

PIE1.A01. Anatomy

Name of the study field	PIEŁĘGNIARSTWO	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	ANATOMY	Code	PIE1.A01	ECTS points	3,0	
Unit	Wydział Społeczno-Medyczny Katedra Pielęgniarstwa i Położnictwa					
Status of course / Modular block		Obligatory A. Basic science				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW (SEM)	BNA	ZP	PZ
		Theoretical education			Practical education	
1	1	45	15	15	---	---
Examination form		ZO	ZO	ZO	---	---
ECTS		3,0			---	---
Education area in direction of studies.	Medical sciences, health sciences and physical culture sciences					
Field of science	Health sciences					
Language of lectures	english					
Prerequisites	Biology knowledge from high school.					
Education goal	<ul style="list-style-type: none"> • To familiarize students with the normal human anatomy. • To acquaint students with topographic anatomy and functional human anatomy in the basic scope. • To acquire the ability to use knowledge in the field of anatomical structure of basic systems, the apparatus of human motion in the context of its functioning 					
Course learning effect symbol	Description of the education effect			Reference to directional education effects	Correspondence level between course learning effect to directional education effect. (+ - low, ++ - middle, +++ - high)	
A02_K_W01	According to anatomical appointment, it defines particular elements of the human body structure				+++	
A02_K_W02	Characterizes the structure of individual parts of the human body (topographical approach) Characterizes the structure of individual functional systems of the				+++	

PIE1.B02. Sociology

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Sociology	Code	PIE1.B02	ECTS points	2.0	
Unit	Social and Medical Faculty Nursing and Midwifery Department					
Status of course / Modular block		Obligatory A. Basic sciences				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
1	1	30	---	15	---	---
Form of crediting		ZO	---	ZO	---	---
ECTS		2.0			---	---
Education area in direction of studies	Medical sciences, health sciences and physical education sciences. B. Social sciences + foreign language					
Field of science	Health Sciences.					
Language of lectures	English					
Prerequisites	None.					
Education goal	<ul style="list-style-type: none"> Familiarizing students with basic concepts of sociology Familiarizing students with basic types of social collectivities Familiarizing students with mechanisms of social life Familiarizing students with social determinants of social health and basic issues within medical sociology and health sociology. Creating in students the elements of "sociological imagination" and increasing their sensitivity to social life. 					
Symbol of the course educational outcome	Description of the course educational outcome			Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome (+ - low, ++ - medium, +++ - high)	
B02_K_W01	Describes applicable in nursing selected theories and methods of modelling reality from the perspective of sociology			B.W9	+++	

B02_K_W02	Describes selected areas of religious and cultural differences	B.W10	+++
B02_K_W03	Characterizes the range of social interaction and socialising process as well as functioning of local communities and ecosystem	B.W11	+++
B02_K_W04	Defines the following concepts: group, organisation, institution, population, society and ecosystem. Knows the principles of their functioning.	B.W12	+++
B02_K_W05	Differentiates between deviation and disorder with emphasis on pathology among children	D.W13	+++
B02_K_W06	Understands the cognitive processes and differentiates between correct, disordered and pathological behaviours	B.W14	+++
B02_K_W07	Defines and interprets the phenomenon of class, ethnic and gender inequality and discrimination	B.W15	+++
B02_K_U01	Analyses and evaluates with criticism the phenomenon of discrimination and racism	B.U15	++
B02_K_U02	Controls and coordinates the measures to prevent deviations and various pathologies among children and adolescents	B.U16	++
Implemented directional educational outcomes			
Symbol of the directional educational outcome	Description of the directional educational outcome		
B.W9	Describes applicable in nursing selected theories and methods of modelling reality from the perspective of sociology		
B.W10	Describes selected areas of religious and cultural differences		
B.W11	Characterizes the range of social interaction and socialising process as well as functioning of local communities and ecosystem		
B.W12	Defines the following concepts: group, organisation, institution, population, society and ecosystem. Knows the principles of their functioning.		
B.W13	Differentiates between deviation and disorder with emphasis on pathology among children		
B.W14	Understands the cognitive processes and differentiates between correct, disordered and pathological behaviours		
B.W15	Defines and interprets the phenomenon of class, ethnic and gender inequality and discrimination		
B.U15	Analyses and evaluates with criticism the phenomenon of discrimination and racism		
B.U16	Controls and coordinates the measures to prevent deviations and various pathologies among children and adolescents		
CURRICULUM CONTENT			
Course symbol	Subject of classes	Implemented educational outcomes	Hours
Form of classes: lectures			
W01	Sociology as a science. The place of sociology in the humanities. The objective and subjective area of sociology. Sociology of social micro-, meso- and macrostructures	B02_K_W01	2
W02	Social group and its constitutive characteristics. Social group and social collectivity. Types of social groups. Reference groups	B02_K_W04	3
W03	Power in a group: division according to M. Weber and K. Levin. Sociometry. Conformism and its determining factors.	B02_K_W04	3

W04	Social roles. Social role versus social status. Social marginalisation, social exclusion. Social inequalities and their sources in the modern world. Discrimination against the elderly and disabled.	B02_K_W02	3	
W05	Socialisation. Mechanisms of socialisation. Types of socialisation. Socio-personal consequences of socialisation. Emotional intelligence and rational intelligence. Application of emotional intelligence within work in helping services.	B02_K_W03	3	
W06	Modern family and its transformations. Types of modern families. Adoptive family versus foster family. Main problems of modern families. Cohabitation. Divorce and its determining factors as a reflection of social disintegration.	B02_K_W05 B02_K_U02	3	
W07	Culture and its significance for groups and individuals. Pop culture and its characteristics. Cultural and religious factors determining pro- and anti-health behaviours. Stereotypes and their consequences. Ageism and sexism.	B02_K_W02	4	
W08	Social pathologies: mechanisms of formation and prevention. Poverty in Poland. Subsistence minimum versus social minimum. Characteristics of poverty in Poland. Characteristics of "young poverty ", malnutrition of children as a social problem. Unemployment. old and the new addictions.	B02_K_W05 B02_K_W07 B02_K_U01 B02_K_U02	5	
W09	Violence in the modern world. Mechanisms that generate violence. Characteristics of violence. Violence against the elderly. Domestic violence.	B02_K_W06 B02_K_W07 B02_K_U01	4	
Hours in total: lectures		30		
Form od classes: classes without the participation of an academic teacher (BNA)				
BNA01	Group character of social life	B02_K_W04	5	
BNA02	Interpersonal communication as a source to create social relationships in private and professional life	B02_K_W06	5	
BNA03	Social marginalisation in relation to selected disability issues. Methods of counteracting social exclusion. Presentation of selected local systems of action directed at individuals exposed to everyday life pathology.	B02_K_W03 B02_K_W05 B02_K_W07	5	
Hours in total: BNA		15		
Correlation of particular types of classes				
	Lecture	BNA		
	W01	---		
	W02	BNA01		
	W03	---		
	W04	---		
	W05	---		
	W06	BNA02		
	W07	---		
	W08	BNA03		
	W09	---		
The matrix of educational outcomes for the subject with reference to the methods of verification of the intended educational outcomes and the form of the classes				
Educational outcome code	Forms of classes		Verification methods	
	W	BNA	W	BNA
B02_K_W01	W01	---	single or multiple	---

			choice test	
B02_K_W02	W04, W07	---	single or multiple choice test	---
B02_K_W03	W05	BNA03	single or multiple choice test	essay (presentation) or test
B02_K_W04	W02, W03	BNA01	single or multiple choice test	essay (presentation) or test
B02_K_W05	W06, W08	BNA03	single or multiple choice test	essay (presentation) or test
B02_K_W06	W09	BNA02	single or multiple choice test	essay (presentation) or test
B02_K_W07	W08, W09	BNA03	single or multiple choice test	essay (presentation) or test
B02_K_U01	W08, W09	---	single or multiple choice test	---
B02_K_U02	W06, W08	---	single or multiple choice test	---

Teaching methods, method of implementation and evaluation

Lecture + classes without the participation of an academic teacher (BNA)	<p>Lecture with multimedia presentation and/or conversational lecture.</p> <p>Classes without participation of an academic teacher (BNA) stand for unassisted student's work – subject of classes is provided above. Students become familiar with the following subjects of the BNA classes based on a list of basic and supplementary bibliography or additional materials prepared by an academic teacher.</p> <p>Assigning educational outcomes to each course is presented in the syllabus. A lecturer includes all educational outcomes assigned to a particular type of classes (e.g. a lecture) in the conducted classes. This should be reflected in an outline prepared by a lecturer (the outline should be attached to the course portfolio).</p> <p>In the case of BNA classes, the lecturer should indicate to students working on a particular subject on their own which aspects of the subject they should pay special attention to; the aspects result from educational outcomes assigned to a particular subject.</p> <p>The course ends with a final test covering lectures and BNA.</p> <p>instead of test questions from BNA, students may prepare (individually or in small, up to 2-3-person groups) essays or presentations on a selected subject indicated in BNA. Then the lecture should be conducted in the form of a conversation lecture where students refer (present) the material prepared by them (duration of the essay or presentation: no more than 5-10 minutes), while the other students express their opinions about the material presented.</p> <p>Exemplary essay (presentation) subjects:</p> <ul style="list-style-type: none"> • Deviations and pathologies among children and adolescents – monitoring the phenomena, measures to prevent and coordinate them.. • The phenomenon of discrimination and racism in modern society – causes, diagnosis, prevention.
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Student's workload (practical classes are marked with an asterisk)

Hours of student's work	Activity form	Hours in detail	Hours in total
Contact hours with an academic teacher	Participation in lectures	30	30
	Participation in practical classes *	---	---
	Participation in consultations related to classes *	2 hours lecture 2 hours BNA	2 2
Student's individual work	Preparation for practical classes *	---	---
	Individual work related to the subject of BNA classes	15 hours	15
	Preparation for the final test from lectures	5 hours	5

Total student's workload			54	
Quantity indicators	Workload		Hours	ECTS
	Student's workload associated with classes that require direct teacher participation		34	1,3
	Student's workload associated with classes that do not require direct teacher participation		20	0,7
	* Student's workload associated with practical classes		0	0,0
	* Student's workload associated with theoretical classes		54	2,0
Basic bibliography	<ul style="list-style-type: none"> Giddens A.: Socjologia (Sociology), PWN, Warszawa 2010. Sztompka P.: Socjologia: analiza społeczeństwa (Sociology: analysis of society), Znak, Kraków 2006. Szacka B.: Wprowadzenie do socjologii. (Introduction to sociology.), Oficyna Naukowa, Warszawa 2003. Liberska H., Malina A.: Wybrane problemy współczesnych małżeństw i rodzin (Selected problems of contemporary marriages and families), Difin, Warszawa 2011. Taranowicz I., Majchrowska A., Kawczyńska-Butrym Z., Elementy socjologii dla pielęgniarek. (Elements of sociology for nurses.), Wydawnictwo Czelej. Lublin 2000. 			
Supplementary bibliography	<ul style="list-style-type: none"> Tobiasz-Adamczyk B., Bajka J., Szafraniec K., Zachowania w chorobie. Opis przebiegu choroby z perspektywy pacjenta. (Behaviours during disease. Description of the course of the disease from the perspective of a patient.), Wydawnictwo Uniwersytetu Jagiellońskiego. Kraków 1999. Mazur J.: Przemoc w rodzinie: teoria i rzeczywistość (Violence in a family: theory and reality), „Żak” Warszawa 2002. 			
Grades – details (intermediate grades omitted: 3.5 and 4.5).				
Educational outcomes	For grade 2	For grade 3	For grade 4	For grade 5
B02_K_W01	The student is not able to characterize the underlying issues of this thematic block (theories and methods of modelling reality from the perspective of sociology)	he student is characterizes some of the issues of this thematic block (theories and methods of modelling reality from the perspective of sociology)	The student characterizes most of the issues of this thematic block (theories and methods of modelling reality from the perspective of sociology)	The student understands and can relate to the practice of social life all the education content of this thematic block (theories and methods of modelling reality from the perspective of sociology)
B02_K_W02	The student is not able to characterize the underlying issues of this thematic block (selected areas of cultural and religious diversity)	The student characterizes some of the issues of this thematic block (selected areas of cultural and religious diversity)	The student characterizes most of the issues of this thematic block (selected areas of cultural and religious diversity)	The student understands and can relate to the practice of social life all the education content of this thematic block
B02_K_W03	The student is not able to characterize the underlying issues of this thematic block (social interaction and socialisation process, functioning of local communities and ecosystem)	The student characterizes some of the issues of this thematic block (social interaction and socialisation process, functioning of local communities and ecosystem)	The student characterizes most of the underlying issues of this thematic block (social interaction and socialisation process, functioning of local communities and ecosystem)	The student understands and can relate to the practice of social life all the education content of this thematic block (social interaction and socialisation process, functioning of local communities and ecosystem)
B02_K_W04	The student is not able to characterize the underlying issues	The student characterizes some of the issues of this thematic	The student characterizes most of the underlying issues of	The student understands and can relate to the practice of

	of this thematic block (group, organisation, institution, population, community and ecosystem, principles of their functioning)	ic block (group, organisation, institution, population, community and ecosystem, principles of their functioning)	this thematic block (group, organisation, institution, population, community and ecosystem, principles of their functioning)	social life all the education content of this thematic block (group, organisation, institution, population, community and ecosystem, principles of their functioning)
B02_K_W05	The student is not able to characterize the underlying issues of this thematic block (deviation and disorders, pathologies among children)	The student characterizes some of the issues of this thematic block (deviation and) disorders, pathologies among children)	The student characterizes most of the issues of this thematic block (deviation and disorders, pathologies among children)	The student understands and can relate to the practice of social life all the education content of this thematic block (deviation and disorders, pathologies among children)
B02_K_W06	The student is not able to characterize the basic issues of this thematic block (cognitive processes, normal, disturbed and pathological behaviours)	The student characterizes some of the issues of this thematic block (cognitive processes, normal, disordered and pathological behaviours)	The student characterizes most of the issues of this thematic block (cognitive processes, normal, disordered and pathological behaviours)	The student understands and can relate to the practice of social life all the education content of this thematic block (cognitive processes, normal, disordered and pathological behaviours)
B02_K_W07	The student is not able to characterize the underlying issues of this thematic block (the phenomenon of class, ethnic and gender inequality and discrimination)	The student characterizes some of the issues of this thematic block (the phenomenon of class, ethnic and gender inequality and discrimination)	The student characterizes most of the issues of this thematic block (the phenomenon of class, ethnic and gender inequality and discrimination)	The student understands and can relate to the practice of social life all the education content of this thematic block (the phenomenon of class, ethnic and gender inequality and discrimination)
B02_K_U01	The student does not analyse or evaluate with criticism the phenomenon of discrimination and racism	The student analyses and assesses to a small degree the phenomenon of discrimination and racism	The student analyses and evaluates to a large degree the phenomenon of discrimination and racism	The student analyses fully and evaluates with criticism the phenomenon of discrimination and racism
B02_K_U02	The student does not control or coordinate the measures to prevent deviations and pathologies among children and adolescents	The student controls and coordinates to a small degree the measures to prevent deviations and various pathologies among children and adolescents	The student characterizes most of the issues of this thematic block	The student understands and can relate to the practice of social life all the education content of this thematic block

	human body (functional approach)		
A02_K_W03	He uses anatomical appointment to characterize particular parts of the human body according to a topographical approach Using the topographic approach, it indicates the place of intramuscular injection and intravenous puncture, place of pulse location, heart and lung borders, catheterization		+++
A02_K_U01	Recognizes and names anatomical structures on preparations, models, phantoms, X-ray images, using anatomical terminology and Differentiates the body structure of an adult and a child	A.U2	++
A02_K_K01	Systematically deepens your knowledge of anatomy	D.K2	+
Realized directional education effects			
Course learning effect symbol	Description of the education effect		
A.W3	He uses anatomical terminology		
A.W4	He discusses the structure of the human body in the topographic approach (upper and lower limb, chest, abdomen, pelvis, back, neck, head) and functional (bone and joint system, muscular system, circulatory system, respiratory system, digestive system, urinary system, sexual systems, nervous system and sense organs, common coating)		
A.W13	In practice, he uses anatomical appointment and uses knowledge of topographies of organs of the human body		
A.U2	It shows differences in structure and characterizes the vital functions of an adult and a child		
D.K2	Systematically enriches professional knowledge and shapes skills, striving for professionalism		
Education content			
Symbol and number of classes	Subject of classes	Implemented education effect	Hours
Form of classes: lectures			
W01	The general structure of the human body and the basis of its anatomy and physiology: • Basic terminology in the field of human anatomy and physiology. • Anatomical and physiological laws of the human body. • The essence of anatomical and physiological processes	A02_K_W01 A02_K_W02	2
W02	Cells and tissues • Cell structure and functions. • Tissue division. • Construction and functions of epithelial, connective and mesenteric tissue (sketching of individual tissues)	A02_K_W01 A02_K_W02	2
W03	The attitude of the human body • Constitutional types of body building. • Surroundings and lines of the body. • Axes and surfaces of the body. • Directions and locations in space. • Determining the correct posture. • Changes in body posture in individual development	A02_K_W01 A02_K_W02	2
W04	The system of the motor system • Construction and functions of the human skeleton. • Bone types and functions. • Bone connections. • Construction and types of joints. • The role of joint capsules and ligaments. • Skeletal division. • Bones of the spine – connections	A02_K_W01 A02_K_W02	3

	<p>*Construction and role of the nucleus pulposus.</p> <p>*Bones and joints: chest, upper limb rim and free, rim and parts of the free lower limb.</p> <ul style="list-style-type: none"> • Skull bones - types, connections. • The structure, shape and properties of skeletal muscles. • Muscle mechanics. <p>Location and function of muscles: head, neck, back, chest, abdomen, upper limb and lower limb.</p>		
W05	<p>The nervous system – central and peripheral PART 1</p> <ul style="list-style-type: none"> • Construction and functions of the nervous system. • Division of the nervous system - topographic and operative. • Structure and functions of the nervous tissue. • Structure and types of nerves - morphological and functional differences. • Conduction of impulses. • Excitation and inhibiting transmitters. • Reflex arc. • Synapses. • Construction and functional division of receptors. • Exterctive feelings. • Proprioceptive feeling. • Interoceptive feeling. • Central nervous system. • Structure of the spinal cord and its function. • Structure and division of the brain. • Location of sensory and motor nuclei. • Reticular mesh. • Characteristics and distribution of centers in the cerebral cortex and cerebellum. • Motor, sensory and associative roads - functional meaning. • Brain compartments and spinal canal. • Cerebrospinal fluid circulation. • The role of glial tissue. • Cerebrospinal meninges. • Peripheral nervous system. • Spinal nerves. • Neural strands. • Cranial nerves - division and functions. • Construction and functions of the autonomic nervous system. <p>• Centers and ganglia - division and location. Range of innervation.</p>	A02_K_W01 A02_K_W02	3
W06	<p>The nervous system – central and peripheral PART 2</p> <ul style="list-style-type: none"> • Construction and functions of the nervous system. • Division of the nervous system - topographic and operative. • Structure and functions of the nervous tissue. • Structure and types of nerves - morphological and functional differences. • Conduction of impulses. • Excitation and inhibiting transmitters. • Reflex arc. • Synapses. • Construction and functional division of receptors. • Exterctive feelings. • Proprioceptive feeling. • Interoceptive feeling. • Central nervous system. • Structure of the spinal cord and its function. • Structure and division of the brain. • Location of sensory and motor nuclei. • Reticular mesh. • Characteristics and distribution of centers in the ce- 	A02_K_W01 A02_K_W02	3

	<p>rebral cortex and cerebellum.</p> <ul style="list-style-type: none"> • Motor, sensory and associative roads - functional meaning. • Brain compartments and spinal canal. • Cerebrospinal fluid circulation. • The role of glial tissue. • Cerebrospinal meninges. • Peripheral nervous system. • Spinal nerves. • Neural strands. • Cranial nerves - division and functions. • Construction and functions of the autonomic nervous system. <p>• Centers and ganglia - division and location. Range of innervation.</p>		
W07	<p>Skin</p> <ul style="list-style-type: none"> • Leather construction. • Epithelial epithelial skins. • Construction and functions of sweat and sebaceous glands as well as hair and nails 	A02_K_W01 A02_K_W02	2
W08	<p>The Circulatory system</p> <ul style="list-style-type: none"> • Structure and functions of the circulatory system - a large bloodstream, a small bloodstream, a portal system. • Structure and types of blood vessels. • The construction and work of the heart. • The vascularization and innervation of the heart. 	A02_K_W01 A02_K_W02	4
W09	<p>The construction and functions of the lymphatic system.</p> <ul style="list-style-type: none"> • Topography of lymphatic vessels. • Location and structure of lymph nodes. • Construction of paralympathic organs - spleen, tonsils, bone marrow. • Lymphocyte production process. • Functions, physical and chemical properties of the blood. • Morphic elements of blood. • Plasma. • Blood coagulation process. • Hematopoietic system. • Blood group system. Rh system. • Heart rate, blood pressure. • Blood circulation regulation. 	A02_K_W01 A02_K_W02	2
W10	<p>The Respiratory system</p> <ul style="list-style-type: none"> • Topography of the airways. • Construction and functions of the airways. • Structure and role of the lungs. • Pleura and its importance. • The process of external and internal breathing. • Lung ventilation. • Lung capacity - types. • Gas exchange. • Transport of gases. • Breath regulation. • Basic metabolism. • Factors influencing the increase of basic metabolism. 	A02_K_W01 A02_K_W02	4
W11	<p>The Digestive system</p> <ul style="list-style-type: none"> • Topography and functions of the digestive system. • Segmental division of the digestive system. • Construction and functions of the mouth, throat, esophagus, stomach, intestines, liver and pancreas. • Peritoneal function. • Control of the amount of food being taken. • Food digestion - the role of saliva, gastric juice, pancreatic, bile and intestinal juice. • Gastro-intestinal hormones, chemical transmitters - control of digestive juices secretion. 	A02_K_W01 A02_K_W02	6

	• The absorption and excretion process		
W12	Urinary tract <ul style="list-style-type: none"> • Topography and the role of the urinary system. • Macroscopic and microscopic structure of the kidneys. Formation and composition of urine. • Mechanisms that regulate water and electrolyte management. • Resorption and tubular secretion. • The influence of hormones and enzymes on kidney function. • Structure and functions: ureter, bladder, urethra. The process of urinating.	A02_K_W01 A02_K_W02	4
W13	Female sexual system <ul style="list-style-type: none"> • The role of the genital system. • Construction and functions of female internal sexual organs • Female sex hormones. • Ovulation cycle. • Construction and functions of female external sexual organs. • Nipple structure. • Fertilization. • Pregnancy. • Childbirth. • Confinement. • Lactation 	A02_K_W01 A02_K_W02	3
W14	Male sexual system <ul style="list-style-type: none"> • The role of the genital system. • Construction and functions of the male sexual organs - internal • Construction and functions of the male sexual organs - external • Men's sex hormones. <ul style="list-style-type: none"> • Ejaculation • Prostatic gland • Seminal vesicles 	A02_K_W01 A02_K_W03	3
W15	Endocrine system anatomy. Anatomical organization of the endocrine system. General characteristics and division of hormones. The localization of the hypothalamus, the pituitary gland, and peripheral glands (thyroid, parathyroid, adrenal, pancreas, testis, ovary. The specificity of endocrine glands anatomy in a child.	A02_K_W01 A02_K_W02	2
	Total hours: lectures		45
Form of classes: exercises *			
C01	The system of the motor system <ul style="list-style-type: none"> • Construction and functions of the human skeleton. • Bone types and functions. • Bone connections. • Construction and types of joints. • The role of joint capsules and ligaments. • Skeletal division. • Bones of the spine - connections. • Construction and role of the nucleus pulposus. • Bones and joints: thorax, upper limb rim and free, rim and parts of the free lower limb. • Skull bones - types, connections. • The structure, shape and properties of skeletal muscles. • Muscle mechanics. • Location and function of muscles: head, neck, back, chest, abdomen, upper limb and lower limb. 	A02_K_U01	3

C02	<p>The nervous system</p> <ul style="list-style-type: none"> • Construction and functions of the nervous system. • Distribution of the nervous system - topographic and functional. • Structure and functions of the nervous tissue. • Structure and types of nerves - morphological and functional differences. • Conduction of impulses. • Excitation and inhibiting transmitters. • Reflex arc. • Synapses. • Construction and functional division of receptors. • Exterctive feelings. • Proprioceptive feeling. • Interoceptive feeling. • Central nervous system. • Structure of the spinal cord and its function. • Structure and division of the brain. • Location of sensory and motor nuclei 	A02_K_U01	3
C03	<p>Circulatory system</p> <ul style="list-style-type: none"> • Structure and functions of the circulatory system - a large bloodstream, a small bloodstream, a portal system. • Structure and types of blood vessels. • The construction and work of the heart. • The vascularization and innervation of the heart. • Construction and functions of the lymphatic system. • Topography of lymphatic vessels. • Location and structure of lymph nodes. • Construction of paralympathic organs - spleen, tonsils, bone marrow. • Lymphocyte production process. • Functions, physical and chemical properties of the blood. • Morhic elements of blood. • Plasma. • Blood coagulation process. • Hematopoietic system. • Blood group system Rh system. • Heart rate, blood pressure. • Blood circulation regulation. 	A02_K_U01	3
C04	<p>Respiratory system</p> <ul style="list-style-type: none"> • Topography of the airways. • Construction and functions of the airways. • Structure and role of the lungs. • Pleura and its importance. • The process of external and internal breathing. • Lung ventilation. 	A02_K_U01	3

	<ul style="list-style-type: none"> • Lung capacity - types. • Gas exchange. • Transport of gases. • Breath regulation. • Basic metabolism. • Factors influencing the increase of basic metabolism. 				
C05	<p>Digestive system</p> <ul style="list-style-type: none"> • Topography and functions of the digestive system. • Segmental division of the digestive system. • Construction and functions of the mouth, throat, esophagus, stomach, intestines, liver and pancreas. • Peritoneal function. • Control of the amount of food being taken. • Food digestion - the role of saliva, gastric juice, pancreatic, bile and intestinal juice. • Gastro-intestinal hormones, chemical transmitters - control of digestive juices secretion. • The absorption and excretion process. 	A02_K_U01	3		
	Total hours: excercises	15			
Form of classes: classes without the participation of an academic teacher (BNA)					
BNA01	The proper anatomy of the respiratory and circulatory systems - resting and exercise.	A02_K_W01 A02_K_W02	5		
BNA02	The proper anatomy of the nervous and endocrine systems.	A02_K_W01 A02_K_W02	5		
BNA03	The proper anatomy of the genitourinary system	A02_K_W01 A02_K_W02	5		
	Total hours: BNA	15			
Correlation of particular types of classes					
Semester	W	CW	BNA	ZP	PZ
1	W01	---	---	---	---
	W02	---	---	---	---
	W03	---	---	---	---
	W04	CW01	---	---	---
	W05	CW02	BNA01	---	---
	W06	CW03	---	---	---
	W07	---	---	---	---
	W08	CW04	BNA02	---	---
	W09	CW05	---	---	---
	W10	CW06	---	---	---
	W11	CW07	BNA03	---	---
	W12	---	---	---	---
	W13	---	---	---	---
	W14	---	---	---	---
	W15	---	---	---	---
The matrix of education effects for the subject with reference to the methods of verification of the inten-					

ded learning outcomes and the form of the classes				
Education effect code	Form of classes		Verification methods	
	W + BNA	CW	W + BNA	CW
A02_K_W01	W01-W15 BNA01-BNA03	---	single or multiple choice test	---
A02_K_W02	W01-W15 BNA01-BNA03	---	single or multiple choice test	---
A02_K_W03	W14	---	single or multiple choice test	---
A02_K_U01	---	C01-C07	---	multimedia presentation; single or multiple choice test
A02_K_K01	---	C01-C07	---	teacher's assessment, student's self-esteem, assessment of other students
Teaching methods, method of implementation and evaluation				
Lecture + classes without the participation of an academic teacher (NA) + exercises (seminars)	Lectures with multimedia presentation and / or a conversational lecture. Exercises (seminars) are compulsory. Any absence should be made up for consultations. Exercises are carried out in the Anatomic and Physiological Laboratory. Classes without the participation of an academic teacher (BNA) rely on the student's own work - the subject of these classes is given above. On the basis of the list of basic and supplementary literature, possibly using materials recommended additionally by the lecturer, students will become familiar with the next topics of the BNA classes. The subject ends with a test exam. The condition for admission to this test is the pre-passing of the exercises (seminars).			
Student workload (the star is marked as practical)				
Student's work hours	Form of activity	Hours in detail	Total hours	
Contact hours with an academic teacher	Participation in lectures	45 godz.	45	
	Participation in exercises *	15*	15*	
	Participation in consultations related to classes *	2 + 2 + 2* (2 hours of consultations were accepted for each form of classes)	4 2*	
Self Student's work	Preparation for exercises *	15*	15*	
	Own work within the subject of BNA classes	15	15	
	Preparation for the test of lectures	5	5	
	Preparation for the test test of the exercises *	5*	5*	
Total student workload			106	
Quantitative indicators	Workload		Hours	ECTS
	Student workload associated with activities requiring direct teacher participation		66	1,9
	Student workload associated with classes that do not require direct teacher participation		40	1,1
	Student workload associated with practical activities		37	1,0
	Student workload related to theoretical classes		69	2,0
Basic literature	<ul style="list-style-type: none"> Torres K. red. wyd. pol. R. Maciejewski. Anatomia czynnościowa: podręcznik dla studentów pielęgniarstwa, fizjoterapii, ratownictwa medycznego, analityki medycznej i dietyki. Lublin: Wydawnictwo Czelej, 2007. Abrahams P. Atlas anatomii: ciało człowieka – budowa i funkcjonowanie. Warszawa: 			

	Wydawnictwo Świat, 2006.			
Supplementary literature	<ul style="list-style-type: none"> • Aleksandrowicz R. Mały atlas anatomiczny. Warszawa: Wydawnictwo Lekarskie PZWL, 2005. • Ignasiak Z. Anatomia narządów wewnętrznych i układu nerwowego człowieka. Wrocław: Urban & Partner, 2008. • Sobota J. Atlas anatomii człowieka t. I, II. Wrocław: Urban & Partner, 2001. • Bochenek A. Anatomia człowieka, tom. I-V. Wydawnictwo Lekarskie PZWL, Warszawa 2007. 			
Forms of marks - details (intermediate marks 3.5 and 4.5 are omitted).				
Education effect	mark 2	mark 3	mark 4	mark 5
A02_K_W01	The individual elements of the body structure are not in accordance with the anatomical appointment	In defining individual elements of the human body structure, quite large substantive errors in the field of anatomical denominator	When defining individual elements of the human body structure, he makes minor substantive errors in the field of anatomical appointment	Specifies the individual elements of the human body structure in accordance with anatomical appointment
A02_K_W02	It does not characterize the structure of individual parts of the human body according to a topographical approach, confusing a topographical approach with a functional approach	It describes the structure of particular parts of the human body in a small way according to the topographical approach, often confusing the topographical approach with the functional approach	Characterizes the structure of most parts of the human body using a topographic approach	Professionally discusses the structure of individual parts of the human body using a topographic approach
A02_K_W03	It does not characterize the structure of individual functional systems of the human body according to the functional approach, confuses the functional approach with the topographic approach	To a small extent characterizes the structure of individual functional systems of the human body according to the functional approach, often confuses the active approach with the topographic approach	Characterizes the structure of most functional systems of the human body using the functional approach	Professionally discusses the structure of individual functional systems of the human body using a functional approach
A02_K_U01	It does not indicate the place of intramuscular	To a small extent, uses the topographic approach	To a large extent, uses the topographic approach	Professionally, he uses the topographic approach

	<p>injection and insert the intravenous, pulse location sites, heart and lung borders, catheterization, using a topographic approach</p> <p>Does not recognize and does not call anatomic structures on preparata, models, phantoms, X-ray images, using anatomy</p> <p>It does not differentiate between the structure of an adult and a child, it does not differentiate the vital functions of an adult and a child</p>	<p>to indicate the place of intramuscular injection and intravenous injection, location of heart rate, heart and lung borders, catheterization</p> <p>To a small extent recognizes and names anatomic structures on preparations, models, fantasies, X-ray pictures, in a small degree uses the terminology of anatomy</p> <p>Only in general, making significant mistakes, presents differences in the structure of an adult and a child, characterizes only some of the vital functions of an adult and a child</p>	<p>to indicate the place of intramuscular injection and intravenous injection, location of heart rate, heart and lung borders, catheterization</p> <p>To a large extent, recognizes and names anatomical structures on preparations, models, phantoms, X-ray pictures, to a large extent uses anatomical terminology</p> <p>At the differentiation of the building and life functions of an adult and a child, he commits only minor substantive mistakes</p>	<p>to indicate the place of performing intramuscular injections and intravenous punctures, location of heart rate, heart and lung borders, catheterization</p> <p>In a professional way, he recognizes and names anatomical structures on preparations, models, phantoms, X-ray pictures, using anatomical terminology</p> <p>Professionally differentiates the structure and vital functions of an adult and a child</p>
A02_K_K01	<p>It does not deepen your knowledge of anatomy</p>	<p>It deepens your knowledge of anatomy to a small extent</p>	<p>To a large extent, it deepens your knowledge of anatomy</p>	<p>Systematically, using various sources, he deepens his knowledge of anatomy</p>

PIE1.A02. Physiology

Name of the study field	PIEŁĘGNIARSTWO	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Physiology	Code	PIE1.A02	ECTS points	3,0	
Unit	Wydział Społeczno-Medyczny Katedra Pielęgniarstwa i Położnictwa					
Status of course / Modular block		Obligatory A. Basic science				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW (SEM)	BNA	ZP	PZ
		Theoretical education			Practical education	
1	1	45	15	15	---	---
Examination form		ZO	ZO	ZO	---	---
ECTS		3,0			---	---
Education area in direction of studies.	Medical sciences, health sciences and physical culture sciences					
Field of science	Health sciences					
Language of lectures	english					
Prerequisites	Biology knowledge from high school.					
Education goal	<ul style="list-style-type: none"> • Provide students with knowledge of the principles of proper functioning of tissues and organs of the human body. • Transfer of knowledge about the interaction of organs and functional systems of the human body. • Developing the ability to explain the principles of proper functioning of tissues and organs as well as the interaction of organs and active systems. 					
Course learning effect symbol	Description of the education effect			Reference to directional education effects	Correspondence level between course learning effect to directional education effect. (+ - low, ++ - middle, +++ - high)	
A02_K_W01	Describes the neurohormonal regulation of physiological processes and electrophysiological processes			A.W3	+++	
A02_K_W02	Characterizes the specification and importance of water-electrolyte and acid-base management in the maintenance of homeostasis of the system			A.W4	+++	
A02_K_W03	Enumerates enzymes involved in digestion, explains the basic defects of digestive enzymes and determines the			A.W13	+++	

	effects of these disorders		
A02_K_U01	Shows differences in structure and characterizes the vital functions of an adult and a child	A.U2	++
A02_K_K01	Systematically enriches professional knowledge and shapes skills, striving for professionalism	D.K2	+
Realized directional education effects			
Course learning effect symbol	Description of the education effect		
A.W3	Understands the neurohormonal regulation of physiological processes and electrophysiological processes		
A.W4	Characterizes the specification and importance of water-electrolyte and acid-base management in the maintenance of homeostasis of the system		
A.W13	Enumerates enzymes involved in digestion, explains the basic defects of digestive enzymes and determines the effects of these disorders		
A.U2	Shows differences in structure and characterizes the vital functions of an adult and a child		
D.K2	Systematically enriches professional knowledge and shapes skills, striving for professionalism		
Education content			
Symbol and number of classes	Subject of classes	Implemented education effect	Hours
Form of classes: lectures			
W01	Homeostasis. Organization and rules of regulating the body's physiological functions. Electrophysiology. Basic concepts of excitable tissues. The activity and types of nerve fibers..	A02_K_W01 A02_K_W02	2
W02	Physiology of transverse striated and smooth muscles. Division and properties of striated muscles. The neuromuscular junction. Functional muscle proteins. Muscle fatigue. Properties and division of smooth muscle.	A02_K_W01 A02_K_W02	2
W03	Physiology of the central nervous system. CNS functional organization, neurohormonal systems. Reflex, types and division of reflexes. Reflex arc. Share of the cerebellum, labyrinth, subcortical nucleus, reticular system, cerebral cortex in the regulation of body posture. Characteristics of motor activity and posture in a child.	A02_K_W01 A02_K_W02	2
W04	Physiology of sensation, types of receptors, coding of sensory information. Feeling of pain, nociceptive modulation. Opioid receptors and opioids. The role of the hill in feeling and perception.	A02_K_W01 A02_K_W02	3
W05	Teleceptive feeling. Functional organization of the eye. Volleyball. Visual fields of the cerebral cortex. Hearing sense: receiving and channeling sounds. Auditory fields of the cerebral cortex.	A02_K_W01 A02_K_W02	2
W06	The function of the cerebral cortex. Sensory and motor centers of the cerebral cortex. The functions of associative fields. Memory, speech. Sleep and wakefulness. Biological rhythms. Brain motivation centers. Neurogenesis.	A02_K_W01 A02_K_W02	2
W07	Neurohormonal mechanisms of regulating the homeostatic activities of the human body. Hypothalamus in the regulation of body temperature, in the mechanisms of feeding, regulation of water and electrolyte management, maintenance of the species. Limbic system. Stress and systemic adaptation.	A02_K_W01 A02_K_W02	2
W08	Operation and division of the autonomic system. Functional organization of the sympathetic and parasympathetic system and its effect on particular organs. Specific receptors and me-	A02_K_W01 A02_K_W02	2

	diators of the autonomic system. Sympathetic and parasympathetic tonus.		
W09	Blood functions. Plasma. Red blood cells. Hemoglobin dissociation curve. Fetal hemoglobin. Transport of oxygen and carbon dioxide. Blood groups. White blood cells. Types of resistance. The contribution of cytokines in immunity. Platelets. Blood coagulation. General characteristics of blood physiology in children.	A02_K_W01 A02_K_W02	2
W10	Properties of the myocardium. Pacemaker-conduction system. Formation and conduction of arousal in the heart. Electromechanical coupling. Hemodynamic cycle of the heart. Tons of hearts. A record of bioelectrical activity of the heart - an ECG curve of an adult and a child.	A02_K_W01 A02_K_W02	4
W11	Physiology of circulation. Organization of large and small circulation. Flow characteristics in arteries, capillaries and veins. Factors affecting arterial pressure. Arterial and venous pulses. Circulation regulation. The renin-angiotensin-aldosterone system (RAA system). Local circulation regulation. Circulatory characteristics in children.	A02_K_W01 A02_K_W02	8
W12	Physiology of the respiratory system. Mechanics of breathing. Gas exchange in the lungs. Brain respiratory complex. Breath regulation. Reflexes from central and peripheral chemoreceptors. Features of pulmonary circulation.	A02_K_W01 A02_K_W02	4
W13	Renal physiology. Water spaces of the system. Nefron - filtration, resorption and secretion. Autoregulation of blood flow. The size and composition of the glomerular filtrate. Production and excretion of urine. Regulation of acid-base economy. Endocrine renal function. The specificity of water, electrolyte and acid-base management in children.	A02_K_W01 A02_K_W02	3
W14	Physiology of the digestive system. Mechanical phenomena in the oral cavity, the role of saliva, swallowing. Motor and secretory activity of the stomach. Activity of the small intestine, types of contractions, digestion, the role of enzymes, absorption and the effects of these disorders. Liver function. Exocrine and endocrine role of the pancreas. Motor activity and the role of the large intestine. Defecation mechanism. Characteristics of the digestive system in a child.	A02_K_W01 A02_K_W03	3
W15	Endocrine system physiology. Functional organization of the endocrine system. General characteristics and division of hormones. The feedback between the hypothalamus, the pituitary gland, peripheral glands and tissues. Tropic hormones. The activity of adrenal cortical and adrenal medulatory hormones of the thyroid gland. The specificity of endocrine activities in a child.	A02_K_W01 A02_K_W02	4
	Total hours: lectures		45
Form of classes: excercises *			
C01	Physiology of the central nervous system. CNS functional organization, neurohormonal systems. Reflex, types and division of reflexes. Reflex arc. Share of the cerebellum, labyrinth, subcortical nucleus, reticular system, cerebral cortex in the regulation of body posture. Characteristics of motor activity and posture in a child.	A02_K_U01	2
C02	Blood functions. Plasma. Red blood cells. Hemoglobin dissociation curve. Fetal hemoglobin. Transport of oxygen and carbon dioxide. Blood groups. White blood cells. Types of resistance. The contribution of cytokines in immunity. Platelets. Blood coagulation. General characteristics of blood physiology in children.	A02_K_U01	2
C03	Properties of the myocardium. Pacemaker-conduction system. Formation and conduction of arousal in the heart. Electromechanical coupling. Hemodynamic cycle of the heart. Tons of hearts. A record of bioelectrical activity of the heart - an ECG curve of an adult and a child.	A02_K_U01	2

C04	Physiology of circulation. Organization of large and small circulation. Flow characteristics in arteries, capillaries and veins. Factors affecting arterial pressure. Arterial and venous pulses. Circulation regulation. The renin-angiotensin-aldosterone system (RAA system). Local circulation regulation. Circulatory characteristics in children.	A02_K_U01	3		
C05	Renal physiology. Water spaces of the system. Nefron - filtration, resorption and secretion. Autoregulation of blood flow. The size and composition of the glomerular filtrate. Production and excretion of urine. Regulation of acid-base economy. Endocrine renal function. The specificity of water, electrolyte and acid-base management in children.	A02_K_U01	2		
C06	Physiology of the digestive system. Mechanical phenomena in the oral cavity, the role of saliva, swallowing. Motor and secretory activity of the stomach. Activity of the small intestine, types of contractions, digestion, the role of enzymes, absorption and the effects of these disorders. Liver function. Exocrine and endocrine role of the pancreas. Motor activity and the role of the large intestine. Defecation mechanism. Characteristics of the digestive system in a child.	A02_K_U01	2		
C07	Endocrine system physiology. Functional organization of the endocrine system. General characteristics and division of hormones. The feedback between the hypothalamus, the pituitary gland, peripheral glands and tissues. Tropic hormones. The activity of adrenal cortical and adrenal medulatory hormones of the thyroid gland. The specificity of endocrine activities in a child.	A02_K_U01	2		
Total hours: excercises		15			
Form of classes: classes without the participation of an academic teacher (BNA)					
BNA01	The proper functioning of the respiratory and circulatory systems - resting and exercise.	A02_K_W01 A02_K_W02	5		
BNA02	The proper functioning of the nervous and endocrine systems.	A02_K_W01 A02_K_W02	5		
BNA03	Metabolism - resting and exercise	A02_K_W01 A02_K_W02	5		
Total hours: BNA		15			
Correlation of particular types of classes					
Semester	W	CW	BNA	ZP	PZ
1	W01	---	---	---	---
	W02	---	---	---	---
	W03	---	---	---	---
	W04	CW01	---	---	---
	W05	CW02	BNA01	---	---
	W06	CW03	---	---	---
	W07	---	---	---	---
	W08	CW04	BNA02	---	---
	W09	CW05	---	---	---
	W10	CW06	---	---	---
	W11	CW07	BNA03	---	---
	W12	---	---	---	---
	W13	---	---	---	---
	W14	---	---	---	---

	W15	---	---	---	---
The matrix of education effects for the subject with reference to the methods of verification of the intended learning outcomes and the form of the classes					
Education effect code	Form of classes		Verification methods		
	W + BNA	CW	W + BNA	CW	
A02_K_W01	W01-W15 BNA01-BNA03	---	single or multiple choice test	---	
A02_K_W02	W01-W15 BNA01-BNA03	---	single or multiple choice test	---	
A02_K_W03	W14	---	single or multiple choice test	---	
A02_K_U01	---	C01-C07	---	multimedia presentation; single or multiple choice test	
A02_K_K01	---	C01-C07	---	teacher's assessment, student's self-esteem, assessment of other students	
Teaching methods, method of implementation and evaluation					
Lecture + classes without the participation of an academic teacher (NA) + exercises (seminars)	Lectures with multimedia presentation and / or a conversational lecture. Exercises (seminars) are compulsory. Any absence should be made up for consultations. Exercises are carried out in the Anatomic and Physiological Laboratory. Classes without the participation of an academic teacher (BNA) rely on the student's own work - the subject of these classes is given above. On the basis of the list of basic and supplementary literature, possibly using materials recommended additionally by the lecturer, students will become familiar with the next topics of the BNA classes. The subject ends with a test exam. The condition for admission to this test is the pre-passing of the exercises (seminars).				
Student workload (the star is marked as practical)					
Student's work hours	Form of activity	Hours in detail		Total hours	
Contact hours with an academic teacher	Participation in lectures	45 godz.		45	
	Participation in exercises *	15*		15*	
	Participation in consultations related to classes *	2 + 2 + 2* (2 hours of consultations were accepted for each form of classes)		4 2*	
Self Student's work	Preparation for exercises *	15*		15*	
	Own work within the subject of BNA classes	15		15	
	Preparation for the test of lectures	5		5	
	Preparation for the test test of the exercises *	5*		5*	
Total student workload				106	
Quantitative indicators	Workload		Hours	ECTS	
	Student workload associated with activities requiring direct teacher participation		66	1,9	
	Student workload associated with classes that do not require direct teacher participation		40	1,1	
	Student workload associated with practical activities		37	1,0	

	Student workload related to theoretical classes	69	2,0	
Basic literature	<ul style="list-style-type: none"> Górski J. Fizjologia człowieka. Warszawa: Wydawnictwo Lekarskie PZWL, 2010. Traczyk W.Z. Fizjologia człowieka w zarysie. Warszawa: Wydawnictwo Lekarskie PZWL, 2013. Konturek S. Fizjologia człowieka. Wrocław: Wydawnictwo Urban & Partner, 2013. Rosółowska-Huszcz D., Gromadzka-Ostrowska J. Ćwiczenia z fizjologii człowieka. Warszawa: Szkoła Główna Gospodarstwa Wiejskiego, 2008. 			
Supplementary literature	<ul style="list-style-type: none"> McLaughlin D., Stamford J., White D. Krótkie wykłady. Fizjologia człowieka. Warszawa: Wydawnictwo Naukowe PWN, 2008. Traczyk W., Trzebski A. Fizjologia człowieka z elementami fizjologii stosowanej i klinicznej. Warszawa: Wydawnictwo Lekarskie PZWL, 2010. Atlas fizjologii Nettera. Wrocław: Wydawnictwo Elsevier Urban & Partner, 2005. 			
Forms of marks - details (intermediate marks 3.5 and 4.5 are omitted).				
Education effect	mark 2	mark 3	mark 4	mark 5
A02_K_W01	Does not describe neurohormonal regulation of physiological processes or electrophysiological processes	Only generally describes the neurohormonal regulation of physiological processes or electrophysiological processes	Almost without errors describes the neurohormonal regulation of physiological processes and electrophysiological processes	Without errors, describes the neurohormonal regulation of physiological processes and electrophysiological processes
A02_K_W02	Does not characterize the specification and importance of water-electrolyte or acid-base management in the maintenance of homeostasis	With large errors, characterizes the specification and importance of water-electrolyte and acid-base economy in maintaining homeostasis of the system	Almost without errors characterizes the specification and importance of water-electrolyte and acid-base management in maintaining homeostasis of the system	Characterizes the specification and importance of water-electrolyte and acid-base management in the maintenance of homeostasis of the system
A02_K_W03	Does not enumerate enzymes involved in digestion, does not explain the basic defects of digestive enzymes or the effects of these disorders	Enumerates some enzymes involved in digestion, very poorly explains the basic defects thereof, imprecisely determines the effects of these disorders	Almost without errors, enumerates enzymes involved in digestion, explains the basic defects of digestive enzymes and determines the effects of these disorders	Detailed calculates the enzymes involved in digestion, explains the basic defects of digestive enzymes and determines the effects of these disorders
A02_K_U01	Does not show any differences in structure and does not characterize the vital functions of an adult and a child	Does not accurately represent differences in structure, it generally characterizes the vital functions of an adult and a child	Shows the differences in structure quite accurately and characterizes the vital functions of an adult and a child	Shows the differences in structure very clearly and characterizes the vital functions of an adult and a child
A02_K_K01	Does not enrich its professional knowledge and does not shape skills, does not strive for professionalism	Systematically enriches professional knowledge and shapes skills, striving for professionalism	Systematically enriches professional knowledge and shapes skills, striving for professionalism	Systematically enriches professional knowledge and shapes skills, striving for professionalism

Genetic.

Name of the study field.	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Genetic	Code		ECTS points	2	
Unit	Wydział Społeczno-Medyczny Katedra Pielęgniarstwa i Położnictwa (32) 264-74-75 wewn. 12, dziekanat@wsps.pl					
Status of course / Modular block		Obligatory A. Basics sciences				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
1	1	15	15	15	---	---
Form of examination		ZO	ZO	ZO	---	---
ECTS		2			---	---
Education area in direction of studies.	Medical sciences, health sciences and physical culture sciences					
Field of science	Health sciences					
Language of lectures	english					
Prerequisites	Knowledge of the basics of human genetics					
Education goal	<ul style="list-style-type: none"> • Provide knowledge about the function of human genome, transcriptome and proteome. • Provide knowledge about the basic concepts of regulation of gene expression, including epigenetic regulation. • Providing knowledge about the structure of the chromosomes and the molecular basis of mutagenesis. • Provide knowledge about the principles of inheritance of different number of traits, the inheritance of quantitative traits and mitochondrial genetic information. • Developing skills of estimating the risk of particular disease, based on the principles of inheritance and the influence of environmental factors. • Developing the ability to use knowledge about genetic diseases in the prevention of cancer and prenatal diagnosis. 					
Course learning effect symbol	Description of the education effect			Reference to directional education effects	Correspondence level between course learning effect to directional education effect. (+ - low, ++ - middle, +++ - high)	

Knowledge education effects			
PIE.1.NP-G_W1	Describe the function of human genome, transcriptome and proteome.	A.W10	+++
PIE.1.NP-G_W2	Discussed the basic concepts of regulation of gene expression, including epigenetic regulation.	A.W10	+++
PIE.1.NP-G_W3	Show the structure of the chromosomes and the molecular basis of mutagenesis.	A.W11	+++
PIE.1.NP-G_W4	Characterize the principles of inheritance.	A.W12	+++
Skills education levels			
PIE.1.NP-G_U1	Estimate the risk of particular diseases based on the principles of inheritance and the influence of environmental factors.	A.U6	++
PIE.1.NP-G_U2	Use knowledge of genetic diseases in the prevention of cancer and prenatal diagnosis.	A.U13	++
Education content			
Symbol and nr of classes	Subject of classes	Implemented education effect	Hours
Lectures			
L1	Structure and function of the genetic material. Structure of the genes and the human genome. Structure and function of the chromatin and chromosomes. Human karyotype. Transfer of genetic information - replication. Telomere shortening.	EK_W1	3
L2	Control of the cell cycle. The cell cycle in physiological and cancer cell. Programmed cell death - apoptosis.	EK_W1	3
L3	Expression of genetic information, the properties of the genetic code. Regulation of expression of genetic information in prokaryotes and eukaryotes. Primary and secondary regulation of gene expression. Transcription - RNA polymerases type in eukaryotes, eukaryotic promoters, essential and specific transcription factors, RNA maturation. Definition and study of the transcriptome. Translation - importance of the ribosome in translation. Initiation, elongation and termination of translation. Post-translational processing of the protein.	EK_W1 EK_W2	3
L4	The principles of inheritance. Monogenic mendelian inheritance with derogations. Autosomal dominant and recessive inheritance. Incomplete dominance, codominance, multiple alleles. Inheritance of blood groups. Two genes mendelian inheritance. Polygenic inheritance. Inheritance of quantitative traits. The chromosomal theory of heredity. Segregation of two independent and linked genes. Sex determination in humans. X and Y chromosome linked inheritance. Recombination and incomplete linkage. Mitochondrial inheritance.	EK_W2, EK_W3, EK_W4, EK_U1	3
L5	Impact of the environment on variability and heredity. Non-inherited and inherited variability. Recombination and mutational variability - spontaneous and induced mutation, mutagenic agents. Chromosome aberrations. Syndromes caused by structural aberrations of autosomes, examples, dysmorphic features. Numerical chromosomal aberrations, aneuploidy, dysmorphic features. Basics of epigenetics.	EK_W2, EK_W4, EK_U1	3
Sum of hours: Lectures		15	
Seminars			
S1	Inheritance of autosomal and sex-linked traits - estimating the risk of developing the disease. Analysis of pedigrees. Monogenic genetic crosses.	EK_W4, EK_U1	3
S2	Polygenic and multifactorial inheritance. The interaction of genes: quantitative gene, complementation interaction, epistasis. Polygenic genetic crosses.	EK_W4, EK_U2	3
S3	Multifactorial disease and their prevention. Coronary artery disease - multifactorial aspect of atherosclerosis and atherosclerotic disease. The interaction of genes with environmental factors.	EK_W3, EK_U2	3

	Monogenic forms of cardiovascular disease. The basis of cancer. One- and multi-hit models of carcinogenesis. Proto-oncogenes, tumor suppressor genes, repair factors and their role in the control of proliferation and cell death. Selected cancer diseases. Analysis of pedigrees.							
S4	Chromosomal aberrations: Wolf-Hirschhorn syndrome, Cri du chat syndrome, Prader - Willi syndrome, Angelman syndrome, Down syndrome, Patau syndrome, Edwards syndrome, Klinefelter syndrome, Turner syndrome, XXY syndrome, XXX syndrome. Dymorphology diagnostic. Small defects (anomalies) and their use in the diagnosis of diseases and birth defects.	EK_W3	3					
S5	Genetic counseling. Use of the cytogenetic methods in the diagnosis of chromosomal aberrations. Prenatal diagnosis. Invasive and non-invasive methods of prenatal tests and their use in diagnosis of genetic diseases and congenital malformations.	EK_U2	3					
	Sum of hours: seminars	15						
Form od classes: classes without teacher (BNA)								
BNA01	Basics of cytophysiology. Structure and function of the cell nucleus. Cell cycle in a physiological and neoplastic cell - mechanisms.	EK_W2	3					
BNA02	Biochemical genetics. Congenital metabolism errors.	EK_W1	3					
BNA03	Population screening tests. Family occurrence of genetically determined diseases.	EK_W2	3					
BNA04	Epigenetic changes in selected human diseases. Use of RNA interference in the therapy of human diseases.	EK_W1	3					
BNA05	Basics of genetic interview and genetic counseling.	EK_W4	3					
	Su of hours: BNA	15						
Correlation of particular types of classes								
Semester	W	CW	BNA	ZP	PZ			
1	W01-W05	S01-S05	BNA01-BNA05	---	---			
Note: practical classes may be implemented only after the end of theoretical education, while professional practice - only after the end of practical classes.								
The matrix of learning outcomes for the subject with reference to the methods of verification of the intended learning outcomes and the form of the classes								
Education effect code	Form of classes				Verification methods			
	W+BNA	CW	ZP	PZ	W+BN A	CW	ZP	PZ
EK_W1	W01, BNA02, BNA04	---	---	---	test	---	---	---
EK_W2	W01, W04, BNA01, BNA03	---	---	---	test	---	---	---
EK_W3	W01, W02	---	---	---	test	---	---	---
EK_W4	W03, W04, W05, BNA05	---	---	---	test	---	---	---
EK_U1	---	S01, S02, S03	---	---	---	test	---	---
EK_U2	---	S04, S05	---	---	---	test	---	---
Teaching methods, method of implementation and evaluation								
Lecture and classes (seminars)	lecture, multimedia presentation, problem solving, analysis of cases, work with book. Passing lectures: final test. The condition for passing the final test (include lectures, seminars and BNA)is to obtain a positive grade from the answers to questions about each learning effect in							

and classes without the participation of an academic teacher (BNA)	the field of knowledge.			
Student workload				
Hours of student's work	Activity form	Hours in detail	Total	
Contact hours with an academic teacher	Participation in lectures *	5 x 3 hours	15	
	Participation in seminars *	5 x 3 hours	15	
	Participation in consultations related to classes *	2 hours lecture 2 hours BNA	2 2	
Self student's work	Own work within the subject of BNA classes	15 hours	15	
	Preparation for the final exam covering all education content included in the module * (OSCE exam)	5	5	
Total student's workload			54	
Quantitative indicators	Workload		Hours	ECTS
	Student workload associated with activities requiring direct teacher participation		34	1,3
	Student workload associated with activities that do not require direct teacher participation		20	0,7
	Student workload associated with practical activities		0	0,0
	Student workload related to theoretical classes		54	2,0
Basic literature	<ul style="list-style-type: none"> • Alberts B et al. Molecular biology of the cell. New York: Garland Science, 2008. • Jorde LB et al. Medical Genetics. Philadelphia: Mosby Elsevier, 2010. • Epstein RJ. Human Molecular Biology. Cambridge: Cambridge University Press, 2003. 			
Supplementary literature	<ul style="list-style-type: none"> • Connor M., Ferguson-Smith M. Essential Medical Genetics. Wiley-Blackwell, 1997. • Friedman JM. Genetics. Baltimore: Williams and Wilkins, 1992. 			
Forms of assessment – details (intermediate marks 3.5 and 4.5 are omitted).				
Education effect	mark 2	mark 3	mark 4	mark 5
EK_W1	Student does not describe the function of human genome, transcriptome and proteome.	Student describes in the limited degree the function of human genome, transcriptome and proteome.	Student describes the function of human genome, transcriptome and proteome.	Student fully describes the function of human genome, transcriptome and proteome.
EK_W2	Student does not discuss the basic concepts of regulation of gene expression, including epigenetic regulation.	Student discusses in the limited degree the basic concepts of regulation of gene expression, including epigenetic regulation.	Student discusses the basic concepts of regulation of gene expression, including epigenetic regulation.	Student fully discusses the basic concepts of regulation of gene expression, including epigenetic regulation.
EK_W3	Student does not present the structure of the chromosomes and the molecular basis of mutagenesis.	Student presents in the limited degree the structure of the chromosomes and the molecular basis of mutagenesis.	Student presents the structure of the chromosomes and the molecular basis of mutagenesis.	Student fully presents the structure of the chromosomes and the molecular basis of mutagenesis.
EK_W4	Student does not discuss the basic	Student discusses in the limited degree the	Student discusses the basic principles of	Student fully discusses the basic

	principles of inheritance.	basic principles of inheritance.	inheritance.	principles of inheritance.
EK_U1	Student does not estimate the risk of the disease based on the principles of inheritance and the influence of environmental factors.	Student estimates in the limited degree the risk of the disease based on the principles of inheritance and the influence of environmental factors.	Student estimates the risk of the disease based on the principles of inheritance and the influence of environmental factors.	Student fully estimates the risk of the disease based on the principles of inheritance and the influence of environmental factors.
EK_U2	Student can not apply the knowledge of genetic diseases in the prevention of cancer and prenatal diagnosis.	Student can apply in the limited degree the knowledge of genetic diseases in the prevention of cancer and prenatal diagnosis.	Student can apply the knowledge of genetic diseases in the prevention of cancer and prenatal diagnosis.	Student can fully apply the knowledge of genetic diseases in the prevention of cancer and prenatal diagnosis.

