i>Prac tical</i>	<i>Inter nshi p</i>	<i>Proj.</i>
15		<i>Clas ses</i>		

**11 Number of hours per week**

<i>Lect.</i>	<i>Clas ses.</i>	<i>Prac tical</i>	<i>Simul ation</i>	<i>Proj.</i>
1		<i>Clas ses</i>		

**12 Language of instruction: Polish**

**13 Lecturer:** Dr inż. Angelika Dadej

### DETAILED INFORMATION

**14 Access requirements**

None

**15 Objectives of the course**

**C1** To acquaint students with the strategy of solving health problems at the group and individual level. Ability to build relationships among various social groups in the context of preventive health care.

**C2** Preparing students to understand the direction of application of the principles of prophylaxis and dietary treatment as one of the elements of the health problem solving strategy.

**C3** Developing the ability to implement the correct diet and eliminate nutritional errors for different groups of the population. The role of nutrition in the prevention and treatment of selected disease states. The effects of improper dietary practice.

**C4** Gaining knowledge about nutrients and bioactive compounds found in food and their importance in disease prevention.

**C5** To familiarize students with the elements of human physiology and to present the importance of physical activity for the proper functioning of the body.

**C6** Developing knowledge about functional foods and dietary supplements containing active substances other than nutrients and indications for their use.

**16 Field-specific learning outcomes in terms of knowledge, skills and social competence**

No.	A student who successfully passed the course, can:	Method of verification of the learning outcomes
C.W27.	Defines the needs (quantitative and qualitative) of the body for the nutrients necessary to maintain life in conditions of health and disease.	Written control and oral in an academic setting, active participation in classes, attendance
C.W29.	Knows the principles of prophylaxis and dietary treatment as well as complications of diet therapy.	Written control and oral in an academic setting, active participation in classes, attendance
A.W1.	Uses anatomical terms.	Written control and oral in an academic setting, active participation in classes, attendance
A.W2.	Discusses the structure of the human body in the topographic approach (upper and lower limb, chest, abdomen, pelvis, back, neck, head) and functional (osteoarticular system, muscular system, circulatory system, respiratory system, digestive system, urinary system, genitals, nervous system and sensory organs, common liver).	Written control and oral in an academic setting, active participation in classes, attendance
A.W4.	Characterizes the specification and importance of water-electrolyte and acid-base balance in maintaining the homeostasis of the organism.	Written control and oral in an academic setting, active participation in classes, attendance
A.U2.	Shows differences in structure and characterizes the vital functions of an adult and a child.	Written control and oral in an academic setting, active participation in classes, attendance
A.W20.	Discusses selected issues in the field of cardiovascular, respiratory, digestive, urogenital and nervous systems.	Written control and oral in an academic setting, active participation in classes, attendance
A.U11.	Describes changes in the functioning of the organism as a whole when its homeostasis is disturbed.	Written control and oral in an academic setting, active participation in classes, attendance
B.W28.	Discusses the principles of rational nutrition in the light of the latest scientific research.	Written control and oral in an academic setting, active participation in classes, attendance
B.W29.	Characterizes the essence of disease prevention and prevention.	Written control and oral in an academic setting, active participation in classes, attendance

B.W25.	Indicates the cultural, social and economic determinants of public health.	Written control and oral in an academic setting, active participation in classes, attendance
B.U10.	Demonstrates the ability to listen actively.	Written control and oral in an academic setting, active participation in classes, attendance

### 17 Program content

	Form of classes - lectures	Number of hours	Reference to field-specific learning outcomes
W1	<p>Characteristics and function of proteins in the human organism. The importance of amino acids in the body.</p> <p>The nutritional value of proteins.</p> <p>Protein sources in nutrition.</p> <p>The effects of excessive and under-protein consumption.</p> <p>Analysis of scientific publications.</p>	1	C.W.27., B.W28., B.U10.
W2	<p>Structure and division of fats.</p> <p>The difference between vegetable and animal fats.</p> <p>Sources of fats in nutrition.</p> <p>The role and importance of system lipids in the body. Fat consumption and health.</p> <p>Analysis of scientific publications.</p>	1	C.W.27., B.W28., B.U10.
W3	<p>Structure and division of carbohydrates.</p> <p>The main functions and transformations of carbohydrates in the body.</p> <p>The importance of carbohydrates for human health.</p> <p>Definition and classification of glycemic ranges. Postprandial glycemia and human age. The importance of the glycemic index and load and factors influencing its value.</p> <p>Dietary recommendations for people with type I and type II diabetes.</p>	1	C.W.27., B.W28., B.W29.
W4	<p>The role of carbohydrates in a meal before and post-workout.</p> <p>The effect of insulin on the metabolism of nutrients.</p> <p>Characteristics of hiopo - and hyperglycemia.</p> <p>An example of how insulin works in an exercising person taking insulin.</p>	1	C.W.27., C.W29., A.W1., B.W28., B.W29., B.U10.

	<p>Dietary recommendations in insulin resistance.</p> <p>How to take care of the proper functioning of the pancreas?</p> <p>Analysis of scientific publications.</p>			
W5	<p>Glycemia versus nutrition according to the human daily biological clock. The importance and effects of sleep deprivation. Sleep and growth hormone. The process of creating adipose tissue. Dietary recommendations in obesity among children, adolescents and adults. The importance of physical activity in the prevention of obesity and for the proper use of carbohydrates. The role of the muscular and skeletal systems in the context of fat loss.</p>	1		C.W.27., C.W29., A.W1., A.W2., A.U2., B.W28., B.W29.
W6	<p>Metabolism - basic metabolism, supra-basic metabolism, total metabolism.</p> <p>Structure of the digestive tract. Digestion and absorption of proteins, fats and carbohydrates by the body. Digestive enzymes and their functions.</p>	1		A.W1., A.W2.
W7	<p>Oxidative stress and natural antioxidant mechanisms. Characterization of chemical properties, biological role and occurrence of vitamins. The essential role of vitamin C and cellular nutrients in disease prevention. Analysis of scientific publications.</p>	1		C.W.27., C.W29., A.W4., A.U11., B.W28., B.W29., B.U10.
W8	<p>The importance of macro and micronutrients at the cellular level - their physiological necessity and role in food. Examples of synergistic action of cellular nutrients - analysis of scientific publications. Prevention of cancer and cardiovascular diseases.</p>	1		C.W.27., C.W29., A.W1., A.W4., B.W28., B.W29., B.U10.
W9	<p>Causes, epidemiology and clinical symptoms of thyroid diseases. Recommendations for nutrition and lifestyle in hyperthyroidism and hypothyroidism with coexistence of Hashimoto's disease. Analysis of scientific publications.</p>	1		C.W.27., C.W29., A.W1., B.W28., B.W29., B.U10.
W10	<p>Gout causes and mechanisms. Characterization of risk factors, clinical symptoms and comorbidities in people with gout. Principles of management and nutrition in gout.</p>	1		C.W.27., C.W29., A.W1., B.W29.

W11	What is RA? Diagnosis and treatment of the disease in people with RA - dietary recommendations.	1		C.W.27., C.W29., A.W1., B.W29.
W12	Adverse reactions of the human body to consumed food. Definition of food allergy. Development of the body's hypersensitivity to selected food allergens. Food allergens of plant and animal origin. List of selected additives with allergenic properties and products containing them. Dietary recommendations in the treatment of food allergies.	1		C.W.27., C.W29., B.W29.
W13	How does the intestine work? What is the enteric nervous system? Influence of the intestinal microflora on the immune system. Analysis of scientific publications.	1		A.W1., A.W20., B.W28., B.U10.
W14	Characteristics of selected diseases of the digestive system. General dietary recommendations for people with gastrointestinal problems.	1		C.W.27., C.W29., A.W1., A.W20., B.W29.
W15	Assessment of the diet and nutritional status of an individual and population. Social, cultural and economic conditions of the way of nourishing the society. Food products as a source of nutrients. "Superfoods" - nutrition for health. The importance of functional foods and dietary supplements containing active substances other than nutrients and indications for their use. Analysis of scientific publications. Summary of the classes.	1		C.W.27., C.W29., B.W28., B.W25., B.U10.

**Total number of hours: 15**

### **18 Didactic tools/methods**

1. Expository method - lecture
2. Exposing method - film, multimedia presentation
3. Activating method - didactic discussion, analysis of scientific literature

### **19 Methods of assessment (F – forming; S – summarizing)**

Lectures - open test, essay

**Assessment of the achievement of the assumed learning outcomes in terms of knowledge;**

**Criteria for evaluating messages (rating scale - very good, good plus, good, sufficient plus, satisfactory, insufficient)**

1. Very good - mastering the entire material, presenting knowledge in a logical system,

properly understanding generalizations and relationships between them and explaining phenomena. Using the correct language, style and scientific terminology.

2. A good plus - mastering the entire material, combining knowledge into a logical whole, explaining the relationship between the occurring phenomena. Using medical terminology.

3. Good - Mastering the program material, combining knowledge into a logical whole, understanding generalizations and relationships between the miniatures. Using correct language and scientific terminology.

4. A sufficient plus - mastering the curriculum material, combining knowledge, demonstrating the logical relationship between phenomena with the help of the teacher. The language is correct. Using medical terminology.

5. Sufficient - mastering the content of the program to the basic content, difficulties in combining them into a logical whole. The language moves, the style is clumsy.

6. Insufficient - no program knowledge, no understanding of generalizations, the ability to explain phenomena and relationships between them, numerous and serious mistakes, clumsy style, difficulties in formulating answers.

Open test - for the complete answer, the student receives 1 point for only 0.5 points.

Ratings: 2.0 - 0 -7.5 points; 3.0 - 8.0-11.0 points; 3.5 - 11.5-13.5 points; 4.0-14.0-16.0 points; 4.5 - 16.5-18.5 points; 5.0 - 19.0-20.0 points

**Essay grading criteria:**

1. Content consistent with the topic of the essay - 2 points
2. Content based on current knowledge supported by scientific / humanistic research - 2 points
3. Ability to analyze literature, independence, originality of thinking - 2 points.
4. Proper quoting of the literature - 2 points.
5. Correct literature list -2 pts.
6. Logical layout of the essay -2 points
7. Personal reflection on the issue and defense of one's own point of view -2 points.
8. Editorial correctness of the essay - 2 points

Ratings: 2.0 - 0-6.0 points; 3.0 - 7.0-8.0 points; 3.5 - 9.0-10.0 points; 4.0-11.0-12.00 points; 4.5-13.0-14.0 points; 5.0 -15.0-16.0 points

**Forms and conditions for passing the course:**

The course ends with a credit with a grade. Conditions for passing the course: open test, essay.

**20 Student workload**

Forms of activity	Average number of hours to complete the activity
Contact hours with the teachers	15
Self-study	15
Student's own work	30
<b>TOTAL</b>	<b>60</b>
<b>TOTAL NUMBERS OF ECTS CREDITS FOR THE COURSE</b>	<b>2</b>

**21 Basic and supplementary literature****Basic literature:**

1. Sikorski Zdzisław, Staroszczyk Hanna. Chemia Żywności. Główne składniki żywności. Wydawnictwo WNT Warszawa 2015.
2. Sikorski Zdzisław, Staroszczyk Hanna. Chemia Żywności. Biologiczne właściwości składników żywności. Wydawnictwo WNT Warszawa 2015.
3. Gawęcki Jan. Żywienie Człowieka. Podstawy Nauki o Żywieniu. Wydawnictwo Naukowe PWN Warszawa 2012
4. Grzymisławski Marian, Gawęcki Jan. Żywienie Człowieka zdrowego i chorego. Wydawnictwo Naukowe PWN Warszawa 2012.
5. Grajek Włodzimierz. Przeciwutleniacze w żywności. Wydawnictwo Naukowo-Techniczne Warszawa 2007.
6. Górski Jan. Fizjologiczne podstawy wysiłku fizycznego. Wydawnictwo Lekarskie PZWL Warszawa 2016.

**Supplementary literature:**

1. Jarosz Mirosław, Bułhak-Jachymczyk Barbara. Normy żywienia człowieka. Podstawy prewencji otyłości i chorób niezakaźnych. Wydawnictwo: PZWL 2008.
2. Kunachowicz Hanna, Przygoda Beata, Nadolna Irena, Iwanow Krystyna. Tabele składu i wartości odżywczej żywności. Wydawnictwo Lekarskie PZWL 2005.
3. Kohlmunzer Stanisław. Farmakognozja. Podręcznik dla studentów farmacji. Wydawnictwo Lekarskie PZWL 2007.
4. Matthias Rath. Dlaczego zwierzęta nie dostają zawałów serca...tylko my ludzie. Wydawnictwo Rath Education Services B.V. 2005.



# SYLLABUS FOR 2020/2021 ACADEMIC YEAR

## I. GENERAL INFORMATION

**1** Name of the course

English in Nursing

**2** Name of the institution

Foreign Language Centre

**3** Module Code

**4** Content group

General

**5** Type of module

obligatory

**6** Level of education

First-cycle studies

**7** Number of ECTS

1

**8** Level of the course

A2/B1

**9** Year of studies, semester

Year III, semester VI – summer

**10** Liczba godzin w semestrze

Lect.	Class	Lab.	Sem.	Proj.
	es.			

**11** Liczba godzin w tygodniu

Lect.	classe	Lab.	Sem.	Proj.
	s.			

Full-time studies

30

2

**12** Language of instruction: English

**13** Lecturer (lecturers): Dorota Kowalczyk, MA

## II. DETAILED INFORMATION

**14** Access requirements

1. English level A1.

**15** Objectives of the course

C1 Mastering the language at a level that ensures relatively efficient communication in relation to matters of everyday life.

C2 Developing linguistic competences enabling the description of interpersonal relations, social ties in relation to professional life

C3 Noticing the similarities and differences between one's own culture and the culture of the society of a given language area.

C4 Developing student's autonomy in the process of learning a foreign language.

C5 Developing teamwork skills

**16** Field-specific learning outcomes in terms of knowledge, skills and social competences

No. A student who successfully passed the course, can:

Reference to field-specific learning

		<b>objectives</b>
B.W46	knows English at the B1 level of the Common European Framework of Reference for Languages.	C1 C2 C3
B.U33	can communicate in English in a manner corresponding to the B1 level of the Common European Framework of Reference for Languages.	C1 C2 C3 C4 C5

### 17 Program content

	<b>Form of classes - classes</b>	<b>Number of hours</b>	<b>Reference to field-specific learning outcomes</b>
ĆW1	Description of the place of residence	2	B.W46 B.U33
ĆW2	Description of external appearance	2	B.W46 B.U33
ĆW3	Character traits, personality and lifestyle	2	B.W46 B.U33
ĆW4	Health, coping with stress, description of ailments	2	B.W46 B.U33
ĆW5	Health, coping with stress, description of ailments	2	B.W46 B.U33
ĆW6	Test	2	B.U33
ĆW7	Interpersonal relations, social problems	2	B.W46 B.U33
ĆW8	Giving instructions to patients	2	B.W46 B.U33
ĆW9	Basic safety rules presented	2	B.W46 B.U33
ĆW10	Communicating with staff by phone.	2	B.W46 B.U33
ĆW11	Postoperative patient care.	2	B.W46 B.U33
ĆW12	Seam removal	2	B.W46 B.U33
ĆW13	Basic vocabulary related to nursing	2	B.W46 B.U33
ĆW14	Basic vocabulary related to nursing	2	B.W46 B.U33
ĆW15	Test	2	B.U33
	Total number of hours	30	

### 18 Didactic tools/methods

1. Coursebook
2. CD
3. Dictionary
4. Online resources
5. Authentic texts

**19 Methods of assessment (F – forming; S – summarizing)**

F1. Active participation in classes

F2. Tests

F3. Written essay

F4. Presentation

F5. Oral statement

P1. Semester evaluation

**20 Student workload**

Forms of activity	Average number of hours to complete the activity
Contact hours with the teacher	30
Preparing for classes	-
TOTAL	30
TOTAL NUMBER OF ECTS FOR THE COURSE	1

**21 Basic and supplementary literature****Basic literature**1. Acklam R., Crace A. *New Total English pre-intermediate*. Pearson Education Limited, Harlow, 2011.2. Wright, R., Cagnol, B. *English for Nursing 1*, Pearson Education Limited, Harlow, 20123. Symonds, M.S., Wright, R. *English for Nursing 2*, Pearson Education Limited, Harlow, 2011**Supplementary literature**M. Foley, D. Hall *MyGrammarLab*. Pearson Education Limited 2012, Harlow**22 Criteria for evaluation**

No of effect	2 (insufficient)	3 (sufficient)	4 (good)	5 (very good)
B.W46 B.U33	He cannot formulate simple oral statements.	Can formulate simple oral statements making many mistakes.	Can formulate simple statements committing few mistakes.	Can make a fluent oral statement.
B.W46 B.U33	He cannot formulate a simple written statement.	Can formulate simple written statements committing numerous mistakes.	Can formulate simple written statements committing few mistakes.	Can formulate an error-free written statement.
B.W46 B.U33	He does not understand simple oral statements.	Understands key words in simple oral speech.	Understands the main message of a simple oral statement.	Fully understands simple oral utterances.
B.W46 B.U33	Does not understand	Understands key words in	Understands the main point of a	He fully understands a

	simple written statements.	simple written speech.	simple written statement.	simple written statement.
B.W46 B.U33	Does not understand a simple written statement related to the field of study.	Understands key words in a simple written statement related to the field of study.	Understands the main message of a simple written statement related to the field of study.	Fully understands a simple written statement related to the field of study.
B.W46 B.U33	Cannot name the characteristic elements of the culture and society of the countries of a given language area.	Can name a few characteristic elements of the culture and society of countries in a given language area.	Can name a few characteristic elements of the culture and society of the countries in a given language area.	Can make a comparison of the characteristic elements of the culture and society of his country and that of the country of the language area
B.W46 B.U33	Can not use lexical-grammatical structures correctly.	Can use a few lexical and grammatical structures.	He uses basic lexical and grammatical structures relatively correctly.	Correctly uses basic lexical and grammatical structures.
B.W46 B.U33	It does not use additional sources in a foreign language.	It makes little use of additional sources in a foreign language.	He often uses additional sources in a foreign language.	Efficiently uses additional sources in a foreign language.



## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### GENERAL INFORMATION

<b>1 Name of the course</b>		
<b>Geriatrics and Geriatric Nursing</b>		
<b>2 Name of the institution</b>		
Faculty of Health Sciences, Department of Nursing		
<b>3 Module code</b>	<b>4 Group of Educational Content</b>	<b>5 Type of module</b>
	Fundamentals of Nursing Care Sciences	obligatory
<b>6 Level of education</b>	<b>7 Number of ECTS credits</b>	<b>8 Level of the course</b>
first-cycle studies	3	Elementary
<b>9 Year of studies</b>	<b>10 Number of hours per semester</b>	<b>11 Number of hours per week</b>
Year III, semester V,	<i>P</i>	<i>P</i>
Full-time studies		
Year III, semV	80	40 -
<b>12 Language of instruction: English</b>		
<b>13 Lecturer (lecturers)</b> mgr Mirosława Staniszevska, dr Karol Laskowski		

### DETAILED INFORMATION

#### 14 Access requirements

1. Knowledge acquired during the first and second years of education: anatomy and physiology, pathology, basics of nursing, ethics, psychology, geriatrics and geriatric nursing.  
Acquired professional skills included in the skills index acquired at the 1st and 2nd year level, completion of practical classes as part of the subject.  
During the professional practice, a full uniform and ID are required.

#### 15 Objectives of the course

Improving practical skills acquired during practical classes while caring for an elderly patient

#### 16 Field-specific learning outcomes in terms of knowledge, skills and social competences

No.	<u>KNOWLEDGE</u>	Method of verification of the
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		learning outcomes
<b>D.W2.</b>	Characterizes the risk factors and health hazards of patients of different age and health status	Oral control (oral answer)
<b>D.W5.</b>	Knows the principles of diagnosis in geriatric nursing	Oral control (oral answer)
<b>D.W6.</b>	Knows the principles of planning care for patients depending on age and health condition	Written control (nursing process and its documentation)
<b>D.W8.</b>	Characterizes the groups of drugs and their effects on the systems and organs of the patient in various diseases depending on the age and health condition, taking into account side effects, interactions with other drugs and administration routes	Oral control (oral answer)
<b>D.W9.</b>	Characterizes the techniques and nursing procedures used in the care of the patient depending on his age and health condition	Oral control (oral answer)
<b>D.W12.</b>	He knows the role of a nurse in admitting a patient to a medical entity, depending on the age and health of the patient	Practical control (performance of activities, interpretation of the clinical situation)
<b>D.W13.</b>	It characterizes the aging process in a bio-psycho-socio-economic aspect	Oral control (oral answer)
<b>D.W14.</b>	Knows the specific rules of the organization of geriatric care in Poland	Oral control (oral answer)
<b>D.W15.</b>	Differentiates the etiopathogenesis of old age diseases: diabetes, heart disease, arterial hypertension, atherosclerosis, dementia, Parkinson's syndrome, depression	Oral control (oral answer)
<b>D.W16.</b>	Characterizes the tools and scales for assessing the support of the elderly and their families	Oral control (oral answer)
<b>D.W17.</b>	Knows the principles of activating a disabled patient and under geriatric care	Oral control (oral answer)
<b>D.W25.</b>	Knows the consequences of prolonged immobilization	Oral control (oral answer)
	<b>SKILLS</b>	
<b>D.U4.</b>	Motivates the patient and their caregivers to join social support groups	Practical control (interpretation of the clinical situation)
<b>D.U8.</b>	He diagnoses the risk of developing pressure ulcers and classifies them	Practical control (interpretation of the clinical situation)
<b>D.U9</b>	Takes material for diagnostic tests	Practical control (execution of a task)

<b>D.U12.</b>	Prepares patients for physical and mental diagnostic tests	Practical control (interpretation of the clinical situation)
<b>D.U13</b>	Documents the patient's health situation, its dynamics of changes and the nursing care provided	Written control (report, nursing process and its documentation)
<b>D.U18.</b>	Instructs the patient and his caregiver in the use of nursing and rehabilitation equipment and aids	Practical control (execution of a task)
<b>D.U20.</b>	Recognizes complications of pharmacological, dietary, rehabilitation and therapeutic and care treatment	Oral control (oral answer)
<b>D.U26.</b>	Provides information on the patient's health to members of the therapeutic team	Oral control (oral answer)
<b>D.U27.</b>	She assists the doctor during diagnostic and therapeutic tests	Practical control (interpretation of the clinical situation)
<b>D.U28.</b>	Keeps records of patient care: observation card, nursing procedures and reports, hospital infections registry card, bedsores prevention and treatment, and an information card with recommendations for self-care	Written control (nursing process and its documentation, report)
<b>SOCIAL COMPETENCES</b>		
<b>D.K1.</b>	Respects the dignity and autonomy of people entrusted to care	Observation, self-assessment, group assessment
<b>D.K2.</b>	Systematically enriches professional knowledge and shapes skills, striving for professionalism	Observation, self-assessment, group assessment
<b>D.K3.</b>	Observes the values, obligations and moral skills in patient's care	Observation, self-assessment, group assessment
<b>D.K4.</b>	Demonstrates moral responsibility for people and the performance of professional tasks	Observation, self-assessment, group assessment
<b>D,K5.</b>	Respects the patient's rights	360-degree observation (teacher, patients, therapeutic team members)
<b>D.K6</b>	Reliably and accurately performs the entrusted professional duties	Observation, self-assessment, group assessment
<b>D.K7.</b>	Observes professional secrecy	Observation, self-assessment, group assessment
<b>D.K8.</b>	Cooperates as part of an interdisciplinary team in solving ethical dilemmas in accordance with the principles of the code of professional ethics	360-degree observation (teacher, patients, therapeutic team members)
<b>D.K9.</b>	He is open to the development of his own and the patient's	360-degree observation



	subjectivity	(teacher, patients, therapeutic team members)
<b>D.K.10</b>	Shows empathy in the relationship with the patient, his family and colleagues	360-degree observation (teacher, patients, therapeutic team members)

## 17 PROGRAMME CONTENT

**Number of hours 80**

	<b>Form of classes – internship</b>	<b>Number of hours (full-time)</b>	<b>Number of hours extra mural</b>	<b>Reference to field-specific learning outcomes</b>
PZ1	Nursing a patient with osteoporosis	8		<b>D.W5. D.W2. D.W6.</b>
PZ2	Nursing the patient after hip replacement surgery.	8		<b>D.W5. D.W2. D.W6.</b>
PZ3	Nursing a patient with senile dementia. Problems and support of caregivers of people with dementia.	8		<b>D.W5. D.W2. D.W6.</b>
PZ4	Patient problems after stroke.	8		<b>D.W5. D.W2. D.W6.</b>
PZ5	Communication and nursing procedures with a geriatric patient with sight and hearing impairment.	8		<b>D.W5. D.W2. D.W6.</b>
PZ6	Nursing a sick person with mental disorders.	8		<b>D.W5. D.W2. D.W6.</b>
PZ7	Nursing problems of a patient immobilized in bed, new prophylaxis against bedsores.	8		<b>D.W5. D.W2. D.W6.</b>
PZ8	Nursing a patient with water and electrolyte disturbances.	8		<b>D.W5. D.W2. D.W6.</b>
PZ9	Caring for a single person in hospital and at home.	8		<b>D.W16. D.W17.</b>

PZ10	Nursing problems of a patient with eating disorders.	8		D.W6.
<b>Total number of hours</b>		<b>80</b>		

### 18 16. Didactic tools/methods

1. Problem-activating methods; didactic discussion, case study
2. Practical methods - instruction, professional practice

### 19 Conditions for crediting professional internships Methods and criteria of assessment of the learning outcomes

The course ends with a credit with a grade. Pass conditions; obligatory attendance at all classes (absences are made after arrangements with the teacher and the internship department), compliance with the internship regulations - written confirmation confirming that you have read them), obligatory aesthetic uniforms, punctuality, ongoing skills assessment in accordance with the skills diary, Conducting the nursing process (full documentation ). Completing obligatory topics. Participation in reports, reporting / reporting duties.

**Criteria for assessing practical skills and social competences from internships**  
Students carry out internships under the supervision of a tutor on the part of the institution (a nurse - an employee of a given medical entity and a tutor on the part of the university. The internship is credited by the tutor on the part of the university in cooperation with the tutor on the part of the institution.

