

**THE KARKONOSZE UNIVERSITY OF APPLIED SCIENCES**

**in Jelenia Góra**



**THE KARKONOSZE UNIVERSITY  
OF APPLIED SCIENCES**

**FACULTY OF MEDICAL AND TECHNICAL SCIENCES**

**NURSING PROGRAMME**

**CATALOGUE of COURSES SELECTED in SPRING SEMESTER**

1.	English language
2.	Medical law
3.	Primary health care
4.	Pediatrics and Pediatric Nursing
5.	Nutrition
6.	Neurology and Neurological Nursing
7.	Anaesthesiology and nursing in life-threatening situations
8.	Geriatrics and Nursing in Geriatrics
9.	Long term care nursing
10.	English language – master level

**14.****SUBJECT SHEET**

<b>Name of the subject/ module:</b>	<b>English language course, level A2-B1</b>
<b>Name of the subject/ module in Polish:</b>	<b>Język angielski, poziom A2-B1</b>
<b>Programme:</b>	Nursing
<b>Study form/level:</b>	Full-time studies / First Cycle Bachelor studies
<b>Study profile:</b>	practical
<b>Educational entity:</b>	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Medical and Technical Sciences
<b>Teacher:</b>	mgr Monika Wachowicz, mgr Marta Mędrak

**Forms of classes, the number of hours**

Semester	Lecture	Practical class	Seminar	Self-study	Practical classes in a clinical setting	Total	ECTS
<b>2</b>	-	<b>60</b>	-	<b>5</b>	-	<b>65</b>	<b>3</b>
<b>3</b>	-	<b>60</b>	-	<b>5</b>	-	<b>65</b>	<b>3</b>

**The goal of the subject/course**

**C1** To consolidate and develop lexical skills in the four language skills. The course focuses on the medical language.

**C2** To systematise knowledge and develop the ability to apply grammatical structures included and to systematise knowledge and develop the ability to apply grammatical structures included in the curriculum.

**C3** To improve the ability to use various sources of information in order to broaden linguistic knowledge and to improve communicative competence in four language skills.

**C4** To improve self-education skills directed at raising linguistic competence.

**Preliminary requirements in terms of knowledge, skills and other competence:**

**Semester 2** - English language level A2

**Semester 3** - obtaining a credit for English language course in semester 2

A prerequisite for taking the exam is obtaining a credit for the semester course.

**Expected learning outcomes:**

<b>In terms of skills:</b>		
B.U16 analyse literature in English		
B.U17 communicates in English at B2 level of the Common European Framework of Reference for Languages		
<b>Curriculum:</b>		
<b>Forms of classes: PRACTICAL CLASS (Ćw.)</b>		<b>The number of hours</b>
<b>Ćw.1</b>	The role of medical and paramedical professions in the modern world.	2
<b>Ćw.2</b>	Characteristics of chosen professions. Relationships between patients and relations between patients and medical profession representatives.	2
<b>Ćw.3</b>	Verbs describing actions performed by medical personnel. Tenses: the Present Simple and the Present Continuous.	2
<b>Ćw.4</b>	Body parts, organs, systems: circulatory, digestive, nervous, respiratory, muscular, skeletal.	2
<b>Ćw.5</b>	Describing systems and their basic functions. Grammar - prepositions defining place and time.	2
<b>Ćw.6</b>	Describing systems and their basic functions. Grammar - prepositions defining place and time.	2
<b>Ćw.7</b>	Organisation of a hospital. Discussing the profession of a paramedic and a receptionist. Prepositions of place and movement. Describing and giving information about the location of objects.	2
<b>Ćw.8</b>	Revision of the material of classes 1 - 6.	2
<b>Ćw.9</b>	Medical apparatus and equipment supporting the disabled (construction and principles of use).	2
<b>Ćw.10</b>	History of the wheelchair. The Present Perfect and The Past Simple.	2
<b>Ćw.11</b>	Hospital admission procedures, first aid. Asking about occurring ailments, giving information about the circumstances as a result of which the patient found himself in hospital.	2
<b>Ćw.12</b>	Recounting events – the Past Simple and the Past Continuous tense. Completing medical records.	2
<b>Ćw.13</b>	Emergencies, causes and effects. Providing first aid outside the hospital.	2
<b>Ćw.14</b>	Grammar - commands, orders and prohibitions.	2
<b>Ćw.15</b>	The revision of the classes: 9 – 13. Test.	2
<b>Ćw.16</b>	Mechanism of pain generation, types and methods of pain relief. Pain as a defence system of the organism.	2
<b>Ćw.17</b>	The role of pain in application of chosen physiotherapeutic procedures. Higher and highest degree of adjectives and adverbs.	2
<b>Ćw.18</b>	Symptoms characteristic of selected ailments. The function of a counsellor in Medical helpline.	2
<b>Ćw.19</b>	Asking questions and giving answers in relation to the past, present and future. Questions about the subject.	2

<b>Ćw.20</b>	The use of non-conventional medicine of the Zetsushin type in determining symptoms of illnesses.	2
<b>Ćw.21</b>	Test summarising the material of classes 16 - 20.	2
<b>Ćw.22-26</b>	Assessment and measurement of the range of motion in the joints of the lower and upper limbs - based on the literature. Care of elderly people, rehabilitation of elderly patients. Alzheimer's and Parkinson's disease. Rehabilitation equipment in the care of elderly patients. System of care of elderly people in Poland and in the world. Using will in describing the future, predictions, expressing hopes for the future, making offers, requests and promises.	10
<b>Ćw.27-28</b>	Analysing job advertisements. Formulating a letter to obtain additional information concerning a job offer. Formulating a cover letter and a CV.	4
<b>Ćw.29</b>	Test summarising the material of classes 24 - 26.	2
<b>Ćw.30</b>	Presentation of projects in sem. 2.	2
<b>Ćw.31-33</b>	Principles of good nutrition. Nutrients and vitamins, their sources and their impact on health and fitness. Eating disorders and their consequences - obesity, bulimia and anorexia. Principles of diet in diabetes and other diseases of civilisation. Giving advice (should, shouldn't). Using the quantities for countable and uncountable nouns (much, many, some, a few, a little, a lot of, lots of).	6
<b>Ćw.34-35</b>	The role of blood and blood donation in modern medicine. Structure of blood, heart. Recalling the principles of the circulatory system. Physiotherapeutic procedures used in patients with cardiovascular disorders. Conditioned periods: zero and one.	4
<b>Ćw.36</b>	The test summing up the material of classes: 31 - 35.	2
<b>Ćw.37</b>	Vocabulary connected with performing nursing procedures.	2
<b>Ćw.38-39</b>	Hospice - a place for dignified dying. Nursing procedures used for terminally ill patients. Funeral rites according to the rules of different religions. Expressing suppositions - may, might, could.	4
<b>Ćw.40-41</b>	Rules of hygiene at home, in a treatment room and in a hospital. Situations conducive to viral and bacterial infections. Means and equipment used for for keeping clean. Using: must, have to, don't have to, mustn't, need to, need + verb-ing.	4
<b>Ćw.42</b>	Test summarising the material of classes 38 -41	2
<b>Ćw.43-45</b>	Behaviour connected with mental disorder. The role of the nurse in the care of patients with mental disorders. Stress - sources and ways of coping with its symptoms. Elements of unconventional medicine used in emotional disorders. The use of the Present Perfect tense to describe experiences, linking the past and present (using for, since, never, already, yet, just).	4
<b>Ćw.46-47</b>	Monitoring a patient (recording vital functions), taking measurements (checking heart rate, taking blood pressure, etc.). Description of the steps involved in taking measurements and tests (e.g. x-rays, MRI, etc.). Principles of management of the comatose patient. Passive side.	4
<b>Ćw.48-49</b>	Types of pharmacological agents. Principles and effects of use. Epidemics of the XX and XXI century. The Present Continuous tense and the form going to ... - to express predictions, plans for the future and actions written in graphics.	4
<b>Ćw.50-51</b>	Alternative therapies (acupuncture, reflexology, reiki, goatherapy, hypnotherapy, homeopathy) - history, origin and application. Herbalism as a form of supporting modern medicine. Structures: for + noun, for +ing, to + infinitive, ... so that..., because, so used to express	4

	reasons. Formulating an informal email letter of advice.	
<b>Ćw.52</b>	Test summarising the material of classes 46 - 51.	2
<b>Ćw.53-54</b>	Pilates, Cantienica, yoga exercises in maintaining physical fitness at any age. A brainstorming task - collecting vocabulary related to exercise. Working with a mono- and bilingual dictionary. Searching for information on the Internet.	4
<b>Ćw.55-56</b>	Sports (Olympic sports, summer and winter sports, extreme sports). Rules of participation. Injuries and traumas, ways of treating them. Reported speech (affirmative, negative sentences, questions, prohibitions and orders).	4
<b>Ćw.57</b>	Travelling, business trips and conferences. Situations at the airport, booking a hotel room, asking for directions, dialogues in a restaurant/café, etc. Writing a report.	2
<b>Ćw.58</b>	Hi-tech in medicine. Latest global technological developments and their application in diagnostics and nursing services.	2
<b>Ćw.59</b>	Biographies of figures associated with nursing. Cases of unusual conditions and their treatments. Online medical news review. Test covering the material of classes 55 and 56.	2
<b>Ćw.60</b>	Semester 3 project presentations.	2
<b>Hours (in total):</b>		<b>120</b>
<b>Educational tools</b>		
<b>1</b>	School blackboard, textbooks, exercises and subject-methodical texts, photographs, drawings and illustrations, dictionaries, lexicons.	
<b>2</b>	Charts, diagrams, foliograms, slides, tape recordings, MP3 recordings, radio and television recordings, radio programmes.	
<b>3</b>	Communication equipment (interactive whiteboard, multimedia projector), the Internet, multimedia computer programs.	
<b>Teaching methods</b>		
<b>1</b>	Exposure and interaction method - elements of different methods depending on needs, e.g. discussion The expository-interactive method - elements of various methods as needed, e.g. discussion, drill, pupils' cooperation, S and S and S and N conversation, project, brainstorming, analysis and interpretation  source texts.	
<b>Forms of assessment (F – formative, P – summative)</b>		
<b>F1</b>	<p>Semester 2</p> <p>Written tests testing lexical, grammatical, reading and listening comprehension skills at A2 level: multiple choice tests, true/false tests, cloze tests, sentence transformations (e.g. forming questions), giving synonyms or antonyms of words, correcting errors, vocabulary exercises (e.g. giving an adjective derived from a noun), translating words in context into English.</p> <p>Semester 3</p> <p>Written tests covering lexical, grammatical, reading and listening comprehension skills at B1 level: multiple choice tests, true/false tests, cloze tests, sentence transformations (e.g. forming questions, forming the passive voice), giving synonyms or antonyms of words, correcting errors, vocabulary exercises (e.g. giving the derived adjective from a given noun), defining words and phrases, translating words in context into English.</p>	

	<p>Points scored in the tests correspond to the marks according to the following conversion factor:</p> <p>very good - 100% -92%</p> <p>good+ - 91% - 83%</p> <p>good - 82% - 74%</p> <p>satisfactory+ - 73%- 63%</p> <p>satisfactory - 62% - 52%</p> <p>unsatisfactory/fail - 51% and below</p>
<p><b>P1</b></p>	<p>Individual project or projects in pairs.</p> <p>Semester 2</p> <p>Project choice: 1. Safety rules. The student prepares in a written form a set of advice on what to avoid and how to prepare the environment for e.g. a small child or a disabled person in order to maintain safety rules (at home, on the street, at work, etc.) The work should be at least 200 words. The student orally presents selected parts of the work and is able to answer related questions (this project may also be presented in multimedia form), or 2. Interview, which consists in conducting an interview in Polish with a person from a professional environment and translating it into English. The interview should include at least 10 questions and information about the interviewee (at least 5 sentences). The student is able to present the results of the interview orally in English.</p> <p>Semester 3</p> <p>Project entitled Promoting healthy lifestyle. This project may cover such aspects as: diet, forms of physical activity, the use of the latest achievements of modern medicine and unconventional medicine. The paper, in written form, should be at least 200 words long. The student orally presents selected parts of the work and is able to answer related questions. The project may also be presented in multimedia form.</p> <p>Assessment criteria:</p> <p>a) language, style, composition (0 - 5 points)</p> <p>b) factual content (0 - 5 points)</p> <p>c) creativity (0 - 5 points)</p> <p>d) oral presentation skills (0 - 5 points).</p> <p>The conversion of points into grades is as follows:</p> <p>very good - 19-20</p> <p>good+ - 17-18</p> <p>good - 15-16</p> <p>satisfactory+ - 13-14</p> <p>satisfactory - 11-12</p> <p>unsatisfactory/fail - 10 and below</p>
<p><b>P2</b></p>	<p>An examination to test the knowledge, skills and personal and social competence of the whole course. The examination consists of a competence level test of the following skills:</p> <p>1. reading. Questions are designed to test individual reading comprehension skills. Questions may be asked in the form of multiple-choice questions, i.e. a text followed by its answers (a, b, c, d ) or text completion, or true-false</p>

tasks. You may get 10 points for this part of the exam.

2. use of lexical and grammatical structures: (English in Use) - tasks include filling in blanks in the text on the basis of the student's own answers (cloze test), transformations (sentence transformations) or completing one of many given options (multiple choice test). Other tasks include correcting errors, vocabulary, giving synonyms or antonyms, defining words, phrases, idioms or, similarly, explaining the meaning of the above by giving a definition, synonym or antonym. You may get 20 points for this part of the exam.

3. Listening. The material is listened to twice. Listening tasks are: filling in gaps in the form, matching the correct answer, choosing the correct. The listening tasks include: filling in gaps, matching the correct answer, choosing the correct answer from the given ones, true or false tasks, etc. Texts used are e.g.: dialogues, announcements, speeches, radio programmes, answering machine messages, etc. messages on your answering machine. You may get 10 points for this part of the exam.

4. Speaking. In task 1, the student discusses a topic drawn by him/her. In task 2, the student discusses and interprets a drawn photograph or picture. The student is assessed by a panel. You may get 10 points for this part of the exam..

The exam grade is the arithmetic mean of all parts of the exam and is calculated as follows way:

very good - 100% -92%

good+ - 91% - 83%

good - 82% - 74%

satisfactory+ - 73%- 63%

satisfactory - 62% - 52%

unsatisfactory/fail - 51% and below

#### Student workload

Form of activity	Total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during the classes)	120
Self-study	10
Preparing for classes and the exam	60
TOTAL	<b>190</b>
<b>TOTAL NUMBER OF ECTS POINTS FOR THE COURSE</b>	<b>6</b>

#### Primary and supplementary literature

##### Primary literature:

1. Nursing 1, Tony Grice, Oxford University Press
2. English for Nurses, Ewa Donesh-Jeżo, Wydawnictwo Przegląd Lekarski
3. English In Medicine, Joanna Ciecierska, Barbara Jenie, Państwowy Zakład Wydawnictw Lekarskich
4. English In Medicine, Erich Glendinning, Beverly Holmstrom, Cambridge University Press

##### Supplementary literature:

1. English File Pre-Intermediate 3rd edition, Clive Oxenden, Oxford University Press
2. English File Intermediate 3rd edition, Clive Oxenden, Oxford University Press



**Websites:**

1. [www.englishmed.com](http://www.englishmed.com)
2. [www.medicinemed.com](http://www.medicinemed.com)
3. [www.medline.com](http://www.medline.com)
4. [www.thelancet.com](http://www.thelancet.com)
5. [www.bmj.com](http://www.bmj.com)
6. [www.nursesinternet.com](http://www.nursesinternet.com)
7. [www.workingnurse.com](http://www.workingnurse.com)

**MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT**

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
<b>B.U16</b>	C1-4	Ćw.1-60	1-3	1	F1, P1-2
<b>B.U17</b>	C1-4	Ćw.1-60	1-3	1	F1, P1-2

**METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES**

The course starts with information on the requirements and scope of assessment of the knowledge, skills and social competences they have mastered. The course will be evaluated and passed depending on the level of mastering the effect.

**ADDITIONAL INFORMATION ABOUT THE COURSE**

1. Information on the venue (building/room) and date (day of week/time) - according to the timetable of classes.
2. Information on consultations (time + place) - according to the consultation schedule.

**12.****SUBJECT SHEET**

<b>Name of the subject/ module:</b>	<b>Medical law</b>
<b>Name of the subject/ module in Polish:</b>	<b>Prawo medyczne</b>
<b>Programme:</b>	Nursing
<b>Study form/level:</b>	Full-time studies / First Cycle Bachelor studies
<b>Study profile:</b>	practical
<b>Educational entity:</b>	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Medical and Technical Sciences
<b>Teacher:</b>	dr n. med. dr n. prawnych Leszek Malkiewicz

**Forms of classes, the number of hours**

Semester	Lecture	Practical class	Seminar	Self-study	Practical classes in a clinical setting	Total	ECTS
2	15	15	-	20	-	50	2

**The goal of the subject/course**

**C1** - Knowledge of basic issues in law (sources of law, system of sources of law including acts of law universally binding in Poland, the notion and elements of the system of law). Civil law - The concept, specific features, components, legal capacity, legal actions capacity. Legal responsibility for the damage done and for the torts. Legal responsibility for damage caused and for torts.

**C2** - Transfer of knowledge concerning legal sources of health protection in Poland, duties of public authorities. The aim of the course is to introduce the knowledge about legal sources of health protection in Poland, duties of public authorities in the field of health protection, health protection reform (years 1999-2003), current organisation and functioning of the health protection system, as well as the legal regulation of patients' rights and the activity of the Patients' Rights Ombudsman. To make the students familiar with the legal regulations The aim of the course is to introduce the students to legal regulations concerning the professions of doctor, dentist, nurse and midwife.

**C3** - To show the relations between legal regulations and may practise a profession of a nurse and taking responsibility for the realisation of professional practice.

**Preliminary requirements in terms of knowledge, skills and other competence:**

Basic knowledge of: social studies, including the principles of organisation and functioning of public institutions (secondary level) and philosophy and ethics of the nursing profession are required.