PIE1.A05. Biochemistry and biophysics

Name of the study field	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Biochemistry and biophysics	Code	PIE1.A05	ECTS points	2,0	
Unit	Wydział Społeczno-Medyczny Katedra Pielęgniarstwa i Położnictwa (32) 264-74-75 wewn. 12, dziekanat@wspss.pl					
Status of course / Modular block		Obligatory A. Basic science				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		L	EX	BNA	ZP	PZ
		Theoretical education			Practical education	
1	1	15	15	15	---	---
Form of examination		ZO	ZO	ZO	---	---
ECTS		2,0			---	---
Education area in direction of studies.	Medical sciences, health sciences and physical culture sciences					
Field of science	Health sciences.					
Language of lectures	english					
Prerequisites	Knowledge of the basics of biology, chemistry and physics from high school					
Education goal	<ul style="list-style-type: none"> Familiarizing students with functioning of basic pathways of metabolism in human organism in normal and pathological conditions and influence of physical processes Developing the ability to interpret results of basic laboratory tests helpful in diagnostic of chosen systemic diseases Creating theoretical basics to achieve essential in future occupational life skills during further studies 					
Education goal	Description of the education effect			Reference to directional education effects	Correspondence level between course learning effect to directional education effect. (+ - low, ++ - middle, +++ - high)	
A05_K_W01	Defines basic reactions of organic and non organic compounds in water, physical laws influencing on liquid flow and factors influencing on vascular resistance in blood stream			A.W5	+++	
A05_K_W02	Explains physicochemical basics of senses using physical information mediums (sound and electromagnetic waves)			A.W6	+++	
A05_K_W03	Differentiates structure of amino acids, nucleosides, monosaccharides, carboxyl acids and their derivatives building			A.W9	+++	

	macromolecules occurring in cells, extracellular matrix, and body fluids, differentiates vitamins		
A05_K_U01	Prognoses direction of biochemical processes in specific clinical states	A.U3	+++
A05_K_U02	Uses knowledge of physic laws to describe matters of cell and tissues biology and physiological processes specifically to explain influence of external factors like temperature, gravity, pressure, electromagnetic field and ionizing radiation on human organism	A.U7	+++
A05_K_K01	Characterizes advantages resulting from achieving knowledge in biochemistry and biophysics	D.K2	++
A05_K_K02	Lists arguments about necessity of continuous updating knowledge and skills in biochemistry and biophysics	D.K2	++
Realised directional education effects			
Education goal code	Description of directional education effect		
A.W5	Defines basic reactions of organic and non organic compounds in water, physical laws influencing on liquid flow and factors influencing on vascular resistance in blood stream		
A.W6	Explains physicochemical basiscs of senses using physical information mediums (sound and electromagnetic waves)		
A.W9	Differentiates structure of amino acids, nucleosides, monosaccharydes, carboxyl acids and their derivatives building macromolecules occurring in cells, extracellular matrix, and body fluids, differentiates vitamins		
A.U3	Prognoses direction of biochemical processes in specific clinical states		
A.U7	Uses knowledge of physic laws to describe matters of cell biology, tissues and physiological processes specifically to explain influence of external factors like temperature, gravity, pressure, electromagnetic field and ionizing radiation on human organism		
D.K2	Systematically enhances occupational knowledge and practice skills		
Education content			
Symbol and nr of classes	Subject of classes	Implemented education effect	Hours
Form of classes: Lectures			
	BIOCHEMISTRY		
W01	Basic chemical compounds of living organisms: a) carbohydrates – glucose, aerobic oxidation, Krebs's cycle products, measuring of blood glucose level, hipo- and hyperglycemia, insulin, glycogen, interpretation of results of selected laboratory tests; b) proteins – division, simple and conjugated proteins, electrophoresis of selected blood proteins, hyper- and hypoglobulinemia, interpretation of results of laboratory tests, pregnancy-specific glycoproteins, menstruation cycle hormones, thyroid hormones – selected clinical cases; c) enzymes – structure and functions, kinetics of enzymatic reactions, Michaelis-Menten equation in description of enzymatic catalysis, enzymes inhibition, regulation of enzymation activity, liver enzymes; AspAT, AlAT, pancreas enzymes: α -amylase, heart enzymes: troponin, troponin I d) lipids – biochemical markers of atherosclerosis, cholesterol, HDL, LDL, triglycerides. Assesment of medical results of selected patients with heart attack, by-pass, ischemic stroke, limb atherosclerosis; β -oxidation of fatty acids, synthesis of fatty acids e) vitamins – occurence and role in organism	A05_K_W01 A05_K_W03	2
W02	Acid-base homeostasis, pH of blood and other body fluids	A05_K_W01 A05_K_W03	1
W03	Nitric metabolism in organism – urea, ornithine cycle, creatinine, uric acid, kidneys diseases, gout	A05_K_W01 A05_K_W03	2

BIOPHYSICS			
W04	Biophysics as science using physics methods to analyse biological processes and structures, relation between biophysics and biocybernetic and medical physics.	A05_K_W02	2
W05	Introduction to theory of errors and measurements – physical magnitudes, errors division, Gauss error function, rules of rounding errors and measurement results	A05_K_W02	2
W06	Ionizing radiation - physical characteristic, mechanisms of action, occurrence and sources, natural and artificial radiation, isotopes	A05_K_W02	2
W07	Biophysics of vascular system – important functions, role of arterial and venous system, influence of gravity field on vascular system	A05_K_W02	2
W08	Surface tension coefficient of water. Measuring of blood pressure with sphygmomanometer. Physical aspects of picture diagnosis in medicine.	A05_K_W02	2
Total hours: lectures		15	
Form of classes: exercises			
BIOCHEMISTRY			
C01	Basic chemical components of living organisms: carbohydrates, proteins, enzymes, lipids, vitamins	A05_K_U01 A05_K_U02	2
C02	Acid-base balance, pH of blood and other body fluids	A05_K_U01 A05_K_U02	1
C03	Nitric metabolism in organism – urea, ornithine cycle, creatinine, uric acid, kidneys diseases, gout	A05_K_U01 A05_K_U02	2
BIOPHYSICS			
C04	Biophysics as science using physics methods to analyse biological processes and structures, relation between biophysics and biocybernetic and medical physics.	A05_K_U01 A05_K_U02	2
C05	Introduction to theory of errors and measurements – physical magnitudes, errors division, Gauss error function, rules of rounding errors and measurement results	A05_K_U01 A05_K_U02	2
C06	Ionizing radiation - physical characteristic, mechanisms of action, occurrence and sources, natural and artificial radiation, isotopes	A05_K_U01 A05_K_U02	2
C07	Biophysics of vascular system – important functions, role of arterial and venous system, influence of gravity field on vascular system	A05_K_U01 A05_K_U02	2
C08	Surface tension coefficient of water. Measuring of blood pressure with sphygmomanometer. Physical aspects of picture diagnosis in medicine.	A05_K_U01 A05_K_U02	3
Total hours: exercises		15	
Form of classes: without academical teacher (BNA)			
BNA01	Biophysics of nucleic acids, physical properties of DNA and RNA, structure and functions	A05_K_W03	3
BNA02	Genetic code, transmission of genetic information from DNA to protein (replication, transcription, translation)	A05_K_W03	3
BNA03	Transport of lipids in blood. Metabolic and non-metabolic functions of liver	A05_K_W03	3
BNA04	Biophysical aspects of vascular system, functional characterisation of microcirculation blood vessels, laminar-flow, turbulent flow, factors promoting turbulent flow, Reynolds number, continuity of flow rule, Laplace law. Methods of assessment of blood mean linear velocity. Marker of active tension of vessel. Physical factors determining blood stream magnitude (Poisuille law), magnitude of flow resistances in vessels connected serially	A05_K_W01	6

	Total hours: BNA		15	
Correlation of particular types of classes				
	Lecture	Exercises	BNA	
	W01	C01	---	
	---	---	BNA01	
	---	---	BNA02	
	---	---	BNA03	
	W02	C02	---	
	W03	C03	---	
	W04	C04	---	
	W05	C05	---	
	W06	C06	---	
	W07	C07	---	
	W08	C08	---	
	---	---	BNA04	
The matrix of learning outcomes for the subject with reference to the methods of verification of the intended learning outcomes and the form of the classes				
Education effect code	Form of classes		Verification methods	
	Lecture + BNA	Exercise	Lecture + BNA	Exercise
A05_K_W01	W01-W03, BNA04	---	test	---
A05_K_W02	W04-W08	---	test	---
A05_K_W03	W01-W03, BNA01-BNA03	---	test	---
A05_K_U01	---	C01-C08	---	Multimedia presentation, test
A05_K_U02	---	C01-C08	---	Multimedia presentation, test
A05_K_K01	all	all	Teacher's assessment, self-esteem, group's assessment	Teacher's assessment, self-esteem, group's assessment
A05_K_K02	all	all	Teacher's assessment, self-esteem, group's assessment	Teacher's assessment, self-esteem, group's assessment
Teaching methods, method of implementation and evaluation				
Lecture + classes without participation of an academic teacher (BNA) + exercises	<p>Lecture with multimedia presentation or/and conversational lecture.</p> <p>Classes without participation of an academic teacher (BNA) rely on individual student's work. Subject matter of classes is given. Student familiarizes with matter basing on basic and supplementary literature (eventually materials provided additionally) given by teacher.</p> <p>In case of BNA classes teacher is obligated to point most important aspects of each subject matter. Aspects result from education effects for each subject.</p> <p>Exercises are obligatory. During exercises students present multimedia presentations on one topic chosen from provided by teacher.</p> <p>Course ends with test exam.</p>			
Student workload (practical classes are marked with star)				
Hours of student's work	Activity form	Hours in detail	Total hours	

Contact hours with an academic teacher	Participation in lectures *	15 hours	15	
	Participation in exercises *	15 hours	15*	
	Participation in consultations related to classes *	2 hours - lecture 2 hours - BNA 2 hours - exercises	2 2 2*	
Self student's work	Preparation for exercises *	15 hours	15*	
	Own work within the subject of BNA classes	15 hours	15	
	Preparation for the final exam covering all education content included in the module * (OSCE exam)	5 hours	5	
	Preparation for exercises presentation	5 hours	5*	
Total student's workload			76	
Quantitative indicators	Workload	Hours	ECTS	
	Student workload associated with activities requiring direct teacher participation	36	1,0	
	Student workload associated with activities that do not require direct teacher participation	40	1,0	
	Student workload associated with practical activities	37	1,0	
	Student workload related to theoretical classes	39	1,0	
Basic literature	<ul style="list-style-type: none"> • Murray R.K., Biochemia Harpera ilustrowana. PZWL Warszawa 2012. • Biofizyka: Podręcznik dla studentów. red. F. Jaroszyk. PZWL, Warszawa 2011 • Murray R. K., Harpers Illustrated Biochemistry, McGraw-Hill Medical, 2015 • Glasser R., Biophysics: An introduction, Springer Science & Business Media 2012 			
Supplementary literature	<ul style="list-style-type: none"> • Piławski A., Podstawy biofizyki. PZWL Warszawa (wszystkie wydania). • Kędzia B., Materiały do ćwiczeń z biofizyki i fizyki. PZWL, Warszawa (wszystkie wydania). • Hryniewicz A., Rokita E., Fizyczne metody diagnostyki medycznej i terapii. PWN Warszawa 2000. • Pruszyński B., Diagnostyka obrazowa: podstawy teoretyczne i metodyka badań. PZWL Warszawa 2000. Naukowe PWN. Warszawa 2000. 			
Forms of assessment – details (intermediate marks 3.5 and 4.5 are omitted)				
Education effect	mark 2	mark 3	mark 4	mark 5
A05_K_W01	Student can not enlist and characterize basic reactions of organic and non-organic compounds in water solutions and does not know basic physical laws describing liquid flow and factors influencing vascular resistance in blood flow	Student enlists and characterizes few basic reactions of organic and non-organic compounds in water solutions, describes few basic physical laws describing liquid flow and characterizes few factors influencing vascular resistance in blood flow	Student enlists and characterizes most basic reactions of organic and non-organic compounds in water solutions, describes most basic physical laws describing liquid flow and characterizes most factors influencing vascular resistance in blood flow	Student enlists and characterizes all basic reactions of organic and non-organic compounds in water solutions, describes all basic physical laws describing liquid flow and characterizes all factors influencing vascular resistance in blood flow
A05_K_W02	Student can not explain basics of physicochemical actions of senses using physical information mediums (sound and	Student inaccurately explains basics of physicochemical actions of few sense organs using physical information mediums	Student fairly accurately explains basics of physicochemical actions of most sense organs using physical information mediums	Student accurately explains basics of physicochemical actions of all sense organs using physical information mediums

	electromagnetic waves)	(sound and electromagnetic waves)	(sound and electromagnetic waves)	(sound and electromagnetic waves)
A05_K_W03	Student can not describe structure of amino acids, nucleosides, monosaccharydes, carboxylic acids and their derivatives building macromolecules occuring in cells, extracellular matrix and body fluids, can not differentiate vitamins	Student describes structure of some amino acids, nucleosides, monosaccharydes, carboxylic acids and their derivatives building macromolecules occuring in cells, extracellular matrix and body fluids, differentiates few vitamins	Student describes structure of most amino acids, nucleosides, monosaccharydes, carboxylic acids and their derivatives building macromolecules occuring in cells, extracellular matrix and body fluids, differentiates most vitamins	Student describes structure of all amino acids, nucleosides, monosaccharydes, carboxylic acids and their derivatives building macromolecules occuring in cells, extracellular matrix and body fluids, differentiates all vitamins
A05_K_U01	Student can not prognose direction of biochemical processes in selected clinical states	Student superficially prognoses direction of biochemical processes in selected clinical states	Student prognoses direction of biochemical processes in selected clinical states with minor mistakes	Student infallibly prognoses direction of biochemical processes in selected clinical states
A05_K_U02	Student does not know physical laws describing matters of cell biology and physiological processes, specifically to explain influence of external factors like temperature, gravity, pressure, electromagnetic field and ionizing radiation on human organism	Student is familiarized with few physical laws describing matters of cell and tissues biology and physiological processes and superficially explains influence of some external factors like: temperature, gravity, pressure, electromagnetic field and ionizing radiation on human organism	Student is familiarized with most physical laws describing matters of cell and tissues biology and physiological processes and explains influence of most external factors like: temperature, gravity, pressure, electromagnetic field and ionizing radiation on human organism	Student is familiarized with all physical laws describing matters of cell and tissues biology and physiological processes and explains influence of all external factors like: temperature, gravity, pressure, electromagnetic field and ionizing radiation on human organism
A05_K_K01	Student can not characterise advantages resulting from enchancing his/her occupational knowledge and practice skills in biochemistry and biophysics, negates necessity of owning such knowledge and skills what results in lack of empathy and respect to teacher and other students	Student imprecisely characterises advantages resulting from enchancing his/her occupational knowledge and practice skills in biochemistry and biophysics, partially negates necessity of owning such knowledge and skills what sometimes results in lack of empathy and respect to teacher and other students	Student quite precisely characterises advantages resulting from enchancing his/her occupational knowledge and practice skills in biochemistry and biophysics, understands necessity of owning such knowledge and skills, presents respect and empathy	Student precisely characterises advantages resulting from enchancing his/her occupational knowledge and practice skills in biochemistry and biophysics, understands necessity of owning such knowledge and skills, presents respect and empathy to teacher and other students.
A05_K_K02	Student can not find any argument in favour to continously enchance his/her knowledge and skills in biochemistry and biophysics.	Student lists few arguments in favour to continously enchance his/her knowledge and skills in biochemistry and biophysics.	Student lists few precise arguments in favour to continously enchance his/her knowledge and skills in biochemistry and biophysics.	Student lists precise arguments in favour to continously enchance his/her knowledge and skills in biochemistry and biophysics keeping in mind knowledge and skills directly influence on professional and empathic contact with patient

PIE1.A06. Microbiology and parasitology

Name of the study field	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Microbiology and parasitology	Code	PIE1.A05	ECTS points	2,0	
Unit	Wydział Społeczno-Medyczny Katedra Pielęgniarstwa i Położnictwa (32) 264-74-75 wewn. 12, dziekanat@wsps.pl					
Status of course / Modular block		Obligatory A. Basic science				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		L	EX	BNA	ZP	PZ
		Theoretical education			Practical education	
1	1	30	15	15	---	---
Form of examination		ZO	ZO	ZO	---	---
ECTS		2,0			---	---
Education area in direction of studies.	Medical sciences, health sciences and physical culture sciences					
Field of science	Health sciences.					
Language of lectures	english					
Prerequisites	None					
Education goal	<ul style="list-style-type: none"> Familiarizing students with infectious factors Familiarizing students with basics of immune system Creating theoretical basics to achieve essential in future occupational life skills during further studies 					
Education goal	Description of the education effect			Reference to directional education effects	Correspondence level between course learning effect to directional education effect. (+ - low, ++ - middle, +++ - high)	
A06_K_W01	Defines basic concepts of microbiology and parasitology.			A.W14	+++	
A06_K_W02	Differentiates epidemiology of virus, bacteria, fungi and parasite infections considering geographical range of occurrence.			A.W15	+++	
A06_K_U01	Diagnoses most common human parasites basing on their anatomy, life cycle and disease symptoms.			A.U5	+++	

A06_K_U02	Classifies microorganisms considering microorganisms pathogenic and occurring in physiological flora.	A.U14	+++
A06_K_U03	Uses knowledge about functioning of parasite-host system for right therapy of diseases caused by parasites	A.U15	+++
A06_K_K01	Characterizes advantages resulting from achieving knowledge in microbiology and parasitology	D.K2	++
A06_K_K02	Lists arguments about necessity of continuous updating knowledge and skills in microbiology and parasitology	D.K2	++
Realised directional education effects			
Education goal code	Description of directional education effect		
A.W14	Defines basic concepts of microbiology and parasitology		
A.W15	Differentiates epidemiology of virus, bacteria, fungi and parasite infections considering geographical range of occurrence.		
A.U5	Diagnoses most common human parasites basing on their anatomy, life cycle and disease symptoms.		
A.U14	Classifies microorganisms considering microorganisms pathogenic and occurring in physiological flora.		
A.U15	Uses knowledge about functioning of parasite-host system for right therapy of diseases caused by parasites		
D.K2	Systematically enhances occupational knowledge and practice skills		
Education content			
Symbol and nr of classes	Subject of classes	Implemented education effect	Hours
Form of classes: Lectures			
W01	Basics of microbiology, virusology, bacteriology and parasitology	A06_K_W01	2
W02	Taxonomy of opportunistic and pathogenic microorganisms	A06_K_W01	2
W03	Morphology and physiology of bacteria	A06_K_W01	2
W04	Microbiology of human body and its environment	A06_K_W01	2
W05	Pathogenicity, distribution of microorganisms in organism	A06_K_W01 A06_K_W02	2
W06	HIV infection, risk factors, epidemiology	A06_K_W02	2
W07	Viral hepatitis, infection routes, symptoms, epidemiology	A06_K_W02	2
W08	Introduction to mycology, epidemiology of infections caused by candida and yeast	A06_K_W02	2
W09	Neuroinfections	A06_K_W02	2
W10	Basics of immunology and epidemiology of infectious diseases. Prevention of infectious diseases (vaccines, serums)	A06_K_W02	2
W11	Hospital infections	A06_K_W02	2
W12	Collecting and sending biological material for microbiological analyses	A06_K_W01	2
W13	Immunoprevention of infectious diseases	A06_K_W01	2
W14	Risk of infectious diseases in Poland and world. Gatherings of people mostly endangered with epidemy	A06_K_W02	2
W15	Characteristic of human parasites causing diseases	A06_K_W02	2
	Total hours: lectures		30

Form of classes: exercises			
C01	Classification of microorganisms. Genus <i>Staphylococcus</i> and <i>Micrococcus</i> . Genus <i>Streptococcus</i> . Genus <i>Neisseria</i> and <i>Moraxella</i> . Family <i>Enterobacteriaceae</i> . Non-fermenting bacillus. Genus <i>Haemophilus</i> . Genus <i>Bordetella</i> . Genus <i>Legionella</i> . Genus <i>Campylobacter</i> . Genus <i>Corynebacterium</i> . Genus <i>Listeria</i> . Genus <i>Lactobacillus</i> . Genus <i>Propionibacterium</i> . Genus <i>Bacillus</i> . Genus <i>Clostridium</i> . Genus <i>Mycobacterium</i> . Genus <i>Candida</i> .	A06_K_U02	3
C02	Identification of groups of selected microorganisms: Genus <i>Staphylococcus</i> and <i>Micrococcus</i> . Genus <i>Streptococcus</i> . Genus <i>Neisseria</i> and <i>Moraxella</i> . Family <i>Enterobacteriaceae</i> . Genus <i>Pseudomonas</i> and <i>Acinetobacter</i> . Genus <i>Haemophilus</i> . Genus <i>Listeria</i> . Genus <i>Corynebacterium</i> . Genus <i>Gardnerella</i> . Anaerobic bacteria. Genus <i>Candida</i> . Bacteriophage selection.	A06_K_U02	3
C03	Mechanisms of bacterial resistance to antibiotics: resistance of staphylococcus to methicillin. Resistance of staphylococcus aureus to glycopeptides VRSA (<i>vancomycin resisant S. aureus</i>). MLSB type resistance to macrolides, lincosamides and streptogramins. Resistance of pneumococcus to p-lactams PRSP (<i>penicillin resistant Streptococcus pneumoniae</i>). Resistance of enterococcus to aminoglycosides. Resistance of enterococcus to glycopeptides. Resistance of enterococcus to linezolid (LRE – <i>linezolid resistant enterococci</i>). ESBL type resistance of <i>Enterobacteriaceae</i> bacillus. Resistance of bacillus to carbapenem.	A06_K_U02	3
C04	Parasites and parasitism. Diagnostic, treatment and prevention of parasites diseases.	A06_K_U01 A06_K_U03	3
C05	Parasites invasions of digestive system. Invasions of protozoa. Invasions of nematodes. Human cestode infections. Parasites invasions of blood and tissues. Invasions acquired through the respiratory system. Zoonotic invasions.	A06_K_U01 A06_K_U03	3
Total hours: exercises		15	
Form of classes: without academical teacher (BNA)			
BNA01	Basics of microbiology: structure and calssification of microorganisms	A06_K_W01	1
BNA02	Route of HIV infection, infections prevention, risk factors	A06_K_W02	1
BNA03	Viral hepatitis: A, B, C, D	A06_K_W02	1
BNA04	Oncogenic viruses i. e. HPV, risk factors, prevention	A06_K_W02	2
BNA05	Influenza virus, structure, routes of infections, immunoprevention, epidemiology	A06_K_W02	1
BNA06	Introduction to parasitology	A06_K_W01	1
BNA07	Characteristic of selected parasite diseases I: giardiasis, trichomoniasis	A06_K_W02	1
BNA08	Characteristic of selected parasite diseases II: malaria	A06_K_W02	2
BNA9	Characteristic of selected parasite diseases III: enterobiasis, ascariasis, trichuriasis	A06_K_W02	1
BNA10	Characteristic of selected parasite diseases IV: cestode infections	A06_K_W02	1
BNA11	Multimedia (movie) Monsters Inside Me, Discovery Channel	A06_K_W01	1
Total hours: BNA		15	
Correlation of particular types of classes			
	Lecture	Exercises	BNA
	W01	---	---

	W02	---	---	
	W03	---	C01	
	---	BNA01	---	
	W04	---	C02	
	W05	---	---	
	---	BNA02	C03	
	W06	---	---	
	---	BNA03	---	
	W07	---	---	
	---	BNA04	---	
	---	BNA05	---	
	---	BNA06	---	
	W08	---	---	
	W09	---	---	
	W10	---	---	
	W11	---	---	
	W12	---	---	
	W13	---	---	
	W14	---	---	
	---	BNA07	---	
	W15	---	---	
	---	BNA08	C04	
	---	BNA09	C05	
	---	BNA10	---	
	---	BNA11	---	
	---	BNA12	---	

The matrix of learning outcomes for the subject with reference to the methods of verification of the intended learning outcomes and the form of the classes

Education effect code	Form of classes		Verification methods	
	Lecture + BNA	Exercise		Lecture + BNA
A06_K_W01	W01-W05, W12-W13, BNA01, BNA02, BNA07, BNA12	---	test	---
A06_K_W02	W05-W11, W14-W15, BNA03-BNA06, BNA08-BNA11	---	test	---
A06_K_U01	---	C04, C05	---	Multimedia presentation, test
A06_K_U02	---	C01, C02, C03	---	Multimedia presentation, test
A06_K_U03	---	C04, C05	---	Multimedia presentation, test

A06_K_K01	all	all	Teacher's assessment, self-esteem, group's assessment	Teacher's assessment, self-esteem, group's assessment
A06_K_K02	all	all	Teacher's assessment, self-esteem, group's assessment	Teacher's assessment, self-esteem, group's assessment
Teaching methods, method of implementation and evaluation				
Lecture + classes without participation of an academic teacher (BNA) + exercises	<p>Lecture with multimedia presentation or/and conversational lecture.</p> <p>Classes without participation of an academic teacher (BNA) rely on individual student's work. Subject matter of classes is given. Student familiarizes with matter basing on basic and supplementary literature (eventually materials provided additionally) given by teacher.</p> <p>In case of BNA classes teacher is obligated to point most important aspects of each subject matter. Aspects result from education effects for each subject.</p> <p>Exercises are obligatory. During exercises students present multimedia presentations on one topic chosen from provided by teacher.</p> <p>Course ends with test exam.</p>			
Student workload (practical classes are marked with star)				
Hours of student's work	Activity form	Hours in detail	Total hours	
Contact hours with an academic teacher	Participation in lectures *	30 hours	30	
	Participation in exercises *	15 hours	15*	
	Participation in consultations related to classes *	2 hours - lecture 2 hours - BNA 2 hours - exercises	2 2 2*	
Self student's work	Preparation for exercises *	15 hours	15*	
	Own work within the subject of BNA classes	15 hours	15	
	Preparation for the final exam covering all education content included in the module * (OSCE exam)	5 hours	5	
	Preparation for exercises presentation	5 hours	5*	
Total student's workload			91	
Quantitative indicators	Workload		Hours	ECTS
	Student workload associated with activities requiring direct teacher participation		51	1,1
	Student workload associated with activities that do not require direct teacher participation		40	0,9
	Student workload associated with practical activities		37	0,8
	Student workload related to theoretical classes		54	1,2
Basic literature	<ul style="list-style-type: none"> Salyers A.A., Whitt D.D.: Mikrobiologia: różnorodność, chorobotwórczość i środowisko. PWN, Warszawa 2010. Salyers A.A., Whitt D.D.: Microbiology: Diversity, Disease, and the Environment, Wiley 2001 Heczko P., Wróblewska M., Pietrzyk A. Mikrobiologia lekarska. Warszawa: Wydawnictwo Lekarskie PZWL, 2014. Murray P.R. Rosenthal K.S., Pfaller M.A. red. wyd. pol. Anna Przondo-Mordarska. Mikrobiologia. Wrocław, Elsevier Urban & Partner, 2011. Murray P.R. Rosenthal K.S., Pfaller M.A.: Medical Microbiology, Elsevier 2015 Anusz Z., Mikrobiologia i parazytologia lekarska. PZWL Warszawa 1999. Anusz Z., Podstawy epidemiologii i kliniki chorób zakaźnych. PZWL Warszawa 1998. 			

	<ul style="list-style-type: none"> • Gołąb J., Jakubisiak M., Lasek W., Immunologia. PWN 2002. • Szewczyk E.M. Diagnostyka bakteriologiczna. Warszawa: Wydawnictwo Naukowe PWN, 2013. • Morozieńska-Gogol J. Parazytologia medyczna. Warszawa: Wydawnictwo Lekarskie PZWL, 2016. • Kocięcka W. Parazytologia kliniczna. Repetytorium z zakresu wybranych chorób pasożytniczych i tropikalnych. Poznań: Uniwersytet Medyczny w Poznaniu, 2016. • Zeibig E.: Clinical Parasitology A Practical Approach, 2nd Edition, Elsevier 2012 			
Supplementary literature	<ul style="list-style-type: none"> • Grzybowski J., Dzierżanowska D. Człowiek i drobnoustroje – współistnienie i konfrontacja. Bielsko-Biała: Alfa-Medica Press, 2014. • Kowalski M.L. (red.), Immunologia kliniczna. Wyd. Mediton 2000. • Parazytologia i akarontomologia medyczna. red. A. Deryło. PWN Warszawa 2011. 			
Forms of assessment – details (intermediate marks 3.5 and 4.5 are omitted)				
Education effect	mark 2	mark 3	mark 4	mark 5
A06_K_W01	Student can not define basic concepts of microbiology and parasitology	Student defines some of basic concepts of microbiology and parasitology	Student defines most of basic concepts of microbiology and parasitology	Student defines all basic concepts of microbiology and parasitology
A06_K_W02	Student can not differentiate epidemiology of virus, bacteria, fungi and parasites infections and can not determine geographical range of their occurrence	Student differentiates epidemiology of some virus, bacteria, fungi and parasites infections and determines geographical range of their occurrence of some of them	Student differentiates epidemiology of most virus, bacteria, fungi and parasites infections and determines geographical range of their occurrence of most of them	Student differentiates epidemiology of all virus, bacteria, fungi and parasites infections and determines geographical range of their occurrence of all of them
A06_K_U01	Student can not distinguish most common human parasites basing on their structure and life cycles and can not indicate symptoms	Student distinguishes some of most common human parasites basing on their structure and life cycles and indicates some symptoms	Student distinguishes most of most common human parasites basing on their structure and life cycles and indicates most symptoms	Student distinguishes all of most common human parasites basing on their structure and life cycles and indicates all symptom
A06_K_U02	Student can not classify microorganisms with regard to pathogenic and physiological flora microorganisms	Student classifies some microorganisms with regard to pathogenic and physiological flora microorganisms	Student classifies most microorganisms with regard to pathogenic and physiological flora microorganisms	Student classifies all microorganisms with regard to pathogenic and physiological flora microorganisms
A06_K_U03	Student can not make use of his/her knowledge about functioning of parasite-host system for right therapy of diseases caused by parasites	Student sufficiently makes use of his/her knowledge about functioning of parasite-host system for right therapy of diseases caused by parasites	Student makes use of most of his/her knowledge about functioning of parasite-host system for right therapy of diseases caused by parasites	Student makes use of all of his/her knowledge about functioning of parasite-host system for right therapy of diseases caused by parasites
A06_K_K01	Student can not characterise advantages resulting from enhancing his/her occupational knowledge and practice skills in microbiology and parasitology, negates necessity of owning such knowledge and skills	Student imprecisely characterises advantages resulting from enhancing his/her occupational knowledge and practice skills in microbiology and parasitology, partially negates necessity of owning such knowledge and	Student quite precisely characterises advantages resulting from enhancing his/her occupational knowledge and practice skills in microbiology and parasitology, understands necessity of owning such knowledge and	Student precisely characterises advantages resulting from enhancing his/her occupational knowledge and practice skills in microbiology and parasitology, understands necessity of owning such knowledge and

	what results in lack of empathy and respect to teacher and other students	skills what sometimes results in lack of empathy and respect to teacher and other students	skills, presents respect and empathy	skills, presents respect and empathy to teacher and other students.
A06_K_K02	Student can not find any argument in favour to continuously enhance his/her knowledge and skills in microbiology and parasitology.	Student lists few arguments in favour to continuously enhance his/her knowledge and skills in microbiology and parasitology	Student lists few precise arguments in favour to continuously enhance his/her knowledge and skills in microbiology and parasitology	Student lists precise arguments in favour to continuously enhance his/her knowledge and skills in microbiology and parasitology keeping in mind knowledge and skills directly influence on professional and empathic contact with patient

PIE1.B01. Psychology

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Psychology	Code	PIE1.B01	ECTS points	2.0	
Unit	Social and Medical Faculty Nursing and Midwifery Department (32) 264-74-75 ext. 12, dziekanat@wsps.pl					
Status of course/Modular block			Obligatory B. Social sciences			
Year	Semester	Form of classes, hours and ECTS points for particular forms of education				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
1	1	30	---	15	---	---
Form of crediting		ZO	---	ZO	---	---
ECTS		2.0			---	---
Education area for the field of study	Medical sciences, health sciences and physical education sciences B. Social sciences + foreign language					
Field of science	Health Sciences					
Language of lectures	English					
Prerequisites	None					
Education goal	<ul style="list-style-type: none"> Familiarizing students with basic mechanisms of human behavior as well as determinants of proper and disordered functioning. 					
Symbol of the course educational outcome	Description of the course educational outcome			Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome (+ - low, ++ - medium, +++ - high)	
B01_K_W01	Characterizes psychological basics of human behavior and development, the conditions for proper and disturbed functioning			B.W1	+++	
B01_K_W02	Describes problems which occur in the relationship between a human being and a social environment			B.W2	+++	
B01_K_W03	Presents human functioning mechanisms in all sorts of difficult situations			B.W3	+++	

B01_K_W04	Presents stages and characterizes the regularity of human mental development	B.W4	+++
B01_K_W05	Distinguishes emotions from motivation and characterizes personality and its possible disorders	B.W5	+++
B01_K_W06	Characterizes the process of communication and information exchange in terms of the nature and structure of the phenomena taking place in it	B.W6	+++
B01_K_W07	Characterizes models and styles of interpersonal communication	B.W7	+++
B01_K_W08	Characterizes anxiety reduction techniques and relaxation methods as well as mechanisms of formation, operation and prevention of the professional burnout syndrome	B.W8	+++
B01_K_W09	Discusses extensively the cognitive processes and distinguishes between correct, disordered and pathological behaviors	B.W14	+++
B01_K_U01	Assesses the impact of difficult situations (e.g. illness, hospitalization) on human physical and mental condition as well as on social functioning	B.U2	++
B01_K_U02	Designs and implements rudimentary forms of psychological support in simulated conditions	B.U3	++
B01_K_U03	Predicts the impact of illness and hospitalization on the human mental condition, somatic and mental dependencies	B.U4	++
B01_K_U04	Analyzes human attitudes, the process of their formation and changes	B.U5	++
B01_K_U05	Assesses human functioning in difficult situations (stress, conflict, frustration)	B.U6	++
B01_K_U06	Knows psychological aspects of human functioning at various development stages	B.U7	++
B01_K_U07	Knows psychosocial aspects of sex and pro-family education	B.U8	++
B01_K_U08	Controls mistakes and barriers in the process of communication	B.U9	++
B01_K_U09	Demonstrates active listening skills	B.U10	++
B01_K_U10	Uses verbal, nonverbal and extra verbal communication techniques in the health care	B.U11	++
B01_K_U11	Creates conditions for proper nurse-patient and nurse-medical staff communication	B.U12	++
B01_K_U12	Selects appropriate anxiety reduction techniques and relaxation methods	B.U13	++
B01_K_U13	Applies techniques for professional burnout syndrome prevention	B.U14	++
B01_K_K01	Respects the dignity and autonomy of people entrusted to care	D.K1	+
B01_K_K02	Systematically improves knowledge on psychology, aiming at achieving professionalism	D.K2	+
B01_K_K03	Respects the patient's rights	D.K5	+
B01_K_K04	Adheres to professional secrecy	D.K7	+
Implemented directional educational outcomes			
Symbol of the directional educational outcome	Description of the directional educational outcome		
B.W1	Knows psychological basics of human behavior and development, the conditions for proper and disturbed functioning		

B.W2	Knows the issues of the relationship between a human being and a social environment		
B.W3	Discusses the mechanisms of human functioning in difficult situations		
B.W4	Lists stages and regularities of human mental development		
B.W5	Distinguishes between the concept of emotion and motivation and knows the concept of personality and its disorders		
B.W6	Characterizes the nature and structure of the phenomena taking place in the process of communication and information exchange		
B.W7	Defines models and styles of interpersonal communication		
B.W8	Knows anxiety reduction techniques and relaxation methods as well as mechanisms of formation, operation and prevention of the professional burnout syndrome		
B.W14	Understands the cognitive processes and distinguishes between correct, disordered and pathological behaviors		
B.U2	Assesses the influence of illness, hospitalization and other difficult situations on human physical and mental as well as social functioning		
B.U3	Designs and implements rudimentary forms of psychological support in simulated conditions		
B.U4	Predicts the influence of illness and hospitalization on human mental condition, somatic and mental dependencies		
B.U5	Analyzes human attitudes, the process of their formation and changes		
B.U6	Assesses human functioning in difficult situations (stress, conflict, frustration)		
B.U7	Knows psychological aspects of human functioning at various development stages		
B.U8	Knows psychosocial aspects of sex and pro-family education		
B.U9	Controls mistakes and barriers in the process of communication		
B.U10	Demonstrates active listening skills		
B.U11	Uses verbal, nonverbal and extra verbal communication techniques in the health care		
B.U12	Creates conditions for proper nurse-patient and nurse-medical staff communication		
B.U13	Selects appropriate anxiety reduction techniques and relaxation methods		
B.U14	Applies techniques for professional burnout syndrome prevention		
D.K1	Respects the dignity and autonomy of people entrusted to care		
D.K2	Systematically develops professional knowledge and skills, striving for professionalism		
D.K5	Respects the patient's rights		
D.K7	Adheres to professional secrecy		
CURRICULUM CONTENT			
Course symbol	Subject of classes	Implemented educational outcomes	Hours
Form of classes: lectures			
W01	Psychology as a science. Outline of the history of psychology.	B01_K_W01	2
W02	Cognitive processes: consciousness, impressions, perception, attention.	B01_K_W01 B01_K_W09	2
W03	Cognitive processes: memory, imagination, thinking, speech.	B01_K_W01 B01_K_W09	2
W04	Application of knowledge on cognitive processes in the profession of a nurse.	B01_K_W01 B01_K_W09	2
W05	Emotions and emotional disorders.	B01_K_W05	2
W06	Emotion and motivation processes.	B01_K_W05 B01_K_U06	2

W07	Selected concepts of personality.	B01_K_W04 B01_K_U05	2		
W08	Components of personality structure: disposition, attitudes, needs, self-image, self-assessment.	B01_K_W04 B01_K_U04	2		
W09	Regulatory role of human psychosocial needs.	B01_K_W02 B01_K_U07	2		
W10	Illness as a stressful situation in human life.	B01_K_W03 B01_K_U01 B01_K_U02 B01_K_U03 B01_K_U05	2		
W11	Physiological and psychological stress response mechanisms.	B01_K_W03 B01_K_U01 B01_K_U02 B01_K_U03 B01_K_U05	2		
W12	Difficult situations, their types and methods of assessment.	B01_K_W03 B01_K_U01 B01_K_U02 B01_K_U03 B01_K_U05	2		
W13	Adaptive and non-adaptive methods of coping with stress.	B01_K_W08 B01_K_U12 B01_K_U13	2		
W14	Psychological resilience and practical application of stress management skills. Professional burnout.	B01_K_W08 B01_K_U12 B01_K_U13	2		
W15	Interpersonal communication, theoretical assumptions, perturbations and methods of establishing correct relationships.	B01_K_W06 B01_K_W07 B01_K_U08 B01_K_U09 B01_K_U10 B01_K_U11	2		
Hours in total: lectures		30			
Form of classes: classes without participation of an academic teacher (BNA)					
BNA01	Sexual orientation, gender identity. Social functioning, specific barriers and needs of LGBT individuals	B01_K_W01 B01_K_W02 B01_K_W03 B01_K_W04 B01_K_W05 B01_K_U06 B01_K_U07	5		
BNA02	Human attitudes. Conformism. Publicity and the influence of mass media on people's attitudes and behavior. Stereotypes and social prejudices. Human aggression (its causes, ways of explaining the phenomenon).	B01_K_W02 B01_K_U04	5		
BNA03	Process of communication and information exchange in terms of the nature and structure of the phenomena taking place in it. Models and styles of interpersonal communication. Control of mistakes and barriers in the communication process. Active listening. Verbal, nonverbal and extra verbal communication techniques in the health care. Creating conditions for proper nurse-patient and nurse-medical staff communication.	B01_K_W06 B01_K_W07 B01_K_U04 B01_K_U08 B01_K_U09 B01_K_U10 B01_K_U11	5		
Hours in total: BNA		15			
Correlation of particular types of classes					
Semester	W	C	BNA	ZP	PZ

1	W01	---	---	---	---
	W02	---	BNA01	---	---
	W03	---	---	---	---
	W04	---	---	---	---
	W05	---	---	---	---
	W06	---	---	---	---
	W07	---	---	---	---
	W08	---	BNA02	---	---
	W09	---	BNA03	---	---
	W10	---	---	---	---
	W11	---	---	---	---
	W12	---	---	---	---
	W13	---	---	---	---
	W14	---	---	---	---
	W15	---	---	---	---
The matrix of educational outcomes for the course in terms of methods of verification of the intended educational outcomes and the form of classes					
Educational outcome code	Forms of classes		Verification methods		
	W	BNA	W	BNA	
B01_K_W01	W01, W02, W03, W04	BNA01	single or multiple choice test	single or multiple choice test	
B01_K_W02	W09	BNA01, BNA02	single or multiple choice test	single or multiple choice test	
B01_K_W03	W10, W11, W12	BNA01	single or multiple choice test	single or multiple choice test	
B01_K_W04	W07, W08	BNA01	single or multiple choice test	single or multiple choice test	
B01_K_W05	W05, W06	BNA01	single or multiple choice test	single or multiple choice test	
B01_K_W06	W15	BNA03	single or multiple choice test	single or multiple choice test	
B01_K_W07	W15	BNA03	single or multiple choice test	single or multiple choice test	
B01_K_W08	W13, W14	---	single or multiple choice test	---	
B01_K_W09	W02, W03, W04	---	single or multiple choice test	---	
B01_K_U01	W10, W11, W12	---	single or multiple choice test	---	
B01_K_U02	W10, W11, W12	---	single or multiple choice test	---	
B01_K_U03	W10, W11, W12	---	single or multiple choice test	---	
B01_K_U04	W08	BNA02, BNA03	single or multiple choice test	single or multiple choice test	
B01_K_U05	W07, W10, W11, W12	---	single or multiple choice test	---	

B01_K_U06	W06	BNA01	single or multiple choice test	single or multiple choice test
B01_K_U07	W09	BNA01	single or multiple choice test	single or multiple choice test
B01_K_U08	W15	BNA03	single or multiple choice test	single or multiple choice test
B01_K_U09	W15	BNA03	single or multiple choice test	single or multiple choice test
B01_K_U10	W15	BNA03	single or multiple choice test	single or multiple choice test
B01_K_U11	W15	BNA03	single or multiple choice test	single or multiple choice test
B01_K_U12	W13, W14	---	single or multiple choice test	---
B01_K_U13	W13, W14	---	single or multiple choice test	---
B01_K_K01	all	all	360° observation	360° observation
B01_K_K02	all	all	360° observation	360° observation
B01_K_K03	all	all	360° observation	360° observation
B01_K_K04	all	all	360° observation	360° observation

Teaching methods, the method of implementation and evaluation

Lecture + classes without the participation of an academic teacher (BNA)	<p>Lecture with multimedia presentation and/or conversational lecture.</p> <p>Classes without participation of an academic teacher (BNA) stand for unassisted student's work – the subject of the classes is provided above. Students become familiar with the consecutive subjects of the BNA classes based on a list of basic and supplementary bibliography or additional materials prepared by an academic teacher.</p> <p>Lectures and BNA classes cover educational outcomes regarding knowledge, skills and social competences.</p> <p>The following information presents the classes and the educational outcomes implemented:</p> <p>Educational outcomes assigned to each course are presented in the syllabus. All educational outcomes assigned to a particular type of classes (e.g. a lecture) are taken into consideration by the lecturer in the conducted classes. This should be reflected in an outline prepared by the lecturer (the outline should be attached to the course portfolio).</p> <p>In the case of BNA classes, the lecturer should indicate to students, who work individually on a particular subject, which aspects of the subject they should pay special attention to; the aspects result from educational outcomes assigned to a particular subject.</p> <p>BNA01: Sexual orientation, gender identity. Social functioning, specific barriers and needs of LGBT individuals.</p> <p>Note: the introduction of the subject of the BNA01 is the implementation of the recommendations of KRASzPiP.</p> <p>Implementing this subject, a student should be able to explain the following issues:</p> <ul style="list-style-type: none"> • What in the human development may have influence on the sexual orientation and gender identity? (B01_K_W01) • What problems occurring in the relationship between a human and a social environment may an individual of LGTB orientation have? (B01_K_W02) • What functioning mechanisms does an individual of LGTB orientation develop? Does being an individual of LGTB orientation create the sense of experiencing difficult situations more frequently compared to an individual of heterosexual orientation? (B01_K_W03) • At which stage of human mental development may the change in sexual orientation occur? (B01_K_W04) • How does sexual orientation influence human personality? Can LGBT be viewed as a personality disorder? (B01_K_W05) • How can psychological aspects of human functioning be described in different periods
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	<p>of development in the case of an individual of LGTB orientation? How to recognize, in terms of psychology, which sexual orientation is dominant in a particular period of development? (B01_K_U06)</p> <ul style="list-style-type: none"> • Can improper sex and pro-family education have influence on sexual orientation, gender identity or social functioning? How to identify sources lying in sex and pro-family education which may have influence on gender identity? (B01_K_U07) <p>BNA02: Human attitudes. Conformism. Publicity and the influence of mass media on people's attitudes and behavior. Stereotypes and social prejudices. Human aggression (its causes, ways of explaining this phenomenon).</p> <p>The student should present typical problems resulting from some human attitudes which have influence on the occurrence of various problems in the relationship between a human and a natural environment:</p> <ul style="list-style-type: none"> • conformist attitude, • attitude characterized by succumbing to stereotypes and social prejudices, • aggressive attitude towards the environment (B01_K_W02). <p>The student should also be able to analyze human attitudes that are influenced by publicity and mass media (B01_K_U04).</p> <p>BNA03: Process of communication and information exchange in terms of the nature and structure of the phenomena taking place in it. Models and styles of interpersonal communication Control of mistakes and barriers in the communication process. Active listening. Verbal, nonverbal and extra verbal communication techniques in the health care. Creating conditions for proper nurse-patient and nurse-medical staff communication.</p> <p>The course ends with a final test.</p> <p>The condition for passing the final test is to obtain a minimum 3.0 grade for each educational outcome regarding knowledge. Obtaining at least one unsatisfactory grade for the educational outcome is equivalent to obtaining an unsatisfactory grade for the entire final test. In a particular case when the student receives one or two unsatisfactory grades for educational outcomes (when only a few hundredths of a point are missing in order to obtain a positive result), the lecturer may decide on additional questioning of the student regarding the particular educational outcome(s), making a relevant note on the student's test sheet (along with the additional questions).</p>			
Student's workload (<i>practical classes are marked with an asterisk</i>)				
Hours of student's work	Activity form	Hours in detail	Hours in total	
Contact hours with an academic teacher	Participation in lectures	30	30	
	Participation in practical classes *	---	---	
	Participation in consultations related to classes *	2 hours lecture 2 hours BNA	2 2	
Student's individual work	Preparation for practical classes *	---	---	
	Individual work related to the subject of BNA classes	15 hours	15	
	Preparation for the final test from lectures	5 hours	5	
Total student's workload			54	
Quantity indicators	Workload		Hours	ECTS
	Student's workload associated with classes that require direct teacher participation		34	1,3
	Student's workload associated with classes that do not require direct teacher participation		20	0,7
	* Student's workload associated with practical classes		0	0,0
	* Student's workload associated with theoretical classes		54	2,0
Basic bibliography	<ul style="list-style-type: none"> • Birch A., Malim T., Psychologia rozwojowa w zarysie (Outline of Developmental Psychology), PWN, Warszawa 2007. • Bishop G.D., Psychologia zdrowia (Health Psychology), Astrum, Wrocław 2000. 			

	<ul style="list-style-type: none"> • Dolińska-Zygmunt G., Elementy psychologii zdrowia (Elements of Health Psychology), Wydawnictwo Uniwersytetu Wrocławskiego, Wrocław 1996. • Heszen-Niejodek L., Sęk H. Psychologia zdrowia (Health Psychology), PWN, Warszawa 1997. • Zimbardo, Johnson, Mc Cann, Psychologia. Kluczowe koncepcje (Psychology. Key Concepts), PWN, Warszawa 2010. • Strelau J., Psychologia: podręcznik akademicki, T. 1-3 (Psychology: academic textbook, Vol. 1-3). Gdańsk: Gdańskie Wydawnictwo Psychologiczne, 2008. • Aronson E. Człowiek istota społeczna (Human as a social being), Warszawa: Wydawnictwo Naukowe PWN, 1998. 			
Supplementary bibliography	<ul style="list-style-type: none"> • Formański J. Psychologia dla pielęgniarek (Psychology for Nurses), Wyd. Lek. PZWL, Warszawa 2000. • Jarosz M.: Psychologia lekarska (Medical Psychology), PZWL, Warszawa 1998. • Meitzel G.: Wprowadzenie do psychologii (Introduction to Psychology), Gdańsk 2000. • Salmon P. Psychologia w medycynie (Psychology in Medicine), Gdańsk 2003. 			
Grades – details (intermediate grades omitted: 3.5 and 4.5).				
Educational outcomes	For grade 2	For grade 3	For grade 4	For grade 5
B01_K_W01	Does not characterize psychological basics of human behavior and development, the conditions for its proper and disturbed functioning	Characterizes very generally psychological basics of human behavior and development, does not describe (or describes with mistakes) the conditions for its proper and disturbed functioning	Characterizes quite well psychological basics of human behavior and development, presents almost without mistakes the conditions for its proper and disturbed functioning	Characterizes psychological basics of human behavior and development, the conditions for its proper and disturbed functioning
B01_K_W02	Does not describe problems which occur in the relationship between a human being and a social environment	Describes selected problems which occur in the relationship between a human being and a social environment	Describes most problems which occur in the relationship between a human being and a social environment	Describes problems which occur in the relationship between a human being and a social environment
B01_K_W03	Does not present human functioning mechanisms in all sorts of difficult situations	Presents selected human functioning mechanisms in all sorts of difficult situations	Presents most human functioning mechanisms in all sorts of difficult situations	Presents human functioning mechanisms in all sorts of difficult situations
B01_K_W04	Does not present stages and does not characterize the regularities of human mental development	Presents some stages and/or some regularities of human mental development	Presents most stages and characterizes the regularities of human mental development	Presents stages and characterizes the regularities of human mental development
B01_K_W05	Does not distinguish between emotions and motivation and/or does not characterize personality and its possible disorders	Distinguishes imprecisely between emotions and motivation, characterizes to a small degree personality and its possible disorders	Distinguishes quite well between emotions and motivation, characterizes quite well personality and its possible disorders	Distinguishes between emotions and motivation and characterizes personality and its possible disorders
B01_K_W06	Does not present the process of communication and information exchange in terms of the nature and structure of the phenomena taking	Describes imprecisely the process of communication and information exchange in terms of the nature	Characterizes quite well the process of communication and information exchange in terms of the nature and structure of the	Characterizes the process of communication and information exchange in terms of the nature and

	place in it	and structure of the phenomena taking place in it	phenomena taking place in it	structure of the phenomena taking place in it
B01_K_W07	Does not describe models and styles of interpersonal communication	Characterizes to a small degree, imprecisely, models and styles of interpersonal communication	Characterizes almost without mistakes models and styles of interpersonal communication	Characterizes models and styles of interpersonal communication
B01_K_W08	Does not characterize anxiety reduction techniques or relaxation methods nor the mechanisms of formation, operation and prevention of the professional burnout syndrome	Characterizes some anxiety reduction techniques and relaxation methods, describes imprecisely mechanisms of formation, operation and prevention of the professional burnout syndrome	Characterizes almost without mistakes anxiety reduction techniques and relaxation methods as well as mechanisms of formation, operation and prevention of the professional burnout syndrome	Characterizes anxiety reduction techniques and relaxation methods as well as mechanisms of formation, operation and prevention of the professional burnout syndrome
B01_K_W09	Does not describe the cognitive processes and does not distinguish between correct, disordered and pathological behaviors	Describes very imprecisely the cognitive processes and distinguishes imprecisely between correct, disordered and pathological behaviors	Describes quite well the cognitive processes and distinguishes quite well between correct, disordered and pathological behaviors	Discusses extensively the cognitive processes and distinguishes between correct, disordered and pathological behaviors
B01_K_U01	Does not assess the influence of difficult situations on human physical and mental condition or on social functioning	Assesses to a small degree the influence of illness, hospitalization and other difficult situations on human physical and mental as well as on social functioning	Assesses to a large degree the influence of difficult situations on human physical and mental condition as well as on social functioning	Assesses the influence of difficult situations (e.g. illness, hospitalization) on human physical and mental condition as well as on social functioning
B01_K_U02	Does not design and does not implement the rudimentary forms of psychological support in simulated conditions	Designs and implements to a small degree and imprecisely the rudimentary forms of psychological support in simulated conditions	Designs and implements to a large degree and without important substantive mistakes the rudimentary forms of psychological support in simulated conditions	Designs and implements rudimentary forms of psychological support in simulated conditions
B01_K_U03	Does not predict the influence of illness and hospitalization on the human mental condition, somatic and mental dependencies	Predicts to a small degree the influence of illness and hospitalization on the human mental condition, somatic and mental dependencies	Predicts to a large degree the influence of illness and hospitalization on the human mental condition, somatic and mental dependencies	Predicts the influence of illness and hospitalization on the human mental condition, somatic and mental dependencies
B01_K_U04	Does not analyze human attitudes, the process of their formation and changes	Analyzes imprecisely human attitudes, the process of their formation and changes	Analyzes quite well human attitudes, the process of their formation and changes	Analyzes professionally human attitudes, the process of their formation and changes
B01_K_U05	Does not assess human functioning in difficult situations	Assesses very imprecisely human functioning in difficult	Assesses quite well human functioning in difficult situations	Assesses human functioning in difficult situations (stress,

	(stress, conflict, frustration)	situations (stress, conflict, frustration)	(stress, conflict, frustration)	conflict, frustration)
B01_K_U06	Does not know psychological aspects of human functioning at various development stages	Knows only some psychological aspects of human functioning at various development stages	Knows most psychological aspects of human functioning at various development stages	Knows psychological aspects of human functioning at various development stages
B01_K_U07	Does not know psychosocial aspects of sex and pro-family education	Knows only some psychosocial aspects of sex and pro-family education	Knows most psychosocial aspects of sex and pro-family education	Knows psychosocial aspects of sex and pro-family education
B01_K_U08	Does not control mistakes and barriers in the process of communication	Controls few mistakes and barriers in the process of communication	Controls most mistakes and barriers in the process of communication	Controls mistakes and barriers in the process of communication
B01_K_U09	Does not have active listening skills	To a small degree has active listening skills	To a quite large degree has active listening skills	Demonstrates active listening skills
B01_K_U10	Does not use verbal, nonverbal or extra verbal communication techniques in the health care	Uses few verbal, nonverbal and extra verbal communication techniques in the health care	Uses quite well verbal, nonverbal and extra verbal communication techniques in the health care	Uses verbal, nonverbal and extra verbal techniques in the health care
B01_K_U11	Does not create conditions for proper nurse-patient or nurse-medical staff communication	Creates selected conditions for proper nurse-patient and nurse-medical staff communication	Creates most conditions for proper nurse-patient or nurse-medical staff communication	Creates conditions for proper nurse-patient and nurse-medical staff communication
B01_K_U12	Does not select appropriate anxiety reduction techniques or relaxation methods	Selects very poorly appropriate anxiety reduction techniques and relaxation methods	Selects quite professionally appropriate anxiety reduction techniques and relaxation methods	Selects appropriate anxiety reduction techniques and relaxation methods
B01_K_U13	Does not apply techniques of professional burnout syndrome prevention	Applies to a small degree techniques of professional burnout syndrome prevention	Applies to a large degree techniques of professional burnout syndrome prevention	Applies techniques of professional burnout syndrome prevention
B01_K_K01	Does not respect the dignity and autonomy of people entrusted to care	Respects to a small degree the dignity and autonomy of people entrusted to care	Respects to a large degree the dignity and autonomy of people entrusted to care	Respects the dignity and autonomy of people entrusted to care
B01_K_K02	Does not improve knowledge in terms of psychology, does not aim at achieving professionalism	Improves to a small degree knowledge in terms of psychology, aiming at achieving professionalism	Improves to a large degree knowledge in terms of psychology, aiming at achieving professionalism	Systematically improves knowledge in terms of psychology, aiming at achieving professionalism
B01_K_K03	Does not respect the patient's rights	Respects to a small degree the patient's rights	Respects to a large degree the patient's rights	In all circumstances respects the patient's rights
B01_K_K04	Does not adhere to professional secrecy	Adheres to a small degree to professional secrecy	Adheres to a large degree to professional secrecy	Adheres to professional secrecy