**The method of verifying the effects:**

Assessment of the achievement of the assumed effects in terms of knowledge and skills:

- verbal criteria (description of the student's achievements by the tutor)
- a point scale included in the skill diary
- the student's self-assessment

**Criteria for knowledge and skills:**

- the accuracy of the assessment of the patient's condition
- the ability to recognize the needs and health problems of the patient
- the ability to plan care and evaluate care outcomes
- quality of care and treatment procedures (efficiency, correctness, accuracy, pace of performance, patient safety, compliance with algorithms and procedures)
- selection of techniques and work organization
- the ability to communicate with the patient, his family, members of the interdisciplinary team
- the ability to document nursing and healing activities

**Assessment of the assumed effects in the field of social competences:**

- opinions of the practice tutor, patients and nurses

- peer review, self-assessment

**Criteria for social competences:**

- self-esteem
- knowing your strengths and weaknesses
- responsibility for learning and personal development

Criteria for knowledge and skills from internships;

How to perform the steps; Number of points for the level of activity performance - 2-1-0. according to;

Level 2 points;

Rules -follows the rules, proper technique and sequence of actions; 2 points

Efficiency - performs the activities confidently and vigorously; 2 points

Effectiveness - the procedure takes into account the patient's situation, achieves the goal; 2 points

Independence - performs completely independent actions; 2 points

Communicating with the patient - correct, independent, effective selection of content; 2 points

Attitude - can critically evaluate and analyze their behavior, cooperates with the therapeutic team, full identification with the professional role; 2 points

**How to perform the steps; the level of performance of the activities in point 1; according to;**

Level 1 points

Rules -follows the rules after targeting; point 1

Efficiency - performs with little confidence, after a short reflection; point 1

Effectiveness - does not always take into account the patient's health situation, achieves the goal after targeting point 1

Independence -requires reminders and guidance in some activities, point 1

Communicating with the patient - requires guidance and direction in selecting the content of point 1

Attitude - has difficulties in critical evaluation and analysis of one's own conduct, in cooperation with the therapeutic team and in identification with a professional role - point 1

How to perform the steps; the level of performance of activities, point 0; according to;

Rules -does not follow the rules, performs chaotic actions

He performs his activities uncertainly, very slowly

Effectiveness - does not take into account the individual situation of the patient, does not achieve the goal

Independence requires constant guidance and recall in every action

Communicating with the patient cannot maintain verbal contact with the patient

Attitude - is unable to critically assess and analyze its conduct, does not cooperate with the therapeutic team, does not identify with the professional role

**Score / grades: 12- points - very good; 11-10 good plus, 9-8 points - good; 7 -6 points - sufficient plus; 5 -4 points - satisfactory, 3-0 insufficient Observation of procedures in practice - pass**

**Criteria for the verification of learning outcomes achieved in the nursing process;**

The scope of execution;

The ability to collect and analyze data about the subject of care with the use of methods and tools: interview, observation, analysis of medical records, scales, tests for the needs of nursing; points - 0-1-2

The ability to use the collected information for the proper formulation of a nursing diagnosis  
 points - 0-1-2  
 Ability to define care goals points– 0-1-2  
 Planning of activities adequate to the health situation of the patient and family; points - 0-1-2  
 Implementation of planned activities in accordance with the current standards of providing nursing services, points - 0-1-2  
 Ability to evaluate the effects of planned nursing activities implemented  
 points - 0-1-2  
 Using the correct nursing terminology points - 0-1-2  
 NOTE: Obtaining 0 points in any of the evaluation elements makes it impossible to successfully pass the nursing process. The evaluation scale  
 14 points - very good, 13 points - a good plus. 12 points - good, 11 points - sufficient plus, 10 points - satisfactory,  
 9 points and less insufficient

### 20 Student workload

Form of activity	average number of hours to complete the activity
<b>Full-time studies</b>	
Internship	80
Self-study	10
<b>TOTAL</b>	<b>90</b>
<b>TOTAL NUMBER OF ECTS CREDITS</b>	<b>3</b>

### 21 Basic and supplementary literature

#### Basic literature:

1. Dorota Talarska, Katarzyna Wieczorowska-Tobis .: Geriatria i pielęgniarstwo geriatryczne PZWL 2017 , (e Book)
2. Robert Błaszczak, Iwona Dominiak ,Anna Wojtczak : Pielęgniarstwo geriatryczne Polska 2016, wyd.1
3. Paczek L., Niemczyk M., Geriatria. Czelej, Lublin 2010
4. Kostka T., Koziarska-Rosciszewska M.: Choroby wieku podeszłego. PZWL, Warszawa 2009
5. Kędziora-Kornatowska K., Muszalik M.: Kompendium pielęgniowna pacjentów w starszym wieku. Podrecznik dla studentów i absolwentów kierunku pielęgniarstwo. Czelej, Lublin 2007
6. Galus K.: Geriatria. Wybrane zagadnienia. Elsevier Urban&Partner, Wrocław 2007
7. Abrams W.W., Beers M.H., (Wyd polskie red. J.Kocemba): . MSD Podrecznik geriatry. Urban&Partner, Wrocław 1999

<b>Supplementary:</b>	
1.	Jarosz M., Dzieniszewski J.: Żywnienie osób w wieku starszym. PZWL, Warszawa 2011
2.	Rosenthal T., Naughton B., Williams M.: Geriatria. (red. Polskiego wyd. L.Paczek, M.Niemczyk). Czelej, Lublin 2009
3.	Sobow T.: Praktyczna psychogeriatryka: rozpoznawanie i postępowanie w zaburzeniach psychicznych u chorych w wieku podeszłym. Wyd Continuum, Gdansk 2010
4	Marchewka A., Dąbrowski Z., Fizjologia starzenia się. Profilaktyka i rehabilitacja, Wydawnictwo Naukowe PWN, Warszawa 2012.
5	Niechwiadowicz-Czapka T., Klimczyk A., Wybrane zagadnienia z pielęgniarstwa geriatrycznego, Wydawnictwo Continuo Wrocław 2010.
6	Sobow T.: Praktyczna psychogeriatryka: rozpoznawanie i postępowanie w zaburzeniach psychicznych u chorych w wieku podeszłym. Wyd Continuum, Gdansk 2010
7	Kózka M., Płaszewska –Żywko L., Diagnozy i interwencje pielęgniarские, Wydawnictwo Lekarskie PZWL, Warszawa 2010
8	Grodzicki T., Kocemba J., Skalska A. (red.), Geriatria z elementami gerontologii ogólnej, Wydawnictwo Via Medica, Gdańsk 2007.
.	
<b>Journals:</b>	
1	Magazyn Pielęgniarki i Położnej.
2	Zdrowie Publiczne.
3	Pielęgniarstwo XXI wieku.
4	Służba Zdrowia.
5	Pielęgniarka 2000.

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### GENERAL INFORMATION

<b>1 Name of the course</b>		
<b>Geriatrics and Geriatric Nursing</b>		
<b>2 Name of the institution</b>		
Faculty of Health Sciences, Department of Nursing		
<b>3 Module code</b>	<b>4 Group of Educational Content</b>	<b>5 Type of module</b>
	Fundamentals of Nursing Care Sciences	obligatory
<b>6 Level of education</b>	<b>7 Number of ECTS credits</b>	<b>8 Level of the course</b>
first-cycle studies	3	Elementary
<b>9 Year of studies</b>	<b>10 Number of hours per semester</b>	<b>11 Number of hours per week</b>
Year III, semester V,	<i>P</i>	<i>P</i>
Full-time studies		
Year III, semV	80	40 -
<b>12 Language of instruction: English</b>		
<b>13 Lecturer (lecturers)</b> mgr Mirosława Staniszevska, dr Karol Laskowski		

### DETAILED INFORMATION

#### 14 Access requirements

1. Knowledge acquired during the first and second years of education: anatomy and physiology, pathology, basics of nursing, ethics, psychology, geriatrics and geriatric nursing.  
Acquired professional skills included in the skills index acquired at the 1st and 2nd year level, completion of practical classes as part of the subject.  
During the professional practice, a full uniform and ID are required.

#### 15 Objectives of the course

Improving practical skills acquired during practical classes while caring for an elderly patient

#### 16 Field-specific learning outcomes in terms of knowledge, skills and social competences

No.	<u>KNOWLEDGE</u>	Method of verification of the
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		learning outcomes
<b>D.W2.</b>	Characterizes the risk factors and health hazards of patients of different age and health status	Oral control (oral answer)
<b>D.W5.</b>	Knows the principles of diagnosis in geriatric nursing	Oral control (oral answer)
<b>D.W6.</b>	Knows the principles of planning care for patients depending on age and health condition	Written control (nursing process and its documentation)
<b>D.W8.</b>	Characterizes the groups of drugs and their effects on the systems and organs of the patient in various diseases depending on the age and health condition, taking into account side effects, interactions with other drugs and administration routes	Oral control (oral answer)
<b>D.W9.</b>	Characterizes the techniques and nursing procedures used in the care of the patient depending on his age and health condition	Oral control (oral answer)
<b>D.W12.</b>	He knows the role of a nurse in admitting a patient to a medical entity, depending on the age and health of the patient	Practical control (performance of activities, interpretation of the clinical situation)
<b>D.W13.</b>	It characterizes the aging process in a bio-psycho-socio-economic aspect	Oral control (oral answer)
<b>D.W14.</b>	Knows the specific rules of the organization of geriatric care in Poland	Oral control (oral answer)
<b>D.W15.</b>	Differentiates the etiopathogenesis of old age diseases: diabetes, heart disease, arterial hypertension, atherosclerosis, dementia, Parkinson's syndrome, depression	Oral control (oral answer)
<b>D.W16.</b>	Characterizes the tools and scales for assessing the support of the elderly and their families	Oral control (oral answer)
<b>D.W17.</b>	Knows the principles of activating a disabled patient and under geriatric care	Oral control (oral answer)
<b>D.W25.</b>	Knows the consequences of prolonged immobilization	Oral control (oral answer)
	<b>SKILLS</b>	
<b>D.U4.</b>	Motivates the patient and their caregivers to join social support groups	Practical control (interpretation of the clinical situation)
<b>D.U8.</b>	He diagnoses the risk of developing pressure ulcers and classifies them	Practical control (interpretation of the clinical situation)
<b>D.U9</b>	Takes material for diagnostic tests	Practical control (execution of a task)

<b>D.U12.</b>	Prepares patients for physical and mental diagnostic tests	Practical control (interpretation of the clinical situation)
<b>D.U13</b>	Documents the patient's health situation, its dynamics of changes and the nursing care provided	Written control (report, nursing process and its documentation)
<b>D.U18.</b>	Instructs the patient and his caregiver in the use of nursing and rehabilitation equipment and aids	Practical control (execution of a task)
<b>D.U20.</b>	Recognizes complications of pharmacological, dietary, rehabilitation and therapeutic and care treatment	Oral control (oral answer)
<b>D.U26.</b>	Provides information on the patient's health to members of the therapeutic team	Oral control (oral answer)
<b>D.U27.</b>	She assists the doctor during diagnostic and therapeutic tests	Practical control (interpretation of the clinical situation)
<b>D.U28.</b>	Keeps records of patient care: observation card, nursing procedures and reports, hospital infections registry card, bedsores prevention and treatment, and an information card with recommendations for self-care	Written control (nursing process and its documentation, report)
<b>SOCIAL COMPETENCES</b>		
<b>D.K1.</b>	Respects the dignity and autonomy of people entrusted to care	Observation, self-assessment, group assessment
<b>D.K2.</b>	Systematically enriches professional knowledge and shapes skills, striving for professionalism	Observation, self-assessment, group assessment
<b>D.K3.</b>	Observes the values, obligations and moral skills in patient's care	Observation, self-assessment, group assessment
<b>D.K4.</b>	Demonstrates moral responsibility for people and the performance of professional tasks	Observation, self-assessment, group assessment
<b>D,K5.</b>	Respects the patient's rights	360-degree observation (teacher, patients, therapeutic team members)
<b>D.K6</b>	Reliably and accurately performs the entrusted professional duties	Observation, self-assessment, group assessment
<b>D.K7.</b>	Observes professional secrecy	Observation, self-assessment, group assessment
<b>D.K8.</b>	Cooperates as part of an interdisciplinary team in solving ethical dilemmas in accordance with the principles of the code of professional ethics	360-degree observation (teacher, patients, therapeutic team members)
<b>D.K9.</b>	He is open to the development of his own and the patient's	360-degree observation



	subjectivity	(teacher, patients, therapeutic team members)
<b>D.K.10</b>	Shows empathy in the relationship with the patient, his family and colleagues	360-degree observation (teacher, patients, therapeutic team members)

## 17 PROGRAMME CONTENT

**Number of hours 80**

	<b>Form of classes – internship</b>	<b>Number of hours (full-time)</b>	<b>Number of hours extra mural</b>	<b>Reference to field-specific learning outcomes</b>
PZ1	Nursing a patient with osteoporosis	8		<b>D.W5. D.W2. D.W6.</b>
PZ2	Nursing the patient after hip replacement surgery.	8		<b>D.W5. D.W2. D.W6.</b>
PZ3	Nursing a patient with senile dementia. Problems and support of caregivers of people with dementia.	8		<b>D.W5. D.W2. D.W6.</b>
PZ4	Patient problems after stroke.	8		<b>D.W5. D.W2. D.W6.</b>
PZ5	Communication and nursing procedures with a geriatric patient with sight and hearing impairment.	8		<b>D.W5. D.W2. D.W6.</b>
PZ6	Nursing a sick person with mental disorders.	8		<b>D.W5. D.W2. D.W6.</b>
PZ7	Nursing problems of a patient immobilized in bed, new prophylaxis against bedsores.	8		<b>D.W5. D.W2. D.W6.</b>
PZ8	Nursing a patient with water and electrolyte disturbances.	8		<b>D.W5. D.W2. D.W6.</b>
PZ9	Caring for a single person in hospital and at home.	8		<b>D.W16. D.W17.</b>

PZ10	Nursing problems of a patient with eating disorders.	8		<b>D.W6.</b>
<b>Total number of hours</b>		<b>80</b>		

### 18 16. Didactic tools/methods

1. Problem-activating methods; didactic discussion, case study
2. Practical methods - instruction, professional practice

### 19 Conditions for crediting professional internships Methods and criteria of assessment of the learning outcomes

The course ends with a credit with a grade. Pass conditions; obligatory attendance at all classes (absences are made after arrangements with the teacher and the internship department), compliance with the internship regulations - written confirmation confirming that you have read them), obligatory aesthetic uniforms, punctuality, ongoing skills assessment in accordance with the skills diary, Conducting the nursing process (full documentation ). Completing obligatory topics. Participation in reports, reporting / reporting duties.

**Criteria for assessing practical skills and social competences from internships**  
Students carry out internships under the supervision of a tutor on the part of the institution (a nurse - an employee of a given medical entity and a tutor on the part of the university. The internship is credited by the tutor on the part of the university in cooperation with the tutor on the part of the institution.

**The method of verifying the effects:**

Assessment of the achievement of the assumed effects in terms of knowledge and skills:

- verbal criteria (description of the student's achievements by the tutor)
- a point scale included in the skill diary
- the student's self-assessment

**Criteria for knowledge and skills:**

- the accuracy of the assessment of the patient's condition
- the ability to recognize the needs and health problems of the patient
- the ability to plan care and evaluate care outcomes
- quality of care and treatment procedures (efficiency, correctness, accuracy, pace of performance, patient safety, compliance with algorithms and procedures)
- selection of techniques and work organization
- the ability to communicate with the patient, his family, members of the interdisciplinary team
- the ability to document nursing and healing activities

**Assessment of the assumed effects in the field of social competences:**

- opinions of the practice tutor, patients and nurses

- peer review, self-assessment

**Criteria for social competences:**

- self-esteem
- knowing your strengths and weaknesses
- responsibility for learning and personal development

Criteria for knowledge and skills from internships;

How to perform the steps; Number of points for the level of activity performance - 2-1-0. according to;

Level 2 points;

Rules -follows the rules, proper technique and sequence of actions; 2 points

Efficiency - performs the activities confidently and vigorously; 2 points

Effectiveness - the procedure takes into account the patient's situation, achieves the goal; 2 points

Independence - performs completely independent actions; 2 points

Communicating with the patient - correct, independent, effective selection of content; 2 points

Attitude - can critically evaluate and analyze their behavior, cooperates with the therapeutic team, full identification with the professional role; 2 points

**How to perform the steps; the level of performance of the activities in point 1; according to;**

Level 1 points

Rules -follows the rules after targeting; point 1

Efficiency - performs with little confidence, after a short reflection; point 1

Effectiveness - does not always take into account the patient's health situation, achieves the goal after targeting point 1

Independence -requires reminders and guidance in some activities, point 1

Communicating with the patient - requires guidance and direction in selecting the content of point 1

Attitude - has difficulties in critical evaluation and analysis of one's own conduct, in cooperation with the therapeutic team and in identification with a professional role - point 1

How to perform the steps; the level of performance of activities, point 0; according to;

Rules -does not follow the rules, performs chaotic actions

He performs his activities uncertainly, very slowly

Effectiveness - does not take into account the individual situation of the patient, does not achieve the goal

Independence requires constant guidance and recall in every action

Communicating with the patient cannot maintain verbal contact with the patient

Attitude - is unable to critically assess and analyze its conduct, does not cooperate with the therapeutic team, does not identify with the professional role

**Score / grades: 12- points - very good; 11-10 good plus, 9-8 points - good; 7 -6 points - sufficient plus; 5 -4 points - satisfactory, 3-0 insufficient Observation of procedures in practice - pass**

**Criteria for the verification of learning outcomes achieved in the nursing process;**

The scope of execution;

The ability to collect and analyze data about the subject of care with the use of methods and tools: interview, observation, analysis of medical records, scales, tests for the needs of nursing; points - 0-1-2

The ability to use the collected information for the proper formulation of a nursing diagnosis  
 points - 0-1-2  
 Ability to define care goals points– 0-1-2  
 Planning of activities adequate to the health situation of the patient and family; points - 0-1-2  
 Implementation of planned activities in accordance with the current standards of providing nursing services, points - 0-1-2  
 Ability to evaluate the effects of planned nursing activities implemented  
 points - 0-1-2  
 Using the correct nursing terminology points - 0-1-2  
 NOTE: Obtaining 0 points in any of the evaluation elements makes it impossible to successfully pass the nursing process. The evaluation scale  
 14 points - very good, 13 points - a good plus. 12 points - good, 11 points - sufficient plus, 10 points - satisfactory,  
 9 points and less insufficient

### 20 Student workload

Form of activity	average number of hours to complete the activity
<b>Full-time studies</b>	
Internship	80
Self-study	10
<b>TOTAL</b>	<b>90</b>
<b>TOTAL NUMBER OF ECTS CREDITS</b>	<b>3</b>

### 21 Basic and supplementary literature

#### Basic literature:

1. Dorota Talarska, Katarzyna Wieczorowska-Tobis .: Geriatria i pielęgniarstwo geriatryczne PZWL 2017 , (e Book)
2. Robert Błaszczak, Iwona Dominiak ,Anna Wojtczak : Pielęgniarstwo geriatryczne Polska 2016, wyd.1
3. Paczek L., Niemczyk M., Geriatria. Czelej, Lublin 2010
4. Kostka T., Koziarska-Rosciszewska M.: Choroby wieku podeszłego. PZWL, Warszawa 2009
5. Kędziora-Kornatowska K., Muszalik M.: Kompendium pielęgniowna pacjentów w starszym wieku. Podręcznik dla studentów i absolwentów kierunku pielęgniarstwo. Czelej, Lublin 2007
6. Galus K.: Geriatria. Wybrane zagadnienia. Elsevier Urban&Partner, Wrocław 2007
7. Abrams W.W., Beers M.H., (Wyd polskie red. J.Kocemba): . MSD Podręcznik geriatrii. Urban&Partner, Wrocław 1999

<b>Supplementary:</b>	
1.	Jarosz M., Dzieniszewski J.: Żywnienie osób w wieku starszym. PZWL, Warszawa 2011
2.	Rosenthal T., Naughton B., Williams M.: Geriatria. (red. Polskiego wyd. L.Paczek, M.Niemczyk). Czelej, Lublin 2009
3.	Sobow T.: Praktyczna psychogeriatryka: rozpoznawanie i postępowanie w zaburzeniach psychicznych u chorych w wieku podeszłym. Wyd Continuum, Gdansk 2010
4	Marchewka A., Dąbrowski Z., Fizjologia starzenia się. Profilaktyka i rehabilitacja, Wydawnictwo Naukowe PWN, Warszawa 2012.
5	Niechwiadowicz-Czapka T., Klimczyk A., Wybrane zagadnienia z pielęgniarstwa geriatrycznego, Wydawnictwo Continuo Wrocław 2010.
6	Sobow T.: Praktyczna psychogeriatryka: rozpoznawanie i postępowanie w zaburzeniach psychicznych u chorych w wieku podeszłym. Wyd Continuum, Gdansk 2010
7	Kózka M., Płaszewska –Żywko L., Diagnostyka i interwencje pielęgniarstwa, Wydawnictwo Lekarskie PZWL, Warszawa 2010
8	Grodzicki T., Kocemba J., Skalska A. (red.), Geriatria z elementami gerontologii ogólnej, Wydawnictwo Via Medica, Gdańsk 2007.
<b>Journals:</b>	
1	Magazyn Pielęgniarki i Położnej.
2	Zdrowie Publiczne.
3	Pielęgniarstwo XXI wieku.
4	Służba Zdrowia.
5	Pielęgniarka 2000.

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### GENERAL INFORMATION

<b>1. Name of the course</b>	<b>HEALTH PROMOTION</b>						
<b>2. Name of the institution</b>	Faculty of Health Sciences, Department of Nursing						
<b>3. Group of educational content</b>	Fundamentals of Nursing Care Sciences						
<b>4. Type of course</b>	obligatory						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	1						
<b>7. Level of course</b>	Elementary						
<b>8. Year of studies, semester</b>	Year III rok, semester VI - spring						
<b>9. Number of hours per semester</b>	<b>10. Lecture</b>	<b>Classes</b>	<b>Lab*</b>	<b>Project</b>	<b>Self-study</b>	<b>Practical classes</b>	<b>Internship</b>
						20	
<b>11. Language of instruction: Polish</b>							
<b>12. Lecturer (lecturers)</b>	dr Joanna Baj-Korpak						

### DETAILED INFORMATION

<b>13. Access Requirements</b>	
1) Knowledge, skills and competences in the field of public health, sociology, psychology and pedagogy	
<b>14. Objectives of the course</b>	
C1 Developing practical skills to strengthen health and disease prevention and the selection of applied intervention strategies with regard to the individual, family and community.	
<b>15. 14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	<b>Method of verification of the learning outcomes</b>
<b>KNOWLEDGE:</b>	
C.W16. The student knows and understands the principles of health promotion and preventive health care	Oral and written control
C.W17. The student knows and understands the principles of constructing health promotion programs	Oral and written control
C.W18. The student knows and understands local, national and global health promotion strategies	Oral and written control
<b>SKILLS:</b>	
C.U28. The student is able to assess the health potential of the patient and his family using scales, grids and measurements	Oral and written control
C.U29. The student is able to recognize the determinants of the patient's health behavior and risk factors for diseases resulting from lifestyle	Oral and written control
C.U30. The student is able to choose the methods and forms of disease prevention and prevention and shape the health behavior of various social	Oral and written control

groups	
C.U31. The student is able to teach the patient self-monitoring of health	Oral and written control
C.U32. The student is able to develop and implement individual health promotion programs for patients, families and social groups	Oral and written control
<b>Social COMPETENCES:</b>	
The student is ready to perceive and recognize his own limitations in terms of knowledge, skills and social competences, and to self-assess deficits and educational needs.	self-assessment, group assessment
<b>16. Programme Content</b>	
<b>Form of classes – practical classes</b>	
<ol style="list-style-type: none"> <li>1) 1) Identification of social, economic and environmental factors that affect the health of the child and family. The role and function of the family in strengthening health and reducing risk factors.</li> <li>2) 2) Practical familiarization with the nurse's activities for the recognition of health problems of children and adolescents, adults and their families, and with planning activities promoting health.</li> <li>3) 3) Shaping health-promoting behaviors - implementation of educational programs</li> <li>4) 4) Getting to know the work of interdisciplinary teams working for health promotion in various health care facilities and institutions</li> <li>5) 5) Ethical and moral principles in the work of a nurse. Active self-assessment, group assessment.</li> </ol>	
<b>17. Didactic tools/methods</b>	
1. Practical methods - work on the project, practical exercises carried out in various organizational units, health care facilities and schools, practical classes.	
2. The problematic method - didactic discussion, role playing	
<b>18. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Active participation in classes	
F2. Project	
<b>19. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	22 hrs
including office hours	2 hrs
Preparing for classes	8 hrs
TOTAL	30 hrs
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	
1	
<b>20. Basic and supplementary literature</b>	
Basic literature:	
<ol style="list-style-type: none"> <li>1. Andruszkiewicz A., Banaszkiwicz M., <i>Promocja zdrowia dla studentów studiów licencjackich kierunku pielęgniarstwo i położnictwo Promocja zdrowia w praktyce pielęgniarstwa i położnictwa</i>. PZWL Warszawa, 1, 2020.</li> <li>2. Andruszkiewicz A., Banaszkiwicz M., <i>Promocja zdrowia. Tom I. Teoretyczne podstawy promocji zdrowia</i>. Wydawnictwo Czelej, Lublin 2008.</li> <li>3. Karski J., <i>Praktyka i teoria promocji zdrowia</i>. Wydanie IV (dodruk). Wydawnictwo CeDeWu, Warszawa 2009.</li> <li>4. Woynarowska B., <i>Edukacja zdrowotna</i>. Wydawnictwo Naukowe PWN, Warszawa, 2017.</li> </ol>	
Supplementary literature:	

1. Wrońska I., Sierakowska M., *Edukacja Zdrowotna w praktyce pielęgniarstwa*, Wyd. PZWL, Warszawa, 1, 2019.
2. Dyzmann-Sroka A., Piotrowski T., *Programy zdrowotne. Skuteczna profilaktyka zachorowań. Przykłady dobrych praktyk*. Wyd. PZWL, Warszawa 2017.
3. Cianciara D., *Zarys współczesnej promocji zdrowia*. Wyd. PZWL, Warszawa, 2017.

## 21. Forms of assessment - details

### PRACTICAL CLASSES:

1. 100% attendance and active participation in classes.
2. Active participation in seminars, completion of seminar topics.
3. Conducting classes in the field of health education at school among students and among children in kindergarten (multimedia presentation, staging according to previously prepared outlines).
4. Identifying health problems of children and adolescents on the basis of observation and use of various sources of knowledge.
5. Development of a project of intervention activities in solving health problems, addressed to selected groups of recipients - written work.

Criteria for the assessment and self-assessment of the student during practical classes during the first year of first-cycle nursing studies:

#### EVALUATION CRITERIA:

- 0 - lack of skills (the skill is insufficiently mastered).
- 1 - the skill is poorly mastered (the student requires help in carrying out the task).
- 2 - skill mastered to a satisfactory degree (the student carries out tasks independently, although some difficulties may be noticed).
- 3 - skill mastered perfectly (the student is fluent in carrying out tasks, maintaining full correctness of execution).

Assessment of the achievement of the assumed effects in terms of social competences:

- overall assessment (taking into account the opinions of academic teachers, nurses, other employees of institutions where the classes are conducted),
- reliable preparation and performance of entrusted tasks, empathy in relations with children, youth and an interdisciplinary team, as well as cooperation with them.
- self-esteem

Preparation and presentation of various forms of own studies: portfolio health education project, planned interventions project on health strengthening and disease prevention.