**Expected learning outcomes:**

**In the scope of knowledge a graduate knows and understands**

**B.W16.** basic legal regulations in the field of health insurance in Poland and the European Union member states and selected trends in health care policy in Poland and European Union member states

**B.W17.** the legal basis of the nursing profession, including the rights and duties of nurses, the organisation and tasks of the professional self-government of nurses and midwives and the rights and duties of its members

**B.W18.** the principles of criminal, civil, labour and professional liability associated with the practice of the profession of a nurse

**B.W19.** human rights, children's rights and patients' rights.

**In the scope of skills graduates can:**

**B.U12.** apply legal regulations concerning the professional practice of nursing.

**In the scope of social competence:**

**K.S.2** The graduate is ready to be guided by the good of the patient, respect his/her dignity, show understanding for world-view and cultural differences and empathy in relations with a patient and his/her family

**K.S.5** The graduate is ready to diligently perform his/her profession in accordance with the rules of ethics;

**Curriculum:**

<b>Forms of classes: LECTURE (W)</b>		<b>The number of hours</b>
<b>W.1</b>	Introductory lecture. Presentation of the programme contents, sources, the knowledge of which is required and the rules of verification of the educational results. The notion of sources of law. The ways of creating law.	2
<b>W.2</b>	The definition of a system of law sources. Sources of universally binding law in Poland.	2
<b>W.3</b>	The notion of a system of law and its components. Civil law - a definition, features. The notion of legal capacity and legal actions capacity. Civil law responsibility.	2
<b>W.4</b>	Legal sources of health protection in Poland. The health care system reform 1999-2003.	2
<b>W.5</b>	Current organisation of the Polish health care system. Duties of public administration organs in the scope of health protection.	2
<b>W.6</b>	Patients' rights and Patients' Rights Ombudsman.	2
<b>W.7</b>	Professions of a doctor, dentist, nurse and midwife and legal responsibility connected with their performance.	2
<b>W.8</b>	Test of knowledge. Summary.	1
<b>Hours (in total):</b>		<b>15</b>
<b>Forms of classes: PRACTICAL CLASS (Ćw.)</b>		<b>The number of hours</b>
<b>Ćw.1</b>	Introductory classes. Presentation of the aim of the classes, literature, as well as the rules of the assessment and related requirements.	2

<b>Ćw.2</b>	Civil law - basic issues. Civil law norms. Civil law and its elements. Legal acts - meaning and essence, types, content, form, defects of the declaration of will and effects of legal acts defectiveness.	2
<b>Ćw.3</b>	The profession of a physician and a dentist. Profession of a nurse and a midwife.	2
<b>Ćw.4</b>	Legal regulation of health insurance in Poland and the European Union. Organisational and legal forms of providing health services.	2
<b>Ćw.5</b>	The right to health services. Benefits financed from public funds. Health spa treatment.	2
<b>Ćw.6</b>	Liability in medical professions. Legal regulations on abortion.	2
<b>Ćw.7</b>	State medical rescue service. Public blood service.	2
<b>Ćw.8</b>	Summary. Written test of knowledge - for those interested in increasing their skill assessment or those who do not meet the requirements for a positive assessment.	1
<b>Hours (in total):</b>		<b>15</b>
<b>Educational tools</b>		
<b>1</b>	Textbooks, legal acts.	
<b>2</b>	Foliograms, multimedia presentations, audio-visual materials.	
<b>Teaching methods</b>		
<b>1</b>	Lecture, description, explanation of the issues presented.	
<b>2</b>	Audio-visual tasks	
<b>3</b>	Didactic discussion (as part of exercises)	
<b>4</b>	Presentation	
<b>Forms of assessment (F – formative, P – summative)</b>		
<b>F1</b>	Smaller written forms - writing a paper - essay, individual and group work.	
<b>P1</b>	Knowledge and skills test.	
<b>P2</b>	Analysis of selected case studies.	
<b>Student workload</b>		
<b>Form of activity</b>		<b>The total and average number of hours necessary in order to complete the activities</b>
Contact hours with the teacher (during the classes)		30
Self-study		20
Preparing for the classes		10
Preparing for the assessment test		5
TOTAL		<b>65</b>
<b>TOTAL NUMBER OF ECTS POINTS FOR THE COURSE</b>		<b>2</b>

## X. Primary and supplementary literature

### Primary literature:

1. R. Kubiak, Prawo medyczne, wyd. C.H. Beck 2017,
2. R. Kędziora, Odpowiedzialność karna lekarza w związku z wykonywaniem czynności medycznych, Wolters Kluwer Polska, 2009

### Supplementary literature:

1. B.Sygit, D.Wąsik, Leksykon prawa medycznego , Wolters Kluwer, 2017 Warszawa
2. D.Karkowska, Prawo medyczne dla pielęgniarek, Wolters Kluwer Polska, 2013 Warszawa.
3. Nowacki J., Tobor Z., Wstęp do prawoznawstwa, W-wa 2016 Wyd. Wolter
4. Kluwer S. Wronkowska, Podstawowe pojęcia prawa i prawoznawstwa, Poznań 2005,
5. M.R. Bombicki, Konstytucje Polski : nowy podział administracyjny kraju, Polski Dom Wydawniczy &quot;Ławica&quot; 1998

### MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
<b>B.W16</b>	C2	W.4-5 Ćw.4	1-2	2-4	F1, P2
<b>B.W17</b>	C2	W.5, 7 Ćw.3-4, 6	1-2	1-4	F1, P1-2
<b>B.W18</b>	C1, 3	W.3, 7 Ćw.6	1-2	1-4	F1, P1-2
<b>B.W19</b>	C1-2	W.6 Ćw.4-5	1-2	1	P1-2
<b>B.U12</b>	C2-3	W.7 Ćw.3, 6	1-2	1-4	P1-2
<b>K.S2, 5</b>	C1-3	W.1-8 Ćw.1-8	1-2	1-4	-

### METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

The rules of verification of learning outcomes are given by the lecturer at the first classes. The basis for assessment of the lecture is a written test covering the entire material provided for realisation. Translation of the achieved scores into grades:

5-5.5 points - 3.0,

6-6.5 points - 3.5,

7-7.5 - 4.0,

8-9 pts - 4.5,

10-11 pts - 5.0.

Students who do not show up on time for the test, or receive a failing grade, have the opportunity to take an oral review (revision), in which two questions are asked about the material covered in the lecture programme.

A very good mark is awarded to those who fully answer both questions asked. An incomplete answer, depending on its completeness, results in a grade of plus good, good or plus sufficient. A cursory answer to both questions asked or a more complete answer to only one question results in a student receiving a "pass" mark. In other cases the mark is a fail. The element that may improve the grade by half a degree is the active participation and activity of the Student during the lecture – engagement, answering lecturer's questions

The element that can improve the grade by half a degree is the active participation and activity of the Student at the lecture - the answer to the questions asked, asking questions justified by the course of the lecture, discussion entering into the course of the lecture.

Assessment of the exercises is a component of several elements (opportunities):

1) Presentation in class of a study of a selected topic (obligatory), Study read out with subsequent answer of the speaker to questions and discussion - grade plus good (4.0), Study presented from memory or in the form of materials displayed on the screen using a computer. The study presented from memory or in the form of material displayed on screen using a computer (followed by an answer to questions and discussion) - a plus mark good (4.5),

2) Active participation in solving tasks connected with the discussed topic - a possibility of improving the grade by half a half a grade,

3) Answering questions asked by the teacher - for the most active students a possibility of improving the mark by half a mark.

4) The grade is lowered if the student exceeds the indicated limit of allowed absences (2 times): three, four absences - half mark, more times - whole mark.

Students who do not meet the criteria to obtain a passive grade, take a written test of their knowledge. The same opportunity is given to those aspiring for a higher mark. The test consists of two open questions from the scope of the material covered in the exercise programme. A very good mark is awarded to those who thoroughly answer both questions. An incomplete answer, depending on its completeness, results in a grade of plus good, good or plus sufficient. A cursory answer to both questions asked or a more complete answer to only one question results in the student receiving a "pass" mark. In other cases the mark is a fail.

#### **ADDITIONAL INFORMATION ABOUT THE COURSE**

Classes are held in classrooms in Building 3 of the Faculty of Medical and Technical Sciences, as indicated in the timetable.

Consultation dates are given during the first classes.

Information on the date of classes (day of the week/time) - according to the timetable displayed on the information board and on the website of the Faculty of Medical Sciences and Technology

**18/42/54****SUBJECT SHEET**

<b>Name of the subject/ module:</b>	<b>Primary health care</b>
<b>Name of the subject/ module in Polish:</b>	<b>Podstawowa opieka zdrowotna</b>
<b>Programme:</b>	Nursing
<b>Study form/level:</b>	Full-time studies /First Cycle Bachelor studies
<b>Study profile:</b>	practical
<b>Educational entity:</b>	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Medical and Technical Sciences
<b>Teacher:</b>	prof. Rajmund Adamiec, mgr Teresa Gola, mgr Iwona Joks-Wilimek

**Forms of classes, the number of hours**

Semester	Lecture	Practical class	Practical classes in a clinical setting	Self-study	Traineeship	Total	ECTS
<b>1</b>	<b>20</b>	<b>15</b>	<b>-</b>	<b>15</b>	<b>-</b>	<b>50</b>	<b>2</b>
<b>2</b>	<b>-</b>	<b>-</b>	<b>80</b>	<b>-</b>	<b>80</b>	<b>160</b>	<b>3+2</b>
<b>5</b>	<b>-</b>	<b>-</b>	<b>40</b>	<b>-</b>	<b>80</b>	<b>120</b>	<b>1+4</b>

**The goal of the subject/course**

**C1** To introduce the student to various concepts and models of primary health care, the structure and scope of primary health care in Poland and Europe.

**C2** To introduce the principles of organisation and system of information management in primary health care.

**C3** To prepare the student to understand the tasks, role and functions of primary health care in the strategy of system changes in health care.

**C4** To prepare the student to provide high quality health services independently using nursing standards and procedures in community and family care.

**C5** To mould skills in information gathering, diagnosing, methods of work and documenting needs in the environment of the PHC activity.

**Preliminary requirements in terms of knowledge, skills and other competence:**

None.

**Expected learning outcomes:****In the scope of knowledge graduate knows and understands:**

**C.W.19** organisation and functioning of primary health care in the Republic of Poland and other countries, including the tasks of a nurse and other health care system employees;

**C.W.20** conditions of realisation and principles of financing nursing services in basic health care

**C.W.21** methods of evaluation of teaching and upbringing environment in the scope of recognition of health problems of children and youth;

**In the scope of skills graduates are able to:**

**C.U2** collect information by means of interview, observation, measurements, physical examination, analysis of documentation in order to recognise patient's health condition and to formulate nursing diagnosis;

**C.U3** set goals and plan of nursing care and realise it together with a patient and his/her family;

**C.U6** perform diagnostic tests for determination of ketone bodies and glucose in blood and urine and cholesterol in blood and other tests

**C.U8.** perform measurements of body temperature, pulse, respiration, blood pressure, central venous pressure, circumference, saturation, peak expiratory flow and anthropometric measurements (measurement of body weight, height, BMI, fat distribution indices: WHR, WHtR, thickness of skin-fat folds)

**C.U.9** take material for laboratory and microbiological tests and assist a doctor during diagnostic tests

**C.U10** apply anti-inflammatory procedures

**C.U13** perform vaccinations against influenza, hepatitis and tetanus

**C.U.31** teach the patient self-control of his/her health condition

**C.U.33** perform health services in the field of primary health care

**C.U.34** assess the environment of residence, teaching and upbringing and work in terms of diagnosing health problems

### Curriculum:

**Forms of classes: LECTURE (W.)**

**The number of hours**

#### Semester 1

<b>W.1</b>	Primary health care (PHC) in Poland and in the world, organisational models.	2
<b>W.2</b>	Tasks of the PHC team, individual and group practice of a family nurse and a family doctor, and their influence on the quality of care.	3
<b>W.3</b>	Models of community-family care and forms of nursing care services in the range of health promotion, prophylaxis, treatment and nursing care.	3
<b>W.4</b>	Health and social problems of the individual, family and local community with particular emphasis on the young child, adolescents, teaching and upbringing environment. Ways of recognition and proposals of corrective actions.	5
<b>W.5</b>	Nursing care in the environment of residence - the care of a patient at home, a child in a nursery, the teaching and upbringing environment and in the work environment within the framework of PHC.	3
<b>W.6</b>	Health threats of the society and a nurse's participation in the realisation of tasks resulting from the realisation of the health policy at the level of PHC.	3
<b>W.7</b>	Methods and ways of implementing health programmes.	1



<b>Hours (in total):</b>		<b>20</b>
<b>Forms of classes: PRACTICAL CLASS (Ćw.)</b>		<b>The number of hours</b>
<b>Semester 1</b>		
<b>Ćw.1</b>	Organisational and legal forms of health care institutions, specifics of the nurse's work.	1
<b>Ćw.2</b>	Identification of health and social problems of an individual, family and local community.	2
<b>Ćw.3</b>	Nursing diagnosis in the teaching and upbringing environment.	1
<b>Ćw.4</b>	Nursing diagnosis in the work environment.	1
<b>Ćw.5</b>	The role and functions of family members in maintaining, strengthening, potentiating health and reducing risk factors.	1
<b>Ćw.6</b>	Assessment of current community health status - general principles.	1
<b>Ćw.7</b>	Methods of assessing health status at different periods of an individual's life.	2
<b>Ćw.8</b>	Methods of detecting disorders.	2
<b>Ćw.9</b>	The project of supporting the socially maladjusted, unemployed, life-impaired and lonely.	2
<b>Ćw.10</b>	Care of children and adolescents and adults.	2
<b>Hours (in total):</b>		<b>15</b>
<b>Forms of classes: PRACTICAL CLASS IN A CLINICAL SETTING (Kln.)</b>		<b>The number of hours</b>
<b>Semester 2</b>		
<b>Kln.1</b>	The principles of cooperation of the environmental-family nurse with other health care workers.	10
<b>Kln.2</b>	The nurse's participation in the implementation of tasks resulting from health policy programmes.	10
<b>Kln.3</b>	Family education in the scope of healthy lifestyle in the aspect of individual and family development.	20
<b>Kln.4</b>	Health assessment of children and youth.	10
<b>Kln.5</b>	Assessment of family health in other periods of life.	10
<b>Kln.6</b>	Constructing principles and conducting advanced care of a person in selected health problems.	10
<b>Kln.7</b>	Education of the family in a healthy lifestyle in the aspect of individual and family development.	10
<b>Hours (in total):</b>		<b>80</b>
<b>Forms of classes: PRACTICAL CLASS IN A CLINICAL SETTING (Kln.)</b>		<b>The number of hours</b>
<b>Semester 5</b>		

<b>Kln.8</b>	Nursing activities in the care of the elderly.	10
<b>Kln.9</b>	A family case study.	10
<b>Kln.10</b>	Planning health education in different age groups.	10
<b>Kln.11</b>	Compensating and supporting family functions.	10
<b>Hours (in total):</b>		<b>40</b>
<b>Forms of classes: TRAINEESHIP (PZ.)</b>		<b>The number of hours</b>
<b>Semester 2</b>		
<b>PZ.</b>	Organisation of public and non-public health care facilities, documentation in force, knowledge of health and safety regulations, personal protective equipment. Tasks of the primary health care team, with particular attention to the tasks of the nurse. Health and social problems of an individual, family and local community.	80
<b>Hours (in total):</b>		<b>80</b>
<b>Forms of classes: TRAINEESHIP (PZ.)</b>		<b>The number of hours</b>
<b>Semester 5</b>		
<b>PZ.</b>	Nursing care in the residential, learning and working environment. Assessment of the patient's condition and conditions of the patient's stay at home. Preparation of the individual, family, group to cooperate in self-care, self-care and care. Nursing patients with various conditions in the home environment. Participating in the work of individual departments of the non-public health care and public health care facilities. Participation in the implementation of tasks resulting from health policy programmes.	80
<b>Hours (in total):</b>		<b>80</b>
<b>Educational tools</b>		
<b>1</b>	Overhead projector, multimedia presentations	
<b>2</b>	Charts, foliograms, blackboard	
<b>3</b>	Health programs	
<b>4</b>	Documentation of PHC	
<b>Teaching methods</b>		
<b>1</b>	Informative lecture	
<b>2</b>	Conversation lecture	
<b>3</b>	Situational method	
<b>4</b>	Case method	
<b>Forms of assessment (F – formative, P – summative)</b>		
<b>F1</b>	Tests, mid-term examinations checking the mastery of the exercise material	

<b>F2</b>	Activity during classes
<b>F3</b>	Activity during the practical classes
<b>P1</b>	Test summarizing the lectures
<b>P2</b>	Exam

#### Student workload

Form of activity	The total and average number of hours necessary in order to complete the activities
Contact hours with the teacher (during the classes)	35
Self-study	30
Practical classes	120
Traineeship	160
Preparation for the practical classes	30
Preparation to the test	15
Preparing to the examination	20
TOTAL	<b>410</b>
<b>TOTAL NUMBER OF ECTS POINTS FOR THE COURSE</b>	<b>13</b>

#### Primary and supplementary literature

**Primary literature:**

1. Kiliańska D. Pielęgniarstwo w podstawowej opiece zdrowotnej, T. 1 i 2, Wyd. Makmed 2010
2. Kózka M., Płaszewska - Żywko L.: Diagnozy i interwencje pielęgniarskie, wyd. PZWL Warszawa 2015

**Supplementary literature:**

1. Kawczyńska-Butrym Z.: Rodzina, zdrowie, choroba: koncepcje i praktyka pielęgniarstwa rodzinnego.- Lublin: Wydaw. „Czelej”, 2001
2. Kózka M., Płaszewska-Żywko L.: Procedury pielęgniarskie, Wyd. PZWL Warszawa 2015
3. Ciemierz R., Gibiński M.: Dokumentacja medyczna w praktyce pielęgniarki i położnej, Wyd. PZWL Warszawa 2016

#### MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
<b>C.W19</b>	C1-2	W.1 PZ.	1-2, 4	1	F1-3
<b>C.W20</b>	C1	W.2 Ćw.1, 5-6, 10 PZ.	1-2, 4	1	F1-3

<b>C.W21</b>	C1-2	Kln.1-2 PZ.	3-4	3-4	F1-3
<b>C.U2</b>	C4-5	Kln.4-5, 9 PZ.	4	3-4	F1-3
<b>C.U6</b>	C4-5	Kln.8 PZ.	4	3-4	F1-3
<b>C.U8</b>	C4-5	Kln.8 PZ.	4	3-4	F1-3
<b>C.U9</b>	C4-5	Kln.10-11 PZ.	4	3-4	F1-3
<b>C.U10</b>	C4-5	Kln.9-10 PZ.	4	3-4	F1-3
<b>C.U13</b>	C4-5	Kln.3-7, 10 PZ.	4	3-4	F1-3
<b>C.U31</b>	C4-5	Kln.8 PZ.	4	3-4	F1-3
<b>C.U33</b>	C4-5	Kln.8 PZ.	4	3-4	F1-3
<b>C.U34</b>	C4-5	Kln.8 PZ.	4	3-4	F1-3
<b>C.U37</b>	C1-2	W.2 Ćw.1-4 Kln.4-5, 8 PZ.	1-2, 4	1-4	F1-3
<b>C.U38</b>	C4	W.4 Ćw.2 Kln.2-3, 6-7, 10 PZ.	3-4	1-4	F1-3
<b>K.S2, 5</b>	C1-4	W. Ćw. Kln. PZ.	1-4	1-4	-

**METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES**

The course ends with an exam - sem 5

EXAMINATION The first and second examination term is a written (37 questions) single-choice test. For each question max

1 point.