PIE1.B03. Pedagogy

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	pedagogy	Code	PIE1.B03	ECTS points	2.0	
Unit	Social and Medical Faculty Nursing and Midwifery Department					
Status of course / Modular block		Obligatory A. Basic sciences				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
1	1	15	30	15	---	---
Form of crediting		ZO	ZO	ZO	---	---
ECTS		2.5			---	---
Education area in direction of studies	Medical sciences, health sciences and physical education sciences B. Social sciences + foreign language					
Field of science	Health Sciences					
Language of lectures	English					
Prerequisites	None					
Education goal	<p>The aim of the course is to provide students with the basics of pedagogical knowledge necessary to execute professional tasks, in particular:</p> <ul style="list-style-type: none"> Educative and didactic interactions with regard to particular categories of nursing services recipients. Development of responsibility for the process of conscious self-education. Participation in the process of practical training for nursing students. 					
Symbol of the course educational outcome	Description of the course educational outcome			Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome (+ - low, ++ - medium, +++ - high)	
B03_K_W01	Explains basic concepts and issues of pedagogy as an applied science and the educative process in terms of a social phenomenon (illness, recovery, hospitalization, death)			B.W16	+++	
B03_K_W02	Characterizes the process of education in terms of health			B.W17	+++	

	education		
B03_K_W03	Describes issues of health education methodology with regard to children, adolescents and adults	B.W18	+++
B03_K_W04	Assesses the learning and educational environment in terms of recognition of health problems among children and adolescents	C.W24	+++
B03_K_U01	Knows psychosocial aspects of sex and pro-family education	B.U8	+++
B03_K_K01	Respects the dignity and autonomy of individuals subject to the pedagogic influence	D.K1	+
B03_K_K02	Systematically improves professional knowledge on pedagogy, aiming at achieving professionalism	D.K2	+
Implemented directional educational outcomes			
Symbol of the directional educational outcome	Description of the directional educational outcome		
B.W16	Explains basic concepts and issues of pedagogy as an applied science and the educative process in terms of a social phenomenon (illness, recovery, hospitalization, death)		
B.W17	Demonstrates understanding of the process of education in terms of health education		
B.W18	Knows issues of health education methodology with regard to children, adolescents and adults		
C.W24	Assesses the teaching and educative environment in terms of recognition of health problems among children and adolescents		
B.U8	Knows psychosocial aspects of sex and pro-family education		
D.K1	Respects the dignity and autonomy of people entrusted to care		
D.K2	Systematically develops professional knowledge and skills, aiming at professionalism		
CURRICULUM CONTENT			
Course symbol	Subject of classes	Hours	Implemented educational outcomes
Form of classes: lectures			
W01	<p>Education as a social phenomenon:</p> <ul style="list-style-type: none"> • concept: education, self-education, socialization, educative situation; • social personality and its components; • philosophical foundations of the educative activity; • health education, health literacy; • educative environment; 	7	B03_K_W01 B03_K_W02 B03_K_W03 B03_K_W04
W02	<p>Educative process – philosophical foundations of the educative activity:</p> <ul style="list-style-type: none"> • educative goals as implementation of personal and social values; • characteristics of the educative process; • educative goals, principles, methods and forms; • determinants of the process; • anomy, heteronomy and autonomy in the process of self-education; • educative difficulties; • development of the educative environment. 	6	B03_K_W01 B03_K_W02 B03_K_W03 B03_K_W04

W03	<p>Educative strategies:</p> <ul style="list-style-type: none"> • the concept of education and self-education; • factors contributing to self-education; • the role of an environment in self-education; • Nursing services in the educative, educational and socialization processes 	2	<p>B03_K_W01 B03_K_W02 B03_K_W03 B03_K_W04</p>
Hours in total: lectures		30	
Form of classes: practical classes (seminar) *			
C01	<p>Organization and methods of care and educative work in selected care facilities for adults and children:</p> <ul style="list-style-type: none"> • presentation of methods of work; • selection of methods of work according to the place of care and educative work; • organization of work. 	5	<p>B03_K_W03 B03_K_W04</p>
C02	<p>Planning the educative and didactic work with regard to various categories of nursing services recipients:</p> <ul style="list-style-type: none"> • different types of nursing services; • recipients of nursing services; • the place of providing care; • factors which are important in planning and executing work as well as achieving results; • assessment of the work results. 	5	<p>B03_K_W03 B03_K_W04</p>
C03	<p>Health education for children and adolescents:</p> <ul style="list-style-type: none"> • the basic principles of teaching and learning; • determinants of the process of learning; • habits and addictions; • developing good habits as the basis for a healthy lifestyle. 	3	<p>B03_K_W03 B03_K_W04</p>
C04	<p>Communication as one of the elements of educative influence:</p> <ul style="list-style-type: none"> • the essence of the communication process; • perturbation in providing information and how to prevent it; • types of behaviors and corresponding types of messages; • ethical behavior and providing information; • communication with a patient in difficult health situations. 	7	<p>B03_K_W03 B03_K_W04</p>
C05	<p>Education as a social phenomenon:</p> <ul style="list-style-type: none"> • nurse in a role of an educator; • the role of a nurse in sex and pro-family education. 	10	<p>B03_K_W03 B03_K_W04 B03_K_U01</p>
Hours in total: practical classes (seminar)		30	
Form of classes: classes without the participation of an academic teacher (BNA)			
BNA01	Outline of the history of education	5	B03_K_W01
BNA02	Educational ideologies	5	B03_K_W01
BNA03	Mainstreams in pedagogy, basic concepts – socialization, educating, education, learning, teaching	5	B03_K_W01
Hours in total: BNA		15	
Correlation of particular types of classes			

	Lecture	Practical classes (seminar)	BNA	
	W01	C01, C06	BNA01	
	W02	C02	BNA01	
	W02	C02, C03	BNA02	
	W03	C02, C04	BNA03	
	W03	C05	BNA02	
The matrix of educational outcomes for the subject with reference to the methods of verification of the intended educational outcomes and the form of the classes				
Educational outcome code	Forms of classes		Verification methods	
	W + BNA	CW	W + BNA	CW
B03_K_W01	W01, W02, W03, BNA01, BNA02, BNA03	---	single or multiple choice test	---
B03_K_W02	W01, W02, W03	---	single or multiple choice test	---
B03_K_W03	W01, W02, W03	C01, C02, C03, C04, C05	single or multiple choice test	
B03_K_W04	W01, W02, W03	C01, C02, C03, C04, C05	single or multiple choice test	
B03_K_U01	---	C05		
B03_K_K01	All	All	360° observation	360° observation
B03_K_K02	All	All	360° observation	360° observation
Teaching methods, method of implementation and evaluation				
Lecture + classes without the participation of an academic teacher (BNA) + practical classes (seminar)	<p>Lecture with multimedia presentation and/or conversational lecture.</p> <p>Classes without participation of an academic teacher (BNA) stand for unassisted student's work – the subject of classes is provided above. Students become familiar with the following subjects of the BNA classes based on a list of basic and supplementary bibliography or additional materials prepared by an academic teacher.</p> <p>Practical classes (seminars) are conducted in small groups. Attendance in the classes is obligatory. Students may be asked to present issues which they worked on within BNA classes (e.g. in the form of a multimedia presentation).</p> <p>Lectures, practical classes and BNA classes cover educational outcomes regarding knowledge and social competences:</p> <p>Assigning educational outcomes to each course is presented in the syllabus. The lecturer includes all educational outcomes assigned to a particular type of classes (e.g. a lecture) in the conducted classes. This should be reflected in an outline prepared by the lecturer (the outline should be attached to the course portfolio).</p> <p>In the case of BNA classes, the lecturer should indicate to students, who work individually on a particular subject, which aspects of the subject they should pay special attention to; the aspects result from educational outcomes assigned to a particular subject.</p> <p>The course ends with a final test. The condition for participating in the final test is to complete the practical classes (seminar).</p> <p>The condition for passing the final test is to obtain a minimum 3.0 grade for each educational outcome regarding knowledge. Obtaining at least one unsatisfactory grade for the educational outcome is equivalent to obtaining an unsatisfactory grade for the entire final test. In the particular case when the student receives one or two unsatisfactory grades for educational outcomes (when only a few hundredths of a point are missing in order to obtain a positive result), the lecturer may decide on additional questioning of the student regarding the particular educational outcome(s), making a relevant note on the student's test sheet (along with the additional questions).</p>			
	<p>Student's workload (<i>practical classes are marked with an asterisk</i>)</p>			

Hours of student's work	Activity form	Hours in detail	Hours in total	
Contact hours with an academic teacher	Participation in lectures	15 hours	15	
	Participation in practical classes *	30 hours	30*	
	Participation in consultations related to classes *	2 hours lecture 2 hours practical classes 2 hours BNA	2 2* 2	
Student's individual work	Preparation for practical classes *	30 hours	30*	
	Individual work related to the subject of BNA classes	15 hours	15	
	Preparation for the final test	5 hours	5	
Total student's workload			101	
Quantity indicators	Workload		ECTS	
	Student's workload associated with classes that require direct teacher participation		1.25	
	Student's workload associated with classes that do not require direct teacher participation		1,25	
	* Student's workload associated with practical classes		1,5	
	* Student's workload associated with theoretical classes		1.0	
Basic bibliography	<ul style="list-style-type: none"> Ciechaniewicz W., Pedagogika (Pedagogy), Warszawa: Wydawnictwo Lekarskie PZWL, 2008. Wierzchowska-Konera B., Sobocki M. Pedagogika. Podręcznik dla szkół medycznych. (Pedagogy. Textbook for medical schools.), Warszawa PZWL, 2008. Nowak M. Pedagogiczny profil nauk o wychowaniu. Studium w odniesieniu do pedagogiki pielęgniarstwa. (Pedagogical profile of educative sciences. Study with reference to nursing pedagogy.), Lublin: Wydawnictwo KUL, 2012. Przetacznik-Gierowska M., Włodarski Z., Psychologia wychowawcza. T. 1, 2, (wybrane fragmenty) (Educative psychology, vol. 1, 2, (selected fragments)), PWN, 2014 Jakubowska-Winecka A., Włodarczyk D. Psychologia w praktyce medycznej (Psychology in medical practice), Warszawa: Wydawnictwo Lekarskie PZWL 2015. Woynarowska B., Edukacja zdrowotna (Health education), Warszawa PWN, 2012. Litak S., Historia wychowania tom 1, 2 Podręcznik akademicki (History of education, vol. 1, 2, Academic textbook), Warszawa: WAM, 2008. Filipiak E., Rozwijanie zdolności uczenia się (Developing the ability to learn), Gdańskie Wydawnictwo Psychologiczne, Sopot 2009. 			
Supplementary bibliography	<ul style="list-style-type: none"> Konarszewska K. (red.), Sztuka nauczania (The Art of Teaching), PWN, Warszawa 1995. S. Kot, Historia wychowania. Od starożytnej Grecji do połowy wieku XVIII, Tom 1. (History of education. From Ancient Greece to the first half of 18th century, vol. 1), Warszawa 1994. S. Kot., Historia wychowania. Wychowanie nowoczesne. Od połowy wieku XVIII do współczesnej doby. Tom 2. (History of education. Modern education. From the second half of 18th century till the present, vol. 2), Żak, Warszawa 1994. 			
Grades – details (intermediate grades omitted: 3.5 and 4.5).				
Educational outcomes	For grade 2	For grade 3	For grade 4	For grade 5
B03_K_W01	The student cannot explain basic concepts and issues of pedagogy as an applied science and	The student explains sufficiently basic concepts and issues of pedagogy as an applied science and	The student explains well the basic concepts, processes and issues of pedagogy as an applied	The student explains very well the basic concepts, processes and issues of pedagogy as an applied

	the process of education in terms of a social phenomenon (illness, recovery, hospitalization, death)	the process of education in terms of a social phenomenon (illness, recovery, hospitalization, death); knows periods in the history of education	science and the process of education in terms of a social phenomenon (illness, recovery, hospitalization, death); knows periods in the history of education and indicates representatives of particular schools as well as pedagogical and educational orientation and describes them in general	science and the process of education in terms of a social phenomenon (illness, recovery, hospitalization, death); knows periods in the history of education and indicates representatives of particular schools as well as pedagogical and educational orientation and describes their views
B03_K_W02	The student does not demonstrate understanding of the process of education in terms of health education	The student demonstrates sufficiently understanding of the process of education in terms of pedagogy, health education	The student demonstrates well understanding of the process of education in terms of health education; indicates philosophical foundations of education	The student demonstrates very well understanding of the process of education in terms of health education; indicates philosophical foundations of education and characterizes them with regard to a specific case
B03_K_W03	The student does not know methodology of health education, educating and teaching with regard to children, adolescents and adults	The student knows sufficiently the methodology of educating, health education with regard to children, adolescents and adults	The student knows well the methodology of health education, educating and teaching with regard to children, adolescents and adults	The student knows very well the methodology of health education, educating and teaching with regard to children, adolescents and adults
B03_K_W04	The student cannot assess the educational and educative environment in terms of recognition of health problems among children and adolescents	The student assesses sufficiently the educational and educative environment in terms of recognition of health problems among children and adolescents. The student knows basic psychological and social factors determining the process of educating and education	The student assesses well the educational and educative environment in terms of recognition of educative and health problems among children and adolescents. The student understands the influence of particular social factors on educating and teaching, processes of communication, indicates philosophical foundations of education	The student assesses very well the educational and educative environment in terms of recognition of health problems among children and adolescents. Student plans and implements the educative and educational strategy in the particular recipients category taking into consideration psychological and social determinants
B03_K_U01	The student does not know psychological aspects of sex and pro-family education	The student knows to a small degree psychological aspects of sex and pro-family education	The student knows quite comprehensively psychological aspects of sex and pro-family education	The student knows comprehensively and applies in practice psychological aspects of sex and pro-family education
B03_K_K01	The student does not respect the dignity and autonomy of individuals subject to the pedagogic influence	The student respects to a small degree the dignity and autonomy of individuals subject to the pedagogic influence	The student respects to a large degree the dignity and autonomy of individuals subject to the pedagogic influence	The student respects the dignity and autonomy of individuals subject to the pedagogic influence

B03_K_K02	The student does not improve knowledge on pedagogy, does not aim at achieving professionalism	The student improves to a small degree professional knowledge on pedagogy	The student improves to a large degree professional knowledge on pedagogy	The student systematically improves knowledge on pedagogy, aiming at achieving professionalism
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PIE1.C01. English in nursing

Name of the study field.	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	English in nursing	Code	PIE1.B07	ECTS points	4,0	
Unit	Wydział Społeczno-Medyczny Katedra Pielęgniarstwa i Położnictwa (32) 264-74-75 wewn. 12, dziekanat@wspss.pl					
Status of course / Modular block		Obligatory C. Social Sciences				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
1	1	---	30	---	---	---
2	2	---	30	---	---	---
3	3	---	30	---	---	---
4	4	---	30	---	---	---
Form of examination		---	ZO	---	---	---
ECTS		4,0			---	---
Final exam OSCE						
Education area in direction of studies.	Medical sciences, health sciences and physical culture sciences					
Field of science	Social sciences and English					
Language of lectures	Polish					
Prerequisites	None					
Education goal	The goal of English classes is acquiring the skills necessary to communicate in English, learning grammatical structures and medical vocabulary at B1 level.					
Course learning effect symbol	Description of the education effect			Reference to directional education effects	Correspondence level between course learning effect to directional education effect. (+ - low, ++ - middle, +++ - high)	
Knowledge education effects						
B07_K_W01	Knows English at B1 level according to Common European Scale of Reference and medical vocabulary			B.W46	+++	

	at a level allowing to communicate with patients, medical staff ; knows basic vocabulary concerning medical procedures and medical equipment		
B07_K_U01	Can Understand and Analyze written English according to Common European Scale of Reference	B.U32	++
B07_K_U02	Communicates in English at B1 level according to Common European Scale of Reference	B.U33	++
B07_K_K01	Improves skills and gains medical knowledge systematically, striving for perfection	D.K2	++
Major-related educational outcomes			
Major-related educational outcomes symbol	major-related educational outcomes description		
B.W46	Knows English at B1 level according to Common European Scale of Reference		
B.U32	Can Understand and Analyze written English		
B.U33	Communicates in English at B1 level according to Common European Scale of Reference		
D.K2	Improves skills and gains medical knowledge systematically, striving for perfection		
Education content			
Symbol and nr of classes	Subject of classes	Implemented education effect	Hours
Forma zajęć: ćwiczenia			
C01	Vocabulary: Places Greetings Introductions States and nationalities Easy subjects Grammar: Verb to be (forms of present tense) Using capital letters	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C02	Vocabulary: Places that tourists visit and words connected to them Expressing requests Indicating prices In the coffee shop Grammar: Pronouns this, that, these, those Adjectives and possessive pronouns, form 's Verbs can and could (in requests)	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C03	Vocabulary: In the hotel Writing: e-mail to the hotel	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C04	Vocabulary: Typical actions – collocations Everyday activities Grammar: Present Simple	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C05	Vocabulary: Professions Asking about the time Telling the time	B07_K_W01 B07_K_U01	1

	Grammar: Conjunctions and, but, or Prepositions in, at, on in time expressions Present Simple continuation	B07_K_U02 B07_K_K01	
C06	Vocabulary: Domestic responsibilities Expressing preferences Writing: message on internet forum	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C07	Vocabulary: Adjectives describing personality Describing people Family members Describing frequency Grammar: Frequency adverbs Words: very, really, quite, not very Verb have/has got	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C08	Vocabulary: Expressing interest Making offers, plans Holidays and important ceremonies – collocations Writing: invitation	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C09	Vocabulary: Rooms and places in house Furniture and interior furnishings Place prepositions– describing position Grammar: Construction there is/are Using comas	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C10	Vocabulary: Places in city Place prepositions – describing position Types of shops and their assortment- shopping Grammar: Verb can Words too, (not) ... enough	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C11	Vocabulary: Saying „no“ Favourite places -description	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C12	Vocabulary: Food and drinks Nutrition Packaging Grammar: Questions with how much/many Words: not many, a lot of/lots of, none, quite a lot	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C13	Vocabulary: Restaurants and cafes Ordering meals Cooking	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C14	Vocabulary: Past Names of the months Ordinal numbers Dates Grammar: Verb to be (past tense forms)	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C15	Vocabulary: Regular and irregular verbs Grammar: Past Simple	B07_K_W01 B07_K_U01 B07_K_U02	1

		B07_K_K01	
C16	Vocabulary: Free time activities – collocations Starting and carrying conversation Interview Description of the person	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C17	Vocabulary: Adjectives describing travels and vacations Comparison Constructions and landscape elements Grammar: Comparison of adjectives	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C18	Vocabulary: Asking for directions Giving directions Making sure Writing: description of place	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C19	Vocabulary: Present participle form of verbs Verbs, that occur with prepositions Grammar: Present Continuous Pronouns	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C20	Vocabulary: Usual and temporary forms of handling Grammar: Comparison of Present Simple and Present Continuous	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C21	Vocabulary: Movie genres Expressing opinions about culture Festivals	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C22	Vocabulary: Traveling – collocations Transportation Adjectives Public transport Grammar: Articles Verbs can, can't, have to, don't have to	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C23	Vocabulary: Travelling by plane Describing problems Writing: e-mail to a friend Grammar: Conjunctions and words organizing the sentence	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C24	Vocabulary: Future plans Grammar: Constructions: be going to, would like to Verbs will, might, won't	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C25	Vocabulary: Adjectives with positive meaning Making propositions and reacting to them Grammar: Imperative Verbs will, shall	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C26	Vocabulary: Body parts Simple health problems Giving simple advices Grammar: Verb should, shouldn't	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1

	Adverbs		
C27	Vocabulary: Verbs describing problems Offering help Thanking Professions In the pharmacy	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C28	Vocabulary: Experiences Irregular verbs Prepositions describing movement Feelings Reporting experiences Grammar: Comparison of Past Simple i Present Perfect	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C29	Reviewing the material and preparing to pass the subject	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C30	Practice test	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C31	Vocabulary: Happiness Free time activities – collocations Hobbies, interests, vacations Love Relations between people Grammar: Regular and irregular verbs Verbs: and, so, but, because	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C32	Vocabulary: Conversation topics Important people in our lives Starting and ending conversations	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C33	Vocabulary: Work– collocations Words: motivate Activities – collocations Writing: starting and endings e-mails Professions Grammar: Present Simple i Present Continuous – comparison Frequency adverbs	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C34	Vocabulary: Expressing preferences Work in different sectors Expressing interest, asking questions Balance between work and private life	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C35	Vocabulary: London's attractions – collocations with verbs Writing: e-mail with invitation Art Types of art Grammar: Present Continuous and be going to construction – comparison Questions without auxiliary verb (about subject)	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C36	Vocabulary: Collocayions with verbs Carrying phone calls Solving problems in phone calls	B07_K_W01 B07_K_U01 B07_K_U02	1

	Writing: e-mail with invitation	B07_K_K01	
C37	Vocabulary: Collocations with make and do Hidden talents Irregular verbs Grammar: Present Perfect with ever/never	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C38	Vocabulary: Education – collocations Rules in schools in different states Learning foreign languages Request for giving an advice Giving advices Grammar: Verb can, have to, must	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C39	Vocabulary: Agreeing and objecting Transport Traveling – verbs and collocations Describing past events Grammar: Past Simple and Past Continuous – comparison	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C40	Vocabulary: Vacations Writing: e-mail Tourism Asking about directions Giving directions Grammar: Verb forms – infinitive and gerund	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C41	Vocabulary: Travels Expressing preferences and hopes for the future Grammar: Words organizing the sentence	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C42	Vocabulary: Health- what is good and bad for our health Grammar: Present Perfect with since and for	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C43	Vocabulary: Food (meat, fruits, vegetables, desserts) Dishes from around the world Grammar: Verbs may, might, will Compound sentences	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C44	Vocabulary: Simple health problems Visit at the doctor Survey about sport	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C45	Vocabulary: Verbs with prepositions Work Need of changes Collocations with verbs Telling the truth, lying Grammar: Verb used to Constructions with so, to, because	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C46	Vocabulary: Places in University campus Getting informations, asking questions Making sure Describing experiences	B07_K_W01 B07_K_U01 B07_K_U02	1

	Writing: blog entry	B07_K_K01	
C47	Vocabulary: Money Well known brands' products Grammar: Relative clauses-type sentences Emphasis: words fairly, really, very, extremely	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C48	Vocabulary: Complex verbs Comparison Grammar: Constructions with too much, too many, enough, very	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C49	Vocabulary: Shopping (shops, goods and services) Conversations in shops Describing items	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C50	Vocabulary: Describing companies, business ideas Writing: competition entry	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C51	Vocabulary: Landscape elements, natural environment Comparison Natural environment, wild places Living in the city and in the countryside Grammar: Comparative and superlative adjective	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C52	Vocabulary: Animals Guessing, expressing assumptions Writing: blog entry (description of an expedition)	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C53	Vocabulary: Cities Expressions used in formal letters Grammar: Using the „like“ word	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C54	Vocabulary: Crimes and criminals Expressing opinions Grammar: Passive voice in Present Simple and Past Simple	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C55	Vocabulary: Problems and troubles Complaints and reacting to them Writing: e-mail with reclamation Post on internet forum	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C56	Vocabulary: Communicating, means of communication Activities – collocations Grammar: Present Perfect with yet, already, just	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C57	Vocabulary: Movie genres Movies, actors, cinema Grammar: Reported speech	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C58	Vocabulary: Suffixes (adjectives, nouns) Artists, biography	B07_K_W01 B07_K_U01	1

	Grammar: Second conditional	B07_K_U02 B07_K_K01	
C59	Reviewing the material and preparing to pass the subject	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C60	Practice colloquium	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C61	Grammar: - Verb 'to be' - repetition - nationality - plural form of nouns - demonstrative pronouns - grammatical gender in English language - negations and questions - patient - emotional states - ordinal numbers - phone numbers - professions - medical professions, functions, positions	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C62	Vocabulary: - medical English language – giving medications - countable and mass nouns - questions about dosing medications - questions about profession - numbers – quantity, age, expiration date - questions about quantity - questions about price - collective nouns	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C63	Grammar: - possessive pronouns – using in sentences - possessive adjectives - epithets - family members - saxon genitive - family description – age, belongings - questions about family	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C64	Vocabulary: - medical vocabulary - hospital - wards, main parts of the hospital - hospital system - construction 'there is/are' - prepositions – determining the location - sketch of wards layout by listening - abbreviations related to hospital - different medical units – centres, sites, etc.	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C65	Grammar: - modal verb 'should' - expressing advice, recommendations, warnings - medical advices – diet, medication dosage, etc. - nursing commands - talk about patient's health during the treatment - imperative	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C66	Vocabulary: - medical vocabulary – diseases and symptoms - disease description – typical symptoms - advices and medication	B07_K_W01 B07_K_U01 B07_K_U02	1

	<ul style="list-style-type: none"> - predictions about symptoms and medical condition - questions – pain, symptoms - answering to questions about physical condition 	B07_K_K01	
C67	<p>Grammar:</p> <ul style="list-style-type: none"> - czas przeszły czasownika 'to be'- przypomnienie materiału past tense of „to be” verb - material review - medical record about patient's past - referring to past events - characterstic time terms - 'wh' questions with was/were - negations and short answers - changing present tense sentences to sentences in Past Simple 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C68	<p>Vocabulary:</p> <ul style="list-style-type: none"> - medial vocabulary – injuries - types of skin injuries - description of injuries - dressing wounds – kinds of dressings - ran verbs connected to dressing cuts/wounds - vocabuary connected to dressing tools 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C69	<p>Grammar:</p> <ul style="list-style-type: none"> - verb 'have' - colors and other adjectives - expressing possession- negation, questions - vital signs- vocabulary - expressing patient's condition- pulse, temperature, etc. - blood pressure description - verbs used in the context of patient's condition 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C70	<p>Vocabulary:</p> <ul style="list-style-type: none"> - classification of medical terms to categories- diseases and systems connected to them - respiratory system - circulatory system - gastrointestinal system - nervous system 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C71	<p>Grammar:</p> <ul style="list-style-type: none"> - modal verb 'can' - expressing skills, abilities, permissions - negations with verb 'can' - asking about abilities - polite expression – question/request - inversion in the context of modal verbs - informations – writing informations about yourself and the patient in the chart 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C72	<p>Vocabulary:</p> <ul style="list-style-type: none"> - review - medical vocabulary–medical instruments and body parts - past tense of 'to be' verb - medical history about patient's past - references to past evenst - modal verb 'should' - expressing advices, recommendations, warnings - modal verb 'can' - expressing skills, abilities, permissions - verb 'have' - colors and other adjectives - medical English language – giving medication - countable and mass nouns - medial vocabulary – symptoms and diseases - disease description – typical symptoms - recommendations and medication - prediction of symptoms and medical condition 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1

	- dates		
C73	Grammar: - Present Continuous Tense - tense designation - functions of present tense - description of patient's actual condition - symptoms - change of Present Simple to Present Continuous	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C74	Vocabulary: - phrasal verbs - construction and rules - verb 'look' – questions - description of the weather and outside appearance - description of favourite activities	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C75	Grammar - questions in Present Continuous - planning near future - planning nursing activities - photograph description - hospital - questions of 'wh-' type - dialogues about actual activities and future	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C76	Vocabulary: - medical vocabulary- respiration - diseases connected to breathing - description of patient's breathing efficiency - breathing description - verbs connected to breathing - frequency terms	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C77	Grammar: - widely used medical abbreviations - medical procedures - sugar levels, etc. - description of injection - documents description - changing full forms to abbreviations	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C78	Vocabulary: - Practice - revision - medical vocabulary - respiration - diseases connected to breathing - Past Simple - Regular and irregular verbs - description of past activity - widely used medical abbreviations - phrasal verbs - construction and rules - Present Continuous Tense - tense designation - medical vocabulary - injuries - types of skin injuries - injuries description	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C79	Vocabulary: - cleaning the patient – reading text - asking questions regarding the text - translation to polish language - role of patient's hygiene - tools used during cleaning the patient - procedures connected to cleaning	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C80	Grammar: - Present Simple - tense designation - days of the week	B07_K_W01 B07_K_U01 B07_K_U02	1

	<ul style="list-style-type: none"> - dates - medical vocabulary – medical instruments and body parts - questions about injections and vaccinations - types of injections - questions about activities connected to health 	B07_K_K01	
C81	<p>Vocabulary:</p> <ul style="list-style-type: none"> - reading patient's chart - gender - current ailments - abbreviations - filling in patient's chart - parameters (blood, urine, etc.) 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C82	<p>Grammar:</p> <ul style="list-style-type: none"> - modal verbs – must/have to - expressing necessities, constraints - negation of the verb „must” - expressing prohibition - conversation about patient's prohibited activities - external coercion – rules, bylaw, top-down settings. 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C83	<p>Vocabulary:</p> <ul style="list-style-type: none"> - medical vocabulary – treatment, accesories, health issues - classification of vocabulary in categories - using the vocabulary in short dialogues 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C84	<p>Grammar:</p> <ul style="list-style-type: none"> - questions in different tenses - questions about reason - questions about plans - questions about place, time, quantity 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C85	<p>Vocabulary:</p> <ul style="list-style-type: none"> - phonetics – vowels and consonants in English language - distinction between similar vowels - examples and finding particular vowels - simple phonetic transcription 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C86	<p>Grammar:</p> <ul style="list-style-type: none"> - expressing future – will/Present Continuous - functions and differences between grammatic constructions - predicting - decisions made during talking - promises - refusal - dialogue between medical staff and the patient 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C87	<p>Vocabulary:</p> <ul style="list-style-type: none"> - nursing observations – reading text - emotional state - blood flow - disability - nutrition - exemplary nurse's notes - asking questions regarding the text - translation to polish language 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C88	<p>Grammar:</p> <ul style="list-style-type: none"> - Present Perfect functions and construction – declarative sentences - situational context - tense designation - verb form - recent activities description 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1

C89	<p>Vocabulary:</p> <ul style="list-style-type: none"> - temperature– reading and listening text - asking questions regarding the text - translation to polish language - description of body temperature, function, role - temperature record - abbreviations connected to the temperature 	<p>B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01</p>	1
C90	<p>Grammar:</p> <ul style="list-style-type: none"> - Present Perfect - functions and construction – interrogative sentences - situational context - questions about activities that affect the present - results 	<p>B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01</p>	1
C91	<p>Grammatical-lexical colloquium</p> <ul style="list-style-type: none"> - description of body temperature, function, role - nursing observations – reading text - emotional state - help with medical examination – reading text - tools used in examination and their role - modal verbs – must/have to - expressing the future – will/Present Continuous - functions and differences between grammatical constructions - predictions 	<p>B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01</p>	1
C92	<p>Vocabulary:</p> <ul style="list-style-type: none"> - mouth hygiene – reading and listening text - asking questions regarding the text - translation to polish language - activities connected to the mouth - visit at the stomatologist – questions and answers - diet and hygiene – impact and effects 	<p>B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01</p>	1
C93	<p>Grammar:</p> <ul style="list-style-type: none"> - Present Perfect - functions and construction – negative sentences - situational context - tense designations 	<p>B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01</p>	1
C94	<p>Vocabulary:</p> <ul style="list-style-type: none"> - preparing to the job interview - description of the previous job experience - dialogues in the employer's office - recommendations and warnings - types of questions to the employee 	<p>B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01</p>	1
C95	<p>Grammar:</p> <ul style="list-style-type: none"> - recommendations and warnings – must not/can't - types of questions to the employer - preparing to the job interview - reasons for taking new challenges - description of your character – advantages and disadvantages - description of the previous job/medical experience - dialogues in the employer's office - expectations 	<p>B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01</p>	1
C96	<p>Vocabulary:</p> <ul style="list-style-type: none"> - dialogues in the employer's office - additional questions regarding group work, promotion, making decisions - recommendations and warnings – expectations, predictions - types of questions to the employee 	<p>B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01</p>	1
C97	<p>Grammar:</p> <ul style="list-style-type: none"> - Past Simple - regular and irregular verbs - description of a past activity - job description in past time 	<p>B07_K_W01 B07_K_U01 B07_K_U02</p>	1

	<ul style="list-style-type: none"> - tense choice – Past Simple. Simple Present - tense designation - questions about the past 	B07_K_K01	
C98	<p>Vocabulary:</p> <ul style="list-style-type: none"> - review - modal verbs – must/have to - expressing future – will/Present Continuous - functions and differences between grammatical constructions - predictions - body temperature description, function, role - nursing observations – reading text - emotional state - help with medical examination – reading text - tools used during medical examination and their role 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C99	<p>Grammar:</p> <ul style="list-style-type: none"> - comparison of Present Perfect and Past Simple - correct use of irregular verbs - pointing out distinction in their functions 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C100	<p>Vocabulary:</p> <ul style="list-style-type: none"> - nursing education – profession, specialization, education - filling forms about yourself - using correct verbs - traits of a good nurse - typical nursing activities 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C101	<p>Grammar:</p> <ul style="list-style-type: none"> - material review - comparison of Present Perfect and Past Simple - nursing education – profession, specialization, education - dialogues in employer's office - cleaning the patient – reading text - temperature 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C102	<p>Vocabulary:</p> <ul style="list-style-type: none"> - help with medical examination – reading text - tools used during medical examination - asking questions regarding the text - translation to Polish language 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C103	<p>Grammar:</p> <ul style="list-style-type: none"> - grammatical-lexical exam - comparison of Present Perfect and Past Simple - nursing education – profession, specialization, education - dialogues in the employer's office - cleaning the patient – reading text - temperature 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C104	<p>Vocabulary:</p> <ul style="list-style-type: none"> - code of professional work for nurses and obstetricians - pt. I - duties - standards - attitude - dangers 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C105	<p>Grammar:</p> <ul style="list-style-type: none"> - construction there is/are - hospital wards and departments - word formation – profession, discipline, adjective, - description of medicine department, - description of medical specialization and function 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C106	<p>Vocabulary:</p> <ul style="list-style-type: none"> - code of professional work for nurses and obstetricians – pt. II 	B07_K_W01	1

	<ul style="list-style-type: none"> - duties - standards - attitude - dangers 	B07_K_U01 B07_K_U02 B07_K_K01	
C107	Vocabulary: <ul style="list-style-type: none"> - description of male and female body - showing parts according to English terms - linking pain with body part - prepositions and possessive pronouns 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C108	Grammar: <ul style="list-style-type: none"> - passive voice - function of passive voice - construction of passive voice - zamiana zdań ze strony biernej na stronę czynną changing sentences from passive to active voice 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C109	Vocabulary: <ul style="list-style-type: none"> - reading text – nurse profession - education and current duties 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C110	Grammar: <ul style="list-style-type: none"> - passive voice - questions - medical vocabulary – sterile objects - description of sterile sets - proceeding with the equipment - functions of the equipment - sterilization of the equipment 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C111	Grammar: <ul style="list-style-type: none"> - grammatical practice – present , future and past tenses - differences in functions between tenses - repeating verbs 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C112	Vocabulary: <ul style="list-style-type: none"> - sanitizers - methods of sterilizations - dialogues about cleaning the wounds - negations in the passive voice 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C113	Vocabulary: <ul style="list-style-type: none"> - description of an accident and the victim - description of the rescue operation - description of the case chart - asking questions regarding the text - using 'who' and 'that' 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C114	Vocabulary: <ul style="list-style-type: none"> - patient's observation - taking the patient - description of patient's physical condition - dialogue between the doctor and medical student about the patient 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C115	115. Vocabulary: <ul style="list-style-type: none"> - nurse's job interview - past job experience - stages of professional carrier - description of disease cases 	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1
C116	Vocabulary: <ul style="list-style-type: none"> - review of medical vocabulary - hospital wards - diseases 	B07_K_W01 B07_K_U01 B07_K_U02	1

	- injuries - respiratory system - emotional state - sterilization	B07_K_K01		
C117	Vocabulary: - using prepositions with verbs and adjectives - description of condition - description of nursing activities - construction of interrogative sentences with prepositions	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1	
C118	Grammar: - grammatical constructions - photograph description - prepositions - medical vocabulary - description of nurse's job	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1	
C119	Vocabulary: - preparing to nurse's jobs - requirements and duties - traits - description of a good nurse - most common mistakes and demerits	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1	
C120	Exam: - midterm - comparison of Present Perfect and Past Simple - nursing education – profession, specialization, education - dialogues in the employer's office - cleaning the patient - reading text - temperature	B07_K_W01 B07_K_U01 B07_K_U02 B07_K_K01	1	
	Hours: practical classes		120	
The matrix of learning outcomes for the subject with reference to the methods of verification of the intended learning outcomes and the form of the classes				
Education effect code	Form of classes		Verification methods	
	W	CW	W	CW
B07_K_W01	---	ALL TYPES	---	TEST, EXAM
B07_K_W05	---	ALL TYPES	---	TEST, EXAM
B07_K_U01	---	ALL TYPES	---	TEST, EXAM
B07_K_U02	---	ALL TYPES	---	TEST, EXAM
B07_K_K01	---	ALL TYPES	---	OBSERVATION 360°
ONSAM – teacher's assessment, student's self-esteem				
Teaching methods, method of implementation and evaluation				
Excercises	Conversation classes in groups requiring student's activity and systematic preparation for classes, according to PIE1. B07 module			
Student workload				
Hours of student's work	Activity form	Hours in detail	Total	
Contact hours with an academic teacher	Participation in lectures *	---	0	
	Participation in exercises *	120 hours	120*	
	Participation in consultations related to classes *	8 hours	8*	

Self student's work	Preparation for exercises * (it was assumed that there are two hours of student preparation for each exercise subject)	120 hours	120	
	Own work within the subject of BNA classes	---	---	
	Preparation for the tests and the final exam covering	20 hours	20	
Total student's workload			268	
Quantitative indicators	Workload	Hours	ECTS	
	Student workload associated with activities requiring direct teacher participation	128	2,0	
	Student workload associated with activities that do not require direct teacher participation	140	2,0	
	Student workload associated with practical activities	268	4,0	
	Student workload related to theoretical classes	0	0,0	
Basic literature	<ul style="list-style-type: none"> Eals, F., Speak Out, Coursebook, Pearson Longman, 2011. Austin David, Crosfield Tim, English for Nurses. Podręcznik dla studentów i pielęgniarek. Wydawnictwo Lekarskie PZWL, 2007. Małko Ewelina, Govender-Kubiec Christopher, Język angielski dla pielęgniarek. Kurs podstawowy. Wydawnictwo Lekarskie PZWL, 2010. 			
Supplementary literature	<ul style="list-style-type: none"> Przemysław Słomski, Piotr Słomski, Podręczny Słownik Medyczny, Wydawnictwo Lekarskie PZWL, 2009. Fisiak, et al., Słownik podręczny angielsko-polski, polsko-angielski, Longman, 2011 (lub inny dostępny). 			
Forms of assessment – details (intermediate marks 3.5 and 4.5 are omitted).				
Education effect	mark 2	mark 3	mark 4	mark 5
B07_K_W01	Student did not reach B1 level of English in the following semesters	The mistakes in writing add up to 30% of the material. Low activity or no activity during classes.	Rare mistakes in writing, moderate activity during classes.	No mistakes in writing, high activity in classes (every semester and final exam)
B07_K_U01	As above	As above	As above	As above
B07_K_U02	The student cannot communicate in English at B1 level. No activity during classes.	Phonological mistakes do not influence speaking. Mistakes in writing. Low or no activity during classes.	Rare phonological mistakes in writing and speaking. Moderate activity during classes.	No mistakes in writing. High activity during classes (every semester and final exam).
B07_K_K01	The student cannot choose the proper form of the statement, cannot differentiate between	Mistakes in in style and the form of verbal statement do not exceed 30% of the required material	The student can choose the appropriate style and form of the verbal statement, although	The student can choose the appropriate style and form of the verbal statement to the

	formal and informal style and ignores the context of the situation.	to pass the semester	mistakes happen.	context of the situation (every semester and final exam).
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PIE1.A07. Pharmacology

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Pharmacology	Code	PIE1.A07	ECTS points	3.0	
Unit	Social and Medical Faculty Nursing and Midwifery Department (32) 264-74-75 ext. 12, dziekanat@wsps.pl					
Status of course / Modular block			Obligatory A. Basic sciences			
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW (SEM)	BNA	ZP	PZ
		Theoretical education			Practical education	
2	3	10	---	---	---	---
2	4	20	30	15	---	---
Form of crediting		ZO; ZO	ZO	ZO	---	---
ECTS		3.0 (0.0 + 3.0)			---	---
Education area in direction of studies	Medical sciences, health sciences and physical education sciences.					
Field of science	Health Sciences.					
Language of lectures	English					
Prerequisites	Familiarity with the biochemistry and biophysics curriculum content.					
Education goal	<ul style="list-style-type: none"> To familiarize students with the basics of pharmacology and with groups of medications used in various medical conditions as well as with their influence on particular organs and body systems. To familiarize students with the influence of disease processes on metabolism and elimination of medications. To familiarize students with adverse drug reactions, their effect on individual organs and body systems, the principles of reporting adverse drug reactions. To familiarize students with principles of issuing prescriptions for medications necessary to continue treatment (within implementation of medical orders). To teach students how to make prescription form entries for medicinal substances and foodstuffs intended for particular nutritional uses ordered by a physician. 					
Symbol of the course educational outcome	Description of the course educational outcome			Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome	

			(+ - low, ++ - medium, +++ - high)
A07_K_W01	Characterizes individual groups of medications, principal action mechanisms, transformations in the system and side effects	A.W16	+++
A07_K_W02	Explains basic principles of pharmacotherapy	A.W17	+++
A07_K_W03	Characterizes individual groups of medications and their medicinal use as well as principles of treatment with blood and blood substitutes	A.W18	+++
A07_K_W04	Knows the influence of disease processes on metabolism and elimination of medications	A.W22	+++
A07_K_W05	Knows the most important adverse drug reactions, including those arising from their interactions, and knows the procedure of reporting adverse drug reactions	A.W23	+++
A07_K_W06	Knows the principles of prescribing medications within implementation of medical orders	A.W24	+++
A07_K_W07	Knows groups of medications, active substances contained in medications and routes of drug administration	A.W25	+++
A07_K_W08	Characterizes foodstuffs intended for particular nutritional uses	C.W51	+++
A07_K_U01	Assesses the influence of pharmacological treatment on physiological and biochemical processes taking place in various organs	A.U8	+++
A07_K_U02	Recognizes different groups of medications and their medicinal use	A.U9	+++
A07_K_U03	Knows the subject of treatment with blood and blood substitutes	A.U10	+++
A07_K_U04	Estimates toxicological hazard in particular age groups and different clinical conditions	A.U16	+++
A07_K_U05	Uses pharmaceutical directories and databases on medicinal products	A.U18	+++
A07_K_U06	Has the ability to issue prescriptions for medications necessary for the continuation of treatment, within implementation of medical orders	A.U19	+++
A07_K_U07	Has the ability to make prescription form entries for medicinal substances and foodstuffs intended for particular nutritional uses ordered by a physician	A.U20	+++
A07_K_U08	Selects foodstuffs intended for particular nutritional uses depending on the patient's condition	C.U69	+++
A07_K_U09	Issues prescriptions for foodstuffs for particular nutritional uses necessary for the continuation of treatment, within implementation of medical orders	C.U69	+++
A07_K_U10	Provides information on the use of foodstuffs intended for particular nutritional uses	C.U69	+++
A07_K_U11	Prepares prescription form entries for medicinal substances in consultation with a physician or on his/her order	D.U35	+++
A07_K_K01	Characterizes benefits resulting from achieving a high level of knowledge and skills in the field of pharmacology	D.K2	++
A07_K_K02	Gives arguments in favour of the necessity to continuously upgrade knowledge and skills in pharmacology	D.K2	++
Implemented directional educational outcomes			

Symbol of the directional educational outcome	Description of the directional educational outcome		
A.W16	Characterizes individual groups of medications, principal action mechanisms, transformations in the system and side effects		
A.W17	Explains basic principles of pharmacotherapy		
A.W18	Characterizes individual groups of medications and their medicinal use as well as principles of treatment with blood and blood substitutes		
A.W22	Knows the influence of disease processes on metabolism and elimination of medications		
A.W23	Knows the most important adverse drug reactions, including those arising from their interactions, and knows the procedure of reporting adverse drug reactions		
A.W24	Knows the principles of prescribing medications within implementation of medical orders		
A.W25	Knows groups of medications, active substances contained in medications and routes of drug administration		
C.W51	Knows foodstuffs intended for particular nutritional uses		
A.U8	Assesses the influence of pharmacological treatment on physiological and biochemical processes taking place in various organs		
A.U9	Recognizes different groups of medications and their medicinal use		
A.U10	Knows the subject of treatment with blood and blood substitutes		
A.U16	Estimates toxicological hazard in particular age groups and different clinical conditions		
A.U18	Uses pharmaceutical directories and databases on medicinal products		
A.U19	Has the ability to issue prescriptions for medications necessary for the continuation of treatment, within implementation of medical orders		
A.U20	Has the ability to make prescription form entries for medicinal substances and foodstuffs intended for particular nutritional uses ordered by a physician		
C.U69	Has the ability to select foodstuffs for particular nutritional purposes and the ability to issue prescriptions for foodstuffs for particular nutritional uses necessary for the continuation of treatment, within implementation of medical orders, and can provide information on their use		
D.U35	Prepares prescription form entries for medicinal substances in consultation with a physician or on his/her order		
D.K2	Systematically develops professional knowledge and skills, aiming at professionalism		
CURRICULUM CONTENT			
Course symbol	Subject of classes	Implemented educational outcomes	Hours
Form of classes: lectures			
W01	Introduction to pharmacology. Basic concepts, definition of a medication, pharmacokinetics and bioavailability, concept of a receptor. Concepts: agonist, antagonist, partial agonist and inverse agonist	A07_K_W01 A07_K_W02	1
W02	Cellular and molecular mechanisms of action of medications. Receptors, ion channels, second messengers and intracellular sites of action of medications.	A07_K_W01 A07_K_W02	1
W03	Chemotherapy of bacterial, fungal, viral infections. Disinfectants and antiseptics.	A07_K_W03 A07_K_W04 A07_K_W05 A07_K_W07	2
W04	Autonomic nervous system. Cholinergic drugs. Adrenergic drugs.	A07_K_W03	2

		A07_K_W04 A07_K_W05 A07_K_W07	
W05	Central nervous system – psychotropic, anti-epileptic, sedative drugs.	A07_K_W03 A07_K_W04 A07_K_W05 A07_K_W07	2
W06	Local and general anaesthetics. Analgesics. Non-steroidal anti-inflammatory agents and opioids. Antipyretics.	A07_K_W03 A07_K_W04 A07_K_W05 A07_K_W07	2
W07	Cardiovascular system. Drugs in circulatory failure treatment. Antiarrhythmic drugs. Treatment of hypertension.	A07_K_W03 A07_K_W04 A07_K_W05 A07_K_W07	2
W08	Shock – use of medications.	A07_K_W03 A07_K_W04 A07_K_W05 A07_K_W07	1
W09	Treatment of ischemic heart disease and myocardial infarction.	A07_K_W03 A07_K_W04 A07_K_W05 A07_K_W07	2
W10	Treatment of hyperlipidaemia.	A07_K_W03 A07_K_W04 A07_K_W05 A07_K_W07	1
W11	Pharmacotherapy in blood diseases and hematopoietic system diseases. Principles of treatment with blood and blood substitutes.	A07_K_W03 A07_K_W04 A07_K_W05 A07_K_W07	2
W12	Treatment of gastrointestinal diseases.	A07_K_W03 A07_K_W04 A07_K_W05 A07_K_W07	2
W13	Hormones, use. Treatment of endocrine system diseases.	A07_K_W03 A07_K_W04 A07_K_W05 A07_K_W07	2
W14	Pharmacotherapy in respiratory system diseases. Oxygen therapy.	A07_K_W03 A07_K_W04 A07_K_W05 A07_K_W07	2
W15	Antineoplastic agents. Palliative therapy.	A07_K_W03 A07_K_W04 A07_K_W05 A07_K_W07	2
W16	Pharmacotherapy in different age groups, kidney and liver diseases. Use of medications during pregnancy and lactation.	A07_K_W03 A07_K_W04	2

		A07_K_W05 A07_K_W07	
W17	Elements of toxicology.	A05_K_W05	2
	Hours in total: lectures		30
Form of classes: practical classes*			
C01	Medications used in nervous system diseases and their influence on physiological and biochemical processes taking place in the different organs. Prescription form entries for selected medications used in nervous system diseases.	A07_K_U01 A07_K_U02 A07_K_U04	2
C02	Medications used in endocrine system diseases and their influence on physiological and biochemical processes taking place in different organs. Prescription form entries for selected medications used in endocrine system diseases.	A07_K_U01 A07_K_U02 A07_K_U04	2
C03	Medications used in cardiovascular system diseases and their influence on physiological and biochemical processes taking place in different organs. Prescription form entries for selected medications used in cardiovascular system diseases.	A07_K_U01 A07_K_U02 A07_K_U04	2
C04	Medications and hematopoietic agents used in blood diseases and their influence on physiological and biochemical processes taking place in different organs. Prescription form entries for selected medications and hematopoietic agents.	A07_K_U01 A07_K_U02 A07_K_U03 A07_K_U04	2
C05	Medications used in respiratory system diseases and their influence on physiological and biochemical processes taking place in the different organs. Prescription form entries for selected medications used in respiratory system diseases.	A07_K_U01 A07_K_U02 A07_K_U04	2
C06	Medications used in gastrointestinal system diseases and their influence on physiological and biochemical processes taking place in the different organs. Prescription form entries for selected medications used in gastrointestinal system diseases.	A07_K_U01 A07_K_U02 A07_K_U04	2
C07	Medications used in kidney and prostate diseases, fluid and electrolyte balance disorders and their influence on physiological and biochemical processes taking place in different organs. Prescription form entries for selected medications used in kidney and prostate diseases, fluid and electrolyte balance disorders.	A07_K_U01 A07_K_U02 A07_K_U04	2
C08	Medications used in eating disorders and diseases related to disability to absorb particular nutrients and their influence on physiological and biochemical processes taking place in different organs. Prescription form entries for selected medications used in eating disorders.	A07_K_U01 A07_K_U02 A07_K_U04	2
C09	Medications used in infectious diseases and their influence on physiological and biochemical processes taking place in the different organs. Prescription form entries for selected medications used in infectious diseases.	A07_K_U01 A07_K_U02 A07_K_U04	2
C10	Medications used in immune system diseases and their influence on physiological and biochemical processes taking place in the different organs. Prescription form entries for selected medications used in immune system diseases.	A07_K_U01 A07_K_U02 A07_K_U04	2
C11	Medications used in neoplastic diseases and their influence on physiological and biochemical processes taking place in the different organs. Prescription form entries for selected medications used in neoplastic diseases.	A07_K_U01 A07_K_U02 A07_K_U04	2
C12	Medications used in skin diseases and their influence on physiological and biochemical processes taking place in the different organs. Prescription form entries for selected medications used in skin diseases.	A07_K_U01 A07_K_U02 A07_K_U04	2
C13	Contrast agents and their influence on physiological and biochemical	A07_K_U01	1

	processes taking place in the different organs.	A07_K_U02 A07_K_U04		
C14	Adverse drug reactions. Sources of information about adverse drug reactions. Drug safety monitoring. The quality of a medication and the risk associated with pharmacotherapy.	A07_K_W05 A07_K_U04	1	
C15	Medicinal products and foodstuffs. The legal basis for refunds and ordain of foodstuffs and medicinal products. Specific requirements for the issuance of orders for individual medicinal products. Characteristics and use of foodstuffs and medicinal products that can be administered by a nurse and midwife, including orders or prescriptions. Principles of concluding agreements with the National Health Fund for issuing refunded prescriptions.	A07_K_W06 A07_K_U05 A07_K_U06 A07_K_U07	2	
C16	Powers to ordain medications, foodstuffs intended for particular nutritional uses and medicinal products, and professional liability. Civil liability. Advertising of medicinal products.	A07_K_W06 A07_K_U05 A07_K_U06 A07_K_U07	2	
Hours in total: practical classes		30		
Form of classes: classes without the participation of an academic teacher (BNA)				
BNA01	Principles of medication storage depending on the medication form.	A07_K_W02	3	
BNA02	Pharmacotherapy in elderly patients.	A07_K_W02 A07_K_W04	3	
BNA03	Principles of using oxygen.	A07_K_W03 A07_K_W04 A07_K_W05 A07_K_W07	2	
BNA04	Contamination of medications resulting from non-compliance with the principles during preparation and administration of medications.	A07_K_W05	7	
Hours in total: BNA		15		
Correlation of particular types of classes				
	Lecture	BNA	Practical classes	
	W01-W14	---	C01-C13	
	W15	BNA03	C14-C16	
	W17	BNA01, BNA04	---	
The matrix of educational outcomes for the subject with reference to the methods of verification of the intended educational outcomes and the form of the classes				
Educational outcome code	Forms of classes		Verification methods	
	W + BNA	CW	W + BNA	CW
A07_K_W01	W01, W02	---	single or multiple choice test	---
A07_K_W02	W01, W02, BNA01, BNA02	---	single or multiple choice test	---
A07_K_W03	W03-W16, BNA03	---	single or multiple choice test	---
A07_K_W04	W03-W16, BNA02, BNA03	---	single or multiple choice test	---
A07_K_W05	W03-W17, BNA03, BNA04	---	single or multiple choice test	---
A07_K_W06	---	C15, C16	-----	multimedia presentation; single or multiple choice

				test
A07_K_W07	W03-W16, BNA03	---	single or multiple choice test	---
A07_K_W08	---	C15, C16	---	multimedia presentation; single or multiple choice test
A07_K_U01	---	C01-C13	---	multimedia presentation; single or multiple choice test
A07_K_U02	---	C01-C13	---	multimedia presentation; single or multiple choice test
A07_K_U03	---	C04	---	multimedia presentation; single or multiple choice test
A07_K_U04	---	C01-C14	---	multimedia presentation; single or multiple choice test
A07_K_U05	---	C15, C16	---	multimedia presentation; single or multiple choice test
A07_K_U06	---	C15, C16	---	multimedia presentation; single or multiple choice test
A07_K_U07	---	C15, C16	---	multimedia presentation; single or multiple choice test
A07_K_U08	---	C15, C16	---	multimedia presentation; single or multiple choice test
A07_K_U09	---	C15, C16	---	multimedia presentation; single or multiple choice test
A07_K_U10	---	C15, C16	---	multimedia presentation; single or multiple choice test
A07_K_U11	---	C01-C12	---	multimedia presentation; single or multiple choice test
A07_K_K01	all	all	teacher's assessment, student's self-assessment, other students' assessment	teacher's assessment, student's self-assessment, other students' assessment

A07_K_K02	all	all	teacher's assessment, student's self-assessment, other students' assessment	teacher's assessment, student's self-assessment, other students' assessment
Teaching methods, method of implementation and evaluation				
Lecture + classes without participation of an academic teacher (BNA) + practical classes (seminars)	Lecture with multimedia presentation and/or conversational lecture.			
	Practical classes (seminars) are mandatory. In the case of absence, students should make up for the material in consultation classes or in the way indicated by the lecturer. In practical classes, students present their multimedia presentations on each subject, in accordance with the education programme.			
	Classes without participation of an academic teacher (BNA) stand for unassisted student's work – subject of classes is provided above. Students become familiar with the following subjects of the BNA classes based on a list of basic and supplementary bibliography or additional materials prepared by an academic teacher.			
	Assigning educational outcomes to each course is presented in the syllabus. A lecturer includes all educational outcomes assigned to a particular type of classes (e.g. a lecture) in the conducted classes. This should be reflected in an outline prepared by a lecturer (the outline should be attached to the course portfolio).			
In the case of BNA classes, the lecturer should indicate to students working on a particular subject on their own which aspects of the subject they should pay special attention to; the aspects result from educational outcomes assigned to a particular subject.				
The course ends with a final written test. The condition for participating in the final test is to complete the practical classes (seminar).				
Student's workload (<i>practical classes are marked with an asterisk</i>)				
Hours of student's work	Activity form	Hours in detail	Hours in total	
Contact hours with an academic teacher	Participation in lectures	30 hours	30	
	Participation in practical classes *	30 hours	30*	
	Participation in consultations related to classes *	2 hours lecture 2 hours BNA 2 hours practical classes	2 2 2*	
Student's individual work	Preparation for practical classes *	30 hours	15*	
	Individual work related to the subject of BNA classes	15 hours	15	
	Preparation for the final test from lectures	5 hours	5	
	Preparation for completing the practical classes (seminar)	5 hours	5*	
Total student's workload			106	
Quantity indicators	Workload		Hours	ECTS
	Student's workload associated with classes that require direct teacher participation		66	1,9
	Student's workload associated with classes that do not require direct teacher participation		40	1,1
	* Student's workload associated with practical classes		52	1,5
	* Student's workload associated with theoretical classes		54	1,5
Basic bibliography	<ul style="list-style-type: none"> Rajtar-Cynke G. (eds.). Farmakologia. (Pharmacology.) Lublin: Czelej, 2015. Maciejczyk A., Kruk M. Bezpieczeństwo farmakoterapii (Safety of pharmacotherapy.), Warszawa: Medipage, 2017. Czekirda M. Obliczanie dawek leków (Calculating medication doses.), Warszawa: Wydawnictwo Lekarskie PZWL, 2017. 			