## 22. Other useful details concerning the course

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes and office hours



## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### GENERAL INFORMATION

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<b>3. Group of educational content</b>	Fundamentals of Nursing Care Sciences						
<b>4. Type of course</b>	obligatory						
<b>5. Level of education</b>	First-cycle studies						
<b>6. Number of ECTS credits</b>	1						
<b>7. Level of course</b>	Elementary						
<b>8. Year of studies, semester</b>	Year III rok, semester VI - spring						
<b>9. Number of hours per semester</b>	<b>10. Lecture</b>	<b>Classes</b>	<b>Lab*</b>	<b>Project</b>	<b>Self-study</b>	<b>Practical classes</b>	<b>Internship</b>
						20	
<b>11. Language of instruction: Polish</b>							
<b>12. Lecturer (lecturers)</b>	dr Joanna Baj-Korpak						

### DETAILED INFORMATION

<b>13. Access Requirements</b>	
1) Knowledge, skills and competences in the field of public health, sociology, psychology and pedagogy	
<b>14. Objectives of the course</b>	
C1 Developing practical skills to strengthen health and disease prevention and the selection of applied intervention strategies with regard to the individual, family and community.	
<b>15. 14. Field-specific learning outcomes in terms of knowledge, skills and social competences</b>	
A student who successfully passed the course:	<b>Method of verification of the learning outcomes</b>
<b>KNOWLEDGE:</b>	
C.W16. The student knows and understands the principles of health promotion and preventive health care	Oral and written control
C.W17. The student knows and understands the principles of constructing health promotion programs	Oral and written control
C.W18. The student knows and understands local, national and global health promotion strategies	Oral and written control
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C.U29. The student is able to recognize the determinants of the patient's health behavior and risk factors for diseases resulting from lifestyle	Oral and written control
C.U30. The student is able to choose the methods and forms of disease prevention and prevention and shape the health behavior of various social	Oral and written control

groups	
C.U31. The student is able to teach the patient self-monitoring of health	Oral and written control
C.U32. The student is able to develop and implement individual health promotion programs for patients, families and social groups	Oral and written control
<b>Social COMPETENCES:</b>	
The student is ready to perceive and recognize his own limitations in terms of knowledge, skills and social competences, and to self-assess deficits and educational needs.	self-assessment, group assessment
<b>16. Programme Content</b>	
<b>Form of classes – practical classes</b>	
<ol style="list-style-type: none"> <li>1) 1) Identification of social, economic and environmental factors that affect the health of the child and family. The role and function of the family in strengthening health and reducing risk factors.</li> <li>2) 2) Practical familiarization with the nurse's activities for the recognition of health problems of children and adolescents, adults and their families, and with planning activities promoting health.</li> <li>3) 3) Shaping health-promoting behaviors - implementation of educational programs</li> <li>4) 4) Getting to know the work of interdisciplinary teams working for health promotion in various health care facilities and institutions</li> <li>5) 5) Ethical and moral principles in the work of a nurse. Active self-assessment, group assessment.</li> </ol>	
<b>17. Didactic tools/methods</b>	
1. Practical methods - work on the project, practical exercises carried out in various organizational units, health care facilities and schools, practical classes.	
2. The problematic method - didactic discussion, role playing	
<b>18. Methods of assessment (F – forming; S – summarizing)</b>	
F1. Active participation in classes	
F2. Project	
<b>19. Student workload</b>	
Form of activity	average number of hours to complete the activity
Contact hours with the teacher**	22 hrs
including office hours	2 hrs
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TOTAL	30 hrs
TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE	
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<b>20. Basic and supplementary literature</b>	
Basic literature:	
<ol style="list-style-type: none"> <li>1. Andruszkiewicz A., Banaszkiwicz M., <i>Promocja zdrowia dla studentów studiów licencjackich kierunku pielęgniarstwo i położnictwo Promocja zdrowia w praktyce pielęgniarstwa i położnictwa</i>. PZWL Warszawa, 1, 2020.</li> <li>2. Andruszkiewicz A., Banaszkiwicz M., <i>Promocja zdrowia. Tom I. Teoretyczne podstawy promocji zdrowia</i>. Wydawnictwo Czelej, Lublin 2008.</li> <li>3. Karski J., <i>Praktyka i teoria promocji zdrowia</i>. Wydanie IV (dodruk). Wydawnictwo CeDeWu, Warszawa 2009.</li> <li>4. Woynarowska B., <i>Edukacja zdrowotna</i>. Wydawnictwo Naukowe PWN, Warszawa, 2017.</li> </ol>	
Supplementary literature:	

1. Wrońska I., Sierakowska M., *Edukacja Zdrowotna w praktyce pielęgniarstwa*, Wyd. PZWL, Warszawa, 1, 2019.
2. Dyzmann-Sroka A., Piotrowski T., *Programy zdrowotne. Skuteczna profilaktyka zachorowań. Przykłady dobrych praktyk*. Wyd. PZWL, Warszawa 2017.
3. Cianciara D., *Zarys współczesnej promocji zdrowia*. Wyd. PZWL, Warszawa, 2017.

## 21. Forms of assessment - details

### PRACTICAL CLASSES:

1. 100% attendance and active participation in classes.
2. Active participation in seminars, completion of seminar topics.
3. Conducting classes in the field of health education at school among students and among children in kindergarten (multimedia presentation, staging according to previously prepared outlines).
4. Identifying health problems of children and adolescents on the basis of observation and use of various sources of knowledge.
5. Development of a project of intervention activities in solving health problems, addressed to selected groups of recipients - written work.

Criteria for the assessment and self-assessment of the student during practical classes during the first year of first-cycle nursing studies:

#### EVALUATION CRITERIA:

- 0 - lack of skills (the skill is insufficiently mastered).
- 1 - the skill is poorly mastered (the student requires help in carrying out the task).
- 2 - skill mastered to a satisfactory degree (the student carries out tasks independently, although some difficulties may be noticed).
- 3 - skill mastered perfectly (the student is fluent in carrying out tasks, maintaining full correctness of execution).

Assessment of the achievement of the assumed effects in terms of social competences:

- overall assessment (taking into account the opinions of academic teachers, nurses, other employees of institutions where the classes are conducted),
- reliable preparation and performance of entrusted tasks, empathy in relations with children, youth and an interdisciplinary team, as well as cooperation with them.
- self-esteem

Preparation and presentation of various forms of own studies: portfolio health education project, planned interventions project on health strengthening and disease prevention.

## 22. Other useful details concerning the course

1. Direct information about the issues of classes and a program content is provided by the teacher during classes and during office hours
2. Classes will be held at PSW in Biała Podlaska
3. Classes will be held in accordance with the current schedule
4. Office hours will be held in accordance with the applicable schedule

\* L – laboratory (in case of foreign language classes, this means the language course)

\*\* – Classes conducted with direct participation of an academic teacher or another person conducting the classes and office hours

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### I. GENERAL INFORMATION

**1 Name of the course**

**Fundamentals of Medical Rescue**

**2 Name of the institution**

Faculty of Health Sciences, Department of Nursing

**3 Module Code**

12.6 I 3/6 D004

**4 Group of Educational Content**

Specialist care sciences

**5 Type of module**

obligatory

**6 Level of education**

First-cycle studies

**7 Number of ECTS**

3

**8 Level of the course**

elementary

**9 Year of studies, semester**

Year III, semester VI

**10 Number of hours per semester**

	Lect.	class es.	Lab.	Sem.	Simul ations
Full-time studies	-	25	-	-	5

**11 Number of hours per week**

	Lect.	class es.	Lab.	Simul ations
Full-time studies	-	2	-	5

**12 Language of instruction: Polish**

**13 Lecturer (lecturers): Marcin Ślifirczyk, MA**

### DETAILED INFORMATION

**14 Access requirements**

1. Knowledge of human anatomy and physiology.
2. Credit for the subjects of anatomy, human physiology.
3. Knowledge of issues related to physical examination.
4. Completion of the subject of physical examination.

**15 Objectives of the course**

C1	To acquaint students with the organization and functioning of the medical rescue system.
C2	Providing students with knowledge and practical skills in the field of providing pre-medical aid in states of sudden health and life threat.
C3	Providing students with knowledge and practical skills in the field of activities related to mass accidents; segregating victims of disasters or mass incidents.
C4	Building awareness of the importance of emergency medical services.

**16 Field-specific learning outcomes in terms of knowledge, skills and social competences**

No.	A student who successfully passed the course, can:	Method of verification of the learning outcomes

D.W1.	lists life-threatening symptoms in patients of different ages;	Oral and practical control (interpretation of the clinical situation)
D.W4.	knows the rules of assessing the patient's condition depending on age;	Oral and practical control
D.W14	knows the specific rules of the organization of specialist care and the medical rescue system in Poland;	Written control
D.W26	knows the methods, techniques and tools for assessing the state of consciousness and consciousness;	Written control
D.W40.	knows the standards and procedures of emergency and life-saving procedures;	Oral and practical control (interpretation of the clinical situation)
D.W45	recognizes life-threatening conditions and describes the monitoring of patients with instrumental and non-device methods;	Oral and practical control (interpretation of the clinical situation)
D.W46.	explains the algorithms of resuscitation procedures in the field of basic life support (BLS) and advanced life support (ALS);	Oral and practical control (interpretation of the clinical situation)
D.W48	describes the procedures of medical protection in mass incidents and disasters as well as in specific situations, such as chemical, radiation and biological contamination;	Oral control, practical execution (activities, interpretation of the clinical situation)
D.W49	knows the rules of pre-medical first aid;	Oral and practical control (interpretation of the clinical situation)
D.U14	temporarily immobilizes bone fractures, dislocations and sprains and prepares the patient for transport;	Oral and practical control (interpretation of the clinical situation)
D.U15	conducts education in the field of first aid in health emergency;	Oral control.
D.U16	recognizes states of sudden health threats;	Oral and practical control (interpretation

		of the clinical situation)
D.U17	performs automatic defibrillation (AED) and deviceless airway clearance;	Oral and practical control (interpretation of the clinical situation)
D.U33	prepares and administers medications in various ways, either independently or on the orders of a physician.	Oral and practical control (interpretation of the clinical situation)

### **17** Program content

	<b>Form of classes - classes</b>	<b>Number of hours</b>	<b>Reference to field-specific learning outcomes</b>
ĆW1	Legal basis for first aid. Survival chain. Scope of activities performed as part of first aid.	2	D.U15 D.U16 D.W45 D.W40
ĆW2	Cardiopulmonary resuscitation in adults - 2015 guidelines - Sudden cardiac arrest (SCA) - causes, diagnosis -ALS, BLS - AED algorithm - procedures in special situations: electric shock, injuries, poisoning, burns, drowning.	8	D.W40 D.W46 D.U17 D.W14 D.U33 D.W26 D.W1
ĆW3	CPR in children - 2015 guidelines. - The causes of cardiac arrest in children - BLS algorithm in children.	4	D.W46 D.U33 D.W40 D.W26 D.W1 D.W4
ĆW4	Giving first aid to a person with a foreign body in the respiratory tract.	1	D.W49
ĆW5	Rules for dealing with an unconscious victim: - pre-medical help in fainting, - pre-medical help in hypoglycemia, - pre-medical help in epileptic seizures.	2	D.W48 D.W49 D.U16 D.U15
ĆW6	Pre-medical aid in acute coronary syndromes and cerebral strokes.	1	D.U33 D.U16 D.W4
ĆW7	Pre-medical assistance in case of personal injury: - wounds,	4	D.U14 D.W48 D.W49

	- bleeding and haemorrhage, - injuries of the musculoskeletal system, - burns and frostbites.			
ĆW8	Pre-medical aid in poisoning, stings and bites.	2		D.W49 D.W40
ĆW9	Providing help in threatening health and life caused by overheating of the body and hypothermia.	1		D.W49 D.W40
ĆW10	Rules of conduct in the event of a shock.	1		D.W40
ĆW11	Rules of conduct in road accidents. First aid kit.	4		D.W49 D.W40 D.U15
<b>Total number of hours</b>		<b>30</b>		
<b>Form of classes – self study</b>		<b>Number of hours</b>		<b>Reference to field-specific learning outcomes</b>
S1	Hospital structure Emergency Department. • Medical segregation and admissions area • Resuscitation area - treatment • Initial intensive therapy area • Area of observation • Consultation area • Laboratory area • Diagnostics area • Administrative facilities - economic • Back-up facilities of the away teams	3		D.W.14

S2	<p>Managing sudden mental disorders. The role of the emergency nurse.</p> <ul style="list-style-type: none"> <li>• General contact rules i to help in mental disorders.</li> <li>- treating the symptoms of disorders mental symptoms as symptoms sickness</li> <li>- creating a sick feeling security and conditions increasing capacity self-control</li> <li>• Rules of contact with the sick person psychotic</li> <li>• Contact with a sick person with tendencies self-defeating</li> <li>• Contact with a sick person with a problem alcoholic</li> <li>• Principles of application of the agents direct coercion</li> <li>• Rules of immobilization</li> </ul>	4		D.W.45,D.W.46, D.W.48,D.W.49
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S3	<p>Biological threats. The role of the nurse emergency</p> <ul style="list-style-type: none"> <li>• Biological mass media destruction - definition</li> <li>• Characteristics of the weapon biological</li> <li>• Smallpox. <ul style="list-style-type: none"> <li>- Etiology and epidemiology.</li> <li>- Clinical symptoms.</li> <li>- Management of the sick suspected of being infected.</li> </ul> </li> <li>• Anthrax. <ul style="list-style-type: none"> <li>- Etiology and epidemiology.</li> <li>- Clinical symptoms.</li> <li>- Management of the sick suspected of being infected</li> </ul> </li> <li>• Plague <ul style="list-style-type: none"> <li>- Etiology and epidemiology.</li> <li>- Clinical symptoms.</li> <li>- Management of the sick suspected of being infected</li> </ul> </li> <li>• Botulism <ul style="list-style-type: none"> <li>- Etiology and epidemiology.</li> <li>- Clinical symptoms.</li> <li>- Management of the sick suspected of being infected</li> </ul> </li> </ul>	4		D.W.45,D.W.46, D.W.48,D.W.49
S4	<p>4. Defibrillators - construction, application, tasks.</p> <ul style="list-style-type: none"> <li>• Defibrillator - term explanation</li> <li>• Construction of the defibrillator</li> <li>• Use of a defibrillator <ul style="list-style-type: none"> <li>- preparation of the device for defibrillation</li> <li>- handling of the defibrillator</li> <li>- Indications for use of the defibrillator</li> </ul> </li> </ul>	3		D.W.45,D.W.46, D.W.48,D.W.49
S5	<p>5. Psychology in the work of an emergency nurse.</p> <ul style="list-style-type: none"> <li>• Natural responses to a threat your own life and that of others</li> <li>• Acute stress reaction</li> <li>• General response mechanisms to stress</li> <li>• Rules of conduct towards victims of stressful events</li> <li>• Late effects of stress</li> <li>• Knowing your own reactions</li> </ul>	3		D.W.45,D.W.46, D.W.48,D.W.49

S6	<p>6. Life threatening conditions u kids.</p> <ul style="list-style-type: none"> <li>• Procedure in life-threatening situations caused by failure respiratory system</li> <li>• Procedure in life-threatening situations caused by failure cardiovascular system</li> <li>• Procedure in life-threatening situations caused by failure nervous system</li> <li>• Procedure in life-threatening situations caused by injuries</li> <li>• Procedure in case of drowning</li> <li>• Procedure in case of burns</li> </ul>	4		
S7	<p>7. Conduct of the nurse emergency in bleeding and hemorrhage from wounds and tissues soft.</p> <ul style="list-style-type: none"> <li>• Bleeding</li> <li>• Haemorrhage</li> <li>• External bleeding</li> <li>• Ways to control bleeding external</li> <li>• Internal bleeding</li> <li>• Ways of controlling internal bleeding</li> <li>• Soft woven wounds - types wounds</li> <li>• Separation of proceedings in various types of wounds</li> </ul>	4		D.W.45,D.W.46, D.W.48,D.W.49
<b>Total</b>		<b>25</b>		

### **18 Didactic tools/methods**

1. Expository method - lectures, presentations, movies
2. Practical methods: practical exercises, simulation
3. Problem methods - activating methods: guided self-education

### **19 Methods of assessment (F – forming; S – summarizing)**

The course ends with a credit with a grade. Pass conditions: positive grade for the test, attendance, active participation, positive grade for the final test.

Final test credit with a grade. Admission to the final test based on the presence and passing of all exercises.

Test exam 30 questions in 30 minutes. The second date in the form of an oral exam conducted by the course coordinator. Criteria for passing the test:

91 - 100% - 28-30 points - score 5.0

86 - 90% - 26 - 27 points - rating 4.5

78 - 85% - 24 - 25 points - rating 4.0

71 - 77% - 22 - 23 points - rating 3.5

66 - 70% - 20 - 21 points - grade 3.0

<65% to 19 points, rating 2.0

Completion of exercises based on observation of a student demonstrating the performance of tasks specified by the assistant during the exercises.

Completion of self-education is based on observation of the work of a student carrying out individual and team tasks based on the knowledge acquired as part of self-education - tasks performed on task cards that allow for documenting and then assessing the effectiveness of medical segregation, patient information management and decision-making about the manner and scope medical procedure.

## **20 Student workload**

<b>Forms of activity</b>	<b>Average number of hours to complete the activity</b>
Contact hours with the teacher	30
Self-study	25
Student's own work	15
<b>TOTAL</b>	<b>90</b>
<b>TOTAL NUMBER OF ECTS FOR THE COURSE</b>	<b>3</b>

## **21 Basic and supplementary literature**

### **Basic literature:**

1. Andres J. (red.), Pierwsza pomoc i resuscytacja krążeniowo-oddechowa. Podręcznik dla studentów. Polska Rada Resuscytacji, Kraków 2011.
2. Kózka M. (red.), Pielęgniarstwo ratunkowe. PZWL, Warszawa 2013.
3. Wytyczne resuscytacji 2015. Polska Rada Resuscytacji, Kraków 2015.
4. Hryniewiecki T. (red.), Stany nagłe, Medical Tribune Polska, Warszawa 2011.

### **Supplementary literature:**

1. Brongel L., Złota godzina. Czas życia, czas śmierci. Krakowskie Wydawnictwo Medyczne,

Kraków 2000.
2. Campbella E. (red.), International Trauma Life Support (ITLS). Ratownictwo przedszpitalne w urazach. Medycyna Praktyczna, Kraków 2009.
3. Chrzęszczewska A., Bandażowanie. PZWL, Warszawa 2010.
4. Szczapa J. (red.), Stany naglące u noworodka. PZWL, Warszawa 2011.

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### I. GENERAL INFORMATION

<b>1 Name of the course</b>		
Neurology and neurological nursing		
<b>2 Name of the institution</b>		
Faculty of Health Sciences, Department of Nursing		
<b>3 Module Code</b>	<b>4 Group of Educational Content</b>	<b>5 Type of Module</b>
	Specialist care sciences	obligatory
<b>6 Level of studies</b>	<b>7 Number of ECTS credits</b>	<b>8 Level of the course</b>
first-cycle studies	3	Elementary
<b>9 Year of study, semester</b>	<b>10 Number of hours per semester</b>	<b>11 Number of hours per week</b>
Year III, semester V	<i>Internship</i>	<i>Internship</i>
Full-time studies Year III, sem V	- 80 -	- 40 -
<b>12 Language of instruction:</b> Polish		
<b>13 Lecturer (lecturers):</b> mgr Anna Kaniewska, mgr Halina Nowak		

### DETAILED INFORMATION

#### 14 Access requirements

1. Conducting classes in Neurology and neurological nursing - lectures, exercises, classes in the medical simulation laboratory, completion of practical classes as part of the subject.

#### 15 Objectives of the course

Improving practical skills acquired during practical classes while caring for a patient with neurological diseases.

#### 16 Field-specific learning outcomes in terms of knowledge, skills and social competences

No.	A student who successfully passed the course:	Method of verification of the learning outcomes

<b>D.W3.</b>	Explains the etiopathogenesis, clinical symptoms, course, treatment, prognosis and nursing care in diseases of the nervous system.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W5.</b>	Knows the principles of diagnosis in neurological nursing.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W6.</b>	Knows the principles of planning care for patients depending on the pathology of the nervous system.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W7.</b>	Knows the rules of preparation, care during and after tests and diagnostic procedures performed on patients with neurological diseases.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W8.</b>	Characterizes the groups of drugs and their effects on the systems and organs of the patient in neurological diseases, including side effects, interactions with other drugs and administration routes.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W9.</b>	Characterizes the techniques and nursing procedures used in the care of neurologically ill patients.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W10.</b>	Knows the rules of preparing the patient for self-care depending on the type of neurological deficit.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W14.</b>	Knows the specific rules of the organization of specialist neurological care.	
<b>D.W25.</b>	Knows the consequences of prolonged immobilization.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W26.</b>	Knows the methods, techniques and tools for assessing the state of consciousness and consciousness.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W29.</b>	Knows the possibilities of using psychotherapy in patients with disorders of the nervous system.	Oral, written (documenting the nursing process), practical

		(interpretation of the clinical situation)
<b>D.W34.</b>	Lists symptoms, characterizes the course and methods of proceeding in specific disease entities treated surgically.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W36.</b>	Explains the pathophysiology of disorders occurring in the course of diseases, injuries of the nervous system and possible complications.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
	<b>SKILLS</b>	
<b>D.U1.</b>	It collects information, formulates a nursing diagnosis, sets goals and a care plan, implements nursing interventions, and evaluates care.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U5.</b>	Prevents complications in the course of neurological diseases.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U9.</b>	Takes material for diagnostic tests	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U10.</b>	It assesses the patient's general condition in the direction of complications after specialist diagnostic tests of the nervous system.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U20.</b>	Recognizes the complications of pharmacological, dietary, rehabilitation and therapeutic treatment of nervous system diseases.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U25.</b>	Conducts, documents and assesses the fluid balance of a neurological patient.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U26.</b>	Provides information on the patient's health to members of the therapeutic team	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U27.</b>	She assists the doctor in the course of diagnostic and therapeutic tests of the nervous system.	Oral, written (documenting the nursing process),

		practical (interpretation of the clinical situation)
D.U28.	Keeps records of patient care: observation card, nursing procedures and reports, hospital infections registry card, bedsores prevention and treatment, and an information card with recommendations on self-care.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
D.U32.	Adjusts nursing interventions to the type of nursing problems	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
D.U33.	Prepares and administers drugs in various ways, either on his own or on the orders of a doctor	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
	<b>SOCIAL COMPETENCIES:</b>	
D.K1.	Respects the dignity and autonomy of people entrusted to care	Observation, self-assessment, group assessment
D.K2.	Systematically enriches professional knowledge and shapes skills, striving for professionalism	Observation, self-assessment, group assessment
D.K3.	Observes the values, obligations and moral skills in care	Observation, self-assessment, group assessment
D.K4.	Demonstrates moral responsibility for people and the performance of professional tasks	Observation, self-assessment, group assessment
D,K5.	Respects the patient's rights	360-degree observation (teacher, patients, therapeutic team members)
D.K6	Reliably and accurately performs the entrusted professional duties	Observation, self-assessment, group assessment
D.K7.	Observes professional secrecy	Observation, self-assessment, group assessment
D.K8.	Works as part of an interdisciplinary team in solving ethical dilemmas in line with the principles of the code of professional ethics	360-degree observation (teacher, patients, therapeutic team members)
D.K9.	Is open to the development of his own and patient's subjectivity	Observation, self-assessment, group assessment
D.K.10	Shows empathy in the relationship with the patient, his family and colleagues	360-degree observation (teacher, patients, therapeutic team members)



**17 Programme Content****Number of hours 80**

	<b>Form of classes - internship</b>	<b>Number of hours – full-time</b>	<b>Number of hours - extramural</b>	<b>Odniesienie do efektów kształcenia</b>
PZ1	Organizational assumptions, practice goals, list of skills, evaluation criteria. Organization of the branch.	8		
PZ2	Standard of patient admission to the neurological ward. Documentation of the patient, ward.	8		
PZ3	Collecting information about the patient using known methods (observation, targeted interview, conversation, measurement, documentation analysis, information from members of the therapeutic team and family) for the purposes of nursing diagnosis and nurse participation in therapy.	8		D.U.1 D.U.26
PZ4	Diagnostic tests used in neurological diseases, preparation of the patient for examinations, nursing care for the patient after the examination.	8		D.U.9 D.U.27
PZ5	Therapeutic methods in the neurological ward, participation of a nurse, observation towards complications of the applied therapy.	8		D.U.5 D.U.10 D.U.20 D.U.33
PZ6	Establishing a nursing diagnosis, care planning, implementation and assessment of the effects of nursing activities in relation to a selected neurological patient, including education.	8		D.U.1 D.U.28
PZ7	The standard of nursing care for a life-threatening patient in neurology	8		D.U.26 D.U.32
PZ8	Prowadzenie edukacji zdrowotnej w oddziale neurologicznym. Przygotowanie pacjenta i jego rodziny do samoopieki i samopielęgnacji.	8		D.U.32
PZ9	Conducting health education in the neurological department. Preparing the patient and his family for self-care and self-care.	8		D.U.25

PZ10	Assessment of the implementation of the assumed goals and achieved learning outcomes. Student self-esteem.	8		
<b>Total number of hours:</b>		<b>80</b>		

### 18 Didactic tools/methods

1. Problem-activating methods; didactic discussion, case study
2. Practical methods - instruction, professional practice

### 19 Conditions for crediting professional internships Methods and criteria of assessment of the learning outcomes

The course ends with a credit with a grade.

Conditions:

- obligatory attendance at all classes (we work off absences after making arrangements with the teacher and the internship department),
- compliance with the internship regulations - written confirmation confirming that you have read them),
- obligatory aesthetic uniforms,
- punctuality,
- current completion of skills in accordance with the skill diary,
- conducting the nursing process (full documentation) in relation to the designated patient,
- passing obligatory subjects,
- participating in reports, reporting on duty hours.

#### **Criteria for assessing practical skills and social competences from apprenticeships**

Students carry out internships under the supervision of a tutor on the part of the institution (nurse - an employee of a given medical entity) and a tutor from the university.

The internship is credited by the tutor from the university in cooperation with the tutor from the institution.

#### **The method of verifying the effects:**

#### **Assessment of the achievement of the assumed effects in terms of knowledge and skills:**

- verbal criteria (description of the student's achievements by the tutor)
- a point scale included in the skill diary
- the student's self-assessment

#### **Criteria for knowledge and skills:**

- the accuracy of the assessment of the patient's condition
- the ability to recognize the needs and health problems of the patient
- the ability to plan care and evaluate care outcomes

- quality of care and treatment procedures (efficiency, correctness, accuracy, pace of performance, patient safety, compliance with algorithms and procedures)
- selection of techniques and work organization
- the ability to communicate with the patient, his family, members of the interdisciplinary team
- the ability to document nursing and healing activities

**Assessment of the assumed effects in the field of social competences:**

- opinions of the practice tutor, patients and nurses
- peer review, self-assessment

**Criteria for social competences:**

- self-esteem
- knowing your strengths and weaknesses
- responsibility for learning and personal development

**Criteria for knowledge and skills from apprenticeships;**

**How to perform the steps; Number of points for the level of activity performance - 2-1-0. according to;**

**Level 2 points;**

- Rules -follows the rules, proper technique and sequence of actions; 2 points
- Efficiency - performs the activities confidently and vigorously; 2 points
- Effectiveness - the procedure takes into account the patient's situation, achieves the goal; 2 points
- Independence - performs completely independent actions; 2 points
- Communicating with the patient - correct, independent, effective selection of content; 2 points
- Attitude - can critically evaluate and analyze their behavior, cooperates with the therapeutic team, full identification with the professional role; 2 points

**How to perform the steps; the level of performance of the activities in point 1; according to;**

**Level 1 points**

- Rules -follows the rules after targeting; point 1
- Efficiency - performs with little confidence, after a short reflection; point 1
- Effectiveness - does not always take into account the patient's health situation, achieves the goal after targeting point 1
- Independence -requires reminders and guidance in some activities, point 1
- Communicating with the patient - requires guidance and direction in selecting the content of point 1
- Attitude - has difficulties in critical evaluation and analysis of one's own conduct, in cooperation with the therapeutic team and in identification with a professional role - point 1

**How to perform the steps; the level of performance of activities, point 0; according to;**

- Rules -does not follow the rules, performs chaotic actions
- He performs his activities uncertainly, very slowly
- Effectiveness - does not take into account the individual situation of the patient, does not achieve the goal
- Independence requires constant guidance and recall in every action
- Communicating with the patient cannot maintain verbal contact with the patient

Attitude - is unable to critically assess and analyze its conduct, does not cooperate with the therapeutic team, does not identify with the professional role

**Score / grades: 12- points - very good; 11-10 good plus, 9-8 points - good; 7 -6 points - sufficient plus; 5 -4 points - satisfactory, 3-0 insufficient Observation of procedures in practice - pass**

**Criteria for the verification of learning outcomes achieved in the nursing process;**

The scope of execution;

The ability to collect and analyze data about the subject of care with the use of methods and tools: interview, observation, analysis of medical records, scales, tests for the needs of nursing; points - 0-1-2

The ability to use the collected information for the proper formulation of a nursing diagnosis

points - 0-1-2

Ability to define care goals points- 0-1-2

Planning of activities adequate to the health situation of the patient and family; points - 0-1-2

Implementation of planned activities in accordance with the current standards of providing nursing services, points - 0-1-2

Ability to evaluate the effects of planned nursing activities implemented points - 0-1-2

Using the correct nursing terminology points - 0-1-2

NOTE: Obtaining 0 points in any of the evaluation elements makes it impossible to successfully pass the nursing process. The evaluation scale

14 points - very good, 13 points - a good plus. 12 points - good, 11 points - sufficient plus, 10 points - satisfactory,

9 points and less insufficient

**20 Student workload**

Form of activity	average number of hours to complete the activity	
	Full-time	
Internship	80	-
Self-study	10	
<b>TOTAL</b>	<b>90</b>	<b>-</b>
<b>TOTAL NUMBER OF ECTS CREDITS</b>	<b>3</b>	

**21 Basic and supplementary literature**

**Basic literature:**

1. Sienkiewicz – Jarosz H.: Stany nagłe: neurologia. Medical Tribune Polska, Warszawa 2016.
2. Manno E.M.: Stany nagłe w intensywnej opiece neurologicznej. Wrocław 2014.
3. Kozubski W. : Neurologia. Kompendium. Wyd. 1, Wyd. Lekarskie PZWL, Warszawa 2014.
4. Kozubski W.: Neurologia. Tom 1-2. Wydawnictwo Lekarskie PZWL, Warszawa 2013.