Scoring:

37 - 36 - very good

35 - 33 - + good

32 - 30 - good

29 - 27 - + satisfactory

26 - 24 - satisfactory

23 and fewer - unsatisfactory/fail

Criteria for passing lectures - sem.1

One-choice test covering the topics of the lectures. For a correct answer 1 point, no answer or incorrect answer 0 points.

Score:

20 - 19 - very good

18 - 17 - + good

16 - 15 - good

14 - 13 - + satisfactory

12 - 11 - satisfactory

10 and fewer - unsatisfactory/fail

Criteria of passing the class

1. 100% attendance at classes,
2. credit for classes and getting a positive mark for oral answers according to the criteria
3. credit for self-study

Criteria for passing practical classes:

1. observance of the regulations of practical classes,
2. obligatory 100% attendance on classes
3. passing the topics of the practical classes
4. passing of the practical skills included in the syllabus
5. assessment of social competence during practical classes is based on the observation of the student by the academic teacher and the team. academic teacher and the team.
6. the summary grade is the average of grades from practical classes consisting of partial grades and the grade from open test (5 open questions, for each question max 5 points).

Scoring:

Very good 25-24 Plus good - 23 -22

Good - 21 -20

Plus Satisfactory - 19-18

Satisfactory -17-15

Unsatisfactory/fail - fewer than 15 points.

Criteria for passing professional practice: Pass mark. credit for practical skills in the "Nursing Skills Diary" provided for in the syllabus. Students will be evaluated on the basis of participation and activity in classes, providing care, conducting health education with the patient reporting to the PCP, residing in the home environment and the environment of teaching and upbringing, as well as cooperation with the therapeutic team of the PCP and School Medicine and the peer group. Detailed assessment criteria will be discussed with students at a meeting with the placement coordinator.

#### **ADDITIONAL INFORMATION ABOUT THE COURSE**

1. Topics of the self-study are to be agreed with the class instructor during the first class.
2. Classes are held in room 201, 209., and practical classes in facilities specified before the start of classes in the teaching plan.
3. Consultation dates are given during the first classes.

26/44  
/56

## SUBJECT SHEET

<b>Name of the subject/ module:</b>	<b>Pediatrics and paediatric nursing</b>
<b>Name of the subject/ module in Polish:</b>	Pediatrya i pielęgniarstwo pediatryczne
<b>Programme:</b>	Nursing
<b>Study form/level:</b>	Full-time studies
<b>Study profile:</b>	practical
<b>Educational entity:</b>	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Medical and Technical Sciences
<b>Teacher:</b>	prof. dr hab. n. med. Andrzej Milewicz mgr Anna Sinica mgr Patrycja Zapora mgr Teresa Celt
<b>Status</b>	mandatory

## Forms of classes, the number of hours

Semester	Lecture	Practical classes	Seminar	Practical classes in a clinical setting	Self-Studying	Other*	In total	ECTS
<b>3</b>	65				20		85	3
<b>4</b>				160		<b>Internship</b> 160	320	12
<b>In total</b>	65			160	20	<b>Internship</b> 160	405	15

## The goal of the subject/course

- C 1 - Equip students with knowledge and skills concerning diseases and conditions which threaten life and health of the newborn and preterm infant and identification of congenital defects
- C 2 - To equip students with knowledge, skills and social competence concerning satisfying and predicting consequences of not satisfying bio-psycho-social needs of a child in health and disease, in every period of its life, and understanding a difficult situation for a child and its family resulting from illness and hospitalization
- C 3 - Mastering by students the knowledge, skills, and social competence in the field of pediatric diseases and pediatric nursing in order to prepare students to perform professional tasks and to provide independent and professional care for a hospitalised child in the diseases of developmental age

**Preliminary requirements in terms of knowledge, skills and other competence:**

None

**Expected learning outcomes:**

**In the scope of knowledge graduate knows and understands:**

- D.W1**- risk factors and health threats in patients of different age
- D.W2** - etiopathogenesis, clinical symptoms, course, treatment, prognosis and principles of nursing care of patients in selected diseases.
- D.W3**- principles of diagnosing and planning patient care in internal medicine nursing, surgical nursing, obstetric-gynecological, paediatric, geriatric, neurological, psychiatric, intensive
- D.W4** - types of diagnostic tests and the principles of their commissioning
- D.W5** - principles of preparing a patient of different age and health condition for examinations and diagnostic procedures, as well as principles of care during and after these examinations and procedures
- D.W6** - properties of drug groups and their effects on patient's systems and organs in various diseases depending on the age and health condition, including adverse effects, interactions with other drugs, and routes of administration
- D.W7** - nursing standards and procedures used in the care of a patient of various age and health condition
- D.W8** - patient's reactions to an illness, hospital admission, and hospitalisation
- D.W10** - principles of organisation of specialist care (geriatric, intensive care, neurological, psychiatric, pediatric, internal medicine, surgical, palliative, long-term care, and in the operating theatre)
- D.W13**- pathophysiology, clinical symptoms, course, treatment and prognosis of diseases of developmental age: respiratory system, cardiovascular system, nervous system, urinary tract, digestive system and endocrine, metabolic, allergic, and blood diseases
- D.W14**- pathophysiology and clinical symptoms of diseases and life-threatening conditions of a newborn baby, including a premature baby, and the basics of nursing care in this field;

**In the scope of skills graduates are able to:**

- D.U1**- collect information, formulate a nursing diagnosis, set goals and plan nursing care, implement nursing interventions and evaluate nursing care;
- D.U2** - provide counseling within the scope of self-care of patients of different ages and health conditions concerning developmental defects, illnesses, and addictions
- D.U3** - carry out prophylaxis of complications occurring in the course of diseases
- D.U4** - organise isolation of patients with infectious disease in public places and at home
- D.U5** - assess psycho-physical development of a child, perform screening tests and detect disorders in development
- D.U8** - recognise complications after specialist diagnostic tests and surgical procedures
- D.U9** - give ad hoc oxygen to the patient and monitor his/her condition during oxygen therapy
- D.U10** - perform electrocardiographic examination and recognise life-threatening disorders
- D.U12** - prepare a patient physically and mentally for diagnostic tests
- D.U13** - issue referrals for specified diagnostic tests
- D.U14** - prepare records of prescription forms of therapeutic substances as a continuation of treatment;
- D.U15** - document the patient's health situation, the dynamics of its changes, and the nursing care provided, taking into account IT tools for data collection
- D.U16** - teach the patient and his/her guardian how to select and use the nursing and rehabilitation equipment and medical devices;
- D.U17** - lead the patient and his/her guardian in the selection and use of the nursing and rehabilitation equipment and medical devices
- D.U17** - administer enteral feeding (through a tube and nutritional fistula) and parenteral feeding in adults and children
- D.U18** - recognise complications of pharmacological, dietary, rehabilitative, and therapeutic treatment



- D.U20** - conduct therapeutic conversation;  
**D.U22** - communicate information to members of the therapeutic team about the patient's condition  
**D.U23** - assist a physician during diagnostic examinations  
**D.U24** - assess pain level, patient's reaction to pain and its intensity and apply pharmacological and non-pharmacological analgesic management  
**D.U26**- prepare and administer drugs to patients by various routes, independently or as ordered by a physician;

**In terms of social competence:**

**K.S.5** -the graduate is ready to perform the profession reliably in accordance with the principles of ethics

**Curriculum:**

**Forms of classes: Lecture (W)**

**Number of units (hours)**

	<b>Forms of classes: Lecture (W)</b>	<b>Number of units (hours)</b>
<b>W 1</b>	Characteristics of diseases and conditions threatening the life and health of a newborn and preterm baby - hypoxia, respiratory disorders, neonatal pulmonary hypertension, jaundice of the neonatal period, low birth weight newborn, bleeding into the central nervous system, necrotizing enterocolitis, neonatal convulsions, malformations requiring surgical intervention. Infections. Screening tests.	<b>5</b>
<b>W 2</b>	Characteristics of congenital defects - defects of the nervous system, craniofacial system, respiratory system, digestive system, genitourinary system, osteoarticular system articular system, genetically conditioned disorders.	<b>4</b>
<b>W 3</b>	Principles of diagnosis, types of diagnostic tests, ordering tests, and role of the nurse in the process of diagnosis in paediatrics.	<b>6</b>
<b>W 4</b>	Etiology, pathogenesis, clinical picture and management of diseases of the of the respiratory and cardiovascular system.	<b>6</b>
<b>W 5</b>	Etiology, pathogenesis, clinical picture and management of diseases of the of the digestive system, nervous system, urinary tract, blood.	<b>10</b>
<b>W 6</b>	Diagnostic methods and therapy in allergic diseases in children - asthma bronchial asthma, atopy, allergens,- diagnosis: functional tests, diagnosis: spirometry, point skin tests, IgE antibody levels treatment according to the severity of the disease.	<b>4</b>
<b>W 7</b>	Characteristics of the child's bio-psycho-social needs - principles of implementation the principles of realisation and activities connected with satisfying the needs of the child in each period of life the principles of realisation and activities connected with satisfying the child's needs in each period of his/her life, taking into consideration differences in relation to adults. The ways of realisation of needs in a child in every period of his/her life- Consequences of not satisfying them. Orphan illness. The abused child.	<b>5</b>
<b>W 8</b>	Hospitalization in the life of a child and his/her family - hospitalization as a difficult situation for the child and his/her family, - reactions of the child to the fact of hospitalisation iatrogenic errors committed against the child and its parents - the role of the nurse in the case of a hospitalised child and the observance of the child's rights in hospital - the European Charter of the Rights of the Child in Hospital. The role of the nurse in relation to the hospitalised child and respect for the child's rights - The European Charter on the Rights of the Child in Hospital - The Charter of Patients' Rights Ombudsman for Patients' Rights - Institutional abuse of children - Procedures for the protection of patients' rights. The nurse's role when admitting and discharging of a child from hospital.	<b>3</b>
<b>W 9</b>	Nursing the child with respiratory and circulatory conditions: - the nurse's role in observing respiratory and circulatory symptoms	<b>5</b>

	the cardiovascular system. The principles and techniques of performing procedures, taking into account differences to an adult -. The role of the nursing process in the practice of the paediatric nurse - example of a nursing process for a child.	
<b>W 10</b>	Nursing the child with gastrointestinal disorders - the role of nurse in the observation of symptoms from the gastrointestinal tract. The principles and the role of the nursing process in the practice of a paediatric nurse - The principles and techniques of performing procedures, taking into consideration the differences towards an adult. Example of nursing process for a child.	<b>5</b>
<b>W 11</b>	Care of the child with urinary tract disorders - the nurse's role in observing urinary tract symptoms. The principles and techniques The role of the nursing process in the practice of a paediatric the nursing process in paediatric nursing practice - example the nursing process in the child.	<b>5</b>
<b>W 12</b>	The nurse's role in the management of the child with symptoms of a nervous system.	<b>3</b>
<b>W 13</b>	The nurse's role in the process of diagnosis and therapeutic management of skin diseases in children.	<b>3</b>
<b>W 14</b>	Evaluation of the material that has been completed.	<b>1</b>
<b>Hours (in total):</b>		<b>65</b>
<b>Forms of classes: Practical classes in a clinical setting (ZP)</b>		
<b>ZP 1</b>	To acquaint the student with the topography and specifics of functioning of the Paediatric Ward and Neonatology Ward, child and ward documentation. Standards and procedures standards and procedures in force in the ward. Participation of the nurse in the prevention of infections in the ward. Principles of pharmacotherapy implementation in the ward. Establishing initial contact with the child, parents, and ward staff.	<b>10</b>
<b>ZP 2</b>	The nurse's tasks towards the hospitalised child and his/her family in the unit, The nurse's attitude to the child's reaction to hospitalisation. Observation of the child's psychomotor development/detection of developmental disorders . Screening tests/newborn baby	<b>10</b>
<b>ZP 3</b>	The role of the nursing process in paediatric nurse practice. The first stage of the nursing process – data collection.	<b>10</b>
<b>ZP 4, 5, 6</b>	The nurse's participation in the process of diagnosing, treating and caring for children in respiratory diseases (including health education) Hypoxia, respiratory distress in the newborn/ preterm infant.	<b>30</b>
<b>ZP 7</b>	The nurse's participation in the process of diagnosing, treating, and caring for children in cardiovascular diseases (including Health Education):	<b>10</b>
<b>ZP 8, 9, 10</b>	Nurse participation in the process of diagnosis, treatment and nursing of children in diseases of the digestive system ( including Health Education):	<b>30</b>
<b>ZP 11, 12</b>	Nurse participation in the process of diagnosis, treatment and nursing of children in Urinary tract diseases (including Health Education):	<b>20</b>
<b>ZP 13</b>	Nurse participation in the process of diagnosis, treatment and nursing of children indiseases of the nervous system (including Health Education) CNS bleeding/newborn baby	<b>10</b>
<b>ZP 14, 15</b>	The nurse's participation in the process of diagnosing and treating children's skin diseases( including Health education) Skin care, umbilical cord stump in newborn baby	<b>20</b>
<b>ZP 16</b>	Evaluation of the realised issues - analysis of the fever chart and medical orders of the selected child, in terms of the course of the disease and management - case method.	<b>10</b>

	<b>Hours (in total):</b>	<b>160</b>
	<b>Forms of classes: Internship (PZ)</b>	
<b>PZ 1</b>	<p>To learn the topography of the hospital and the organisational structure of the department in the chosen</p> <p>To get acquainted with the topography of a hospital and the organisational structure of a ward chosen by a student. To get acquainted with the specifics of the functioning of the Paediatric Ward.</p> <p>Models of nursing care, standards, procedures and documentation in force in the Pediatric Ward. The role of the nurse in the interdisciplinary team; compliance with standards and rules applicable to the ward, the nurse's responsibility for the decisions taken. Participation of the nurse in the prevention of hospital infections. Getting to know the equipment and apparatus used in the ward. Establishing contact with the child and its relatives. The role of the paediatric nurse in relation to the hospitalised child and its family.</p>	
<b>PZ 2</b>	<p>Preparing the child for basic and specialised examinations in diseases of the respiratory and circulatory system and providing care during and after the examination.</p> <p>Educating the child and his/her family in the prevention of respiratory diseases and their complications.</p>	
<b>PZ 3</b>	Participation of the nurse in the therapy and rehabilitation of a child in the Paediatric Ward with respiratory and cardiovascular disorders.	
<b>PZ 4</b>	Independent collection of data and information on a sick child, assessment and interpretation of assessment and interpretation of diagnostic tests, independent recognition of health problems, planning, realization of assumptions of the nursing process and evaluation of effects of actions towards children with respiratory and circulatory system disorders - nursing process as a method of nursing work.	<b>160</b>
<b>PZ 5</b>	Education of the child and his/her family on how to meet the bio- psychosocial needs of the child in illness. The nurse's role in organising leisure children staying in the Paediatric Ward.	
<b>PZ 6</b>	Preparation of the child for basic and specialised examinations in diseases of gastrointestinal, urinary, blood-forming, osteoarticular, allergic and skin diseases, and providing care during and after the examination and skin diseases, and providing care during and after the examination.	
<b>PZ 7</b>	Participation of the nurse in dietary treatment, observation of tolerance of dietary treatment, and therapy of a child in the Paediatric Department in disorders of the digestive system gastrointestinal, urinary, blood-forming, osteoarticular, allergic and skin diseases allergic and skin diseases.	
<b>PZ 8</b>	Independent collection of data and information about a sick child, assessment and interpretation of assessment and interpretation of diagnostic tests, independent recognition of health problems, planning, a realisation of assumptions of the nursing process and evaluation of effects of actions in relation to children with disorders of the alimentary, urinary, haematopoietic skeletal and articular system, in allergic diseases and skin diseases - nursing process as a method of nursing work.	
<b>PZ 9</b>	Education of the child and his/her family in meeting the bio-psychosocial needs of the child in illness. Educating the child and his/her family on preventing diseases of developmental age and their complications. The nurse's role in organising leisure time for children in the ward.	

	<b>Hours (in total):</b>	<b>160</b>
<b>Educational tools</b>		
<b>1.</b>	PowerPoint presentations, display boards, teaching videos, blackboard	
<b>2.</b>	European Charter on the Rights of the Child in Hospital, Charter of Patients' Rights	
<b>3.</b>	Medical equipment and apparatus at the Medical Simulation Centre	
<b>4.</b>	Case study	
<b>5.</b>	Standards and procedures in the Paediatric Department	
<b>6.</b>	Patient's documentation and ward records	
<b>7.</b>	Medical equipment and apparatus at the Paediatric Department	
<b>8.</b>	Teaching materials, brochures, leaflets, departmental equipment and own aids for Health Education Health Education	
<b>9.</b>	Tests with solving instructions, evaluation criteria	
<b>Teaching methods</b>		
1. informative lecture 2. activating lecture 3. description, explanation and clarification 4. didactic discussion 5. demonstration, practical exercises 6. problem method 7. case method		
<b>Forms of assessment (F – formative, P – summative)</b>		
<b>F1</b>	Tests, oral answer	
<b>F2</b>	Nursing process documentation	
<b>F3</b>	Implementation of practical activities in the ward	
<b>F4</b>	Evaluation of the student's attitude as a member of the therapeutic team	
<b>P1</b>	Assignment, test to sum up the topic of the course	
<b>P2</b>	Written examination - test	
<b>Student workload</b>		
<b>Form of activity</b>	<b>The total and average number of hours necessary to complete the activities</b>	
Contact hours with the teacher (during classes)	<b>65</b>	
Self-Studying	<b>20</b>	
Practical activities	<b>160</b>	
Internship	<b>160</b>	
Preparation for the classes	<b>40</b>	
Preparation for the exam	<b>20</b>	
TOTAL	<b>465</b>	
<b>TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT</b>	<b>15</b>	
<b>Primary and supplementary literature</b>		
<b>Primary literature:</b>		

1. Woynarowska B.: Profilaktyka w pediatrii, Wyd. Lek. PZWL, Warszawa 2014
2. Pawlaczyk B.(red.): Pielęgniarstwo pediatryczne, Wyd. Lek. PZWL, Warszawa 2014
3. Kubicka K., Kawalec W. (red.), i współ.: Pediatra Tom I i II, Wyd. Lek. PZWL, Warszawa 2013
4. Szczapa J. Neonatologia wyd.2, Wyd. Lek. PZWL 2015