	<ul style="list-style-type: none"> • Dominiak I., Gaworska-Krzemińska A., Kilańska D. Ordynowanie leków i wypisywanie recept – przewodnik dla pielęgniarek i położnych (Ordain of medications and issuing prescriptions – guide for nurses and midwives), 2016. • Obuchowicz E., Małecki A., Kmiecik-Kołada K., Okopień B. Farmakologia dla studentów i absolwentów kierunków medycznych (Pharmacology for students and graduates of medical studies), Katowice: Medkar, 2011. 			
Supplementar y bibliography	<ul style="list-style-type: none"> • Mutschler S., Geisslinger G., Kroemer H.K. Farmakologia i toksykologia (Pharmacology and toxicology), Wrocław: MedPh..., 2016. • Rajtar-Cynke G. Recepty. Zasady wystawiania. (Prescriptions. Principles of issuing), Warszawa: Wydawnictwo Lekarskie PZWL, 2016. • Zieglmeier M. Interakcje leków. Zalecenia farmakologiczne. (Interactions of medications. Pharmacological recommendations), Wrocław: MedPh..., 2008. • Zachwieja Z. Interakcje leków z pożywieniem. (Interactions of medications with food.), Wrocław: MedPh..., 2016. • Korbut R., Olszanecki R., Wołkow P., Jawień J. Farmakologia. (Pharmacology.), Warszawa: Wydawnictwo Lekarskie PZWL, 2016. • Korbut R., Olszanecki R., Wołkow P., Jawień J. Farmakologia – repetytorium. (Pharmacology – compendium.), Warszawa: Wydawnictwo Lekarskie PZWL, 2015. 			
Grades – details (intermediate grades omitted: 3.5 and 4.5).				
Educational outcomes	For grade 2	For grade 3	For grade 4	For grade 5
A07_K_W01	Does not characterize individual groups of medications, principal action mechanisms, transformations in the system and side effects	Characterizes imprecisely and insufficiently only some groups of medications, some principal action mechanisms, selected transformations in the system and selected side effects	Characterizes nearly without mistakes individual groups of medications, principal action mechanisms, transformations in the system and side effects	Characterizes precisely individual groups of medications, principal action mechanisms, transformations in the system and side effects
A07_K_W02	Does not explain basic principles of pharmacotherapy	Explains some basic principles of pharmacotherapy	Explains most basic principles of pharmacotherapy	Professionally explains basic principles of pharmacotherapy
A07_K_W03	Does not characterize individual groups of medications, their medicinal use or principles of treatment with blood and blood substitutes	Characterizes some groups of medications and their medicinal use, describes to a small degree principles of treatment with blood and blood substitutes	Characterizes most groups of medications and their medicinal use as well as principles of treatment with blood and blood substitutes	Characterizes individual groups of medications and their medicinal use as well as principles of treatment with blood and blood substitutes
A07_K_W04	Does not know the influence of disease processes on metabolism and elimination of medications	Knows to a small degree the influence of disease processes on metabolism and elimination of medications	Knows to a large degree the influence of disease processes on metabolism and elimination of medications	Knows very well the influence of disease processes on metabolism and elimination of medications
A07_K_W05	Does not know the most important adverse drug reactions, including those arising from their interactions, and does not know the procedure of reporting adverse drug reactions	Knows some important adverse drug reactions, including those arising from their interactions, and knows poorly the procedure of reporting adverse drug reactions	Knows most of the important adverse drug reactions, including those arising from their interactions, knows quite well the procedure of reporting adverse drug reactions	Knows the most important adverse drug reactions, including those arising from their interactions, and knows the procedure of reporting adverse drug reactions

A07_K_W06	Does not know the principles of prescribing medications within implementation of medical orders	Knows to a small degree the principles of prescribing medications within implementation of medical orders	Knows quite well the principles of prescribing medications within implementation of medical orders	Knows the principles of prescribing medications within implementation of medical orders
A07_K_W07	Does not know groups of medications or active substances contained in medications, or the forms and routes of drug administration	Knows some groups of medications, active substances contained in medications and routes of drug administration	Knows most groups of medications, active substances contained in medications as well as forms and routes of drug administration	Knows groups of medications, active substances contained in medications and routes of drug administration
A07_K_W08	Does not characterize foodstuffs intended for particular nutritional uses	Characterizes some foodstuffs intended for particular nutritional uses	Characterizes most foodstuffs intended for particular nutritional uses	Presents professionally foodstuffs for particular nutritional uses
A07_K_U01	Does not assess the influence of pharmacological treatment on physiological and biochemical processes taking place in various organs	Assesses imprecisely the influence of pharmacological treatment on physiological and biochemical processes taking place in various organs	Assesses with small mistakes the influence of pharmacological treatment on physiological and biochemical processes taking place in various organs	Assesses professionally the influence of pharmacological treatment on physiological and biochemical processes taking place in various organs
A07_K_U02	Does not recognize different groups of medications and their medicinal use	Recognizes to a small degree and imprecisely different groups of medications and their medicinal use	Recognizes nearly without mistakes different groups of medications and their medicinal use	Recognizes different groups of medications and their medicinal use
A07_K_U03	Does not know the subject of treatment with blood and blood substitutes	Knows to a small degree the subject of treatment with blood and blood substitutes	Knows to a large degree the subject of treatment with blood and blood substitutes	Knows the subject of treatment with blood and blood substitutes
A07_K_U04	Does not estimate toxicological hazard in particular age groups and different clinical conditions	Estimates imprecisely toxicological hazard in some age groups and some clinical conditions	Estimates toxicological hazard in most age groups and most clinical conditions	Estimates toxicological hazard in particular age groups and different clinical conditions
A07_K_U05	Does not use pharmaceutical directories and/or databases on medicinal products	Uses to a small degree pharmaceutical directories and databases on medicinal products	Uses quite well pharmaceutical directories and databases on medicinal products	Uses pharmaceutical directories and databases on medicinal products
A07_K_U06	Does not issue prescriptions for medications necessary for the continuation of treatment, within implementation of medical orders	Issues prescriptions for medications necessary for the continuation of treatment, within implementation of medical orders, but makes a lot of mistakes	Issues prescriptions for medications necessary for the continuation of treatment, within implementation of medical orders, and makes small formal mistakes	Has the ability to issue prescriptions for medications necessary for the continuation of treatment, within implementation of medical orders
A07_K_U07	Does not make prescription form	Makes prescription form entries for	Makes prescription form entries for	Has the ability to make prescription

	entries for medicinal substances or foodstuffs intended for particular nutritional uses ordered by a physician	medicinal substances and foodstuffs intended for particular nutritional uses ordered by a physician, but makes a lot of mistakes	medicinal substances or foodstuffs intended for particular nutritional uses ordered by a physician, makes small formal mistakes	form entries for medicinal substances and foodstuffs intended for particular nutritional uses ordered by a physician
A07_K_U08	Does not select foodstuffs intended for particular nutritional uses depending on the patient's condition	Selects with mistakes foodstuffs intended for particular nutritional uses, not always considering properly the patient's condition	Selects without serious mistakes foodstuffs intended for particular nutritional uses considering the patient's condition	Selects foodstuffs intended for particular nutritional uses depending on the patient's condition
A07_K_U09	Does not issue prescriptions for foodstuffs intended for particular nutritional uses necessary for the continuation of treatment, within implementation of medical orders	Issues with a lot of mistakes prescriptions for foodstuffs intended for particular nutritional uses necessary for the continuation of treatment, within implementation of medical orders	Issues with small mistakes prescriptions for foodstuffs intended for particular nutritional uses necessary for the continuation of treatment, within implementation of medical orders	Issues prescriptions for foodstuffs intended for particular nutritional uses necessary for the continuation of treatment, within implementation of medical orders
A07_K_U10	Does not provide information on the use of foodstuffs intended for particular nutritional uses	Provides to a small degree information on the use of foodstuffs intended for particular nutritional uses	Provides to a large degree information on the use of foodstuffs intended for particular nutritional uses	Provides information on the use of foodstuffs intended for particular nutritional uses
A07_K_U11	Does not make prescription form entries for medicinal substances in consultation with a physician or on his/her order	Makes with a lot of mistakes prescription form entries for medicinal substances in consultation with a physician or on his/her order	Makes with small mistakes prescription form entries for medicinal substances in consultation with a physician or on his/her order	Makes prescription form entries for medicinal substances in consultation with a physician or on his/her order
A07_K_K01	The student is not able to characterize the benefits resulting from achieving a high level of knowledge and skills in pharmacology, presents an attitude of denying the need for such knowledge and skills, which is manifested by lack of respect and empathy towards the lecturer and other students	The student characterizes inaccurately the benefits resulting from achieving a high level of knowledge and skills in pharmacology, presents an attitude of partly denying the need for achieving knowledge by other students, which is sometimes manifested by lack of respect and empathy towards the lecturer and other students	The student characterizes quite accurately the benefits resulting from achieving a high level of knowledge and skills in pharmacology, present an attitude of understanding, respect and empathy, though there are cases of neglecting the complexity of determinants of other people's behaviour	The student characterizes accurately the benefits resulting from achieving a high level of knowledge and skills in pharmacology, presents an attitude full of empathy and respect for knowledge and towards the lecturer and other student
A07_K_K02	The student cannot articulate a single argument in favour of the necessity to continuously upgrade knowledge and skills in pharmacology	The student is able to provide only a small number of arguments in favour of the necessity to continuously upgrade knowledge and skills	The student is able to more or less accurately provide arguments in favour of the necessity to continuously upgrade knowledge and skills	The student presents very professionally arguments in favour of the necessity to continuously upgrade knowledge and skills in skills in

		in pharmacology	in pharmacology	pharmacology, bearing in mind that the knowledge and skills reflect directly professionalism and empathy towards patients
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PIE1.A08. Radiology

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Radiology	Code	PIE1.A08	ECTS points	1.0	
Unit	Social and Medical Faculty Nursing and Midwifery Department (32) 264-74-75 ext. 12, dziekanat@wsps.pl					
Status of course / Modular block			Obligatory A. Basic sciences			
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW (SEM)	BNA	ZP	PZ
		Theoretical education			Practical education	
3	5	15	---	15	---	---
Form of crediting		ZO	---	ZO	---	---
ECTS		1,0			---	---
Education area in direction of studies	Medical sciences, health sciences and physical education sciences.					
Field of science	Health Sciences.					
Language of lectures	English					
Prerequisites	Familiarity with the curriculum content regarding the following subjects: anatomy, internal medicine and internal nursing, physical examination					
Education goal	<ul style="list-style-type: none"> The objective of the subject is to present possibilities of modern medical imaging. To enable evaluation of usefulness of a particular medical test compared with other tests. The student learns about the action mechanism and influence of ionising radiation on a living organism and methods of protection against its harmful effects. The student becomes familiar with the nursing personnel working conditions in the modern medical imaging department. 					
Symbol of the course educational outcome	Description of the course educational outcome			Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome (+ - low, ++ - medium, +++ - high)	
A08_K_W01	Describes physical basis of non-invasive and invasive methods of imaging			A.W7	+++	

A08_K_W02	Characterizes the scope of application of particular radiological methods of imaging in diagnostics	A.W8	+++
A08_K_U01	Associates images of tissue and organ damage with disease clinical symptoms, medical history and diagnostic testing results	A.U12	+++
08_K_U02	Assesses harmfulness of an ionising radiation dose and follows the principles of radiological protection	A.U17	+++
A08_K_K01	Characterizes benefits resulting from achieving a high level of knowledge and skills in radiology	D.K2	++
A08_K_K02	Gives arguments in favour of the necessity to continuously upgrade knowledge and skills in radiology	D.K2	++
Implemented directional educational outcomes			
Symbol of the directional educational outcome	Description of the directional educational outcome		
A.W7	Describes physical basis of non-invasive and invasive methods of imaging		
A.W8	Has the knowledge of diagnostic radiology		
A.U12	Associates images of tissue and organ damage with disease clinical symptoms, medical history and diagnostic testing results		
A.U17	Assesses harmfulness of an ionising radiation dose and follows the principles of radiological protection		
D.K2	Systematically develops professional knowledge and skills, aiming at professionalism		
CURRICULUM CONTENT			
Course symbol	Subject of classes	Implemented educational outcomes	Hours
Form of classes: lectures			
W01	Historical outline of medical imaging development	A08_K_W02	1
W02	Physical and chemical basis of ionising radiation.	A08_K_W01	2
W03	Influence of ionising radiation on the human organism.	A08_K_W01 A08_K_W02	1
W04	Construction and operation of X-ray equipment.	A08_K_W02	1
W05	Types of radiodiagnostic examination and preparation of a patient.	A08_K_W02	1
W06	Diagnostic radiology of the osteoarticular system.	A08_K_U01	1
W07	Mammography.	A08_K_U01	1
W08	Diagnostics of the chest.	A08_K_U01	1
W09	Contrast agents in diagnostic radiology.	A08_K_U01	1
W10	Examination with the use of contrast agents.	A08_K_U01	1
W11	Angiographic examination.	A08_K_U01	1
W12	MRI.	A08_K_U01	1
W13	CT.	A08_K_U01	1
W14	Radiotherapy and patient care during radiotherapy.	A08_K_U01	1
	Hours in total: lectures	15	
Form od classes: classes without the participation of an academic teacher (BNA)			
BNA01	Developing the ability to recognise particular abnormalities within	A08_K_W02	15

	diagnostic radiology. Studying atlases of diagnostic radiology.	A08_K_U01		
	Hours in total: BNA	15		
Correlation of particular types of classes				
	Lecture	BNA	Practical classes	
	W01_W14	BNA01	---	
The matrix of educational outcomes for the subject with reference to the methods of verification of the intended educational outcomes and the form of the classes				
Educational outcome code	Forms of classes		Verification methods	
	W + BNA	CW	W + BNA	CW
A08_K_W01	W02, W03	---	single or multiple choice test	---
A08_K_W02	W01-W05, BNA01	---	single or multiple choice test	---
A08_K_U01	W06-W14, BNA01	---	multimedia presentation; single or multiple choice test	---
A08_K_U02	W02, W03	---	multimedia presentation; single or multiple choice test	---
A08_K_K01	all	---	teacher's assessment, student's self-assessment, other students' assessment	---
A08_K_K02	all	---	teacher's assessment, student's self-assessment, other students' assessment	---
Teaching methods, method of implementation and evaluation				
Lecture + classes without participation of an academic teacher (BNA) + practical classes (seminars)	<p>Lecture with multimedia presentation and/or conversational lecture.</p> <p>Classes without participation of an academic teacher (BNA) stand for unassisted student's work – subject of classes is provided above. Students become familiar with the following subjects of the BNA classes based on a list of basic and supplementary bibliography or additional materials prepared by an academic teacher.</p> <p>Assigning educational outcomes to each course is presented in the syllabus. A lecturer includes all educational outcomes assigned to a particular type of classes (e.g. a lecture) in the conducted classes. This should be reflected in an outline prepared by a lecturer (the outline should be attached to the course portfolio).</p> <p>In the case of BNA classes, the lecturer should indicate to students working on a particular subject on their own which aspects of the subject they should pay special attention to; the aspects result from educational outcomes assigned to a particular subject.</p> <p>The course ends with a final written test. The condition for participating in the final test is to complete the practical classes (seminar).</p>			
Student's workload (practical classes are marked with an asterisk)				
Hours of student's work	Activity form	Hours in detail	Hours in total	
Contact hours with an academic	Participation in lectures	15 hours	15	
	Participation in consultations related to classes *	2 hours lecture	2	

teacher		2 hours BNA	2	
Student's individual work	Individual work related to the subject of BNA classes	15 hours	15	
	Preparation for the final test from lectures + BNA	5 hours	5	
Total student's workload			39	
Quantity indicators	Workload	Hours	ECTS	
	Student's workload associated with classes that require direct teacher participation	19	0,5	
	Student's workload associated with classes that do not require direct teacher participation	20	0,5	
	* Student's workload associated with practical classes	0	0,0	
	* Student's workload associated with theoretical classes	39	1,0	
Basic bibliography	<ul style="list-style-type: none"> Pruszyński B. ed. Radiologia, diagnostyka obrazowa. (Radiology, medical imaging.), Warszawa: Wydawnictwo Lekarskie PZWL, 2011. Bonita Cavanaugh. Badania laboratoryjne i obrazowe dla pielęgniarek. (Laboratory and imaging testing for nurses.) Warszawa: Wydawnictwo Lekarskie PZWL, 2006. 			
Supplementary bibliography	<ul style="list-style-type: none"> Pruszyński B. ed. Radiologia: diagnostyka obrazowa RTG, TK, USG, MR i radioizotopy. (Radiology: X-ray medical imaging, TK, USG, MR and radioisotopes.) Warszawa: Wydawnictwo Lekarskie PZWL, 2005. Zaleska-Drobisz ed. ABC radiologii w medycynie ratunkowej. (Fundamentals of radiology in emergency medicine.), Wrocław: Wydawnictwo Medyczne Górnicki, 2009. 			
Grades – details (intermediate grades omitted: 3.5 and 4.5).				
Educational outcomes	For grade 2	For grade 3	For grade 4	For grade 5
A08_K_W01	Does not describe physical fundamentals of non-invasive or invasive methods of imaging.	Names some physical fundamentals of non-invasive and invasive methods of imaging	Names most physical fundamentals of non-invasive and invasive methods of imaging	Describes physical fundamentals of non-invasive and invasive methods of imaging
A08_K_W02	Does not characterize the scope of application of particular radiological methods of imaging in diagnostics	Characterizes the scope of application of particular radiological methods of imaging in diagnostics	Characterizes application of most radiological methods of imaging in diagnostics	Characterizes the scope of application of particular radiological methods of imaging in diagnostics
A08_K_U01	Does not associate images of tissue and organ damage with disease clinical symptoms, medical history and diagnostic testing results	Associates only some images of tissue and organ damage with disease clinical symptoms, medical history and diagnostic testing results, makes serious mistakes	Associates most images of tissue and organ damage with disease clinical symptoms, medical history and diagnostic testing results, makes small mistakes	Associates images of tissue and organ damage with disease clinical symptoms, medical history and diagnostic testing results
A08_K_U02	Does not assess harmfulness of an ionising radiation dose and does not follow the principles of radiological protection	Assesses imprecisely harmfulness of an ionising radiation dose and shows deficiency regarding following the principles of radiological protection	Assesses almost without mistakes harmfulness of an ionising radiation dose, follows the principles of radiological protection	Assesses harmfulness of an ionising radiation dose and follows the principles of radiological protection
A08_K_K01	The student is not able to characterize	The student characterizes	The student characterizes quite	The student characterizes

	the benefits resulting from achieving a high level of knowledge and skills in radiology, presents an attitude of denying the need for such knowledge and skills, which is manifested by lack of respect and empathy towards the lecturer and other students	inaccurately the benefits resulting from achieving a high level of knowledge and skills in radiology, presents an attitude of partly denying the need for achieving knowledge by other students, which is sometimes manifested by lack of respect and empathy towards the lecturer and other students	accurately the benefits resulting from achieving a high level of knowledge and skills in radiology, present an attitude of understanding, respect and empathy, though there are cases of neglecting the complexity of determinants of other people's behaviour	accurately the benefits resulting from achieving a high level of knowledge and skills in radiology, presents an attitude full of empathy and respect for knowledge and towards the lecturer and other students
A08_K_K02	The student cannot articulate a single argument in favour of the necessity to continuously upgrade knowledge and skills in radiology	The student is able to provide only a small number of arguments in favour of the necessity to continuously upgrade knowledge and skills in radiology	The student is able to more or less accurately provide arguments in favour of the necessity to continuously upgrade knowledge and skills in radiology	The student presents very professionally arguments in favour of the necessity to continuously upgrade knowledge and skills in skills in radiology, bearing in mind that the knowledge and skills reflect directly professionalism and empathy towards patients

PIE1.B04. Law

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Law	Code	PIE1.B04	ECTS points	1.0	
Unit	Social and Medical Faculty Nursing and Midwifery Department (32) 264-74-75 ext. 12, dziekanat@wsps.pl					
Status of course / Modular block			Obligatory B. Social sciences			
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
1	1	15	---	15	---	---
Form of crediting		ZO	---	ZO	---	---
ECTS		1,0			---	---
Education area in direction of studies	Medical sciences, health sciences and physical education sciences. B. Social sciences + foreign language					
Field of science	Health Sciences.					
Language of lectures	English					
Prerequisites	None.					
Education goal	<ul style="list-style-type: none"> • Learning the basic concepts of law and legal acts, including those related to medical professions. • Learning the types of liability in medical professions: civil, criminal, occupational and professional. • Learning and complying with legal standards in professional activity. • Learning the principles of ethics and deontology. 					
Symbol of the course educational outcome	Description of the course educational outcome			Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome (+ - low, ++ - medium, +++ - high)	
B04_K_W01	Knows the basic concepts of law and its place in the society life, with particular emphasis on human rights and employment law.			B.W19	+++	

B04_K_W02	Knows basic issues of health insurance and its system in Poland and the European Union, characterizes compulsory and voluntary insurance and selected directions of healthcare policy in Poland and in the Member States of the European Union	B.W20	+++
B04_K_W03	Knows the legal basis regarding medical professions: rights and obligations of a nurse, organisational structure and functioning of the nursing and midwifery council, tasks of the council within the subject granting the right to exercise the profession and issuing a permission for individual or group nursing practice.	B.W21	+++
B04_K_W04	Differentiates between criminal, civil and occupational liability associated with the profession of a nurse.	B.W22	+++
B04_K_W05	Knows the Charter on Patients' Rights, Charter on Human Rights and Charter on Children's Rights	B.W23	+++
B04_K_U01	Knows legal regulations regarding the nursing profession and the provision of healthcare services.	B.U17	+++
B04_K_U02	Knows the subject of professional, criminal and civil liability in the healthcare system and provision of healthcare services.	B.U18	+++
B04_K_K01	Systematically improves knowledge on law, aiming at achieving professionalism	D.K2	+
Implemented directional educational outcomes			
Symbol of the directional educational outcome	Description of the directional educational outcome		
B.W19	Knows the basic concepts of law and its place in the society life, with particular emphasis on human rights and employment law.		
B.W20	Knows basic issues of health insurance and its system in Poland and the European Union, characterizes compulsory and voluntary insurance and selected directions of healthcare policy in Poland and in the Member States of the European Union		
B.W21	Knows the legal basis regarding medical professions: rights and obligations of a nurse, organisational structure and functioning of the nursing and midwifery council, tasks of the council within the subject of granting the right to exercise the profession and issuing a permission for individual or group nursing practice.		
B.W22	Differentiates between criminal, civil and occupational liability associated with the profession of a nurse.		
B.W23	Knows the Charter on Patients' Rights, Charter on Human Rights and Charter on Children's Rights		
B.U17	Knows legal regulations regarding the nursing profession and the provision of healthcare services.		
B.U18	Knows the subject of professional, criminal and civil liability in the healthcare system and provision of healthcare services.		
D.K2	Systematically develops professional knowledge and skills, aiming at professionalism.		
CURRICULUM CONTENT			
Course symbol	Subject of classes	Implemented educational outcomes	Hours
Form of classes: lectures			
W01	Definitions of legal issues: legal act, legal system, legal language, interpretation of law, structure of legal acts, legal standard, legal provision.	B04_K_W01	1

W02	Right to treatment in Poland and in the European Union. Health Insurance. Compulsory and voluntary insurance as well as selected directions of healthcare policy in Poland.	B04_K_W02	2
W03	Legal basis for performing medical professions. Sources of medical law.	B04_K_W03 B04_K_U01	2
W04	Obtaining professional qualifications of pre- and post-graduate nurses in the profession of a nurse and midwife. Extent of professional independence of a nurse.	B04_K_W03 B04_K_U01	1
W05	The concept of responsibility in medical professions, including the profession of a nurse and midwife – criminal, civil and professional. The Act of 15 July 2011 on professions of nurse and midwife.	B04_K_W04 B04_K_U02	2
W06	Employment law. Contracts and types of contracts in the employment law.	B04_K_W01	1
W07	The Act on the nursing and midwifery council. Organisational structure and principles of the nursing and midwifery council functioning. Tasks of the council within the subject of granting the right to exercise the profession and issuing a permission for individual or group nursing practice.	B04_K_W03 B04_K_U01	2
W08	The Act on therapeutic activity.	B04_K_W03 B04_K_U01	1
W09	Patients' rights in Poland and selected European countries.	B04_K_W05	2
W10	The Charter on Patients' Rights The legal aspect of the patient's consent. The model of WHO Declaration on Patients' Rights.	B04_K_W05	1
	Hours in total: lectures		15
Form od classes: classes without the participation of an academic teacher (BNA)			
BNA01	The nursing and midwifery council in Poland and in selected European Union countries.	B04_K_W03 B04_K_U01	3
BNA02	Health insurance system in Poland and in selected European Union countries.	B04_K_W02	3
BNA03	Directions of healthcare policy in selected European Union countries.	B04_K_W02	3
BNA04	Obtaining professional qualifications of pre- and post-graduate nurses in the profession of a nurse and midwife in selected European Union countries. Extent of professional independence of a nurse in selected European Union countries.	B04_K_W03 B04_K_U01	3
BNA05	Human rights protection. The Charter on Human Rights	B04_K_W01 B04_K_W05	3
	Hours in total: BNA		15
Correlation of particular types of classes			
	Lecture	BNA	
	W01	BNA05	
	W02	BNA02, BNA03	
	W03	BNA01, BNA04	
	W04	---	
	W05	---	
	W06	---	
	W07	---	
	W08	---	

	W09	---		
	W10	---		
The matrix of educational outcomes for the subject with reference to the methods of verification of the intended educational outcomes and the form of the classes				
Educational outcome code	Forms of classes		Verification methods	
	W	BNA	W	BNA
B04_K_W01	W01, W06	BNA05	single or multiple choice test	single or multiple choice test
B04_K_W02	W02	BNA02, BNA03	single or multiple choice test	single or multiple choice test
B04_K_W03	W03, W04, W07, W08	BNA01, BNA04	single or multiple choice test	single or multiple choice test
B04_K_W04	W05	---	single or multiple choice test	---
B04_K_W05	W09, W10	BNA05	single or multiple choice test	single or multiple choice test
B04_K_U01	W03, W04, W07, W08	BNA01, BNA04	single or multiple choice test	single or multiple choice test
B04_K_U02	W05	---	single or multiple choice test	---
B04_K_K01	all	all	single or multiple choice test	single or multiple choice test
Teaching methods, method of implementation and evaluation				
Lecture + classes without the participation of an academic teacher (BNA) + practical classes (seminar)	<p>Lecture with multimedia presentation and/or conversational lecture.</p> <p>Classes without participation of an academic teacher (BNA) stand for unassisted student's work – subject of classes is provided above. Students become familiar with the following subjects of the BNA classes based on a list of basic and supplementary bibliography or additional materials prepared by an academic teacher.</p> <p>Lectures and BNA classes cover educational outcomes regarding knowledge and social competences:</p> <p>Assigning educational outcomes to each course is presented in the syllabus. A lecturer includes all educational outcomes assigned to a particular type of classes (e.g. a lecture) in the conducted classes. This should be reflected in an outline prepared by a lecturer (the outline should be attached to the course portfolio).</p> <p>In the case of BNA classes, the lecturer should indicate to students working on a particular subject on their own which aspects of the subject they should pay special attention to; the aspects result from educational outcomes assigned to a particular subject.</p> <p>The course ends with a final test covering lectures and concepts learned by students individually in BNA classes.</p> <p>Instead of test questions from BNA, students may prepare (individually or in small, up to 2-3-person groups) essays or presentations on a selected subject indicated in BNA. Then the lecture should be conducted in the form of a conversation lecture where students refer (present) the material prepared by them (duration of the essay or presentation: no more than 5-10 minutes), while the other students express their opinions about the material presented.</p> <p>Exemplary essay (presentation) subjects:</p> <ul style="list-style-type: none"> • Compare the nursing and midwifery council in Poland with its counterpart in a selected European Union country; • Present similarities and differences between the health insurance system in Poland and in a selected European Union country. • Compare directions of Polish healthcare policy with directions of healthcare policy in a selected European Union country, etc. <p>The condition for passing the final test is to obtain a minimum 3.0 grade for each educational outcome regarding knowledge. Obtaining at least one unsatisfactory grade for the educational outcome is equivalent to obtaining an unsatisfactory grade for the entire final test. In a particular case when a student receives one or two unsatisfactory grades for educational</p>			

	outcomes (when only a few hundredths of a point are missing in order to obtain a positive result), the lecturer may decide on additional questioning of the student regarding the particular educational outcome(s), making a relevant note on the student's test sheet (along with the additional questions).			
Student's workload (practical classes are marked with an asteriks)				
Hours of student's work	Activity form		Hours in detail	Hours in total
Contact hours with an academic teacher	Participation in lectures		15 hours	15
	Participation in practical classes *		---	---
	Participation in consultations related to classes *		2 hours lecture 2 hours BNA	2 2
Student's individual work	Preparation for practical classes *		---	---
	Individual work related to the subject of BNA classes		15 hours	15
	Preparation for the final test		5 hours	5
Total student's workload				39
Quantity indicators	Workload		Hours	ECTS
	Student's workload associated with classes that require direct teacher participation		19	0,5
	Student's workload associated with classes that do not require direct teacher participation		20	0,5
	* Student's workload associated with practical classes		0	0,0
	* Student's workload associated with theoretical classes		39	1,0
Basic bibliography	<ul style="list-style-type: none"> • The Constitution of Poland • Karkowska D. Prawo medyczne dla pielęgniarek. (Medical law for nurses.), Wyd. Wolters Kluwer 2013. • Nestorowicz M. Prawo medyczne, komentarze i glosy do orzeczeń sądowych. (Medical law, commentaries and opinions regarding judicial decisions.), LexisNexis, Warszawa 2012. • Przepisy prawne. (Regulations.) Stan na dzień 1 styczeń 2013 roku. (As of 1 January 2013.) Okręgowa Izba pielęgniarek i położnych w Katowicach 2013. (District Chamber of Nurses and Midwives in Katowice 2013.) • Kodeks etyki zawodowej pielęgniarki i położnej. (Code of professional ethics of a nurse and midwife.), wyd. NIPiP. 			
Supplementary bibliography	<ul style="list-style-type: none"> • Odpowiedzialność cywilna lekarza. (Civil liability of a physician.) • Odpowiedzialność cywilna zakładu leczniczego. (Civil liability of a medical establishment.) • Fiutak A. Prawo w medycynie. (Law in medicine.) CH.Beck, Warszawa 2009. • Kodeks pracy. (Labour Code.) • Kodeks cywilny. (Civil Code.) • Nowacki J., Tobor Z. Wstęp do prawoznawstwa. (Introduction to jurisprudence.) Warszawa, 2009. 			
Grades – details (intermediate grades omitted: 3.5 and 4.5).				
Educational outcomes	For grade 2	For grade 3	For grade 4	For grade 5
B04_K_W01	Does not know the basic law concepts, does not indicate the place of law in the society life, does not know the human rights and/or the employment law	Describes to a small degree and imprecisely the basic law concepts, characterizes to a small degree the place of law in the society life, knows only some human	Describes without crucial mistakes the basic law concepts, characterizes quite sufficiently the place of law in the society life, knows quite well the human rights and the employment law	Knows the basic concepts of law and its place in the society life, with particular emphasis on human rights and employment law.

		rights, knows to a small degree the employment law		
B04_K_W02	Does not know, even at a basic level, the issues of health insurance or selected directions in healthcare policy in Poland and European Union countries	Knows to a small degree the issues of health insurance and selected directions in the healthcare policy in Poland and some European Union countries	Knows to a large degree the issues of health insurance and selected directions in the healthcare policy in Poland and some European Union countries	Knows basic issues of health insurance and its system in Poland and the European Union, characterizes compulsory and voluntary insurance and selected directions of healthcare policy in Poland and in the Member States of the European Union.
B04_K_W03	Does not know the legal basis regarding medical professions: rights and obligations of a nurse, organisational structure and functioning of the nursing and midwifery council, tasks of the council within the subject of granting the right to exercise the profession and issuing a permission for individual or group nursing practice.	Knows some legal basis regarding medical professions: rights and obligations of a nurse, organisational structure and functioning of the nursing and midwifery council, tasks of the council within the subject of granting the right to exercise the profession and issuing a permission for individual or group nursing practice.	Knows quite well the legal basis regarding medical professions: rights and obligations of a nurse, organisational structure and functioning of the nursing and midwifery council, tasks of the council within the subject of granting the right to exercise the profession and issuing a permission for individual or group nursing practice.	Knows the legal basis regarding medical professions: rights and obligations of a nurse, organisational structure and functioning of the nursing and midwifery council, tasks of the council within the subject of granting the right to exercise the profession and issuing a permission for individual or group nursing practice.
B04_K_W04	Does not differentiate between criminal, civil and occupational liability associated with the profession of a nurse.	Differentiates to a small degree between criminal, civil and occupational liability associated with the profession of a nurse.	Differentiates to a large degree between criminal, civil and occupational liability associated with the profession of a nurse.	Differentiates between criminal, civil and occupational liability associated with the profession of a nurse.
B04_K_W05	Does not know the Charter on Patients' Rights, Charter on Human Rights or Charter on Children's Rights	Knows only one of the given Charters, insufficiently	Knows quite well the Charter on Patients' Rights, Charter on Human Rights and Charter on Children's Rights	Knows the Charter on Patients' Rights, Charter on Human Rights and Charter on Children's Rights
B04_K_U01	Does not know legal regulations regarding the nursing profession and the provision of healthcare services.	Knows to a small degree legal regulations regarding the nursing profession and the provision of healthcare services.	Knows to a large degree legal regulations regarding the nursing profession and the provision of healthcare services.	Knows legal regulations regarding the nursing profession and the provision of healthcare services.
B04_K_U02	Does not know the subject of professional, criminal and civil liability in the healthcare system and provision of healthcare services.	Knows to a small degree the subject of professional, criminal and civil liability in the healthcare system and provision of healthcare services.	Knows to a large degree the subject of professional, criminal and civil liability in the healthcare system and provision of healthcare services.	Knows the subject of professional, criminal and civil liability in the healthcare system and provision of healthcare services.
B04_K_K01	Does not improve knowledge on law,	Improves to a small degree professional	Improves to a large degree professional	Systematically improves knowledge

	does not aim at achieving professionalism	knowledge on law	knowledge on law	on law, aiming at achieving professionalism
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PIE1.B05. Public health

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Public health	Code	PIE1.B05	ECTS points	4.0	
Unit	Social and Medical Faculty Nursing and Midwifery Department (32) 264-74-75 ext. 12, dziekanat@wsps.pl					
Status of course / Modular block		Obligatory B. Social sciences				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
4	7	45	30	15	---	---
Form of crediting		ZO	ZO	ZO	---	---
ECTS		4,0			---	---
Education area in direction of studies	Medical sciences, health sciences and physical education sciences. B. Social sciences + foreign language					
Field of science	Health Sciences.					
Language of lectures	English					
Prerequisites	None.					
Education goal	<ul style="list-style-type: none"> Familiarizing students with basic issues of public health: health concept, tasks and objectives of public health, organising the healthcare system, family medicine, National Health Programme, National Prevention Programmes. Presenting basic knowledge on global health risks and health policy tasks resulting from them. Providing knowledge and practical skills on preventive measures regarding various types of addictions (alcoholism, nicotine addiction, drug addiction, etc.), main civilisation diseases (cardiovascular diseases, neoplastic diseases), mental health disorders. Providing knowledge and practical skills on injury prevention, accidents, poisoning, nutrition mistakes. Providing knowledge and practical skills on solving health and social problems among elderly people. Learning about the principles of organising the workstation of a nurse and the applied ergonomic principles. Acquiring basic knowledge on the quality and standards of nursing care. 					
Symbol of the course educational outcome	Description of the course educational outcome			Reference to the directional educational outcome	Correspondence level between the course educational outcome	

			and the directional educational outcome (+ - low, ++ - medium, +++ - high)
B05_K_W01	Shows the origins, objectives and tasks of the public health system within the healthcare concept	B.W24	+++
B05_K_W02	Indicates cultural, social and economic determinants of public health	B.W25	+++
B05_K_W03	Knows basic concepts of health and disease	B.W26	+++
B05_K_W04	Classifies health determinants as non-consolidated and consolidated	B.W27	+++
B05_K_W05	Describes principles of rational nutrition in light of the latest scientific research	B.W28	+++
B05_K_W06	Characterizes the essence of prevention and disease prevention	B.W29	+++
B05_K_W07	Describes the basics of organisation of the National Health System in Poland	B.W30	+++
B05_K_W08	Explains the assumptions of health education models, including the family medicine model, the role and tasks of a primary care nurse	B.W31	+++
B05_K_W09	Lists the principles of functioning of the market of medical services in Poland and in selected European Union countries	B.W32	+++
B05_K_W10	Specifies particular health risks occurring in the living, learning and working environment	B.W33	+++
B05_K_W11	Describes the structure and functioning of healthcare units	B.W34	+++
B05_K_W12	Describes the following concepts: work place, responsibility, obligations and rights, working hours, shift work, work schedule, care standard, procedure, algorithm	B.W35	+++
B05_K_W13	Characterizes basic nursing care organisation methods and types of documentation required in a nurse's work place	B.W36	+++
B05_K_W14	Defines the following concepts: workload, occupational disease and accident at work	B.W37	+++
B05_K_W15	Indicates typical stages in the process of looking for a job	B.W38	+++
B05_K_W16	Describes the stages of individual work organisation and their importance in professional development	B.W39	+++
B05_K_W17	Defines the concept of quality in healthcare and nursing, differentiates between the healthcare and nursing criteria	B.W40	+++
B05_K_U01	Prepares statements of basic health determinants	B.U1	+++
B05_K_U02	Knows the subject of professional, criminal and civil liability in the healthcare system and provision of healthcare services	B.U18	+++
B05_K_U03	Prepares nursing pro-health action projects in the living, learning and working environment	B.U19	+++
B05_K_U04	Assesses global trends regarding healthcare in the aspect of the latest epidemiological and demographic data	B.U20	+++
B05_K_U05	Interprets actions regarding healthcare and social policy carried out by the state in favour of public health	B.U21	+++

B05_K_U06	Analyses and evaluates the functioning of various medical care systems and identifies their funding sources	B.U22	+++
B05_K_U07	Develops methods and forms of prophylaxis, disease prevention and cultivation of correct health behaviour towards different social groups	B.U23	+++
B05_K_U08	Controls the aggravating factors in the work of nurses and conducive factors to the occurrence of occupational diseases and accidents at work	B.U24	+++
B05_K_U09	Develops the skills of active job search (search methods, <i>curriculum vitae</i> , cover letter, job interview, self-presentation)	B.U25	+++
B05_K_U10	Conducts an assessment of the nursing care quality for the improvement of nursing	B.U26	+++
B05_K_K01	Systematically improves knowledge on public health, aiming at achieving professionalism	D.K2	+
Implemented directional educational outcomes			
Symbol of the directional educational outcome	Description of the directional educational outcome		
B.W24	Shows the origins, objectives and tasks of the public health system within the healthcare concept		
B.W25	Indicates cultural, social and economic determinants of public health		
B.W26	Knows basic concepts of health and disease		
B.W27	Classifies health determinants as non-consolidated and consolidated		
B.W28	Describes principles of rational nutrition in light of the latest scientific research		
B.W29	Characterizes the essence of prevention and disease prevention		
B.W30	Describes the basics of organisation of the National Health System in Poland		
B.W31	Explains the assumptions of health education models, including the family medicine model, the role and tasks of a primary care nurse		
B.W32	Lists the principles of functioning of the market of medical services in Poland and in selected European Union countries		
B.W33	Specifies particular health risks occurring in the living, learning and working environment		
B.W34	Describes the structure and functioning of healthcare units		
B.W35	Describes the following concepts: work place, responsibility, obligations and rights, working hours, shift work, work schedule, care standard, procedure, algorithm		
B.W36	Characterizes basic nursing care organisation methods and types of documentation required in a nurse's work place		
B.W37	Defines the following concepts: workload, occupational disease and accident at work		
B.W38	Indicates typical stages in the process of looking for a job		
B.W39	Describes the stages of individual work organisation and their importance in professional development		
B.W40	Defines the concept of quality in healthcare and nursing, differentiates between the healthcare and nursing criteria		
B.U1	Prepares statements of basic health determinants		
B.U18	Knows the subject of professional, criminal and civil liability in the healthcare system and provision of healthcare services		
B.U19	Prepares nursing pro-health action projects in the living, learning and working environment		
B.U20	Assesses global trends regarding healthcare in the aspect of the latest epidemiological and		

	demographic data		
B.U21	Interprets actions regarding healthcare and social policy carried out by the state in favour of public health		
B.U22	Analyses and evaluates the functioning of various medical care systems and identifies their funding sources		
B.U23	Develops methods and forms of prophylaxis, disease prevention and cultivation of correct health behaviour towards different social groups		
B.U24	Controls the aggravating factors in the work of nurses and conducive factors to the occurrence of occupational diseases and accidents at work		
B.U25	Develops the skills of active job search (search methods, <i>curriculum vitae</i> , cover letter, job interview, self-presentation)		
B.U26	Conducts an assessment of the nursing care quality for the improvement of nursing		
D.K2	Systematically improves knowledge on public health, aiming at achieving professionalism		
CURRICULUM CONTENT			
Course symbol	Subject of classes	Implemented educational outcomes	Hours
Form of classes: lectures			
W01	Public health – terminology. Definition of health, disease, prevention. Public health and remedial medicine. The objectives, functions and tasks of public health.	B05_K_W01 B05_K_W02 B05_K_W03	3
W02	Historical and contemporary public health models. The development of the modern concept of health and health potential. Social, political, economic and systemic health determinants. The characteristics of the basic models of health systems. The basics of the healthcare system organisation.	B05_K_W01 B05_K_W02 B05_K_W03 B05_K_W11 B05_K_U04 B05_K_U05 B05_K_U06	4
W03	Family medicine model.	B05_K_W01 B05_K_W02 B05_K_W03 B05_K_U06	2
W04	Global health risks and health policy tasks.	B05_K_W01 B05_K_W02 B05_K_U04 B05_K_U05	4
W05	Prevention in healthcare.	B05_K_W06 B05_K_U04 B05_K_U05 B05_K_U07	3
W06	Objectives and tasks of the National Health Programme. Functioning of the medical services market.	B05_K_W07 B05_K_W09	3
W07	National Prevention Programmes.	B05_K_W06	3
W08	Health behaviours and their influence on health.	B05_K_W10 B05_K_U01 B05_K_U03	5
W09	Family health risks.	B05_K_W10 B05_K_U01	3

		B05_K_U03	
W10	Determinants of civilization diseases development, addictions, mental health disorders and their prevention.	B05_K_W04 B05_K_U01 B05_K_U03	5
W11	Prevention of injuries, accidents, poisoning, nutritional mistakes.	B05_K_W05 B05_K_W10 B05_K_U03	5
W12	Health and social problems among elderly people.	B05_K_W10 B05_K_U01 B05_K_U03	5
	Hours in total: lectures		45
Form of classes: practical classes (seminars)*			
C01	The role and tasks of a nurses in the public health system, with particular emphasis on primary healthcare. Health education models. Family medicine model.	B05_K_W08 B05_K_U02 B05_K_U04	4
C02	Nutritional mistakes (quantitative and qualitative) and their influence on health.	B05_K_W05	4
C03	Types of addictions and their influence on health (alcoholism, drug addiction, nicotine addiction, psychoactive substances abuse) – prevention of these addictions.	B05_K_U01 B05_K_U03	4
C04	Main civilization diseases, including cardiovascular diseases, neoplastic diseases and their prevention.	B05_K_U01 B05_K_U03	6
C05	Mental health disorders. Mental health promotion.	B05_K_U01 B05_K_U03	4
C06	Injuries, accidents, poisoning and their prevention.	B05_K_U01 B05_K_U03	4
C07	Health and social problems among elderly people. Healthcare for elderly people.	B05_K_U01 B05_K_U03 B05_K_U04	4
	Hours in total: practical classes (seminar)*		30
Form od classes: classes without the participation of an academic teacher (BNA)			
BNA01	Structure and objectives of the organisation. The basics of efficient operation.	B05_K_W12	2
BNA02	Nurse's work place organisation. Individual work organisation in a nursing work place. Teamwork organisation.	B05_K_W12	3
BNA03	Medical records in nursing care practice.	B05_K_W13	3
BNA04	Workload in the work of a nurse. Shift work. Ergonomic principles applied in the nursing work place. Prevention of accidents at work. Occupational diseases in the profession of a nurse. Occupational risk.	B05_K_W14 B05_K_U08	3
BNA05	The quality and standards of nursing care.	B05_K_W17 B05_K_U10	2
BNA06	Employment market. Active job search: methods of looking for a job, CV, cover letter, job interview, self-presentation.	B05_K_W15 B05_K_W16 B05_K_U09	2
	Hours in total: BNA		15
Correlation of particular types of classes			

	Lecture	BNA	CW
	W01	---	---
	W02	---	---
	W03	---	---
	W04	---	C01
	W05	---	C02
	W06	---	---
	W07	---	---
	W08	---	C03, C04, C05, C06, C07
	W09	---	---
	W10	---	---
	W11	---	---
	W12	BNA01, BNA02, BNA03, BNA04, BNA05	---

The matrix of educational outcomes for the subject with reference to the methods of verification of the intended educational outcomes and the form of the classes

Educational outcome code	Forms of classes		Verification methods	
	W + BNA	CW	W + BNA	CW
B05_K_W01	W01, W02, W03, W04	---	single or multiple choice test	---
B05_K_W02	W01, W02, W03, W04	---	single or multiple choice test	---
B05_K_W03	W01, W02, W03	---	single or multiple choice test	---
B05_K_W04	W10	---	single or multiple choice test	---
B05_K_W05	W11	C02	single or multiple choice test	single or multiple choice test
B05_K_W06	W05, W07	---	single or multiple choice test	---
B05_K_W07	W06	---	single or multiple choice test	---
B05_K_W08	---	C01	---	single or multiple choice test
B05_K_W09	W06	---	single or multiple choice test	---
B05_K_W10	W08, W09, W11, W12	---	single or multiple choice test	---
B05_K_W11	W02	---	single or multiple choice test	---
B05_K_W12	BNA01, BNA02	---	single or multiple choice test	---
B05_K_W13	BNA03	---	single or multiple choice test	---
B05_K_W14	BNA04	---	single or multiple choice test	---

B05_K_W15	BNA06	---	single or multiple choice test	---
B05_K_W16	BNA06	---	single or multiple choice test	---
B05_K_W17	BNA05	---	single or multiple choice test	---
B05_K_U01	W08, W09, W10, W12	C03, C04, C05, C06, C07	single or multiple choice test	single or multiple choice test
B05_K_U02	---	C01	---	single or multiple choice test
B05_K_U03	W08, W09, W10, W12	C03, C04, C05, C06, C07	single or multiple choice test	single or multiple choice test
B05_K_U04	W02, W04, W05	C01, C07	single or multiple choice test	single or multiple choice test
B05_K_U05	W02, W04, W05	---	single or multiple choice test	---
B05_K_U06	W02, W03	---	single or multiple choice test	---
B05_K_U07	W05	---	single or multiple choice test	---
B05_K_U08	BNA08	---	essay or multimedia presentation	---
B05_K_U09	BNA06	---	CV, cover letter, self-presentation	---
B05_K_U10	BNA05	---	description of the procedure for the assessment of the nursing care quality	---
B05_K_K01	all	all	single or multiple choice test	single or multiple choice test

Teaching methods, method of implementation and evaluation

Lecture + BNA + practical classes (seminar)	<p>Lecture with multimedia presentation and/or conversational lecture.</p> <p>Practical classes (seminar) are mandatory. Students' active participation is required and they should present (lecture on) the content prepared by themselves within the BNA classes.</p> <p>Classes without participation of an academic teacher (BNA) stand for unassisted student's work – subject of classes is provided above. Students become familiar with the following subjects of the BNA classes based on a list of basic and supplementary bibliography or additional materials prepared by an academic teacher.</p> <p>Lectures and BNA classes cover educational outcomes regarding knowledge and social competences:</p> <p>Assigning educational outcomes to each course is presented in the syllabus. A lecturer includes all educational outcomes assigned to a particular type of classes (e.g. a lecture) in the conducted classes. This should be reflected in an outline prepared by a lecturer (the outline should be attached to the course portfolio).</p> <p>In the case of BNA classes, the lecturer should indicate to students working on a particular subject on their own which aspects of the subject they should pay special attention to; the aspects result from educational outcomes assigned to a particular subject.</p> <p>The course ends with a final test covering lectures and theoretical concepts learned by students individually in BNA classes.</p> <p>Because the BNA classes also allow development of certain practical skills (educational outcomes: B05_K_U08, B05_K_U09, B05_K_U10), the result of the student's work within the framework of these activities should be:</p> <ul style="list-style-type: none"> • essay (or multimedia presentation) on the analysis of the aggravating factors in the work of a nurse and accidents at work in the selected area (e.g. work of a surgical nurse, anesthesiological nurse, primary care nurse, etc.); the essay
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	<p>should be written based on the observations done during practical classes and training and on the analysis of published results of research in this matter (B05_K_U08);</p> <ul style="list-style-type: none"> • preparing a CV, cover letter, self-presentation, or playing a job interview role-play (B05_K_U09); • a written description of the procedure for the assessment of the quality of nursing care in the particular area of nursing, based on the bibliography regarding the course, together with an indication of the substantive areas for improvement (B05_K_U10). <p>The condition for passing the final test is to obtain a minimum 3.0 grade for each educational outcome regarding knowledge. Obtaining at least one unsatisfactory grade for the educational outcome is equivalent to obtaining an unsatisfactory grade for the entire final test. In a particular case when a student receives one or two unsatisfactory grades for educational outcomes (when only a few hundredths of a point are missing in order to obtain a positive result), the lecturer may decide on additional questioning of the student regarding the particular educational outcome(s), making a relevant note on the student's test sheet (along with the additional questions).</p>			
Student's workload (<i>practical classes are marked with an asterisk</i>)				
Hours of student's work	Activity form	Hours in detail	Hours in total	
Contact hours with an academic teacher	Participation in lectures	45 hours	45	
	Participation in practical classes *	30 hours	30*	
	Participation in consultations related to classes *	2 hours lecture 2 hours practical classes	2 2*	
Student's individual work	Preparation for practical classes *	30 hours	30*	
	Individual work related to the subject of BNA classes	15 hours	15	
	Preparation for the final test	5 hours	5	
Total student's workload			99	
Quantity indicators	Workload	Hours	ECTS	
	Student's workload associated with classes that require direct teacher participation	79	3,2	
	Student's workload associated with classes that do not require direct teacher participation	20	0,8	
	* Student's workload associated with practical classes	62	2,5	
	* Student's workload associated with theoretical classes	37	1,5	
Basic bibliography	<ul style="list-style-type: none"> • Sygıt M. Zdrowie publiczne. (Public health.), Kraków: Wolters Kluwer Polska, 2017. • Dyzmann-Sroka A., Piotrowski T. Programy zdrowotne – skuteczna profilaktyka zachorowań. Przykłady dobrych praktyk. (Health programmes – effective disease prevention. Examples of good practice.), Warszawa: Wydawnictwo Lekarskie PZWL, 2017. • Czupryna A. red. Zdrowie publiczne – wybrane zagadnienia. Tom 1-2. (Public health – selected issues. Vol. 1-2.), Kraków: Vesalius, 2000. • Leowski J. Polityka zdrowotna a zdrowie publiczne. (Health policy and public health.), Warszawa: CeDeWu, 2009. • Bzdęga J., Gębska-Kuczerowska A. red. Epidemiologia w zdrowiu publicznym. (Epidemiology in public health.), Warszawa: Wydawnictwo Lekarskie PZWL, 2010. 			
Supplementary bibliography	<ul style="list-style-type: none"> • Kulik T.B., Latański M. Zdrowie publiczne. Podręcznik dla studentów i absolwentów wydziałów pielęgniarstwa i nauk o zdrowiu akademii medycznych. (Public health. Handbook for students and graduates of the faculties of nursing and health sciences of the Medical Academy.), Lublin: Czelej, 2002. 			
Grades – details (intermediate grades omitted: 3.5 and 4.5).				
Educational outcomes	For grade 2	For grade 3	For grade 4	For grade 5

B05_K_W01	Does not show the origins, objectives and tasks of the public health system within the healthcare concept	Shows imprecisely the origins, objectives and tasks of the public health system within the healthcare concept	Shows with small mistakes, but as a whole, the origins, objectives and tasks of the public health system within the healthcare concept	Shows fully the origins, objectives and tasks of the public health system within the healthcare concept
B05_K_W02	Does not indicate the cultural, social and economic public health determinants	Indicates only one area of public health determinants (social, economic or cultural)	Indicates two out of three areas (social, economic, cultural) of public health determinants	Indicates fully the cultural, social and economic public health determinants
B05_K_W03	Does not know basic concepts of health and disease	Knows only some basic concepts of health and disease	Knows most basic concepts of health and disease	Knows basic concepts of health and disease
B05_K_W04	Does not classify the health determinants as non-consolidated and consolidated	Classifies imprecisely, with mistakes, the health determinants as non-consolidated and consolidated	Classifies nearly without mistakes, the health determinants as non-consolidated and consolidated	Classifies with good comprehension the health determinants as non-consolidated and consolidated
B05_K_W05	Does not describe the principles of rational nutrition in light of the latest scientific research	Describes to a small degree, imprecisely, the principles of rational nutrition in light of the latest scientific research	Describes almost without mistakes the principles of rational nutrition in light of the latest scientific research	Describes professionally the principles of rational nutrition in light of the latest scientific research
B05_K_W06	Does not characterize the essence of prophylaxis and disease prevention	Describes imprecisely the essence of prophylaxis and disease prevention	Describes quite precisely, with minor mistakes, the essence of prophylaxis and disease prevention	Characterizes fully the essence of prophylaxis and disease prevention
B05_K_W07	Does not describe the basics of organisation of the National Health System in Poland	Describes to a small degree the basics of organisation of the National Health System in Poland	Describes quite precisely the basics of organisation of the National Health System in Poland	Describes professionally the basics of organisation of the National Health System in Poland
B05_K_W08	Does not explain the assumptions of health education models, including the family medicine model, the role and tasks of a primary care nurse	Explains to a small degree the assumptions of health education models, describes imprecisely the family medicine model and/or the role and tasks of a primary care nurse	Explains quite precisely, with minor mistakes, the assumptions of health education models, including the family medicine model and the role and tasks of a primary care nurse	Explains the assumptions of health education models, including the family medicine model, the role and tasks of a primary care nurse
B05_K_W09	Does not list the principles of functioning of the market of medical services in Poland and in selected European Union countries	Lists some principles of functioning of the market of medical services in Poland and/or in selected European Union countries	Lists most principles of functioning of the market of medical services in Poland and/or in selected European Union countries	Lists professionally the principles of functioning of the market of medical services in Poland and in selected European Union countries
B05_K_W10	Does not specify particular health risks occurring in the living, learning and working environment	Specifies only some particular health risks occurring in the selected (living, learning and working)	Specifies most particular health risks occurring in the living, learning and working environment	Specifies professionally particular health risks occurring in the living, learning and working

		environment		environment
B05_K_W11	Does not describe the structure and functioning of healthcare units	Describes imprecisely the structure and functioning of healthcare units	Describes almost without mistakes the structure and functions of healthcare units	Describes fully the structure and functioning of healthcare units
B05_K_W12	Does not describe the following concepts: work place, responsibility, obligations and rights, working hours, shift work, work schedule, care standard, procedure, algorithm	Describes only some of the following concepts: work place, responsibility, obligations and rights, working hours, shift work, work schedule, care standard, procedure, algorithm	Describes most of the following concepts: work place, responsibility, obligations and rights, working hours, shift work, work schedule, care standard, procedure, algorithm	Describes fully the following concepts: work place, responsibility, obligations and rights, working hours, shift work, work schedule, care standard, procedure, algorithm
B05_K_W13	Does not characterize basic nursing care organisation methods or types of documentation required in a nurse's work place	Characterizes only some basic nursing care organisation methods and only some types of documentation required in a nurse's work place	Characterizes most basic nursing care organisation methods and types of documentation required in a nurse's work place	Characterizes fully basic nursing care organisation methods and types of documentation required in a nurse's work place
B05_K_W14	Does not define such concepts as: workload, occupational disease, accident at work	Defines only some of the following concepts: workload, occupational disease, accident at work; definitions are imprecise	Defines most of the following concepts: workload, occupational disease, accident at work	Defines the following concepts: workload, occupational disease and accident at work
B05_K_W15	Does not indicate typical stages in the process of looking for a job	Indicates only some typical stages in the process of looking for a job	Indicates most typical stages in the process of looking for a job	Indicates professionally typical stages in the process of looking for a job
B05_K_W16	Does not describe the stages of individual work organisation and their importance in professional development	Describes only some stages of individual work organisation, presents to a small degree their importance in professional development	Describes most stages of individual work organisation, presents quite precisely their importance in professional development	Describes with good comprehension the stages of individual work organisation and their importance in professional development
B05_K_W17	Does not define the concept of quality in healthcare and nursing, does not differentiate between the healthcare and nursing criteria	Defines imprecisely the concept of quality in healthcare and nursing, differentiates imprecisely between the healthcare and nursing criteria	Defines quite precisely the concept of quality in healthcare and nursing, differentiates quite well the healthcare and nursing criteria	Defines the concept of quality in healthcare and nursing, differentiates between the healthcare and nursing criteria
B05_K_U01	Does not prepare statements of basic health determinants	Prepares to a small degree, imprecisely, statements of basic health determinants	Prepares quite accurately, with small mistakes, statements of basic health determinants	Prepares professionally statements of basic health determinants
B05_K_U02	Does not know the subject of professional, criminal and civil liability in the healthcare system	Knows only some aspects of the subject of professional, criminal and civil liability in the	Knows most aspects of the subject of professional, criminal and civil liability in the healthcare system	Knows fully the subject of professional, criminal and civil liability in the healthcare system

	and provision of healthcare services	healthcare system and provision of healthcare services	and provision of healthcare services	and provision of healthcare services
B05_K_U03	Does not prepare nursing pro-health action projects in the living, learning and working environment	Prepares roughly nursing pro-health action projects in the living, learning and working environment	Prepares quite professionally nursing pro-health action projects in the living, learning and working environment	Prepares professionally nursing pro-health action projects in the living, learning and working environment
B05_K_U04	Does not assess global trends regarding healthcare in the aspect of the latest epidemiological and demographic data	Assesses to a small degree, imprecisely, global trends regarding healthcare in the aspect of the latest epidemiological and demographic data	Assesses to a large degree, imprecisely, global trends regarding healthcare in the aspect of the latest epidemiological and demographic data	Assesses global trends regarding healthcare in the aspect of the latest epidemiological and demographic data
B05_K_U05	Does not interpret actions regarding healthcare and social policy carried out by the state in favour of public health	Interprets to a small degree actions regarding healthcare and social policy carried out by the state in favour of public health	Interprets to a large degree actions regarding healthcare and social policy carried out by the state in favour of public health	Interprets actions regarding healthcare and social policy carried out by the state in favour of public health
B05_K_U06	Does not analyse or evaluate the functioning of various medical care systems and does not identify their funding sources	Analyses and evaluates the functioning of various medical care systems and identifies their funding sources with difficulty	Analyses and evaluates the functioning of various medical care systems and identifies their funding sources almost without difficulty	Analyses and evaluates the functioning of various medical care systems and identifies their funding sources professionally
B05_K_U07	Does not develop methods and forms of prophylaxis, disease prevention and cultivation of correct health behaviour towards different social groups	Develops imprecisely methods and forms of prophylaxis, disease prevention and cultivation of correct health behaviour towards different social groups	Develops nearly without mistakes methods and forms of prophylaxis, disease prevention and cultivation of correct health behaviour towards different social groups	Develops professionally methods and forms of prophylaxis, disease prevention and cultivation of correct health behaviour towards different social groups
B05_K_U08	Does not control the aggravating factors in the work of nurses and conducive factors to the occurrence of occupational diseases and accidents at work	Controls to a small degree, imprecisely, the aggravating factors in the work of nurses and conducive factors to the occurrence of occupational diseases and accidents at work	Controls to a large degree, quite precisely, the aggravating factors in the work of nurses and conducive factors to the occurrence of occupational diseases and accidents at work	Controls professionally the aggravating factors in the work of nurses and conducive factors to the occurrence of occupational diseases and accidents at work
B05_K_U09	Does not develop the skills to look for a job actively, does not apply the methods of job search, cannot write a CV, cover letter, cannot participate in a job interview, cannot prepare self-	Develops to a small degree the skills to look for a job actively, does not professionally apply the methods of job search, has serious problems with writing a CV, cover letter, participating in a job	Develops quite well the skills to look for a job actively, applies adequate methods of job search, almost without mistakes writes a CV, cover letter, can participate in a job interview and prepare quite	Develops professionally the skills of active job search (search methods, <i>curriculum vitae</i> , cover letter, job interview, self-presentation)

	presentation	interview, preparing self-presentation	professional self-presentation	
B05_K_U10	Does not conduct an assessment of the nursing care quality for the improvement of nursing	Conducts to a small degree an assessment of the nursing care quality for the improvement of nursing	Conducts to a large degree an assessment of the nursing care quality for the improvement of nursing	Conducts an assessment of the nursing care quality for the improvement of nursing
B05_K_K01	Does not improve knowledge on public health, does not aim at achieving professionalism	Improves to a small degree professional knowledge on public health	Improves to a large degree professional knowledge on public health	Systematically improves knowledge on public health, aiming at achieving professionalism