5. Prusiński A.: Neurologia praktyczna. Wyd. Lekarskie PZWL, Warszawa 2011.
6. Czaja E., Pieczyrak-Brhel U., Stany zagrożenia życia w schorzeniach neurologicznych, w: Kózka M., Rumian B., Maślanka M. (red.), Pielęgniarstwo ratunkowe. Wydawnictwo Lekarskie PZWL, Warszawa 2013.
7. Eugene C. Toy: Interesujące przypadki neurologiczne. Wydawnictwo lekarskie PZWL, Warszawa 2011
8. Kózka M., Płaszewska-Żywko L. (red.), Modele opieki pielęgniarskiej nad chorym dorosłym. Wydawnictwo Lekarskie PZWL, Warszawa 2010.
9. Jaracz K. Pielęgniarstwo neurologiczne. Wydawnictwo Lekarskie PZWL, 2012
10. Adamkiewicz B., Głabiński A., Klimek A.: Neurologia dla studentów wydziału pielęgniarstwa. Warszawa : Wolters Kluwer Polska Sp. z o.o., 2010.
11. Adamczyk K.: Pielęgniarstwo neurologiczne. Wydawnictwo Czelej, Lublin 2000.
12. Turowski K., Adamczyk K.: Procedury pielęgnowania w neurologii i neurochirurgii. Wydawnictwo NeuroCentrum, Lublin 2007.
13. Adamczyk K.: Pielęgnowanie chorych po udarach mózgowych. Wydawnictwo Czelej, Lublin 2003.
<b>Supplementary literature:</b>
1. Ślusarz R., Szewczyk M.: Pielęgniarstwo w neurochirurgii. Wydawnictwo Borgis, 2006.
2. Ślusarz R., Wybrane standardy i procedury w pielęgniarstwie neurochirurgicznym, Naczelna Izba Pielęgniarek i Położnych, Warszawa 2007.
3. Szczudlik A. i wsp. Udar mózgu. Wydawnictwo UJ, Kraków 2007.
<b>Journals:</b>
1 Magazyn Pielęgniarki i Położnej.
2 Neurologia i Neurochirurgia Polska.
3 Pielęgniarstwo XXI wieku.

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### I. GENERAL INFORMATION

<b>1 Name of the course</b>		
Neurology and neurological nursing		
<b>2 Name of the institution</b>		
Faculty of Health Sciences, Department of Nursing		
<b>3 Module Code</b>	<b>4 Group of Educational Content</b>	<b>5 Type of Module</b>
	Specialist care sciences	obligatory
<b>6 Level of studies</b>	<b>7 Number of ECTS credits</b>	<b>8 Level of the course</b>
first-cycle studies	3	Elementary
<b>9 Year of study, semester</b>	<b>10 Number of hours per semester</b>	<b>11 Number of hours per week</b>
Year III, semester V	<i>Internship</i>	<i>Internship</i>
Full-time studies Year III, sem V	- 80 -	- 40 -
<b>12 Language of instruction:</b> Polish		
<b>13 Lecturer (lecturers):</b> mgr Anna Kaniewska, mgr Halina Nowak		

### DETAILED INFORMATION

#### 14 Access requirements

1. Conducting classes in Neurology and neurological nursing - lectures, exercises, classes in the medical simulation laboratory, completion of practical classes as part of the subject.

#### 15 Objectives of the course

Improving practical skills acquired during practical classes while caring for a patient with neurological diseases.

#### 16 Field-specific learning outcomes in terms of knowledge, skills and social competences

No.	A student who successfully passed the course:	Method of verification of the learning outcomes

<b>D.W3.</b>	Explains the etiopathogenesis, clinical symptoms, course, treatment, prognosis and nursing care in diseases of the nervous system.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W5.</b>	Knows the principles of diagnosis in neurological nursing.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W6.</b>	Knows the principles of planning care for patients depending on the pathology of the nervous system.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W7.</b>	Knows the rules of preparation, care during and after tests and diagnostic procedures performed on patients with neurological diseases.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W8.</b>	Characterizes the groups of drugs and their effects on the systems and organs of the patient in neurological diseases, including side effects, interactions with other drugs and administration routes.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W9.</b>	Characterizes the techniques and nursing procedures used in the care of neurologically ill patients.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W10.</b>	Knows the rules of preparing the patient for self-care depending on the type of neurological deficit.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W14.</b>	Knows the specific rules of the organization of specialist neurological care.	
<b>D.W25.</b>	Knows the consequences of prolonged immobilization.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W26.</b>	Knows the methods, techniques and tools for assessing the state of consciousness and consciousness.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W29.</b>	Knows the possibilities of using psychotherapy in patients with disorders of the nervous system.	Oral, written (documenting the nursing process), practical

		(interpretation of the clinical situation)
<b>D.W34.</b>	Lists symptoms, characterizes the course and methods of proceeding in specific disease entities treated surgically.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.W36.</b>	Explains the pathophysiology of disorders occurring in the course of diseases, injuries of the nervous system and possible complications.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
	<b>SKILLS</b>	
<b>D.U1.</b>	It collects information, formulates a nursing diagnosis, sets goals and a care plan, implements nursing interventions, and evaluates care.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U5.</b>	Prevents complications in the course of neurological diseases.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U9.</b>	Takes material for diagnostic tests	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U10.</b>	It assesses the patient's general condition in the direction of complications after specialist diagnostic tests of the nervous system.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U20.</b>	Recognizes the complications of pharmacological, dietary, rehabilitation and therapeutic treatment of nervous system diseases.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U25.</b>	Conducts, documents and assesses the fluid balance of a neurological patient.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U26.</b>	Provides information on the patient's health to members of the therapeutic team	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U27.</b>	She assists the doctor in the course of diagnostic and therapeutic tests of the nervous system.	Oral, written (documenting the nursing process),



		practical (interpretation of the clinical situation)
<b>D.U28.</b>	Keeps records of patient care: observation card, nursing procedures and reports, hospital infections registry card, bedsores prevention and treatment, and an information card with recommendations on self-care.	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U32.</b>	Adjusts nursing interventions to the type of nursing problems	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
<b>D.U33.</b>	Prepares and administers drugs in various ways, either on his own or on the orders of a doctor	Oral, written (documenting the nursing process), practical (interpretation of the clinical situation)
	<b>SOCIAL COMPETENCIES:</b>	
D.K1.	Respects the dignity and autonomy of people entrusted to care	Observation, self-assessment, group assessment
D.K2.	Systematically enriches professional knowledge and shapes skills, striving for professionalism	Observation, self-assessment, group assessment
D.K3.	Observes the values, obligations and moral skills in care	Observation, self-assessment, group assessment
D.K4.	Demonstrates moral responsibility for people and the performance of professional tasks	Observation, self-assessment, group assessment
D,K5.	Respects the patient's rights	360-degree observation (teacher, patients, therapeutic team members)
D.K6	Reliably and accurately performs the entrusted professional duties	Observation, self-assessment, group assessment
D.K7.	Observes professional secrecy	Observation, self-assessment, group assessment
D.K8.	Works as part of an interdisciplinary team in solving ethical dilemmas in line with the principles of the code of professional ethics	360-degree observation (teacher, patients, therapeutic team members)
D.K9.	Is open to the development of his own and patient's subjectivity	Observation, self-assessment, group assessment
D.K.10	Shows empathy in the relationship with the patient, his family and colleagues	360-degree observation (teacher, patients, therapeutic team members)

**17 Programme Content****Number of hours 80**

	<b>Form of classes - internship</b>	<b>Number of hours – full-time</b>	<b>Number of hours - extramural</b>	<b>Odniesienie do efektów kształcenia</b>
PZ1	Organizational assumptions, practice goals, list of skills, evaluation criteria. Organization of the branch.	8		
PZ2	Standard of patient admission to the neurological ward. Documentation of the patient, ward.	8		
PZ3	Collecting information about the patient using known methods (observation, targeted interview, conversation, measurement, documentation analysis, information from members of the therapeutic team and family) for the purposes of nursing diagnosis and nurse participation in therapy.	8		D.U.1 D.U.26
PZ4	Diagnostic tests used in neurological diseases, preparation of the patient for examinations, nursing care for the patient after the examination.	8		D.U.9 D.U.27
PZ5	Therapeutic methods in the neurological ward, participation of a nurse, observation towards complications of the applied therapy.	8		D.U.5 D.U.10 D.U.20 D.U.33
PZ6	Establishing a nursing diagnosis, care planning, implementation and assessment of the effects of nursing activities in relation to a selected neurological patient, including education.	8		D.U.1 D.U.28
PZ7	The standard of nursing care for a life-threatening patient in neurology	8		D.U.26 D.U.32
PZ8	Prowadzenie edukacji zdrowotnej w oddziale neurologicznym. Przygotowanie pacjenta i jego rodziny do samoopieki i samopielęgnacji.	8		D.U.32
PZ9	Conducting health education in the neurological department. Preparing the patient and his family for self-care and self-care.	8		D.U.25

PZ10	Assessment of the implementation of the assumed goals and achieved learning outcomes. Student self-esteem.	8		
<b>Total number of hours:</b>		<b>80</b>		

### 18 Didactic tools/methods

1. Problem-activating methods; didactic discussion, case study
2. Practical methods - instruction, professional practice

### 19 Conditions for crediting professional internships Methods and criteria of assessment of the learning outcomes

The course ends with a credit with a grade.

Conditions:

- obligatory attendance at all classes (we work off absences after making arrangements with the teacher and the internship department),
- compliance with the internship regulations - written confirmation confirming that you have read them),
- obligatory aesthetic uniforms,
- punctuality,
- current completion of skills in accordance with the skill diary,
- conducting the nursing process (full documentation) in relation to the designated patient,
- passing obligatory subjects,
- participating in reports, reporting on duty hours.

#### **Criteria for assessing practical skills and social competences from apprenticeships**

Students carry out internships under the supervision of a tutor on the part of the institution (nurse - an employee of a given medical entity) and a tutor from the university.

The internship is credited by the tutor from the university in cooperation with the tutor from the institution.

#### **The method of verifying the effects:**

#### **Assessment of the achievement of the assumed effects in terms of knowledge and skills:**

- verbal criteria (description of the student's achievements by the tutor)
- a point scale included in the skill diary
- the student's self-assessment

#### **Criteria for knowledge and skills:**

- the accuracy of the assessment of the patient's condition
- the ability to recognize the needs and health problems of the patient
- the ability to plan care and evaluate care outcomes

- quality of care and treatment procedures (efficiency, correctness, accuracy, pace of performance, patient safety, compliance with algorithms and procedures)
- selection of techniques and work organization
- the ability to communicate with the patient, his family, members of the interdisciplinary team
- the ability to document nursing and healing activities

**Assessment of the assumed effects in the field of social competences:**

- opinions of the practice tutor, patients and nurses
- peer review, self-assessment

**Criteria for social competences:**

- self-esteem
- knowing your strengths and weaknesses
- responsibility for learning and personal development

**Criteria for knowledge and skills from apprenticeships;**

**How to perform the steps; Number of points for the level of activity performance - 2-1-0. according to;**

**Level 2 points;**

- Rules -follows the rules, proper technique and sequence of actions; 2 points
- Efficiency - performs the activities confidently and vigorously; 2 points
- Effectiveness - the procedure takes into account the patient's situation, achieves the goal; 2 points
- Independence - performs completely independent actions; 2 points
- Communicating with the patient - correct, independent, effective selection of content; 2 points
- Attitude - can critically evaluate and analyze their behavior, cooperates with the therapeutic team, full identification with the professional role; 2 points

**How to perform the steps; the level of performance of the activities in point 1; according to;**

**Level 1 points**

- Rules -follows the rules after targeting; point 1
- Efficiency - performs with little confidence, after a short reflection; point 1
- Effectiveness - does not always take into account the patient's health situation, achieves the goal after targeting point 1
- Independence -requires reminders and guidance in some activities, point 1
- Communicating with the patient - requires guidance and direction in selecting the content of point 1
- Attitude - has difficulties in critical evaluation and analysis of one's own conduct, in cooperation with the therapeutic team and in identification with a professional role - point 1

**How to perform the steps; the level of performance of activities, point 0; according to;**

- Rules -does not follow the rules, performs chaotic actions
- He performs his activities uncertainly, very slowly
- Effectiveness - does not take into account the individual situation of the patient, does not achieve the goal
- Independence requires constant guidance and recall in every action
- Communicating with the patient cannot maintain verbal contact with the patient

Attitude - is unable to critically assess and analyze its conduct, does not cooperate with the therapeutic team, does not identify with the professional role

**Score / grades: 12- points - very good; 11-10 good plus, 9-8 points - good; 7 -6 points - sufficient plus; 5 -4 points - satisfactory, 3-0 insufficient Observation of procedures in practice - pass**

**Criteria for the verification of learning outcomes achieved in the nursing process;**

The scope of execution;

The ability to collect and analyze data about the subject of care with the use of methods and tools: interview, observation, analysis of medical records, scales, tests for the needs of nursing; points - 0-1-2

The ability to use the collected information for the proper formulation of a nursing diagnosis

points - 0-1-2

Ability to define care goals points- 0-1-2

Planning of activities adequate to the health situation of the patient and family; points - 0-1-2

Implementation of planned activities in accordance with the current standards of providing nursing services, points - 0-1-2

Ability to evaluate the effects of planned nursing activities implemented points - 0-1-2

Using the correct nursing terminology points - 0-1-2

NOTE: Obtaining 0 points in any of the evaluation elements makes it impossible to successfully pass the nursing process. The evaluation scale

14 points - very good, 13 points - a good plus. 12 points - good, 11 points - sufficient plus, 10 points - satisfactory,

9 points and less insufficient

**20 Student workload**

Form of activity	average number of hours to complete the activity	
	Full-time	
Internship	80	-
Self-study	10	
<b>TOTAL</b>	<b>90</b>	<b>-</b>
<b>TOTAL NUMBER OF ECTS CREDITS</b>	<b>3</b>	

**21 Basic and supplementary literature**

**Basic literature:**

1. Sienkiewicz – Jarosz H.: Stany nagłe: neurologia. Medical Tribune Polska, Warszawa 2016.
2. Manno E.M.: Stany nagłe w intensywnej opiece neurologicznej. Wrocław 2014.
3. Kozubski W. : Neurologia. Kompendium. Wyd. 1, Wyd. Lekarskie PZWL, Warszawa 2014.
4. Kozubski W.: Neurologia. Tom 1-2. Wydawnictwo Lekarskie PZWL, Warszawa 2013.

5.	Prusiński A.: Neurologia praktyczna. Wyd. Lekarskie PZWL, Warszawa 2011.
6.	Czaja E., Pieczyrak-Brhel U., Stany zagrożenia życia w schorzeniach neurologicznych, w: Kózka M., Rumian B., Maślanka M. (red.), Pielęgniarstwo ratunkowe. Wydawnictwo Lekarskie PZWL, Warszawa 2013.
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8.	Kózka M., Płaszewska-Żywko L. (red.), Modele opieki pielęgniarskiej nad chorym dorosłym. Wydawnictwo Lekarskie PZWL, Warszawa 2010.
9.	Jaracz K. Pielęgniarstwo neurologiczne. Wydawnictwo Lekarskie PZWL, 2012
10.	Adamkiewicz B., Głabiński A., Klimek A.: Neurologia dla studentów wydziału pielęgniarstwa. Warszawa : Wolters Kluwer Polska Sp. z o.o., 2010.
11.	Adamczyk K.: Pielęgniarstwo neurologiczne. Wydawnictwo Czelej, Lublin 2000.
12.	Turowski K., Adamczyk K.: Procedury pielęgnowania w neurologii i neurochirurgii. Wydawnictwo NeuroCentrum, Lublin 2007.
13.	Adamczyk K.: Pielęgnowanie chorych po udarach mózgowych. Wydawnictwo Czelej, Lublin 2003.
<b>Supplementary literature:</b>	
1.	Ślusarz R., Szewczyk M.: Pielęgniarstwo w neurochirurgii. Wydawnictwo Borgis, 2006.
2.	Ślusarz R., Wybrane standardy i procedury w pielęgniarstwie neurochirurgicznym, Naczelna Izba Pielęgniarek i Położnych, Warszawa 2007.
3.	Szczudlik A. i wsp. Udar mózgu. Wydawnictwo UJ, Kraków 2007.
<b>Journals:</b>	
1	Magazyn Pielęgniarki i Położnej.
2	Neurologia i Neurochirurgia Polska.
3	Pielęgniarstwo XXI wieku.

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### I. GENERAL INFORMATION

**1 Name of the module**

**Obstetric and gynecological nursing**

**2 Name of the institution**

Faculty of Health Sciences, Department of Nursing

**3 Module Code**

**4 Content group**

Specialist care sciences

**5 Type of module**

obligatory

**6 Level of education**

First-cycle studies

**7 Number of ECTS credits**

**T: 4  
ZP:2**

**8 Level of the course**

elementary

**9 Year of studies, semester**

Year III rok, semester VI,  
Year IV, semester VII

**10 Number of hours per semester**

<i>Lect.</i>	<i>Class es.</i>	<i>Preac tical Class</i>	<i>Proje ct</i>	<i>Simulat ion</i>
30	26	76	-	4

**11 Number of hours per week**

<i>Lect.</i>	<i>Class es.</i>	<i>Practi cal Class</i>	<i>Simulat ion</i>
2	2	-	4

Full-time studies

Year III,  
Sem. VI

30

26

76

-

4

2

2

-

4

4

**12 Language of instruction: Polish**

**13 Lecturer (lecturers) dr n med. Iwona Gładysz mgr Barbara Cydejko**

### DETAILED INFORMATION

**14 Access requirements**

1. Completion of the subject "Anatomy and human physiology" and "Pathology", "Psychology", „Health promotion"

**15 Objectives of the course**

Gaining the knowledge necessary to carry out tasks in the field of care for a pregnant woman, giving birth, obstetrician and a woman with a gynecological disease.

**16 Field-specific learning outcomes in terms of knowledge, skills and social competences**

No.	A student who successfully passed the course, can:	Method of verification of the learning outcomes
DW.21	Indicates the principles and goals of pre-conception care, principles and standards of perinatal care in accordance with the recommendations of WHO, PTG, KUKP	Written and oral control in academic and clinical conditions
DW.6	He discusses the principles of planning care for a	Written and oral control in

	physiological pregnant woman and puerperium	academic and clinical conditions	
DW 22.	Characterizes the mechanism and periods of physiological delivery	Written and oral control in academic and clinical conditions	
DW 23	Discusses the principles of planning care for a pregnant woman in selected pathological conditions: pregnancy-induced hypertension, gestational diabetes, infections and infections in pregnancy, threat of premature birth	Written and oral control in academic and clinical conditions	
DW23	Characterizes the stages of lactation. Can recognize and evaluate the physiology of lactation	Written and oral control in academic and clinical conditions	
DW23	Knows and applies methods of solving lactation problems	Written and oral control in academic and clinical conditions and the conditions of medical simulation with the use of the ICNP program	
DW 20	Characterizes the basics of caring for a newborn and premature baby	Written and oral control in academic and clinical conditions	
DW19	Discusses the pathophysiology and clinical symptoms of diseases and life-threatening conditions in a newborn and premature infant	Written control, nursing process, verification in academic, clinical and medical simulation conditions	
DW20	Explains the essence of transitional states in a newborn	Written control - sets of questions, nursing process, performance of activities, analysis of the clinical situation, academic, clinical and medical simulation	
DW24	Identifies the etiopathogenesis of gynecological diseases.	Written control - sets of questions, nursing process, performance of activities, analysis of the clinical situation, academic, clinical and medical simulation	
DW7	Knows the types of diagnostic tests and has knowledge of the procedure and preparation of the patient for them.	Written control - sets of academic and clinical questions	
DW50.	Describes the essence of the goal of health promotion and cancer prevention for a woman in particular periods of her life.	Written control - sets of questions, oral control, performance of activities, in academic, clinical and medical simulation conditions	
DU 12 DU27	Can recognize indications for specific diagnostic tests. He is able to prepare the patient for them and, if necessary, assist during them.	Oral and written control - sets of questions, documented nursing process, verification in academic, clinical and medical simulation conditions	
DU 1	Collects information using the method of interview, observation, direct and indirect measurements (scales), documentation analysis (including the analysis of diagnostic tests, in order to diagnose the patient's health condition and formulate a nursing diagnosis;	Oral, written, practical performance of activities for the purpose of data collection - documented verification in academic, clinical and medical	



DU 3	Plans to care for a patient during the conceptual period.	simulation conditions Oral and written control, execution, for verification in academic, clinical and medical simulation conditions, interpretation of the clinical situation	
DU 9	Indicates vaginal ph.	Oral and written control, performance of activities, analysis of test results for verification in academic, clinical and medical simulation conditions	
DU 2	Develops a care plan for a pregnant and obstetric woman after physiological delivery and cesarean section.	Oral and written control, case study - nursing process, verification in academic, clinical and medical simulation conditions	
DU 4	Helps in solving lactation problems.	Oral and written control, case study - nursing process, verification in academic, clinical and medical simulation conditions	
DU 28 DU29	Proposes a care plan for a woman with gynecological diseases, including cancer.	Oral and written control, case study - nursing process, verification in academic, clinical and medical simulation conditions	
<b>SOCIAL COMPETENCES</b>			
D.K2.	Systematically enriches professional knowledge and shapes skills, striving for professionalism	Self-assessment	
D.K4	Demonstrates moral responsibility for people and the performance of professional tasks	Self-assessment	
D.K5.	Respects the patient's rights	Group evaluation	
D.K6.	Reliably and accurately performs the entrusted professional duties	Observation verification in academic, clinical and medical simulation settings	
D.K8.	Cooperates as part of an interdisciplinary team in solving ethical dilemmas in accordance with the principles of the code of professional ethics		
D.K.10	Shows empathy in the relationship with the patient, his family and colleagues		

## 17 Program content

	Form of classess - lectures	Number of hours	Reference to field-specific learning outcomes
W	Aims and tasks of preconceptual care	2	DW 21, DW6
W	The periods of a woman's life	4	DW 6, DW22,DW24
W	Pregnancy physiology.	4	DW23

W	Physiological delivery	4		DW22
W	Cares for an obstetrician in physiological puerperium.	4		DW22,DW23
W	Pathophysiology and clinical symptoms of diseases and life-threatening conditions in a newborn.	4		DW20,DW19
W	Pathology of the reproductive organ - inflammation, infections.	4		DW24
W	Diseases of the reproductive organs.	4		DW 24
<b>Total number of hours 30</b>				
	<b>The range of issues to be implemented within the hours without the participation of an academic teacher.</b>			
1.	Composition of breast milk The activities of KUKP.	2		DW22,DW23 ,DW21,DW6
2.	Regulation of the Ministry of Health "Standard of perinatal care" Obstetric anatomy	4		DW21,DW6
3.	Systemic changes during pregnancy. Organization of care for a pregnant woman.	4		DW22,DW24
	<b>Total number of hours</b>	<b>10</b>		
<b>Form of classes - classes</b>				
		<b>Number of hours</b>		<b>Reference to field-specific learning outcomes</b>
ĆW1	Standard of perinatal care. Preconception advice.	1		DU3
ĆW2	Lifestyle during the pregnancy.	1		DU2
ĆW3	Mechanism of physiological delivery - care for a woman in labor.	2		DU2,DU3
ĆW4	Caring for a newborn baby	2		DU4,DU7

	immediately after delivery. STS implementation.			
ĆW5	Care for a obstetrician and her family after childbirth.	2		DU2, DU4
ĆW6	Nurse educational activities related to breastfeeding.	2		DU2,DU4
ĆW7	Lactation problems.	1		DU4
ĆW8	Birth defects of the female genital organs.	1		DU28,DU29
ĆW9	Infections of the female genital organs.	2		DU28,DU29,DU12, DU27
ĆW 10	Disorders of the statics of the sexual organ.	2		DU28,DU29
ĆW 11	Sterility. Infertility diagnosis.	2		DU28
ĆW 12	Birth control.	2		DU3,DU1
ĆW 13	Division of tumors of the reproductive organ.	2		DU28,DU29
ĆW 14	Nurse's tasks in the prevention of neoplastic diseases of the reproductive organ.	2		DU28,DU29
ĆW 15	Gynecological diagnostics	2		DU12,DU27
	OSCE Exam			

Total number of hours: **26**

	<b>Form of classes – Practical Classes</b>	<b>Number of hours</b>	<b>Reference to field-specific learning outcomes</b>
ZP1	Acquainting with the topography and work organization of the Gin-Obstetrics department, Health and Safety Regulations. (Participation in OSH training organized by a health care facility) Prevention of nosocomial infections in the Department of Gin-Obstetrics.	2	DU1, DU2,
ZP2	Participating in admitting a patient to the Gin-Obstetrics Department. Establishing contact with the patient and her family. Observation of the patient's adaptation process to hospital conditions.	8	DU1, DU2
ZP3	Keeping obstetric and nursing documentation applicable in the Gin - Obstetrics Department	6	DU1,DU2,DU3

ZP4	Care for the birthing child taking into account WHO recommendations and the Standard of Perinatal Care	8	DU3, DU2,DU24,DU25,DU26,DU27, DU27, DU28,DU29 DU32,DU33
ZP5	Recognizing changes in puerperium, care for the obstetrician.	8	DU2,DU3, DU32
ZP6	Preparing a patient for a caesarean section. The process of nursing an obstetrician after caesarean section.	8	DU3 DU2,DU24,DU25,DU26,DU27, DU27, DU28,DU29 DU32,DU33
ZP7	Observation and nursing of a mature or term-born newborn.	8	DU3 DU2,DU24,DU25,DU26,DU27, DU27, DU28,DU29 DU32,DU33
ZP8	Nursing and preparation for the self-care of pregnant women with miscarriage and threat of premature birth.	8	DU3 DU2,DU24,DU25,DU26,DU27, DU27, DU28,DU29 DU32,DU33
ZP9	Natural feeding - solving the most common problems related to lactation.	8	DU3 DU2,DU24,DU25,DU26,DU27, DU27, DU28,DU29 DU32,DU33
ZP10	Mental disorders in puerperium.	4	DU 31,DU3 DU2,DU24,DU25,DU26,DU27, DU27, DU28,DU29 DU32,DU33
<b>Total number of hours:</b>			<b>76</b>

### 18 Didactic tools/methods

1. Expository method - lecture
2. Practical methods - exercises, practical classes, medical simulations
3. Problem method - discussion
4. Exposing methods - demonstration
5. Activating method; case method, event scenarios (medical simulation, standardized patient).
6. Problem and activating methods; guided self-education.

### Methods of assessment (F – forming; S – summarizing)

1. Lectures; message test, written message test

Knowledge test, practical skills test.

Practical; participant observation, solving problem situations of patients, evaluation of the documentation kept, practical skills test, oral knowledge test. Written and oral report - roster report.

Completion of practical classes: Development of written recommendations and guidelines for a nursing mother

Classes at the Monoprofile Medical Simulation Center; debriefing - (formulating feedback, report, report). 4 hrs. practical

**Assessment of the achievement of the assumed learning outcomes in terms of knowledge;**

**Criteria for evaluating messages (rating scale - very good, good plus, good, sufficient plus, satisfactory, insufficient)**

1. Very good - mastering the entire material, presenting knowledge in a logical system, properly understanding generalizations and relationships between them and explaining phenomena, independent use of the theory in practice. Using the correct language, style and scientific terminology.

2. A good plus - mastering the entire material, combining knowledge into a logical whole, explaining the relationship between the occurring phenomena, independent use of the theory in practice with little guidance by the teacher. Using medical terminology.

3. Good - Mastering the curriculum material, combining knowledge into a logical whole, understanding generalizations and relationships between miniatures, applying theoretical and practical knowledge with the help of the teacher. Using correct language and scientific terminology.