**Supplementary literature:**

1. Kaczmarek M., Piskorz-Ogórek K. (red.): Pediatra i pielęgniarstwo pediatryczne. Wybrane zagadnienia, Wyd. HELP MED, Kraków 2014
2. Cepuch G., Perek M.: Modele opieki pielęgniarstwa nad dzieckiem z chorobą ostrą i zagrażającą życiu., Wyd. Lek. PZWL, Warszawa 2012
3. Cepuch G., Krzeczowska B., Perek M, Twarduś K.: Modele pielęgnowania dziecka przewlekle chorego. Podręcznik dla studiów medycznych, Wyd. Lek. PZWL, Warszawa 2011
4. Kózka M., Płaszewska-Żywko L. (red.), Diagnozy i interwencje pielęgniarstwa, Wyd. Lek. PZWL, Warszawa, 2008
5. Obuchowicz A. [red.], Badanie podmiotowe i przedmiotowe w pediatrii. Anna Obuchowicz [red.], Wydawnictwo Lekarskie PZWL, wydanie II, 2016
6. Szajewska H. Żywnienie i leczenie żywieniowe dzieci i młodzieży., Kraków, Medycyna Praktyczna, 2017
7. Bałanda A. (red.) – Opieka nad noworodkiem; seria Biblioteka Położnej Wyd. Lek. PZWL 2008

**Periodicals:**

Practical medicine - monthly  
 Pielęgniarstwo XXI wieku - journal of contemporary nurses - quarterly  
 Magazyn pielęgniarstwa i położnej - monthly

**MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT**

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Methods of assessment
D.W2, D.W14, D.U6,  D.U14	C1	W1, W2,	1	1	P2
D.W1, D.W2, D.W7-8, D.U2, D.U8, D.U11, D.U15-17, D.U18, D.U22, D.U23, D.U24	C3	W4-6, W9-13; ZP4-15; PZ	1,2, 4, 7, 9	1,2,4,7	P1,P2 F
D.W2, D.W4, D.W7-8, D.U2, D.U8, D.U11, D.U15-17, D.U18, D.U22, D.U23, D.U24	C3	W4-6, W9-13; ZP4-15; PZ	1, 2, 4,7, 9	1,2,4,7	P1, P2 F
D.W2, D.W3, D.W7-8, D.U2, D.U8, D.U11, D.U15-17, D.U18,	C3	W3, W9-13; ZP4-15; PZ	1,2,4,7,9	1,3,5	P1,P2 F

D.U22, D.U23, D.U24					
D.W2, D.W3, D.W7-8, D.U2, D.U8, D.U11, D.U15-17, D.U18, D.U22, D.U23, D.U24	C3	W9-13 ; ZP4-15 ; PZ	1,2,4,6,7,9	3,4,6,7	P1, P2 F

D.W2, D.W4-5, D.W7-8, D.U2, D.U8, D.U11, D.U15-17, D.U18, D.U22, D.U23, D.U24	C3	W3, W9-13; ZP4-15;PZ	1,5,9	2,3,5,6	P1, P2 F
D.W6, D.W7-8 D.U8, D.U11, D.U18, D.U22, D.U23, D.U24	C3	W4-6; ZP4-15 ; PZ	1,8,9	1,3,6	P1, P2 F
D.W9, D.W7-8, D.U2, D.U6, D.U8, D.U11, D.U15-17, D.U18, D.U22, D.U23, D.U24,26	C3	W9-13; ZP1, ZP 4- 15; PZ	1, 3, 5, 7,9	3,4.5,6	P1, P2 F
D.W10, D.W13 D.W14, D.U6	C2, C3	W8, ZP1-2; PZ	1,2,4, 5,7,9	3,4, 7	P1, P2 F

D.W2, D.W18, D.W7-8, D.U2, D.U8, D.U11, D.U15-17, D.U18, D.U22, D.U23, D.U24,26	C3	W4-6, W9-13; ZP4-15; PZ	1,2,4,5,9	1,2,3,4,6,7	P1, P2 F
D.W19	C1	W1, W2	1	1, 3	P2
D.W2, D.W7-8, D.U2, D.U8, D.U11, D.U15-17, D.U18, D.U22, D.U23, D.U24, 26	C3	W9-13; ZP4-15; PZ	1, 2, 5, 6, 7,	5	P1, P2, F
D.W30	C3	W4,W5,W6	1	1, 3	P2
D.U1, D.U18, D.U22, D.U15-17, D.U23, D.U24,26	C3	ZP3-15; PZ	2,4,5,6,7	5,6,7	P1, F
D.W2, D.W7-8 D.W13, D.U2 D.U8, D.U11, D.U15, D.U18, D.U22, D.U23, D.U24,26	C3	W7,W9-13; ZP4-15; PZ	1,4,5,6,7,8	3,4,5,6,7	P1, P2, F
D.U7	C2	ZP2; PZ	2,4,5,6,7	6, 7	P1, F
D.U2, D.U8 D.U12 D.U9 D.U10, D.U11, D.U18, D.U22, D.U15-17,	C3	ZP4-15; PZ	2,4,5,6,7,9	3,5,6,7	P1, F

D.U23, D.U24, 26					
D.U4, D.U8, D.U11, D.U18, D.U22, D.U23, D.U13, D.U24	C3	ZP4-15; PZ	2,4,5,6,7	6, 7	P1, F
D.U2, D.U8, D.U11, D.U15-17, D.U18,20; D.U22, D.U23, D.U24,26	C3	ZP4-15; PZ	2,4,5,6,7	3,5,7	P1, F
D.U2-4, D.U8, D.U11, D.U18, D.U15-17, 20; D.U22, D.U23, D.U20, D.U24,26	C3	ZP4-15; PZ	2,4,5,6,7	6, 7	P1, F
D.U4, D.U8, D.U11-12, D.U15-17, D.U18, D.U22	C3	ZP8-12; PZ	2,4,5,6,7	3, 5	P1, F

D.U2-4, D.U8-10, D.U11-12, D.U15-17, D.U18, D.U22, D.U23, D.U24, D.U26	C3	ZP4-15,PZ	2,4,5,6,7	7	P1, F
D.U2-4, D.U8-10, D.U11-12, D.U15-17, D.U18 D.U22, D.U23,	C3	ZP4-15; PZ	2,4,5,6,7	5,6,7	P1, F



D.U24,26					
D.U2-,5; D.U8-10, D.U11-12, D.U15-17, D.U18, D.U22, D.U23, D.U24,26	C3	ZP3-15; PZ	2,4,5,6,7	5, 7	P1, F
D.U2-5 , D.U8-12, D.U15-17, D.U18, D.U22, D.U23, D.U24,26	C3	ZP2-15; PZ	2,4,5,6,7	3, 5	P1, F
K.S5	C1-3	W1-14	1-8	1-7	-

#### METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

The course ends with a written examination after semester four in the form of a test - single-choice/multiple-choice/truth-false questions.

A prerequisite for passing the examination is obtaining 60% of correct answers.

Scale of marks:

Very good - 50- 48 points

Good plus - 47-45 points

Good - 44- 39 points

Satisfactory + - 38- 36 points

Satisfactory - 35- 30 points

Unsatisfactory - 29 points and less

Criteria for the completion of non-teaching hours:

- completion of self-study work on a chosen topic. Topics are updated every academic year and communicated to students during the first classes. Rules of writing the thesis and pass criteria

Criteria for the completion of practical classes:

- 100% attendance in classes

-positive completion of the practical skills in the Paediatric Department as foreseen in the teaching programme

- successful completion of the planned health education for the child and his/her family

- successful completion of the nursing process

- Passing the subject of practical classes:

a) tests, examinations

b) oral answer

- successful completion of the task summarising the subject of practical classes - analysis of fever cards and medical orders of the selected child in terms of the course of disease and management (Annex No. 7)

- positive assessment of social competence during practical classes.

The student's attitude is monitored by the academic teacher, the patient and his/her guardian and the therapeutic team. Evaluation criterion of the student's attitude( appendix no 8)

The final assessment consists of:

- 30% of the knowledge assessment
- 45% of the mark for skills
- 20% nursing process assessment
- 5% of the assessment of social competence

Final grade:

5.0 - 4.80 - very good

4.79 - 4.50 - plus good

4.49 - 4.0 - good

3.99 - 3.50 plus satisfactory

3.49 - 3.0 - satisfactory

< 3,0 - unsatisfactory

Criteria for passing professional practice:

- 100% attendance in classes
- Passing the practical skills in the paediatric ward, as stated in the curriculum
- Passing the nursing process in the professional practice logbook

- positive assessment of social competences during the professional practice. The student's attitude is monitored by the internship supervisor, academic teacher, the patient and his/her guardian and the therapeutic team

#### **ADDITIONAL INFORMATION ABOUT THE COURSE**

**Topics of the self-study to be determined by the instructor at the first class.**

**Theoretical classes take place in the rooms of the Faculty of Medical and Technical Sciences, building 3.**

**Information about the date of classes (day of the week/time) - according to the timetable posted on the notice board and the website of the Faculty of Medical and Technical Sciences.**

**Practical classes take place in the Medical Simulation Centre, in the Pediatric Department, in the Neonatology Department. The Regulations of the "Internship" are in force during the professional practice. Professional practices take place in the paediatric wards.**

**19.****SUBJECT SHEET**

<b>Name of the subject/ module:</b>	<b>Nutrition</b>
<b>Name of the subject/ module in Polish:</b>	<b>Dietetyka</b>
<b>Programme:</b>	Nursing
<b>Study form/level:</b>	Full-time studies /First Cycle Bachelor studies
<b>Study profile:</b>	practical
<b>Educational entity:</b>	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Medical and Technical Sciences
<b>Teacher:</b>	mgr Renata Wysocka

**Forms of classes, the number of hours**

Semester	Lecture	Practical class	Practical classes in a clinical setting	Self-study	Traineeship	Total	ECTS
5	-	10	-	30	-	40	1

**The goal of the subject/course**

**C1** To equip students with knowledge and skills concerning the principles of dietetic nutrition in selected diseases and to implement education and health prophylaxis in the field of food and nutrition using knowledge from the field of nutrition education.

**Preliminary requirements in terms of knowledge, skills and other competence:**

Knowledge of basic anatomy, physiology, biochemistry, pathology, psychology and pedagogy, health promotion.

**Expected learning outcomes:****In terms of knowledge the graduate knows and understands:**

**C.W22.** the body's demand for nutrients

**C.W23.** principles of nutrition of healthy and sick people of different age and enteral and parenteral nutrition

**C.W24.** principles of dietetic treatment and complications of diet therapy

**C.W25.** types and use of foodstuffs for particular nutritional purposes

**In terms of skills a graduate can:**

**C.U35.** assess the nutritional status of the organism using anthropometric, biochemical and subjective examination methods and conduct nutrition counselling

**C.U36.** apply therapeutic diets in selected disorders

**C.U37.** select foodstuffs for special nutritional purposes and issue prescriptions for them as part of the implementation of medical orders and provide information on their use

**In terms of social competences:**

**K.S.5** - the graduate is ready to perform the profession reliably according to the rules of ethics

**Curriculum:**

<b>Forms of classes: PRACTICAL CLASS (Ćw.)</b>		<b>The number of hours</b>
<b>Ćw.1</b>	Dietetic nutrition in selected diseases (gastric and duodenal ulcers, small and large intestine diseases including nutrition of patients with stoma, cholelithiasis, hepatic parenchymal diseases, pancreatitis, renal insufficiency, nephrosclerosis) and nutrition after surgery enteral and parenteral.	4
<b>Ćw.2</b>	Prevention and dietetic treatment of diet-related diseases (diabetes, obesity, atherosclerosis) and the nurse's participation in the nutritional education of patients.	3
<b>Ćw.3</b>	Types and application of foodstuffs for special nutritional purposes.	2
<b>Ćw.4</b>	Summary of knowledge, skills and personal competences gained during the course.	1
<b>Hours (in total):</b>		<b>10</b>

**Educational tools**

<b>1</b>	Overhead projector, multimedia presentations
<b>2</b>	Charts, foliograms, blackboard
<b>3</b>	Didactic films

**Teaching methods**

<b>1</b>	Informative lecture
<b>2</b>	Activating lecture
<b>3</b>	Situational method
<b>4</b>	Didactic discussion
<b>5</b>	Case method

**Forms of assessment (F – formative, P – summative)**

<b>P1</b>	Test concerning information included in the lectures
<b>P2</b>	Test concerning information included in the lectures

**Student workload**

<b>Form of activity</b>	<b>Total and average number of hours necessary in order to complete the activities</b>
Contact hours with the teacher (during the classes)	10

Self-study	30
TOTAL	<b>40</b>
<b>TOTAL NUMBER OF ECTS POINTS FOR THE COURSE</b>	<b>1</b>

### Primary and supplementary literature

#### Primary literature:

1. Dietetyka. Żywnienie zdrowego i chorego człowieka. Ciborowska H., Rudnicka A. PZWL 2017
2. Dietetyka kliniczna Grzymisławski M., . PZWL 2019

#### Supplementary literature:

1. Tabele składu i wartości odżywczej żywności. Kunachowicz H., Nadolna B. PZWL 2019
2. Dietetyka kompendium red. Ostrowska L. PZWL 2020

### MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
<b>C.W22</b>	C1	Ćw.1	1-3	1-2, 4	P1
<b>C.W23</b>	C1	Ćw.1	1-3	1-5	P1
<b>C.W24</b>	C1	Ćw.2	1-3	1-5	P1
<b>C.W25</b>	C1	Ćw.3	1-3	1-2	P1
<b>C.U35</b>	C1	Ćw.2	1-3	1-5	P2
<b>C.U36</b>	C1	Ćw.1	1-3	1-5	P2
<b>C.U367</b>	C1	Ćw.3	1-3	1-2	P2
<b>K.S5</b>	C1	Ćw.1-4	1-3	1-2	-

### METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

The course ends with a credit for evaluation. The student will solve a test summarizing the practical classes.

The student will present a self-study paper on a topic of his choice. Topics of the work are updated every academic year and given to the students at the first classes.

### ADDITIONAL INFORMATION ABOUT THE COURSE

1. Information about the date of the classes (day of the week/time) and the place where the classes will be held (classroom/building) - according to the timetable posted on the notice board and on the Faculty of Medical and Technical Sciences website
2. Information on consultations (hours + place) - information on the noticeboard and on the website Faculty of Medical Sciences and Technology

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## SUBJECT SHEET

<b>Name of the subject/module:</b>	<b>Neurology and neurological nursing</b>
<b>Name of the subject/module in Polish:</b>	Neurologia i pielęgniarstwo neurologiczne
<b>Programme:</b>	Nursing
<b>Study form/level:</b>	Full-time studies / First Cycle programme
<b>Study profile:</b>	practical
<b>Educational entity:</b>	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Medical and Technical Sciences
<b>Teacher:</b>	prof. Małgorzata Sobieszcańska mgr Maria Bąk mgr Patrycja Zapora
<b>Type of the subject:</b>	mandatory

## Forms of classes, the number of hours

Semester	Lecture	Practical classes	Seminar	Practical classes in a clinical setting	Self-Studying	Other*	Total	ECTS
5	30			40	30		100	2
6				40		Internship 80	120	5
<b>In total</b>				80	30	Internship 80	220	7

## The goal of the subject/course

**C1** The aim of the course is for the student to acquire distinctive features of professional nursing care - in the field of knowledge, skills and correct attitude in the care of people with diseases and/or injuries of the nervous system.

## Preliminary requirements in terms of knowledge, skills and other competence:

Knowledge of basic anatomy, physiology, pathology, psychology, physical examination, philosophy and ethics of the nursing profession and the fundamentals of nursing.

## Expected learning outcomes:

**In terms of knowledge**

**D.W1.** risk factors and health threats in patients of different age

**D.W2** etiopathogenesis, clinical symptoms, course, treatment, prognosis and principles of nursing care of patients in selected disorders

**D.W3** rules of diagnosing and planning care for a patient in internal medicine nursing, surgical nursing, gynecological, paediatric geriatric, neurological, psychiatric, intensive care, palliative care, long-term care

**D.W4.** types of diagnostic tests and principles of their ordering

**D.W5.** principles of preparing a patient of different age and health status for examinations and diagnostic procedures, as well as principles of care during and after these examinations and procedures



- D.W6.** properties of groups of drugs and their effects on patient's systems and organs in various diseases depending on the age and health condition, including adverse effects, interactions with other drugs and routes of administration
- D.W7.** nursing standards and procedures used in the care of patients of different ages and health status .
- D.W8.** patient reactions to illness, hospital admission and hospitalisation

**D.W 10.** principles of organisation of specialist care (geriatric, intensive care, neurological, psychiatric, paediatric, internal medicine, surgical, palliative, long-term care and in the operating theatre)

**In terms of skills:**

Student is able to:

- D.U1.** collect information, formulate a nursing diagnosis, establish nursing care goals and plan, implement nursing interventions and evaluate nursing care
- D.U3.** carry out prophylaxis of complications occurring in the course of illnesses
- D.U4.** organise isolation of patients with infectious disease in public places and at home
- D.U6.** assess the risk of developing bedsores and apply prophylactic measures
- D.U7.** select methods and means of wound care based on their classification
- D.U8.** recognise complications after specialist diagnostic tests and surgical procedures
- D.U9.** temporarily administer oxygen to a patient and monitor his/her condition during oxygen therapy
- D.U10.** perform electrocardiographic examination and recognise life-threatening disorders
- D.U15.** document the patient's health situation, the dynamics of its changes and the realised nursing care, taking into account IT tools for data collection
- D.U16.** teach a patient and his/her guardian how to select and use nursing and rehabilitation equipment and medical devices;
- D.U17.** perform enteral feeding (through a tube and nutritional fistula) and parenteral feeding in adults and children
- D.U18** recognise complications of pharmacological, dietary, rehabilitative and therapeutic treatment
- D.U22** communicate information to members of the therapeutic team about the patient's condition
- D.U23** assist a physician during diagnostic examinations
- D.U24** assess pain levels, patient's reaction to pain and its intensity and apply pharmacological and non-pharmacological analgesic management
- D.U26** prepare and administer drugs to patients by different routes, independently or as ordered by a physician

**In terms of social competence:**

**K.S.2** The graduate is ready to be guided by the good of the patient, to respect his/her dignity, to show understanding for world-view and cultural differences and empathy in the relationship with the patient and his/her family;

**K.S5** The graduate is ready to diligently perform his/her profession in accordance with the rules of ethics

**Curriculum:**

<b>Forms of classes: Lecture (W)</b>		<b>Number of units (hours)</b>
<b>Semester: 5</b>		
<b>W 1</b>	Neurological examinations, as well as laboratory and specialist tests in establishing diagnosis .	<b>2</b>
<b>W 2</b>	Disturbances of basic vital functions: circulation, respiration and disturbances consciousness in relation to nervous system functions.	<b>2</b>
<b>W 3</b>	Life-threatening states in neurology - disorders of consciousness, unconsciousness, increased intracranial pressure, principles of management.	<b>2</b>
<b>W 4</b>	Brain diseases - strokes, trauma, tumours, principles of treatment.	<b>2</b>
<b>W 5</b>	Demyelinating diseases clinic, infectious diseases of the brain - treatment.	<b>2</b>
<b>W 6</b>	Muscle diseases - myasthenia gravis, epilepsy - treatment.	<b>2</b>