PIE1.C03. Primary healthcare

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Primary healthcare	Code	PIE1.C03	ECTS points	16,0	
Unit	Social and Medical Faculty Nursing and Midwifery Department (32) 264-74-75 ext. 12, dziekanat@wsps.pl					
Status of course/Modular block		Obligatory C. Basics of nursing care science				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
1	2	30	15	5	60	---
Form of crediting		ZO	ZO	ZO	ZO	---
		OSCE EXAM – part 1				
1	2	---	---	---	---	100
Form of crediting		---	---	---	---	ZO
ECTS		1,5			3,5	3,0
2	3	15	---	10	60	---
Form of crediting		ZO	---	ZO	ZO	---
		OSCE EXAM – part 2				
2	3	---	---	---	---	100
Form of crediting		---	---	---	---	ZO
ECTS		1,5			3,5	3,0
Education area in direction of studies	Medical sciences, health sciences and physical education sciences					
Field of science	Health Sciences.					
Language of lectures	English					
Prerequisites	Acquiring knowledge contained in the following modules: PIE1.C01. Fundamentals of nursing (partly – for semester 1), PIE1.B01. Psychology, PIE1.B02. Sociology					

Educational goals	<ul style="list-style-type: none"> • learning about the structure and role of primary health care, which will enable performing tasks that are in accordance with the competences of a family nurse within the care service for an individual, family and local community. • substantive and practical preparation for independent performance of tasks necessary to provide professional nursing care for an individual, family and social group. • understanding the tasks, role and function of primary healthcare in the strategy of systemic changes in health protection. • preparation to provide professional nursing care, rehabilitation and therapeutic support in the patient's place of residence. • developing the ability to prepare and implement preventive and educational programs. • substantive and practical preparation for initiating and supporting health actions of local communities. 		
Symbol of the course educational outcome	Description of the course educational outcome	Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome
Educational outcomes regarding knowledge			
C03_K_W01	Characterizes primary healthcare in Poland and in the world, including the tasks of a nurse and other healthcare workers	C.W17	++
C03_K_W02	Knows the information management system in primary healthcare	C.W18	++
C03_K_W03	Indicates the determinants and measures of the quality of primary healthcare	C.W19	++
C03_K_W04	Describes environmental-family care models and nursing care forms within primary healthcare	C.W20	+++
C03_K_W05	Applies diversification in the environmental-family care regarding information gathering, diagnosis, working and documenting methods due to the living, learning and working environment	C.W21	+++
C03_K_W06	Applies diversification in the environmental-family care regarding gathering information, diagnosing, working and documenting methods due to an individual recipient and his/her condition, characteristics of the family and the local community	C.W22	+++
C03_K_W07	Provides health services within the primary healthcare, including guaranteed services and providing care for an ill patient	C.W23	+++
C03_K_W08	Assesses the learning and educational environment in terms of recognition of health problems among children and adolescents	C.W24	+++
C03_K_W09	Prepares equipment and resources for nursing care in the patient's living environment	C.W25	+++
C03_K_W10	Applies nursing standards and procedures in the primary healthcare	C.W26	+++
Educational outcomes regarding skills			
C03_K_U01	Suggests a nursing model for an individual patient	C.U1	++
C03_K_U02	Collects information by interview, observation, direct and indirect measurements (scales),	C.U2	++

	documentation analysis (including analysis of diagnostic tests), physical examination to identify the patient's health status and the formulation of nursing diagnosis		
C03_K_U03	Sets out objectives and a care plan for a patient – recipient of the primary healthcare	C.U5	+++
C03_K_U04	Plans and carries out nursing care together with the patient (recipient of the primary healthcare) and his/her family	C.U6	+++
C03_K_U05	Monitors the patient's health condition at all stages of the patient's stay in hospital or other healthcare facilities, including assessment of basic vital parameters: body temperature, heart rate, blood pressure, breathing and awareness, body weight and height	C.U7	++
C03_K_U06	Performs ongoing and final assessment of the patient's (primary healthcare recipient's) health condition and effectiveness of nursing activities	C.U8	+++
C03_K_U07	Keeps nursing records, including nursing history of the patient – primary healthcare recipient, observation chart, temperature chart, report chart, prevention and treatment of pressure ulcers chart	C.U33	+++
C03_K_U08	Provides health services within the primary healthcare, including guaranteed services and providing care for an ill patient	C.U42	++
C03_K_U09	Assesses the learning and educational environment in terms of recognition of health problems among children and adolescents	C.U43	+++
C03_K_U10	Prepares equipment and resources for nursing care in the patient's living environment	C.U44	+++
C03_K_U11	Applies nursing standards and procedures in the primary healthcare	C.U45	+++
Educational outcomes regarding social competences			
C03_K_K01	Respects the dignity and autonomy of people entrusted to care	D.K1	++
C03_K_K02	Systematically develops professional knowledge and skills, aiming at professionalism	D.K2	+++
C03_K_K03	Observes values, duties and moral efficiency in care	D.K3	++
C03_K_K04	Shows moral responsibility for a person and performing professional tasks	D.K4	++
C03_K_K05	Respects the patient's rights	D.K5	++
C03_K_K06	Honestly and accurately performs assigned professional duties	D.K6	++
C03_K_K07	Adheres to professional secrecy	D.K7	++
C03_K_K08	Collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics	D.K8	++
C03_K_K09	Is open to the development of his own and patient's subjectivity	D.K9	++

C03_K_K10	Manifests empathy in the relationship with the patient, his/her family and colleagues	D.K10	++
CURRICULUM CONTENT			
Course symbol	Subject of classes	Implemented educational outcomes	Hours
Form of classes: lectures			
LECTURE (primary healthcare physician) – semester 2			
W01	Healthcare system in Poland and the world. The concept of primary healthcare in international documents. Primary healthcare in Poland before and after 1999.	C03_K_W01	2
W02	Primary healthcare team: characteristics of the primary healthcare physician's competences.	C03_K_W01	1
W03	Information management system in primary healthcare. Quality measures in primary healthcare.	C03_K_W02 C03_K_W03	1
W04	Environmental-family care models and health service forms within primary healthcare. Types of nursing diagnosis: individual, group (family diagnosis, school class diagnosis, occupational group diagnosis, care institution residents diagnosis), local community diagnosis. Types of nursing diagnosis: classification (typological) diagnosis, causative diagnosis, prognostic diagnosis, phase diagnosis, diagnosis of meaning.	C03_K_W04	2
W05	Recognition of health and social problems of an individual, family and local communities.	C03_K_W06	2
W06	Organisation and tasks of occupational health services, school medicine.	C03_K_W05	1
W07	Specificity of caring for a child, an adult and an elderly person. The most frequent health problems depending on the patient's age. The aging process in the bio-psycho-socio-economic aspect.	C03_K_W06	2
W08	Specific health risks occurring in the living, learning and educational environment. Recognition of hazards in the workplace – prevention of occupational and civilisation diseases and accidents.	C03_K_W05	2
W09	Preventive health programmes implemented in the primary healthcare.	C03_K_W04	1
W10	Forms of care for a chronically ill person. Organisation and tasks of social assistance.	C03_K_W07	1
	Hours in total		15
LECTURE (primary healthcare nurse) - semester 2			
W11	Characteristics of the nursing model in primary health care – history and current situation.	C03_K_W01	2
W12	Primary healthcare team: characteristics of competences: <ul style="list-style-type: none"> • primary healthcare nurses in the living environment, • primary healthcare nurses in the learning and educational environment, • primary healthcare nurses in the working environment, • primary healthcare midwife in the living environment, • long-term/home care nurses. 	C03_K_W01 C03_K_W08 C03_K_W09 C03_K_W10	2
W13	Tasks of the primary healthcare nurse. Standards in the primary healthcare nurse's work. Preventive programmes in the primary healthcare.	C03_K_W03 C03_K_W10	2
W14	Environmental-family care models and health service forms within primary healthcare. Family as a healthcare recipient. Family health	C03_K_W05 C03_K_W08	3

	concept. Nurse's methods of working with a family. Social and care efficiency of a family. Social support.	C03_K_W09	
W15	Distinctiveness of nurse's work in the environmental and family care regarding the living, learning and working environment.	C03_K_W05	2
W16	Recognition of health and social problems of an individual, family and local communities.	C03_K_W06 C03_K_W08 C03_K_W09	2
W17	Participation of nurses in implementation of tasks resulting from the health policy programmes.	C03_K_W07	2
	Hours in total		15
LECTURE (primary healthcare nurse) - semester 3			
W18	Tasks of a school nurse. Nursing diagnosis in the learning and educational environment. Methods for assessing student's health condition and identifying health problems.	C03_K_W05 C03_K_W08 C03_K_W10	4
W19	Nursing diagnosis in the working environment.	C03_K_W05 C03_K_W10	4
W20	Long-term nursing home care.	C03_K_W06 C03_K_W09 C03_K_W10	4
W21	Financing services. Legal basis and organisational forms of private nursing practice. Professional independence of a nurse in the primary healthcare.	C03_K_W04	3
	Hours in total		15
PRACTICAL CLASSES – semester 2			
C01	Environmental care (primary healthcare facility): <ul style="list-style-type: none"> nursing diagnosis in the environmental care; family diagnosis in the environmental care; nursing diagnosis for the purposes of health promotion, prevention and care (data); techniques for obtaining data in primary healthcare documentation; Nurse's methods of working with a family: individual case method, group work method, nursing process; standards of nursing and nursing procedures for the needs of primary healthcare; principles of constructing a comprehensive care service plan for a family, including self-care and non-professional care for a family (selected health situation in a family as an example). 	C03_K_U01 C03_K_U03 C03_K_U04 C03_K_U06 C03_K_U07	4
C02	Nursing care in the learning and educational environment: <ul style="list-style-type: none"> health services implemented by a nurse in the school environment; diagnosing students' health situation and safety of the school environment; standard of preventive activities carried out by a nurse in the school environment. 	C03_K_U01 C03_K_U03 C03_K_U04 C03_K_U06 C03_K_U07	4
C03	Nursing care in the working environment: <ul style="list-style-type: none"> interfering, harmful and dangerous factors present in a given working environment; types of preventive examinations carried out on employees: preliminary, periodical and check-up examinations; the concept of an occupational and para-occupational 	C03_K_U01 C03_K_U03 C03_K_U04 C03_K_U06 C03_K_U07	3

	<p>disease, an accident at work;</p> <ul style="list-style-type: none"> nursing diagnosis regarding disease prevention and health promotion among workers in the working environment (data). 		
C04	<p>Nursing home care:</p> <ul style="list-style-type: none"> preparation for a visit in the home environment; principles for conducting a background check, observations and measurements; principles for appropriate communication with people in different age groups; Barthel Index (classifying a patient for home nursing care); Norton scale (assessment of the pressure ulcers development risk). 	<p>C03_K_U01 C03_K_U03 C03_K_U04 C03_K_U06 C03_K_U07</p>	4
Practical classes in total		15	
Classes without participation of an academic teacher (BNA) – semester 2			
BNA01	International Classification of Diseases according to ICD-10.	C03_K_W02	1
BNA02	<p>National Health Program:</p> <ul style="list-style-type: none"> characteristics of the main health risks (demographic situation, health condition of the population, disease healthcare costs, disease social costs, health determinants, environmental risks, activities in the socio-economic area); strategic objective: life prolongation, improvement of health and life quality related to it, reduction of social inequalities regarding health; operational objectives: <ul style="list-style-type: none"> A. Improving diet and nutrition of the society; B. Increasing physical activity of the society; (C) Limitation of propagation of alcohol, tobacco and other psychoactive substances, and prevention of behavioural addictions; D. Improving mental health, including prevention of behavioural addictions; E. Limitation of exposure to environmental and biological risk factors for physical health. tasks regarding implementation of the operational objectives, responsible entities, implementers of tasks, mode and amount of financing the tasks, indicators and mode of monitoring and evaluation of the National Health Programme. 	C03_K_W03	2
BNA03	Organisation of the primary healthcare in the European Union countries – a comparative analysis of guaranteed services.	C03_K_W01	2
Classes without participation of an academic teacher (BNA) – semester 3			
BNA04	<p>Selected concepts of workers' health:</p> <ul style="list-style-type: none"> legal protection of minors who work; legal protection of pregnant women who work; Obligations of an employer and employee regarding occupational health and safety; working environment factors and their influence on the human organism; risk assessment of the working environment in the context of health risks; organisation of nursing care for workers; standards of nursing care procedures regarding workers' health protection; nursing identification of working environment conditions; implementation of health promotion programmes in the 	C03_K_W06	5

	working environment.		
BNA05	Burnout syndrome among primary healthcare nurses: causes, contributory factors, prevention.	C03_K_W01	5
BNA in total		15	
PRACTICAL CLASSES – semester 2 – Environmental care (primary healthcare facility)			
ZP01	organization of work in the primary healthcare: clinics for adults, clinics for children. Characteristics of nurses' work in different organisational forms of primary healthcare. Principles of cooperation in the primary healthcare team.	C03_K_U08 C03_K_U10	10
ZP02	Standards of nursing and nursing procedures for the needs of primary healthcare.	C03_K_U11	10
ZP03	Principles for conducting a background check. Nursing equipment bag. Pain intensity rating scales.	C03_K_U02 C03_K_U05 C03_K_U08 C03_K_U10 C03_K_U11	10
ZP04	Objectives and principles of the nurse's work with a healthy family, a family with a disease risk, a family with a chronic health problem.	C03_K_U10 C03_K_U11	8
ZP05	The scope of nursing care for a patient (family) with a chronic disease.	C03_K_U02 C03_K_U05 C03_K_U08 C03_K_U10 C03_K_U11	8
ZP06	Tasks of an environmental-family nurse in prevention and early detection of civilisation diseases, including prevention of tuberculosis. Screening tests monitoring development of a child and detecting deviations from the development standard.	C03_K_U02 C03_K_U05 C03_K_U08 C03_K_U11	8
ZP07	Documentation kept by a nurse employed in an environmental-family care service.	C03_K_U11	6
PRACTICAL CLASSES – semester 3 – learning and educational environment (school)			
ZP08	Health risks occurring in the school environment. Factors determining students' health.	C03_K_U09 C03_K_U11	20
ZP09	Educational activity carried out by a nurse in the learning and educational environment.	C03_K_U08 C03_K_U11	
ZP10	Performing screening tests: measurement of height, weight, vision, colour vision, hearing, musculoskeletal system, blood pressure. Interpretation of results of screening tests.	C03_K_U02 C03_K_U11	
ZP11	Provision of assistance in case of injuries, illnesses and poisonings.	C03_K_U08 C03_K_U11	
ZP12	Provision of advice to children and school students regarding health behaviours.	C03_K_U08 C03_K_U09 C03_K_U11	
ZP13	Providing guaranteed health services (e.g. prevention of dental caries).	C03_K_U02 C03_K_U08 C03_K_U09 C03_K_U11	
ZP14	Documentation kept by a nurse employed in the learning and educational environment.	C03_K_U11	
PRACTICAL CLASSES – semester 3 – work environment			

(organisational unit of occupational health service)			
ZP15	Health risks occurring in the work environment. Identification of interfering, harmful and dangerous factors. Nursing diagnosis regarding the work environment.	C03_K_U11	20
ZP16	Types of preventive examinations carried out on employees (preliminary, periodical and check-up examinations).	C03_K_U08	
ZP17	Procedures for confirming occupational and para-occupational disease, an accident at work.	C03_K_U08	
ZP18	Health promotion programmes for selected groups of workers. Health education regarding health behaviours of workers.	C03_K_U08	
ZP19	Characteristics of nurses' work in organisational units of occupational health services.	C03_K_U08	
ZP20	Documentation kept by a nurse employed in the healthcare services for workers. Cooperation with a nurse from the healthcare services for workers.	C03_K_U07 C03_K_U11	
PRACTICAL CLASSES – semester 3 – Home nursing care			
ZP21	Characteristics and organisation of nurse's work in home care	C03_K_U11	20
ZP22	Background check, observations and measurements.	C03_K_U02 C03_K_U05 C03_K_U08	
ZP23	Classifying a patient for home nursing care.	C03_K_U08 C03_K_U10	
ZP24	Assessment of the risk of pressure ulcers in the case of a home care patient.	C03_K_U05	
ZP25	Documentation kept by a home/long term care nurse.	C03_K_U07 C03_K_U11	
	Practical classes in total	120	
PRACTICAL CLASSES – semester 2 – Environmental care (primary healthcare facility)			
PZ01	Collection of information by means of an interview, observation and analysis of documentation in order to diagnose patient's condition.	C03_K_U02 C03_K_U05	10
PZ02	Making nursing diagnosis.	C03_K_U02 C03_K_U05	10
PZ03	Planning a visit to the environment and preparing a nursing bag in accordance with the purpose of the visit.	C03_K_U10	10
PZ04	Participation in patronage and environmental visits.	C03_K_U05	10
PZ05	Implementation of health education regarding health behaviours: <ul style="list-style-type: none"> • nutrition, • physical activity, • mental health, • prevention of cardiovascular diseases, • neoplastic disease. 	C03_K_U08	10
PZ06	Measurement of basic parameters: blood pressure, heart rate, sugar level in blood and urine, breathing, body weight, growth. Interpretation of obtained results. Collection of biological material for diagnostic tests in accordance with particular regulations.	C03_K_U05	10
PZ07	Conducting background checks in order to: <ul style="list-style-type: none"> • assess the general condition of a patient and the process of his/her recovery; • assess the quality of life and the psychophysical efficiency; 	C03_K_U02	10

	<ul style="list-style-type: none"> • assess and monitor pain; • assess the nursing-caring efficiency of a family. 		
PZ08	Providing the guaranteed health services (e.g. screening tests monitoring development of a child and detecting deviations from the development standard, prevention of tuberculosis).	C03_K_U08	10
PZ09	Keeping medical records required at the primary healthcare facility.	CO3_K_U11	10
PZ10	Cooperation with the clinic's workers, primary healthcare nurses.	C03_K_U08	10
	Hours in total		100
APPRENTICESHIP – semester 3 – Learning and educational environment (school)			
PZ11	Recognition of physical health risks and psychosocial risks in the school environment.	C03_K_U02 C03_K_U08 C03_K_U10 C03_K_U11	5
PZ12	Performing screening tests: measurement of height, weight, vision, colour vision, hearing, musculoskeletal system, blood pressure. Interpretation of results of screening tests.	C03_K_U02 C03_K_U05	10
PZ13	Provision of assistance in case of injuries, illnesses and poisonings.	C03_K_U08 C03_K_U11	5
PZ14	Implementation of health education and health promotion regarding health behaviours: nutrition, physical activity, mental health.	C03_K_U08 C03_K_U11	5
PZ15	Cooperation with a nurse and teachers.	C03_K_U10 C03_K_U11	5
PZ16	Provision of advice to children and school students regarding health behaviours.	C03_K_U05	5
PZ17	Providing guaranteed health services (e.g. prevention of dental caries).	C03_K_U05 C03_K_U08 C03_K_U11	5
PZ18	Identification and differentiation of health, social and school problems among children and school students.	C03_K_U02 C03_K_U11	5
PZ19	Documenting the work of a nurse in the learning and educational environment.	C03_K_U02	5
	Hours in total		50
APPRENTICESHIP – semester 3 – Home nursing care			
PZ20	Collecting information for a diagnosis and nursing plan by means of a background check, observations and analysis of medical records.	C03_K_U02 C03_K_U05 C03_K_U11	10
PZ21	Documenting the nursing actions regarding the patient in the home environment.	C03_K_U02 C03_K_U08 C03_K_U11	5
PZ22	Classifying the patient for home nursing care according to the Barthel Index.	C03_K_U02 C03_K_U10 C03_K_U11	5
PZ23	Assessing the risk of pressure ulcers using the Norton scale. Application of dressings in the treatment of chronic wounds and pressure ulcers.	C03_K_U02 C03_K_U05 C03_K_U08 C03_K_U10 C03_K_U11	5
PZ24	Conducting health education for a patient and his/her family	C03_K_U08	5

	members regarding self-care and self-nursing, as well as prevention of pressure ulcers.	C03_K_U10 C03_K_U11	
PZ25	Performing diagnostic tests outside the laboratory based on sets and apparatus designed for markers prepared in the patient's place of residence.	C03_K_U02 C03_K_U05 C03_K_U08 C03_K_U10	10
PZ26	Measuring the basic vital signs: blood pressure, heart rate, breathing, sugar level in blood. Observation of a patient regarding oedema. Interpretation of obtained results.	C03_K_U02 C03_K_U05 C03_K_U10	5
PZ27	Assistance for a family regarding orthopaedic supplies and aiding additives.	C03_K_U08 C03_K_U10 C03_K_U11	5
Hours in total		50	

Correlation of particular types of classes

Semester	W	CW	BNA	ZP	PZ
2	W01-W17	CW01-CW04	BNA01-BNA03	---	---
2	---	---	---	ZP01-ZP07	---
2	OSCE EXAM – part 1				
2	---	---	---	---	PZ01-PZ10
3	W18-W21	---	BNA04-BNA05	---	---
3	---	---	---	ZP08-ZP25	---
3	OSCE EXAM – part 2				
3	---	---	---	---	PZ11-PZ27

Note: practical classes may be implemented only after the end of theoretical education, while professional practice - only after the end of practical classes.

The matrix of educational outcomes for the subject with reference to the methods of verification of the intended educational outcomes and the form of the classes

Educational outcome code	Forms of classes				Verification methods			
	W+BNA	CW	ZP	PZ	W+BNA	CW	ZP	PZ
C03_K_W01	W01-W02 W11-W12 BNA03 BNA05	---	---	---	test	---	---	---
C03_K_W02	W03 BNA01	---	---	---	test	---	---	---
C03_K_W03	W03, W24 BNA02	---	---	---	test	---	---	---
C03_K_W04	W04, W09 W21	---	---	---	test	---	---	---
C03_K_W05	W06, W08 W14-W15 W18-W19	---	---	---	test	---	---	---
C03_K_W06	W05, W07 W17, W20	---	---	---	test	---	---	---

	BNA04							
C03_K_W07	W10, W17	---	---	---	test	---	---	---
C03_K_W08	W12, W14 W16, W18	---	---	---	test	---	---	---
C03_K_W09	W12, W14 W16, W20	---	---	---	test	---	---	---
C03_K_W10	W12-W13 W18-W20	---	---	---	test	---	---	---
C03_K_U01	---	C01-C04	---	---	---		---	---
C03_K_U02	---	---	ZP03 ZP05-ZP06 ZP10 ZP13 ZP22	PZ01-PZ02 PZ07 PZ11-PZ12 PZ18-PZ23 PZ25-PZ26	---			
C03_K_U03	---	C01-C04	---	---	---		---	---
C03_K_U04	---	C01-C04	---	---	---		---	---
C03_K_U05	---	---	ZP03 ZP05-ZP06 ZP22 ZP24	PZ01-PZ02 PZ04 PZ06 PZ12 PZ16-PZ17 PZ20 PZ23 PZ25-PZ26	---	---		
C03_K_U06	---	C01-C04	---	---	---		---	---
C03_K_U07	---	C01-C04	ZP20 ZP25	---	---			---
C03_K_U08	---	---	ZP01 ZP93 ZP05-ZP06 ZP09 ZP11-ZP13 ZP16-ZP19 ZP22-ZP23	PZ04 PZ08 PZ10-PZ11 PZ13-PZ14 PZ17 PZ21 PZ23-PZ25 PZ27	---	---		
C03_K_U09	---	---	ZP08 ZP12-ZP13	PZ11 PZ13-PZ14 PZ16-PZ18	---	---		
C03_K_U10	---	---	ZP01 ZP03-ZP05 ZP23	PZ03 PZ09 PZ11 PZ15 PZ17-PZ18 PZ20-PZ25 PZ27	---	---		
C03_K_U11	---	---	ZP01 ZP03-ZP15	---	---	---		---

			ZP20-ZP21 ZP25					
C03_K_K01	---	all	all	all	---	360° observ ation	360° observ ation	360° observatio n
C03_K_K02	---	all	all	all	---	360° observ ation	360° observ ation	360° observatio n
C03_K_K03	---	all	all	all	---	360° observ ation	360° observ ation	360° observatio n
C03_K_K04	---	all	all	all	---	360° observ ation	360° observ ation	360° observatio n
C03_K_K05	---	all	all	all	---	360° observ ation	360° observ ation	360° observatio n
C03_K_K06	---	all	all	all	---	360° observ ation	360° observ ation	360° observatio n
C03_K_K07	---	all	all	all	---	360° observ ation	360° observ ation	360° observatio n
C03_K_K08	---	all	all	all	---	360° observ ation	360° observ ation	360° observatio n
C03_K_K09	---	all	all	all	---	360° observ ation	360° observ ation	360° observatio n
C03_K_K10	---	all	all	all	---	360° observ ation	360° observ ation	360° observatio n

Teaching methods, method of implementation and evaluation

<p>Lecture and classes without participation of an academic teacher (BNA) – semester 2</p>	<p>Semester 2:</p> <p>Lecture with multimedia presentation and / or a conversational lecture.</p> <p>Crediting lectures: final assessment test, descriptive questions regarding BNA classes.</p> <p>Each question is rated from 2.0 to 5.0. The grade for a particular educational outcome is determined as the arithmetic mean of grades obtained for specific test questions and is calculated with an accuracy of two decimal digits.</p> <p>The condition for passing the lecture test is to obtain a positive grade from the answers to questions about each learning effect in the field of knowledge. Obtaining at least one unsatisfactory grade for the educational outcome is equivalent to obtaining an unsatisfactory grade for the entire final test. In a particular case when a student receives one or two unsatisfactory grades for educational outcomes (when only a few hundredths of a point are missing in order to obtain a positive result), the lecturer may decide on additional questioning of the student regarding the particular educational outcome(s), making a relevant note on the student's test sheet (along with the additional questions).</p> <p>The final test from lectures concurrently includes the education content mastered by the student as part of classes without participation of an academic teacher (BNA). This part includes descriptive questions.</p> <p>The number of sets (with 3 questions in each) should be equal to the number of students taking the exam. Questions in the sets may be repeated. Student chooses one set that must be attached to the lecture crediting card.</p>
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	Descriptive answers are rated from 2.0 to 5.0. The condition for passing the BNA classes is to obtain a positive grade for each answer.
Lecture and classes without participation of an academic teacher (BNA) – semester 3	<p>Semester 3:</p> <p>Lecture with multimedia presentation and / or a conversational lecture.</p> <p>Crediting lectures: final test for assessment.</p> <p>Each question is rated from 2.0 to 5.0. The grade for a particular educational outcome is determined as the arithmetic mean of grades obtained for specific test questions and is calculated with an accuracy of two decimal digits.</p> <p>The condition for passing the lecture test is to obtain a positive grade from the answers to questions about each learning effect in the field of knowledge. Obtaining at least one unsatisfactory grade for the educational outcome is equivalent to obtaining an unsatisfactory grade for the entire final test. In a particular case when a student receives one or two unsatisfactory grades for educational outcomes (when only a few hundredths of a point are missing in order to obtain a positive result), the lecturer may decide on additional questioning of the student regarding the particular educational outcome(s), making a relevant note on the student's test sheet (along with the additional questions).</p> <p>The final assessment test grade from lectures shall be accompanied by:</p> <ul style="list-style-type: none"> • the grade from an essay prepared by the student on selected concepts regarding workers' health (BNA04); • the grade from an essay prepared by the student on the burnout syndrome among primary healthcare nurses (BNA05). <p>Bibliography should be attached to each essay. Essays are rated from 2.0 to 5.0. Essays prepared by the student should be attached to the crediting card from lectures and BNA classes (semester 3).</p> <p>Note: instead of an essay, additional questions regarding the particular subject may be included in the final assessment test.</p>
Practical classes	<p>Semester 2.</p> <p>Practical classes are preparation for practical training and apprenticeship in different environments. Practical classes take place in simulated conditions.</p>
Practical training – semester 2	<p>Semester 2.</p> <p>Practical training is a continuation of practical classes and it takes place in natural conditions (entities subject to the primary healthcare activities: primary healthcare facilities, e.g. clinics, learning and educational environment, e.g. schools, kindergartens, work environment, e.g. a selected company, home care).</p> <p>Attendance at practical training is obligatory and confirmed in the "Practical training register" by the tutor of the practical training.</p> <p>Verification of the student's achievement of the above-mentioned educational outcomes is carried out on a regular basis during the semester, after completion of each subject of the course. Rated from 2.0 to 5.0.</p> <p>The result of accomplishment of the practical training in semester 2 is preparation of two essays by the student, rated from 2.0 to 5.0:</p> <ul style="list-style-type: none"> • nursing diagnosis regarding a selected patient-recipient of the primary healthcare. <ul style="list-style-type: none"> Nursing diagnosis should contain: <ul style="list-style-type: none"> ○ patient interview, ○ observations made by the student, ○ analysis of medical records, ○ diagnosis on patient's condition, ○ bibliography.

	<ul style="list-style-type: none"> • a comprehensive care plan for the family, including the patient's self-care plan and the non-professional care programme for the patient's family for the selected family health situation. <p>The care plan should contain (<i>it is recommended that the care plan should refer to the same patient for whom the nursing diagnosis was made</i>):</p> <ul style="list-style-type: none"> ○ diagnosis on patient's condition, ○ analysis of the patient's health situation in the context of his/her family (family members, assessment of the family's efficiency regarding patient care), ○ analysis of the patient's capacity for self-care and self-nursing, ○ self-care and self-nursing plan for the patient, ○ non-professional healthcare plan for the patient's family, ○ bibliography.
<p>OSCE exam – part 1</p>	<p>Semester 2.</p> <p>After completion of lectures, practical classes and practical training in semester 2, the student may proceed to the first part of the module exam (OSCE exam).</p> <p>The student chooses one task from two station sets (in each set there are 5 stations).</p> <p><u>Stations of type I</u> (simulation of a clinic):</p> <p>simulated patient with an unexplained health problem, for the first time in the clinic, without medical records on his/her medical condition.</p> <p>Task: interview the patient, measure the parameters, if necessary, assess the rate of pain (with a selected scale applied), recognize the patient's condition, make a nursing diagnosis.</p> <p>Time to complete the task: 20 minutes.</p> <p><u>Stations of type II</u> (simulation of the home environment):</p> <p>simulated patient with a specific health problem, with medical records on his/her medical condition, does not comply with medical advice, with specific deficiency regarding self-care and self-nursing; simulated patient's family with insufficient capacity regarding patient care.</p> <p>Task: patient interview establishing deficiency regarding self-care and self-nursing, interview with the patient's family in order to determine their efficiency regarding patient care, health education for the patient on the subject of health behaviours (e.g. nutrition, physical activity, mental health, nicotine addiction, alcoholism, excessive use of medications, cardiovascular disease prevention, cancer prevention), health education for the patient on the subject of non-professional patient care.</p> <p>Time to complete the task: 20 minutes.</p> <p>Each task requires a checklist where all necessary steps performed by the student are marked. In addition, the checklist should contain elements assessing student's achievement on social competences, in particular:</p> <ul style="list-style-type: none"> • C03_K_K01 - respect for the dignity and autonomy of people entrusted to care, • C03_K_K03 – compliance with values, duties and moral efficiency in care, • C03_K_K05 – compliance with patients' rights • C03_K_K07 – compliance with professional secrecy, • C03_K_K10 - showing empathy in the relationship with the patient and his/her family. <p>Each task is rated from 2.0 to 5.0.</p>
<p>Practical training – semester 2</p>	<p>Semester 2.</p> <p>The student can start practical training after obtaining positive grades from lectures, classes, practical classes and the first part of the OSCE exam.</p>
<p>Practical training – semester 3</p>	<p>Semester 3:</p> <p>Practical training is a continuation of practical classes and it takes place in natural conditions (entities subject to the primary healthcare activities: primary healthcare facilities, e.g. clinics, learning and educational environment, e.g. schools, kindergartens, work environment, e.g. a</p>

selected company, home care).

Attendance at practical training is obligatory and confirmed in the "Practical education register" by the teacher.

In the third semester, the following educational outcomes regarding knowledge and skills are implemented (learning and educational environment, work environment, home nursing care):

Verification of the student's achievement of the above-mentioned educational outcomes is carried out on a regular basis during the semester, after completion of each subject of the course. Rated from 2.0 to 5.0.

Within practical classes, students prepare 3 essays, which are rated from 2.0 to 5.0 (intermediate grades: 3.5 and 4.5):

1. diagnosis (report) on the health and safety situation of students in the selected school;
2. nursing diagnosis regarding the selected work environment;
3. health promotion programmes for a selected group of workers.

Ad 1. The diagnosis (report) on the student's health and safety situation should contain the following elements:

- identification of the students' family environment;
- identification of the students' needs regarding care and education, as well as psychological and pedagogical aspects;
- identification of students' health problems;
- identification of school problems (the problem of physical violence, the problem of verbal aggression, the problem of lack of discipline in the classroom, lack of interest in learning);
- suggested actions to be taken:
 - education regarding promotion of a healthy lifestyle, personal hygiene, proper nutrition, problems of adolescence;
 - prevention of school failures: diagnosis of the causes of problems in learning, identifying dyslexic students, screening tests in speech therapy;
 - prevention of violence and aggression;
 - caring for the safety of children at school and outside the school: safe and dangerous behaviours at school, road safety;
 - helping students from dysfunctional families and those in a difficult financial situation: providing meals, financial and material support;
- bibliography.

Ad 2. Nursing diagnosis regarding a selected work environment should contain the following elements:

- health promotion;
- prevention of occupational diseases;
- prevention of accidents;
- prevention of civilisation diseases in the workplace;
- needed care for a chronically ill person in the shelter employment work environment;
- needed care for juveniles (15-18 years old);
- needed care for people approaching retirement
- bibliography.

Ad 3. Health promotion programme for a selected group of employees should contain the following elements:

	<ul style="list-style-type: none"> assessment of needs and expectations of employees in the work environment; the objectives of the programme for health promotion (e.g. improvement of balance between work and everyday life, reducing musculoskeletal disorders, general promotion of healthy lifestyle); connection with preventive measures; inclusion of existing and proven pro-health activities in the health promotion programme; description of programme implementation, management involvement; adjustment of promotional materials to recipients; assessment of influence of the health promotion programme on the quality of the work environment (e.g. reduction of absence due to illness); financial benefit assessment; bibliography. 					
OSCE exam – part 2 – semester 3	Semester 3 OSCE exam – part 2, may be taken by a student who obtained a credit for lectures, classes without participation of a teacher and practical training classes.					
Practical training – semester 3	Semester 3 The student can start practical training after obtaining positive grades from lectures, practical training classes and the second part of the OSCE exam.					
Student's workload						
Hours of student's work	Activity form	Hours in detail	Total hours			
Contact hours with an academic teacher	Participation in lectures	30 hours + 15 hours	45			
	Participation in practical classes *	15 hours	15*			
	Participation in practical training classes *	60 hours x 2 semesters	120*			
	Participation in consultations related to classes * (note: each form of classes includes 2 hours of consultation)	Semester 2		Semester 3		8 10*
		W	2	W	2	
		CW	2*	CW	---	
		BNA	2	BNA	2	
ZP		2*	ZP	2*		
PZ	2*	PZ	2*			
Contact hours with a practical training supervisor on the part of the health care provider	Participation in practical training *	2.5 weeks x 2 semesters	200*			
Student's individual work	Preparation for the OSCE Exam *	5 hours x 2 semesters	10*			
	Preparation for practical classes * (semester 2) (it is assumed that each subject of practical classes requires 3 hours of student's preparation)	4 subjects x 3 hours	12*			
	Preparation for practical classes * (it is assumed that each subject of practical classes requires 2 hours of student's	25 subjects x 2 hours	50*			

	preparation)		
	Individual work within BNA classes	5 hours + 10 hours	15
	Preparation of an essay on selected concepts of occupational health (classes without participation of a teacher – BNA04 – semester 3)	5 hours	5
	Preparation of an essay on the burnout syndrome among primary healthcare nurses (classes without participation of a teacher – BNA05 – semester 3)	5 hours	5
	Preparation for the final assessment test from lectures (and BNA classes)	5 hours x 2 semesters	10
	Preparation for the final assessment test from practical classes *(semester 2)	5 hours	5*
	Preparation of a written nursing diagnosis for a selected patient-recipient of the primary healthcare * (practical training classes – semester 2)	5 hours	5*
	Preparation of a comprehensive healthcare plan for the family including a self-care plan for the patient and a non-professional care programme for a selected health situation in the family * (practical training classes – semester 2)	5 hours	5*
	Preparation of the nursing process regarding environmental care (practical training – semester 2)	5 hours	5*
	Preparation of a diagnosis (report) on the health situation and safety of students in a selected school (practical classes – semester 3)	5 hours	5*
	Preparation of a nursing diagnosis regarding a selected work environment (practical classes – semester 3)	5 hours	5*
	Preparation of a health promotion programme for a selected group of employees (practical classes – semester 3)	5 hours	5*
	Preparation of a nursing process regarding home nursing care (practical training – semester 3)	5 hours	5*
	Total student's workload		
Quantity indicators	Workload	Hours	ECTS points
	Student's workload associated with classes that require direct teacher participation	198	5,8
	Student's workload associated with classes that do not require direct teacher participation	347	10,2
	* Student's workload associated with practical classes	457	13,4
	* Student's workload associated with theoretical classes	88	2,6
Basic bibliography	<ul style="list-style-type: none"> • Kilańska D. Pielęgniarstwo w podstawowej opiece zdrowotnej, Tom I-II. (Nursing in primary healthcare, vol. I-II.), Lublin: Wyd. Makmed., 2008. • Bożkova K.. Opieka zdrowotna nad rodziną. (Healthcare for a family.), Warszawa: 		

	<p>Wydawnictwo Lekarskie PZWL, 2003.</p> <ul style="list-style-type: none"> • Kawczyńska-Butrym Z. Podstawy pielęgniarstwa rodzinnego. (Fundamentals of family nursing.), Warszawa: Wydawnictwo Lekarskie PZWL, 1994. • Kawczyńska-Butrym Z. Diagnoza pielęgniarstwa. (Nursing diagnosis.), Warszawa: Wydawnictwo Lekarskie PZWL, 1999. • Kawczyńska-Butrym Z. Rodzina – zdrowie – choroba. Koncepcje i praktyka pielęgniarstwa rodzinnego. (Family – health – disease. Concepts and home nursing practice.), Lublin: Czelej, 2001. • Ślusarska B., Zarzycka D., Zahradniczek K. Podstawy pielęgniarstwa ogólnego. (Fundamentals of general nursing.), Lublin: Czelej, 2004. • Rozporządzenie Ministra Zdrowia z dnia 22 listopada 2013 r. w sprawie świadczeń gwarantowanych z zakresu świadczeń pielęgnacyjnych i opiekuńczych w ramach opieki długoterminowej (Dz.U.2003 poz. 1480). (Regulation of the Minister of Health of 22 November 2013 on guaranteed benefits regarding care and nursing services withing long-term care – Journal of Laws 2003, item 1480). • Rozporządzenie Ministra Zdrowia z dnia 24 września 2013 r. w sprawie świadczeń gwarantowanych z zakresu podstawowej opieki zdrowotnej (Dz.U.2013 poz. 1248). (Regulation of the Minister of Health of 24 September 2013 on guaranteed benefits within primary healthcare – Journal of Laws 2013, item 1248.) • Rozporządzenie Ministra Zdrowia z dnia 20 października 2005 r. w sprawie zakresu zadań lekarza, pielęgniarki i położnej podstawowej opieki zdrowotnej (Regulation of the Minister of Health of 20 October 2005 on responsibility of a physician, nurse and midwife in the primary healthcare) • Ustawa z dnia 27 sierpnia 2004 r. o świadczeniach opieki zdrowotnej finansowanych ze środków publicznych (Dz.U.2004 Nr 210, poz. 2135, z późn. zm.) (Act of 27 August 2005 on healthcare services financed from public funds – Journal of Laws 2004 No 210, item 2135, as amended)
<p>Supplementar y bibliography</p>	<ul style="list-style-type: none"> • Latkowski J.B., Lukas W. Medycyna rodzinna. (Family medicine.), Warszawa: Wydawnictwo Lekarskie PZWL, 2004. • Kawczyńska-Butrym Z. (red.). Pielęgniarstwo rodzinne. (Family nursing.), Warszawa: Centrum Edukacji Medycznej, 1997. • Międzynarodowa Statystyczna Klasyfikacja Chorób i Problemów Zdrowotnych. rewizja dziesiąta. (International Statistic Classification of Diseases and Related Health Problems. Revision ten.), Wydanie 2008. World Health Organization. Warszawa: Centrum Systemów Informacyjnych Ochrony Zdrowia (Center for Healthcare Information Systems), 2012. • Wągrowka-Koski E., Nowakowska B., Soćko R., Czerczak R. Profilaktyczna opieka zdrowotna nad pracującymi. (Preventative healthcare over employees.), Łódź: Instytut Medycyny Pracy (Institute of Occupational Medicine), 2005. • Kopias J., Sakowski P. tłum. Pielęgniarstwo w opiece zdrowotnej nad pracującymi. Koncepcja zarządzania zdrowiem w miejscu pracy. (Nursing in healthcare over employees. The concept of health management in the workplace.), Warszawa: Ministerstwo Zdrowia (The Ministry of Health), 2006. • Czajka P. Poczucie bezpieczeństwa ucznia w środowisku szkolnym. (A sense of safety of a student in the school environment.), Praca magisterska. (Master's thesis.) Kraków: Uniwersytet Pedagogiczny im. Komisji Edukacji Narodowej w Krakowie, 2009. URL: http://pbc.up.krakow.pl/Content/1210/Poczucie_bezpieczenstwa_ucznia_w_srodowisku_szkolnym.pdf (20.06.2016). • Działania szkoły na rzecz zdrowia i bezpieczeństwa uczniów. (School activities for the health and safety of students.), Warszawa: Ministerstwo Edukacji Narodowej (The Ministry of National Education), 2013. • Bramora L. Organizacja i zadania służb medycznych pracy. Diagnoza pielęgniarstwa w środowisku pracy – profilaktyka chorób zawodowych, cywilizacyjnych i wypadków. (Organisation and tasks of medical services. Nursing diagnosis in the workplace – prevention of occupational diseases, lifestyle and accidents.) Biuletyn Informacyjny wydawany przez Okręgową Radę Pielęgniarek i Położnych w Częstochowie (Information Bulletin issued by the District Council of Nurses and Midwives in Częstochowa), listopad 2013; s. 9-12. • Abramczyk A. Diagnoza pielęgniarstwa w środowisku pracy. (Nursing diagnosis in the work environment.) [W:] Kawczyńska-Butrym Z. red. Diagnoza pielęgniarstwa. (Nursing diagnosis.), Warszawa: Wydawnictwo Lekarskie PZWL, 1999; s. 93-111.

Forms of crediting – details (intermediate grades omitted: 3.5 and 4.5).

Educational outcomes for the course	Grade 2.0	Grade 3.0	Grade 4.0	Grade 5.0
C03_K_W01	The student does not characterize primary healthcare in Poland or in the world, including the tasks of a nurse and other healthcare workers	The student characterizes imprecisely primary healthcare in Poland and in the world, including the tasks of a nurse and other healthcare workers	The student can quite accurately describe primary healthcare in Poland and in the world, including the tasks of a nurse and other healthcare workers	The student characterizes very professionally primary healthcare in Poland and in the world, including the tasks of a nurse and other healthcare workers
C03_K_W02	The student does not know the information management system in primary healthcare	The student describes imprecisely the information management system in primary healthcare	The student can describe quite well the information management system in primary healthcare	The student adequately and precisely characterizes the information management system in primary healthcare
C03_K_W03	The student cannot indicate the determinants and quality measures of primary healthcare	Student gives a small amount of determinants and quality measures of primary healthcare	The student quite precisely indicates the determinants and measures of the quality of primary healthcare	The student indicates very well the determinants and quality measures of primary healthcare
C03_K_W04	The student does not know the environmental-family care model or nursing care forms within primary healthcare	The student describes imprecisely the environmental-family care model and nursing care forms within primary healthcare	The student confuses occasionally the environmental-family care model and nursing care forms within primary healthcare	The student describes professionally the environmental-family care model and nursing care forms within primary healthcare
C03_K_W05	The student cannot describe diversification in the environmental-family care regarding information gathering, diagnosis, working and documenting methods due to the living, learning and working environment	The student describes imprecisely diversification in the environmental-family care regarding information gathering, diagnosis, working and documenting methods due to the living, learning and working environment	The student describes quite precisely diversification in the environmental-family care regarding information gathering, diagnosis, working and documenting methods due to the living, learning and working environment	The student describes professionally diversification in the environmental-family care regarding information gathering, diagnosis, working and documenting methods due to the living, learning and working environment
C03_K_W06	The student does not describe diversification in the environmental-family care regarding collecting information, diagnosing, working and documenting methods concerning an individual recipient and his/her condition, characteristics of the family and local community	The student describes some diversification in the environmental-family care regarding collecting information, diagnosing, working and documenting methods concerning an individual recipient and his/her condition, characteristics of the family and local community	The student confuses occasionally diversification in the environmental-family care regarding collecting information, diagnosing, working and documenting methods concerning an individual recipient and his/her condition, characteristics of the family and local community	The student describes adequately and precisely diversification in the environmental-family care regarding collecting information, diagnosing, working and documenting methods concerning an individual recipient and his/her condition, characteristics of the family and local community
C03_K_W07	The student cannot provide the healthcare services within primary healthcare,	The student provides imprecisely the healthcare services within primary	The student provides quite precisely the healthcare services within primary health	The student provides professionally the healthcare services within

	including guaranteed benefits and cannot provide healthcare for an ill patient	healthcare, including guaranteed services and providing healthcare for an ill patient	care, including guaranteed services and providing care for an ill patient	primary health care, including guaranteed services and providing care for an ill patient
C03_K_W08	The student cannot assess the learning and educational environment in terms of recognition of health problems among children and adolescents	The student assesses a small amount of health problems among children and adolescents in the learning and educational environment.	The student makes occasional mistakes in assessing the learning and educational environment in terms of recognition of health problems among children and adolescents	The student assesses very accurately the learning and educational environment in terms of recognition of health problems among children and adolescents
C03_K_W09	The student is not able to prepare the equipment and means for provision of nursing care in patient's living environment	The student requires assistance in the preparation of equipment and means for provision of nursing care in patient's living environment	The student prepares quite precisely the equipment and means for provision of nursing care in patient's living environment	The student prepares independently and professionally the equipment and means for provision of nursing care in patient's living environment
C03_K_W10	The student does not know the standards and nursing procedures in primary healthcare	The student applies inaccurately the standards and nursing procedures in primary healthcare	The student knows the standards and occasionally confuses nursing procedures in primary healthcare	The student applies precisely the standards and nursing procedures in primary healthcare
C03_K_U01	The student cannot suggest an adequate nursing model in the prepared primary healthcare patient care process	The student suggests a nursing model that is not very appropriate for an individual primary healthcare patient	The student suggests a nursing model for an individual primary healthcare patient	The student justifies professionally the proposed model for an individual primary healthcare patient
C03_K_U02	The student is not able to apply methods of collecting information in order to recognise the health condition of the patient or prepare a nursing diagnosis	The student uses only some of the methods of collecting information in order to recognise the health condition of the patient and prepare a nursing diagnosis	The student uses the majority of methods of collecting information in order to recognise the health condition of the patient and prepare a nursing diagnosis	The student uses professionally adequate methods of collecting information in order to recognise the health condition of the patient and prepare a nursing diagnosis
C03_K_U03	The student is not able to determine the objectives and/or care plan for a primary healthcare patient-recipient	The student determines the objectives for a primary healthcare patient, however, the included care plan is not consistent	The student determines the objectives and care plan for a patient (primary healthcare recipient), ignoring some patient's health problems	The student determines fully the objectives and care plan for a patient (primary healthcare recipient)
C03_K_U04	The student cannot plan and/or carry out nursing care together with a patient (primary healthcare recipient) and his/her family	The student plans and carries out nursing care together with a patient (primary healthcare recipient) and his/her family only to a small degree	The student can plan and carry out nursing care together with a primary healthcare patient and his/her family without mistakes	The student plans and carries out nursing care together with a primary healthcare patient and his/her family professionally
C03_K_U05	The student cannot monitor the patient's health condition, cannot assess	The student imprecisely monitors the patient's health condition, has serious	The student can monitor the patient's health condition, assesses almost all	The student monitors very well the patient's health condition, correctly assesses

	primary vital signs	problems with assessing primary vital signs	primary vital signs	primary vital signs: temperature, heart rate, blood pressure, breathing and consciousness, body weight and height
C03_K_U06	The student cannot perform ongoing and final assessment of the patient's (primary healthcare recipient's) health condition and/or effectiveness of nursing activities	The student performs ongoing and final assessment of the patient's (primary healthcare recipient's) health condition and effectiveness of nursing activities to a small degree	The student performs ongoing and final assessment of the patient's (primary healthcare recipient's) health condition and effectiveness of nursing activities almost without mistakes	The student performs ongoing and final assessment of the patient's (primary healthcare recipient's) health condition and effectiveness of nursing activities professionally
C03_K_U07	The student is not able to keep nursing documentation regarding primary healthcare	The student keeps nursing documentation to a small degree, only some elements of it	The student is able to keep most types of nursing documentation regarding primary healthcare	The student keeps nursing records, including nursing history of the patient – primary healthcare recipient, observation chart, temperature chart, report chart, prevention and treatment of pressure ulcers chart
C03_K_U08	The student cannot provide the healthcare services within primary healthcare, including guaranteed services and providing healthcare for an ill patient	The student provides some healthcare services within primary healthcare, including guaranteed services and providing healthcare for an ill patient	The student provides quite precisely the healthcare services within primary healthcare, including guaranteed services and providing healthcare for an ill patient	The student provides professionally all healthcare services within primary health care, including guaranteed services and providing care for an ill patient
C03_K_U09	The student cannot assess the learning and educational environment in terms of recognition of health problems among children and adolescents	The student assesses imprecisely the learning and educational environment in terms of recognition of health problems among children and adolescents	The student makes occasional mistakes in assessing the learning and educational environment in terms of recognition of health problems among children and adolescents	The student assesses professionally and precisely the learning and educational environment in terms of recognition of health problems among children and adolescents
C03_K_U10	The student is not able to prepare the equipment and means for provision of nursing care in patient's living environment	The student prepares some equipment and means for provision of nursing care in patient's living environment	The student prepares quite precisely the equipment and means for provision of nursing care in patient's living environment	The student prepares precisely the equipment and means for provision of nursing care in patient's living environment
C03_K_U11	The student does not know and cannot apply nursing standards and procedures in primary healthcare	The student knows some nursing standards and procedures in primary healthcare	The student applies nursing standards and procedures in primary healthcare (makes mistakes occasionally)	The student professionally and precisely applies nursing standards and procedures in primary healthcare
C03_K_K01	The student does not respect the dignity	The student respects the dignity and	The student respects quite professionally	The student demonstrates

	and autonomy of people entrusted to care	autonomy of people entrusted to care	the dignity and autonomy of people entrusted to care	professionalism in respecting the dignity and autonomy of people entrusted to care
C03_K_K02	The student does not upgrade professional knowledge and does not develop skills to aim at professionalism	The student unsystematically develops professional knowledge and skills, aiming at professionalism	The student systematically develops professional knowledge and skills, aiming at professionalism	The student precisely develops professional knowledge and skills, aiming at professionalism
C03_K_K03	The student does not comply with values, duties and moral efficiency in healthcare	The student complies with values, duties and moral efficiency in healthcare	The student quite precisely complies with values, duties and moral efficiency in healthcare	The student professionally and precisely complies with values, duties and moral efficiency in healthcare
C03_K_K04	The student shows no moral responsibility for a person and performance of professional tasks	The student shows moral responsibility for a person and performance of professional tasks	The student shows high moral responsibility for a person and performance of professional tasks	The student demonstrates reliability and professionalism in moral responsibility for a person and performance of professional tasks
C03_K_K05	The student does not respect the patient's rights	The student does not know exactly and does not respect the patient's rights	The student knows and respects the patient's rights quite professionally	The student respects patient's rights professionally and precisely
C03_K_K06	The student performs professional duties unreliably and inaccurately	The student performs only a few professional duties reliably and accurately	The student performs most professional duties reliably and accurately	The student performs all professional duties reliably and accurately
C03_K_K07	The student does not adhere to professional secrecy	The student adheres to professional secrecy only in a few performed duties	The student adheres to professional secrecy in most performed duties	The student adheres to professional secrecy in every professional activity
C03_K_K08	The student does not collaborate as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics	The student only occasionally collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics	The student quite often collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics	The student very willingly and professionally collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics
C03_K_K09	The student is not open to the development of their own and patient's subjectivity	The student occasionally shows willingness to develop their own and patient's subjectivity	The student is open to the development of their own and patient's subjectivity willingly and in most situations	The student is open to the development of their own and patient's subjectivity in all situations
C03_K_K10	The student does not demonstrate empathy in the relationship with the patient, his/her family and colleagues.	The student rarely demonstrates empathy in the relationship with the patient, his/her family and colleagues	The student demonstrates empathy in the relationship with the patient, his/her family and colleagues in most situations.	The student always and willingly demonstrates empathy in the relationship with the patient, his/her family and colleagues.