4. A sufficient plus - mastering the curriculum material, binding knowledge, demonstrating the logical relationship between phenomena with the help of the teacher. The use of theoretical knowledge in practice after guidance by the teacher. The language is correct. Using medical terminology.

5. Sufficient - mastering the content of the curriculum to the basic content, difficulties in combining them into a logical whole. Using theoretical knowledge in practice with the help of the teacher. The language moves, the style is clumsy.

6. Insufficient - no program knowledge, no understanding of generalizations, the ability to explain phenomena and relationships between them, numerous and serious mistakes, clumsy style, difficulties in formulating answers.

Oral message test - includes one randomly selected question for which the student may receive a very good grade - 3 points; good plus - 2.5 points; good - 2.0 points; 1.5 points plus ; 0.5 and less - insufficient.

Written message test - includes open-ended questions with an extended answer. For the full answer, the student receives 1 point for only 0.5 points.

Assessment ; sufficient - 51-60%; 61-70% sufficient plus; 71-80% good; 81-90% good plus; 91-100% very good.

Test, written colloquium.

The test consists of 40 questions; single choice, multiple choice, requiring a short

answer, for a correct answer is given 1 point). Assessment ; satisfactory - 60%; 61-70% sufficient plus; 71-80% good; 81-90% good plus; 91-100% very good.

## 20 Student workload

Form of assessment	Average number of hours to complete the activity
Contact hours with the teacher	60 Theory + 80 Practical Classes
Self-study	10
Student's own work	30
<b>TOTAL</b>	<b>180</b>
<b>TOTAL NUMBER OF ECTS FOR THE COURSE</b>	<b>6</b>

## 21 Basic and supplementary literature

### Basic literature:

1. G. Bręborowicz ; Położnictwo i ginekologia PZWL 2016 Tom I i II
2. C. Łepecka – Klusek :Pielęgniarstwo we współczesnym położnictwie i ginekologii. Wydawnictwo Czelej 2015 r
3. A. Bałanda : Opieka nad noworodkiem PZWL 2016

### Supplementary literature:

1. G.J.Iwanowicz –Palus : Alternatywne metody opieki okołoporodowej

### Journals:

- 1 Magazyn Pielęgniarki i Położnej.
- 3 Pielęgniarstwo XXI wieku.

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### I. GENERAL INFORMATION

**1 Name of the course**

**Palliative Care**

**2 Name of the institution**

Faculty of Health Sciences, Department of Nursing

**3 Module Code**

12.6 I 3-4/6-7  
D003;D005;D006

**4 Content group**

*Specialist care sciences*

**5 Type of module**

*obligatory*

**6 Level of education**

**7 Number of ECTS credits**

Lecture/class: 4  
Practical Classes: 1

**8 Level of the course**

*Inter-mediate*

**9 Year of studies, semester**

**10 Number of hours per semester**

**11 Number of hours per week**

<i>Lect.</i>	<i>Clas s</i>	<i>Practica l class</i>	<i>Simulatio n</i>	<i>Proj.</i>	<i>Lect.</i>	<i>Clas s</i>	<i>Practica l class</i>	<i>Simul</i>	<i>Proj.</i>
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<i>Year III, semester VI</i>	<b>15</b>	<b>11</b>		<b>4</b>	<b>1</b>	<b>1</b>		<b>4</b>	
<i>Year IV, semester VII</i>			<b>36</b>	<b>4</b>			<b>40</b>	<b>40</b>	

**12 Language of instruction: Polish**

**13 Lecturer (lecturers)** Dr n. med. Aneta Stanisławek, dr Agnieszka Korol

### DETAILED INFORMATION

**14 Access requirements**

1. Knowledge of basic and social sciences and the basics of nursing care in nursing - first-cycle studies.
2. The knowledge gained in the previous vocational education and self-education in the field of: anatomy, physiology, pathophysiology, ethics, psychology and sociology.
3. Demonstration of the following skills: communication, problem recognition and patient care planning, characterized by a state of reflective balance.
4. Attitude showing respect for human autonomy and dignity.

**15 Objectives of the course**

Acquiring by the student knowledge, skills and shaping attitudes enabling professional nursing care for terminally ill patients, their families and caregivers

**16 14. Field-specific learning outcomes in terms of knowledge, skills and social competences**

<b>No.</b>	<b>A student who successfully passed the course, can:</b>	<b>Method of verification of the learning outcomes</b>
<b>D.W4</b>	knows the rules of assessing the patient's condition depending on age	Oral and written control, documentation of the nursing process
<b>D.W5</b>	knows the principles of diagnosis in palliative care	Oral and written control, documentation of the nursing process
<b>D.W6</b>	knows the principles of planning care for patients depending on age and health condition	Oral and written control, documentation of the nursing process
<b>D.W8</b>	characterizes the groups of drugs and their effects on the systems and organs of the patient in various diseases, depending on the age and health condition, including side effects, interactions with other drugs and administration routes	Oral and written control, documentation of the nursing process
<b>D.W9</b>	characterizes the techniques and nursing procedures used in the care of the patient depending on the patient's age and health condition	Oral and written control, documentation of the nursing process
<b>D.W11</b>	differentiates the patient's reactions to the disease and hospitalization depending on his age and health condition	Oral and written control, documentation of the nursing process
<b>D.W12</b>	knows the role of a nurse in admitting a patient to a medical entity, depending on the age and health condition of the patient	Oral and written control, documentation of the nursing process
<b>D.W14</b>	knows the specific rules of palliative care organization	Oral and written control, documentation of the nursing process
<b>D.W50</b>	knows the pathophysiology, clinical symptoms and complications of neoplastic diseases	Oral and written control, documentation of the nursing process
<b>D.W51</b>	knows the procedure for dealing with the body of a deceased patient	Oral and written control, documentation of the nursing process
<b>D.W52</b>	knows the types of diagnostic tests and has knowledge of ordering them	Oral and written control, documentation of the nursing process



<b>D.U1.</b> collects information, forms a nursing diagnosis, sets goals and a care plan, implements nursing interventions, and evaluates care	Oral and written control, documentation of the nursing process
<b>D.U4.</b> motivates patients and their caregivers to join social support groups	Oral control (oral answer) Practical control (interpretation of the clinical situation)
<b>D.U8.</b> diagnoses the degree of risk of developing pressure ulcers and carries out their qualification	Oral and written control, documentation of the nursing process
<b>D.U19.</b> conducts enteral and parenteral nutrition for adults and children	Oral control (oral answer) Practical control (interpretation of the clinical situation)
<b>D.U.22.</b> conducts a therapeutic conversation	Oral and practical control (interpretation of the clinical situation)
<b>D.U26.</b> provides information about the patient's health to members of the therapeutic team	Oral and written control, documentation of the nursing process
<b>D.U.28</b> keeps records of patient care	Oral and written control, documentation of the nursing process
<b>D.U29.</b> assesses the level of pain, the patient's reaction to pain, pain intensity and applies pain management	Oral and practical control, interpretation of the clinical situation
<b>D.U30.</b> creates conditions for the patient to die in dignity	Oral and practical control, interpretation of the clinical situation
<b>D.U32.</b> adjusts nursing interventions to the type of nursing problems	Oral and written control, analysis of individual case documentation
<b>D.U33.</b> prepares and administers medications in various ways, either independently or on the orders of a physician	Oral and practical control, interpretation of the clinical situation
<b>D.U34.</b> He can recognize the indications for specific diagnostic tests and has the skills to issue referrals for specific diagnostic tests	Oral and written control, verification

	of medical records
<b>D.U35.</b> He can prepare records of prescription forms of medicinal substances in consultation with a physician or on his order	Oral and written control, analysis of individual case documentation
<b>D.K1.</b> respects the dignity and autonomy of people entrusted to care	Oral and written control, analysis of individual case documentation
<b>D.K2.</b> Systematically enriches professional knowledge and shapes skills, striving for professionalism	Oral and written control, analysis of individual case documentation
<b>D.K3.</b> observes the values, obligations and moral skills for the human being and performs professional tasks	Oral and practical control, interpretation of the clinical situation
<b>D.K4.</b> Demonstrates moral responsibility for people and the performance of professional tasks	Oral and practical control, interpretation of the clinical situation
<b>D.K5.</b> respects the rights of the patient	Oral and written control, documentation of the nursing process
<b>D.K6.</b> reliably and accurately performs the entrusted professional duties	Oral and written control, documentation of the nursing process
<b>D.K7.</b> He observes professional secrecy	Oral and practical control, interpretation of the clinical situation
<b>D.K8.</b> cooperates as part of an interdisciplinary team in solving ethical dilemmas in line with the principles of the code of professional ethics	Oral and practical control, interpretation of the clinical situation
<b>D.K9.</b> is open to the development of his own and the patient's subjectivity	Oral and written control, analysis of individual case documentation
<b>D.K10.</b> demonstrates empathy in relations with the patient, his family and colleagues	Oral and written control, analysis of individual case documentation

## 17 Program content

Form of classes - lectures	Number of hours	Reference to field-specific learning outcomes
W1 Organizational and introductory lecture.	1	D.W6.,D.W9
W2 Organization and development of	2	D.W14. D.W12

palliative and hospice care.		
W3 Holistic care for a palliative patient.	3	D.W4.D.W5. D.W6.D.W9. D.W.50, D.W52
W4 Cancer pain and rules of procedure	3	D.W8.D.W9.D.W.50
W5 The patient's reactions to cancer diagnosis	2	D.W11.
W6 A dying patient's rights	2	D.W11.
W7 Ethical problems of palliative care.	2	D.W6.D.K1
<b>Number of hours</b>	<b>15</b>	
<b>the scope of issues to be implemented within hours without the supervision of an academic teacher</b>	<b>Number of hours</b>	<b>Reference to field-specific learning outcomes</b>
S1 Acquainting with organizations and institutions operating in the field of palliative care	5	D.W14.
S2 Quality of life of palliative patients	5	D.U1.,D.U4.,D.U30., D.U19., D.U34
S3 Eliminating undesirable symptoms on the part of individual systems.	10	D.W4.,D.W5.,D.W50.,D.U8.,D.U22.,D.U35
S4 The process of nursing patients under palliative care	5	D.W5.,D.W6.,D.W9.,D.U1.D.U26.,
S5 All-consuming pain - nurse's tasks	5	D.W4.,D.U26.,D.U28.,D.U29.,
<b>Number of hours</b>	<b>30</b>	
<b>Form of classes - classes</b>	<b>Number of hours</b>	<b>Reference to field-specific learning outcomes</b>
ĆW1 Exercises introducing the issues of the subject, discussing the form and topics of classes, assigning topics of work.	1	
ĆW2 Genesis and development of palliative care.	1	D.W14.

ĆW3 Characteristics of care for a palliative patient.	2	D.W4.,D.W5., D.W6.,D.U28.,D.U32.
ĆW4 Fighting ailments from other systems accompanying cancer in its terminal stage.	2	D.W4.,D.W5., D.W6.,D.W9., D.U8.,D.U29.D.U33.,D.U34.
ĆW5 The role of the interdisciplinary team in the care of a palliative patient.	1	D.U26.,
ĆW6 Interpersonal communication with the patient and his family.	2	D.K10.,
ĆW7 Quality of life and care for a palliative patient.	2	D.U29.,D.U30., D.K5.
ĆW8 Palliative care for a small patient and his family.	2	D.W4.,D.W6., D.K10.,D.U30.
ĆW9 Support during the period of mourning and bereavement.	1	D.U22.,D.K3.,D.K10.
ĆW10 Passing the classes - test	1	
<b>Number of hours</b>	<b>15</b>	
<b>Form of classes – practical classes</b>	<b>Number of hours</b>	<b>Reference to field-specific learning outcomes</b>
ZP1 Getting to know the topography of the ward, organization of the ward and patient profile	8	D.U1.
ZP2 Getting to know the procedures used in palliative care	8	D.U1.,D.K1.,D.K3.,D.K5., D.K6.,D.K9.,
ZP3 The process of nursing a patient in the terminal phase of the disease	8	D.U19. D.U26., D.U28.,D.K4.,
ZP4 The process of nursing a dying sick person. Posthumous toilet, application of the procedure for dealing with the body of the deceased.	8	D.U19., D.U26., D.U28.,D.K3.,
ZP5 Provision of family care i relatives of the sick person	8	DU22,DK10.,D.K2., D.K7.,D.K8.,

**Number of hours**

**40**

### **18 Didactic tools/methods**

1. Expository method - lecture

2. Practical methods – classes, practical classes, medical simulations

3. Problem method - discussion

4. Exposing methods - multimedia presentations. screening, educational films

5. Activating methods - case method, event scenarios (medical simulation, standardized patient)

6. Problematic and activating methods: guided self-education.

### **19 Methods of assessment (F – forming; S – summarizing)**

Lectures – oral exam, essay

Classes – oral and written exam

Practical classes - participant observation, solving problematic situations of patients, evaluation of the documentation kept, practical skills test, oral knowledge test, written and oral report - report on duty hours.

Classes at the Monoprofile Medical Simulation Center; debriefing - (formulating feedback, report, report).

**Assessment of the achievement of the assumed learning outcomes in terms of knowledge; Criteria for evaluating messages (rating scale - very good, good plus, good, sufficient plus, satisfactory, insufficient)**

1. Very good - mastering the entire material, presenting knowledge in a logical system, properly understanding generalizations and relationships between them and explaining phenomena, independent use of the theory in practice. Using the correct language, style and scientific terminology.
2. A good plus - mastering the entire material, combining knowledge into a logical whole, explaining the relationship between the occurring phenomena, independent use of the theory in practice with little guidance by the teacher. Using medical terminology.
3. Good - Mastering the curriculum material, combining knowledge into a logical whole, understanding generalizations and relationships between miniatures, applying theoretical and practical knowledge with the help of the teacher. Using correct language and scientific terminology.
4. A sufficient plus - mastering the curriculum material, combining knowledge, demonstrating the logical relationship between phenomena with the help of the teacher. Use of theoretical knowledge in practice after guidance by the teacher. The language is correct. Using medical terminology.
5. Sufficient - mastering the content of the program to the basic content, difficulties in combining them into a logical whole. The use of theoretical knowledge in practice with the help of the teacher. The language moves, the style is clumsy.
6. Insufficient - no program knowledge, no understanding of generalizations, the ability to explain phenomena and relationships between them, numerous and serious mistakes, clumsy style, difficulties in formulating answers.

Oral test - includes one randomly selected question for which the student may receive a very good grade - 3 points; good plus - 2.5 points; good - 2.0 points; 1.5 points plus ; 0.5 and less -

insufficient.

**Criteria for the evaluation of the essay;**

1. Content consistent with the topic of the essay - 6 points
2. Content based on current nursing knowledge (based on scientific research), humanities -5 points
3. Ability to analyze literature, independence, originality of thinking - 4 points.
4. Proper citation of the literature -2 points.
5. Correct literature list -2 pts.
6. Logical layout of the essay -2 points
7. Personal reflection on the issue and defense of your own point of view - 2 points
8. Editorial correctness of the essay - 2 points

Ratings - very good - 25-24 points; good plus- 23-22 points; good - 21-20 points; satisfactory plus 19-18 points - satisfactory 17-16 points 15 points and below insufficient.

**Criteria for assessing practical skills and attitude during practical classes;**

Professional attitude (Score scale; 0-10 points)

1. Awareness of gaps in knowledge and skills and striving to supplement them.
2. Caring for personal development.
3. Proceeding in accordance with the applicable procedures.
4. Maintaining professional secrecy.
5. Showing respect to patients.
6. Individual treatment of the patient
7. Showing righteousness, honesty and integrity in the implementation of the practice, in order to emphasize professional professional attitude.

**Criteria for assessing practical skills and attitude during practical classes;**

**How to perform the steps;**

Number of points for the level of activity performance - 2-1-0. according to;

Level 2 points;

Rules -follows the rules, proper technique and sequence of actions; 2 points

Efficiency - performs the activities confidently and vigorously; 2 points

Effectiveness - the procedure takes into account the patient's situation, achieves the goal; 2 points

Independence - performs completely independent actions; 2 points

Communicating with the patient - correct, independent, effective selection of content; 2 point

Attitude - can critically evaluate and analyze their behavior, cooperate with the therapeutic team, full identification with the professional role; 2 points

**How to perform the steps;**

Number of points for the level of activity performance; according to;

Level 1 points

Rules -follows the rules after targeting; point 1

Efficiency - performs with little confidence, after a short reflection; point 1

Effectiveness - does not always take into account the patient's health situation, achieves the goal after targeting point 1

Independence -requires reminders and guidance in some activities point 1

Communicating with the patient - requires guidance and direction in selecting the content of point 1

Attitude - has difficulties in critical evaluation and analysis of one's own conduct, in cooperation with the therapeutic team and in identification with a professional role - point 1

How to perform the steps; the level of performance of activities, point 0; according to;

Rules -does not follow the rules, performs erratically

He performs his activities uncertainly, very slowly

otrzymać ocenę

0,5 i mniej – nie

**Sprawdzian wi**

pełną odpowiedź

Oceny ; dostatec

100% bardzo do

**Test wiadomości**

Test składa się z

odpowiedzi , pyt

; dostateczna – 5

bardzo dobry.

**Kryteria oceny**

1.

2.

3.

4.

5.

6.

7.

8.

**Ocena założony**

**Kryteria oceny**

**pielęgniarskich**

Student;

1.Poda cel , wsk

zabiegu zgodnie

Effectiveness - does not take into account the individual situation of the patient, does not achieve the goal

Independence requires constant guidance and recall in every action

Communicating with the patient cannot maintain verbal contact with the patient

Attitude - is unable to critically assess and analyze its conduct, does not cooperate with the therapeutic team, does not identify with the professional role

Score / grades: 12– points - very good; 11-10 good plus, 9-8 points - good; 7 -6 points - sufficient plus; 5 -4 points - satisfactory, 3-0 insufficient Observation of procedures in practice – pass

### **Criteria for the verification of learning outcomes achieved in the nursing process;**

#### **The scope of execution;**

Ability to collect and analyze data about the subject of care with the use of methods and tools: interview, observation, analysis of medical records, scales, tests for the needs of nursing; points - 0-1-2

The ability to use the collected information for the proper formulation of a nursing diagnosis points - 0-1-2

Ability to define care goals points– 0-1-2

Planning activities adequate to the health situation of the patient and family; points - 0-1-2

Implementation of planned activities in accordance with the current standards of providing nursing services, points - 0-1-2

Ability to assess the effects of planned nursing activities implemented points - 0-1-2

Using the correct nursing terminology points - 0-1-2

NOTE: Obtaining 0 points in any of the evaluation elements makes it impossible to successfully pass the nursing process. The evaluation scale

14 points - very good, 13 points - a good plus. 12 points - good, 11 points - sufficient plus, 10 points - satisfactory,

9 points and less - insufficient

### **Criteria for assessing practical skills and attitude during classes in Laboratories of the Monoprofile Medical Simulation Center;**

#### **In the field of knowledge;**

- knows high-fidelity, intermediate and low-fidelity equipment,
- knows the rules of constructing feedback based on description, analysis and implementation,
- understands the importance of soft skills to work properly in a team and the impact on the prevention of adverse events in medicine,

In terms of skills;

- properly use the equipment during classes,
- knows how to construct advanced feedback based on description, analysis and implementation,
- knows how to consciously use theoretical and practical knowledge.

#### **In the field of social competences;**

- cooperates in the group, takes responsibility for the actions taken,
- uses the acquired knowledge about soft skills in team work,
- aware of the need to constantly replenish knowledge and skills.

Continuous evaluation through feedback from actions taken and debriefing.

### **Methods and criteria for the assessment of learning outcomes at MCSM;**

Self-assessment and evaluation by a medical simulation instructor in the field; knowledge, implementation of medical procedures (check list), team cooperation, team management. Scale of grades assigned to the entire subject.

**Forms and conditions for passing the course;**

The subject ends with a credit with a grade (oral exam)

Conditions for passing the course and admission to the exam;

Lectures; oral test

Oral exam

Practical; obligatory attendance at all classes, passing skills according to the skill diary.

Current assessment of the binding topics of practical classes.

Keeping individual patient records.

Participating in nursing reports.

Reporting (written and oral) in student groups, summarizing the duty and handing over the duty and receiving the duty.

Completion of a written essay on issues to be completed without the participation of an academic teacher.

**20 Student workload**

Forms of activity	Average number of hours to complete the activity
<b>Full-time studies</b>	
Contact hours with the teacher	70
Self-study	50
Student's own work	30
<b>TOTAL</b>	<b>150</b>
<b>TOTAL NUMBER OF ECTS FOR THE COURSE</b>	<b>5</b>

**21 Basic and supplementary literature****Basic literature:**

- 1 De Walden –Gałuszko K. Podstawy Opieki Paliatywnej. PZWL. Warszawa 2006
2. Kinghorn S.,Galnes S. Opieka paliatywna. Elsevier Urban&Partner. Wrocław 2011
- 3.Watson M. (red) Opieka Paliatywna. Elsevier Urban&Partner. Warszawa 2011 Elsevier Urban&Partner. Wrocław 2011
4. Adamczyk A.,Buczowski K.Opieka Paliatywna.PZWL 2009
5. De Walden –Gałuszko K., Kaptacz A.Pielęgniarstwo w opiece paliatywnej i hospicyjne Pielęgniarstwo w opiece paliatywnej i hospicyjne. PZWL 2008
6. Krasuska M.E., Stanisławek A., Turowski K. (red.): Standardy w opiece onkologicznej i opiece paliatywnej. Wyd. NeuroCentrum, Lublin 2003.
7. Ślusarska B., Zarzycka D., Zahradniczek K.: Podstawy pielęgniarstwa. Tom I i II, Wyd. Czelej, Lublin 2004.
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9. Fray S. T.: Etyka w praktyce pielęgniarstwa. Wyd. PTP, Warszawa 2009.
- 10.Malec-Milewska M., Krajnik M., Wordliczek J.: Chory na nowotwór – kompendium leczenia bólu. Wydanie 1, Wyd. Medical Education, Warszawa 2013.
- 11.Murray S.C.: W jaki sposób uniknąć uporczywej terapii w opiece paliatywnej? Medycyna Paliatywna w Praktyce 4, 2. Via Medica 2010.
- 12.Wieczorek - Chełmińska Z.: Żywnienie w chorobach nowotworowych. Wydanie 1, Wyd. Lek. PZWL, Warszawa 2006.
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- 14.Korzeniewska - Eksterowicz A., Młynarski W.(red.): Wybrane zagadnienie pediatrycznej opieki paliatywnej. Wyd. Uniwersytet Medyczny w Łodzi, Łódź 2011



15. Ustawa o zawodach pielęgniarki i położnej z dnia 15 lipca 2011 r. (Dz. U. z dnia 23 sierpnia 2011 r.)
16. Dzierżanowski T., Krajewska-Kułak E., Krzyżanowski D., Cybulski M.: Opieka paliatywna. Wyd. Difin, Warszawa 2018
17. Wordliczek J., Krajnik M., Malec-Milewska M.: Chory na nowotwór, kompendium postępowania w wybranych sytuacjach klinicznych. Wyd. Medical Education, Warszawa 2016.
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19. De Walden-Gałuszko K., Ciałkowska-Rysz A.: Medycyna paliatywna. Wyd. PZWL, Warszawa 2015
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21. De Walden-Gałuszko K., Psychoonkologia w praktyce klinicznej, Wydawnictwo PZWL, Warszawa 2011.
<b>Supplementary literature:</b>
1. Dangel T.: <i>Opieka paliatywna nad dziećmi</i> . Fundacja Warszawskie Hospicjum dla Dzieci, Warszawa 2007
2. Krakowiak P.: <i>Zdążyć z prawdą: o sztuce komunikacji w hospicjum</i> . Fundacja Hospicyjna, Gdańsk 2006
3. Jarosz J.: <i>Leczenia bólów nowotworowych</i> . Wyd. Czelej, Lublin, 1997
4. <i>Leczenie bólu nowotworowego i opieka paliatywna nad dziećmi</i> . Warszawskie Hospicjum dla dzieci . Media Rodzina 2001
5. Kubler-Ross E. <i>Rozmowy o śmierci i umieraniu</i> . 1998 tłum I. Doleżał-Nowicka, Medi Rodzina, Poznań 1998
6. De Walden-Gałuszko K. <i>U kresu</i> Wyd. Medyczne Mak Med. 2000
7. Dzierżanowski T. <i>Zimne wody Styksu</i> . Termedia Wydawnictwa medyczne. Poznań 2011
8. Kubler-Ross E. <i>Życiodajna śmierć</i> . Drukarnia i Księgarnia Św. Wojciecha. Poznań 2005
9. Malec-Milewska M., Krajnik M., Wordliczek J. (red.) <i>Chory na nowotwór: kompendium leczenia bólu</i> . Medical Education, Warszawa 2013
10. Malec-Milewska M., Krajnik M., Wordliczek J. (red.) <i>Chory na nowotwór: kompendium leczenia somatycznych objawów towarzyszących</i> . Medical Education, Warszawa 2015
11. De Walden – Gałuszko K. Majkowicz M., <i>Ocena jakości opieki paliatywnej w teorii i praktyce</i> . Wydawnictwo Uniwersytetu Gdańskiego, Gdańsk 2000.
12. Roan G., <i>Etyka Lekarska- problemy filozoficzne</i> tłum. Alichniewicz A., Szczęsa A. PZWL, Warszawa 1997
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14. De Walden Gałuszko K. <i>Wybrane zagadnienia psychoonkologii i psychotematologii</i> Wyd. Uniwersytetu Gdańsk 1993
15. De Walden– Gałuszko K., Majkowicz M. <i>Model oceny jakości opieki paliatywnej realizowanej w warunkach ambulatoryjnych</i> . Wydawnictwo AMG, Gdańsk 2000.
16. De Walden– Gałuszko K., Majkowicz M. <i>Model oceny jakości opieki paliatywnej realizowanej w warunkach stacjonarnych</i> . Wydawnictwo AMG, Gdańsk 2001.
17. Dunn N, Clemens K.E., Filbet M. i wsp. (red. ) <i>Opowieści o raku</i> . Sztuka komunikacji w opiece onkologicznej. Via Medica, Gdańsk 2007.
18. Aleksander H., <i>Doświadczenie żałoby</i> . W drodze. Poznań 2001.

19. Dangel T. Zaniechanie i wycofanie się uporczywego leczenia podtrzymującego życie u dzieci, Polskie Towarzystwo Pediatryczne, Warszawa 2011

20. Sęk H. Wypalenie zawodowe – przyczyny i zapobieganie. Wydawnictwo naukowe PWN 2004

**Journals:**

1. Medycyna Paliatywna
2. Medycyna Paliatywna w praktyce
3. Pielęgniarstwo i Zdrowie Publiczne



## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### I. GENERAL INFORMATION

**1 Name of the course**

**Pedagogy in Nursing**

**2 Name of the institution**

Faculty of Humanities and Social Sciences, Department of Education

**3 Module Code**

12.6 I 3/6 B002

**4 Group of Educational Content**

Social sciences

**5 Type of module**

obligatory

**6 Level of Education**

First-cycle studies

**7 Number of ECTS credits**

3

**8 Level of the course**

Elementary

**9 Year of studies, semester**

Year III, semester VI, summer

**10 Number of hours per semester**

<i>Lect.</i>	<i>Classe s.</i>	<i>Lab.</i>	<i>Sem.</i>	<i>Proj</i>	<i>Lect.</i>	<i>Classe s.</i>	<i>Lab.</i>	<i>Sem.</i>	<i>Proj</i>
15	15	-	-	-	1	1	-	-	-

**11 Number of hours per week**

**12 Language of instruction: Polish**

**13 Lectures (lecturers)**

Dr Helena Konowaluk-Nikitin, mgr Anetta Roszkowska

### II. DETAILED INFORMATION

**14 Access requirements**

None

**15 Objectives of the course**

Preparation for performing pedagogical tasks in the professional activity of a nurse.