<b>W 7</b>	Parkinson's disease, diseases of the peripheral nervous system- symptoms, treatment.	<b>2</b>
<b>W 8</b>	Physical and psychological preparation of the patient for diagnostic tests.	<b>2</b>
<b>W 9</b>	Pielęgnowanie chorego w zakażeniach układu nerwowego.	<b>2</b>
<b>W 10</b>	Specifics of patient handling in muscle tension disorders.	<b>3</b>
<b>W 11</b>	Nursing problems of the stroke patient.	<b>4</b>
<b>W 12</b>	The nursing process for a patient with multiple sclerosis.	<b>3</b>
<b>W 13</b>	The nursing process for the patient with epilepsy.	<b>2</b>
<b>Hours (in total):</b>		<b>30</b>
<b>Forms of classes: Practical classes in a clinical setting (ZP)</b>		<b>Number of units (hours)</b>
<b>Semester: 5</b>		
<b>ZP 1</b>	Familiarisation with the work organisation and documentation of the neurology department. Neurological observation. Recognition of health and nursing problems, implementation of The patient and his/her family to self-care and nursing.	<b>10</b>
<b>ZP 2</b>	The nursing process in nervous system infections.	<b>10</b>
<b>ZP 3</b>	Recognising the problems of a patient with muscle tension disorders - myasthenia gravis.	<b>10</b>
<b>ZP 4</b>	The nursing process for the patient with cerebrovascular disease.	<b>10</b>
<b>Hours (in total):</b>		<b>40</b>
<b>Semester: 6</b>		
<b>ZP 5</b>	Care of patients with epilepsy - principles of assisting during a seizure.	<b>10</b>
<b>ZP 6</b>	The nursing process for the patient in demyelinating diseases.	<b>10</b>
<b>ZP 7</b>	The nursing process of a patient with a brain tumour - the nurse's participation in pain relief therapy.	<b>10</b>
<b>ZP 8</b>	To identify the problems of the selected patient. Determining and implementing the of the nursing process.	<b>10</b>
<b>Hours (in total - this semester)</b>		<b>40</b>
<b>Hours (in total – both semesters)</b>		<b>80</b>
<b>Forms of classes: Internship (PZ)</b>		<b>Number of units (hours)</b>
<b>PZ 1</b>	Getting to know the topography of the hospital. The organisational structure of a department in a chosen Organisational structure of a department chosen by a student. Getting to know the specificity of functioning of a neurological ward. Models of care, standards, procedures and documentation in force in the neurological ward. The role of a nurse in a team. The nurse's role in the interdisciplinary team. compliance with the standards and rules of the neurological unit. The role of the nurse in the interdisciplinary team; adherence to the norms and principles of the neurological ward, the nurse's responsibility for decisions. Participation nurse in the prevention of hospital infections. Equipment and apparatus used in the ward. Establishing contact with the patient and his/her environment.	<b>80</b>
<b>PZ 2</b>	Evaluation and interpretation of diagnostic tests in disorders of the nervous system.	
<b>PZ 3</b>	Nursing process of patients with cerebrovascular diseases as a nurse work method.	
<b>PZ 4</b>	Nursing process of patients with muscle tension disorders - myasthenia gravis as a method of nurse's work.	
<b>PZ 5</b>	The nursing process of patients with multiple sclerosis as a nurse work method.	
<b>PZ 6</b>	Nursing process of patients with Parkinson's disease as a method of work nurse.	
<b>PZ 7</b>	Education of the patient and his/her family in meeting biopsychosocial needs and prevention of complications in selected neurological diseases.	
<b>Hours (in total)</b>		<b>80</b>
<b>Educational tools</b>		

1.	Overhead projector, PowerPoint presentations
2.	Blackboard
3.	Practice tests with pre-prepared completion and marking rules and answer key
4.	Patient's and ward's documentation
5.	The medical equipment and apparatus that equips the nursing skills laboratory and the neurology department
6.	Assessment criteria based on student's attitude

#### Teaching methods

1. informative lecture
2. activating lecture
3. description and explanation
4. situational method
5. film
6. demonstration
7. didactic discussion
8. case method

#### Forms of assessment (F – formative, P – summative)

<b>F1</b>	<b>Tests</b>
<b>F2</b>	Test - preliminary instruction
<b>F3</b>	Nursing process.
<b>F4</b>	Assessment of the elderly function, treatment, section - practical activities
<b>F5</b>	Test, final test
<b>P1</b>	Test summing up the subject of lectures
<b>P2</b>	Exam

#### Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	30
Self-Studying	30
Practical classes in a clinical setting	80
Internship	80
Preparation for classes	10
Preparation for the exam	10
TOTAL	<b>240</b>
<b>TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT</b>	<b>4</b>

### Primary and supplementary literature

**Primary literature:**

Jaracz K.(red.),Pielęgniarstwo neurologiczne, Wydawnictwo Lekarskie PZWL, Warszawa2008 K. Adamczyk :  
Pielęgniarstwo neurologiczne, Czelej, Lublin 2010  
K. Adamczyk : Pielęgowanie chorego po udarach mózgowych, Czelej, Lublin 2003,

**Supplementary literature:**

J.D. Fix : Neuroanatomia , Urban & Partner, Wrocław 2003. Ślusarz R., Szewczyk. M., Pielęgniarstwo w neurologii, Wydawnictwo Borgis 2006  
Maślanka M.,(red.) Pielęgniarstwo ratunkowe. Wydawnictwo Lekarskie PZWL, Warszawa 2013

### MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
D.W.1.	C1	W 2 – 5, W 9 – 14	1, 2	2	
D.W.2.		W 9 – 14, ZP 2 – 8, PZ 2-8	1, 4, 6	1, 2	
D.W.3.		W 9 – 14, ZP 1 – 8, PZ 1 – 8	1, 2, 3, 4, 5, 6	1, 2	
D.W.4.		W 1 – 15 W 8 – 14 ZP 1 – 8, PZ 1 – 8	1, 4, 6	3, 4	
D.W.5.		W 2 – 5	1, 2, 6	3, 4, 5, 6	
D.W.6.		W 8 – 14 ZP 1 – 8, PZ 1 - 8	1, 3, 5, 6	3, 4, 5, 6	
D.W.7.		W 9 – 14 ZP 1 – 8 PZ 1 – 8	5, 6	3, 7	
D.W.8.		ZP 1 – 8 PZ 1 – 8	5, 6	6, 7	
D.W.10.		W 1	1	1	
D.U.1.		W 9 – 14	1, 2, 3, 4, 5, 6	5, 6	
D.U.3.		W 9 – 14	1, 2, 3, 4, 5, 6	1, 3, 5, 6	
D.U.4.		W 9 – 14 ZP 1 – 8 PZ 1 – 8	5, 6	5, 6, 7	
D.U.6.		W 9 – 14 ZP 1 – 8 PZ 1 – 8	5, 6	5, 6, 7	
D.U.7.		W 9 – 14	5, 6	5, 6, 7	

		ZP 1 – 8 PZ 1 – 8			
<b>D.U.8.</b>		ZP 1 – 8 PZ 1 – 8	3, 5, 6	5, 6, 7	
<b>D.U.9.</b>		ZP 1 – 8 PZ 1 – 8	3, 5, 6	5, 6, 7	
<b>D.U.15.</b>		W 9, ZP 1 – 8, PZ 1 – 8	3, 5, 6	5, 6, 7	
<b>D. U. 16</b>		ZP 1 – 8, PZ 1 – 8	3, 5, 6	5, 6, 7	
<b>D. U. 17.</b>		ZP 1 – 8, PZ 1 – 8	3, 5, 6	5, 6, 7	
<b>D. U.18.</b>		ZP 1 – 8, PZ 1 – 8	3, 5, 6	5, 6, 7	
<b>D. U. 22.</b>		ZP 1 – 8, PZ 1 – 8	3, 5, 6	5, 6, 7	
<b>D. U. 23</b>		W 9 – 14, ZP 1 – 8 PZ 1 – 8	1, 2, 3, 4, 5, 6	5, 6, 7	
<b>D. U. 24</b>		ZP 1 – 8 PZ 1 – 8	3, 5, 6	5, 6, 7	
<b>D. U. 26.</b>		ZP 1 – 8 PZ 1 – 8	3, 5, 6	5, 6, 7	
<b>K.S.2, K.S.5</b>		ZP 1 – 8 PZ 1 – 8	3, 4, 5, 6	5, 6, 7	

#### METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES

The subject ends with an exam - semester 6 in the form of a test. The test includes single-choice, multiple-choice and true/false questions - 50 questions.

A prerequisite for passing the examination is obtaining 60% of correct answers.

## Scale of marks

Very good - 50 - 48 points.

Good plus - 47 - 45 points

Good - 44 - 39 points.

Satisfactory + - 38 - 36 points

Satisfactory: 35 - 30 points.

Unsatisfactory - 29 - 0.

## Criteria of assessment of lectures sem 5:

1. pass a test summarizing the topics of lectures containing 30 tasks, which include questions: single-choice, matching and completions- mixed test, to get a positive grade in the test the student should give 60% correct answers. For a correct answer, the student gets 1 point, for a wrong answer or no answer 0 points.

Very good - 30 - 28 points

Good plus - 27- 26 points

Good - 25-23 points

Satisfactory plus - 22 - 21 points

Satisfactory - 20 - 18 points

Unsatisfactory - 17 and fewer points

The prerequisite for passing the practical classes is;

Criteria for passing the practical classes:

1. - 100% attendance in classes

2. passing marks from :

- preliminary instruction at the first practical classes - one-choice test on the basics of nursing, physiology, anatomy
- Ongoing instruction - test of knowledge of the lectures in the field of neurology - Patient's nursing process - criteria of the process -
- Assessment of elderly, surgical, sectional function - criteria of assessment
- Assessment of posture in practical classes -
- Final instruction - one-choice test in the field of practical classes

In the case of an excused absence, practical classes must be completed at another time agreed with the teacher in charge.

The final grade consists of:

30% of knowledge assessment + 45% of skills assessment + 5% of social competence assessment + 20% of nursing process assessment

Final grade:

5.0 - 4.90 - very good

4.89 - 4.50 - plus good

4.49 - 4.0 - good

3.99 - 3.50 plus in the case of an excused absence, practical classes must be completed at another time agreed with the teacher in charge.

The final grade consists of:

30% of knowledge assessment + 45% of skills assessment + 5% of social competence assessment + 20% of nursing process assessment

Final grade:

5.0 - 4.90 - very good

4.89 - 4.50 - plus good

4.49 - 4.0 - good

3.99 - 3.50 plus sufficient

3.49 - 3.0 - satisfactory

< 3.0 - unsatisfactory

Criteria for passing professional practice:

1.100% attendance in class

2. observance of the Rules of Professional Practice

3. passing of the practical skills in the "Diary of nursing skills" according to the curriculum in the neurological department

4. successful completion of the nursing process

5. positive assessment of social competence during professional practice.

The student's attitude is monitored by the supervisor, the patient and the therapeutic team.

3.49 - 3.0 - satisfactory

< 3.0 - unsatisfactory

Criteria for passing professional practice:

1.100% attendance in class

2. observance of the Rules of Professional Practice

3. passing of the practical skills in the "Diary of nursing skills" according to the curriculum in the neurological department

4. successful completion of the nursing process

5. positive assessment of social competence during professional practice.

The student's attitude is monitored by the supervisor, the patient and the therapeutic team.



### **ADDITIONAL INFORMATION ABOUT THE COURSE**

Topics of the self-study to be announced by the instructor at the first class

Classes take place in the rooms of the Faculty of Medical and Technical Sciences, 2nd floor, building 3.

Information on the date of classes (day of the week/hour) - according to the timetable displayed on the information board and the website of the Faculty of Medical Sciences and Technology

Practical classes and apprenticeships take place in the neurological wards During the classes the rules of "apprenticeship" are in force

30/51/63

## SUBJECT SHEET

<b>Name of the subject/module:</b>	Anaesthesiology and nursing in life-threatening situations
<b>Name of the subject/module in Polish:</b>	Anestezjologia i pielęgniarstwo w zagrożeniu życia
<b>Programme:</b>	Nursing
<b>Study form/level:</b>	Full-time studies / First Cycle programme
<b>Study profile:</b>	practical
<b>Educational entity:</b>	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Medical and Technical Sciences
<b>Teacher:</b>	mgr Katarzyna Dudzik dr Kamila Dobrosielska-Matusik
<b>Type of the subject:</b>	mandatory

## Forms of classes, the number of hours

Semester	Lecture	Practical classes	Seminar	Practical classes in a clinical setting	Self-Studying	Other*	Total	ECTS
5	40				20		60	2
6				80		Internship 80	160	3+3
<b>In total</b>	40			80	20	80	220	8

## The goal of the subject/course

- C1** To familiarise students with the methods and methods of preparing and caring for patients after various types of anaesthesia.
- C2** To familiarise the student with the technique and principles of particular stages of cardiopulmonary resuscitation carried out in hospital conditions.
- C3** To familiarise the student with the methods of diagnosing sudden health threats and the specificity of management in life-threatening conditions.
- C4** To mould the student to quickly and accurately assess the health condition of a patient in immediate life-threatening danger and to undertake life-saving actions.
- C5** To introduce the student to skilful recognition, planning, solving and documenting health-care problems in the process of nursing a patient in intensive care.
- C6** To use the knowledge and acquired skills in the process of procedure-diagnosis-care in the modification of techniques of performed procedures in the real conditions of a nurse work.

**Preliminary requirements in terms of knowledge, skills and other competence:**

Knowledge of basic anatomy, physiology, pathology, psychology, physical examination, philosophy and ethics of the nursing profession and the fundamentals of nursing.

**Expected learning outcomes:**

**In terms of knowledge the graduate knows and understands:**

- D.W1.** risk factors and health risks in patients of different ages
- D.W2.** Aetiopathogenesis, clinical symptoms, course, treatment, prognosis and principles of nursing care of patients in selected diseases
- D.W3.** principles of diagnosing and planning patient care in internal medicine, surgical, obstetric-gynaecological, paediatric geriatric, neurological, psychiatric, intensive medical care and palliative care nursing
- D.W4.** types of diagnostic tests and the principles of their ordering
- D.W5.** principles of preparing a patient of different age and health status for examinations and diagnostic procedures as well as principles of care during and after these examinations and procedures
- D.W6.** properties of groups of drugs and their effects on patient's systems and organs in various diseases depending on the age and health condition, including adverse effects, interactions with other drugs and routes of administration
- D.W7.** Nursing standards and procedures used in the care of a patient of different age and health status
- D.W10.** principles of organisation of specialist care (geriatric, intensive care, neurological, psychiatric, paediatric, internal medicine, surgical, palliative, long-term and operating theatre)
- D.W14.** pathophysiology, clinical symptoms of diseases and life-threatening conditions of a newborn baby, including a premature baby, and the basics of nursing care in this field;
- D.W18.** methods, techniques and tools for assessing state of consciousness and awareness
- D.W28.** standards and procedures of management in emergencies and life-saving procedures; **D.W30.** methods of anaesthesia and principles of care of a patient after anaesthesia
- D.W31.** pathophysiology and clinical symptoms of life-threatening diseases (respiratory failure, circulatory failure, nervous system failure, shock, sepsis)
- D.W32.** methods and scales for the assessment of pain, sedation level and sleep disorders and delirious states in patients in life-threatening conditions;
- D.W34.** principles of prevention of complications associated with the use of invasive diagnostic and therapeutic techniques in critically ill patients
- D.W35.** principles of first aid and algorithms of resuscitation procedures in basic life support (BLS) and advanced life support (ALS);

**In the scope of skills graduates are able to:**

- D.U1** collect information, formulate a nursing diagnosis, determine the objectives and plan of nursing care, implement

nursing interventions and evaluate nursing care;

**D.U3** carry out prevention of complications occurring in the course of diseases

**D.U4** organise isolation of patients with infectious disease in public places and at home

**D.U6** select techniques and methods of wound care, including the placement of dressings

**D.U7** select methods and means of wound care on the basis of their classification

**D.U8** recognise complications after specialist diagnostic tests and surgical procedures;

**D.U9** administer oxygen to the patient on an ad hoc basis and monitor his/her condition during oxygen therapy

**D.U10** perform an electrocardiographic examination and recognise life-threatening disorders

**D.U15** document patient's health situation, its dynamics and realised nursing care, taking into account IT tools for data collection

**D.U17** administer enteral feeding (through a tube and nutritional fistula) and parenteral feeding in adults and children

**D.U18** recognise complications of pharmacological, dietary, rehabilitative and therapeutic treatment

**D.U19** nurse a patient with intestinal fistula, endotracheal and tracheotomy tube

**D.U20** conduct therapeutic conversation

**D.U22** communicate information to members of the therapeutic team about the patient's condition

**D.U23** assist the doctor during diagnostic examinations

**D.U24** assess pain levels, patient's reaction to pain and its intensity and apply pharmacological and non-pharmacological analgesic management

**D.U25** act according to the procedure with the body of a deceased patient

**D.U26** prepare and administer drugs to patients by different routes, alone or on doctor's orders;

**D.U27** give first aid in life-threatening conditions

**D.U30** perform basic resuscitation procedures in adults and children and use the Automated External Defibrillator (AED) and non-instrumental airway management and instrumental airway management with available supraglottic devices

**In terms of social competence:**

**K.S.5** - The graduate is ready to perform the profession reliably in accordance with the principles of ethics

**Curriculum:**

**Forms of classes: Lecture (W)**

**Number  
of units  
(hours)**

**Semester 5**

W 1	The organisation of care in anaesthesiology and intensive care in Poland, role and tasks of the anaesthetic nurse.	1
W 2	Causes, mechanisms, symptoms of sudden cardiac arrest and the principles of individual stages of resuscitation in resuscitation in the hospital setting.	3
W 3	Intensive instrumented and non-instrumented surveillance- recognition of life-threatening conditions. Legal acts.	2
W 4	Principles of diagnosis and types of diagnostic tests ordered in the intensive care unit intensive care unit.	2
W 5	Principles of enteral and parenteral nutrition in intensive care.	1
W 6	Patient preparation and nursing management for all types of anaesthesia. Care of the patient after anaesthesia.	3
W 7	Shock its causes, mechanisms and consequences	3
W 8	Management of acute life-threatening conditions/heart attack, cardiac arrhythmias, sepsis.	3
W 9	Principles of management of the unconscious patient (adult, child, newborn)	3
W 10	Care of the patient with acute circulatory failure.	3
W 11	Acute respiratory failure causes, management, oxygen therapy, tests diagnostics	3
W 12	Management of the patient in acute renal failure.	3
W 13	Technique and principles of cardiopulmonary resuscitation in the hospital setting (adult, child, neonate)	3
W 14	General principles for the management of exogenous poisoning.	3
W 15	General principles for the management of endogenous poisoning.	3
W 16	Evaluation of the material learned. Statements of the learned material in relation to the application in the intensive care unit.	1
<b>Hours (in total):</b>		<b>40</b>
<b>Forms of classes: Practical classes in a clinical setting (ZP)</b>		<b>Number of units (hours)</b>
<b>Semester: 6</b>		
ZP 1	Life-threatening patient assessment (Medical Simulation Centre)	10
ZP 2	Instrumented and non-instrumented monitoring in intensive care (Medical Simulation Centre)	10
ZP 3	The nursing process for a patient with pulmonary oedema (Medical Simulation Centre)	10
ZP 4	Basic diagnostic tests in intensive care (blood gasometry, electrolytes, sugar level ) positioning according to consciousness and condition of the patient (Medical Simulation Centre)	10
ZP 5	Organisation and principles of work in the intensive care unit. Familiarising the nurse with the tasks cooperation with the therapeutic team.	10
ZP 6	Technique and principles of operating medical equipment and apparatus in intensive care. Basic diagnostic and therapeutic procedures in intensive care.	10
ZP 7	Nursing the patient with venous and arterial access.	10
ZP 8	To identify the problems of the selected patient. Determining and implementing the objectives of the process.	10
<b>Hours (in total):</b>		<b>80</b>
<b>Forms of classes: Internship (PZ)</b>		<b>Number of units (hours)</b>
<b>Semester: 6</b>		
PZ 1	The organisational structure of intensive care units organisation of the intensive therapy, the administration of drugs by different routes.	80