PIE1.C04. Dietetics

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Dietetics	Code	PIE1.C04.	ECTS points	3,0	
Unit	Social and Medical Faculty Nursing and Midwifery Department (32) 264-74-75 ext. 12 dziekanat@wsps.pl					
Status of course / Modular block		Obligatory C. Basics of nursing care science				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
4	7	15	---	15	---	---
Form of crediting		ZO	---	ZO	---	---
ECTS		1.0			---	---
Education area in direction of studies	Medical sciences, health sciences and physical education sciences					
Field of science	Health Sciences					
Language of lectures	English					
Prerequisites	None					
Educational goals	To familiarize the student with nutrition within the period of health and illness, and the principles of organizing nutrition of a healthy person. To familiarize the student with foodstuffs intended for particular nutritional uses, principles of its selection, and rules of issuing prescriptions.					
Symbol of the course educational outcome	Description of course educational outcome			Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome	
Educational outcomes regarding knowledge						
C04_K_W01	Defines the requirements (quantitative and qualitative) of the body for nutrients essential to maintain life in conditions of health and illness			C.W27	++	
C04_K_W02	Lists nutrition principles regarding healthy persons of different ages and characterizes the essence of enteral and parenteral nutrition			C.W28	++	
C04_K_W03	Knows the principles of prevention, dietary treatment and diet therapy complications			C.W29	++	
C04_K_W04	Knows foodstuffs intended for particular nutritional uses			C.W51	++	

Educational outcomes regarding skills			
C04_K_U01	Assesses the nutritional state of the body with the use of biochemical, anthropometric methods and patient interview	C.U46	++
C04_K_U02	Provides counselling on adult and healthy children nutrition	C.U47	++
C04_K_U03	Applies selected therapeutic diets regarding obesity, malnutrition, diabetes, hyperlipidemia, hypertension, heart and vascular diseases, pancreas and liver diseases	C.U48	++
C04_K_U04	Has the ability to select foodstuffs for particular nutritional uses and abilities to issue prescriptions for foodstuffs for particular uses, necessary for the continuation of treatment, within implementation of medical orders, and can provide information on their use	C.U69	++
Educational outcomes regarding social competences			
C04_K_K01	Systematically develops professional knowledge and skills within dietetics, aiming at professionalism	D.K2	+++
CURRICULUM CONTENT			
Symbol and no. of classes	Subjects of classes	Implemented educational outcome	Hours
Form of classes: lectures			
Lecture			
W01	Assessment of nutritional status and diets	C04_K_W04 C04_K_U04	1
W02	Malnutrition and its consequences.	C04_K_W04 C04_K_U04	2
W03	Enteral nutrition and methods of administering food with particular emphasis on nutrition through a gastric tube and gastrostomy	C04_K_W04	2
W04	Parenteral nutrition.	C04_K_W04	2
W05	Elements of dietary nutrition - diet types.	C04_K_W04	2
W06	Feeding patients with an increased catabolism.	C04_K_W04	2
W07	Human nutrition in various disease conditions	C04_K_W04	2
W08	Participation of a nurse in nutritional treatment. Food preparation depending on patient's condition (preoperative, postoperative, in the case of tissue loss and skeletal fractures).	C04_K_W04	2
Lectures in total		15	
BNA			
BNA01	Children and adult dietary diversity	C04_K_U04	
BNA02	Therapeutic diet: diet development depending on body weight; weight loss diets	C04_K_U04	
BNA03	Therapeutic diet: high cholesterol levels diet, restriction of simple carbohydrates diet, high protein diet, salt-restricted diet.	C04_K_U04	
BNA04	Foodstuffs for particular nutritional uses: selection, issuing prescriptions	C04_K_W04 C04_K_U04	
BNA		15	

The correlation of particular types of classes					
Semester	W	CW	BNA	ZP	PZ
1	W01-W08	---	BNA01-BNA04	---	---
The matrix of educational outcomes for the subject with reference to the methods of verification of the intended educational outcomes and the form of the classes					
Educational outcome code	Forms of classes		Verification methods		
	W	BNA	W	BNA	
C04_K_W04	W02, W03	---	single or multiple choice test	---	
C04_K_W04	W05	---	single or multiple choice test	---	
C04_K_W04	W03 W04 W06, W07,, W08	---	single or multiple choice test	---	
C04_K_W04	---	BNA04	---	single or multiple choice test or an essay	
C04_K_U04	W01, W02	---	single or multiple choice test	---	
C04_K_U04	---	BNA01	---	single or multiple choice test or an essay	
C04_K_U04	---	BNA02, BNA03	---	single or multiple choice test or an essay	
C04_K_U04	---	BNA04	---	single or multiple choice test or an essay	
C01_K_K01	all	all	all	all	
Teaching methods, method of implementation and evaluation					
Lecture and classes without the participation of an academic teacher (BNA)	Lecture with multimedia presentation and/or a conversational lecture.				
	Completion of lectures: final assessment test (2 multiple choice questions for each educational outcome regarding knowledge; in the case of educational outcomes implemented in several lectures, the number of questions is increased and proportional to total duration of lectures related to the particular educational outcome).				
	Each question is graded from 2.0 to 5.0. The grade for a particular educational outcome is determined as the arithmetic mean of grades obtained for specific test questions and is calculated with an accuracy of two decimal digits.				
	The condition for passing the lecture test is to obtain a positive grade from the answers to questions about each learning effect in the field of knowledge. Obtaining at least one unsatisfactory grade for the educational outcome is equivalent to obtaining an unsatisfactory grade for the entire final test. In a particular case when the student receives one or two unsatisfactory grades for educational outcomes (when only a few hundredths of a point are missing in order to obtain a positive result), the lecturer may decide on additional questioning of the student regarding the particular educational outcome(s), making a relevant note on the student's test sheet (along with the additional questions)				
The final test from lectures includes the content of educational outcomes mastered by the student as part of classes without an academic teacher (BNA). Instead of additional questions regarding BNA, the students may be asked to prepare an essay on one of the BNA classes subject					
Descriptive answers are graded from 2.0 to 5.0.					
Student's workload					
Hours of student's work	Activity form		Hours in detail	Hours in total	

Contact hours with an academic teacher	Participation in lectures	15 x 1 hour	15	
	Participation in practical classes	---	---	
	Participation in training classes *	---	---	
	Participation in consultations related to classes *	Each form of classes includes 2 hours of consultation	2 2	
Student's individual work	Individual work related to the subject of BNA classes	15 hours *	15*	
	Preparation for the final test from lectures	5 hours	5	
Total student's workload			39	
Quantity indicator	Workload	Hours	ECTS	
	Student's workload associated with classes that require direct teacher participation	19	0,5	
	Student's workload associated with classes that do not require direct teacher participation	20	0,5	
	* Student's workload associated with practical classes	15	0,5	
	Student's workload associated with theoretical classes	24	0,5	
Basic bibliography	<ul style="list-style-type: none"> Ciborowska H., Rudnicka A. <i>Dietetyka. Żywnienie zdrowego i chorego człowieka.</i> (Dietetics. Healthy and ill person nutrition) Warszawa: (Warsaw) Wydawnictwo Lekarskie PZWL, 2012. (Medical Publishers PZWL, 2012) Grzymisławski M., Gawęcki J. <i>Żywnienie człowieka zdrowego i chorego.</i> (Healthy and ill person nutrition) Warszawa: (Warsaw) Wydawnictwo Naukowe PWN. (Scientific Publishers PWN) Langley-Evans S. <i>Żywnienie: wpływ na zdrowie człowieka.</i> (Nutrition: its impact on human health) Warszawa: (Warsaw) Wydawnictwo Lekarskie PZWL, 2014. (Medical Publishers PZWL, 2014) 			
Supplementary bibliography	<ul style="list-style-type: none"> Selected articles of current industry-related/ trade magazines, e.g. <i>Medycyna Praktyczna – Chirurgia, Pielęgniarstwo XXI wieku, Pielęgniarstwo i Zdrowie Publiczne itp.</i> (Practical Medicine - Surgery, XXI century Nursing and Public Health etc.) 			
Grades – details (intermediate grades omitted: 3.5 and 4.5).				
Educational outcomes	For grade 2	For grade 3	For grade 4	For grade 5
C04_K_W04	Does not define requirements (quantitative and qualitative) of the body for nutrients essential to maintain life, in conditions of health and illness	Imprecisely defines requirements (quantitative and qualitative) of the body for nutrients essential to maintain life in conditions of health and illness	Defines nearly without mistakes requirements (quantitative and qualitative) of the body for nutrients essential to maintain life in conditions of health and illness	Defines requirements (quantitative and qualitative) of the body for nutrients essential to maintain life in conditions of health and illness
C04_K_W04	Unable to list nutrition principles regarding healthy persons of different ages and does not characterizes the essence of enteral and parenteral nutrition	Inaccurately gives nutrition principles regarding healthy persons of different ages, inaccurately characterizes the essence of enteral and parenteral	Lists almost without mistakes nutrition principles regarding healthy persons of different ages, and characterizes quite accurately the essence of enteral and parenteral nutrition	Lists nutrition principles regarding healthy persons of different ages and characterizes the essence of enteral and parenteral nutrition
C04_K_W04	Does not know the principles of prevention and dietary treatment, and diet therapy complications	Knows only selected principles of prevention and dietary treatment, and some diet therapy complications	Knows most principles of prevention and dietary treatment, and most diet	Knows the principles of prevention, dietary treatment and diet therapy complications

	tions	cations	therapy complications	
C04_K_W04	Does not know foodstuffs intended for particular nutritional uses	Knows only selected foodstuffs intended for particular nutritional uses	Knows most foodstuffs intended for particular nutritional uses	Knows foodstuffs intended for particular nutritional uses
C04_K_U04	Does not assess the nutritional condition of a body with the use of biochemical, anthropometric methods and medical records	Applies only some of the methods, while assessing the nutritional condition of a body with the use of biochemical, anthropometric methods and medical records	Applies most methods, while assessing the nutritional condition of a body with the use of biochemical, anthropometric methods and medical records	Assesses the nutritional state of a body with the use of biochemical, anthropometric methods and medical records
C04_K_U04	Does not consult in terms of healthy nutrition of adults and children	Has lots of substantive issues with consulting in terms of healthy nutrition of adults and children	Almost without mistakes consults in terms of adults and children nutrition	Consults in terms of healthy nutrition of adults and children
C04_K_U04	Does not apply selected therapeutic diets regarding obesity, malnutrition, diabetes, hyperlipidemia, hypertension, cardiac, blood vessels, pancreas and liver diseases	Applies selected therapeutic diets, only in certain medical conditions	Applies selected therapeutic diets in most of the following medical conditions: obesity, malnutrition, diabetes, Hyperlipidemia, hypertension, cardiac and blood vessels, pancreas, and liver diseases	Applies selected therapeutic diets regarding obesity, malnutrition, diabetes, hyperlipidemia, hypertension, cardiac and blood vessels, pancreas, and liver diseases
C04_K_U04	Does not select foodstuffs for particular nutritional uses; does not have the abilities to issue prescriptions for foodstuffs for particular uses, necessary for the continuation of treatment, within implementation of medical orders, and/ or cannot provide information on their use	Inappropriately to the condition of the patient chooses the foodstuffs for particular nutritional uses; have limited prescribing skills on foodstuffs for particular nutritional uses necessary for the continuation of treatment, in the framework of the implementation of the orders, in a small way provide information on their application	Has quite great ability to select foodstuffs for particular nutritional uses and abilities to issue prescriptions for foodstuffs for particular uses, necessary for the continuation of treatment, within implementation of medical orders, and can provide information on their use	Has the ability to select foodstuffs for particular nutritional uses and abilities to issue prescriptions for foodstuffs for particular uses, necessary for the continuation of treatment, within implementation of medical orders, and can provide information on their use
C01_K_K01	Does not systematically develop its professional knowledge and skills regarding dietetics and does not aim for professionalism	Unsystematically, to a low degree develops professional knowledge and skills regarding dietetics, aiming at professionalism	Quite systematically, to a high degree develops professional knowledge and skills regarding dietetics, aiming at professionalism	Systematically develops professional knowledge and skills regarding dietetics, aiming at professionalism

PIE1.C05. Physical examination

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Physical examination	Code	PIE1.C05	ECTS points	3,0	
Unit	Social and Medical Faculty Nursing and Midwifery Department (32) 264-74-75 ext. 12, dziekanat@wsps.pl					
Status of course/Modular block		Obligatory C. Basics of nursing care science				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
2	3	15	30	20	---	---
Form of crediting		ZO	ZO	ZO	---	---
ECTS		3.0			---	---
Education area for the field of study	Medical sciences, health sciences and physical education sciences					
Field of science	Health Sciences.					
Language of lectures	English					
Prerequisites	Knowledge of anatomy and physiology.					
Educational goals	Preparation for performing a professional role in recognising the patient's health needs. Presentation of the principles of physical examination performed by a nurse in specific disorders of the human body functioning – the principles, methods, techniques and order of conducting physical examination, as well as interpretation of the results obtained in order to make a nursing diagnosis. Developing the skills to document the nursing process at the nursing diagnosis stage.					
Symbol of the course educational outcome	Description of the course educational outcome			Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome	
Educational outcomes regarding knowledge						
C05_K_W01	Describes general and detailed patient interview, the principles of its conducting and documenting;			C.W30	++	
C05_K_W02	Characterizes techniques of physical examination and comprehensive physical examination of the patient for the needs of nursing care;			C.W31	++	
C05_K_W03	Defines significance of results of patient interview and physical examination in the assessment of the patient's health condition for			C.W32	++	

	the needs of nursing care		
Educational outcomes regarding skills			
C05_K_U01	Conducts patient interview, analyzes and interprets results for the needs of nursing diagnosis and its documentation	C.U49	++
C05_K_U02	Recognises and interprets basic distinctions in the examination of a newborn, infant, adult and an elderly person	C.U50	++
C05_K_U03	Uses physical examination techniques to assess the physiological functions of the skin, senses, head, chest, including the cardiovascular system, respiratory system, thoracic glands, abdominal cavity, genital organs, peripheral circulatory system, musculoskeletal system and nervous system	C.U51	++
C05_K_U04	Documents the results of physical examination, and their use in assessing patient's health condition	C.U52	++
C05_K_U05	Performs physical examination to enable early detection of breast diseases and teaches patients how to conduct breast self-examination	C.U53	++
Educational outcomes regarding social competences			
C05_K_K01	Systematically upgrades professional knowledge regarding physical examination, develops skills aiming at professionalism	D.K2	+++
CURRICULUM CONTENT			
Symbol and no. of classes	Subject of classes	Implemented educational outcome	Hours
Form of classes: lectures			
LECTURE			
W01	Range and principles of patient interview for the needs of nursing care.	C05_K_W01	2
W02	The nature and techniques of physical examination. Pattern and principles of the examination.	C05_K_W02	2
W03	Assessment of patient's general condition for the needs of nursing.	C05_K_W02	2
W04	Distinctions in the physical examination of a newborn, infant, adult and an elderly person.	C05_K_W03	2
W05	Nursing diagnosis.	C05_K_W03	2
	Lectures in total		10
PRACTICAL CLASSES			
C01	Introduction to the subject of physical examination.	C05_K_U01	1
C02	Patient interview. Collecting information about an ill adult and child. Sources and methods of data acquisition.	C05_K_U01	4
C03	Physical examination. Assessment of general condition – physical and psychomotor.	C05_K_U03	4
C04	Assessment of cardiovascular and respiratory systems	C05_K_U03	4
C05	Assessment of organs of abdominal cavity and small pelvis; digestive system, urinary system.	C05_K_U03	4

C06	Assessment of musculoskeletal system.	C05_K_U03	2
C07	Assessment of breast gland, male and female genitals	C05_K_U03	2
C08	Participation of a nurse in assessments of sensory organs. Basics of neurological examination.	C05_K_U03	5
C09	Participation of a nurse in assessment of skin disease symptoms.	C05_K_U03	1
C10	Review of examination results and their application in the nursing process.	C05_K_U04	1
C11	Distinctions in the physical examination of a child, adult and an elderly person	C05_K_U02	1
C12	Nursing records.	C05_K_U04	1
Practical classes in total		30	
Detailed curriculum of practical classes			
C01	Introduction to the subject of physical examination.		
C02	<p>Patient interview. Collecting information about an ill adult and child. Sources and methods of data acquisition. Methods of collecting patient information for the needs of nursing. Patient interview in the case of an adult and child. Observation as a data collection method. Patient interview principles. Patient interview techniques. Types of patient records useful for the purposes of nursing care. Measurement methods used by a nurse to assess general health of a patient. Measurement principles. Patient interview. Advanced aspects of patient interview: difficult patients (silent patient, confusing patient, talkative patient, crying patient, patient with impaired hearing, patient with impaired vision. Patient observation and interpretation of the results obtained for the purpose of nursing diagnosis</p>		
C03	<p>Physical examination. Assessment of general condition – physical and psychomotor. Preparation for physical examination. Thorough physical examination. Height and body weight. Methods for calculating the body mass index (BMI). Order, principles and procedures for skull examination. Order, principles and procedures for eye examination. Order, principles and procedures for ear examination. Order, principles and procedures for nose examination. Order, principles and types of pathological skin changes. Physical examination of the skull. Physical examination of the eye. Physical examination of the ear. Physical examination of the neck. Standard and universal precautions for physical examination: standard precautions regarding infection with methicillin-resistant Staphylococcus aureus, universal precautions to prevent transmission of HIV and HBV viruses.</p>		
C04	<p>Assessment of cardiovascular and respiratory systems. Primary vital signs: blood pressure, heart rate, respiratory rate, and body temperature. Pain: acute and chronic. General and detailed patient interview, principles of conducting and documenting. Physical examination and comprehensive physical examination techniques for the needs of nursing care. Significance of patient interview and physical examination results in the assessment of patient's health condition for the needs of nursing care. Conditions for proper nurse-patient and nurse-medical staff communication. Collecting information by interview, observation, direct and indirect measurements (scales), documentation analysis (including analysis of diagnostic tests), physical examination to identify patient's health condition and to make nursing diagnosis.</p>		
C05	<p>Assessment of organs of abdominal cavity and small pelvis; digestive system, urinary system. Nurse's tasks in caring for a healthy patient, patient at risk of an illness, ill patient and patient with unfavourable prognosis. General and detailed patient interview, principles of conducting and documenting. Physical examination and comprehensive physical examination techniques for the needs of nursing care. Significance of patient interview and physical examination results in the assessment of patient's</p>		

	<p>health condition for the needs of nursing care.</p> <p>Documenting the results of physical examination, and their use in assessment of patient's health condition.</p> <p>Physical examination techniques to assess physiological functions of skin, senses, head, chest, including cardiovascular system, respiratory system, thoracic glands, abdominal cavity, genital organs, peripheral circulatory system, musculoskeletal system and nervous system.</p>		
C06	<p>Assessment of musculoskeletal system.</p> <p>Traumatic patient interview regarding inflammatory cases, congenital defects and developmental disorders, neoplastic changes.</p> <p>Observation, palpation.</p> <p>Assessment of posture.</p> <p>Limb length measurements.</p> <p>Examination of range of motion in joints.</p> <p>Examination of efficiency of muscles.</p> <p>Assessment of pathological gait.</p>		
C07	<p>Assessment of breast gland, male and female genitals.</p> <p>Factors influencing development of diseases of breast and male and female genital organs.</p> <p>Gynaecological examination.</p>		
C08	<p>Participation of a nurse in assessments of sensory organs. Basics of neurological examination.</p> <p>Specificity of neurological examination.</p> <p>Examination of the cranial nerves.</p> <p>Neurological examination of upper limbs.</p> <p>Neurological examination of lower limbs.</p> <p>Neurological examination of the spine.</p> <p>Neurological examination of the torso.</p>		
C09	<p>Participation of a nurse in assessment of skin disease symptoms. Patient interview (Medical history). Assessment of skin which is not affected. Assessment of subcutaneous tissue. Assessment of mucous membranes. Assessment of affected skin. Assessment of hair, nails and lymph nodes.</p>		
C10	<p>Review of examination results and their application in the nursing process.</p>		
C11	<p>Distinctions in the physical examination of a child, adult and an elderly person.</p> <p>Periods in the psychomotor development.</p> <p>The purpose of examination and assessment of child development.</p> <p>Techniques of physical examination of a child.</p> <p>Distinctions in the physical examination of an elderly person.</p> <p>Comprehensive geriatric assessment (COG).</p>		
C12	<p>Nursing records. Analysis, interpretation of results for the needs of nursing diagnosis and its documentation.</p>		
BNA			
BNA01	Breast self-examination. Educational project	C05_K_U03 C05_K_U05	5
BNA02	Testicles self-examination	C05_K_U03	5
BNA03	Assessment of skin towards neoplastic changes	C05_K_U03	5
BNA04	Patient interview – interpretation of information collected for the purpose of nursing assessment of patient's condition	C05_K_U04	5
	BNA in total		20
Correlation of particular types of classes			
Semester	W	CW	BNA
3	W01	---	---

	W02	C01	---
	W03	C02	---
	W04	C03	---
	W05	C04	---
	---	C05	---
	---	C06	---
	---	C07	BNA01
	---	C08	BNA02
	---	C09	BNA03
	---	C10	---
	---	C11	---
	---	C12	BNA04

The matrix of educational outcomes for the subject with reference to the methods of verification of the intended educational outcomes and the form of the classes

Educational outcome code	Forms of classes		Verification methods	
	W	CW + BNA	W	CW + BNA
C05_K_W01	W01	---	single or multiple choice test	---
C05_K_W02	W02, W03	---	single or multiple choice test	---
C05_K_W03	W04, W05	---	single or multiple choice test	---
C05_K_U01	---	C01, C02	---	presentation of skills
C05_K_U02	---	C11	---	presentation of skills
C05_K_U03	---	C03-C09. BNA01, BNA02, BNA03	---	presentation of skills
C05_K_U04	---	C10, C12, BNA04	---	presentation of skills
C05_K_U05	---	BNA05	---	presentation of skills
C01_K_K01	all	all	360° observation	360° observation

Teaching methods, method of implementation and evaluation

Lecture and classes without participation of an academic teacher (BNA)	<p>Lecture with multimedia presentation and/or a conversational lecture.</p> <p>Completion of lectures: final assessment test (2 multiple choice questions for each educational outcome regarding knowledge; in the case of educational outcomes implemented in several lectures, the number of questions is increased and proportional to total duration of lectures related to the particular educational outcome).</p> <p>Each question is rated from 2.0 to 5.0. The grade for a particular educational outcome is determined as the arithmetic mean of grades obtained for specific test questions and is calculated with an accuracy of two decimal digits.</p> <p>The condition for passing the lecture test is to obtain a positive grade from the answers to questions about each learning effect in the field of knowledge. Obtaining at least one unsatisfactory grade for the educational outcome is equivalent to obtaining an unsatisfactory grade for the entire final test. In a particular case when a student receives one or two unsatisfactory grades for educational outcomes (when only a few hundredths of a point are missing in order to obtain a positive result), the lecturer may decide on additional questioning of the student regarding the particular educational outcome(s), making a relevant note on the student's test sheet (along with the additional questions).</p> <p>Descriptive answers are rated on a scale from 2.0 to 5.0.</p>
Practical classes and	<p>Practical classes are carried out in small groups, in the Nursing Skills Laboratory. All sorts of phantoms are used (for heart and lung sounds, examination of breasts, lymph nodes, eye</p>

classes without participation of an academic teacher (BNA)	fundus and ear), training videos, physical examination equipment (stethoscope, ophthalmoscopes, otoscopes, neurological hammers, tuning forks, Snellen charts, Ishihara plates). Some examinations may be trained on students themselves (e.g. heart and lung sounds, blood pressure examination, determining the level of glucose in blood, etc.). Additionally, descriptions of individual cases, data sheets from nursing patient interview, physical examination charts, results of additional examination and nursing records are used. In practical classes, students present their essays prepared within BNA classes. Completion of practical classes: for a grade. The recommended form of a final test is presentation of skills acquired during the course and BNA.			
Student's workload				
Hours of student's work	Activity form	Hours in detail	Hours in total	
Contact hours with an academic teacher	Participation in lectures	10 hours	15	
	Participation in practical classes *	30 hours	30*	
	Participation in practical training classes *	---	---	
	Participation in consultations related to classes *	Each form of classes includes 2 hours of consultation	2 2* 2*	
Student's individual work	Individual work within BNA classes	20 hours*	20*	
	Preparation for the final test from lectures	5 hours	5	
Total student's workload			76	
Quantity indicators	Workload	Hours	ECTS	
	Student's workload associated with classes that require direct teacher participation	51	2,0	
	Student's workload associated with classes that do not require direct teacher participation	25	1,0	
	* Student's workload associated with practical classes	54	2,1	
	* Student's workload associated with theoretical classes	22	0,9	
Basic bibliography	<ul style="list-style-type: none"> Kołodziej W, Eszyk J, Banaszak-Żak. Badanie fizykalne. Skrypt dla studentów. (Physical examination. Script for students.), WSPS Dąbrowa Górnicza 2009. Krajewska-Kułek E (red). Badanie fizykalne w praktyce pielęgniarek i położnych. (Physical examination in the practice of nurses and midwives.), Czelej Lublin 2009. Obuchowicz A. Badanie podmiotowe i przedmiotowe w pediatrii. (Patient interview and physical examination in pediatrics.), Śląska Akademia Medyczna (Silesian Medical Academy), Katowice. Tatoń J., Czech A. Ogólna diagnostyka internistyczna. (General internal medicine diagnostics.), PZWL, Warszawa 1991. 			
Supplementary bibliography	<ul style="list-style-type: none"> Allan M. Wywiad i badanie przedmiotowe. (Patient interview and physical examination.), Urban & Partner Wrocław 2005. Bates B., Bickley L., Hoekelman R. Wywiad i badanie fizykalne. (Patient interview and physical examination.), Springer PWN Warszawa 1997. Bickley L. Bates. Kieszonkowy przewodnik po badaniu podmiotowym i przedmiotowym. (Pocket guide after patient interview and physical examination.), Wydawnictwo Termedia. Warszawa 2013. Danuta Dyk. Badanie fizykalne w pielęgniarstwie. (Physical examination in nursing.), PZWL, Warszawa 2010. Ptak D. Badanie fizykalne w pielęgniarstwie. (Physical examination in nursing.), PZWL Warszawa 2012. 			
Grades – details (intermediate grades omitted: 3.5 and 4.5).				
Educational outcomes	For grade 2	For grade 3	For grade 4	For grade 5

C05_K_W01	The student does not describe general and detailed patient interview, the principles of its conducting and documenting	The student describes to a small degree general and detailed patient interview, the principles of its conducting and documenting	The student describes at a basic level general and detailed patient interview, the principles of its conducting and documenting	The student describes independently general and detailed patient interview, the principles of its conducting and documenting
C05_K_W02	The student does not characterize techniques of physical examination and comprehensive physical examination of the patient for the needs of nursing care	After the teacher's assistance, the student characterizes techniques of physical examination and comprehensive physical examination of the patient for the needs of nursing care	The student characterizes at a basic level techniques of physical examination and comprehensive physical examination of the patient for the needs of nursing care	The student characterizes independently techniques of physical examination and comprehensive physical examination of the patient for the needs of nursing care
C05_K_W03	The student does not define significance of results of patient interview and physical examination in the assessment of patient's health condition for the needs of nursing care	After the teacher's assistance, the student defines significance of results of patient interview and physical examination in the assessment of patient's health condition for the needs of nursing care	The student defines to a small degree significance of results of patient interview and physical examination in the assessment of patient's health condition for the needs of nursing care	The student defines independently significance of results of patient interview and physical examination in the assessment of patient's health condition for the needs of nursing care
C05_K_U01	The student cannot conduct patient interview, cannot analyse and interpret the results for the needs of nursing diagnosis;	After being directed by the teacher, the student is able to conduct patient interview and analyse and interpret the results for the needs of nursing diagnosis	The student conducts patient interview, analyses and interprets the results for the needs of nursing diagnosis at a basic level	The student independently conducts patient interview, analyses and interprets the results for the needs of nursing diagnosis
C05_K_U02	The student does not recognise or interpret basic distinctions in the examination of a newborn, infant, adult and an elderly person	After being directed by the teacher, the student recognises and interprets basic distinctions in the examination of a newborn, infant, adult and an elderly person	The student recognises and interprets basic distinctions in the examination of a newborn, infant, adult and an elderly person at a basic level	The student independently recognises and interprets basic distinctions in the examination of a newborn, infant, adult and an elderly person
C05_K_U03	The student does not use physical examination techniques to assess the physiological functions of the skin, senses, head, chest, including the cardiovascular system, respiratory system, thoracic glands, abdominal cavity, genital organs, peripheral circulatory system, musculoskeletal system and nervous system	After being directed by the teacher, the student uses physical examination techniques to assess the physiological functions of the skin, senses, head, chest, including the cardiovascular system, respiratory system, thoracic glands, abdominal cavity, genital organs, peripheral circulatory system, musculoskeletal system and nervous system	The student uses physical examination techniques to assess the physiological functions of the skin, senses, head, chest, including the cardiovascular system, respiratory system, thoracic glands, abdominal cavity, genital organs, peripheral circulatory system, musculoskeletal system and nervous system at a basic level	The student independently uses physical examination techniques to assess the physiological functions of the skin, senses, head, chest, including the cardiovascular system, respiratory system, thoracic glands, abdominal cavity, genital organs, peripheral circulatory system, musculoskeletal system and nervous system

C05_K_U04	The student does not document the results of physical examination, and does not use them in assessing patient's health condition	After being directed by the teacher, the student documents the results of physical examination and uses them in assessing patient's health condition	The student documents the results of physical examination and uses them in assessing patient's health condition at a basic level	The student independently documents the results of physical examination and uses them in assessing patient's health condition
C05_K_U05	The student does not perform physical examination to enable early detection of breast diseases and does not teach patients how to conduct breast self-examination	After being directed by the teacher, the student uses physical examination techniques to enable early detection of breast diseases	The student performs physical examination to enable early detection of breast diseases and teaches patients how to conduct breast self-examination at a basic level	The student independently uses the technique of physical examination to enable early detection of breast diseases and teaches patients how to conduct breast self-examination
C05_K_K01	The student does not systematically upgrade professional knowledge regarding physical examination, does not develop skills aiming at professionalism	The student unsystematically and to a small degree upgrades professional knowledge regarding physical examination, develops skills aiming at professionalism	The student quite systematically and to a large degree upgrades professional knowledge regarding physical examination, develops skills aiming at professionalism	The student systematically and independently upgrades professional knowledge regarding physical examination, develops skills aiming at professionalism

PIE1.C07 Mental health promotion

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		Practical		
Course	Mental health promotion	Code	PIE1.C07	ECTS points	2,5	
Unit	Social and Medical Faculty Nursing and Midwifery Department (32) 264-74-75 ext. 12, dziekanat@wsps.pl					
Status of course/ Modular block		Obligatory C. Sciences within nursing care				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
III	5	15	---	15	---	---
Form of crediting		ZO	---	ZO	---	---
ECTS		2,5			---	---
Education area in direction of studies	Medical sciences, health sciences and physical education sciences					
Field of science	Health Sciences					
Language of lectures	English					
Prerequisites	None					
Educational goals	<ul style="list-style-type: none"> Familiarizing students with basic threats to mental health Providing knowledge regarding factors which may affect mental health Acquiring skills to become a mental health promoter. 					
Symbol of the course educational outcome	Description of the course educational outcome			Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome	
C07_K_W01	Characterizes mental health developmental theories and defines mental health			C.W47	+++	
C07_K_W02	Recognizes risks and positive factors in mental health development			C.W48	+++	
C07_K_W03	Describes stress as determinant for bio-psycho-social balance of the organism in the aspect of mental health			C.W49	+++	
C07_K_W04	Characterizes the role of a nurse in prevention of professional			C.W50	+++	

	burnout syndrome, aggression, violence and mobbing in various periods of human life		
C07_K_U01	Undertakes actions that promote mental health and recognizes social support networks	C.U67	+++
C07_K_U02	Takes precautionary and diagnostic measures regarding the occurrence of violence, aggression, mobbing and professional burnout syndrome	C.U68	+++
C07_K_K01	Systematically upgrades professional knowledge and skills regarding mental health promotion	D.K2	+++
Implemented directional educational outcomes			
Directional educational outcome	Description of the directional educational outcome		
C.W47	Characterizes mental health development theories and defines mental health		
C.W48	Recognizes risks and positive factors in mental health development		
C.W49	Describes stress as determinant for bio-psycho-social balance of the organism in the aspect of mental health		
C.W50	Indicates the role of a nurse in prevention of professional burnout syndrome, aggression, violence and mobbing in various periods of life		
C.U67	Undertakes actions to promote mental health and recognizes social support networks		
C.U68	Takes precautionary and diagnostic measures regarding the occurrence of violence, aggression, mobbing and professional burnout syndrome		
D.K2	Systematically develops professional knowledge and skills, striving for professionalism		
CURRICULUM CONTENT			
Course symbol	Subject of classes	Implemented educational outcome	Hours
Form of classes: lectures			
W01	Mental health determinants.	C07_K_W01 C07_K_W02 C07_K_W03 C07_K_W04	2
W02	Mental health theories.	C07_K_W01 C07_K_W02 C07_K_W03 C07_K_W04	2
W03	The impact of family, social group and biological factors on mental health.	C07_K_W01 C07_K_W02 C07_K_W03 C07_K_W04	2
W04	Disease as a difficult situation. Stress and frustration.	C07_K_W01 C07_K_W02 C07_K_W03 C07_K_W04	2
W05	Mental health risks in various life periods.	C07_K_W01 C07_K_W02 C07_K_W03 C07_K_W04	2

W06	Mental health prevention.	C07_K_W01 C07_K_W02 C07_K_W03 C07_K_W04	2
W07	Psychoprophylaxis.	C07_K_W01 C07_K_W02 C07_K_W03 C07_K_W04	2
W08	National Mental Health Programme. Amendments in organising psychiatric health care.	C07_K_W01 C07_K_W02 C07_K_W03 C07_K_W04	1
Hours in total: lectures		15	

Form of classes: practical classes*

CW01	Mental health determinants.	C07_K_U01 C07_K_U02	2
CW02	Mental health theories.	C07_K_U01 C07_K_U02	2
CW03	The impact of family, social group and biological factors on mental health.	C07_K_U01 C07_K_U02	2
CW04	Disease as a difficult situation. Stress and frustration.	C07_K_U01 C07_K_U02	2
CW05	Mental health risks in various life periods.	C07_K_U01 C07_K_U02	3
CW06	Mental health prevention.	C07_K_U01 C07_K_U02	2
CW07	Psychoprophylaxis	C07_K_U01 C07_K_U02	2
BNA in total		15	

The matrix of educational outcomes for the subject with reference to the methods of verification of the intended educational outcomes and the form of the classes

Educational outcome code	Forms of classes		Verification methods	
	W	CW	W	CW
C07_K_W01	all	---	test	---
C07_K_W02	all	---	test	---
C07_K_W03	all	---	test	---
C07_K_W04	all	---	test	---
C07_K_U01	---	all	---	essay, multimedia presentation
C07_K_U02	---	all	---	essay, multimedia presentation
C07_K_U04	---	all	---	essay, multimedia presentation
C07_K_K01	all	all	360° observation	360° observation

Teaching methods, the method of implementation and evaluation				
Lecture	Lectures combined with multimedia presentation. Passing the lectures (prior to passing practical classes): final test			
Practical classes	Practical classes are aimed at achieving educational effects outcomes regarding skills. Students, divided into groups, prepare essays or multimedia presentations and present them in classes Passing practical classes: based on the submitted essays (presentations).			
Student's workload				
Hours of student's work/ Student's working hours	Activity form	Hours in detail	Hours in total	
Contact hours with an academic teacher	Participation in lectures	15 hours	15	
	Participation in practical classes*	15 hours	15*	
	Participation in consultations related to classes*	Each form of classes includes 2 hours of consultation	2 2*	
Student's individual work	Preparation for practical classes*	15 hours	15*	
	Preparation for the final test from lectures	5 hours	5	
Total student's workload			54	
Quantity indicator	Workload		Hours	ECTS
	Student's workload associated with classes that require direct teacher participation		34	1,6
	Student's workload associated with classes that do not require direct teacher participation		20	0,9
	*Student's workload associated with practical classes		32	1,5
	Student's workload associated with theoretical classes:		22	1,0
Basic bibliography	<ul style="list-style-type: none"> Karski j. red. Praktyka i teoria promocji zdrowia – wybrane zagadnienia. (Practice and theory of health promotion – selected concepts.), Warszawa: CeDeWU 2008. Lwow F., Milewicz A. red. Promocja zdrowia. podręcznik dla studentów i lekarzy rodzinnych. (Health promotion. Handbook for students and General Practitioners.), Wrocław: Urban & Partner 2004. Jacennik B. Strategie dla zdrowia, kształtowanie zachowań zdrowotnych poprzez środowisko. (Health strategies, shaping health behaviours through the environment.), Warszawa 2008. 			
Supplementary bibliography	<ul style="list-style-type: none"> Bilikiewicz A., Pużyński S., Rybakowski J., Wciórka J. red. Psychiatrii Tom II i III. (Psychiatrii, Vol. II and III.), Wrocław: Urban & Partner 2003. 			
Grades – details				
Educational outcomes	For grade 2	For grade 3	For grade 4	For grade 5
C07_K_W01	Does not characterize mental health development theories, does not define mental health	Characterizes selected elements of mental health development theories, defines mental health inaccurately	Characterizes basics of mental health development theories, defines mental health	Characterizes mental health development theories and defines mental health
C07_K_W02	Does not recognize risks or positive factors	Recognizes some risks and positive	Recognizes basic risks and positive	Recognizes risks and positive factors in

	in mental health development	factors in mental health development	factors in mental health development	mental health development
C07_K_W03	Does not describe stress as determinant for bio-psycho-social balance of the organism in the aspect of mental health	Describes to a small degree stress as determinant for bio-psycho-social balance of the organism in the aspect of mental health	Describes basics of stress as determinant for bio-psycho-social balance of the organism in the aspect of mental health, at a basic level	Describes stress as determinant for bio-psycho-social balance of the organism in the aspect of mental health
C07_K_W04	Does not characterize the role of a nurse in prevention of professional burnout syndrome, aggression, violence and mobbing in various periods of human life	Characterizes to a small degree, with a lot of mistakes, the role of a nurse in prevention of professional burnout syndrome, aggression, violence and mobbing in various periods of human life	Characterizes at a basic level the role of a nurse in prevention of professional burnout syndrome, aggression, violence and mobbing in various periods of human life	Characterizes the role of a nurse in prevention of professional burnout syndrome, aggression, violence and mobbing in various periods of human life
C07_K_U01	Does not undertake actions to promote mental health and does not recognize social support networks	Undertakes actions to promote mental health to a small degree and recognizes social support networks insufficiently	Undertakes actions to promote mental health at a basic level and recognizes social support networks	Undertakes actions to promote mental health and recognizes social support networks
C07_K_U02	Does not take precautionary and diagnostic measures regarding the occurrence of violence, aggression, mobbing and professional burnout syndrome	Takes precautionary and diagnostic measures regarding the occurrence of violence, aggression, mobbing and professional burnout syndrome to a small degree	Takes precautionary and diagnostic measures regarding the occurrence of violence, aggression, mobbing and professional burnout syndrome at a basic level	Takes precautionary and diagnostic measures regarding the occurrence of violence, aggression, mobbing and professional burnout syndrome
C07_K_K01	Does not upgrade professional knowledge and skills regarding promotion of mental health	Upgrades professional knowledge and skills regarding promotion of mental health to a small degree	Quite systematically upgrades professional knowledge and skills regarding mental health promotion	Systematically upgrades knowledge and skills regarding mental health promotion

PIE1.D10. Palliative care

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Palliative care	Code	PIE1.D10	ECTS points	6	
Unit	Social and Medical Faculty Nursing and Midwifery Department (32) 264-74-75 ext. 12, dziekanat@wspss.pl					
Status of course / Modular block			Obligatory D. Specialised nursing care			
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
3	6	10 + 10	10	30	---	---
Form of crediting		ZO	ZO	ZO	---	---
ECTS		2.5			---	---
3	6	---	---	---	40	---
Form of crediting		---	---	---	ZO	---
ECTS		---	---	---	2,5	---
3	6	FINAL OSCE EXAM				
3	6	---	---	---	---	40
Form of crediting		---	---	---	---	ZO
ECTS		---			---	1,0
Education area in direction of studies	Medical sciences, health sciences and physical education sciences					
Field of science	Health Sciences.					
Language of lectures	English					
Prerequisites	Knowledge of the following subjects: D01. Internal medicine and internal nursing D02. Paediatrics and paediatric nursing D03. Surgery and surgical nursing D09. Geriatrics and geriatric nursing					
Educational goal	<ul style="list-style-type: none"> Understanding the theoretical assumptions of medicine and palliative care. Understanding the palliative care organisation in Poland and worldwide. Understanding the role of a nurse in relieving pain and suffering and in symptomatic treatment 					

	<p>in palliative care.</p> <ul style="list-style-type: none"> • Familiarizing with the standards and procedures used in caring for terminally ill patients. • Familiarizing with psychosocial and social problems of patients and their families and people who provide care. • Familiarizing with the principles of communication with the patient and his/her family during care, dying and after death. • Familiarizing with the principles of pharmacotherapy of chronic pain and other symptoms in the terminal stage of the disease. • Familiarizing with the methods of assessing the condition of the patient under palliative care, including scales for assessing the quality of life and care planning based on the information obtained. • Familiarizing with the principles of ethics, specific for palliative care, principles of respect for dignity and human autonomy in the face of death. 		
Symbol of the course educational outcome	Description of the course educational outcome	Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome (+ - low, ++ - medium, +++ - high)
Educational outcomes regarding knowledge			
D10_K_W01	The student knows the principles of diagnosis in palliative care	D.W5	++
D10_K_W02	The student knows the principles of planning the patient palliative care depending on age and health condition	D.W6	++
D10_K_W03	The student characterizes groups of medications and their effect on the palliative patient's systems and organs in various diseases, depending on age and health condition, including side effects, interaction with other medications and routes of administration	D.W8	++
D10_K_W04	The student characterizes nursing techniques and procedures used in palliative patient care depending on age and health condition	D.W9	++
D10_K_W05	The student knows the principles of preparing the palliative patient for self-care depending on age and health condition	D.W10	++
D10_K_W06	The student differentiates the palliative patient's reactions to disease and hospitalisation, depending on age and health	D.W11	++
D10_K_W07	The students knows the role of a nurse in the admission of the patient to the palliative care ward depending on age and health condition;	D.W12	++
D10_K_W08	The student knows the specific principles of the organisation of palliative care	D.W14	++
D10_K_W09	The student knows the consequences of long-term immobilisation in palliative patients	D.W25	++
D10_K_W10	The student knows the pathophysiology, clinical symptoms and complications of neoplastic diseases	D.W50	++
D10_K_W11	The student knows the procedure for dealing with the body of the patient who died.	D.W51	++

Educational outcomes regarding skills			
D10_K_U01	The student collects information, prepares a nursing diagnosis, sets out objectives and a care plan, implements nursing interventions and makes care evaluation in caring for the palliative patient (nursing process)	D.U1	+++
D10_K_U02	The student provides counselling regarding self-care of the disabled patients of different ages and health condition, in relation to palliative care	D.U3	+++
D10_K_U03	The student motivates the palliative patient and his/her caretakers to join social support groups	D.U4	+++
D10_K_U04	The student conducts prevention of complications in the course of diseases which are classified for palliative care	D.U5	+++
D10_K_U05	The student takes material for diagnostic tests regarding the patient in palliative care	D.U9	+++
D10_K_U06	The student documents the health situation of the palliative patient, its dynamics of changes and provided nursing care	D.U13	+++
D10_K_U07	The student recognizes complications associated with pharmacological treatment, dietetic treatment, rehabilitation and therapeutic-nursing treatment in palliative care	D.U20	+++
D10_K_U08	The student conducts a therapeutic conversation with the patient in palliative care	D.U22	+++
D10_K_U09	The student conducts the bedside rehabilitation and motorical improvement as well as activation of the palliative patient	D.U24	+++
D10_K_U10	The student provides information on the palliative patient's health condition to the members of the therapeutic team	D.U26	+++
D10_K_U11	The student assists a physician during diagnostic and treatment tests in palliative care	D.U27	+++
D10_K_U12	The student keeps records of the palliative patient care: observation chart, nursing procedures and reports chart, hospital infections register, prophylaxis and treatment of pressure ulcers chart and information sheet with recommendations for self-care	D.U28	+++
D10_K_U13	The student assesses the level of pain, the palliative patient's reaction to pain and increase in pain intensity, applies analgesic procedures	D.U29	+++
D10_K_U14	The student provides the patient with conditions for a dignified death	D.U30	+++
D10_K_U15	The student adjusts nursing interventions to the type of care problems occurring in palliative care	D.U32	+++
D10_K_U16	The student prepares and administers medications through different routes of administration, independently or on the order of a physician (in palliative care)	D.U33	++
Educational outcomes regarding social competences			
D10_K_K01	The student respects the dignity and autonomy of people entrusted to palliative care	D.K1	++
D10_K_K02	The student systematically develops professional knowledge in palliative care, aiming at achieving professionalism	D.K2	++
D10_K_K03	The student adheres to values, duties and moral skills in palliative care	D.K3	++
D10_K_K04	The student shows moral responsibility for a human and performance of professional duties in palliative care	D.K4	++

D10_K_K05	The student respects the palliative patients' rights	D.K5	++
D10_K_K06	The student reliably and accurately performs assigned professional duties within palliative care	D.K6	++
D10_K_K07	The student adheres to professional secrecy regarding the palliative patient	D.K7	++
D10_K_K08	The student collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics, regarding the palliative patient	D.K8	++
D10_K_K09	The student is open to the development of one's own and the palliative patient's subjectivity	D.K9	++
D10_K_K10	The student manifests empathy in the relationship with the palliative patient and his/her family and colleagues	D.K10	++
Implemented directional educational outcomes			
Symbol of the educational outcome	Description of the educational outcome		
D.W5	The student knows the principles of diagnosing in internal medicine, geriatric, surgical, paediatric, neurological, psychiatric, anesthesiological, obstetric-gynaecological nursing and palliative care		
D.W6	The student knows the principles of planning the patient care depending on age and health condition		
D.W8	The student characterizes groups of medications and their effect on the patient's systems and organs in various diseases, depending on age and health condition, including side effects, interaction with other medications and routes of administration		
D.W9	The student characterizes nursing techniques and procedures used in patient care depending on age and health condition		
D.W10	The student knows the principles of preparing the patient for self-care depending on age and health condition		
D.W11	The student differentiates the patient's reactions to disease and hospitalisation, depending on age and health		
D.W12	The student knows the role of a nurse in admission of a patient to a healthcare facility depending on age and the patient's health condition		
D.W14	The student knows the specific principles of organisation of specialised care (geriatric, intensive, neurological, psychiatric, paediatric, internal medicine, surgical and palliative care and emergency medical service system in Poland)		
D.W25	The student knows the consequences of long-term immobilisation		
D.W50	The student knows the pathophysiology, clinical symptoms and complications of neoplastic diseases		
D.W51	The student knows the procedure for dealing with the body of the patient who died		
D.U1	The student collects information, prepares a nursing diagnosis, sets out objectives and a care plan, implements nursing interventions and makes care evaluation		
D.U3	The student provides counselling regarding self-care of patients of different ages and health condition, concerning developmental disorders, diseases and addictions		
D.U4	The student motivates the patient and his/her caretakers to join social support groups		
D.U5	The student conducts prevention of complications in the course of diseases		
D.U9	The student takes material for diagnostic tests		
D.U13	The student documents the health situation of the patient, its dynamics of changes and provided nursing care		
D.U20	The student recognizes complications associated with pharmacological treatment, dietetic		

	treatment, rehabilitation and therapeutic-nursing treatment
D.U22	The student conducts a therapeutic conversation
D.U24	The student conducts bedside rehabilitation and patient motorical improvement and activation with the use of occupational therapy elements
D.U26	The student provides information on the patient's health condition to the members of the therapeutic team
D.U27	The student assists a physician during diagnostic and treatment tests
D.U28	The student keeps records of the patient care: observation chart, nursing procedures and reports chart, hospital infections register, prophylaxis and treatment of pressure ulcers chart and information sheet with recommendations for self-care
D.U29	The student assesses the level of pain, the patient's reaction to pain and increase in pain intensity, applies analgesic procedures
D.U30	The student provides the patient with conditions for a dignified death
D.U32	The student adjusts nursing interventions to the type of nursing problems
D.U33	The student prepares and administers medications through different routes of administration, independently or on the order of a physician
D.K1	The student respects the dignity and autonomy of people entrusted to care
D.K2	The student systematically develops professional knowledge and skills, aiming at professionalism
D.K3	The student adheres to values, duties and moral skills in care
D.K4	The student shows moral responsibility for a person and performing professional tasks
D.K5	The student respects the patients' rights
D.K6	The student reliably and accurately performs assigned professional duties
D.K7	The student adheres to professional secrecy
D.K8	The student collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics
D.K9	The student is open to the development of one's own and the patient's subjectivity
D.K10	The student manifests empathy in the relationship with the patient and his/her family and colleagues

CURRICULUM CONTENT			
Symbol and no. of classes	Subject of classes	Implemented educational outcomes	Hours
Form of classes: lectures			
	Physician's lecture		
W01	Definition of palliative and hospice care. Population and clinical characteristics of patients under terminal care. Organisation of palliative and hospice care in Poland. Terminal care in stationary and home conditions.	D10_K_W08	2
W02	The most frequent neoplastic diseases in the Polish population. Other ailments occurring in the course of neoplastic diseases and methods of their treatment.	D10_K_W10	2
W03	Bioethical principles in palliative care.	D10_K_W11	1
W04	Symptoms and emotional states of dying people.	D10_K_W06	1
W05	Cancer pain in the course of neoplastic diseases. Diagnosis and methods of cancer pain assessment.	D10_K_W10	1
W06	Principles of treatment of cancer pain: pharmacotherapy (pain	D10_K_W03	1

	ladder) and supportive treatment (supportive medications, palliative radiotherapy).		
W07	Treatment of cancer pain in children.	D10_K_W10	2
	Total physician's lecture:	10	
	Nurse's lecture		
W08	Terminal period – characteristics and nurse's tasks regarding the patient.	D10_K_W02	2
W09	Patient's needs in the terminal period.	D10_K_W02 D10_K_W06	1
W10	Somatic, mental and spiritual pain – total suffering. Methods to improve the quality of life of patients. Nurse's role.	D10_K_W05	2
W11	Last hours of life – medical and non-medical procedures.	D10_K_W02 D10_K_W04 D10_K_W06	2
W12	Building the patient's subjectivity in the terminal period.	D10_K_W02 D10_K_W06	1
W13	Principles of responsible and dignified dying.	D10_K_W02 D10_K_W06 D10_K_W11	2
	Total nurse's lecture:	10	
Form of classes: practical classes *			
	Semester 6		
C01	Delivering bad news. Preparation of the patient and his/her family to receive bad news. Basic principles and ways of delivering bad news (verbal and non-verbal communication) – workshops.	D10_K_U08	2
C02	Practicing conversation with the patient Providing mental support for the patient and family and people who provide care: identifying the needs of the patient and his/her relatives, mental support – workshops.	D10_K_U08	2
C03	The student knows the principles of nursing ethics regarding patients under palliative care: acceptance of the inevitability of death, difficult decisions. Family and orphan support.	D10_K_U14	2
C04	Diagnosis in palliative care	D10_K_U01	2
	Hours in total: practical classes – semester 6	10	
Form od classes: classes without participation of an academic teacher (BNA)			
	Semester 6		
BNA01	Philosophy, principles and organisation of palliative care, interdisciplinary team	D10_K_W08	5
BNA02	The legal system of voluntary service in Poland	D10_K_W08	5
BNA03	The principles of diagnosis in palliative care	D10_K_W01	5
BNA04	The consequences of long-term immobilisation in palliative patients	D10_K_W09	5
BNA05	Difficulties in nursing work in palliative care. Burnout syndrome among nurses working in hospices and other institutions taking care of terminally ill people.	D10_K_W07	5
BNA06	Nursing techniques and procedures applied in the case of the patient in palliative care	D10_K_W04	5
	Hours in total: BNA – semester 6	30	

Form of classes: practical classes *			
Semester 6			
ZP01	Organisation and specificity of the work in the palliative care ward and hospice. Principles of cooperation of the interdisciplinary team. Keeping nursing documentation in the palliative care ward and hospice.	D10_K_U06 D10_K_U10 D10_K_U12	4
ZP02	Implementation of the standards of nursing care for the terminally ill patients applicable in the palliative care ward and hospice.	D10_K_U04 D10_K_U14	4
ZP03	Establishing therapeutic communication with the patient, his/her family, caretakers, therapeutic team, selection of the style of communication in the support of the patient and his/her family. Accompanying the patient and his/her family during illness, dying and death.	D10_K_U02 D10_K_U03	4
ZP04	Nursing and care for the patient depending on the prevailing symptoms in the terminal state of the disease.	D10_K_U15	4
ZP05	Diagnosing care problems in the patient under palliative care. Formulation of nursing diagnosis, care planning, implementation and evaluation of nursing care	D10_K_U01 D10_K_U15	4
ZP06	Pharmacotherapy of pain and other somatic symptoms of the suffering patient (routes and methods of administration of analgesics and other medications).	D10_K_U07 D10_K_U13 D10_K_U16	4
ZP07	Methods of monitoring the effectiveness of analgesic therapy using different types of scales. Keeping records of treatment and pain monitoring. Preparation of the patient for pain control (PCA).	D10_K_U13	4
ZP08	Participation of a nurse in preparation of the patient for diagnostic test and assistance during the tests.	D10_K_U05 D10_K_U11	4
ZP09	Methods of coping in the face of death. Procedures followed in the case of the patient's death.	D10_K_U14	4
ZP10	The specificity of nursing in the case of the neoplastic disease and the terminal period in children.	D10_K_U15	4
Hours in total: practical classes – semester 6		40	
Form of classes: professional training *			
Semester 6			
PZ01	The specificity of the functioning of the care facility for incurably, terminally ill people (regulations, occupational health and safety regulations, standards).	---	4
PZ02	Nursing procedure standards applicable in the ward.	---	4
PZ03	Methods of taking medical history from the dying person and his/her family, planning principles, implementation and assessment of actions taken (nursing process, nursing diagnosis).	D10_K_U01	4
PZ04	Methods and principles of administration of pharmacological means (regarding side effects and interactions with other medications).	D10_K_U07 D10_K_U16	4
PZ05	Prevention and treatment of pressure ulcers. Standards in the treatment of cancer ulcers, fistulas.	D10_K_U15	4
PZ06	Nurse's participation in the rehabilitation of the patient under palliative care. Proceedings in the case of lymphatic oedema.	D10_K_U02 D10_K_U09	4
PZ07	Principles of rehabilitation equipment use.	D10_K_U09	4
PZ08	Principles of categorisation of patients according to the determinants of KOP (Nursing Care Category)	D10_K_U15	4

PZ09	Accompanying the patient in the process of dying. Providing the patient with conditions for a dignified death. Support in the process of mourning.			D10_K_U14	4			
PZ10	Documenting the health situation of the patient, its dynamics of changes and provided nursing care. Keeping documentation applicable in the facility.			D10_K_U06 D10_K_U12	4			
Hours in total: professional training – semester 6				40				
Correlation of particular types of classes								
Semester	W	CW	BNA	ZP	PZ			
6	W01-W13	C01-C08	BNA01-BNA02	---	---			
	---	---	---	ZP01-ZP10	---			
	Exam from lectures, practical classes and practical training classes. Only after passing the exam the student can proceed to the professional training from the module. Targeted form of the exam: OSCE.							
	---	---	---	---	PZ01-PZ10			
Note: practical training classes may be started only after the end of theoretical education, while professional practice - only after the end of practical training classes.								
The matrix of educational outcomes for the subject with reference to the methods of verification of the intended educational outcomes and the form of the classes								
Educational outcome code	Forms of classes				Verification methods			
	W+BNA	CW	ZP	PZ	W+BNA	CW	ZP	PZ
D10_K_W01	BNA03	---	---	---	test	---	---	---
D10_K_W02	W08-W09 W11-W13	---	---	---	test	---	---	---
D10_K_W03	W06	---	---	---	test	---	---	---
D10_K_W04	W11 BNA06	---	---	---	test	---	---	---
D10_K_W05	W10	---	---	---	test	---	---	---
D10_K_W06	W04, W09 W11-W13	---	---	---	test	---	---	---
D10_K_W07	BNA05	---	---	---	test	---	---	---
D10_K_W08	W01 BNA01 BNA02	---	---	---	test	---	---	---
D10_K_W09	BNA04	---	---	---	test	---	---	---
D10_K_W10	W02, W05 W07	---	---	---	test	---	---	---
D10_K_W11	W03, W13	---	---	---	test	---	---	---
D10_K_U01	---	C04	ZP05	PZ03	---	demonstration of skills	nursing process	preparation of the report
D10_K_U02	---	---	ZP03	PZ06	---	---	demonstration of skills	preparation of the report
D10_K_U03	---	---	ZP03	---	---	---	demonstration of skills	---
D10_K_U04	---	---	ZP02	---	---	---	demonst	---

							ration of skills	
D10_K_U05	---	---	ZP08	---	---	---	demonstration of skills	---
D10_K_U06	---	---	ZP01	PZ10	---	---	demonstration of skills	preparation of the report
D10_K_U07	---	---	ZP06	PZ04	---	---	demonstration of skills	preparation of the report
D10_K_U08	---	C01 C02	---	---	---	workshops	---	---
D10_K_U09	---	---	---	PZ06 PZ07	---	---	---	preparation of the report
D10_K_U10	---	---	ZP01	---	---	---	demonstration of skills	---
D10_K_U11	---	---	ZP08	---	---	---	demonstration of skills	---
D10_K_U12	---	---	ZP01	PZ10	---	---	demonstration of skills	preparation of the report
D10_K_U13	---	---	ZP06 ZP07	---	---	---	demonstration of skills	---
D10_K_U14	---	C03	ZP02 ZP09	PZ09	---	demonstration of skills	demonstration of skills	preparation of the report
D10_K_U15	---	---	ZP04 ZP05 ZP10	PZ05 PZ08	---	---	demonstration of skills	preparation of the report
D10_K_U16	---	---	ZP06	PZ04	---	---	demonstration of skills	preparation of the report
D10_K_K01	---	all	all	all	---	360° observation	360° observation	360° observation
D10_K_K02	---	all	all	all	---	360° observation	360° observation	360° observation
D10_K_K03	---	all	all	all	---	360° observation	360° observation	360° observation
D10_K_K04	---	all	all	all	---	360° observation	360° observation	360° observation
D10_K_K05	---	all	all	all	---	360° observation	360° observation	360° observation
D10_K_K06	---	all	all	all	---	360° observation	360° observation	360° observation

D10_K_K07	---	all	all	all	---	360° observat ion	360° observat ion	360° observat ion
D10_K_K08	---	all	all	all	---	360° observat ion	360° observat ion	360° observat ion
D10_K_K09	---	all	all	all	---	360° observat ion	360° observat ion	360° observat ion
D10_K_K10	---	all	all	all	---	360° observat ion	360° observat ion	360° observat ion
Teaching methods, method of implementation and evaluation								
Lecture and classes without participation of an academic teacher (BNA)	Lecture with multimedia presentation and/or a conversational lecture. Crediting lectures: final assessment test for a grade.							
Practical classes	<p>Practical classes are mandatory. They are conducted in groups. The potential absence should be made up of consultations that should be carried out at the place of the practical classes. It is recommended to conduct practical classes in the form of workshops (in simulated conditions).</p> <p>In practical classes, educational outcomes regarding skills are implemented. Completing the practical classes: for a grade.</p> <p>Credits carried out practically, under simulated conditions (in the simulation hall of low fidelity). In the case of completion with the use of OSCE, the completion of exercises is carried out at appropriately prepared stations, then students perform the same task, which is evaluated by means of a checklist (it is indicated on these tasks, the implementation of which is necessary to pass the task).</p> <p>Each learning outcome is credited separately; rated from 2.0 to 5.0.</p> <p>The condition for obtaining a pass from the classes is to pass all the learning outcomes in the field of skills.</p>							
Practical training classes	Practical training classes are conducted in natural conditions, i.e. in healthcare facilities, and in simulated conditions (also in the Medical Simulation Centre). Participation in practical training classes is obligatory. Practical training classes are started after completion of practical classes in simulated conditions.							
Final exam from the module	<p>After completion and obtaining credits from all forms of classes, but before starting the professional training, the student takes the final exam.</p> <p>In the case when OSCE procedures are not applied, the student randomly draws 1 task from the set of tasks concerning individual educational outcomes regarding skills; social competences are verified during the student's presentation of the acquired skills. 2 tasks include theoretical knowledge, 2 tasks – skills.</p> <p>The exam is conducted in accordance with the OSCE procedure. Each student completes 4 standardised tasks, which include both theoretical (2 tasks) and practical (2 tasks) knowledge. Tasks are drawn by the student from a set of theoretical tasks (at least 25) and practical tasks (at least 25), to each of them there is a scenario – a checklist and an indicated station where the selected task must be performed. Tasks drawn by the student are returned to the appropriate set.</p>							
Professional training	<p>Professional training is carried out in a healthcare facility. Detailed educational outcomes regarding knowledge, skills and social competences are included in the "Practical Training Register". Confirmation of the achievement of the learning outcomes indicated in it is made by the supervisor of professional training, who is an employee of the healthcare facility.</p> <p>Professional training is completed with a grade (grades: from 2.0 to 5.0).</p>							
Student's workload (practical classes are marked with an asterisk)								
Hours of	Activity form			Hours in detail			Hours in total	

student's work			
Contact hours with an academic teacher	Participation in lectures	10 hours + 10 hours	20
	Participation in practical classes *	10 hours	10*
	Participation in practical training classes *	40 hours	40*
	Participation in consultations related to classes *	2 hours for each type of classes (physician's lecture, nurse's lecture, BNA, practical classes, practical training classes*, professional training*)	8 4*
Contact hours with the practical training supervisor on the part of the health care provider	Participation in professional training *	1 week	40*
Student's individual work	Preparation for practical classes *	15 hours	15*
	Preparation for practical training classes *	40 hours	40*
	Individual work related to the subject of BNA classes	30 hours	30
	Preparation for the final assessment test from lectures and BNA	5 hours	5
	Preparation of the nursing process (based on material collected during practical training classes) *	5 hours	5*
	Preparation for the final exam which covers all educational content contained in the module * (OSCE exam)	20 (half of the time was spent on preparation regarding theoretical education, the other half regarding practical education)	10 10*
Total student's workload			237
Quantity indicators	Workload	Hours	ECTS
	Student's workload associated with classes that require direct teacher participation	82	2,1
	Student's workload associated with classes that do not require direct teacher participation	155	3,9
	* Student's workload associated with practical classes	164	4,2
	* Student's workload associated with theoretical classes	73	1,8
Basic bibliography	<ul style="list-style-type: none"> • Kinghorn S., Gaines S. red. wyd. pol. Krystyna de Walden-Gałuszko. Opieka paliatywna. (Palliative care), Wrocław: Elsevier Urban & Partner, 2012. • de Walden-Gałuszko K., Ciałkowska-Rysz A. Medycyna paliatywna. (Palliative medicine.), Warszawa: Wydawnictwo Lekarskie PZWL, 2015. • Koper A. Pielęgniarstwo onkologiczne. (Oncological nursing.), Warszawa: Wydawnictwo Lekarskie PZWL, 2015. • de Walden-Gałuszko K.: Podstawy opieki paliatywnej. (Basics of palliative care.), Warszawa: Wydawnictwo Lekarskie PZWL, 2004. • de Walden-Gałuszko K., Kaptacz A. Pielęgniarstwo w opiece paliatywnej i hospicyjnej. (Nursing in palliative and hospice care.), Warszawa: Wydawnictwo Lekarskie PZWL, 2005. • Diener H.C., Maier Ch. Leczenie bólu – zespoły bólowe – metody postępowania. (Pain treatment – pain syndromes – procedures.), Wrocław: Elsevier Urban & Partner, 2005. 		