**16 Field-specific learning outcomes in terms of knowledge, skills and social competences**

No.	A student who successfully passed the course, can:	Method of verification of the learning outcomes
B.W16.	explains the basic concepts and issues in the field of pedagogy as an applied science and the process of education in the aspect of social phenomena (getting sick, healing, hospitalization, dying)	Oral and written control

B.W17.	demonstrates knowledge of the education process in terms of health education	Oral and written control
B. W18	knows the methodology of health education in relation to children, adolescents and adults	Oral and written control
B. U8	knows the psychosocial aspects of sexual and family education;	Oral and written control
B. U5	analyzes human attitudes, the process of shaping and changing them	Oral and written control
D.K4.	demonstrates moral responsibility for people and the performance of professional tasks	Oral and written control

### 17 Program content

	<b>Form of classes - lectures</b>	<b>Number of hours</b>	<b>Reference to field-specific learning outcomes</b>
W1	Place of pedagogy in the system of sciences. (Object, subject, functions, research methods)	2	B. W16
W2	Groups of definitions of upbringing (praxeological, evolutionary, situational, adaptive)	3	B.W.16, B. W17 B. U5
W3	Systems of upbringing	2	B. W6,
W4	Methods of upbringing	2	B. W16, B.W 18
W5	Educational environment	2	B.W 16
W6	Educational difficulties	2	B. W16, B. U8
W7	Directions of contemporary pedagogy	2	B. W17, B.W18, B. U5
<b>Total numer of hours</b>		<b>15</b>	
	<b>Form of classes - classes</b>	<b>Number of hours</b>	<b>Reference to field-specific learning outcomes</b>
ĆW 1	Vertical and horizontal pedagogy departments	1	B. W16
ĆW2	History of education	1	B. W16, B. W18
ĆW3	The role of feedback in the upbringing process.	1	B.W.16, B. W18
ĆW4	Analysis of the theories of motivational and cognitive learning.	1	B. W17
ĆW5	Information processing stages in the learning process.	1	B. W17
ĆW6	Analysis of upbringing styles.	1	B. W16, BU8
ĆW7	The educator's work on himself in the process of education	1	B. W16, B. U5, D. K4
ĆW8	Selected aspects of teacher-educator professional ethics	1	B. W16, B. U5, D. K4
ĆW9	Organizational forms, methods and didactic means used in patient education.	1	B.W.8, B. U5, D. K4
ĆW10	Conditions for effective	1	B. W18, B. U8

upbringing.		
ĆW 11 Training for cooperation in interdisciplinary care teams.	1	B. W17, B. W18
ĆW 12 Pedagogical aspects of working with the patient and his family	1	B. W17, B. W18, D. K4
ĆW 13 The essence and goals of health education, models of health education	1	B. W18, D. K4
ĆW 14 Nurse and patient in a teacher-student relationship.	1	B. W17, B. W18, D. K4
ĆW 15 Health pedagogy - theory of health education.	1	B. W17, B. W18
Total number of hours		15

### 18 Didactic tools/methods

1. Expository method: lectures
2. Practical methods: classes
3. Problem methods - activating methods, discussion

### 19 Methods of assessment (F – forming; S – summarizing)

Lectures – oral exam

Classes – written exam

**Assessment of the achievement of the assumed learning outcomes in terms of knowledge;**

**Criteria for evaluating messages (grading scale - very good, good plus, good, sufficient plus, satisfactory, insufficient)**

1. Very good - mastering the entire material, presenting knowledge in a logical system, properly understanding generalizations and relationships between them and explaining phenomena, independent use of the theory in practice. Using the correct language, style and scientific terminology.
2. A good plus - mastering the entire material, combining knowledge into a logical whole, explaining the relationship between the occurring phenomena, independent use of the theory in practice with little guidance by the teacher. Using pedagogical terminology.
3. Good - Mastering the curriculum material, combining knowledge into a logical whole, understanding generalizations and relations between them, applying theoretical and practical knowledge with the help of the teacher. Using correct language and scientific terminology.
4. A sufficient plus - mastering the curriculum material, binding knowledge, demonstrating the logical relationship between phenomena with the help of the teacher. Use of theoretical knowledge in practice after guidance by the teacher. The language is correct. Using pedagogical terminology.
5. Sufficient - control of the program content to the basic content, difficulties in

combining them into a logical whole. The use of theoretical knowledge in practice with the help of the teacher. Clunky language and style.

6. Insufficient - no program knowledge, no understanding of generalizations, the ability to explain phenomena and relationships between them, numerous and serious mistakes, clumsy style, difficulties in formulating answers.

Oral message test - includes one randomly selected question for which the student may receive a grade very good - 3 points, good plus - 2.5 points, good - 2.0 points, 1.5 points plus, 0.5 and less - insufficient.

Written message test - The test consists of 14 questions; single-choice, requiring a short answer (for a correct answer, he receives from 0.5 to 1 point). Assessment; sufficient - 51-60%; 61-70% sufficient plus; 71-80% good; 81-90% good plus; 91-100% very good.

Assessment of the assumed learning outcomes in terms of skills

Criteria for assessing practical skills and attitude during classes

Can construct feedback based on description and analysis

-can use soft skills to work properly in a team and to influence the prevention of adverse events in pedagogy,

- knows how to properly construct feedback based on description, analysis and observation

- consciously uses theoretical and practical knowledge

In the field of social competences;

-cooperation in the group, responsibility for the actions taken,

-using the acquired knowledge about soft skills in team work,

- awareness of continuous replenishment of knowledge and skills.

Forms and conditions for passing the course;

The course ends with a grade

Conditions for passing the course and admission to pass

exercises - ongoing assessment; obligatory attendance at all classes, taking the test

Lectures oral test (issues discussed during lectures)

**20 Student workload**

<b>Forms of activity</b>	<b>Average number of hours to complete the activity</b>
Full-time studies	
Contact hours with the teacher	30
Self-study	30
Office-hours	2
Student's own work	28
<b>TOTAL</b>	<b>90</b>
<b>TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE</b>	<b>3</b>

**21 Basic and supplementary literature****Basic literature:**

1. Pedagogika : zakorzenienie i transgresja. red. Mirosławy Nowak-Dziemianowicz i Pawła Rudnickiego. Wrocław : Wydawnictwo Naukowe Dolnośląskiej Szkoły Wyższej, 2011
2. Pedagogika kreatywna wyzwaniem edukacji XXI wieku / red. Ewa Smak, Stanisława Włoch. Opole. Wydawnictwo Uniwersytetu Opolskiego. 2010.
3. Pedagogika ogólna : dyskursy o statusie naukowym i dydaktycznym : praca zbiorowa / pod red. Teresy Hejnickiej-Bezwińskiej. - Bydgoszcz : Wydawnictwo Uniwersytetu Kazimierza Wielkiego, 2011
4. Pedagogika – podręcznik akademicki, red. Z. Kwieciński, B. Śliwerski, Warszawa 2003
5. Dziecko w rodzinie i środowisku rówieśniczym, red. J. Izdebska, Białystok 2003
6. Pedagogika rodziny, red. S. Kawula, J. Brągiel, A.W. Janke, Toruń 2004
7. Zagrożenia i zaburzenia funkcjonowania polskich rodzin, red. T. Sołtysiak, M. Gołembowska, Włocławek 2007
8. S. Kunowski, Podstawy współczesnej pedagogiki, Warszawa 2001

**Supplementary literature:**

1. W służbie dziecku, t. I i II, (red.) ks. J. Wilk, KUL, Lublin 2003
2. Sztuka nauczania. Czynności nauczyciela, (red.) K. Kruszewski, t.1, Warszawa 2000
3. Pedagogika ogólna a teoria i praktyka dydaktyczna / pod red. Marty Myszkowskiej-Litwy. - Kraków : Wydawnictwo Uniwersytetu Jagiellońskiego, 2011
4. Pedagogika rodziny - in statu nascendi czy uznana subdyscyplina? / pod red. Andrzeja Ładyżyńskiego. - Wrocław : Oficyna Wydawnicza Atut - Wrocławskie Wydawnictwo Oświatowe, 2012





## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### I. GENERAL INFORMATION

**1 Name of the course**

**Pediatrics and pediatric nursing**

**2 Name of the institution**

Faculty of Health Sciences, Department of Nursing

**3 Module Code**

12.6 I 1-2-3/2-3-5  
D003;D005;D006;  
D009;D010

**4 Content group**

Specialist care sciences

**5 Type of module**

obligatory

**6 Level of education**

First-cycle studies

**7 Number of ECTS credits**

4

**8 Level of the course**

advanced

**9 Year of studies, semester**

*Year III, semester V*

**10 Number of hours per semester**

*P*

**11 Number of hours per week**

*P Proj.*

Full-time studies  
Year III, sem. V

- 40 -

- 40 -

**12 Language of instruction: Polish**

**13 Lecturer (lecturers)** dr Renata Chlebowska, dr Aneta Filipek-Czerska, mgr Dorota Peszuk

### DETAILED INFORMATION

**14 Access requirements**

- Carrying out classes in the field of pediatrics and pediatric nursing - lectures, exercises in the nursing skills laboratory, medical simulation laboratory, practical classes.

**15 Objectives of the course**

Shaping basic practical skills and ethical attitudes necessary to provide nursing care in terms of satisfying the needs and health problems of a sick child in hospital, outpatient clinic.

**16 Field-specific learning outcomes in terms of knowledge, skills and social competences**

No.	A student who successfully passed the course, can:	Method of verification of the learning outcomes
B.U7.	Knows the psychological aspects of human functioning in various developmental periods	Oral and practical control (interpretation of the clinical

		situation)
B. U28.	Respects the dignity of the human person in the relationship with the student / ward and his family	Oral and practical control (interpretation of the clinical situation)
C.W4.	Can characterize the role and professional functions of a nurse and the role of the patient in the process of health care implementation;	Oral and practical control
C.W9.	Explains the scope of the nurse's actions, depending on the patient's condition, including: long-term immobilization, pain, fever, sleep disturbances;	Written control (nursing process, full documentation)
C.W10.	Differentiates the tasks of a nurse in caring for a healthy, threatened, sick and unfavorable patient;	Written control (nursing process, full documentation)
C.W23.	It provides health services in the field of primary health care, including guaranteed services and providing care for a sick patient;	Oral control. Written control (nursing process, full documentation)
C.W25.	Prepares equipment and resources for the implementation of nursing care in the patient's living environment;	Oral control. Written control (nursing process, full documentation)
C.W .26	Applies nursing standards and procedures in primary health care;	Oral control, practical execution (activities, interpretation of the clinical situation)
C. W.29	Knows the principles of prophylaxis and dietary treatment as well as complications of diet therapy;	Oral control, practical execution (activities, interpretation of the clinical situation)
C.W30.	Discusses the general and detailed subjective research, principles of its conduct and documentation;	Oral control. Oral answer.
C.W32.	Determines the significance of the results of the interview and subject in formulating a patient's health assessment for nursing care;	Oral control. Clinical interpretation, analysis of patient documentation.
D.W.11	Differentiates the patient's reactions to the disease and hospitalization depending on his age and health condition;	Oral control. Oral answer.
D.W.12	He knows the role of a nurse in admitting a child to a medical entity, depending on the age and health condition of the patient;	Oral control. Oral answer.
D.W.20	Characterizes the basics of care for a premature baby and a newborn baby.	Oral control. Oral answer.
	<b>SKILLS</b>	
C.U2.	Collects information using the method of interview, observation, direct and indirect measurements (scales), documentation analysis (including analysis of diagnostic tests), physical examination in order to recognize the patient's health condition and formulate a nursing diagnosis;	Oral control, written case study (nursing process, full documentation, performance of activities, interpretation of the clinical situation)
C.U7.	Monitors the child's health at all stages of their stay in hospital or other health care facilities, including the assessment of vital signs, temperature, blood pressure, breathing and consciousness, body weight and height;	Oral control, written case study (nursing process, full documentation, performance of

		activities, interpretation of the clinical situation)
C.U8.	Performs initial, current and final assessment of the child's condition and the effectiveness of nursing activities;	Written case study (nursing process, full documentation, performance of activities, interpretation of the clinical situation)
C.U13.	Selects the technique and methods of applying a dressing to wounds, including bandaging;	Written control of a case study (nursing process, full documentation, performance of activities, interpretation of the clinical situation)
C.U22.	Performs the child's ear and eye rinsing;	Written control of a case study (nursing process, full documentation, performance of activities, interpretation of the clinical situation)
C.U25.	He uses anti-inflammatory treatments;	Written control of a case study (nursing process, full documentation, performance of activities, interpretation of the clinical situation)
C.U26.	Inserts and removes a peripheral venous catheter;	Written control of a case study (nursing process, full documentation, performance of activities, interpretation of the clinical situation)
C.U30.	Takes material for laboratory and bacteriological research;	Oral control, performance of activities
C.U32.	Prepares himself and the equipment for instrumentation and wound dressing change;	Oral control, performance of activities
C. U36.	Assesses the health of the individual and family - "human health potential" using a specific methodology (scales, grids, instrument measurements);	Oral control, performance of activities
C.U38	It teaches the recipient of nursing services to self-monitor their health and motivates them to pro-health behavior;	Oral control, performance of activities
C. U47.	He provides advice on the nutrition of sick and healthy children;	Oral control, performance of activities
C. U50.	Recognizes and interprets the basic differences in the examination of a newborn, infant, adult and geriatric;	Oral control, performance of activities
C.U60.	Acts in accordance with the principles of ethics of scientific research and the protection of intellectual property;	Practical control. (performance of activities, analysis of the clinical situation)
C.U61	It implements standards of conduct preventing nosocomial infections and infections in other enterprises of the medical entity;	Oral and practical control. (performance of activities, analysis of the clinical situation)
C.U63.	He safely uses disinfectants and segregates medical waste;	Practical control. (performance of activities, analysis of the clinical situation)
	<b>SOCIAL COMPETENCES</b>	

D.K1.	Respects the dignity and autonomy of the child entrusted to its care;	Observation, self-assessment, group assessment
D.K2.	Systematically enriches professional knowledge and shapes skills, striving for professionalism;	Observation, self-assessment, group assessment
D.K3.	Adheres to values, obligations and moral skills in care;	Observation, self-assessment, group assessment
D.K4.	Demonstrates moral responsibility for people and the performance of professional tasks;	Observation, self-assessment, group assessment
D,K5.	Respects the patient's rights	Observation, self-assessment, group assessment
D.K6	Reliably and accurately performs the entrusted professional duties;	Observation, self-assessment, group assessment
D.K7.	observes professional secrecy;	Observation, self-assessment, group assessment
D.K8.	Cooperates as part of an interdisciplinary team in solving ethical dilemmas in line with the principles of the code of professional ethics;	Observation, self-assessment, group assessment
D.K9.	Is open to the development of his own and the patient's subjectivity;	Observation, self-assessment, group assessment
D.K.10	Shows empathy in the relationship with the patient, his family and colleagues.	Observation, self-assessment, group assessment

## 17 Program content

	Form of classes – internship	Number of hours	Reference to field-specific learning outcomes
PZ1	The specificity of a nurse's work with a healthy and sick child in various developmental periods.	8	C. U.36, C.U. 50,
PZ2	Principles of conducting a nursing pediatric interview.	8	C.U.2,
PZ3	The role of a nurse in managing health balances in children of various age groups.	8	C.U.36, C.U.50, D. W. 20,

PZ4	Types of medical records - the way of keeping them, circulation and rules of storage.	8		C.U. 2, C.U.7
PZ5	Nurse's work in a vaccination point - rules and specificity.	8		C.U.61 ., C.W.40
<b>Total number of hours</b>		<b>40</b>		

### 18 Didactic tools/methods

1. Problem-activating methods; didactic discussion, case study,
2. Practical methods - instruction, professional practice

### 19 Methods of assessment (F – forming; S – summarizing)

The course ends with a credit with a grade. Pass conditions; mandatory attendance at all classes (absences are made after arrangements with the teacher and the internship department), compliance with the internship regulations - written confirmation confirming that you have read them) compulsory aesthetic uniforms, punctuality, ongoing skills recognition in accordance with the skills diary, Conducting the nursing process (full documentation ). Completing obligatory topics. Participation in reports, reporting / reporting duties.

Criteria for assessing practical skills and attitudes from internships:

#### **Ethical practice; (Point scale; 0-10 points)**

1. Awareness of gaps in knowledge and skills and striving to supplement them. Caring for personal development.
2. Proceeding in accordance with the applicable procedures.
3. Maintaining professional secrecy.
4. Showing respect to patients.
5. Individual treatment of the patient
6. Showing righteousness, honesty and integrity in the implementation of the practice, in order to emphasize professional professional attitude.

#### **Arranging and providing care; (0-60 point scale)**

1. Recognition of threats to the patient, student and other members of the therapeutic team.
2. Legible and accurate nursing documentation.
3. Effective organization of own and team work.

#### **To be performed and documented:**

1. Assessment of the patient's condition; observation, interview, measurement, documentation and interpretation of results; temperature, heart rate, respiration, RR.
2. Helping the patient to satisfy the needs of food, drink, personal hygiene, oral hygiene, excretion, breathing, rest, change of body position, movement, transport, comfort.
3. Participation in the diagnosis process; venous and capillary blood collection.
4. Establishing contact with the child, friends and members of the interdisciplinary team.
6. Showing care and sensitivity towards patients.
7. Ensuring the dignity and privacy of the patient.

Rating scale - very good - 70-66 points; good plus - 65-61 points; good - 60-56 points; sufficient plus - 55-51 points; satisfactory - 47-43 points; insufficient -42 points and less.

**20 Student workload**

<b>Forms of activity</b>	<b>Average number of hours to complete the activity</b>
	<b>S</b>
Internships	40
Self-study	20
<b>TOTAL</b>	<b>60</b>
<b>TOTAL NUMBER OF ECTS FOR THE COURSE</b>	<b>2</b>

**21 Basic and supplementary literature****Basic literature:**

1. Anna Nitka, Anna Wiśniewska , Bożena Mikołuc , Ewa Bernatowska , Paweł Grzesiowski: Szczepienia ochronne obowiązkowe i zalecane od A do Z, Kalendarz szczepień 2016. PZWL, 2016, dodruk 2017

2. Ślusarska B, Zarzycka D. Majda A.: Podstawy pielęgniarstwa. Założenia koncepcyjno-empiryczne opieki pielęgniarstwa. PZWL 2017 Tom I i II .

3. Krystyna Piskorz- Ogórek, Maciej Kaczmarek: Pediatria i pielęgniarstwo pediatryczne. Wybrane zagadnienia.. Help- Med., 2014.

4. Mary E. Muscari: Pediatria i pielęgniarstwo pediatryczne. Czelej, Lublin 2010.

5. Anna Dobrzańska, Richard B. Goldbloom: Wywiad i badania w pediatrii. Urban & Partner, Wrocław 2012, Tom I i II.

6. Anna Obuchowicz: Badania podmiotowe i przedmiotowe w pediatrii. PZWL, 2016.

7. Jacek Pietrzyk: Vademecum pediatrii. Podręcznik dla Lekarzy, studentów i pielęgniarzek. Wyd. Uniwersytetu Jagiellońskiego, Kraków 2011.

8. Ann R. Stark , Anne R. Hansen , Eric C. Eichenwald: Neonatologia. MediPage, 2014.

8 Marcin Tkaczyk: Stany nagłe Pediatria Medical Tribune, 2016.

**Supplementary literature:**

1. Pawlaczyk B. (red.), „Pielęgniarstwo pediatryczne”. PZWL, Warszawa 2007. 4.

2. Pawlaczyk B. (red.), „Zarys pediatrii”. PZWL, Warszawa 2005.

3. Kozak St., „Patologie wśród dzieci i młodzieży. Leczenie i profilaktyka”. Difin, Warszawa 2007.

4. Lissauer T. (red.), „Pediatria”. Urban & Partner, Wrocław 2007.

5. Kubicka K., Kawalec W. (red.), „Pediatria” tom I i II. PZWL, Warszawa 2006.

6. Woynarowska B. (red.), „Profilaktyka w pediatrii”. PZWL, Warszawa 2010.

7. Krawczyński M. (red.), „Żywność dzieci w zdrowiu i chorobie”. Help-Med., Kraków 2008.

**Journals:**

1 Magazyn Pielęgniarki i Położnej.

2 Zdrowie Publiczne.

3 Pielęgniarstwo XXI wieku.

4 Nowa Pediatria.

5 Pielęgniarka 2000.

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### I. GENERAL INFORMATION

**1** Name of the course

**Psychiatry and Psychiatric Nursing**

**2** Name of the institution

**Faculty of Health Sciences, Department of Nursing**

**3** Module Code

**4** Group of Educational Content  
Subject area-oriented

**5** Type of module  
obligatory

**6** Level of education

**7** Number of ECTS credits  
2

**8** Level of the course

**9** Year of studies,  
*III, sem. V*

**10** Number of hours per semester

**11** Number of hours per week  
1

Full-time studies

	Lecture	Classes	Seminar	Practical classes	Internship	Lecture	Classes	Lab.	Seminar
Full-time studies	-	-	-	-	40	-	-	-	-

**12** Language of instruction: Polish

**13** Lecturer (lecturers): mgr Agnieszka Kamińska, mgr Renata Dźwigła, dr Małgorzata Rutkowska

### II. DETAILED INFORMATION

**14** Access requirements

- |    |  |
|----|--|
| 1. | The scope of knowledge, skills and social competences in the field of psychology, philosophy, ethics of the nursing profession, basics of nursing, internal diseases and internal medicine nursing. Obtaining a positive grade in the subject: psychiatry and psychiatric nursing - practical classes. |
|----|--|

**15** Objectives of the course

- |    |  |
|----|--|
| C1 | - improving skills, broadening knowledge, shaping attitudes enabling independent nursing care for patients with mental disorders |
| C2 | - understanding the importance of systematic replenishment and updating of knowledge   |

**16** Field-specific learning outcomes in terms of knowledge, skills and social competences

No.	A student who successfully passed the course:	Method of verification of the learning outcomes
D.W5.	He knows the rules of diagnosis in psychiatric nursing	Oral control (Oral answer)
D.W6.	He knows the principles of planning care for patients depending on age and health condition	Written control (documenting the nursing process)



D.W8.	Characterizes the groups of drugs and their effects on the systems and organs of the patient in various diseases, depending on the age and health condition, including side effects, interactions with other drugs and administration routes	Oral control (Oral answer)
D.W9.	Characterizes the techniques and nursing procedures used in the care of the patient, depending on the patient's age and state of health	Oral control (Oral answer)
D.W10.	Knows the rules of preparing the patient for self-care, depending on his age and health condition	Written control (documenting the nursing process)
D.W11.	Differentiates the patient's reactions to illness and hospitalization, depending on his age and health condition	Oral control (Oral answer)
D.W12.	Knows the role of a nurse in admitting a patient to a medical entity, depending on the age and health of the patient	Written control (documenting the nursing process)
D.W14.	Knows the specific rules of the organization of specialist psychiatric care in Poland	Oral control (Oral answer)
D.W27.	Knows the etiopathogenesis and clinical symptoms of basic mental disorders	Written control (documenting the nursing process)
D.W28.	Knows the rules of the application of direct coercion	Oral control (Oral answer)
D.W37.	Knows the basic directions of therapeutic rehabilitation (ergotherapy, psychotherapy, kinesiotherapy, physiotherapy)	Oral control (Oral answer)
D.W38.	Characterizes the course and methods of rehabilitation in disease entities	Written control (documenting the nursing process)
D.U1.	Collects information, formulates a nursing diagnosis, sets goals and a care plan, implements nursing interventions, and evaluates care	Written control (documenting the nursing process)
D.U3.	Provides counseling in the field of self-care of patients of various ages and health conditions, regarding malformations, diseases and addictions	Oral control (Oral answer)
D.U4.	Motivates the patient and their caregivers to join social support groups	Oral control (Oral answer)
D.U13.	Documents the patient's health situation, its dynamics of changes and the nursing care provided	Written control (documenting the nursing process)
D.U22.	Conducts a therapeutic conversation	Oral control (Oral answer) Practical inspection (performance of activities)
D.U26.	Provides information on the patient's health to members of the therapeutic team	Oral control (Oral answer) Written control (documenting the nursing process)
D.U31.	Anticipates the effects of a patient's treatment with specific mental disorders	Written control (documenting the nursing process)
D.U32.	Adjusts nursing interventions to the type of nursing problems	Written control (documenting the nursing process)
D.U33.	Prepares and administers drugs in various ways, either on his own or on the orders of a doctor	Practical inspection (performance of activities, documenting the nursing process)
D.K1.	Respects the dignity and autonomy of people entrusted to care	Observation (teacher, patients, members of the therapeutic team).

		Self-assessment. Assessment of the group
D.K2.	Systematically enriches professional knowledge and shapes skills, striving for professionalism	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
D.K3.	Observes the values, obligations and moral skills in care	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
D.K4.	Demonstrates moral responsibility for people and the performance of professional tasks	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
D.K5.	Respects the patient's rights	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
D.K6.	Reliably and accurately performs the entrusted professional duties	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
D.K7.	Observes professional secrecy	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
D.K8.	Works as part of an interdisciplinary team in solving ethical dilemmas in line with the principles of the code of professional ethics	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
D.K9.	Is open to the development of his own and patient's subjectivity	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
D.K10.	Shows empathy in the relationship with the patient, his family and colleagues	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group

	<b>Form of classes - internship</b>	<b>Numbe</b>	<b>Reference to field-specific</b>
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		<b>r of hours</b>	<b>learning outcomes</b>
PZ1	Model of psychiatric health care in Poland.	1	D.W5.; D.W6. D.W8. D.W14. D.K5.
PZ2	Psychiatric ward as a therapeutic environment.	1	D.W14. D.K5.
PZ3	Patient's rights under the Mental Health Act.	3	D.W14. D.W28. D.K1. D.K2. D.K5.
PZ4	Observation for psychopathological symptoms.	5	D.W9. D.W11. D.W27. D.W28. D.U1. D.U13. D.U22. D.U31. D.K1. D.K3. D.K4. D.K5. D.K6. D.K7.D.K.8 D.K.9 DK10
PZ5	Interpretation of patient behavior.	5	D.W9. D.W11. D.W27. D.U13. D.U22. D.U31. D.U32. D.U33. D.K1. D.K2. D.K3. D.K5. D.K6. D.K7. D.K.8 D.K.9 DK10
PZ6	Nurse's participation in pharmacotherapy, sociotherapy and psychotherapy.	5	D.W9. D.W11. D.W27. D.W37. D.W38. D.U1. D.U3. D.U4. D.U13. D.U22. D.U26. D.U31. D.U32. D.K1. D.K3. D.K4. D.K5. D.K6. D.K7. D.K.8 D.K.9 DK10
PZ7	Application of the Nancy Roper model in the care of the mentally ill.	5	D.W10. D.W11. D.U.3 D.W37. D.W38. D.U1. D.U3. D.U4. D.U13. D.U22. D.U26. D.U32. D.U33. D.K1. D.K3. D.K4. D.K5. D.K6. D.K.8 D.K.9 DK10
PZ8	Nursing patients with affective disease.	5	D.W9. D.W11. D.W27. D.W28. D.W37. D.W38. D.U1. D.U4. D.U13. D.U22 D.U26. D.U31. D.U32. D.U33. D.K1. D.K3. D.K4. D.K5. D.K6. D.K7. D.K.8 D.K.9 DK10
PZ9	Nursing patients with schizophrenic psychoses.	5	D.W11. D.W27. D.W28. D.W37. D.W38. D.U1. D.U4. D.U13. D.U22. D.U26. D.U31. D.U32. D.U33. D.K1. D.K3. D.K4. D.K5. D.K6. D.K7. D.K.8 D.K.9 DK10
PZ10	Nursing patients with psycho-organic syndrome	5	D.W9. D.W10. D.W11. D.W27. D.W28. D.W37. D.W38. D.U1. D.U4. D.U13. D.U22. D.U26. D.U31. D.U32. D.U33. D.K1. D.K3. D.K4. D.K5. D.K6. D.K7. D.K.8 D.K.9 DK10
<b>Total numer of hours</b>		<b>40</b>	

### 18 Didactic tools/methods

1. practical methods: practicing practical skills, instruction, demonstration
2. problem methods - activating methods: didactic discussion, case study

### 19 Methods and criteria of assessment of the learning outcomes

Students are assessed on the basis of active participation in professional practice

Assessment of the achievement of the assumed knowledge effects

and skills:

- description of achievements by the tutor
- a point scale included in the internship journal
- evaluation of the documentation of the nursing process
- the student's self-assessment

Criteria for knowledge and skills:

- the ability to assess the patient's condition and recognize his needs,
- care planning, implementation in accordance with procedures and evaluation
- cooperation with members of the therapeutic team and in a group of students,
- communicating with the patient, his family and members of the therapeutic team
- documenting the actions taken

Assessment of achievement of the assumed effects in the field of social competences

- extended observation by a tutor, teacher,
- evaluation (opinions of the teacher, patients, nurses, other colleagues),
- peer review, self-assessment

Criteria for the assessment and self-assessment of the student during work placement in the general psychiatric department

Communication:

1. establishing, maintaining, deepening and terminating contact with patients with the use of therapeutic communication techniques
2. recognizing difficulties / barriers in the communication process and overcoming them.
3. verbal and non-verbal communication creating a therapeutic atmosphere
4. communicating with the therapeutic team, teacher, group of friends

Nursing activities

as part of holistic therapy and rehabilitation:

1. patient data collection
2. recognition of health problems
3. setting goals and planning nursing activities
4. implementation and documentation of nursing activities and assessment of their effects
5. cooperation with the therapeutic team, teacher, group of friends

Presented attitudes towards sick collaborators and their own self-development:

1. sensitivity to problems (needs) of patients, willingness to help
2. engaging in the implementation of comprehensive therapy and reliable performance of assigned tasks

3. ability to reflect self-esteem
4. showing responsibility for own development

**1. Very good** - mastering the entire material, presenting knowledge in a logical system, properly understanding generalizations and relationships between them and explaining phenomena, independent use of the theory in practice. Using the correct language, style and scientific terminology.