	Specifics of patient and ward documentation for the institution chosen by the student.	
<b>PZ 2</b>	Knowledge and recognition of life-threatening conditions. Diagnostic methods used in ICU.	
<b>PZ 3</b>	The nurse's role in preventing early and late complications for patients treated in the intensive care unit.	
<b>PZ 4</b>	Nursing process of patients with disorders of individual systems and organs as a method of nurse's work in the ICU.	
		<b>Hours (in total):</b>
		<b>80</b>
<b>Educational tools</b>		
<b>1.</b>	Overhead projector, multimedia presentations, films	
<b>2.</b>	Charts, adult and child resuscitation phantoms, training AED, airway model, mattress, casualty scenario.	
<b>3.</b>	Documentation of the nursing process	
<b>4.</b>	Patient and ward records.	
<b>5.</b>	Medical equipment and apparatuses for the Medical Simulation Centre and Anaesthesiology and Intensive Care Department	
<b>Teaching methods</b>		
<p>1. informative lecture</p> <p>2. conversational lecture</p> <p>3. didactic discussion</p> <p>4. description, explanation and clarification</p> <p>5. situation method</p> <p>6. demonstration, exercises</p> <p>7. simulation</p> <p>8. a written project</p> <p>9. case method, problem method</p> <p>10. instruction</p>		
<b>Forms of assessment (F – formative, P – summative)</b>		
<b>F1</b>	Evaluation of oral utterances	
<b>F2</b>	Nursing process	
<b>F3</b>	Performing an on-call task – practical activities during practical classes in a clinical setting	
<b>F4</b>	Performance appraisal: senior, treatment, section	
<b>F5</b>	Execution of medical orders in accordance with the principles of medication administration by different	

	routes and based on the standards of conduct in force in the ward's standards of practice
<b>F6</b>	Operating diagnostic and therapeutic equipment in the Medical Simulation Centre and Intensive Care Unit
<b>F7</b>	Observation of nursing activities performed by the student (organisation, adherence to procedures, student's initiative)
<b>P1</b>	Test which sums up the topics of lectures and practical classes in a clinical setting
<b>P2</b>	EXAM – Overall test

#### Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	<b>40</b>
Self-Studying	<b>20</b>
Practical classes in a clinical setting	<b>80</b>
Preparation for classes	<b>30</b>
Preparation for the exam	<b>10</b>
TOTAL	<b>260</b>
<b>TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT</b>	<b>8</b>

#### Primary and supplementary literature

##### Primary literature:

Andres J., Dyaczyńska-Herman A., Garstka J.: Anestezjologia i intensywne terapie, Wyd. PZWL 2015  
 Baranowska A., Baranowska K., Bielak A.: Standardy anestezjologicznej opieki pielęgniarskiej, Wyd. PZWL Warszawa 2014  
 Wołowicka L., Dyk D., Anestezjologia i intensywne terapie. Klinika i pielęgniarstwo, Wydawnictwo Lekarskie PZWL, Warszawa 2008

##### Supplementary literature:

Wydawnictwo Lekarskie PZWL, Warszawa 2009. red. E. Kuncewicz-Czech, Stany nagłe w zarysie, PZWL, Warszawa 2008,  
 Kózka M., Płaszewska-Żywko L., Procedury pielęgniarskie, Wydawnictwo Lekarskie PZWL, Warszawa 2010.  
 Krajewska-Kułać E., Rolka J., Jankowiak B., Standardy i procedury pielęgniarskie w stanach zagrożenia życia, Wydawnictwo Lekarskie PZWL, Warszawa 2009  
 Paul L. Marino, red. wyd. pol. Andrzej Kübler, Intensywne terapie, Urban & Partner, Wrocław 2009  
 B. Ślusarska, D. Zarzycka, K. Zahradniczek Podstawy pielęgniarstwa tom II: wybrane działania pielęgniarskie, podręcznik dla studentów i absolwentów kierunków: Pielęgniarstwo i Położnictwo, Czelej, Lublin 2008 Flake B.  
 Lutomski, Leki w medycynie ratunkowej i intensywnej terapii, Wrocław 2005

##### Magazines:

**Anaesthesia Intensive Care, Problems of Nursing,**

#### MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Learning outcomes	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
<b>D.W1.</b>	C3, C4	W	1, 2, 3, 4	1, 2, 3, 4	F
<b>D.W2.</b>	C3, C5, C6	W, ZP, PZ	1, 2, 3, 4, 5	1, 4, 7, 9	F, P
<b>D.W3.</b>	C1, C5, C6	W, ZP, PZ	1, 2, 3, 4, 5	2, 4, 7, 9	F
<b>D.W4.</b>	C3, C6	W, ZP, PZ	1, 2, 3, 4, 5	1, 4, 6, 9, 10	F
<b>D.W5.</b>	C1, C3, C4, C5	W, ZP, PZ	1, 2, 3, 4, 5	1, 7, 9, 10	F
<b>D.W6.</b>	C3, C4, C6	W, ZP, PZ	1, 2, 3, 4, 5	1, 5, 9, 10	F, P
<b>D.W7.</b>	C2, C5, C6	ZP, PZ	1, 4	2, 4, 5	F
<b>D.W10.</b>	C3	W, ZP	1, 4, 5	1, 4	F

D.W14.	C3	W	1, 2	1, 2	F, P
D.W18.	C1, C3, C4	W, ZP	1, 4, 5	1, 4, 6, 7, 9	F, P
D.W28.	C2, C3, C5, C6	W, ZP, PZ	1, 2, 4, 5	1, 2, 3, 7, 9, 10	F
D.W30.	C1	W, ZP	1	1, 2, 3, 6	F, P
D.W31.	C3	W, ZP	1	2, 4, 7	F
D.W32.	C1, C3, C5, C6	W, ZP, PZ	1, 4, 5	1, 3, 5, 9	F, P
D.W34.	C1, C2, C3, C4, C6	W, ZP	1, 2, 4, 5	1, 5, 7, 9	F
D.W35.	C2	W, ZP, PZ	1, 2, 5	1, 4, 6, 7, 10	F, P
D.U1.	C5	ZP, PZ	3, 4	5, 9, 10	F, P
D.U3.	C1, C4	ZP, PZ	1, 4, 5	1, 3, 9, 10	F
D.U4.	C4, C6	ZP, PZ	4, 5	5, 9	F
D.U6.	C5, C6	ZP, PZ	4, 5	9, 10	F
D.U7.	C5, C6	ZP, PZ	4, 5	9, 10	F
D.U8.	C1, C3, C4	ZP, PZ	2, 4, 5	5, 9, 10	F
D.U9	C6	ZP, PZ	5	6, 9	F
D.U10.	C6	ZP, PZ	5	6, 9	F
D.U15.	C6	ZP, PZ	3, 4	4, 9, 10	F
D.U17.	C6	ZP, PZ	4, 5	5, 9, 10	F
D.U18.	C6	ZP, PZ	4, 5	5, 9, 10	F
D.U19.	C4, C6	ZP, PZ	2, 5	6, 9, 10	F
D.U20.	C1, C4, C6	ZP, PZ	2, 5	7, 9	F
D.U22.	C3, C4	ZP, PZ	2, 5	7, 9	F
D.U23.	C5, C6	ZP, PZ	4, 5	5, 7, 9	F
D.U24.	C1, C3, C4	ZP, PZ	4, 5	5, 7, 9	F
D.U25, D.U26.	C1, C2, C3, C4, C6	ZP, PZ	4, 5	5, 7, 9	F
D.U27	C1, C2, C3, C4, C6	ZP, PZ	5, 7, 9	5, 7, 9	F
D.U30.	C2	ZP, PZ	1, 4, 6, 7, 9	1, 4, 6, 7, 9	F, P
K.S5.	C1, C2, C3, C4, C6	ZP, PZ	5, 6, 7	5, 6, 7	-

**RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES**

LEARNING OUTCOMES	To get a satisfactory grade (3,0)	To get a satisfactory plus grade (3,5)	To get a good grade (4,0)	To get a good plus grade (4,5)	To get a very good grade (5,0)
The above mentioned formative rules of verification of expected learning outcomes were evaluated using the percentage system	60%	70%	80%	90 %	100%
Points	17 –14	21 – 18	24 – 20	27 – 25	30 – 28

The course ends with an exam - semester 6 in a written form - test. (the test covers the topics of lectures and practical



classes)

Written exam - the student will solve one-choice test consisting of 30 questions

Very good - 30 - 28 points.

Good plus - 27 - 25 points.

Good - 24 - 21 points.

Fair plus - 20 - 18 points

Fair enough - 17 - 14 points.

Unsatisfactory - 13 points or less.

Criteria of assessment of lectures sem.5:

1. pass a test summarising the topics of lectures containing 30 tasks, which include single-choice, matching and completion questions - mixed test, to get a positive grade in the test the student should give 60% correct answers. For a correct answer the student gets 1 point, for a wrong answer or no answer 0 points.

Very good - 30 - 28 points Good plus - 27- 26 points

Good - 25-23 points

Satisfactory plus - 22 - 21 points

Satisfactory - 20 - 18 points

Unsatisfactory - 17 points and fewer

Credit for hours without teacher involvement:

The student will receive a passing grade on the self-study work. The topics of the work are updated every academic year and communicated to the students during the first classes.

Criteria for passing practical classes:

1. 100% attendance in classes

2. observance of the rules of the practical classes

3. Student will solve the mixed test - preliminary instruction at the beginning of practical classes in the department of anaesthesiology and intensive care

4. The student will solve a one-choice test summarising the topics of the practical classes

5. Assessment of the documentation of the nursing process - criteria

6. Assessment of the student's skills - criteria of the functional assessment constitutes

Criteria for passing the professional practice:

1.100% attendance in class.

2. Compliance with the rules of professional practice

3. passing the practical skills in the "Diary of nursing skills" included in the curriculum of the department of anaesthesiology and intensive therapy.

4. Passing the Nursing Process Assessment Criteria

5. Positive assessment of social competence during the internship.

6. The student's attitude is monitored by the internship supervisor, the patient, and the therapeutic team

#### **ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT**

Topics of the self-study to be announced by the instructor at the first class

Classes are held in the classrooms of the Faculty of Medical and Technical Sciences, 1st floor, and in the Medical Simulation Centre, 2nd floor, building 3.

Information on the date of classes (day of the week/hour) - according to the timetable displayed on the notice board and on the website of the Faculty of Medical and Technical Sciences

Practical classes in a clinical setting and internship take place in the department of anaesthesiology and intensive care. During the classes, the rules of the internship are in force

24.

## SUBJECT SHEET

<b>Name of the subject/module:</b>	<b>Geriatrics and Geriatric Nursing</b>
<b>Name of the subject/module in Polish:</b>	Geriatra i pielęgniarstwo geriatryczne
<b>Programme:</b>	Nursing
<b>Study form/level:</b>	Full-time studies / First Cycle programme
<b>Study profile:</b>	practical
<b>Educational entity:</b>	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Medical and Technical Sciences
<b>Teacher:</b>	dr Leszek Malkiewicz mgr Magdalena Wiechetek
<b>Type of the subject:</b>	mandatory

## Forms of classes, the number of hours

Semester	Lecture	Practical classes	Practical classes in a clinical setting	Self-Studying	Other*	Total	ECTS
3	55			20		75	2
4			80		Internship 80	120	5
<b>In total</b>	55		80	20	80	220	7

## The goal of the subject/course

**C1** The aim of the course is for the student to acquire distinctive features of professional nursing care - in the field of knowledge, skills and correct attitude in the care of people with diseases and/or injuries of the nervous system.

## Preliminary requirements in terms of knowledge, skills and other competence:

None

## Expected learning outcomes:

**In terms of knowledge the student knows and understands:**

**D.W1.** risk factors and health risks in patients of different ages

**D.W2.** Aetiopathogenesis, clinical symptoms, course, treatment, prognosis and principles of nursing care of patients in selected diseases

**D.W3.** principles of diagnosing and planning patient care in internal medicine, surgical, obstetric-gynaecological, paediatric, geriatric, neurological, psychiatric nursing, intensive medical care, palliative care, long-term care

**D.W5.** principles of preparing a patient of different age and health status for examinations and diagnostic procedures, as well as principles of care during and after these examinations and procedures

**D.W6.** properties of drug groups and their effects on patient's systems and organs in various diseases depending on the age and health condition, including adverse effects, interactions with other drugs and routes of administration

**D.W7.** nursing standards and procedures used in the care of a patient of different age and health status

**D.W9.** the process of ageing in the biological, psychological, social and economic aspect

**D.W10.** principles of organisation of specialist care (geriatric, intensive care, neurological, psychiatric, paediatric, internal medicine, surgical, palliative, long-term care and in the operating theatre)

**D.W11.** the etiopathogenesis of the most common diseases of the elderly

**D.W12.** tools and scales for assessing the support of elderly people and their families and the principles of their activation

**In terms of skills the student can:**

**D.U1.** collect information, formulate a nursing diagnosis, establish nursing care goals and plan, implement nursing interventions and evaluate nursing care;

**D.U2.** provide counselling in the scope of self-care of patients of different age and health condition concerning developmental defects, diseases and addictions

**D.U3.** carry out prophylaxis of complications occurring in the course of diseases

**D.U6.** select the technique and ways of wound care, including the placement of dressings;

**D.U11.** modify fixed doses of short-acting and rapid insulin

**D.U15.** document patient's health situation, the dynamics of its changes and the realised nursing care, taking into account IT tools for data collection

**D.U16.** teach the patient and his/her guardian how to select and use the nursing and rehabilitation equipment and medical devices

**D.U17.** perform enteral feeding (through a tube and nutritional fistula) and parenteral feeding in adults;

**D.U18.** recognise complications of pharmacological, dietary, rehabilitative and therapeutic treatment

**D.U21.** perform bedside rehabilitation and activation with the use of elements of occupational therapy

**D.U.22.** convey information to members of the therapeutic team about the patient's health condition

**D.U26.** prepare and administer to patients drugs by different routes, individually or on doctor's orders

**In terms of social competence the student should:**

**K.S.1** - to perform self-assessment in the field of knowledge and professional skills and to consult experts in case of difficulties in solving problems independently;

**K.S.2** - be guided by the patient's good, respect his/her dignity, show understanding for the world-view and cultural differences and empathy concerning the patient and his/her family

**K.S.3** - respect patients' rights and keep information related to them confidential

**K.S.4** - take responsibility for the performance of professional activities

**K.S.5** - perform the profession reliably, following the rules of ethics.

<b>Curriculum:</b>		
<b>Forms of classes: Lecture (W)</b>		<b>Number of units (hours)</b>
<b>Semester: 3</b>		
<b>W 1</b>	Foundations of gerontology. Theories of ageing and its determinants. Psychosocial aspects of old age. Models of ageing. Lifestyles of elderly people. Prevention geriatric prevention and ageing.	<b>6</b>
<b>W 2</b>	The organisation of geriatric care in Poland. Forms of health care, social care, principles of their functioning and standards of services. Institutional assistance for the elderly. Psychosocial activation of seniors.	<b>4</b>
<b>W 3</b>	Large geriatric syndromes. Psychopathological syndromes, impairments locomotion, falls, visual and hearing impairments, sphincter incontinence, geriatric, nutritional and electrolyte disturbances, iatrogenic syndrome. Frailty syndrome.	<b>8</b>
<b>W 4</b>	Differences in etiopathogenesis, course, therapy and diagnostic problems of diseases in old age. The problem of multimorbidity and polypharmacy. Comprehensive geriatric assessment and care.	<b>10</b>
<b>W 5</b>	Specificity of care towards geriatric patients. - Tasks and roles of the nurse in the geriatric team. Models of care used in care of a geriatric ward. Methods of collecting an interview with a elderly person. Problems of pharmacotherapy of elderly people. Problems Psycho-social problems in old age. Tools and scales for comprehensive geriatric assessment.	<b>4</b>
<b>W 6</b>	The role and tasks of the nurse in the process of physical and mental rehabilitation of the patient in old age. The importance of improvement activities. Nursing and rehabilitation - principles of use.	<b>3</b>
<b>W 7</b>	Nursing and care problems and assessment of the needs of a patient of geriatric age geriatric patient with increasing disability, long-term immobilisation, pain immobilised, with pain resulting from chronic diseases progressive diseases. Care of the patient in a terminal state.	<b>4</b>
<b>W 8</b>	Nursing diagnosis and principles of care planning, for the patient with WPG and their consequences and in selected disease entities of the elderly age. Principles and techniques of nursing and rehabilitation procedures as well as diagnostic and therapeutic procedures used in the care of a patient at geriatric age. Principles and techniques of nursing and rehabilitation procedures as well as diagnostics and types of diagnostic examinations ordered for patients of geriatric age	<b>12</b>
<b>W 9</b>	Human health education and prevention in old age. - Counselling older people and their carers on how to prevent the loss of health potential, the role of the nurse in the education of elderly people in the scope of self-care, principles of physical and mental activation of elderly people, principles of nutrition for elderly, principles of nutrition and diet therapy in geriatric ageing	<b>4</b>
<b>Hours (in total):</b>		<b>55</b>
<b>Forms of classes: Practical classes in a clinical setting (ZP)</b>		<b>Number of units (hours)</b>
<b>Semester: 4</b>		
<b>ZP 1</b>	Familiarisation with the specifics of the operation of a geriatric ward. Nursing care models, standards, procedures, and documentation The role of the nurse in a geriatric ward. The role of the nurse in the geriatric ward. Participation of the nurse in the nutrition of the elderly, pharmacotherapy, dietotherapy and	<b>10</b>