	<ul style="list-style-type: none"> • Jeziorski A., Onkologia. (Oncology.), Podręcznik dla pielęgniarek. (A handbook for nurses.), Warszawa: Wydawnictwo Lekarskie PZWL, 2015. 			
Supplementar y bibliography	<ul style="list-style-type: none"> • Adamczyk A., Buczkowski K., Jagielski D., Krajnik M., Rogiewicz M. Opieka paliatywna (Praktyka Lekarza Rodzinnego). (Palliative care (Practice of the General Practitioner).), Warszawa: Wydawnictwo Lekarskie PZWL, 2009. • de Walden-Gałuszko K. Psychoonkologia. (Psychooncology.), Kraków: Polskie Towarzystwo Psychiatryczne (Polish Psychiatric Association), 2000. • Hartman J., Szabat M. Problematyka umierania i śmierci w perspektywie medyczno-kulturowej. (The issue of dying and death in medical and cultural terms.), Kraków: Wolters Kluwer Polska, 2016. • Zdebska E. Wolontariat w opiece hospicyjnej nad dzieckiem. (Voluntary service in the child hospice care.), Warszawa: Petrus, 2016. • Krasuska M.E., Stanisławek A., Turowski K. (red.). Standardy w pielęgniarstwie onkologicznym i opiece paliatywnej. (Standards in oncological nursing and palliative care.), Lublin: NeuroCentrum, 2005. 			
Forms of grades – details (<i>intermediate grades omitted: 3.5 and 4.5</i>).				
Educational outcomes	For grade 2	For grade 3	For grade 4	For grade 5
D10_K_W01	The student does not know the principles of diagnosis in palliative care	The student knows some principles of diagnosis in palliative care	The student knows most principles of diagnosis in palliative care	The student knows all principles of diagnosis in palliative care
D10_K_W02	The student does not know the principles of planning care for patients in palliative care depending on age and health condition	The student knows some principles of planning care for patients in palliative care depending on age and health condition	Student knows most principles of planning care in palliative care, depending on age and health condition	The student knows all principles of planning care for patients in palliative care depending on their age and health condition
D10_K_W03	The student cannot characterize groups of medications and their effect on the palliative patient's systems and organs in various diseases, depending on age and health condition, including side effects, interaction with other medications and routes of administration	The student imprecisely characterizes groups of medications and their effect on the palliative patient's systems and organs in various diseases, depending on age and health condition, including side effects, interaction with other medications and routes of administration	The student quite precisely characterizes groups of medications and their effect on the palliative patient's systems and organs in various diseases, depending on age and health condition, including side effects, interaction with other medications and routes of administration	The student precisely characterizes groups of medications and their effect on the palliative patient's systems and organs in various diseases, depending on age and health condition, including side effects, interaction with other medications and routes of administration
D10_K_W04	The student cannot characterize nursing techniques and procedures used in palliative patient care depending on age and health condition	The student imprecisely characterizes nursing techniques and procedures used in palliative patient care depending on age and health condition	The student quite precisely characterizes nursing techniques and procedures used in palliative patient care depending on age and health condition	The student precisely characterizes nursing techniques and procedures used in palliative patient care depending on age and health condition
D10_K_W05	The student does not know the principles of preparing the palliative patient for self-care depending on age and health condition	The student knows some principles of preparing the palliative patient for self-care depending on age and health condition	The student knows most principles of preparing the palliative patient for self-care depending on age and health condition	The student knows all principles of preparing the palliative patient for self-care depending on age and health condition
D10_K_W06	The student does not	The student	The student quite	The student precisely

	differentiate the palliative patient's reactions to disease and hospitalisation, depending on age and health condition	imprecisely differentiates the palliative patient's reactions to disease and hospitalisation, depending on age and health condition	precisely differentiates the palliative patient's reactions to disease and hospitalisation, depending on age and health condition	differentiates the palliative patient's reactions to disease and hospitalisation, depending on age and health condition
D10_K_W07	The students does not know the role of a nurse in the admission of the patient to the palliative care ward depending on age and health condition	The students imprecisely knows the role of a nurse in the admission of the patient to the palliative care ward depending on age and health condition	Student quite precisely knows the role of nurses in the admission of the patient to the palliative care ward depending on age and health condition	The student knows precisely the role of the nurse in the admission of the patient to the palliative care ward depending on age and health condition
D10_K_W08	The student does not know the specific principles of the organisation of specialised palliative care	The student knows some specific principles of the organisation of specialised palliative care	The student knows most specific principles of the organisation of specialised palliative care	The student knows all specific principles of the organisation of specialised palliative care
D10_K_W09	The student know does not know the consequences of long-term immobilisation in palliative patients	The student knows only some consequences of long-term immobilisation in palliative patients	The student knows most consequences of long-term immobilisation in palliative patients	The student professionally presents the consequences of long-term immobilisation in palliative patients
D10_K_W10	The student does not know pathophysiology, clinical symptoms and complications of neoplastic diseases	The student knows the general pathophysiology, clinical symptoms and complications of neoplastic diseases; the knowledge is incomplete and fragmentary	The student knows well the pathophysiology, clinical symptoms and complications of neoplastic diseases	The student presents very well illustrates the pathophysiology, clinical symptoms and complications of neoplastic diseases
D10_K_W11	The student does not know the procedure for dealing with the body of the patient who died	The student very imprecisely presents the procedure for dealing with the body of the patient who died	The student almost without mistakes characterizes the procedure for dealing with the body of the patient who died	The student professionally presents the procedure for dealing with the body of the patient who died
D10_K_U01	The student is not able to collect information, prepare a nursing diagnosis, set goals and care plan, implement nursing interventions and evaluate care in the care of the palliative patient (grade 2.0 for the nursing process)	The student can collect some information, prepares imprecisely a nursing diagnosis, sets out imprecisely objectives and a care plan, implements imprecisely nursing interventions and makes imprecisely care evaluation in the care of the palliative patient (grade 3.0 for the nursing process)	The student is able to gather most information, quite precisely prepares a nursing diagnosis, quite precisely sets the goals and care plan, quite precisely implements nursing interventions and quite accurately evaluates care in the care of the palliative patient (grade 4.0 for the nursing process)	The student is able to gather all information, precisely prepares a nursing diagnosis, precisely sets the goals and care plan, precisely implements nursing interventions and precisely evaluates care in the care of the palliative patient (grade 5.0 for the nursing process)
D10_K_U02	The student does not provide counselling regarding self-care of the disabled patients of different ages	The student to a small degree provides counselling regarding self-care of the disabled patients	The student quite professionally provides counselling regarding self-care of the disabled patients	The student professionally provides counselling regarding self-care of the

	and health condition, in relation to palliative care	of different ages and health condition, in relation to palliative care	of different ages and health condition, in relation to palliative care	disabled patients of different ages and health condition, in relation to palliative care
D10_K_U03	The student does not motivate the palliative patient and his/her caretakers to join social support groups	The student to a small degree motivates the palliative patient and his/her caretakers to join social support groups	The student to a small degree motivates the palliative patient and his/her caretakers to join social support groups	The student effectively motivates the palliative patient and his/her caretakers to join social support groups
D10_K_U04	The student cannot conduct prevention of complications in the course of diseases which are classified for palliative care	The student imprecisely conducts prevention of complications in the course of diseases which are classified for palliative care	The student quite precisely conducts prevention of complications in the course of diseases which are classified for palliative care	The student precisely conducts prevention of complications in the course of diseases which are classified for palliative care
D10_K_U05	The student does not take material for diagnostic tests regarding the patient in palliative care	The student takes material for selected diagnostic tests regarding the patient in palliative care	The student takes material for most diagnostic tests regarding the patient in palliative care	The student takes material for diagnostic tests regarding the patient in palliative care
D10_K_U06	The student cannot document the health situation of the palliative patient, its dynamics of changes and provided nursing care	The student imprecisely documents the health situation of the palliative patient, its dynamics of changes and provided nursing care	The student quite precisely documents the health situation of the palliative patient, its dynamics of changes and provided nursing care	The student precisely documents the health situation of the palliative patient, its dynamics of changes and provided nursing care
D10_K_U07	The student cannot recognize complications associated with pharmacological treatment, dietetic treatment, rehabilitation and therapeutic-nursing treatment in palliative care	The student recognizes some complications associated with pharmacological treatment, dietetic treatment, rehabilitation and therapeutic-nursing treatment in palliative care	The student recognizes most complications associated with pharmacological treatment, dietetic treatment, rehabilitation and therapeutic-nursing treatment in palliative care	The student recognizes all complications associated with pharmacological treatment, dietetic treatment, rehabilitation and therapeutic-nursing treatment in palliative care
D10_K_U08	The student does not conduct a therapeutic conversation with the patient in palliative care	The student to a small degree, omitting crucial elements, conducts a therapeutic conversation with the palliative patient	The student conducts a therapeutic conversation with the palliative patient, omitting minor elements	The student professionally conducts a therapeutic conversation with the patient in palliative care
D10_K_U09	The student does not conduct the bedside rehabilitation or motorical improvement or activation of the palliative patient	The student to a small degree conducts the bedside rehabilitation and motorical improvement as well as activation of the palliative patient	The student to a large degree conducts the bedside rehabilitation and motorical improvement as well as activation of the palliative patient	The student conducts the bedside rehabilitation and motorical improvement as well as activation of the palliative patient
D10_K_U10	The student cannot provide information on the palliative patient's health	The student imprecisely provides information on the palliative patient's	The student quite precisely provides information on the palliative patient's	The student precisely provides information on the palliative patient's health

	condition to the members of the therapeutic team	health condition to the members of the therapeutic team	health condition to the members of the therapeutic team	condition to the members of the therapeutic team
D10_K_U11	The student is unable to assist the physician during diagnostic and therapeutic tests in the palliative patients	The student can assist the physician during some diagnostic and therapeutic tests in the palliative patients	The student is able to assist the physician during most diagnostic and therapeutic tests in the palliative patients	The student can assist the physician during all diagnostic and therapeutic tests in the palliative patients
D10_K_U12	The student cannot keep records of the palliative patient care: observation chart, nursing procedures and reports chart, hospital infections register, prophylaxis and treatment of pressure ulcers chart and information sheet with recommendations for self-care	The student imprecisely keeps records of the palliative patient care: observation chart, nursing procedures and reports chart, hospital infections register, prophylaxis and treatment of pressure ulcers chart and information sheet with recommendations for self-care	The student quite precisely keeps records of the palliative patient care: observation chart, nursing procedures and reports chart, hospital infections register, prophylaxis and treatment of pressure ulcers chart and information sheet with recommendations for self-care	The student precisely keeps records of the palliative patient care: observation chart, nursing procedures and reports chart, hospital infections register, prophylaxis and treatment of pressure ulcers chart and information sheet with recommendations for self-care
D10_K_U13	The student is not able to assess the level of pain, the palliative patient's reaction to pain and increase in pain intensity and is not able to apply the analgesic procedures	The student imprecisely assesses the level of pain, the palliative patient's reaction to pain and increase in pain intensity, applies analgesic procedures	The student quite precisely assesses the level of pain, the palliative patient's reaction to pain and increase in pain intensity, applies analgesic procedures	The student precisely assesses the level of pain, the palliative patient's reaction to pain and increase in pain intensity, applies analgesic procedures
D10_K_U14	The student does not provide the patient with conditions for a dignified death	When providing the patient with conditions for a dignified death, the student omits some important aspects	The student provides the patient with conditions for a dignified death, almost without mistakes	The student provides the patient with conditions for a dignified death
D10_K_U15	The student does not adjust nursing interventions to the type of care problems occurring in palliative care	The student imprecisely adjusts nursing interventions to the type of care problems occurring in palliative care	The student quite precisely adjusts nursing interventions to the type of care problems occurring in palliative care	The student precisely adjusts nursing interventions to the type of care problems occurring in palliative care
D10_K_U16	The student is not able to prepare and administer medications through various routes of administration, independently or on the order of a physician (to the palliative patients).	The student prepares and administers some medications through different routes of administration, independently or on the order of a physician (in palliative care)	The student prepares and administers most medications through different routes of administration, independently or on the order of a physician (in palliative care)	The student prepares and administers all medications through different routes of administration, independently or on the order of a physician (in palliative care)
D10_K_K01	The student does not respect the dignity and autonomy of people entrusted to palliative care.	The student respects partly the dignity and autonomy of people entrusted to palliative care.	The student respects the dignity and autonomy of people entrusted to palliative care.	The student respects significantly the dignity and autonomy of people entrusted to palliative care.
D10_K_K02	The student does not	The student partly	The student	The student

	upgrade professional knowledge and does not develop skills in palliative care to aim at professionalism	upgrades professional knowledge and skills in palliative care to aim at professionalism.	upgrades professional knowledge and develops skills in palliative care to aim at professionalism	significantly upgrades professional knowledge and skills in palliative care to aim at professionalism.
D10_K_K03	The student does not adhere to values, duties and moral efficiency in palliative care	The student partly adheres to values, duties and moral efficiency in palliative care	The student adheres to values, duties and moral efficiency in palliative care	The student significantly adheres to values, duties and moral efficiency in palliative care
D10_K_K04	The student shows no moral responsibility for a person and performance of professional tasks in palliative care.	The student shows partial moral responsibility for a person and performance of professional tasks in palliative care.	The student shows moral responsibility for a human and performance of professional duties in palliative care.	The student shows significant moral responsibility for a person and performance of professional tasks in palliative care.
D10_K_K05	The student does not respect the palliative patients' rights.	The student partly respects the palliative patients' rights	The student respects well the palliative patients' rights.	The student respects significantly the palliative patients' rights
D10_K_K06	The student unreliably and inaccurately performs assigned professional duties in palliative care.	The student partly performs assigned professional duties within palliative care.	The student performs assigned professional duties in palliative care.	The student reliably and very accurately performs assigned professional duties in palliative care.
D10_K_K07	The student does not adhere to professional secrecy regarding the palliative patient.	The student partly adheres to professional secrecy regarding the palliative patient	The student adheres well to professional secrecy regarding the palliative patient.	The student significantly adheres to professional secrecy regarding the palliative patient.
D10_K_K08	The student does not collaborate as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics, regarding the palliative patient.	The student partly collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics, regarding the palliative patient.	The student independently collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics, regarding the palliative patient.	The student independently and significantly collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics, regarding the palliative patient.
D10_K_K09	The student is not open to the development of one's own and the palliative patient's subjectivity.	The student is partly open to the development of one's own and the palliative patient's subjectivity.	The student is open to the development of one's own and the palliative patient's subjectivity.	The student is significantly open to the development of one's own and the palliative patient's subjectivity.
D10_K_K10	The student does not demonstrate empathy in the relationship with the palliative patient, his/her family and colleagues.	The student demonstrates partial empathy in the relationship with the palliative patient, his/her family and colleagues.	The student demonstrates empathy in the relationship with the palliative patient, his/her family and colleagues.	The student demonstrates great empathy in the relationship with the palliative patient, his/her family and colleagues.

PIE1. D11. Basics of emergency medical services

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Basics of emergency medical services	Code	PIE1.D11	ECTS points	1,5	
Unit	Social and Medical Faculty Nursing and Midwifery Department (32) 264-74-75 ext. 12, dziekanat@wsps.pl					
Status of course / Modular block		Obligatory D. Specialised nursing care				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
1	1	15	15	---	---	---
Form of crediting		ZO	ZO	---	---	---
ECTS		1,5			---	---
Education area in direction of studies	Medical sciences, health sciences and physical education sciences. D. Specialised nursing care					
Field of science	Health Sciences.					
Language of lectures	English					
Prerequisites	Anatomy. Physiology.					
Educational goal	<ul style="list-style-type: none"> Familiarizing students with the basics of emergency medical services, emergency medicine and medicine of disasters Teaching students how to provide first aid Development of professional ethical conduct in the student 					
Symbol of the course educational outcome	Description of the course educational outcome			Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome (+ - low, ++ - medium, +++ - high)	
D11_K_W01	The student names life-threatening symptoms in patients of all ages			D.W1	+++	
D11_K_W02	The student characterizes groups of medications and their effect on the patient's systems and organs in various diseases, depending on age and health condition, including			D.W8	+++	

	side effects, interaction with other medications and routes of administration		
D11_K_W03	The student characterizes nursing techniques and procedures used in patient care depending on age and health condition	D.W9	+++
D11_K_W04	The student knows the specific principles of the organisation of specialised care in the emergency medical system in Poland	D.W14	+++
D11_K_W05	The student knows the methods, techniques and tools for assessing awareness and consciousness	D.W26	+++
D11_K_W06	The student knows the standards and procedures for emergency procedures and life-saving procedures	D.W40	+++
D11_K_W07	The student explains the algorithms of resuscitation procedures in the scope of basic life support (<i>BLS – basic life support</i>) and advanced life support (<i>ALS – advanced life support</i>)	D.W46	+++
D11_K_W08	The student describes the procedures of the medical security in mass events and disasters and in specific situations, such as chemical contamination, radiation and biological contamination	D.W48	+++
D11_K_W09	The student knows the principles of first pre-medical aid	D.W49	+++
D11_K_U01	The student extemporaneously immobilizes broken bones, dislocations and sprains and prepares the patient for transport	D.U14	+++
D11_K_U02	The student provides education on first aid in health-threatening condition	D.U15	+++
D11_K_U03	The student recognizes the emergency health-threatening condition	D.U16	+++
D11_K_U04	The student performs automatic defibrillation (AED) and airway clearance without the use of apparatus	D.U17	+++
D11_K_U05	The student extemporaneously blocks bleeding and haemorrhage	D.U23	+++
D11_K_U06	The student provides information on the patient's health condition to the members of the therapeutic team	D.U26	+++
D11_K_U07	The student prepares and administers medications through different routes of administration, independently or on the order of a physician	D.U33	+++
D11_K_K01	The student respects the dignity and autonomy of people entrusted to care	D.K1	++
D11_K_K02	The student systematically develops professional knowledge and skills, aiming at professionalism	D.K2	++
D11_K_K03	The student adheres to values, duties and moral skills in care	D.K3	++
D11_K_K04	The student shows moral responsibility for a person and performing professional tasks	D.K4	++
D11_K_K05	The student respects the patients' rights	D.K5	++
D11_K_K06	The student reliably and accurately performs assigned professional duties	D.K6	++
D11_K_K07	The student adheres to professional secrecy	D.K7	++
D11_K_K08	The student collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics	D.K8	++
D11_K_K09	The student is open to the development of one's own and the patient's subjectivity	D.K9	++
D11_K_K10	The student manifests empathy in the relationship with the patient and his/her family and colleagues	D.K10	++

Implemented directional educational outcomes			
Symbol of the directional educational outcome	Description of the directional educational outcome		
D.W1	The student names life-threatening symptoms in patients of all ages		
D.W8	The student characterizes groups of medications and their effect on the patient's systems and organs in various diseases, depending on age and health condition, including side effects, interaction with other medications and routes of administration		
D.W9	The student characterizes nursing techniques and procedures used in patient care depending on age and health condition		
D.W14	The student knows the specific principles of organisation of specialised care (geriatric, intensive, neurological, psychiatric, paediatric, internal medicine, surgical and palliative care and emergency medical service system in Poland)		
D.W26	The student knows the methods, techniques and tools for assessing awareness and consciousness		
D.W40	The student knows the standards and procedures for emergency procedures and life-saving procedures		
D.W46	The student explains the algorithms of resuscitation procedures in the scope of basic life support (<i>BLS-basic life support</i>) and advanced life support (<i>ALS-advanced life support</i>)		
D.W48	The student describes the procedures of the medical security in mass events and disasters and in specific situations, such as chemical contamination, radiation and biological contamination		
D.W49	The student knows the principles of first pre-medical aid		
D.U14	The student extemporaneously immobilizes broken bones, dislocations and sprains and prepares the patient for transport		
D.U15	The student provides education on first aid in health-threatening condition		
D.U16	The student recognizes the emergency health-threatening condition		
D.U17	The student performs automatic defibrillation (AED) and airway clearance without the use of apparatus		
D.U23	The student extemporaneously blocks bleeding and haemorrhage		
D.U26	The student provides information on the patient's health condition to the members of the therapeutic team		
D.U33	The student prepares and administers medications through different routes of administration, independently or on the order of a physician		
D.K1	The student respects the dignity and autonomy of people entrusted to care		
D.K2	The student systematically develops professional knowledge and skills, aiming at professionalism		
D.K3	The student adheres to values, duties and moral skills in care		
D.K4	The student shows moral responsibility for a person and performing professional tasks		
D.K5	The student respects the patients' rights		
D.K6	The student reliably and accurately performs assigned professional duties		
D.K7	The student adheres to professional secrecy		
D.K8	The student collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics		
D.K9	The student is open to the development of one's own and the patient's subjectivity		
D.K10	The student manifests empathy in the relationship with the patient and his/her family and colleagues		
CURRICULUM CONTENT			
Course symbol	Subject of classes	Implemented educational outcomes	Hours
Form of classes: lectures			

W01	Emergency medicine and disaster medicine – definition, objectives and tasks in the contemporary world.	D11_K_K01 D11_K_K02 D11_K_K03 D11_K_K04 D11_K_K09 D11_K_K10	1
W02	Organisation and functioning of the emergency medical system in the light of the applicable regulations. Legislation governing the functioning of the National Medical Emergency Service.	D11_K_W04 D11_K_K01 D11_K_K02 D11_K_K03 D11_K_K04 D11_K_K05 D11_K_K07 D11_K_K09	
W03	Tasks of the nurse in the emergency medical system (hospital emergency ward, Medical Rescue Teams, education).	D11_K_W03 D11_K_W06	1
W04	The scope of medical rescue operations undertaken by nurses in the medical rescue system.	D11_K_W02 D11_K_W06 D11_K_W07 D11_K_W09 D11_K_K06 D11_K_K08	
W05	Life-threatening condition – interventions which are within the competence of nursing.	D11_K_W01 D11_K_W03 D11_K_W05 D11_K_W07	1
W06	Emergency procedures in exceptional cases.	D11_K_W03 D11_K_W08	1
W07	Models and principles of international cooperation in emergency medical services.	D11_K_W07	2
Hours in total: lectures		5	
Form of classes: practical classes*			
C01	Emergency health-threatening condition	D11_K_W05 D11_K_W06 D11_K_W07 D11_K_W09	3
C02	Immobilisation of broken bones, dislocations and sprains and preparation of the patient for transport	D11_K_W09	3
C03	Automatic defibrillation (AED) and airway clearance without the use of apparatus	D11_K_W09	2
C11	Principles of blocking bleeding and haemorrhage;	D11_K_W09	1
C05	Medications used in medical emergency services. Routes of administration of medications.	D11_K_W02	1
Hours in total: practical classes		10	
Teaching methods, method of implementation and evaluation			
Lecture + classes without the participation	Lecture with multimedia presentation and/or conversational lecture. Practical classes consist in the practical implementation of the subjects presented in the lectures. Appropriate medical equipment is used. Practical classes are conducted in the Medical Simulation Centre of Emergency Medical Services.		

of an academic teacher (BNA)	<p>Lectures and practical classes cover educational outcomes regarding knowledge, skills and social competences.</p> <p>Assigning educational outcomes to each course is presented in the syllabus. A lecturer includes all educational outcomes assigned to a particular type of classes (e.g. a lecture) in the conducted classes. This should be reflected in an outline prepared by a lecturer (the outline should be attached to the course portfolio).</p> <p>The course ends with a final test.</p> <p>Each question is assessed as follows:</p> <ul style="list-style-type: none"> • 0 points – incorrect answer, • 0.5 point – partially correct answer (applies only to multiple choice questions), • 1 point-correct answer. <p>The condition for passing the final test is to obtain a minimum 3.0 grade for each educational outcome regarding knowledge. Obtaining at least one unsatisfactory grade for the educational outcome is equivalent to obtaining an unsatisfactory grade for the entire final test. In a particular case when a student receives one or two unsatisfactory grades for educational outcomes (when only a few hundredths of a point are missing in order to obtain a positive result), the lecturer may decide on additional questioning of the student regarding the particular educational outcome(s), making a relevant note on the student's test sheet (along with the additional questions).</p> <ul style="list-style-type: none"> • The final grade shall be determined in accordance with the table: <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="padding: 5px;">Grade</th> <th style="padding: 5px;">Final grade from lectures</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;">up to 2.75</td> <td style="padding: 5px;">2.0</td> </tr> <tr> <td style="padding: 5px;">2.76-3.25</td> <td style="padding: 5px;">3.0</td> </tr> <tr> <td style="padding: 5px;">3.26-3.75</td> <td style="padding: 5px;">3.5</td> </tr> <tr> <td style="padding: 5px;">3.76-4.25</td> <td style="padding: 5px;">4.0</td> </tr> <tr> <td style="padding: 5px;">4.26-4.75</td> <td style="padding: 5px;">4.5</td> </tr> <tr> <td style="padding: 5px;">4.76-5.00</td> <td style="padding: 5px;">5.0</td> </tr> </tbody> </table> <p>Annex 1: Examination card from lectures. Annex 2: Pattern of exam test from lectures.</p>	Grade	Final grade from lectures	up to 2.75	2.0	2.76-3.25	3.0	3.26-3.75	3.5	3.76-4.25	4.0	4.26-4.75	4.5	4.76-5.00	5.0
Grade	Final grade from lectures														
up to 2.75	2.0														
2.76-3.25	3.0														
3.26-3.75	3.5														
3.76-4.25	4.0														
4.26-4.75	4.5														
4.76-5.00	5.0														

Methods of verification of educational outcomes and assessment conditions

Symbol of the educational outcome	Verification methods	Conditions of crediting
<i>In terms of knowledge</i>	<i>These outcomes are verified by means of the assessment test containing single and multiple choice questions</i>	<i>Details of the assessment given in the final part of the syllabus</i>
D11_K_W01	The student names life-threatening symptoms in patients of different ages: 5 test questions	Graded from 2.0 to 5.0
D11_K_W02	The student characterizes groups of medications and their effect on the patient's systems and organs in various diseases, depending on age and health condition, including side effects, interaction with other medications and routes of administration: 5 test questions	Graded from 2.0 to 5.0
D11_K_W03	The student characterizes nursing techniques and procedures used in patient care depending on age and health condition:	Graded from 2.0 to 5.0

	5 test questions	
D11_K_W04	The student knows the specific principles of the organisation of specialised care in the emergency medical system in Poland: 5 test questions	Graded from 2.0 to 5.0
D11_K_W05	The student knows the methods, techniques and tools for assessing awareness and consciousness: 5 test questions	Graded from 2.0 to 5.0
D11_K_W06	The student knows the standards and procedures for emergency procedures and life-saving procedures: 5 test questions	Graded from 2.0 to 5.0
D11_K_W07	The student explains the algorithms of resuscitation procedures in the scope of basic life support (<i>BLS – basic life support</i>) and advanced life support (<i>ALS – advanced life support</i>): 5 test questions	Graded from 2.0 to 5.0
D11_K_W08	The student describes the procedures of the medical security in mass events and disasters and in specific situations, such as chemical contamination, radiation and biological contamination: 5 test questions	Graded from 2.0 to 5.0
D11_K_W09	The student knows the principles of first pre-medical aid: 5 test questions	Graded from 2.0 to 5.0
<i>In terms of skills</i>	<i>Outcomes are assessed by the teacher on an ongoing basis during practical classes, as well as at the end of the semester as part of the student's self-assessment</i>	<i>Details of the assessment given in the final part of the syllabus</i>
D11_K_U01	The student extemporaneously immobilizes broken bones, dislocations and sprains and prepares the patient for transport: assessment during practical classes	Graded from 2.0 to 5.0
D11_K_U02	The student provides education on first aid in health-threatening condition: assessment during practical classes	Graded from 2.0 to 5.0
D11_K_U03	The student recognizes the emergency health-threatening condition: assessment during practical classes	Graded from 2.0 to 5.0
D11_K_U04	The student performs automatic defibrillation (AED) and airway clearance without the use of apparatus: assessment during practical classes	Graded from 2.0 to 5.0
D11_K_U05	The student extemporaneously blocks bleeding and haemorrhage: assessment during practical classes	Graded from 2.0 to 5.0
D11_K_U06	The student provides information on the patient's health condition to the members of the therapeutic team: assessment during practical classes	Graded from 2.0 to 5.0
D11_K_U07	The student prepares and administers medications through different routes of administration, independently or on the order of a physician: assessment during practical classes	Graded from 2.0 to 5.0
<i>In terms of social skills</i>	<i>Outcomes are evaluated on a regular basis during practical classes; at the end of the semester assessment made by the teacher and student's self-assessment</i>	<i>Details of the assessment given in the final part of the syllabus</i>

D11_K_K01	The student respects the dignity and autonomy of people entrusted to care: assessment during practical classes	Graded from 2.0 to 5.0	
D11_K_K02	The student systematically develops professional knowledge and skills, aiming at professionalism: assessment during practical classes	Graded from 2.0 to 5.0	
D11_K_K03	The student adheres to values, duties and moral skills in care: assessment during practical classes	Graded from 2.0 to 5.0	
D11_K_K04	The student shows moral responsibility for a person and performing professional tasks: assessment during practical classes	Graded from 2.0 to 5.0	
D11_K_K05	The student respects the patients' rights: assessment during practical classes	Graded from 2.0 to 5.0	
D11_K_K06	The student reliably and accurately performs assigned professional duties: assessment during practical classes	Graded from 2.0 to 5.0	
D11_K_K07	The student adheres to professional secrecy: assessment during practical classes	Graded from 2.0 to 5.0	
D11_K_K08	The student collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics: assessment during practical classes	Graded from 2.0 to 5.0	
D11_K_K09	The student is open to the development of one's own and the patient's subjectivity: assessment during practical classes	Graded from 2.0 to 5.0	
D11_K_K10	The student manifests empathy in the relationship with the patient and his/her family and colleagues: assessment during practical classes	Graded from 2.0 to 5.0	
Student's workload (<i>practical classes are marked with an asterisk</i>)			
Hours of student's work	Activity form	Hours in detail	Hours in total
Contact hours with an academic teacher	Participation in lectures	5	5
	Participation in practical classes *	10	10*
	Participation in consultations related to classes *	2 hours lecture 2 hours practical classes	2 2*
Student's individual work	Preparation for practical classes *	10	10*
	Individual work related to the subject of BNA classes	---	---
	Preparation for the final test from lectures	5 hours	5
Total student's workload			34
Quantity indicators	Workload	Hours	ECTS
	Student's workload associated with classes that require direct teacher participation	19	0,8
	Student's workload associated with classes that do not require direct teacher participation	15	0,7
	* Student's workload associated with practical classes	22	1,0
	* Student's workload associated with theoretical classes	12	0,5

Basic bibliography	<ul style="list-style-type: none"> • Szczeklik W, Sokołowska B, Groszek B. Pielęgniarstwo ratunkowe. (Emergency nursing.), PZWL 2013 • Wołowicka L, Dyk D. Anestezjologia i intensywne opiece. (Anaesthesiology and intensive care.), Klinika i pielęgniarstwo Podręcznik dla studiów medycznych (Clinic and nursing. Handbook for medical studies). PZWL Warszawa 2007 • Wytyczne Europejskiej Rady Resuscytacji z 2015 roku (Guidelines of the European Council of Resuscitation of 2015), www.prc.krakow.pl, • Wytyczne Amerykańskiego Towarzystwa kardiologicznego z 2015 roku (Guidelines of the American Society of Cardiology of 2015), www.americanheart.org • Cenajek-Musiał D., Okulicz-Kozaryn I., Grześkowiak M., Stany zagrożenia życia – postępowanie lecznicze i leki stosowane w ratownictwie medycznym. (Life-threatening condition - medical treatment and medications used in emergency medical services.), AM Poznań. Poznań 2004. 			
Supplementary bibliography	<ul style="list-style-type: none"> • Cline D.M., Ma J., Medycyna ratunkowa (Emergency Medicine), (red. J. Jakubaszko), Urban & Partner. Wrocław 2003. • Brongel L., Duda K., Mnogie i wielonarządowe obrażenia ciała. (Numerous and multiorgan body injuries.), Wydawnictwo Lekarskie PZWL. Warszawa 2001. • Artykuły z zakresu pielęgniarstwa w ratownictwie medycznym (Articles on nursing in emergency medical services), • Przepisy prawne. (Regulations.) Stan na dzień 1.01.2013. (of 1.01.2013), Okręgowa Izba pielęgniarek i położnych w Katowicach. (District Chamber of Nurses and Midwives in Katowice.) 2013 			
Grades – details (intermediate grades omitted: 3.5 and 4.5).				
Educational outcome	For grade 2	For grade 3	For grade 4	For grade 5
D11_K_W01	The student is not familiar with the symptoms of life-threatening condition	The student names life-threatening condition symptoms in patients of different ages	The student names and defines the individual life-threatening symptoms in patients of different ages	The student names and defines individual symptoms of life-threatening condition in patients of different ages and knows how to proceed if they occur
D11_K_W02	The student is not familiar with groups of medications and their effects on the patient's systems and organs	The student characterizes groups of medications and their effects on the patient's systems and organs in a variety of diseases,	The student characterizes groups of medications and their effect on the patient's systems and organs in various diseases, depending on age and health condition,	The student characterizes groups of medications and their effect on the patient's systems and organs in various diseases, depending on age and health condition, including side effects, interaction with other medications and routes of administration
D11_K_W03	The student does not know the nursing techniques and procedures used in caring for a sick person depending on age and health condition;	The student names nursing techniques and procedures used in patient care depending on age and health condition;	The student names and characterizes nursing techniques and procedures used in patient care depending on age and health condition;	The student names and describes nursing techniques and procedures used in patient care depending on age and health condition and their application is illustrated with examples from completed internships
D11_K_W04	The student is not familiar with the	The student describes in theory the specific	The student describes in theory	The student describes in theory

	organisation principles of the specialised care	principles of the organisation of the specialised care in Poland;	and applies in practice the specific principles of the organisation of the specialised care in Poland;	the specific rules for the organisation of specialist care in Poland – demonstrates the principles with examples from completed internships.
D11_K_W05	The student does not distinguish between consciousness disorders and awareness disorders	The student knows consciousness disorders and awareness disorders, but cannot assess them	The student knows methods, techniques and tools for assessing the state of awareness and consciousness;	The student knows the methods, techniques and tools for assessing the state of awareness and consciousness;; assesses the patient according to the Glasgow and Ramsay's scale
D11_K_W06	The student does not know the standards and procedures for emergency procedures and life-saving procedures	The student knows the standards and procedures for emergency procedures and life-saving procedures;	The student knows the standards and procedures for emergency procedures and life-saving procedures, gives examples of situations when they are applied	The student knows the standards and procedures for emergency and life-saving procedures and can apply them
D11_K_W07	The student is not familiar with the proceedings of BLS and ACLS	The student is familiar with the proceedings of BLS and ACLS but does not know how to apply them	The student knows the BLS and ACLS algorithms and applies them correctly in adults	The student knows the BLS and ACLS algorithms and correctly applies them in patients of different ages
D11_K_W08	The student does not know the definition of the environmental risks, mass events and disasters	The student knows the definition and division of the environmental risks, mass events and disasters	The student knows the definitions, divisions of environmental and mass events, disasters and characterizes the algorithms of conduct	The student describes the procedures of the medical security in mass events and disasters and in specific situations, such as chemical contamination, radiation and biological contamination;
D11_K_W09	The student does not know the principles of pre-medical proceedings	The student knows and characterizes pre-medical procedures in various disease conditions	The student knows and characterizes pre-medical procedures in various disease conditions and can implement them	The student knows and characterizes pre-medical procedures in various disease conditions and can implement them and presents the consequences of misconduct
D11_K_U01	The student does not know the definition of fracture	The student knows the definition and division of fractures	The student knows the definition and division of fractures and the way of conduct consistent with the Pott's principle	The student can immobilise a broken limb in accordance with the Pott's principle using the Kramer's splint, under-pressure splint, Sam Splint

D11_K_U02	The student does not provide education on first aid in health-threatening condition;	The student provides education on first aid in health-threatening condition at a basic level	The student provides education on first aid in health-threatening condition taking the latest guidelines into account	The student provides education on first aid health-threatening condition , taking the latest guidelines into account and verifies the acquired skills using the medical simulation technique
D11_K_U03	The student does not know the definition of emergency health-threatening condition	The student knows the definition of emergency health-threatening condition	The student knows the definition and proceedings in emergency health-threatening condition	The student knows the definition, proceedings in emergency health-threatening condition and can implement adequate procedures
D11_K_U04	The student does not know what AED is and does not understand the purpose of performing the clearance of airways without the use of apparatus	The student knows what AED is and understands the purpose of performing the clearance of airways without the use of apparatus, but cannot perform it correctly	The student correctly applies the AED and properly clears the airways without the use of apparatus in adults	The student correctly applies the AED and properly clears the airways without the use of apparatus inpatients of different ages
D11_K_U05	The student does not know the definition of haemorrhage	The student knows the definition of the haemorrhage, but does not know the division of haemorrhages	The student knows the definition, the division of haemorrhages	The student knows the definition, division of haemorrhages and characterizes the proceedings in each of them
D11_K_U06	The student cannot provide information on the patient's health condition to the members of the therapeutic team	The student provides simple information on the patient's health condition to the members of the therapeutic team	The student provides detailed information on the patient's health condition to the members of the therapeutic team	The student provides detailed information on the patient's health condition to the members of the therapeutic team and makes sure that it was properly understood (feedback)
D11_K_U07	The student does not know the principles and routes of administration of medications	The student knows the routes of administration of medications	The student knows the routes of administration of medications and can administer them	The student is familiar with the standard and alternative routes of administration of medications inpatients of different ages and can administer them
D11_K_K01	The student does not respect the dignity and autonomy of people entrusted to his/her care.	The student respects partly the dignity and autonomy of people entrusted to his/her care.	The student respects the dignity and autonomy of people entrusted to his/her care.	The student respects exemplary the dignity and autonomy of people entrusted to his/her care.
D11_K_K02	The student does not upgrade professional knowledge and does not develop skills to aim at professionalism	The student partly upgrades professional knowledge and skills to aim at professionalism.	The student develops professional knowledge and skills, aiming at professionalism.	The student exemplary upgrades professional knowledge and skills to aim at professionalism.
D11_K_K03	The student does not	The student partly	The student adheres	The student

	adhere to values, duties and moral efficiency in healthcare.	adheres to values, duties and moral efficiency in healthcare.	to values, duties and moral efficiency in healthcare.	exemplary adheres to values, duties and moral efficiency in healthcare.
D11_K_K04	The student shows no moral responsibility for a person and performance of professional tasks.	The student shows partial moral responsibility for a person and performance of professional tasks.	The student shows moral responsibility for a person and performance of professional tasks.	The student shows exemplary moral responsibility for a person and performance of professional tasks.
D11_K_K05	The student does not respect the patients' rights.	The student partly respects the patients' rights	The student respects well the patients' rights	The student respects exemplary the patients' rights
D11_K_K06	The student performs professional duties unreliably and inaccurately.	The student performs partly professional duties.	The student performs professional duties.	The student performs professional duties reliably and accurately.
D11_K_K07	The student does not adhere to professional secrecy.	The student partly adheres to professional secrecy.	The student adheres well to professional secrecy.	The student significantly adheres to professional secrecy.
D11_K_K08	The student does not collaborate as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics.	The student partly collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics.	The student independently collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics.	The student independently and exemplary collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics.
D11_K_K09	The student is not open to the development of their own and patient's subjectivity.	The student is partly open to the development of one's own and patient's subjectivity.	The student is open to the development of their own and patient's subjectivity.	The student is exemplary open to the development of their own and patient's subjectivity.
D11_K_K10	The student does not demonstrate empathy in the relationship with the patient, his/her family and colleagues.	The student demonstrates partial empathy in the relationship with the patient, his/her family and colleagues.	The student demonstrates empathy in the relationship with the patient, his/her family and colleagues.	The student demonstrates great empathy in the relationship with the patient, his/her family and colleagues.
Date	15.05.2016	Created by		

Appendices:

1. Credit sheet from lectures and classes without participation of an academic teacher
2. Pattern of assessment test from lectures

PIE1. D11. BASICS OF EMERGENCY MEDICAL SERVICES
Credit sheet from lectures and classes without participation of an academic teacher

Student's name and surname:

Album number:

Symbol of the educational outcome	Description of the educational outcome	The number of obtained points	Teacher's assessment	Student's self-assessment
D11_K_W01	The student names life-threatening symptoms in patients of all ages	–	–'–	–'–
D11_K_W02	The student characterizes groups of medications and their effect on the patient's systems and organs in various diseases, depending on age and health condition, including side effects, interaction with other medications and routes of administration	–	–'–	–'–
D11_K_W03	The student characterizes nursing techniques and procedures used in patient care depending on age and health condition	–	–'–	–'–
D11_K_W04	The student knows the specific principles of the organisation of specialised care in the emergency medical system in Poland	–	–'–	–'–
D11_K_W05	The student knows the methods, techniques and tools for assessing awareness and consciousness	–	–'–	–'–
D11_K_W06	The student knows the standards and procedures for emergency procedures and life-saving procedures	–	–'–	–'–
D11_K_W07	The student explains the algorithms of resuscitation procedures in the scope of basic life support (<i>BLS – basic life support</i>) and advanced life support (<i>ALS – advanced life support</i>)	–	–'–	–'–
D11_K_W08	The student describes the procedures of the medical security in mass events and disasters and in specific situations, such as chemical contamination, radiation and biological contamination	–	–'–	–'–
D11_K_W09	The student knows the principles of first pre-medical aid	–	–'–	–'–
The arithmetic mean of partial grades Grade W (to be given to two decimal places)				–'–
D11_K_U01	The student extemporaneously immobilizes broken bones, dislocations and sprains and prepares the patient for transport	–	–'–	–'–
D11_K_U02	The student provides education on first aid in health-threatening condition	–	–'–	–'–
D11_K_U03	The student recognizes the emergency health-threatening condition	–	–'–	–'–
D11_K_U04	The student performs automatic defibrillation (AED) and airway clearance without the use of apparatus	–	–'–	–'–
D11_K_U05	The student extemporaneously blocks bleeding and haemorrhage	–	–'–	–'–
D11_K_U06	The student provides information on the patient's	–	–'–	–'–

	health condition to the members of the therapeutic team			
D11_K_U07	The student prepares and administers medications through different routes of administration, independently or on the order of a physician	–	–'	–'
The arithmetic mean of partial grades Grade U (to be given to two decimal places)				–'
D11_K_K01	The student respects the dignity and autonomy of people entrusted to care		–'	–'
D11_K_K02	The student systematically develops professional knowledge and skills, aiming at professionalism		–'	–'
D11_K_K03	The student adheres to values, duties and moral skills in care		–'	–'
D11_K_K04	The student shows moral responsibility for a person and performing professional tasks		–'	–'
D11_K_K05	The student respects the patients' rights		–'	–'
D11_K_K06	The student reliably and accurately performs assigned professional duties		–'	–'
D11_K_K07	The student adheres to professional secrecy		–'	–'
D11_K_K08	The student collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics		–'	–'
D11_K_K09	The student is open to the development of one's own and the patient's subjectivity		–'	–'
D11_K_K10	The student manifests empathy in the relationship with the patient and his/her family and colleagues		–'	–'
The arithmetic mean of partial grades Grade KS (to be given to two decimal places)				–'
Calculation of the weighted mean of the grades: Grade = Grade W x 0,4 + Grade U x 0,4 + Grade KS x 0,2 (to be given to two decimal places)				–'
Determination of the final assessment – in accordance with the table:		<div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> <p style="text-align: center;">Date and lecture's signature</p>		
Grade	Final grade			
up to 2.75	2,0			
2,76-3,25	3,0			
3,26-3,75	3,5			
3,76-4,25	4,0			
4,26-4,75	4,5			
4,76-5,00	5,0			

Note: In the case when the student one or two 2.0 grades from educational outcomes (decision to admit the student to an additional oral examination is taken by the teacher conducting the assessment final test from the lectures).

Note: credit sheet from lectures together with the assessment test written by the student must be attached to the student's portfolio.

PIE1. D11. BASICS OF EMERGENCY MEDICAL SERVICES**Pattern of assessment test from lectures + BNA**

NOTE: at least two variants of the assessment test from the lectures must be prepared. It is recommended to use multiple choice questions.

Symbol of the educational outcome	Educational outcomes regarding knowledge		
D11_K_W01	The student names life-threatening symptoms in patients of all ages		
Question no. 1		A	
		B	
		C	
		D	
		E	
Question no. 2		A	
		B	
		C	
		D	
		E	
Question no. 3		A	
		B	
		C	
		D	
		E	
Question no. 4		A	
		B	
		C	
		D	
		E	
Question no. 5		A	
		B	
		C	
		D	
		E	
D11_K_W02	The student characterizes groups of medications and their effect on the patient's systems and organs in various diseases, depending on age and health condition, including side effects, interaction with other medications and routes of administration		
Question no. 6		A	
		B	
		C	
		D	
		E	
Question no. 7		A	
		B	
		C	
		D	
		E	
Question no. 8		A	
		B	
		C	
		D	
		E	
Question no. 9		A	
		B	
		C	
		D	
		E	
Question no. 10		A	
		B	

		C	
		D	
		E	
D11_K_W03	The student characterizes nursing techniques and procedures used in patient care depending on age and health condition		
Question no. 11		A	
		B	
		C	
		D	
		E	
Question no. 12		A	
		B	
		C	
		D	
		E	
Question no. 13		A	
		B	
		C	
		D	
		E	
Question no. 14		A	
		B	
		C	
		D	
		E	
Question no. 15		A	
		B	
		C	
		D	
		E	
D11_K_W04	The student knows the specific principles of the organisation of specialised care in the emergency medical system in Poland		
Question no. 16		A	
		B	
		C	
		D	
		E	
Question no. 17		A	
		B	
		C	
		D	
		E	
Question no. 18		A	
		B	
		C	
		D	
		E	
Question no. 19		A	
		B	
		C	
		D	
		E	
Question no. 20		A	
		B	
		C	
		D	
		E	
D11_K_W05	The student knows the methods, techniques and tools for assessing awareness and consciousness		
Question no. 21		A	
		B	
		C	

		D	
		E	
Question no. 22		A	
		B	
		C	
		D	
		E	
Question no. 23		A	
		B	
		C	
		D	
		E	
Question no. 24		A	
		B	
		C	
		D	
		E	
Question no. 25		A	
		B	
		C	
		D	
		E	
D11_K_W06	The student knows the standards and procedures for emergency procedures and life-saving procedures		
Question no. 26		A	
		B	
		C	
		D	
		E	
Question no. 27		A	
		B	
		C	
		D	
		E	
Question no. 28		A	
		B	
		C	
		D	
		E	
Question no. 29		A	
		B	
		C	
		D	
		E	
Question no. 30		A	
		B	
		C	
		D	
		E	
D11_K_W07	The student explains the algorithms of resuscitation procedures in the scope of basic life support (<i>BLS – basic life support</i>) and advanced life support (<i>ALS – advanced life support</i>)		
Question no. 31		A	
		B	
		C	
		D	
		E	
Question no. 32		A	
		B	
		C	
		D	
		E	
Question no. 33		A	

		B	
		C	
		D	
		E	
Question no. 34		A	
		B	
		C	
		D	
		E	
Question no. 35		A	
		B	
		C	
		D	
		E	
D11_K_W08	The student describes the procedures of the medical security in mass events and disasters and in specific situations, such as chemical contamination, radiation and biological contamination		
Question no. 36		A	
		B	
		C	
		D	
		E	
Question no. 37		A	
		B	
		C	
		D	
		E	
Question no. 38		A	
		B	
		C	
		D	
		E	
Question no. 39		A	
		B	
		C	
		D	
		E	
Question no. 40		A	
		B	
		C	
		D	
		E	
D11_K_W09	The student knows the principles of first pre-medical aid		
Question no. 41		A	
		B	
		C	
		D	
		E	
Question no. 42		A	
		B	
		C	
		D	
		E	
Question no. 43		A	
		B	
		C	
		D	
		E	
Question no. 44		A	
		B	
		C	
		D	
		E	

Question no. 45					A					
					B					
					C					
					D					
					E					
Evaluation of the test questions (0 –incorrect answer, 0.5 – the answer is partly correct (only in multiple choice questions), 1 – correct answer)										
No. 1	No. 2	No. 3	No. 4	No. 5	No. 6	No. 7	No. 8	No. 9	No. 10	
No. 11	No. 12	No. 13	No. 14	No. 15	No. 16	No. 17	No. 18	No. 19	No. 20	
No. 21	No. 22	No. 23	No. 24	No. 25	No. 26	No. 27	No. 28	No. 29	No. 30	
No. 31	No. 32	No. 33	No. 34	No. 35	No. 36	No. 37	No. 38	No. 39	No. 40	
No. 41	No. 42	No. 43	No. 44	No. 45						

Note: pattern (patterns) of the assessment test with answer key must be attached to the portfolio of the subject.

PIE1.C01. Basics of nursing.