**2. A good plus** - mastering the entire material, combining knowledge into a logical whole, explaining the relationship between the occurring phenomena, independent use of the theory in practice with little guidance by the teacher. Using medical terminology.

**3. Good** - Mastering the curriculum material, combining knowledge into a logical whole, understanding generalizations and relationships between miniatures, applying theoretical and practical knowledge with the help of the teacher. Using correct language and scientific terminology.

**4. A sufficient plus** - mastering the curriculum material, combining knowledge, demonstrating the logical relationship between phenomena with the help of the teacher. Use of theoretical knowledge in practice after guidance by the teacher. The language is correct. Using medical terminology.

**5. Sufficient** - control of the program content to the basic content, difficulties in combining them into a logical whole. Use of theoretical knowledge in practice with the help of the teacher. The language moves, the style is clumsy.

**6. Insufficient** - no program knowledge, no understanding of generalizations, the ability to explain phenomena and relationships between them, numerous and serious mistakes, clumsy style, difficulties in formulating answers.

**The course ends with a credit with a grade**

#### 20 Student workload

Form of activity	average number of hours to complete the activity	
	Full-time studies	
Contact hours with the teacher	40	
Self-study	20	
<b>TOTAL</b>	<b>60</b>	
<b>TOTAL NUMBER OF ECTS CREDITS</b>	<b>2</b>	

#### 21 Basic and supplementary literature

##### Basic literature:

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##### Supplementary literature:

1. Wilczek-Rużyczka E., Kilańska D., Hajduk A. (red), Pielęgniarstwo psychiatryczne. Problemy i kierunki rozwoju. Mental Health Nursing. Trends and Issues. Polskie Towarzystwo Pielęgniarskie, 2010.
2. Jaracz K. Rybakowski J. Pielęgniarstwo psychiatryczne. PZWL, 2016

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**1** Name of the course

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**2** Name of the institution

Faculty of Health Sciences, Department of Nursing

**3** Module Code

**4** Group of Educational Content  
Subject area-oriented

**5** Type of module  
obligatory

**6** Level of education

**7** Number of ECTS credits  
2

**8** Level of the course

**9** Year of studies,  
*III, sem. V*

**10** Number of hours per semester

**11** Number of hours per week  
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	Lecture	Classes	Seminar	Practical classes	Internship	Lecture	Classes	Lab.	Seminar
Full-time studies	-	-	-	-	40	-	-	-	-

**12** Language of instruction: Polish

**13** Lecturer (lecturers): mgr Agnieszka Kamińska, mgr Renata Dźwigła, dr Małgorzata Rutkowska

### II. DETAILED INFORMATION

**14** Access requirements

- The scope of knowledge, skills and social competences in the field of psychology, philosophy, ethics of the nursing profession, basics of nursing, internal diseases and internal medicine nursing. Obtaining a positive grade in the subject: psychiatry and psychiatric nursing - practical classes.

**15** Objectives of the course

C1	- improving skills, broadening knowledge, shaping attitudes enabling independent nursing care for patients with mental disorders
C2	- understanding the importance of systematic replenishment and updating of knowledge

**16** Field-specific learning outcomes in terms of knowledge, skills and social competences

No.	A student who successfully passed the course:	Method of verification of the learning outcomes
D.W5.	He knows the rules of diagnosis in psychiatric nursing	Oral control (Oral answer)
D.W6.	He knows the principles of planning care for patients depending on age and health condition	Written control (documenting the nursing process)

D.W8.	Characterizes the groups of drugs and their effects on the systems and organs of the patient in various diseases, depending on the age and health condition, including side effects, interactions with other drugs and administration routes	Oral control (Oral answer)
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D.W11.	Differentiates the patient's reactions to illness and hospitalization, depending on his age and health condition	Oral control (Oral answer)
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D.W14.	Knows the specific rules of the organization of specialist psychiatric care in Poland	Oral control (Oral answer)
D.W27.	Knows the etiopathogenesis and clinical symptoms of basic mental disorders	Written control (documenting the nursing process)
D.W28.	Knows the rules of the application of direct coercion	Oral control (Oral answer)
D.W37.	Knows the basic directions of therapeutic rehabilitation (ergotherapy, psychotherapy, kinesiotherapy, physiotherapy)	Oral control (Oral answer)
D.W38.	Characterizes the course and methods of rehabilitation in disease entities	Written control (documenting the nursing process)
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D.U4.	Motivates the patient and their caregivers to join social support groups	Oral control (Oral answer)
D.U13.	Documents the patient's health situation, its dynamics of changes and the nursing care provided	Written control (documenting the nursing process)
D.U22.	Conducts a therapeutic conversation	Oral control (Oral answer) Practical inspection (performance of activities)
D.U26.	Provides information on the patient's health to members of the therapeutic team	Oral control (Oral answer) Written control (documenting the nursing process)
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D.U32.	Adjusts nursing interventions to the type of nursing problems	Written control (documenting the nursing process)
D.U33.	Prepares and administers drugs in various ways, either on his own or on the orders of a doctor	Practical inspection (performance of activities, documenting the nursing process)
D.K1.	Respects the dignity and autonomy of people entrusted to care	Observation (teacher, patients, members of the therapeutic team).

		Self-assessment. Assessment of the group
D.K2.	Systematically enriches professional knowledge and shapes skills, striving for professionalism	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
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D.K4.	Demonstrates moral responsibility for people and the performance of professional tasks	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
D.K5.	Respects the patient's rights	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
D.K6.	Reliably and accurately performs the entrusted professional duties	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
D.K7.	Observes professional secrecy	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
D.K8.	Works as part of an interdisciplinary team in solving ethical dilemmas in line with the principles of the code of professional ethics	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
D.K9.	Is open to the development of his own and patient's subjectivity	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group
D.K10.	Shows empathy in the relationship with the patient, his family and colleagues	Observation (teacher, patients, members of the therapeutic team). Self-assessment. Assessment of the group

	<b>Form of classes - internship</b>	<b>Numbe</b>	<b>Reference to field-specific</b>
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		<b>r of hours</b>	<b>learning outcomes</b>
PZ1	Model of psychiatric health care in Poland.	1	D.W5.; D.W6. D.W8. D.W14. D.K5.
PZ2	Psychiatric ward as a therapeutic environment.	1	D.W14. D.K5.
PZ3	Patient's rights under the Mental Health Act.	3	D.W14. D.W28. D.K1. D.K2. D.K5.
PZ4	Observation for psychopathological symptoms.	5	D.W9. D.W11. D.W27. D.W28. D.U1. D.U13. D.U22. D.U31. D.K1. D.K3. D.K4. D.K5. D.K6. D.K7.D.K.8 D.K.9 DK10
PZ5	Interpretation of patient behavior.	5	D.W9. D.W11. D.W27. D.U13. D.U22. D.U31. D.U32. D.U33. D.K1. D.K2. D.K3. D.K5. D.K6. D.K7. D.K.8 D.K.9 DK10
PZ6	Nurse's participation in pharmacotherapy, sociotherapy and psychotherapy.	5	D.W9. D.W11. D.W27. D.W37. D.W38. D.U1. D.U3. D.U4. D.U13. D.U22. D.U26. D.U31. D.U32. D.K1. D.K3. D.K4. D.K5. D.K6. D.K7. D.K.8 D.K.9 DK10
PZ7	Application of the Nancy Roper model in the care of the mentally ill.	5	D.W10. D.W11. D.U.3 D.W37. D.W38. D.U1. D.U3. D.U4. D.U13. D.U22. D.U26. D.U32. D.U33. D.K1. D.K3. D.K4. D.K5. D.K6. D.K.8 D.K.9 DK10
PZ8	Nursing patients with affective disease.	5	D.W9. D.W11. D.W27. D.W28. D.W37. D.W38. D.U1. D.U4. D.U13. D.U22 D.U26. D.U31. D.U32. D.U33. D.K1. D.K3. D.K4. D.K5. D.K6. D.K7. D.K.8 D.K.9 DK10
PZ9	Nursing patients with schizophrenic psychoses.	5	D.W11. D.W27. D.W28. D.W37. D.W38. D.U1. D.U4. D.U13. D.U22. D.U26. D.U31. D.U32. D.U33. D.K1. D.K3. D.K4. D.K5. D.K6. D.K7. D.K.8 D.K.9 DK10
PZ10	Nursing patients with psycho-organic syndrome	5	D.W9. D.W10. D.W11. D.W27. D.W28. D.W37. D.W38. D.U1. D.U4. D.U13. D.U22. D.U26. D.U31. D.U32. D.U33. D.K1. D.K3. D.K4. D.K5. D.K6. D.K7. D.K.8 D.K.9 DK10
<b>Total numer of hours</b>		<b>40</b>	

### 18 Didactic tools/methods

1. practical methods: practicing practical skills, instruction, demonstration
2. problem methods - activating methods: didactic discussion, case study

### 19 Methods and criteria of assessment of the learning outcomes

Students are assessed on the basis of active participation in professional practice

Assessment of the achievement of the assumed knowledge effects

and skills:

- description of achievements by the tutor
- a point scale included in the internship journal
- evaluation of the documentation of the nursing process
- the student's self-assessment

Criteria for knowledge and skills:

- the ability to assess the patient's condition and recognize his needs,
- care planning, implementation in accordance with procedures and evaluation
- cooperation with members of the therapeutic team and in a group of students,
- communicating with the patient, his family and members of the therapeutic team
- documenting the actions taken

Assessment of achievement of the assumed effects in the field of social competences

- extended observation by a tutor, teacher,
- evaluation (opinions of the teacher, patients, nurses, other colleagues),
- peer review, self-assessment

Criteria for the assessment and self-assessment of the student during work placement in the general psychiatric department

Communication:

1. establishing, maintaining, deepening and terminating contact with patients with the use of therapeutic communication techniques
2. recognizing difficulties / barriers in the communication process and overcoming them.
3. verbal and non-verbal communication creating a therapeutic atmosphere
4. communicating with the therapeutic team, teacher, group of friends

Nursing activities

as part of holistic therapy and rehabilitation:

1. patient data collection
2. recognition of health problems
3. setting goals and planning nursing activities
4. implementation and documentation of nursing activities and assessment of their effects
5. cooperation with the therapeutic team, teacher, group of friends

Presented attitudes towards sick collaborators and their own self-development:

1. sensitivity to problems (needs) of patients, willingness to help
2. engaging in the implementation of comprehensive therapy and reliable performance of assigned tasks

3. ability to reflect self-esteem
4. showing responsibility for own development

**1. Very good** - mastering the entire material, presenting knowledge in a logical system, properly understanding generalizations and relationships between them and explaining phenomena, independent use of the theory in practice. Using the correct language, style and scientific terminology.

**2. A good plus** - mastering the entire material, combining knowledge into a logical whole, explaining the relationship between the occurring phenomena, independent use of the theory in practice with little guidance by the teacher. Using medical terminology.

**3. Good** - Mastering the curriculum material, combining knowledge into a logical whole, understanding generalizations and relationships between miniatures, applying theoretical and practical knowledge with the help of the teacher. Using correct language and scientific terminology.

**4. A sufficient plus** - mastering the curriculum material, combining knowledge, demonstrating the logical relationship between phenomena with the help of the teacher. Use of theoretical knowledge in practice after guidance by the teacher. The language is correct. Using medical terminology.

**5. Sufficient** - control of the program content to the basic content, difficulties in combining them into a logical whole. Use of theoretical knowledge in practice with the help of the teacher. The language moves, the style is clumsy.

**6. Insufficient** - no program knowledge, no understanding of generalizations, the ability to explain phenomena and relationships between them, numerous and serious mistakes, clumsy style, difficulties in formulating answers.

**The course ends with a credit with a grade**

#### 20 Student workload

Form of activity	average number of hours to complete the activity	
	Full-time studies	
Contact hours with the teacher	40	
Self-study	20	
<b>TOTAL</b>	<b>60</b>	
<b>TOTAL NUMBER OF ECTS CREDITS</b>	<b>2</b>	

#### 21 Basic and supplementary literature

##### Basic literature:

1. Wilczek- Rużyczka E. (red.), Podstawy pielęgniarstwa psychiatrycznego. Wydawnictwo Czelej, Lublin, 2007.
2. Wilczek- Rużyczka E. (red.), Komunikowanie się z chorym psychicznie, Wydawnictwo Czelej, Lublin, 2007.

##### Supplementary literature:

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2. Jaracz K. Rybakowski J. Pielęgniarstwo psychiatryczne. PZWL, 2016

## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### I. GENERAL INFORMATION

**1 Name of the course**

**Radiology**

**2 Name of the institution**

Faculty of Health Sciences, Department of Nursing

**3 Module Code**

P III/VI

**4 Group of Educational Content**

Elementary

**5 Type of Module**

Obligatory

**6 Level of studies**

*first-cycle studies*

**7 Number of ECTS credits**

1

**8 Level of the course**

*Elementary*

**9 Year of studies, semester**

Year III – semester VI –  
*spring*)

**10 Number of hours per semester**

<i>Lecture</i>	<i>Course.</i>	<i>Lab.</i>	<i>Sem.</i>	<i>Proj.</i>	<i>Lecture</i>	<i>Course.</i>	<i>Lab.</i>	<i>Sem.</i>	<i>Proj.</i>
Full-time studies	25				2				

**12 Language of instruction:** Polish

**13 Lecturer (Lecturers)** *dr n. med. Gustaw Wójcik*

### DETAILED INFORMATION

**14 Access requirements**

1. Knowledge of normal anatomy
2. Knowledge of pathomorphology and pathophysiology
3. Basic knowledge of physics

**15 Objective of the course**

- |    |   |
|----|---|
| C1 | To acquaint students with the history of radiology and its role in modern medicine.                   |
| C2 | To acquaint students with the basic terminology used in radiology                                     |
| C3 | To acquaint students with the correct structures of the human body in particular imaging methods      |
| C4 | Familiarizing students with individual diagnostic imaging methods (X-ray, USG, CT, MRI, Scintigraphy) |
| C5 | To acquaint students with diagnostic algorithms used in selected disease entities                     |

**16 Field-specific learning outcomes in terms of knowledge, skills and social competences**

<b>No.</b>	<b>A student who successfully passed the course:</b>	<b>Method of verification of the lear-</b>
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		<b>Learning outcomes</b>
A.W1.	uses anatomical terms;	Questionnaire - closed-ended questions
A.W7.	defines the physical foundations of non-invasive and invasive imaging methods;	Questionnaire - closed-ended questions
A.W8.	has knowledge in the field of radiological diagnostics;	Questionnaire - closed-ended questions
A.W20.	discusses selected issues in the field of cardiovascular, respiratory, digestive, urogenital and nervous systems;	Questionnaire - closed-ended questions
C.W35.	describes research methods and techniques;	Questionnaire - closed-ended questions
D.W7.	knows the rules of preparation, care during and after tests and diagnostic procedures performed in patients of different age and health condition;	Questionnaire - closed-ended questions
D.W52.	knows the types of diagnostic tests and has knowledge of their ordering.	Questionnaire - closed-ended questions
<b>SKILLS:</b>		
A.U1.	uses anatomical terms in practice and uses the knowledge of the topography of the organs of the human body;	Questionnaire - closed-ended questions
A.U12.	associates images of tissue and organ damage with clinical symptoms of the disease, history and diagnostic test results;	Questionnaire - closed-ended questions
A.U17.	assesses the harmfulness of the ionizing radiation dose and complies with the principles of radiological protection;	Questionnaire - closed-ended questions
D.U12.	prepares the patient for physical and mental diagnostic tests;	Questionnaire - closed-ended questions
D.U34.	is able to recognize indications for specific diagnostic tests and has the skills to issue referrals for specific diagnostic tests;	Questionnaire - closed-ended questions
<b>COMPETENCIES:</b>		
D.K2.	systematically enriches professional knowledge and shapes skills, striving for professionalism;	Self-assessment

## 17 Programme content

	<b>Form of classes - lectures</b>	<b>Number of hours</b>	<b>Reference to field-specific learning outcomes</b>
W1	History of Radiology and its role in modern medicine	3	A.W1, A.W7, A.W8, A.W20, C.W35, D.W7, D.W52, A.U1, A.U12, A.U17, D.U12, D.U34, D.K.2
W2	Radiation sickness and its forms	3	A.W1, A.W7, A.W8, A.W20, C.W35, D.W7, D.W52, A.U1, A.U12, A.U17, D.U12, D.U34, D.K.2
W3	Radiation protection	3	A.W1, A.W7, A.W8, A.W20, C.W35, D.W7, D.W52, A.U1, A.U12, A.U17, D.U12, D.U34, D.K.2
W4	Chest imaging studies. The method of patient preparation. Assessment of anatomical structures in the chest area	5	A.W1, A.W7, A.W8, A.W20, C.W35, D.W7, D.W52, A.U1, A.U12, A.U17, D.U12, D.U34, D.K.2

W5	Mechanisms of injuries in the context of radiological and clinical symptoms	2	A.W1, A.W7, A.W8, A.W20, C.W35, D.W7, D.W52, A.U1, A.U12, A.U17, D.U12, D.U34, D.K.2
W6	Injury diagnosis. Classification of fractures and injuries of soft tissues. Visitors' healing process in X-ray images	5	A.W1, A.W7, A.W8, A.W20, C.W35, D.W7, D.W52, A.U1, A.U12, A.U17, D.U12, D.U34, D.K.2
W7	Injuries in newborns and young children	2	A.W1, A.W7, A.W8, A.W20, C.W35, D.W7, D.W52, A.U1, A.U12, A.U17, D.U12, D.U34, D.K.2
W8	Pneumothorax in imaging examinations (spontaneous, traumatic, open, closed, tension)	2	A.W1, A.W7, A.W8, A.W20, C.W35, D.W7, D.W52, A.U1, A.U12, A.U17, D.U12, D.U34, D.K.2
<b>Total number of hours</b>		<b>25</b>	
<b>Form of classes – self-study</b>		<b>Number of hours</b>	<b>Reference to course objectives</b>
S1	Care for the patient after chest and limb injuries	3	A.W1, A.W7, A.W8, A.W20, C.W35, D.W7, D.W52, A.U1, A.U12, A.U17, D.U12, D.U34, D.K.2
S2	Caring for the patient after radiotherapy	2	A.W1, A.W7, A.W8, A.W20, C.W35, D.W7, D.W52, A.U1, A.U12, A.U17, D.U12, D.U34, D.K.2
<b>Total number of hours</b>		<b>5</b>	
<b>18 Didactic tools/methods</b>			
1.	Lecture		
2.	Discussion		
3.	Multimedia presentations by the lecturer		
4.	X-ray image analysis		
<b>19 Methods of assessment (F – forming; S – summarizing)</b>			
F1.	Case-study		
F2.	Discussion		
P1.	Presence in class		
P2.	Active participation in class		
P3.	Questionnaire – close-ended questions		

<b>20 Student workload</b>	
<b>Form of activity</b>	<b>average number of hours to complete the activity</b>
<b>Full-time studies</b>	
Contact hours with the teacher - lectures	25
Self-study	5
Student's own work	
Office hours	
<b>Total</b>	<b>50</b>
<b>Total number of ECTS credits for the course</b>	<b>1</b>

  

<b>21 Basic and supplementary literature:</b>	
<b>Basic literature:</b>	
1.	Lang J. Procedury i standardy pielęgniarskie w tomografii komputerowej. Czelej 2008.
2.	Reeder M.M. Radiologia. Od obrazu do rozpoznania. Medipage. 2009.
3.	Pruszyński B. Diagnostyka obrazowa. Podstawy teoretyczne i metodyka badań. PZWL, Warszawa 2000.
4.	Hofer M. Podstawy radiologii klatki piersiowej. Medipage. 2008
6.	Chapman S., Nakielny R. Metody obrazowania radiologicznego. Medycyna Praktyczna 2006.
7.	Gould Jennifer E. Diagnostyka obrazkowa przypadki kliniczne. Urban&Partner 2010
<b>Supplementary literature:</b>	
1.	Saad N., Vadantham S., Gould J. Diagnostyka Obrazowa. Radiologia naczyniowa i interwencyjna. Elsevier Urban&Partner 2010.
2.	Leszczyński S. Historia radiologii polskiej na tle radiologii światowej. Medycyna Praktyczna 2000.
3.	Walecki J., Pruszyński B. Leksykon radiologii i diagnostyki obrazowej. ZamKor 2003.
4.	Pruszyński B. Diagnostyka obrazowa. RTG, TK, USG, MR i radioizotopy. PZWL 2011.
5.	Schmidt G. Ultrasonografia. Medipage 2008.

  

<b>22 Forms of assessment - details</b>	
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**Conditions for obtaining credit for the course:**

Conditions for obtaining a credit in the course

Passing the lectures is tantamount to obtaining a positive mark in the final single-choice test. Duration 60 minutes. The test volume consists of 40-60 questions. The condition for obtaining a positive evaluation is obtaining 60% of the maximum number of points.

Scoring - each question is assessed on a scale from 0 to 1 points. Incorrect answer 0 points, correct answer 1 point. A maximum of 100% correct answers can be obtained, which gives a grade - very good, minimum requirements for a positive grade - 60% correct answers.

- 0 - 50% - insufficient (2.0)
- 51 - 60% - sufficient (3.0)
- 61 - 70% - sufficient plus (3.5)
- 71 - 80% - good (4.0)
- 81 - 90% - good plus (4.5)
- 91 - 100% - very good (5.0)

Unauthorized absence from the final exam is tantamount to a unsatisfactory grade (2.0).

In the event of a negative grade, the student is required to complete the course within the retake date - set by the teacher conducting the course.

The duration of the final test - 1 lesson.



## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### I. GENERAL INFORMATION

**1 Name of the course**

**Rehabilitation and nursing of the disabled**

**2 Name of the institution**

Faculty of Health Sciences, Department of Nursing

**3 Module Code**

12.6 I 3-4/6-7  
D002;D003;D004

**4 Group of Educational Content**

Specialist care sciences

**5 Type of module**

obligatory

**6 Level of studies**

*First-cycle studies*

**7 Number of ECTS credits**

**T:4  
PC:3**

**8 Level of the course**

*Elementary*

**9 Year of studies, semester**

**10 Number of hours per semester**

**11 Number of hours per week**

	Lecture	Classes	Practical Classes	Simulations Centre	Proj.	Lecture	Classes	Practical Classes	Proj.
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Full-time studies  
*Year III – semester  
VI – spring*

15

11

4

1

1

Full-time studies  
*Year IV – semester  
VII*

76

4

**12 Language of instruction: Polish**

**13 Lecturer (lecturers)**

*dr Mirosława Sidor, dr Anna Ławnik*

### DETAILED INFORMATION

**14 Access requirements**

1. Basic knowledge of anatomy
2. Basic knowledge of physiology

**15 Objectives of the course**

1. Acquainting with the basic terminology used in rehabilitation
2. Getting to know the goals, principles and stages of comprehensive rehabilitation in relation to various groups of people with disabilities
3. Understanding the activities in the field of bedside rehabilitation in order to prevent the effects of immobilization of the patient and in the process of physical improvement in the field of sitting, standing upright, learning to walk, learning self-care for a disabled person
4. Acquiring knowledge and skills necessary to establish cooperation with a

rehabilitation team in the field of improving a disabled person,

### 16 Field-specific learning outcomes in terms of knowledge, skills and social competences

No.	A student who successfully passed the course:	Method of verification of the learning outcomes
D.W6	He knows the principles of planning care and activation of a disabled patient depending on age and health condition	Written and oral control, academic and clinical conditions
D.W25	He knows the consequences of prolonged immobilization	Written and oral control, academic and clinical conditions
D.W37	Knows the basic directions of therapeutic rehabilitation (ergotherapy, psychotherapy, physical therapy, kinesiotherapy, physiotherapy)	Written and oral control, academic and clinical conditions
D.W38	Characterizes the course and methods of rehabilitation in various disease entities	Written and oral control, academic and clinical conditions
D.W39	He knows the forms of vocational rehabilitation	Written and oral control, academic and clinical conditions
D.U18	Instructs the patient and his caregiver in the use of nursing and rehabilitation equipment, orthopedic equipment necessary for treatment and rehabilitation	Written and oral control, academic and clinical conditions
D.U24	Conducts bedside rehabilitation and rehabilitation of the patient as well as activation with the use of elements of occupational therapy;	Written and oral control, academic and clinical conditions
D.U26	He cooperates and communicates information about the patient's health to members of the therapeutic team	
D.K2	Systematically enriches professional knowledge and shapes skills, striving for professionalism;	Written and oral control, academic and clinical conditions

### 17 Programme content

	Form of classes - lectures	Number of hours	Reference to educational outcomes
W1.	The situation of disabled - historical and social development. Basic concepts related to disability. Types and degrees of disability. System of social benefits for the disabled in Poland. State Fund for the Rehabilitation of the Disabled. Possibilities of education, vocational	2	D.W6, D.W39, D.K2

	rehabilitation, employment of disabled people.		
W2.	The concept of comprehensive rehabilitation. Rehabilitation team. The role and tasks of a nurse in a rehabilitation team. Nurse's competences in the implementation of the rehabilitation function. Disabled people in society, architectural and social barriers that hinder integration. Goals, rules and stages of rehabilitation. Active rehabilitation and sport of the disabled.	2	D.W6,D.W37, D.W39, D.U24
W3.	The influence of physical activity on the human body. Consequences of hypokinesia.	1	D.W25, D.U24
W4.	Principles of nursing and rehabilitation of patients in selected diseases (congenital and acquired defects of the musculoskeletal system, damage to the nervous system, cardiovascular diseases, respiratory system diseases, rehabilitation in gynecology and obstetrics). Orthopedic supplies and aids in rehabilitation.	10	D.W6, D.W25, D.W37, D.W38, D.U18, D.U24, D.K2
Total numer of hours:		<b>15</b>	
<b>Form of classes - classes</b>			
		<b>Number of hours</b>	<b>Reference to educational outcomes</b>
Ćw.1.	Principles of rehabilitation. Rehabilitation team. Therapeutic rehabilitation and its components.	2	D.W6, D.W37, D.K2
Ćw.2.	Basic methods and techniques of rehabilitation in kinesiotherapy.	8	D.W6, D.W25, D.W37, D.W38, D.U18, D.U24, D.K2
Ćw.3.	Types of disability. Disabled people in society, architectural and social barriers that hinder integration.	5	D.W6, D.K2
Total numer of hours		<b>15</b>	
<b>Form of classes – self-study</b>			
		<b>Number of hours</b>	<b>Reference to educational outcomes</b>
S1	Social attitudes towards people disabled	<b>5</b>	D.W38,
S2	Rehabilitation of people after limb amputation. Nursing problems	<b>5</b>	D.W38,
S3	Rehabilitation of people with damage spinal cord. Nursing problems	<b>5</b>	D.W38,