	rehabilitation of elderly patients. Participation of the nurse in preventing nosocomial infections. Establishing contact with the patient and his environment.	
<b>ZP 2</b>	Identify the patient's health problems and self-care deficits, plan, implement and evaluate nursing and care activities for patients with disabilities, long-term immobilisation and major geriatric problems. Recognition of indications to basic diagnostic tests and making appropriate referrals.	<b>10</b>
<b>ZP 3</b>	The nurse's participation in the process of diagnosis, therapy, nursing and rehabilitation of the elderly with cardiovascular conditions.	<b>10</b>
<b>ZP 4</b>	The nurse's participation in the process of diagnosis, therapy, nursing and rehabilitation of elderly people with respiratory disorders.	<b>10</b>
<b>ZP 5</b>	The nurse's participation in the process of diagnosis, therapy, nursing and rehabilitation of the elderly in the most frequent gastrointestinal disorders and diabetes.	<b>10</b>
<b>ZP 6</b>	The nurse's participation in the process of diagnosis, therapy, nursing and rehabilitation of elderly people with urinary tract disorders.	<b>10</b>
<b>ZP 7</b>	Participation of the nurse in the health education of the residents and their carers aimed at self-care and self-care of the elderly and prevention of complications in the course of diseases.	<b>10</b>
<b>ZP 8</b>	Identifying problems, establishing and implementing a nursing plan of the selected patient with the use of the nursing process card.	<b>10</b>
<b>Hours (in total):</b>		<b>80</b>
<b>Forms of classes: Internship (PZ)</b>		<b>Number of units (hours)</b>
<b>Semester: 4</b>		
<b>PZ 1</b>	The organisational structure of the geriatric ward chosen by a student. Getting acquainted with the specifics of the ward's functioning. Models of care, standards, procedures Models of nursing care, standards, procedures and documentation in force in the Department. The nurse's role in the interdisciplinary team; respecting norms and rules in the ward, the nurse's responsibility for decisions taken. The nurse's role in the nutrition of the elderly, pharmacotherapy, diet therapy and rehabilitation of elderly patients. The standard of patient admission to the ward The nurse's participation in the prevention of nosocomial infections. Equipment and apparatus used in the ward. Establishing contact with the patient and his/her environment. The patient and his/her environment are collected using known methods (observation, targeted interview, conversation, measurement, analysis of documentation, information from The patient and his/her family members) for nursing diagnosis and treatment. for nursing diagnosis and treatment.	<b>80</b>
<b>PZ 2</b>	The nurse's participation in the process of diagnosis, therapy and rehabilitation of the elderly in respiratory, cardiovascular, digestive, osteoarticular, nervous, urinary and diabetes, and major geriatric problems.	
<b>PZ 3</b>	Implementing the acquired knowledge and skills in the process of self-care identify health problems and self-care deficits of the patient, plan, implement and evaluate nursing and caring measures, including planning together with the therapeutic team and the family measures to enable the elderly person to function optimally and effective treatment and care and rehabilitation in a specific situation situation.	
<b>PZ 4</b>	Participation of the nurse in the nutrition of elderly people. Types of diets and nutrient requirements, vitamin and mineral deficiencies.	
<b>PZ 5</b>	Nurse participation in the health education of patients and their carers focusing on self-care of the elderly, prevention of loss of health potential and physical and	

	psychological activation of the elderly, principles of nutrition for the elderly, types of diets for elderly people, types of diets, demand for nutrients, vitamin and mineral deficiencies vitamin and mineral deficiencies in geriatric age.	
		<b>Hours (in total): 80</b>
<b>Educational tools</b>		
1.	overhead projector, multimedia presentations, display boards, didactic films	
2.	case study	
3.	situational method	
4.	patient and ward records	
5.	equipment and apparatus that equip the hospital ward.	
6.	ward standards and procedures	
7.	tests with solving instructions, rules for awarding marks and answer key.	
8.	Criteria for assessment of practical skills in the course of practical classes in a clinical setting and internship in the department of internal medicine	
9.	Criteria for assessment of the nursing process conducted by students in practical classes in a clinical setting and internship in the department of internal medicine	
10.	Criteria for the assessment of the student's attitude during practical classes in a clinical setting and internship in the department of internal medicine	
11.	Criteria for the final mark for practical classes in a clinical setting and the internship in the department of internal medicine	
<b>Teaching methods</b>		
<ol style="list-style-type: none"> <li>1. Informative lecture</li> <li>2. Engaging lecture</li> <li>3. Description, explanation and clarification</li> <li>4. Situational method</li> <li>5. Demonstration</li> <li>6. Teaching discussion</li> <li>7. Case studies</li> <li>8. Analysis of medical records</li> <li>9. Observation</li> <li>10. Nursing process</li> <li>11. Oral report</li> </ol>		
<b>Forms of assessment (F – formative, P – summative)</b>		
<b>F1</b>	Questions, one-choice and mixed tests to check the preparation for the topics of the practical classes in a clinical setting	
<b>F2</b>	Student's engagement during the classes	
<b>F3</b>	Documentation of the patient's nursing process	
<b>F4</b>	Initial, ongoing and final instruction – practical classes in a clinical setting	
<b>F5</b>	Observation of the student's actions and attitude as a member of the therapeutic team of the ward	
<b>P1</b>	Summary test concerning the topics scrutinised during the lectures	
<b>P2</b>	Summary test concerning the topics scrutinised during the practical classes in a clinical setting	
<b>P3</b>	Assessment of individual documentation of the nursing process, practical skills and attitude	

<b>P4</b>	Written exam – test
Student workload	
Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	<b>W 55 ZP 80</b>
Self-studying	<b>20</b>
Internship	<b>80</b>
Preparation for classes	<b>10</b>
Preparation for the exam	<b>10</b>
TOTAL	<b>255</b>
<b>TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT</b>	<b>8</b>

#### Primary and supplementary literature

##### Primary literature:

1. Rosenthal T., Williams M., Geriatria Wyd. Czelej 2009
2. Wieczorowska-Tobis K., Talarska D., Geriatria i pielęgniarstwo geriatryczne PZWL 2015

##### Supplementary literature:

1. Motzing G., Schwarz S., Pielęgniarstwo geriatryczne. Wyd. Urban & Partner 2012
2. Cybulski M., Krajewska-Kułać E., Opieka nad osobami starszymi : przewodnik dla zespołu terapeutycznego PZWL 2016
3. Iona Murdoch, Sarah Turpin, Bree Johnston, Alasdair MacLulich, Eve Losman ; redakcja wydania polskiego Tomasz Kostka ; [tłumaczenie z języka angielskiego Rafał Śmietana]. Stany nagłe w geriatricii. Wrocław : Edra Urban & Partner, 2017
4. Murdoch I., Turpin S., Jonston B. Stany nagłe w geriatricii Wyd. Urban & Partner 2017

#### MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT

Reference to a Learning Outcome defined for the programme of study	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment	
D.W1.	C1	W. 3, 4, 7, 8; ZP. 2-8; PZ	1, 4, 7	1, 2, 3, 4, 6, 7, 8, 9, 10, 11	F	
D.W2.		W. 3-8; ZP.2-8; PZ	1, 4, 7		F	
D.W3.		W. 5-9; ZP 2-8: PZ	1, 4, 7		F	
D.W5.		W. 5-9; ZP 2-8: PZ	1, 4, 7		F	
D.W6.		W. 3-9; ZP 2-8: PZ	1, 4, 7		F	
D.W7.		W. 5-9; ZP 1-8: PZ	1, 2, 4, 7		F	
D.W9.		W. 1, 3-9; ZP. 1-8: PZ	1, 2, 4, 5, 6, 7		F	
D.W10.		W. 2: ZP 2-8; PZ	1, 4		F	
D.W11.		W. 3-4: ZP. 1-8: PZ	1, 2, 3, 4, 7		F	
D.W12.		W. 5-9: ZP.1; PZ	1, 3, 4, 7		FP	
D.U1.		ZP. 2 -8; PZ	3, 4, 5, 6, 7, 8, 9, 10, 11		3, 4, 5, 7, 8, 9, 10, 11	F
D.U2.		ZP. 1-8; PZ				F
D.U3.	ZP. 3-8; PZ	F				
D.U6.	ZP. 2-8; PZ	F				
D.U11.	ZP. 5; PZ	F				



<b>D.U15.</b>		<b>ZP. 1-8; PZ</b>		<b>F</b>
<b>D.U16.</b>		<b>ZP. 1-8; PZ</b>		<b>F</b>
<b>D.U17.</b>		<b>ZP. 2, 5, 7, 8; PZ</b>		<b>F</b>
<b>D.U18.</b>		<b>ZP. 2-8; PZ</b>		<b>F</b>
<b>D.U21.</b>		<b>ZP. 1-8; PZ</b>		<b>F</b>
<b>D.U22.</b>		<b>ZP. 1-8; PZ</b>		<b>F</b>
<b>D.U26.</b>		<b>ZP. 1-8; PZ</b>		<b>F</b>
<b>K.S.1-5</b>		<b>ZP. 1-8; PZ</b>	<b>2, 3, 4, 5, 6, 7, 8, 9, 10, 11</b>	<b>F</b>

### RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

The course ends with an examination in the form of a test in semester 4. The test consists of single-choice, matching and supplementary questions - a mixed test, in order to obtain a positive mark in the test the student should give 60% of correct answers. For a correct answer, the student gets 1 point, for a wrong answer or no answer 0 points. To be allowed to take the exam the student must successfully pass the course: practical classes in a clinical setting.

#### Grade scale

Very good - 91% - 100%

Good plus - 86% - 90%

Good - 81% - 85%

Satisfactory plus 76% - 80%

Satisfactory - 60% - 75%

Unsatisfactory - below 60%

#### Credit for hours without the participation of a teacher:

- credit for self-study work on a topic of their choice. The topics of the work are updated every academic year and communicated to the students during the first classes. Criteria and rules for writing self-study work are as follows:

#### Criteria for the completion of practical classes:

- compliance with the rules of the practical classes

- obligatory 100% attendance in classes

- credit for the nursing process

- credit for the subject of the practical classes

- credit for the practical skills in the ward as stated in the teaching programme,

- assessment of social competence during practical classes is based on the observation of the student by the academic teacher and therapeutic team.

The criterion for the assessment of the student's attitude

- Final evaluation from practical classes

The final evaluation consists of:

30% of knowledge assessment + 45% of skills assessment + 5% of social competence assessment (student attitude assessment)+ 20% of nursing process assessment

#### Final assessment:

5.0 - 4.90 - very good

4.89 - 4.50 - plus good)

4.49 - 4.0 - good

3.99 - 3.50 plus satisfactory

3.49 - 3.0 - satisfactory

< 3.0 - unsatisfactory

#### Criteria for passing internship:

1. 100% attendance in class

2. observance of the Rules of Professional Practice

3. completion of practical skills in the "Diary of Nursing Skills" according to the curriculum in the geriatric ward
4. credit for the nursing process (Criteria for assessment of the nursing process)
5. A positive assessment of social competence during the internship. The student's attitude is monitored by the practice supervisor, the patient and the therapeutic team

#### **ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT**

Topics of the self-study to be announced by the instructor at the first class

Classes are held in the rooms of the Faculty of Medical and Technical Sciences 202, 2nd floor, building 3.

Information on the date of classes (day of the week/hour) - according to the timetable displayed on the information board and on the website of the Faculty of Medical Sciences and Technology

Practical classes and professional practice take place in geriatric wards, subdepartments or nursing and medical institutions providing care for the elderly.

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## SUBJECT SHEET

<b>Name of the subject/module:</b>	<b>Long-term care nursing</b>
<b>Name of the subject/module in Polish:</b>	Pielęgniarstwo opieki długoterminowej/Pielęgniarstwo w opiece długoterminowej
<b>Programme:</b>	Nursing
<b>Study form/level:</b>	Full-time studies / First Cycle programme
<b>Study profile:</b>	practical
<b>Educational entity:</b>	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Medical and Technical Sciences
<b>Teacher:</b>	mgr Bożena Tarczyńska
<b>Type of the subject:</b>	mandatory

### Forms of classes, the number of hours

Semester	Lecture	Practical classes in a clinical setting	Self-Studying	Other*	Total	ECTS
5	20	40	30		50	1
6		40		<b>Internship</b> 40	80	2+2
<b>In total</b>	20	80	30	40	130	5

### The goal of the subject/course

- C1** To learn about the specificity and organisation of the health care of elderly people.  
**C2** To extend knowledge in the field of long-term care and develop skills in its application.  
**C3** To prepare the student for tasks of independent diagnosis, planning, implementation and evaluation of the situation of older people in long-term care in residential and institutional settings.  
**C4** Education of patients and their families especially in the field of self-care organisation, self-care

### Preliminary requirements in terms of knowledge, skills and other competence:

#### Passing the courses:

Principles of Nursing.  
Internal diseases and internal medicine nursing.  
Surgery and Surgical Nursing.  
Geriatrics and Nursing in Geriatrics  
Neurology and Neurological Nursing  
Primary Health Care

### Expected learning outcomes:

#### **In terms of knowledge the graduate knows and understands:**

**D.W1** risk factors and health threats in patients of different ages;

**D.W2** etiopathogenesis, clinical symptoms, course, treatment, prognosis and principles of nursing care of patients in selected diseases

**D.W3** principles of diagnosing and planning patient care in internal medicine, surgical, obstetric-gynaecological, paediatric,

geriatric, neurological, psychiatric nursing, intensive medical care, palliative care, long-term care

**D.W7** nursing standards and procedures used in the care of a patient of different ages and health conditions;

**D.W9** the process of ageing in biological, psychological, social and economic aspects;

**D.W10** principles of specialised care organisation (geriatric, intensive care, neurological, psychiatric, paediatric, internal medicine, surgical, palliative, long-term and operating theatre)

**D.W12** tools and scales for assessment of support of elderly people and their families and the principles of their activation;

**D.W27** the course and ways of rehabilitation proceedings in various diseases;

**In the scope of skills graduates are able to:**

**D.U1** collect information, formulate a nursing diagnosis, set objectives and plan nursing care, implement nursing interventions and evaluate nursing care

**D.U3** carry out prophylaxis of complications occurring in the course of illnesses

**D.U6** select the technique and ways of wound nursing, including dressing; **D.U7** select the methods of dressing wounds, including dressings

**D.U7** select methods and means of wound care on the basis of their classification;

**D.U15** document the patient's health situation, the dynamics of its changes and the realised nursing care, taking into account IT tools for data collection

**D.U16** teach the patient and his/her guardian how to select and use the nursing and rehabilitation equipment and medical devices

**D.U17** administer enteral feeding (through a tube and nutritional fistula) and parenteral feeding in adults and children

**D.U18** recognise complications of pharmacological, dietary, rehabilitation and therapeutic treatment

**D.U19** nurse a patient with an intestinal fistula and an intubation and tracheotomy tube

**D.U20** conduct therapeutic conversation;

**D.U21** carry out bedside rehabilitation and activation with the use of elements of occupational therapy

**D.U24** assess pain levels, patient's reaction to pain and its intensity and apply pharmacological and non-pharmacological analgesic management

**D.U26** prepare and administer drugs to patients by various routes, independently or as ordered by a physician;

**Curriculum:**

**Forms of classes: Lecture (W)**

**Number of units  
(hours)**

**W 1** Long-term care of a patient in Poland. Organisational forms of care.

**1**

	Contemporary scientific views on the process of ageing.	
<b>W 2</b>	Principles of providing long-term care services within the health care and social assistance system in Poland	<b>1</b>
<b>W 3</b>	Nutritional problems in long-term care.	<b>1</b>
<b>W 4</b>	Locomotor problems of residents in long-term care. Rehabilitation of a patient with neurological and neurodegenerative disorders.	<b>2</b>
<b>W 5</b>	Health problems of the elderly - the nurse's role in the course of selected chronic diseases - differentiation, treatment, nursing Diabetes, intestinal fistula, neoplastic diseases, chronic wounds, chronic diseases of the respiratory and circulatory respiratory system, rheumatoid arthritis, osteoarthritis, osteoporosis, and femoral neck fracture.	<b>4</b>
<b>W 6</b>	The importance of exercise and leisure for human health in old age. Prevention of injuries and accidents with elements of rehabilitation.	<b>1</b>
<b>W 7</b>	Preparing the nurse to provide independent, professional, care of chronically ill persons	<b>2</b>
<b>W 8</b>	Nursing and care problems of patients with urinary and faecal incontinence.	<b>2</b>
<b>W 9</b>	Care of the dying at home and in the workplace - elements of communication with the patient and his/her family in the terminal period of illness.	<b>2</b>
<b>W 10</b>	Pain reduction and prevention in long-term care. Problems of pharmacotherapy in long-term care.	<b>2</b>
<b>W 11</b>	Problems in communicating with patients in long-term care.	<b>1</b>
<b>W 12</b>	Dementia as a problem in long-term care. Problems of family carers caring for the patient.	<b>1</b>
<b>Hours (in total):</b>		<b>20</b>
<b>Forms of classes: Practical classes in a clinical setting (ZP)</b>		<b>Number of units (hours)</b>
<b>ZP 1</b>	Problems of patients with advanced disability (after stroke, after femoral neck fracture) in long-term care. The role of the nurse in educating the patient and his family in the field of organisation of care in home conditions.	<b>10</b>
<b>ZP 2</b>	Problems of caring for a bed-ridden patient at home (maintaining personal hygiene, assistance with dressing and undressing, help with sitting up, getting out of bed and moving from bed to a chair/chair, sleep hygiene).	<b>10</b>
<b>ZP 3</b>	Dementia as a problem in long-term care. Care of patients in the deep stage dementia. Behavioural and mental disorders in dementia syndromes. Ensuring patient safety. Use of non-pharmacological therapy methods in patients with dementia.	<b>10</b>
<b>ZP 4</b>	Recognition of biopsychosocial needs of long-term care patients, assessment tools assessment, care planning using nursing models.	<b>10</b>
<b>Hours (in total):</b>		<b>40</b>
<b>Forms of classes: Internship (PZ)</b>		<b>Number of units (hours)</b>
<b>PZ 1</b>	Tasks of the nurse when providing independent, professional, specialised care to chronically ill patients.	<b>10</b>
<b>PZ 2</b>	Feeding the patient using various techniques e.g.: gavage, and PEG (percutaneous endoscopic gastrostomy).	<b>10</b>
<b>PZ 3</b>	The importance of exercise and leisure for human health in old age. Prevention of injuries and accidents with elements of rehabilitation	<b>10</b>
<b>PZ 4</b>	Prevention of the effects of long-term immobilisation. Long-term care in the management of chronic wounds.	<b>10</b>
<b>Hours (in total):</b>		<b>40</b>
<b>Educational tools</b>		

1.	Overhead projector, multimedia presentations, whiteboard, teaching film
2.	Nursing process documentation
3.	Patient's documentation and ward records
4.	Medical equipment and apparatus which are part of the equipment of the Medical Simulation Centre and the ward of the hospital or hospice

#### Teaching methods

12. Informative lecture
13. Activity-based lecture
14. Teaching discussion
15. Description and explanation
16. Situational method
17. Demonstration, exercises
18. Simulation
19. Case study, problem method
20. Coaching

#### Forms of assessment (F – formative, P – summative)

<b>F1</b>	Tests, mid-term examinations checking the mastery of the material from theoretical classes
<b>F2</b>	Evaluation of oral utterances
<b>F3</b>	Nursing process
<b>F4</b>	Performing an on-call task – practical classes in a clinical setting
<b>F5</b>	Performance appraisal of the function: senior, treatment, section nurse
<b>F6</b>	Execution of medical orders in accordance with the principles of medication administration by various routes and based on the standards of conduct in the department.
<b>F7</b>	Observation of nursing activities performed by the student (organisation, observance of procedures, student initiative)
<b>P</b>	Summative test summarising the topics of lectures and practical classes in a clinical setting

#### Student workload

Form of activity	The total and average number of hours necessary to complete the activities
Contact hours with the teacher (during classes)	20
Self-Studying	30
Practical classes in a clinical setting	40
Internship	40
Preparation for classes	20
Preparation for the exam	10
TOTAL	160
<b>TOTAL NUMBER OF ECTS POINTS FOR THE SUBJECT</b>	<b>5</b>

#### Primary and supplementary literature

##### Primary literature:

Monika Biercewicz, Teresa Bułat, Damian Czarnecki. Pielęgniarstwo w opiece długoterminowej. Wyd. PZWL 2015  
 Czajka D., Czekala B. Przewlekłe chory w domu. Gdzie szukać pomocy? Wydawnictwo PZWL, Warszawa 2017.

Czajka D., Czekala B. Standardy domowej pielęgniarskiej opieki długoterminowej. Wydawnictwo Borgis 2013.  
De Walden-Galuszko K., Kaptacz A. (2005). Pielęgniarstwo w opiece paliatywnej i hospicyjnej. Wydawnictwo Lekarskie PZWL. Warszawa.

**Supplementary literature:**

Koper A. : Pielęgniarstwo onkologiczne. Wydawnictwo PZWL, Warszawa 2018.  
Szczygieł B.: Niedożywienie związane z chorobą. Wydawnictwo PZWL, Warszawa 2017.  
Muszalik M., Kędzióra-Kornatowska K.: Pielęgowanie pacjentów w starszym wieku. Wydawnictwo PZWL, Warszawa 2018.

**MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT**

Learning outcomes	Goals of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
<b>D.W1</b>	C2	W4, W5, W12, ZP1	1, 3	1, 4, 8, 9	F1, F4, F5, P
<b>D.W2</b>	C2	W3, W5, W9, ZP1, ZP3	1, 3	1, 2, 4, 5, 8	F1, F4, F5, P
<b>D.W3</b>	C1, C2	W4, W5, W9, ZP1, ZP2, ZP3, PZ1	1, 2, 3	2, 5, 7, 8	F1, F2, F3, F4, F5, P
<b>D.W7</b>	C1, C2	W2,W3,W4,5,W8, W9,W11, ZP2, ZP3, PZ1	1, 2, 3, 4	4, 5, 6, 9	F2, F4, F6, F7, P
<b>D.W9</b>	C1, C2	W6, W8,W11, ZP3, ZP4, PZ1	1, 2, 3	1, 2, 3, 5, 8	F1, F2, F7, P
<b>D.W10</b>	C1, C3	W1,W2,W4,W5, W7, ZP4, PZ1	1, 4	1, 5, 9	F4, F5, F6, P
<b>D.W12</b>	C1, C3	W6,W9,W12, ZP3, ZP4, PZ1	1, 2, 3	1, 4, 5, 8	F1, F2, F7, P
<b>D.W27</b>	C1, C2	W4,W5,W6, ZP1, ZP2, ZP4, PZ1	1, 2, 4	1, 2, 5, 8	F1, F4, F7, P
<b>D.U1</b>	C1, C3	ZP1, ZP2, ZP3, ZP4, PZ1	2, 3	5, 7, 8, 9	F3, F4, F7
<b>D.U3</b>	C2, C4	W4,W6,W11, ZP1, ZP2, ZP4, PZ1, PZ3, PZ4	2, 3, 4	1, 2, 6, 9	F1, F2, F4, F7, P
<b>D.U6</b>	C3, C4	ZP1, PZ1, PZ4	2, 3, 4	1, 4, 5, 8, 9	F1, F2, F5, F6, F7, P
<b>D.U7</b>	C3, C4	ZP2, PZ1, PZ4	2, 3, 4	1, 4, 5, 8, 9	F1, F2, F5, F6, F7
<b>D.U15</b>	C1, C2, C3	ZP2, ZP3, ZP4, PZ1, PZ4	2, 3, 4	5, 8, 9	F3, F4, F5, F6, F7
<b>D.U16</b>	C2, C3, C4	W5,W6, ZP1, ZP2, ZP3, PZ1, PZ3, PZ4	1, 2, 3, 4	5, 8, 9	F3, F4, F5, F6, F7
<b>D.U17</b>	C3, C4	W3, ZP2, PZ1, PZ2	2, 4	1, 4, 5, 8	F1, F5, F6, F7, P
<b>D.U18</b>	C2, C4	W3,W10, ZP2,	1, 2, 3, 4	1, 5, 8, 9	F1, F2, F3, P

		PZ1, PZ2, PZ3			
<b>D.U19</b>	C3, C4	W8, ZP2, PZ1	1, 2, 3, 4	1, 4, 5, 6, 8, 9	F1, F2, F5, F7, P
<b>D.U20</b>	C3, C4	W4, W11, ZP2, ZP3, PZ1	2, 4	2, 3, 5, 7	F4, F5, F7
<b>D.U21</b>	C2, C4	W4,W6, W11, ZP1, ZP3, PZ3, PZ4	2, 3, 4	4, 5, 6, 7, 8, 9	F1, F4, F5, F7, P
<b>D.U24</b>	C3, C4	W5,W10, ZP1, ZP2, PZ1	1, 2, 3	1, 4, 5, 8	F1, F5, F6, F7, P
<b>D.U26</b>	C2, C4	W5, W9, W10, ZP1, ZP2	2, 3, 4	1, 5, 6, 8	F1, F5, F6, F7, P
<b>K.S2, K.S5</b>	C1 – C4	W, ZP, PZ	1 – 4	1, 4, 5	-

### RULES CONCERNING THE VERIFICATION OF EXPECTED LEARNING OUTCOMES

The course ends with an **exam** - semester 6 in a written form - test.

Written examination - a student will take a one-choice test consisting of 30 questions

Very good - 30 - 28 points.

Good plus - 27 - 25 points.

Good - 24 - 21 points.

Satisfactory plus - 20 - 18 points

Satisfactory - 17 - 14 points.

Unsatisfactory - 13 points or fewer.

#### **Criteria for passing sem.5 lectures:**

credit for the test summarizing the topics of lectures containing 30 tasks, which include questions: single-choice, matching and completion - mixed test, to get a positive mark from the test the student should give 60% of correct answers. For a correct answer, the student gets 1 point, for a wrong answer or no answer 0 points.

Very good - 30 - 28 points

Good plus - 27- 26 points

Good - 25-23 points

Satisfactory plus - 22 - 21 points

Satisfactory - 20 - 18 points

Unsatisfactory - 17 points and fewer

#### **Credit hours without teacher participation:**

The student will receive a passing grade on the self-study work. The topics of the work are updated every academic year and communicated to the students during the first classes. Criteria and rules for writing the self-study are as follows:

Criteria for passing practical classes:

1. 100% attendance in class
2. observance of the regulations of the practical classes
3. Students will solve the mixed test - preliminary instruction at the beginning of the practical classes on site
4. The student will solve a one-choice test summarising the topics of the practical classes
5. Assessment of the documentation of the nursing process - criteria of the process
6. Assessment of student's skills - criteria of the assessment of the functions constitutes

The final mark consists of :

30% of the evaluation of theoretical knowledge



60% of the practical skills  
10 % of the social competence assessment

During practical activities, the student is subject to constant observation by the teacher in charge.  
Behaviour and action taken towards patients are monitored.

Assessment of social competence is based on students' self-assessment and teacher's evaluation.

<b>Final evaluation</b>	
<b>5.0 - 4.8</b>	very good
<b>4.79 - 4.4</b>	+ good
<b>4.39 - 3.9</b>	good
<b>3.85 - 3.4</b>	satisfactory plus
<b>3.39 - 3.0</b>	satisfactory
<b>&lt; 3.0</b>	unsatisfactory

### **ADDITIONAL INFORMATION ABOUT THE COURSE/SUBJECT**

Information about the topics of the self-study to be determined by the instructor.

Information on the venue - room 113, building 3, nursing and care facility, in-patient hospice, palliative care unit, long-term care facility.

Nursing and care facility, in-patient hospice, palliative care/medical ward, long-term care facility

Information about the date of classes (day of the week/hours) - according to the timetable posted on the notice board and on the website of the Faculty of Medical and Technical Sciences

Information on consultations (hours + place) - information on the information board and on the website of the Faculty of Medical and Technical Sciences

**6.****SUBJECT SHEET**

<b>Name of the subject/ module:</b>	<b>English Language Course</b>
<b>Name of the subject/ module in Polish:</b>	<b>Język Angielski</b>
<b>Programme:</b>	Nursing
<b>Study form/level:</b>	Full-time/Part-time studies / Second Cycle Master studies
<b>Study profile:</b>	practical
<b>Educational entity:</b>	The Karkonosze University of Applied Sciences in Jelenia Góra, Faculty of Medical and Technical Sciences
<b>Teacher:</b>	mgr Marta Mędrak, mgr Monika Wachowicz

**I. Forms of classes, the number of hours**

Semester	Lecture	Practical class	Seminar	Self-study	Practical classes in a clinical setting	Total	ECTS
<b>2</b>	-	<b>30</b>	-	-	-	<b>30</b>	<b>2</b>
<b>3</b>	-	<b>30</b>	-	-	-	<b>30</b>	<b>2</b>
<b>4</b>	-	<b>30</b>	-	-	-	<b>30</b>	<b>2</b>
<b>Sum:</b>						<b>90</b>	<b>6</b>

**The goal of the subject/course**

**C1** - The ability to use English fluently in spoken and written form in professional situations (communication with patients and medical staff) and in everyday life.

**C2** - Understand professional literature and be able to express oneself on related topics.

**Preliminary requirements in terms of knowledge, skills and other competence:**

Knowledge, skills and competences in English at B1 level.

**Expected learning outcomes:**

**In terms of skills, a graduate can:**

**A.U21**- the ability to communicate in English at the B2+ level of the European Language Education System

**In the scope of social competences, the graduate is able to:**

**K.S5** - take responsibility for the health services provided

**Curriculum:**

**Forms of classes: PRACTICAL CLASS (Ćw)**

**The number of**

		hours
<b>Semester 2</b>		
Ćw.1	Basic medical vocabulary. Body parts. Systems. Sterilisation of instruments, disinfection, medical instruments.	5
Ćw.2	In the hospital: wards, specialties, emergency room. Present Simple vs. Present Continuous. Hospital admission and patient card.	5
Ćw.3	In hospital: basic hospital equipment and its functions, prepositions of place. Pointing the way. Wheelchairs- reading, accidents and emergencies, accident victims, patient observation, skin, respiratory, digestive, urinary systems, human body temperature. Symptoms: describing symptoms. Asking questions. Vocabulary. Diagnosing based on symptoms. Writing a report on a conversation with a patient. Describing typical symptoms of common illnesses.	5
Ćw.4	First aid vocabulary. Commanding sentences in commands. Giving instructions. Emergency department, patient selection, emergency medical referral, symptoms, obtaining patient consent.	5
Ćw.5	Accidents and emergencies. Speaking- answering and making emergency phone calls, making emergency phone records, listening to instructions from a paramedic.	5
Ćw.6	Medication: division of drugs, mode of administration, dosage, side effects, clinical trials, drug tests, dosage. Expressing the future. Medical abbreviations.	5
<b>Hours (semester):</b>		<b>30</b>
<b>Semester 3</b>		
Ćw.7	Maternity nursing, pregnancy and childbirth, illnesses in pregnancy, advice during pregnancy.	4
Ćw.8	Structure of the eye, eye disorders, care of the blind patient, eye examination.	4
Ćw.9	Skin structure, skin disorders, treatment of burns, describing skin conditions.	4
Ćw.10	Nursing in oncology, cancer therapy and prevention, treatment modalities.	4
Ćw.11	Nursing in neurology head injuries, Glasgow scale, unconscious patient - care.	4
Ćw.12	Cardiovascular system, heart diseases, treatment of heart diseases.	4
Ćw.13	Surgery, postoperative complications, preparing the patient for surgery, instrument nurse.	3
Ćw.14	Infectious diseases, describing symptoms, pandemic, contacting the patient's family.	3
<b>Hours (semester):</b>		<b>30</b>
<b>Semester 4</b>		
Ćw.15	Nephrology nursing, how kidneys work, dialysis, explaining treatment, organ donation.	6
Ćw.16	Pain: vocabulary to describe pain, listening- pain chart. Grading adjectives. Creating comparisons. Listening- relief of pain. Reading and speaking- questions to help assess pain.	6
Ćw.17	Care of the elderly: nursing homes- pros and cons- discussion. Symptoms Symptoms of ageing: vocabulary, discussion with the family of an elderly patient.	6
Ćw.18	Nutrition and obesity: vocabulary, reading with comprehension. Causes, symptoms and treatment of diabetes. Numerals. Formulating commands - modal verbs. Handing the patient	6

	over to the other nurse.	
<b>Ćw.19</b>	Blood: instructions on how to take blood, blood types- reading comprehension. Working heart and circulatory system. Blood donation- technical and moral problems.	6
<b>Hours (semester):</b>		<b>30</b>
<b>Hours (in total):</b>		<b>90</b>
<b>Educational tools</b>		
<b>1</b>	A school blackboard, textbooks, exercise and methodical texts, dictionaries, photographs, drawings and illustrations	
<b>2</b>	Charts, diagrams, foliograms, slides, tape recordings, MP3 recordings, radio and TV recordings, radio programmes	
<b>3</b>	Intercommunication devices (interactive whiteboard, multimedia projector), Internet, multimedia computer programs (dictionaries, translators)	
<b>Teaching methods</b>		
<b>1</b>	Exposure and interaction method - elements of various methods as needed, e.g. discussion, dr, student cooperation, S and S and S and T conversation, project, brainstorming, analysis and interpretation of source texts	
<b>Forms of assessment (F – formative, P – summative)</b>		
<b>F1</b>	Practical tests, written and oral, evaluating current preparation for classes and active participation (individual, in pairs, in groups) in classes	
<b>P1</b>	Practice tests, open and closed, to test knowledge of specific language skills such as: listening, reading, writing, speaking and lexical-grammar tests	
<b>P2</b>	An examination to test knowledge, skills and personal/social competences of the whole course.	
<b>Student workload</b>		
<b>Form of activity</b>		<b>Total and average number of hours necessary in order to complete the activities</b>
Contact hours with the teacher (during the classes)		90
Classes preparation		60
Exam preparation		40
TOTAL		<b>190</b>
<b>TOTAL NUMBER OF ECTS POINTS FOR THE COURSE</b>		<b>6</b>
<b>Primary and supplementary literature</b>		
<b>Primary literature:</b>		
<ol style="list-style-type: none"> <li>1. Grice, T., Greenam, J. Nursing 2. Oxford English for Careers. OxfordUniversity Press, 2012</li> <li>2. Allum, V., McGarr, P. Cambridge English for Nursing, Cambridge University Press, Cambridge 2008.</li> <li>3. Howard, R., Professional English in Medicine. Cambridge 2007</li> <li>4. Evans, V., Salcido, K. Nursing, Express Publishing: Newbury 2013</li> </ol>		
<b>Supplementary literature:</b>		
<ol style="list-style-type: none"> <li>1. Evans W., FCE Use of English for Cambridge Examination. Express Publishing, Oxford 1998</li> <li>2. Craven, M. Real Listening and Speaking 3. CambridgeUniversity Press, 2008</li> </ol>		

3. Allum, V., McGarr, P. Cambridge English for Nursing: pre-intermediate, Cambridge University Press, Cambridge 2010
4. Materiały dydaktyczne kompilowane przez lektorów.

**MATRIX OF REFERENCES OF THE SUBJECT AND PROGRAMME LEARNING OUTCOMES TO THE GOALS OF THE SUBJECT IN RELATION TO METHODS OF ASSESSMENT**

Learning outcomes	The goal of the subject/course	Curriculum	Educational tools	Teaching methods	Method of assessment
<b>A.U21</b>	C1-2	Ćw.1-19	1-3	1	F1, P1, P2

**METHODS OF ASSESSMENT OF EXPECTED LEARNING OUTCOMES**

The subject ends with an exam. An examination to test knowledge, skills and personal and social competences of the entire course. The examination consists of a competence level check of the following skills:

- reading. Questions are designed to test individual reading comprehension skills. The questions can be multiple-choice, i.e. a text followed by its answers (a, b, c, d), text completion or true/false. 10 marks are allowed for this part.
- use of lexical and grammatical structures - tasks include filling in blanks in a text based on the student's own answers (close test), transformations (sentencetransformations) or completing a text with one of many given options (multiple choice test). Other tasks include correcting errors, vocabulary, giving synonyms or antonyms, defining words, phrases, idioms or, similarly, explaining the meaning of the above by giving a definition, synonym or antonym. This will be marked out of 20.
- listening. The material is listened to twice. Listening tasks include: filling in gaps, matching the correct answer, choosing the correct answer from given ones, true or false tasks, etc. Texts used are e.g.: dialogues, announcements, speeches, radio programmes, answering machine messages. This test will be marked out of 10.
- speaking. In the first task, the student discusses a topic drawn by him/her. In task 2 the student discusses and interprets a drawn photograph or picture. The student is assessed by a panel. For this part 10 points are foreseen for this part.

The examination grade is the arithmetic mean of all parts of the examination and is calculated as follows:

very good - 100% - 92%

good+ - 91% 83%

good - 82% - 74%

satisfactory+ - 73% - 63%

satisfactory - 62% - 52%

unsatisfactory/fail - 51% and below

Criteria of passing exercises:

- attendance at classes;
- Activity in the classes;
- oral answers (continuous evaluation);
- written mid-semester tests checking the knowledge.

Points scored on the tests correspond to the assessment according to the following conversion factor:

very good - 100% - 92%

good+ - 91% 83%

good - 82% - 74%

satisfactory+ - 73% - 63%

satisfactory - 62% - 52%

unsatisfactory/fail - 51% and below

#### **ADDITIONAL INFORMATION ABOUT THE COURSE**

- Classes take place in the classrooms of WNMIT, building 3.
- Dates of consultations are given during the first classes.
- Information about the date of classes (day of the week/time) - according to the timetable displayed on the information board and on the WNMIT website