S4	Rehabilitation of people after stroke. Nursing problems	5	D.W38,
S5	Rehabilitation of people with discopathy, L-S spine pains. Nursing problems	5	
S6	Rehabilitation of children with cerebral palsy. Nursing problems.	5	
	<b>Total numer of hours</b>	<b>30</b>	
	<b>Form of classes – Practical Classes</b>	<b>Number of hours</b>	<b>Reference to educational outcomes</b>
ZP1	Organization of therapeutic rehabilitation. Acquainting with the organization of the office's work, health and safety regulations. Elements of therapeutic rehabilitation. Getting to know the medical documentation of the office.	8	D.W37,39
ZP2	Basic diagnostic and therapeutic devices used in rehabilitation.	8	D.U 18
ZP3	Cooperation of the nurse with the rehabilitation team	8	D.W 39
ZP4	Types and tasks of rehabilitation equipment, orthopedic aids and technical aids in rehabilitation of the disabled	8	D.W 37
ZP5	Assessment of the patient and his environment for the purposes of rehabilitation: self-service, gait efficiency, overcoming architectural obstacles, adaptation of the apartment to the needs of the disabled, the possibility of taking up and performing paid work.	8	D.W6,D.U18
ZP6	The technique of performing selected exercises: the principles of lifts, active and passive standing upright, gait exercises, belaying, assistance in the use of orthopedic aids. Self-service exercises - technical aids.	10	D.W38, 39
ZP7	Nursing and rehabilitation of patients after hip and knee joint prosthesis implantation. Nursing and rehabilitation of patients after stroke. Caring for a patient with aphasia. Nursing and rehabilitation of patients with rheumatoid arthritis. Nursing and rehabilitation of patients after spinal cord injuries	10	D.W6,D.W38, 39, D.U24

ZP8	Nurse's participation in improving and nurturing children with cerebral palsy.	6	D.W6,D.W25, 37, D.U24
ZP9	Establishing individual documentation of the nursing process for selected patients.	6	D.W6,D.K2
ZP10	Assessment of the documentation of the nursing process. Self-assessment of students. Summary of classes and students' assessment.	8	D.W6,D.K2
<b>Total numer of hours</b>		<b>80</b>	
	<b>Form of classes - Internship</b>	<b>Number of hours</b>	<b>Reference to educational outcomes</b>
PZ1	Getting to know the organization of work nurses as part of a collaborative rehabilitation team.	8	Knowing the task D.W37,39
PZ2	Nursing care methods for people with disabilities who are at various stages of rehabilitation: therapeutic, social and professional - assistance in self-service activities	8	D.W25,38, D.U24
PZ3	Identification of problems and planning of care for a disabled person, taking into account the established rehabilitation program	8	DW38, 39,37 D.U24
PZ4	Carrying out nursing and rehabilitation activities limiting the effects of immobilization (contractures, pressure ulcers, muscle atrophy, deformations, blood clots, deterioration of the respiratory system efficiency).	8	D.W25,38, D.U24
PZ5	The use of orthopedic supplies and technical aids in the therapeutic improvement and independence of people with disabilities.	8	D.U18
PZ6	Assessment of the effectiveness of nursing and rehabilitation activities undertaken for the benefit of a disabled person.	8	D.W39,38 D.K2
PZ7	Assessment of the patient and his environment for the purposes of rehabilitation: self-service, gait efficiency, overcoming architectural obstacles, adaptation of the apartment to the needs of the disabled, the possibility of taking up and performing paid work.	8	D.U18
PZ8	The technique of performing selected	8	D.W37,39

	exercises: the principles of lifts, active and passive standing upright, gait exercises, belaying, assistance in the use of orthopedic aids. Self-service exercises - technical aids. Occupational therapy.		
PZ9	Recognition of family problems resulting from the charge's disability and rehabilitation. Forms of helping family members to learn to communicate with the patient and to provide help and support in care and rehabilitation	8	D.U18
PZ9	Problems of caring for mentally handicapped and mentally ill, blind and deaf patients.	8	D.W39,38,D.U24
PZ10	Nurse's participation in improving and nurturing children with cerebral palsy	8	DW.25, 37, D.U24
<b>Total numer of hours:</b>		<b>80</b>	

### 18 Didactic tools/methods

1. Lecture
2. Discussion
3. Practical methods - exercises, practical classes / equipment for kinesiotherapy, physical therapy
4. Multimedia presentations

### 19 Methods and criteria of assessment of the learning outcomes

Lectures; written test,  
Exercises; active participation in exercises, written test of knowledge.  
Practical; participant observation, solving problem situations of patients, evaluation of the documentation kept, practical skills test, oral knowledge test, 100% attendance at practical classes.  
Self-study: multimedia presentations

**Assessment of the achievement of the assumed learning outcomes in terms of knowledge;  
Criteria for evaluating messages (rating scale - very good, good plus, good, sufficient plus, sufficient, insufficient)**

1. Very good - mastering the entire material, presenting knowledge in a logical system, properly understanding generalizations and relationships between them and explaining phenomena, independent use of the theory in practice. Using the correct language, style and scientific terminology.
2. A good plus - mastering the entire material, combining knowledge into a logical whole, explaining the relationship between occurring phenomena, independent use of the theory in practice with little guidance by the teacher. Using medical terminology.
3. Good - Mastering the curriculum material, combining knowledge into a logical whole, understanding generalizations and relations between them, applying theoretical and practical knowledge with the help of the teacher. Using correct language and scientific terminology.
4. Sufficient plus - mastering the curriculum material, binding knowledge, demonstrating the logical relationship between phenomena with the help of the teacher. The use of theoretical knowledge in practice after guidance by the teacher. The language is correct. Using medical terminology.
5. Sufficient - mastering the program content to the basic content, difficulties in combining them into a logical whole. The use of theoretical knowledge in practice with the help of the teacher.

6. Insufficient - lack of program knowledge, lack of understanding of generalizations, the ability to explain phenomena and relationships between them, numerous and serious errors, clumsy style, difficulties in formulating answers.

Oral test - includes one randomly selected question for which the student may receive a very good grade - 3 points; good plus - 2.5 points; good - 2.0 points; 1.5 points plus ; 0.5 and less - insufficient.

Test knowledge of the colloquium written in academic and clinical conditions. Test test - consists of 40 questions - the maximum number of points is 40.

Positive rating: 60% of correct answers.

#### Assessment of the assumed learning outcomes in terms of skills

The criteria for assessing practical skills in academic and clinical conditions include a randomly selected clinical case concerning the improvement of a patient, the performance of an individual task consisting in the recognition of nursing problems of a selected patient in clinical conditions, as well as establishing a nursing procedure plan and implementation of the plan in accordance with the procedures of conduct.

#### Assessment of the achievement of the assumed educational results in the field of social competences:

Social competences are assessed on the basis of the student's observation during classes, analyzing the activity and commitment in classes. The grade given by the tutor is compared by the tutor with the student's self-esteem and in the case of significant differences - discussed with the student.

#### FINAL EXAM - test exam

1. The final exam consists of 40 test questions
2. The student receives 1 point for a correct answer, and 0 points for a wrong answer.
3. To pass, it is necessary to obtain a minimum of 60% correct answers.

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### 20 Student workload

Form of activity	average number of hours to complete the activity
<b>Full-time studies</b>	
Contact hours with the teachers	110
Self-study	30
Student's own work	70
<b>TOTAL</b>	<b>210</b>
<b>Total number of ECTS credits for the course</b>	<b>7</b>

### 21 Basic and supplementary literature

#### Basic literature:

1. Strugała M., Talarska D.; Rehabilitacja i pielęgnowanie osób niepełnosprawnych; Wydawnictwo Lekarskie PZWL, Warszawa 2013
2. Rosławski A., Skolimowski T. Technika wykonywania ćwiczeń leczniczych. PZWL, Warszawa 2003.
3. Rutkowska E. Rehabilitacja i pielęgnowanie osób niepełnosprawnych. Podręcznik dla studentów pielęgniarstwa studiów licencjackich. Czelej, Lublin 2002.

#### Supplementary literature:

1. Biblioteka Specjalisty Rehabilitacji. Usprawnianie po udarze mózgu. ELIPSA-JAIM, Kraków 2002.
2. Borkowska M., Galleta-Mac I. Wady postawy i stóp u dzieci. PZWL, Warszawa 2004.
3. Kiwerski J.: Rehabilitacja medyczna. PZWL, Warszawa 2007.
4. Kwolek A.: Rehabilitacja medyczna tom I i II. Urban & Partner, Wrocław 2004.

5.	Marciniak J. Szewczenko A. Sprzęt szpitalny i rehabilitacyjny. Wyd. Politechniki Śląskiej, Gliwice 2003.
6.	Mika T., Kasprzak W., Fizykoterapia. PZWL, Warszawa 2006.
7.	Olszewski J. (red.) Fizjoterapia w wybranych dziedzinach medycyny. PZWL, Warszawa 2011.
8.	Nowotny J. (red.) Podstawy fizjoterapii. Cz. 1-3. Wyd. „Kasper”, Kraków 2003.
9.	Szwałkiewicz E. Zasady podnoszenia i przemieszczania pacjentów. Poradnik dla pielęgniarek. Urban & Partner, Wrocław 2000.
10.	Zembaty A. Kinezyterapia. Wyd. „Kasper”, Kraków 2003.





## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### I. GENERAL INFORMATION

<b>1 Name of the course</b>												
<b>Research in Nursing</b>												
<b>2 Name of the institution</b>												
Faculty of Health Sciences, Department of Nursing												
<b>3 Module Code</b> 12.6 I 1/1 A001			<b>4 Content group</b> Social sciences				<b>5 Type of Module</b> obligatory					
<b>6 Level of education</b> First-cycle studies			<b>7 Number of ECTS credits</b> Sem. V                   1 Sem. VI                 2 Sem VII                 2				<b>8 Level of the course</b> elementary					
<b>9 Year of studies, semester</b> <i>Year III, semester V</i> <i>Semester VI</i>			<b>10 Number of hours per semester</b>					<b>11 Number of hours per week</b> 2				
			<i>Lect.</i>	<i>Class.</i>	<i>Lab.</i>	<i>Sem.</i>	<i>Proj.</i>	<i>Lect.</i>	<i>Class.</i>	<i>Lab.</i>	<i>Sem.</i>	<i>Proj.</i>
Full-time studies			-	30	-	-	-	-	2	-	-	-
Sem V			-	30	-	-	-	-	2	-	-	-
Sem VI			-	30	-	-	-	-	2	-	-	-
Sem VII			-	30	-	-	-	-	2	-	-	-
<b>12 Language of instruction:</b> Polish												
<b>13 Lecturer (lecturers):</b> dr Edyta Kawka, dr Agnieszka Korol, dr Diana Piaszczyk, dr Aneta Stanisławek, dr Stanisława Spisacka, dr Barbara Sokołowska												

### DETAILED INFORMATION

<b>14 Access requirements</b>	
None	
<b>15 Objectives of the course</b>	
C1	Familiarizing students with the issues of scientific research, taking into account the specificity of research in nursing
C2	Preparing the student for independent research
C3	Preparing students to write master's theses
C4	Developing the research interests of students and preparing them to work in research teams.

<b>16 Learning outcomes in terms of knowledge, skills and social competences</b>		
<b>No.</b>	<b>A student who successfully passed the course, can:</b>	<b>Method of verification of the learning outcomes</b>
C.W33.	Defines the subject, purpose, research area and paradigms of nursing	Didactic test (closed test: multiple choice)
C.W34.	Characterizes the stages of the research procedure	Didactic test (closed test: multiple choice)
C.W35.	Describes research methods and techniques	Didactic test (closed

		test: multiple choice)
<b>C.W36.</b>	Defines the rules for interpreting empirical data and inference	Didactic test (closed test: multiple choice)
<b>C.W.37.</b>	Knows the basic provisions of copyright law and protection of intellectual property	Oral control
<b>C.W38.</b>	Determines the importance of ethics in research	Written and oral control
	<b>SKILLS</b>	
<b>C.U54.</b>	Participates in the implementation of a research project	
<b>C.U55.</b>	Critically analyzes published research results	Practical control
<b>C.U56.</b>	Uses the results of scientific research to provide high-quality patient care	Oral control
<b>C.U56.</b>	Uses the results of scientific research to provide high-quality patient care	Written control
<b>C.U58.</b>	Develops and implements his own research project as part of qualitative research	Written control
<b>C.U59.</b>	Analyzes and prepares reports on scientific research (e.g. scientific articles)	Written control
<b>C.U60.</b>	Acts in accordance with the principles of research ethics and protection of intellectual property	Written control
	<b>SOCIAL COMPETENCE</b>	
<b>D.K2.</b>	Systematically enriches and shapes professional knowledge skills striving for professionalism	Observation, self-evaluation

<b>17 Treści programowe</b>			
	<b>Form of classes - classes</b>	<b>Number of hours</b>	<b>Reference to field-specific learning outcomes</b>
Ćw1	The subject, purpose and area of research.	5	C.W 34,35,36,37,38, C.U.54, 55, 56 57 ,58, 59, 60
Ćw. 2	Nursing research paradigms.	5	C.W 34,35,36,37,38, C.U.54, 55, 56 57 ,58, 59, 60
Ćw.3	Types of research - characteristics of quantitative research and qualitative.	5	C.W 34,35,36,37,38,
Ćw.4	Methods, techniques and research tools.	5	C.U.54, 55, 56 57 ,58, 59, 60
Ćw.5	Stages of the research procedure.	5	C.W 34,35,36,37,38,
Cw.6	Principles of interpreting empirical data and inference.	5	C.U.54, 55, 56 57 ,58, 59, 60
Ćw.7	Ethics in research - copyright and intellectual property.	5	C.W 34,35,36,37,38,
Ćw.8	Analysis of a scientific article according to the adopted criteria.	5	C.U.54, 55, 56 57 ,58, 59, 60
Ćw9	Discussion of the assumptions for qualitative theses.	5	C.W 34,35,36,37,38,

Ćw. 11	Designation of topics for a research project in close connection with nursing and elaboration. in research concept groups.	5	C.U.54, 55, 56 57 ,58, 59, 60
Ćw. 12	Defining the purpose and research problems.	5	C.W 34,35,36,37,38,
Ćw. 13	Selection of research methods and tools.	5	C.U.54, 55, 56 57 ,58, 59, 60
Ćw. 14	Construction of the survey questionnaire and a categorized interview questionnaire.	5	C.W 34,35,36,37,38,
Ćw. 15	Conducting research, analyzing the results, creating tables, charts and drawing conclusions. Presentation of the results in the group.	5	C.U.54, 55, 56 57 ,58, 59, 60
Ćw. 16	Discussion of scientific sources, including nursing scientific journals and online databases.	5	C.W 34,35,36,37,38, C.U.54, 55, 56 57 ,58, 59, 60
Ćw. 17	Assessment of the scientific value of journals: IF, MNiSZW, IC. Publishing rules in scientific journals.	5	C.U.54, 55, 56 57 ,58, 59, 60 C.W 34,35,36,37,38,
Ćw 18	Overview of the principles of ethics in nursing research - informed consent of the research participant, The role and importance of Bioethics Committees in research.	5	C.W 34,35,36,37,38, C.U.54, 55, 56 57 ,58, 59, 60
	Total for: I and III semester	90	

### 18 Didactic tools/methods

- |    |                            |
|----|----------------------------|
| 1. | Multimedia lecture         |
| 2. | Multimedia presentation    |
| 3. | Educational Project Method |

### 19 Methods of assessment (F – forming; S – summarizing)

- |     |                      |
|-----|----------------------|
| F1. | Active participation |
| P1. | Final test           |

## 20 Student workload

Form of activity	Average number of hours to complete the activity	
	S	
Contact hours with the teachers	90	
Self-study	30	
TOTAL	120	
TOTAL NUMBER OF ECTS CREDITS	3	

## 21 Basic and supplementary literature

### Basic literature:

1. Lenartowicz H., Kózka M.: Metodologia badań w pielęgniarstwie; Wyd. PZWL, Warszawa 2019
2. 1. Stodolak A.: Metodologia badań pielęgniarstwie, Skrypt dla studentów studiów II stopnia kierunku Pielęgniarstwo; Legnica 2011. Lenartowicz H., Kózka M. Metodologia badań naukowych w pielęgniarstwie, Wydawnictwo Lekarskie PZWL, Warszawa 2010.  
2. Łobocki M., Metody i techniki badań pedagogicznych, Oficyna Wydawnicza "Impuls", Kraków 2007.  
3. Poznańska S., Przewodnik etyczny w pielęgniarstwie, Wydawnictwo OVO, Warszawa 1998.

### Supplementary literature:

1. Metodologia badań społecznych : wybór tekstów / red. nauk. Jerzy Marian Brzeziński. - Wyd. 1 w tej ed. - Poznań : Wyd. Zys i S-ka, 2011
2. D. Radomski, A Grzanka: Metodologia badań naukowych w medycynie, UM Poznań 2011.

## 22 Forms of assessment

### Conditions for obtaining a credit in the course:

Percentage breakdown of the assessed effects in the categories of knowledge, skills, competences: W- 50%, U- 40%, K-10%

The condition for completing the course is:

1. Obtaining a positive mark in the test (written form - 25 questions - test to complete the answer and single-choice questions). The condition for obtaining a positive evaluation is giving 60% positive answers.

Scoring - each question is assessed on a scale of 0 to 1 points. You can get a maximum of 25 points, a minimum of 15 points.

### Assessment criteria:

Very good - Comprehensive mastery of all curriculum material, knowledge related to each other in a logical system, proper understanding of causation.

Good plus - Mastering the program material, clear formulation of thoughts, correct proportions between individual parts of the statement.

Good - Mastering the program material, correct understanding of the causal relationship.

Plus sufficient - Mastering the program material, correct understanding of the causal relationship. Proportions between particular parts of the statement not respected.

Sufficient - The scope of the curriculum limited to the basic content, basic information loosely combined, limited ability to apply knowledge even with the help of a teacher.

Inadequate - Glaring lack of program messages and logical link between messages.

3. Systematic preparation for classes based on the provided literature

The student may obtain partial grades for active participation in classes (observation of the student's involvement during the classes)



## SYLLABUS FOR 2020/2021 ACADEMIC YEAR

### I. GENERAL INFORMATION

<b>1 Name of the course</b>										
<b>Sign language</b>										
<b>2 Name of the institution</b>										
Faculty of Health Sciences, Department of Nursing										
<b>3 Module Code</b>	<b>4 Group of Educational Content</b>					<b>5 Type of module</b>				
	<i>General sciences</i>					optional				
<b>6 Level of studies</b>	<b>7 Number of ECTS credits</b>					<b>8 Level of the course</b>				
<i>First-cycle studies</i>	3					<i>Elementary</i>				
<b>9 Year of studies, semester</b>	<b>10 Number of hours per semester</b>					<b>11 Number of hours per week</b>				
	<u>Lecture</u>	<u>Classes</u>	<u>lab.</u>	<u>seminar</u>	<u>proj.</u>	<u>Lec.</u>	<u>Classes.</u>	<u>lab.</u>	<u>sem.</u>	<u>proj.</u>
Year III, sem V Full-time studies		30					2			
<b>12 Language of Instruction:</b> Polish										
<b>13 Lecturer (Lecturers)</b>										
mgr Małgorzata Mika ; mikapzg@gmail.com										
<b><u>DETAILED INFORMATION</u></b>										
<b>14 Access requirements</b>										
1.	<u>Sign language interpreter</u>									
2.	<u>Pedagogical preparation</u>									
<b>15 Objectives of the course</b>										
<u>C1</u>	<u>To acquaint the student with the basic terminology related to the organ of hearing, causes of hearing impairment and speech development disorders related to hearing impairment</u>									
<u>C2</u>	<u>Introducing students to the ways and means of communication between people with hearing impairment and the impact of deafness on the personal, social and professional spheres of deaf people</u>									
<u>C3</u>	<u>To acquaint students with the rules of transferring dactylography</u>									
<u>C4</u>	<u>Developing the ability to use conceptual signs (sign ideograms) in the field of emergency aid and treatment</u>									
<u>C5</u>	<u>Preparing students for independent transfer and translation of messages in sign language</u>									
<u>C6</u>	<u>Developing a positive and helpful attitude towards the deaf</u>									
<b>16 Field-specific learning outcomes in terms of knowledge, skills and social competences</b>										
<b>No.</b>	<b><u>A student who successfully passed the course:</u></b>					<b><u>Reference to objectives of the course</u></b>				
C.W43	Explains the causes of hearing and speech disorders in the context of communication and understands the importance of early detection;					<u>C1</u>				
C.W.44	distinguishes between methods and means of communication of					<u>C2 , C3, C4, C5</u>				

	people with hearing impairment;	
C.W.45	recognizes dactylographic signs: static, dynamic, numerical and idiographic in the area of collecting information about the patient's health situation;	<u>C1, C2, C5, C6</u>
C.W.46	knows the rules of communication with a deaf patient;	C2, C3, C4, C5
C.U. 64. C.U 65	establishes contact with a hard of hearing and deaf person; uses signs of sign language in the care of a deaf patient in order to prepare for conscious participation in medical and care procedures;	C4, C5, C6 C4, C5, C6
C.U.66.	uses sign language in the field of situational terminology: providing first aid, providing information to the family;	C4, C5, C6

17 Programme content			
	Form of classes - classes	Number of hours	Reference to educational outcomes
ĆW1	Presentation of the PZG Center for children; Rules for the transmission of the alphabet; Vowels; polite phrases	2	W.C.43.44.45.46  C.U. 64,65,66
ĆW2	<i>Dactylography; family; pronouns, verb "to be" inf. about deaf adults</i>	2	W.C.43.44.45.46  C.U. 64,65,66
ĆW3	Fixation; address, verb. have; questions; hearing impairment; audiogram	2	W.C.43.44.45.46  C.U. 64,65,66
ĆW4	epetition; hospital; accident; negative; hearing aids; Passing dactylography	2	W.C.43.44.45.46  C.U. 64,65,66
ĆW5	Fixation; drug research; diseases; pregnancy; CODA children;	2	W.C.43.44.45.46  C.U. 64,65,66
ĆW6	Repetition of signs; recommendations; exercises in transmitting doctor's messages; self-presentation	2	W.C.43.44.45.46  C.U. 64,65,66
ĆW7	Ideography - strengthening exercises; sign languages in the world	2	W.C.43.44.45.46  C.U. 64,65,66
ĆW8	Repetition; Attempts to interview a deaf patient; shopping; the colors	2	W.C.43.44.45.46  C.U. 64,65,66
ĆW9	Capture content; Opposites; cardinal numerals	2	W.C.43.44.45.46  C.U. 64,65,66
ĆW10	Game consolidating acquired skills; time; Principal numerals; Reading messages	2	W.C.43.44.45.46  C.U. 64,65,66
ĆW11	Recordings; ordinal numbers; reading speech from the mouth; passing the self-presentation	2	W.C.43.44.45.46  C.U. 64,65,66
ĆW12	Repetition; surgery; pharmacy; treatments; phonogestures	2	W.C.43.44.45.46



			C.U. 64,65,66 W.C.43.44.45.46
ĆW13	Practice in reading sign language; conversation about meals; ethics and the role of a speech translator	2	C.U. 64,65,66 W.C.43.44.45.46
ĆW14	Preservation of characters; Clothes; bathroom, cochlear implants	2	C.U. 64,65,66 W.C.43.44.45.46
ĆW15	Consolidating the material; interview with the patient in the accident; diet, alcohol, cigarettes	2	C.U. 64,65,66 W.C.43.44.45.46
<b>Total numer of hours</b>		<b>30</b>	C.U. 64,65,66

### 18 Didactic tools/methods

1. Presentation of signs
2. Multimedia presentations, journals, literature
3. Dictionaries
4. Group work, role-playing games: nurse-patient
5. Games, competitions
6. Discussion

### 19 Methods of assessment (F – forming; S – summarizing)

- |     |  |
|-----|--|
| F1. | <u>Classes</u>                           |
| F2. | <u>Discussion</u>                        |
| F3. | <u>Active participation in the class</u> |
| P1. | <u>Written tests</u>                     |
| P2. | <u>Passing the course</u>                |

### 20 Student workload

<u>Form of activity</u>	<u>average number of hours to complete the activity</u>
	<b>S</b>
<u>Contact hours with the teacher</u>	30
<u>Self-study</u>	15
<u>Preparation for classes</u>	45
<b>TOTAL</b>	90
<b>TOTAL NUMBER OF ECTS CREDITS FOR THE COURSE</b>	3 ECTS

### 21 Basic and supplementary literature:

#### Basic literature:

1. Szczepankowski B.;Koncewicz D-Język migowy w terapii WSP Łódź 2008
2. Hendzel J.-Słownik polskiego języka migowego Olsztyn OFER 1995
3. Szczepankowski B.-Pierwsza pomoc medyczna Centrum Edukacji Medycznej 1996
4. red.Krakowiak K.,Dziurda-Multan A.-Przekraczanie barier w wych.osób z uszkodzeniami słuchu KUL2006

#### Supplementary literature:

1. Prillwitz S.-Język ,komunikacja i zdolności poznawcze niesłyszących WSiP 1996
2. Perier O.-Dziecko z uszkodzonym słuchem WSiP 1992

3.	Red.Kobosko J-Młodzież głucha i słabosłysząca ;Stow."Usłyszeć świat"2009
4.	PZG Łódź-Edukacja niesłyszących 2011

### 22 Evaluation Criteria \*

	<b>insufficient (2.0)</b>	<b>sufficient (3.0)</b>	<b>good (4.0)</b>	<b>very good (5.0)</b>
EK01	The student does not know causes of hearing and speech impairment in the context of communication	The student knows the causes of hearing and speech impairment in the context of communication	The student knows the causes of hearing impairment, does not know their consequences in terms of speech understanding	The student knows very well the causes and consequences of hearing and speech impairments to properly communicate with a deaf person
EK02	The student does not know the methods and means of communication of deaf people	The student does not know all the ways and means of communication between people with hearing impairment	The student knows the methods of communication between deaf people, but does not use them	The student knows very well the methods of communication between deaf people and is able to apply them
EK03	The student does not know dactylography and signs of sign language	The student makes numerous mistakes in the presentation of alphabet characters and ideography	The student correctly presents most of the signs of dactylography and ideography	Student without errors, fluently uses and reads dactylography signs: alphabet, numerals and ideography signs in the field of collecting information about the patient's health situation
EK04	The student does not know the rules of communication with a deaf patient	The student knows the basic principles of communicating with a deaf patient	The student correctly presents most of the rules of communication with a deaf patient	The student knows and applies all the rules of communication with a deaf patient
EK05	The student is unable to establish contact with a deaf person	The student is able to establish general contact with a deaf patient	The student correctly establishes unfathomable contact with the patient	The student is able to establish full contact with the patient
EK06	The student does not know sign language signs in the field of medical care	The student makes numerous mistakes presenting signs	The student correctly presents most of the signs of sign language	The student perfectly uses signs of sign language in the field of care and preparation of the patient for

	and procedures	of sign language in the field of medical care and procedures		conscious participation in medical procedures
EK07	The student does not know the signs of sign language in first aid terminology, is unable to convey inf to the family and does not know the rules of savoir-vivre in communication with a deaf person	The student knows the basic signs of first aid terminology, is able to provide general information about the family, knows the basic principles of ethical communication with a deaf person; does not present a positive attitude towards the deaf community	The student knows all signs of sign language in the field of first aid, is able to convey information to the family, knows the rules of ethical communication with deaf people, is not active during classes	The student knows very well and presents signs of sign language in the field of first aid, is able to convey information to the patient's family, applies all rules of ethical communication with deaf people; is interested in deepening the knowledge and skills of communication in sign language in order to help deaf people

### 23. Other useful details concerning the course

- |    |  |
|----|--|
| 1. | Classes will be held at PSW in Biała Podlaska                        |
| 2. | Classes will be held in accordance with the current schedule         |
| 3. | Office hours will be held in accordance with the applicable schedule |