Name of the study field.	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Basics of nursing	Code	PIE1.C01	ECTS points	20,5	
Unit	Wydział Społeczno-Medyczny Katedra Pielęgniarstwa i Położnictwa (32) 264-74-75 wewn. 12, dziekanat@wsps.pl					
Status of course / Modular block		Obligatory C. Basics of nursing care science.				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
1	1	30	75	30	40	---
Form of examination		ZO	ZO	ZO	Z	---
ECTS		5,5			2	---
1	2	30	90	30	40	120
Form of examination		ZO	ZO	ZO	ZO	ZO
ECTS		7			2,5	3,5
		Final exam OSCE				
Education area in direction of studies.	Medical sciences, health sciences and physical culture sciences					
Field of science	Health sciences.					
Language of lectures	english					
Prerequisites	Knowledge of the basics of anatomy, physiology, psychology and health promotion.					
Education goal	<ul style="list-style-type: none"> Familiarizing students with the theoretical basics of nursing. Developing the ability to perform diagnostic, care, treatment and improvement procedures for people in different health conditions and at different ages. Knowing basic methods of nurse work and their selection depending on the category of recipients and the place of nursing in the health care system. Understanding the scope and nature of patient care depending on the category of recipients. Caring for patients in accordance with the principles of professional ethics. 					
Course learning effect symbol	Description of the education effect			Reference to directional education effects	Correspondence level between course learning effect to directional education effect. (+ - low, ++ - middle,	

			+++ - high)
Knowledge education effects			
C01_K_W01	Indicates the determinants of the development of nursing from the perspective of time (past, present, future) in the context of the transformation of care, knows the essence of modern nursing and holism in the care of the patient	C.W1	++
C01_K_W02	Discusses the essence of contemporary nursing in the theoretical and practical dimension and the process of its professionalization, with particular emphasis on the holistic approach to man.	C.W2	++
C01_K_W03	Defines nursing and locates inside nursing: support, assist and accompany the care provider	C.W3	++
C01_K_W04	Characterizes the role and functions of a nurse (taking into account its role in the care and therapeutic team) and the role of the patient in the process of health care implementation	C.W4	++
C01_K_W05	Describes the nursing process (essence, stages, rules of application) and primary nursing (essence, separateness) and the influence of traditional nursing on the functioning of nursing practice	C.W5	++
C01_K_W06	Knows and applies the classification of nursing diagnoses.	C.W6	++
C01_K_W07	Defines the essence of nursing care based on theoretical assumptions of F. Nightingale, V.Henderson, D.Orem, C.Roy and B. Neuman and other theories of classical nursing	C.W7	++
C01_K_W08	Diversifies the participation of nurses in the interdisciplinary team in the process of health promotion, prevention, diagnosis, treatment and rehabilitation, understands the importance of nurse activities for the social perception of the profession	C.W8	++
C01_K_W09	Discusses the scope of nurse's activities in the case of patients with thermoregulatory disorders	C.W9	++
C01_K_W10	Discusses the scope of nurse's activities in the case of nursing patients with skin lesions and pressure ulcers	C.W9	++
C01_K_W11	Diversifies the nurse's tasks in caring for a healthy patient, at risk of illness, disease and poor prognosis	C.W10	++
C01_K_W12	Characterizes the working conditions and the scope of nurse's professional tasks, including professional ethics and nurses' organizations	C.W11	++
C01_K_W13	Describes the essence, purpose, indications, contraindications, dangers, applicable rules and structure of performing basic nursing activities as part of the nursing process	C.W12	++
C01_K_W14	Discusses the importance of standards and procedures used in nursing practice	C.W9	++
C01_K_W15	Describes the nurse's participation in the process of diagnosis, treatment and rehabilitation as well as in health care over a human being	C.W6	++
Skills education levels			
C01_K_U01	Proposes a nursing model and applies selected theories of nursing in practice	C.U1	+++
C01_K_U02	Collects information by interview, observation, direct and indirect measurements (scales), documentation analysis (including analysis of diagnostic tests), physical examination to identify the patient's health status and the	C.U2	+++

	formulation of a nursing diagnosis		
C01_K_U03	Performs diagnostic tests for the determination of ketone bodies and glucose in the blood and urine and blood cholesterol, as well as other test strips	C.U3	+++
C01_K_U04	Performs tests of glycemia with a glucometer	C.U4	+++
C01_K_U05	Sets goals and a plan for caring for a sick or disabled person	C.U5	+++
C01_K_U06	Plans and implements nursing care together with the sick or disabled and his family	C.U6	+++
C01_K_U07	Measures and documents basic vital parameters: temperature, heart rate, blood pressure, breathing and state of consciousness, body weight and height	C.U7	+++
C01_K_U08	Performs ongoing and final assessment of the patient's state of health and the effectiveness of nursing activities	C.U8	+++
C01_K_U09	Stores medicines in accordance with applicable standards	C.U9	+++
C01_K_U10	Gives the patient medications in various ways, in accordance with the written order of the doctor and calculates the dose of medication	C.U10	+++
C01_K_U11	Helps the patient in eating, excreting, moving and taking care of personal hygiene	C.U11	+++
C01_K_U12	Cares for the skin and its products and mucous membranes with the use of pharmacological agents and medical materials, including healing baths	C.U12	+++
C01_K_U13	Chooses the technique and methods of putting on wound dressings, including bandaging	C.U13	+++
C01_K_U14	Uses various techniques of feeding the patient	C.U14	+++
C01_K_U15	Performs rectal treatments - enema, ingot, drip, dry tube to the anus	C.U15	+++
C01_K_U16	Puts a catheter into the urinary bladder, monitors diuresis, removes the catheter.	C.U16	+++
C01_K_U17	Arranges the patient in bed in therapeutic positions and changes these positions	C.U17	+++
C01_K_U18	Performs respiratory gymnastics and composite drainage, inhalation and airway depollution	C.U18	+++
C01_K_U19	Performs rubbing, patting and other classical massage techniques, active and passive exercises	C.U19	+++
C01_K_U20	Provides a safe environment for the patient	C.U20	+++
C01_K_U21	Creates conditions for sleep and rest	C.U21	+++
C01_K_U22	Performs eye and ear rinsing	C.U22	+++
C01_K_U23	Connects and supports intravenous drip kits	C.U23	+++
C01_K_U24	Puts the tube into the stomach and receives the content	C.U24	+++
C01_K_U25	Applies anti-inflammatory treatments and medical cups	C.U25	+++
C01_K_U26	Assumes and removes a catheter from peripheral veins	C.U26	+++
C01_K_U27	Monitors, evaluates and maintains the place of central, peripheral and vascular port	C.U27	+++
C01_K_U28	Performs pulse oximetry and capnometry	C.U28	+++
C01_K_U29	Assists the doctor in diagnostic tests: puncture of the abdominal cavity, pleura, bone marrow extraction and lumbar puncture	C.U29	+++
C01_K_U30	Collects material for laboratory and bacteriological tests	C.U30	+++

C01_K_U31	Performs a newborn and infant bath and monitors its development	C.U31	+++
C01_K_U32	Prepares himself and equipment to instrument and change the wound dressing	C.U32	+++
C01_K_U33	Keeps records of nursing care, including nursing history, observation card, febrile card, a book of reports, prevention and treatment of pressure ulcers	C.U33	+++
C01_K_U34	Records the execution of orders in the medical order card	C.U34	+++
C01_K_U35	Helps the patient adapt to the conditions prevailing in the hospital and in other companies of the healthcare provider	C.U35	+++
Social competence educatio effects			
C01_K_K01	Respects the dignity and autonomy of people entrusted to care	D.K1	++
C01_K_K02	Systematically enriches professional knowledge and shapes skills, striving for professionalism	D.K2	++
C01_K_K03	Observes values, duties and moral efficiency in care	D.K3	++
C01_K_K04	Shows moral responsibility for a man and performing professional tasks	D.K4	++
C01_K_K05	Respects the patient's rights	D.K5	++
C01_K_K06	Honestly and accurately performs assigned professional duties	D.K6	++
C01_K_K07	Adheres to professional secrecy	D.K7	++
C01_K_K08	Collaborates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics	D.K8	++
C01_K_K09	Is open to the development of his own subjectivity and patient	D.K9	++
C01_K_K10	Manifests empathy in the relationship with the patient and his family and colleagues	D.K10	++
Education content			
Symbol and nr of classes	Subject of classes	Implemented education effect	Hours
Forma zajęć: wykłady			
Semester 1			
W01	History of nursing, its development at the turn of the century. Cultural conditioning of the development of the idea of nursing.	C01_K_W01	5
W02	The essence of modern nursing. Holism in taking care of a man.	C01_K_W02	5
W03	The role of a nurse in a care and therapeutic team. Internal relations in the therapeutic team. Social reception of the nurse.	C01_K_W08	4
W04	Care entity in nursing. Hospital as a patient's environment.	C01_K_W03	3
W05	Basics of nurse's professional activity. Code of professional ethics.	C01_K_W12	5
W06	Professional organizations, associations, scientific societies, trade unions nursing.	C01_K_W12	3
W07	Professional functions of a nurse.	C01_K_W04	5
W08	The nursing process as a method of nursing work.	C01_K_W05	6
W09	Factors affecting the nurse's quality of work.	C01_K_W05	4
W10	Standards, procedures used in nursing practice.	C01_K_W14	5

	Sum of hours: Lectures – semester 1	45	
Semester 2			
W11	The essence and importance of the theory of nursing. Work on the introduction of ICNP practice to Polish nursing.	C01_K_W07 C01_K_W11	8
W12	Models of organizing nursing care.	C01_K_W07	5
W13	The theory of the basics of nursing Florence Nightingale.	C01_K_W07	3
W14	Virginia Henderson's theory - its importance for the development of modern nursing.	C01_K_W07	3
W15	Self-care theory D. Orem.	C01_K_W07	3
W16	Adaptive model of Callisty Roy.	C01_K_W07	3
W17	Scientific activity in nursing.	C01_K_W07	2
W18	Performing basic nursing activities as part of the nursing process: essence, purpose, indications, contraindications, dangers, applicable rules and structure	C01_K_W13	7
W19	Nurse's participation in the process of diagnosis, treatment and rehabilitation as well as in health care over a human being. Classifications of nursing diagnoses.	C01_K_W15	2
W20	Nursing patients with thermoregulatory disorders.	C01_K_W09	3
W21	Nursing patients with skin lesions and pressure ulcers.	C01_K_W10	3
W22	Diversification of nurse's tasks depending on the patient's condition (healthy patient, patient at risk, patient with unfavorable prognosis)	C01_K_W13	3
	Razem godzin: wykłady – semestr 2	45	
Forma zajęć: ćwiczenia *			
Semestr 1			
C01	Organization of classes. Getting to know the nursing skills training room (SCUP) and the room for learning technical skills (SNUT). Hygienic hand washing.	---	5
C02	Bandaging - principles, methods and techniques of bandaging various parts of the body.	C01_K_U13	8
C03	Bed making for the patient - versions and modifications.	C01_K_U20 C01_K_U21	6
C04	The use of facilities and laying the patient in different positions.	C01_K_U17	6
C05	Change of bed and personal underwear.	C01_K_U20 C01_K_U21	5
C06	Body toilet in a lying patient and a toilet in the mouth.	C01_K_U12 C01_K_U20 C01_K_U21	6
C07	Treatments to keep your head clean.	C01_K_U20 C01_K_U21	5
C08	Moving and transporting the patient.	C01_K_U20 C01_K_U21	5
C09	Assistance in excretion; giving the patient a duck and swimming pool.	C01_K_U20 C01_K_U21	5
C10	Patient feeding techniques	C01_K_U14	8
C11	Help the patient in eating, moving and taking care of personal hygiene. Sterile washing of the crotch.	C01_K_U11	8
C12	Skin care of the patient and its products, care of mucous membranes with the use of pharmacological agents and medical	C01_K_U12	8

	materials. Healing baths		
	Razem godzin: ćwiczenia – semestr 1		75
Semester 2			
C13	Measurements and documentation of basic vital functions: temperature, heart rate, blood pressure, breathing and state of consciousness, body weight and height	C01_K_U07	4
C14	Anti-inflammatory treatments, medicinal bubbles, types of treatments and their use.	C01_K_U25	4
C15	Torective treatments.	C01_K_U15	4
C16	Administration of drugs through the gastrointestinal tract and respiratory system, mucous membranes and transdermal mucosa. Calculation of drug doses.	C01_K_U10	5
C17	Nasal medication: intramuscular and subcutaneous injections, subcutaneous tests, intravenous injections, intravenous infusion drip, vigo needle insertion, infusion pump application in drug administration.	C01_K_U10 C01_K_U23	15
C18	Collection of materials for examinations: urine, feces, sputum, venous blood sampling, glycemc assay, performance of the OB	C01_K_U04 C01_K_U30	5
C19	Physical treatments in anti-bedsore prophylaxis. Rubbing, patting, other classical massage techniques. Active and passive exercises	C01_K_U19	3
C20	Functional drainage, breathing exercises, inhalation and airway depollution.	C01_K_U18	3
C21	Stomach sampling, feeding using a tube.	C01_K_U24	4
C22	Preparing a nurse for instrumentation. Surgical hand washing, preparation of dressing table.	C01_K_U32	4
C23	Changing the dressing on the wound.	C01_K_U32	4
C24	Diagnostic tests for the determination of ketones and glucose in blood and urine as well as in blood cholesterol. Other strip tests	C01_K_U03 C01_K_U21	4
C25	Bladder catheterization, diuresis monitoring, catheter removal.	C01_K_U16	4
C26	Nurse assisted in collecting material for examination: lumbar puncture, sternum, iliac plate, peritoneal cavity and pleural cavity.	C01_K_U29	3
C27	Nursing a newborn and an infant (measuring, rewinding, nurturing the umbilical cord stump, bathing, feeding).	C01_K_U31	5
C28	Drug storage standards.	C01_K_U09	3
C29	Rinsing the eye and ear.	C01_K_U22	3
C30	Insertion and removal of the catheter from peripheral veins.	C01_K_U26	3
C31	Monitoring, evaluation and care of the central, peripheral and vascular port.	C01_K_U27	4
C32	Execution of pulse oximetry and capnometry.	C01_K_U28	4
C33	Record of medical orders carried out in the medical order card.	C01_K_U34	2
	Hours: excercises – semestr 2		90
Form od classes: classes without teacher (BNA)			
Semester 1			
BNA01	Famous nurses (Polish and foreign).	C01_K_W01	3
BNA02	The direction of changes in Polish nursing at the turn of the 20th and 21st centuries.	C01_K_W01	5
BNA03	Communication in nurse - patient and nurse relations - other members of the therapeutic team.	C01_K_W02 C01_K_W08	4

BNA04	Nurse's activities for patient safety staying in the hospital - physical, psychological and health aspects.	C01_K_W02 C01_K_W03	3
Hours: BNA – semester 1		15	
Semester 2			
BNA05	The importance of touch in taking care of a human being.	C01_K_W02 C01_K_W08	3
BNA06	Social support and its use in nursing.	C01_K_W01	4
BNA07	Nursing a patient in cancer with unfavorable prognosis.	C01_K_W11	4
BNA08	Transcultural nursing.	C01_K_W12	4
Hours: BNA – semester 2		15	
Form of classes: practical classes *			
Semester 1			
ZP01	Improving skills related to ensuring cleanliness and comfort.	C01_K_U01	10
ZP02	Nursing the skin, its products and mucous membranes.	C01_K_U02	12
ZP03	Prevention of complications resulting from prolonged immobilization (therapeutic positions, exercises, massages).	C01_K_U05 C01_K_U06	10
ZP04	Measurement of basic vital parameters and their documentation.	C01_K_U08	5
ZP05	Assistance with dressing.	C01_K_U33 C01_K_U35	3
Hours: practical classes – semester 1		40	
Semester 2			
ZP06	Observation of basic vital parameters and their documentation; assessment of the patient's state of consciousness.	C01_K_U01 C01_K_U02	10
ZP07	Assisting the patient during diagnostic tests. Nurse's participation in further and closer preparation for research.	C01_K_U05 C01_K_U06	10
ZP08	Nurse's participation in treatment and pharmacotherapy, including patient management with pain.	C01_K_U08 C01_K_U33	10
ZP09	Observation of the patient towards the diagnosis of disease symptoms from particular systems.	C01_K_U35	10
Hours: practical classes – semester 2		40	
Form of classes: praxis *			
Semestr 2			
PZ01	Observation of basic vital parameters and their documentation.	C01_K_U01 C01_K_U02 C01_K_U05 C01_K_U06 C01_K_U08 C01_K_U33 C01_K_U35	10
PZ02	Improving skills related to ensuring cleanliness and comfort.		10
PZ03	Nursing the skin, its products and mucous membranes.		15
PZ04	Prevention of complications resulting from prolonged immobilization (therapeutic positions, exercises, massages).		10
PZ05	Participation of the nurse in establishing the diagnosis (stages of diagnosis and establishing the nursing process).		15
PZ06	Observation of the patient towards the diagnosis of disease symptoms from particular systems.		10
PZ07	Nurse's participation in diagnostics.		10
PZ08	Nurse's participation in treatment and pharmacotherapy.		10
PZ09	Nurse's activities requiring aseptic treatment.		10
PZ10	Participation in the care of the patient in various disease states, including long-term immobilization with pain.		10

PZ11	Documenting the nursing tasks performed in the applicable documentation at the facility.				10			
	Hours: praxis – semester 2			120				
Correlation of particular types of classes								
Semester	W	CW	BNA	ZP	PZ			
1	W01-W12	C01-C12	BNA01-BNA04	---	---			
	---	---	---	ZP01-ZP05	---			
2	W13-W34	C13-C33	BNA05-BNA08	---	---			
	---	---	---	ZP06-ZP09	---			
	Exam from lectures, classes and practical classes. Only after passing the exam the student can proceed to the implementation of the professional practice from the module.							
	---	---	---	---	PZ01-PZ11			
Note: practical classes may be implemented only after the end of theoretical education, while professional practice - only after the end of practical classes.								
The matrix of learning outcomes for the subject with reference to the methods of verification of the intended learning outcomes and the form of the classes								
Education effect code	Form of classes				Verification methods			
	W+BNA	CW	ZP	PZ	W+BN A	CW	ZP	PZ
C01_K_W01	W01, BNA01, BNA02, BNA06	---	---	---	test	---	---	---
C01_K_W02	W02, BNA03, BNA04, BNA05	---	---	---	test	---	---	---
C01_K_W03	W04, BNA04	---	---	---	test	---	---	---
C01_K_W04	W07	---	---	---	test	---	---	---
C01_K_W05	W08, W09	---	---	---	test	---	---	---
C01_K_W06	W19	---	---	---	test	---	---	---
C01_K_W07	W11-W17	---	---	---	test	---	---	---
C01_K_W08	W03, BNA03, BNA05	---	---	---	test	---	---	---
C01_K_W09	W20	---	---	---	test	---	---	---
C01_K_W10	W21	---	---	---	test	---	---	---
C01_K_W11	W11, BNA07	---	---	---	test	---	---	---
C01_K_W12	W05-W06, BNA08	---	---	---	test	---	---	---
C01_K_W13	W18, W22	---	---	---	test	---	---	---
C01_K_W14	W10	---	---	---	test	---	---	---
C01_K_W15	W19	---	---	---	test	---	---	---
C01_K_U01	---	---	ZP01-ZP09	PZ01-PZ11	---	---	ONSAM	ONSAM
C01_K_U02	---	---	ZP01-ZP09	PZ01-PZ11	---	---	ONSAM	ONSAM
C01_K_U03	---	C24	---	---	---	ONSAM	---	---
C01_K_U04	---	C18	---	---	---	ONSAM	---	---

C01_K_U05	---	---	ZP01-ZP09	PZ01-PZ11	---	---	ONSAM	ONSAM
C01_K_U06	---	---	ZP01-ZP09	PZ01-PZ11	---	---	ONSAM	ONSAM
C01_K_U07	---	C13	---	---	---	ONSAM	---	---
C01_K_U08	---	---	ZP01-ZP09	PZ01-PZ11	---	---	ONSAM	ONSAM
C01_K_U09	---	C28	---	---	---	ONSAM	---	---
C01_K_U10	---	C16, C17	---	---	---	ONSAM	---	---
C01_K_U11	---	C11	---	---	---	ONSAM	---	---
C01_K_U12	---	C06, C12	---	---	---	ONSAM	---	---
C01_K_U13	---	C02	---	---	---	ONSAM	---	---
C01_K_U14	---	C10	---	---	---	ONSAM	---	---
C01_K_U15	---	C15	---	---	---	ONSAM	---	---
C01_K_U16	---	C25	---	---	---	ONSAM	---	---
C01_K_U17	---	C04	---	---	---	ONSAM	---	---
C01_K_U18	---	C20	---	---	---	ONSAM	---	---
C01_K_U19	---	C19	---	---	---	ONSAM	---	---
C01_K_U20	---	C03, C05-C09	---	---	---	ONSAM	---	---
C01_K_U21	---	C03, C05-C09	---	---	---	ONSAM	---	---
C01_K_U22	---	C29	---	---	---	ONSAM	---	---
C01_K_U23	---	C17	---	---	---	ONSAM	---	---
C01_K_U24	---	C21	---	---	---	ONSAM	---	---
C01_K_U25	---	C14	---	---	---	ONSAM	---	---
C01_K_U26	---	C30	---	---	---	ONSAM	---	---
C01_K_U27	---	C31	---	---	---	ONSAM	---	---
C01_K_U28	---	C32	---	---	---	ONSAM	---	---
C01_K_U29	---	C26	---	---	---	ONSAM	---	---
C01_K_U30	---	C18	---	---	---	ONSAM	---	---
C01_K_U31	---	C27	---	---	---	ONSAM	---	---
C01_K_U32	---	C22, C23	---	---	---	ONSAM	---	---
C01_K_U33	---	---	ZP01-ZP09	PZ01-PZ11	---	---	ONSAM	ONSAM
C01_K_U34	---	C33	---	---	---	ONSAM	---	---
C01_K_U35	---	---	ZP01-ZP09	PZ01-PZ11	---	---	ONSAM	ONSAM

ONSAM – teacher's assessment, student's self-esteem

Teaching methods, method of implementation and evaluation

Lecture and classes without the participation of an academic teacher (BNA)	<p>Lecture with multimedia presentation and / or a conversational lecture. Passing lectures: final test for assessment. The condition for passing the lecture test is to obtain a positive grade from the answers to questions about each learning effect in the field of knowledge. Obtaining at least one unsatisfactory grade for the learning outcome is tantamount to obtaining an unsatisfactory grade for the entire final test. In the particular case of a student getting one or two grades insufficient for the learning outcomes (when only a few hundredths of a point is missing for a positive result), the lecturer may order a student's education question regarding this (these) effect, noting the questionnaire student's test (along with additional questions). The final test of lectures concurrently includes the content of education mastered by the student as part of classes without an academic teacher (BNA). Descriptive answers are rated on a scale from 2.0 to 5.0</p> <p>The condition for passing the BNA classes is to obtain a positive grade for each answer.</p>
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<p>Excercises</p>	<p>Excercises are mandatory. They are implemented in small groups. One unjustified absence from the excercises is allowed. The absence should be made up of consultations that should be carried out at the place of the excercise. Excercises carried out in the hall for learning nursing skills (SNUP) and in the hall of low fidelity simulation (SSNW). The excercises deliver skills in education. Passing the excercises: for the grade. Credits carried out practically, under simulated conditions (in the simulation hall of low fidelity). In the case of completion with the use of OSCE, the completion of excercises is carried out at appropriately prepared stations, then students perform the same task, which is evaluated by means of a checklist (it is indicated on these tasks, the implementation of which is necessary to pass the task). Each learning outcome is assessed separately; rating on a scale from 2.0 to 5.0. The condition for obtaining a pass from the classes is to pass all the learning outcomes in the field of skills. In parallel with the implementation of learning outcomes in the field of skills, the effects of education in the field of social competences are implemented. Evaluation of each effect separately, on the rating scale from 2.0 to 5.0. Details of the student's achievement of the individual learning outcomes for the module are presented in the final part of the syllabus.</p>																
<p>Practical classes</p>	<p>Practical classes are carried out in natural conditions, i.e. in medical facilities. Participation in practical classes is obligatory. Practical classes are carried out after the completion of excercises in SCUP and SNUT rooms - this applies to both semesters. The practical classes implement the learning outcomes in the field of skills that verify and summarize skills developed by students during classes carried out in the form of excercises, but also allow for the practical application of knowledge acquired during lectures and classes without the participation of an academic teacher (learning outcomes in the field of knowledge). These are therefore effects that have a summary character. Detailed learning outcomes realized by students during practical classes are indicated in the "Practical Training Diary".</p> <p>The summarizing effects of skills education are outlined below.</p> <table border="1" data-bbox="434 981 1348 1644"> <thead> <tr> <th data-bbox="434 981 639 1055">Education goal code</th> <th data-bbox="639 981 1348 1055">Description of the education effect in terms of skills</th> </tr> </thead> <tbody> <tr> <td data-bbox="434 1055 639 1128">C01_K_U01</td> <td data-bbox="639 1055 1348 1128">Proposes a nursing model and applies selected theories of nursing in practice.</td> </tr> <tr> <td data-bbox="434 1128 639 1279">C01_K_U02</td> <td data-bbox="639 1128 1348 1279">Collects information by means of interview, observation, direct and indirect measurements (scales), documentation analysis (including analysis of diagnostic tests), physical examination to identify the patient's health status and the formulation of a nursing diagnosis.</td> </tr> <tr> <td data-bbox="434 1279 639 1323">C01_K_U05</td> <td data-bbox="639 1279 1348 1323">Sets goals and a plan for caring for a sick or disabled person.</td> </tr> <tr> <td data-bbox="434 1323 639 1397">C01_K_U06</td> <td data-bbox="639 1323 1348 1397">Plans and realizes nursing care together with the sick or disabled and his family.</td> </tr> <tr> <td data-bbox="434 1397 639 1471">C01_K_U08</td> <td data-bbox="639 1397 1348 1471">Performs ongoing and final assessment of the patient's state of health and the effectiveness of nursing activities.</td> </tr> <tr> <td data-bbox="434 1471 639 1570">C01_K_U33</td> <td data-bbox="639 1471 1348 1570">Provides nursing care documentation, including nursing history, observation card, fever card, a book of reports, and prevention and treatment of pressure sores.</td> </tr> <tr> <td data-bbox="434 1570 639 1644">C01_K_U35</td> <td data-bbox="639 1570 1348 1644">Helps the patient adapt to the conditions prevailing in the hospital and in other companies of the healthcare provider.</td> </tr> </tbody> </table> <p>At the end of each semester, the student obtains a credit (ZO) based on the analysis of the entries in the "Practical learning diary" (in particular on the basis of the practical performance characteristics of the student during practical classes, including: external appearance, punctuality, motivation and commitment, reliability of nursing commands and activities, ability to use and knowledge of medical terminology, ability to present and discuss cases, ability to communicate with patients, ability to communicate with members of the therapeutic team, ability to plan work, showing empathy, observing professional ethics, assessing progress in performing tasks, potential for professional and scientific development). The learning outcomes indicated above are implemented through the implementation of further topics of the education program as part of practical classes. As in the case of passing the classes, to pass the practical classes it is necessary to obtain a pass from all the effects of education in the field of skills assigned to this form of classes, and also to pass all learning outcomes in the field of social competences. The implementation of these effects is confirmed in the opinion of the tutor of practical classes,</p>	Education goal code	Description of the education effect in terms of skills	C01_K_U01	Proposes a nursing model and applies selected theories of nursing in practice.	C01_K_U02	Collects information by means of interview, observation, direct and indirect measurements (scales), documentation analysis (including analysis of diagnostic tests), physical examination to identify the patient's health status and the formulation of a nursing diagnosis.	C01_K_U05	Sets goals and a plan for caring for a sick or disabled person.	C01_K_U06	Plans and realizes nursing care together with the sick or disabled and his family.	C01_K_U08	Performs ongoing and final assessment of the patient's state of health and the effectiveness of nursing activities.	C01_K_U33	Provides nursing care documentation, including nursing history, observation card, fever card, a book of reports, and prevention and treatment of pressure sores.	C01_K_U35	Helps the patient adapt to the conditions prevailing in the hospital and in other companies of the healthcare provider.
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C01_K_U35	Helps the patient adapt to the conditions prevailing in the hospital and in other companies of the healthcare provider.																

	presented in the "Practical Training Diary", as well as in the Charter, the assessment of the effects of education in the field of social competences (contained in the Journal of Practical Education).				
Final exam from the module	After completing and completing all forms of classes, but before starting the professional practice, the student takes the final exam from the PIE1.C01 module. Basics of nursing. In the case of non-use of the OSCE procedure, the student draws one task from the pool of tasks related to individual learning outcomes in the field of skills; social competences are verified during the student's presentation of the acquired skills. 2 tasks include theoretical knowledge, 2 tasks - skills. If the exam is carried out in accordance with the OSCE procedure: each student completes 4 standardized tasks, which include both theoretical knowledge (2 tasks) and practical (2 tasks). The tasks are drawn by the student from the pool of theoretical tasks (at least 25 tasks) and practical tasks (at least 25 tasks), to each of which a suitable scenario was prepared - a checklist and the station at which the drawn task should be performed. The tasks drawn by the student are returned to the appropriate task pool.				
Praxis	The professional internship is carried out in the second semester, only after the completion of all forms of classes preceding it and after passing the final examination from the module. It is unacceptable situation in which the student starts the implementation of apprenticeships from the PIE1.C01 module. The basics of nursing, and have not yet passed lectures, exercises or practical classes, or did not pass the final exam of this module. Detailed learning outcomes in the field of knowledge, skills and social competences are included in the "Practical Training Diary". Confirmation of the achievement of the learning outcomes indicated in it is made by the supervisor of apprenticeships, which is the substantive employee of the medical entity. It should be emphasized that in the case of the PIE1.C01 module, the effects of education in the field of social skills and competences for apprenticeships are exactly the same as for practical classes. The difference between them lies only in the fact that in the case of ZP, the student works under the direct supervision of an academic teacher, whereas in the case of PZ it is primarily independent work (but also under general supervision carried out by the substantive carer from the medical entity). So in the case of PZ all the below-mentioned effects of education in the field of skills should be used with the adjective "independent". Apprenticeships are included in the assessment (grading scale: from 2.0 to 5.0).				
Student workload					
Hours of student's work	Activity form	Hours in detail		Total	
Contact hours with an academic teacher	Participation in lectures *	15 x 3 hours. x 2 semesters		90	
	Participation in exercises *	15 x 5 hours. + 15 x 6 godz.		165*	
	Participation in practical classes *	40 hours. x 2 semesters		80*	
	Participation in consultations related to classes *	Semester 1		Semester 2	
		W	2	W	2
CW*		2*	CW*	2*	
BNA		2	BNA	2	
ZP*	2*	ZP*	2*	8 8*	
Contact hours with the care practitioner on the part of the health care provider	Participation in apprenticeships *	3 weeks		120*	
Self student's work	Preparation for exercises * (it was assumed that there are two hours of student preparation for each exercise subject)	33 x 2 hours		66*	
	Preparation for practical classes * (it was assumed that there are two hours of student preparation on each topic of practical classes)	9 x 2 hours.		18*	
	Own work within the subject of BNA classes	35 hours. + 40 hours.		75	
	Preparation for the test of lectures in semester	5 hours.		5	

	1 *			
	Preparation for the final test of lectures in the semester 2 *	5 hours.	5	
	Preparation of the nursing process (based on material accumulated during apprenticeships) *	5 hours.	5*	
	Preparation for the final exam covering all education content included in the module * (OSCE exam)	20 (half of the time was devoted to the preparation in the field of theoretical education, half - in the field of practical education)	10 10*	
Total student's workload			665	
Quantitative indicators	Workload		Hours	ECTS
	Student workload associated with activities requiring direct teacher participation		351	11,3
	Student workload associated with activities that do not require direct teacher participation		314	10,2
	Student workload associated with practical activities		472	15,3
	Student workload related to theoretical classes		193	6,2
Basic literature	<ul style="list-style-type: none"> • Ciechaniewicz W. red. Pielęgniarstwo. Ćwiczenia. Podręcznik dla studiów medycznych. T 1-2. Warszawa: Wydawnictwo Lekarskie PZWL, 2006. • Ciechaniewicz W., Grochans E., Łoś E. Wstrzyknięcia śródskórne, podskórne, domięśniowe i dożylny. Warszawa: Wydawnictwo Lekarskie PZWL, 2007. • Górąjek-Jóźwik J. Wprowadzenie do diagnozy pielęgniarskiej. Wydawnictwo Lekarskie PZWL, 2007. • Ślusarska B., Zarzycka D., Zahradniczek K. red. Podstawy pielęgniarstwa. Wybrane działania pielęgniarskie. T. 2. Lublin: Wydawnictwo CZELEJ, 2008. • Ślusarska B., Zarzycka D., Zahradniczek K. red. Podstawy pielęgniarstwa. Założenia teoretyczne. T. 1. Lublin: Wydawnictwo CZELEJ, 2008. 			
Supplementary literature	<ul style="list-style-type: none"> • Ustawa o zawodach pielęgniarki i położnej z dnia 15 lipca 2011 r. (Dz.U.2011; Nr 174, poz. 1039). • Dison N. Technika zabiegów pielęgniarskich. Warszawa: Wydawnictwo Lekarskie PZWL, 1995. • Kózka M., Płaszewska-Żywko L. Procedury pielęgniarskie. Warszawa: Wydawnictwo Lekarskie PZWL, 2011. • Przepisy prawne. stan prawny na dzień 1.01.2014. Katowice: Okręgowa Izba Pielęgniarek i Położnych w Katowicach, 2014. 			
Forms of assessment – details (intermediate marks 3.5 and 4.5 are omitted).				
Education effect	mark 2	mark 3	mark 4	mark 5
C01_K_W01	Student can not indicate the conditions for the development of nursing from the perspective of time on the background of the transformation of care and / or does not know the essence of modern nursing and holism in the care of the patient	Indicates only some determinants of the development of nursing from the perspective of time in the context of transformation of care, partly knows the essence of modern nursing, does not understand holism in the care of the patient	Indicates the majority of determinants of the development of nursing in the perspective of time in the transformation of care, knows the essence of modern nursing and the essence of holism in the care of the patient	Student fully indicates the determinants of the development of nursing from the perspective of time (past, present, future) in the context of the transformation of care, knows the essence of modern nursing and holism in the care of the patient
C01_K_W02	Student does not	Student knows only	Student knows the	Student extensively

	know the essence of modern nursing neither in the theoretical dimension nor in the practical dimension, he does not characterize the process of his professionalization with particular emphasis on the holistic approach to man	the outline of the essence of contemporary nursing and the process of his professionalization, he does not understand the holistic aspect of the approach to man	essence of contemporary nursing in the theoretical and practical dimension and the process of his professionalization has a problem with a holistic approach to man	discusses the essence of contemporary nursing in the theoretical and practical dimension and the process of his professionalization, with particular emphasis on the holistic approach to man
C01_K_W03	The student is not able to define nursing, does not differentiate the location of support, helping and accompanying him.	The student determines the basic concept of nursing.	Knowledge in defining the nursing is good. The student differentiates support, helping, accompanying.	The student defines nursing very well as well as defines the place for supporting, helping and accompanying it.
C01_K_W04	The student can not characterize the role and functions of a professional nurse. He can not indicate the role of the patient in the process of providing health care	The student differentiates the professional functions of the nurse.	The student can differentiate professional functions and determine their role.	The student can differentiate and determine the role of the nurse's professional functions. It also clearly identifies the role of the patient in the process of providing health care.
C01_K_W05	The student can not describe the nurturing problems, he does not know the concepts such as: the essence of the nursing process, stages of the nursing process, principles of the nursing process, primary nursing. It does not characterize the influence of traditional nursing on the practice of nursing practice.	The student knows the conceptual basis in terms of: the nature of the nurturing process, stages of the nursing process, principles of using the nursing process, primary nursing. Can describe the basic care process.	The student has a good knowledge of differentiating and describing nursing problems. Defines the essence, stages and principles of using the nursing process. He can characterize the idea of Primary Nursing.	The student can describe the problems of nursing, knows concepts such as: the essence of the nursing process, stages of the nursing process, principles of the nursing process, primary nursing. It accurately characterizes the influence of traditional nursing on the functioning of nursing practice.
C01_K_W06	The student does not know and does not use the classification of nursing diagnoses.	The student knows the general outline of the classification of nursing diagnoses and is able to apply them at the basic level.	The student knows the classification of nursing diagnoses and can apply them.	The student demonstrates a very good knowledge of the classification of nursing diagnoses and is able to apply them correctly.
C01_K_W07	The student can not determine the essence of nursing care based on theoretical assumptions of F. Nightingale, V. Henderson, D. Orem, C. Roy and B. Neuman and other theories of classical	The student knows the basics of theoretical assumptions of F. Nightingale, V. Henderson, D. Orem, C. Roy and B. Neuman and other theories of classical nursing.	The student finds the essence of nursing care in the theoretical assumptions of F. Nightingale, V. Henderson, D. Orem, C. Roy and B. Neuman and other theories of classical nursing.	Student is able to accurately determine the essence of nursing care based on theoretical assumptions of F. Nightingale, V. Henderson, D. Orem, C. Roy and B. Neuman and other theories of classical

	nursing			nursing. He is able to dynamically analyze individual theories in confrontation with his own beliefs.
C01_K_W08	The student does not differentiate the nurse's participation in the interdisciplinary team in the process of health promotion, prevention, diagnosis, treatment and rehabilitation	The student recognizes the essence of the nurse's participation in the interdisciplinary team in the process of promoting health, prevention, diagnosis, treatment and rehabilitation at the basic level.	The student accurately recognizes and characterizes the importance of the nurse's participation in the interdisciplinary team in the process of promoting health, prevention, diagnosis, treatment and rehabilitation.	The student aptly differentiates the participation of a nurse in an interdisciplinary team in the process of health promotion, prevention, diagnosis, treatment and rehabilitation
C01_K_W09	The student does not know the scope of nurse's activities in the case of a patient with thermoregulatory disorders	The student discusses the basic activities of the nurse in the case of patients with thermoregulatory disorders	The student discusses the majority of basic nurse activities in the case of patients with thermoregulatory disorders	The student fully explains the basic activities of the nurse in the case of patients with thermoregulatory disorders
C01_K_W10	The student does not know the scope of nurse's actions in the case of a patient with skin lesions and pressure ulcers	The student discusses the basic activities of the nurse in the case of patients with skin lesions and pressure ulcers	The student discusses most of the basic activities of the nurse in the case of patients with skin lesions and pressure ulcers	The student fully explains the basic activities of the nurse in the case of patients with skin lesions and pressure ulcers
C01_K_W11	The student does not differentiate nurse's tasks in caring for a healthy patient, a patient at risk, a sick person and a bad prognosis.	The student knows the basics of the nurse's activities in the care of a healthy patient, at risk of disease, sickness and poor prognosis.	The student is able to accurately indicate the nurse's activities in the care of a healthy patient, a patient at risk, a sick person and a bad prognosis.	The student aptly identifies and differentiates nurse's tasks in caring for a healthy patient, at risk of illness, disease and poor prognosis.
C01_K_W12	Student can not characterize the nurse's working conditions and scope of work, including professional ethics and nurse organizations	Student characterizes only selected working conditions and the scope of nurse's professional tasks, it can not adequately account for professional ethics and / or nursing organizations.	Student characterizes most of the working conditions and the scope of nurse's professional tasks, including professional ethics and nurse organizations	Student characterizes exhaustively the working conditions and the scope of nurse's professional tasks, including professional ethics and nurses' organizations
C01_K_W13	Student can not describe the essence, purpose, indications, contraindications, dangers, applicable rules and structure of performing basic nursing activities as part of the nursing process	Student indicates only some of the elements: essence, purpose, indications, contraindications, dangers, applicable rules and structures for performing basic nursing activities as part of the nursing process	Student discusses most of the elements: the essence, purpose, indications, contraindications, dangers, applicable rules and structures of performing basic nursing activities as part of the nursing process	Student describes the essence, purpose, indications, contraindications, dangers, current rules and structure of performing basic nursing activities as part of the nursing process.
C01_K_W14	Student can not explain the importance of standards and	Student briefly discusses the importance of standards and	Student discusses the importance of standards and procedures used in	With professional knowledge, Student discusses the importance of

	procedures used in nursing practice	procedures used in nursing practice	nursing practice in an almost full way	standards and procedures used in nursing practice
C01_K_W15	Student can not describe the nurse's participation in the process of diagnosis, treatment and rehabilitation or in health care over a human being	Only in a general way describes the nurse's participation in the process of diagnosis, treatment and rehabilitation as well as in health care over a human being	Student describes in detail the nurse's participation in the process of diagnosis, treatment and rehabilitation as well as in health care over a human being	Student describes in detail the nurse's participation in the process of diagnosis, treatment and rehabilitation as well as in health care over a human being
Skill education effects				
Note: the criteria set out below are a general summary of the student's performance of the tasks he should perform as part of the assessment of the exercises in the nursing skills laboratory or in the simulation room of low fidelity. If you pass the exam in accordance with the OSCE (Objective Structured Clinical Examination), the basis for passing is a standardized assessment scheme (so-called checklist), in which you define the steps that are necessary to pass the task (eg correct hand washing before contacting the patient) .				
C01_K_U01	The student does not have the skills to propose a nursing model and can not apply selected nursing theories	The student has basic skills in the field of proposing a nursing model and partly applies in practice selected theories of nursing	The student has good skills in proposing a nursing model and applies selected nursing theories in practice	The student has very good skills in proposing a nursing model and aptly applies selected theories of nursing
C01_K_U02	The student does not have the skills to collect information by interview, observation, direct and indirect measurements (scales), does not analyze the documentation (including analysis of diagnostic tests), physical examination to identify the patient's health and formulation of the nursing diagnosis	The student has the basic in the field of information gathering by means of interview, observation, direct and indirect measurements (scales), documentation analysis (including analysis of diagnostic tests), physical examination to identify the patient's health condition and the formulation of a nursing diagnosis	The student skillfully gathers information by interview, observation, direct and indirect measurements (scales), and analyzes documentation (including analysis of diagnostic tests), physical examination to identify the patient's health status and the formulation of a nursing diagnosis	The student collects information very well and carefully by means of interview, observation, direct and indirect measurements (scales), efficiently analyzes the documentation (including the analysis of diagnostic tests), physical examination to identify the patient's health and formulation of the nursing diagnosis
C01_K_U03	The student can not perform diagnostic tests for the determination of ketone bodies and glucose in the blood and urine and blood cholesterol, as well as other test strips.	Assisted student can perform diagnostic tests for the determination of ketones and glucose in the blood and urine and blood cholesterol, as well as other test strips.	The student is able to perform diagnostic tests for the determination of ketone bodies and glucose in the blood and urine as well as cholesterol in the blood, as well as other test strips.	The student is able to perform diagnostic tests for the determination of ketone bodies and glucose in blood and urine as well as in blood cholesterol as well as other test strips.
C01_K_U04	The student does not have the ability to determine blood glucose using a glucometer.	The student has the ability to determine glycemia using a glucometer at the basic level.	The student has the skills to determine glucose using a glucometer.	Student very well means glycemia with a glucometer.
C01_K_U05	The student can not determine the goals and plan of care for a sick or disabled person	The student sets goals and plan of care for a sick or disabled person at a basic level.	The student sets well the goals and plan of caring for a sick or disabled person.	The student aptly sets goals and implements the plan of caring for a sick or disabled person very

				well.
C01_K_U06	The student does not have the ability to plan and implement nursing care together with the sick or disabled and his family	The student plans and implements nursing care together with the sick or disabled and his family at a basic level with assistance.	The student aptly and independently plans and realizes nursing care together with the sick or disabled and his family.	Student very well and independently plans and implements nursing care together with the sick or disabled and his family.
C01_K_U07	The student is not able to monitor the patient's health at all stages of his stay in the hospital or other health care facilities, among others by assessing basic vital parameters: temperature, heart rate, blood pressure, breath and awareness, body weight and height	The student is able to monitor the health of the patient at all stages of his stay in the hospital or other health care facilities, including assessment of basic vital parameters: temperature, heart rate, blood pressure, breathing and awareness, body weight and height.	Student can independently and well monitor the patient's health at all stages of his stay in hospital or other health care facilities, including assessment of basic vital parameters: temperature, heart rate, blood pressure, breath and awareness, body weight and height	Student can independently and very well monitor the health of the patient at all stages of his stay in the hospital or other health care facilities, among others by assessing basic vital parameters: temperature, heart rate, blood pressure, breath and awareness, body weight and height
C01_K_U08	The student does not make current and final assessments of the patient's state of health and the effectiveness of nursing activities	The student accomplishes the ongoing and final assessment of the patient's health status and the effectiveness of nursing activities	The student makes a well-ongoing and final assessment of the patient's state of health and the effectiveness of nursing activities	The student performs the current and final assessment of the patient's health condition and effectiveness of nursing activities very well
C01_K_U09	The student does not have the skills to store drugs in accordance with applicable standards	The student stores medicines in accordance with applicable standards with assistance.	The student has good skills to store drugs in accordance with applicable standards	The student holds medicines very well in accordance with applicable standards
C01_K_U10	The student is not able to administer medicine to the patient in various ways, according to a doctor's written order, and can not calculate drug doses.	The student is able to assist the patient with various medications, in accordance with a doctor's written order and can calculate drug doses.	The student is able to administer medicines to the patient in various ways, in accordance with a doctor's written order and can calculate drug doses.	The student can skillfully and independently administer medicine by various routes, in accordance with a doctor's written order and can calculate drug doses.
C01_K_U11	Student can not help the patient in eating, excreting, moving and taking care of personal hygiene.	Student can very little help the patient in eating, excreting, moving and taking care of personal hygiene.	To a large extent, Student can help the patient in eating, excreting, moving and taking care of personal hygiene.	Professionally helps the patient in eating, excreting, moving and taking care of personal hygiene.
C01_K_U12	The student can not cultivate the skin and its products and mucous membranes with the use of pharmacological agents and medical materials, including the use of medicinal baths.	The student is able to cherish the skin and its products and mucous membranes with the help of pharmacological agents and medical materials, including the use of healing baths.	The student is able to cultivate the skin and its products and mucous membranes with the use of pharmacological agents and medical materials, including the use of medicinal baths.	The student is able to cherish the skin and its products and mucous membranes very well with the use of pharmacological agents and medical materials, including the use of medicinal baths.

C01_K_U13	Student can not choose the techniques and ways to put wound dressings on, he can not do bandaging.	Student uses only some techniques and ways to put on wound dressings, he can only bandage some parts of the body.	Student uses the majority of techniques and methods of putting wound dressings, he can bandage most parts of the body.	Student is able to choose adequate techniques and ways of putting wound dressings on, performs bandaging.
C01_K_U14	The student can not use different techniques of feeding the patient.	The student can partly use different techniques of feeding the patient.	The student can use various techniques of feeding the patient.	The student can very well use different techniques of feeding the patient.
C01_K_U15	The student is not able to perform rectal procedures - enema, ingot, drip, dry tube to the anus	The student is able to perform rectal procedures with assistance - enema, ingot, drip, dry tube to the anus	The student is able to perform rectal procedures alone - an enema, an ingot, a drip, a dry tube to the anus	The student is able to perform rectal procedures very well - an enema, an ingot, a drip, a dry tube to the anus
C01_K_U16	The student does not have the skills to put a catheter in the bladder, monitor diuresis, and remove the catheter	The student partially has the skills to put a catheter in the bladder, monitor diuresis, and remove the catheter	The student has the skills to put a catheter in the bladder, monitor diuresis, and remove the catheter	The student has very good skills in putting a catheter into the bladder, monitoring diuresis, catheter removal
C01_K_U17	Student can not use facilities or place the patient in different positions.	Applies only some facilities, arranges the patient only in selected positions.	Student uses facilities, but he can not arrange the patient in all positions.	Applies all the known facilities, there is no problem with laying the patient in the most appropriate position for him.
C01_K_U18	The student does not have the skills to perform breathing gymnastics and postural drainage, inhalation and airway depollution.	The student has the partial skills of performing breathing gymnastics and posture drainage, inhalation and airway depollution.	The student has the skills to perform breathing gymnastics and posture drainage, inhalation and airway depollution.	The student has very good skills in performing breathing gymnastics and posture drainage, inhalation and airway depollution.
C01_K_U19	The student does not perform properly rubbing, patting and other classical massage techniques, active and passive exercises.	Student with assistance performs rubbing, patting and other classical massage techniques, active and passive exercises.	The student performs correctly rubbing, patting and other classical massage techniques, active and passive exercises.	Student performs rubbing, patting and other classical massage techniques very well, active and passive exercises.
C01_K_U20	The student does not provide the patient with a safe environment	The student partially provides the patient with a safe environment	The student provides the patient with a safe environment	The student provides the patient with a safe environment
C01_K_U21	The student can not create conditions for sleep and rest.	The student partially creates ill conditions for sleep and rest.	The student creates conditions for sleep and rest for the ill ..	The student creates very good conditions for sleep and rest.
C01_K_U22	The student is not able to rinse the eye and ear;	The student is able to partially rinse the eye and ear;	Student is able to perform eye and ear rinsing alone;	The student is able to perform the eye and ear rinsing very well;
C01_K_U23	The student does not have the skills to connect and operate sets of intravenous drip infusions.	The student partially has the skills to connect and operate sets for intravenous drip.	The student has independent skills to connect and operate sets of intravenous drip sets.	The student has very good skills in connecting and operating sets for intravenous drip infusions.
C01_K_U24	The student can not	A student with	Student is able to put	The student is able to

	put the tube into the stomach and not deplete the contents.	assistance can put a tube into the stomach and deplete the contents.	a tube into the stomach and receive content.	put a tube into the stomach and receive the content very well.
C01_K_U25	The student does not use anti-inflammatory treatments and can not set up medical bubbles.	Student with assistance uses anti-inflammatory treatments and can set up medical bulbs.	The student independently applies anti-inflammatory treatments and can set up medical bulbs.	Student bardzo dobrze stosuje zabiegi przeciwzapalne oraz potrafi założyć bańki lekarskie.
C01_K_U26	The student can not put on and remove a catheter from peripheral veins.	A student with assistance can put on and remove a catheter from peripheral veins.	The student can independently install and remove a catheter from peripheral veins.	The student is able to put on and remove catheters from peripheral veins very well and independently.
C01_K_U27	The student does not have the ability to monitor, assess and nurture the place of central, peripheral and vascular port.	The student partially has the ability to monitor, assess and maintain the place of central, peripheral and vascular port.	The student has the ability to monitor, assess and nurture the place of central, peripheral and vascular port.	The student has very good skills in monitoring, evaluation and nursing the place of central, peripheral and vascular port.
C01_K_U28	The student can not perform pulse oximetry and capnometry.	Student with assistance can perform pulse oximetry and capnometry.	Student is able to perform pulse oximetry and capnometry independently.	Student is able to perform pulse oximetry and capnometry very well and very well.
C01_K_U29	The student does not have the ability to assist the doctor in diagnostic tests: puncture of the abdomen, pleura, bone marrow and lumbar puncture.	The student partially has the skills to assist the doctor in diagnostic tests: puncture of the abdominal cavity, pleura, bone marrow extraction and lumbar puncture.	The student has the ability to assist the doctor in diagnostic tests: puncture of the abdominal cavity, pleura, bone marrow extraction and lumbar puncture.	The student has a very good ability to assist the doctor in diagnostic tests: puncture of the abdominal cavity, pleura, bone marrow extraction and lumbar puncture.
C01_K_U30	The student is not able to collect material for laboratory and bacteriological tests.	A student with assistance can download material for laboratory and bacteriological tests.	The student is able to collect material for laboratory and bacteriological tests.	Student can skilfully and independently download material for laboratory and bacteriological tests.
C01_K_U31	The student does not perform proper bathing of a newborn and an infant and does not monitor its development.	A student with assistance performs a newborn and infant bath and monitors its development.	The student properly performs a bath for a newborn and an infant and monitors its development.	The student performs the bath of a newborn and baby very well and monitors its development.
C01_K_U32	The student does not have the ability to prepare himself and equipment to instrument and change the dressing on the wound.	The student has a partial ability to prepare himself and equipment to instrument and change the wound dressing.	The student has independent skills to prepare himself and equipment to instrument and change the wound dressing.	The student has comprehensive skills to prepare himself and equipment to instrument and change the wound dressing.
C01_K_U33	The student is unable to keep records of nursing care, including nursing history, observation cards, fever cards,	The student is able to partially keep records of nursing care, including nursing history, observation card, fever card, book	The student is able to carry out nursing care documentation well, including nursing history, observation card, fever card, book	Student is able to carry out nursing care documentation very well, including nursing history, observation card,

	book reports, prevention and treatment of pressure sores.	of reports, prevention and decubitus treatment card; he commits quite significant factual errors.	of reports, prevention and treatment of pressure ulcers; he commits little formal errors.	fever card, book of reports, prevention and treatment of pressure ulcers.
C01_K_U34	The student does not record the execution of orders in the medical order card.	The student partially records the execution of orders in the medical order card.	The student notes well the execution of orders in the medical order card.	Student very well notices the execution of orders in the medical order card.
C01_K_U35	The student does not have the skills to help the patient adapt to the conditions prevailing in the hospital and in other enterprises of the medical entity.	The student partially has the skills to help the patient adapt to the conditions prevailing in the hospital and in other companies of the medical entity.	The student has independent skills to help the patient adapt to the conditions prevailing in the hospital and in other enterprises of the medical entity.	The student has independent and competent skills to help the patient adapt to the conditions prevailing in the hospital and in other companies of the therapeutic entity.
C01_K_K01	The student does not respect the dignity and autonomy of people entrusted to him.	The student partially respects the dignity and autonomy of people entrusted to him / her.	The student respects the dignity and autonomy of people entrusted to him.	The student respects the dignity and autonomy of people entrusted to him.
C01_K_K02	The student does not enrich professional knowledge and does not develop skills to seek professionalism.	The student partially enriches professional knowledge and shapes skills to seek professionalism.	The student enriches professional knowledge and shapes skills to seek professionalism.	Student perfectly enriches professional knowledge and shapes skills to seek professionalism.
C01_K_K03	The student does not observe the values, duties and moral efficiency in care.	The student partially respects the values, duties and moral efficiency in care.	The student adheres to the values, duties and moral efficiency in care.	Student perfectly observes values, duties and moral efficiency in care.
C01_K_K04	The student does not show moral responsibility for a man and for performing professional tasks.	The student demonstrates a partial moral responsibility for man and performing professional tasks.	The student demonstrates moral responsibility for a man and performing professional tasks.	The student demonstrates exemplary moral responsibility for a man and performing professional tasks.
C01_K_K05	The student does not respect the patient's rights.	The student partially respects the patient's rights	The student adheres well to the patient's right	The student observes the patient's law perfectly
C01_K_K06	Student unreliably and inaccurately performs assigned professional duties.	The student performs partially entrusted professional duties.	The student performs assigned professional duties.	Student reliably and very accurately performs assigned professional duties.
C01_K_K07	The student does not observe professional secrets.	The student partially respects professional secrecy.	The student adheres well to professional secrecy.	The student obeys professional confidentiality.
C01_K_K08	The student does not cooperate as part of an interdisciplinary team in solving ethical dilemmas while maintaining the rules of the code of professional ethics.	The student partially cooperates as part of an interdisciplinary team in solving ethical dilemmas while maintaining the rules of the code of professional ethics.	The student cooperates independently within the interdisciplinary team in solving ethical dilemmas while maintaining the rules of the professional ethics code.	Student independently and exemplary cooperates in the interdisciplinary team in solving ethical dilemmas while maintaining the principles of the code of professional ethics.
C01_K_K09	The student is not	The student is partly	The student is open	The student is

	open to the development of own subjectivity and the patient.	open to the development of own subjectivity and the patient.	to the development of own subjectivity and the patient.	perfectly open to the development of his own subjectivity and patient.
C01_K_K10	The student does not show empathy in the relationship with the patient and his family and colleagues.	The student exhibits partial empathy in relation to the patient and his family and colleagues.	The student manifests empathy in the relationship with the patient and his family and colleagues.	The student manifests a lot of empathy in relation to the patient and his family and colleagues.

PIE1.B06. Philosophy and ethics of nursing

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
Course	Philosophy and ethics of nursing	Code	PIE1.B06	ECTS points	3,5	
Unit	Social and Medical Faculty Nursing and Midwifery Department					
Status of course / Modular block		Obligatory B. Social sciences				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW (SEM)	BNA	ZP	PZ
		Theoretical education			Practical education	
1	2	30	30	30	---	---
Form of crediting		ZO	ZO	ZO	---	---
ECTS		3,5			---	---
Education area in direction of studies	Medical sciences, health sciences and physical education sciences. B. Social sciences + foreign language					
Field of science	Health Sciences.					
Language of lectures	English					
Prerequisites	None.					
Education goal	Familiarizing students with major philosophical directions, selected human philosophical concepts, basics of ethics as a moral theory, values, standards and moral assessments regarding nursing					
Symbol of the course educational outcome	Description of the course educational outcome			Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome (+ - low, ++ - medium, +++ - high)	
B06_K_W01	Differentiates between general and professional ethics			B.W41	+++	
B06_K_W02	Knows the concepts of philosophy and ethics useful in nursing (psycho-personalistic, existential, personalistic, space-evolutionary, independent ethics by Tadeusz Kotarbiński)			B.W42	+++	
B06_K_W03	Characterizes the essence of making ethical decisions and solving moral dilemmas in the work of a nurse			B.W43	+++	

B06_K_W04	Knows the issue of normative ethics, including the axiology of values, duties and moral skills essential in the work of a nurse	B.W44	+++
B06_K_W05	Understands the content of the code of professional ethics of nurses	B.W45	+++
B06_K_U01	Differentiates between the rights, professional duties and moral obligations in the care provider's individual situation	B.U27	++
B06_K_U02	Respects human dignity in the relationship with a patient and his/her family	B.U28	++
B06_K_U03	Knows how to solve moral dilemmas at work	B.U29	+++
B06_K_U04	Cares about moral and conscience development	B.U30	+++
B06_K_K01	Develops systematically professional knowledge in philosophy and ethics of the nursing profession, develops skills, aims at achieving professionalism	D.K2	++
Implemented directional educational outcomes			
Symbol of the directional educational outcome	Description of the directional educational outcome		
B.W41	Differentiates between general and professional ethics		
B.W42	Knows the concepts of philosophy and ethics useful in nursing (psycho-personalistic, existential, personalistic, space-evolutionary, independent ethics by Tadeusz Kotarbiński)		
B.W43	Characterizes the essence of making ethical decisions and solving moral dilemmas in the work of a nurse		
B.W44	Knows the issue of normative ethics, including the axiology of values, duties and moral skills essential in the work of a nurse		
B.W45	Understands the content of the code of professional ethics of nurses		
B.U27	Differentiates between the rights, professional duties and moral obligations in the care provider's individual situation		
B.U28	Respects human dignity in the relationship with a patient and his/her family		
B.U29	Knows how to solve moral dilemmas at work		
B.U30	Cares about moral and conscience development		
D.K2	Systematically develops professional knowledge and skills, aiming at professionalism		
CURRICULUM CONTENT			
Course symbol	Subject of classes	Implemented educational outcomes	Hours
Form of classes: lectures			
W01	Main philosophical directions and their correspondence to the nursing profession. God, human and the world in the philosophy of St. Augustine and St. Thomas Aquinas. Cartesian breakthrough in modern philosophy. Kant's theory of cognition. Freedom and responsibility in terms of existentialism	B06_K_W02	3
W02	Selected philosophical concepts of human: The concept of human in the Bible. The ancient human concept. The Platonic human concept. The stoic human concept. The christian human concept. The medieval human concept. St. Thomas's holomorphic human concept. The renaissance human concept. The concept of an enlightened human. The utilitarianist human the concept. The liberal human concept.	B06_K_W02	3

W03	Historical determinants of nursing philosophy. Nursing as a profession, profession, science, art. The essence of nursing. Nursing philosophy and nurturing philosophy. Philosophy of care	B06_K_W02	3
W04	Selected currents of contemporary philosophy: existentialism (Kierkegaard, Heidegger, Sartre), personalism (Maritain, Wojtyła), utilitarianism (Bentham, Mill). Contemporary ethical utilitarianism in medicine	B06_K_W02	3
W05	Historical determinants of nursing ethics. Ethics as a science (theory of morality). Basic ethical concepts. Values, standards and moral judgments. Individual ethics and social ethics. Moral rights (natural, human, unalienable, abstract, concrete, absolute).	B06_K_W01	3
W06	Basic ethical concepts in medicine and nursing: intransigency, personalism, utilitarianism, ethics of care, ethics of a reliable caretaker, ethics of reverence for life (Albert Schweitzer).	B06_K_W02 B06_K_W03 B06_K_W04	3
W07	Human rights in nursing practice. International and national documents, analysis of particular patients' rights in the context of the work of nurses.	B06_K_W03 B06_K_W05	3
W08	Children's rights in the hospital, mentally ill patients' rights, human rights of a dying person, rights related to organ transplant.	B06_K_W03 B06_K_W05	3
W09	Bioethics – basic concepts: assisted procreation, medical experiments, organ transplant, persistent treatment, euthanasia, heavy damage to the fetus.	B06_K_W03 B06_K_W05	3
W10	Ethical dilemmas in the work of nurses. Making ethical decisions. Case studies.	B06_K_W03 B06_K_W05	3
Hours in total: lectures		30	
Form of classes: practical classes + classes without the participation of an academic teacher (BNA)			
C01+BNA01	Main philosophical directions and their correspondence to the nursing profession. Ionian philosophy of nature. The peak period of Greek metaphysics: Plato and Aristotle	B06_K_W02	3 + 3
C02+BNA02	Personalistic human concept. The Marxist human concept. Nietzsche's human concept, existential human concept. The phenomenological human concept. Erich Fromm's human concept	B06_K_W02	6 + 6
C03+BNA03	History of nursing ethics	B06_K_W01	3 + 3
C04+BNB04	Ethical concepts in nursing practice	B06_K_U01 B06_K_U02	3 + 3
C05+BNA05	Decisions made by nurses. The Charter on Patients' Rights	B06_K_U01 B06_K_U02	3 + 3
C06+BNA06	The Hippocratic Oath and the Maimonides' Prayer as examples of codes of ethics in medicine	B06_K_U01 B06_K_U02	3 + 3
C07+BNA07	Elements of bioethics – suicide, organ transplant, destruction of health (nicotine addiction, drug addiction, alcoholism, euthanasia)	B06_K_U01 B06_K_U02 B06_K_U03 B06_K_U04	6 + 6
C08+BNA08	Role of conscience in nursing ethics. The controversy surrounding the so-called conscience clause in medical professions.	B06_K_U02 B06_K_U03 B06_K_U04	3 + 3
Hours in total: practical classes + BNA		30 (30 + 30)	

Correlation of particular types of classes				
	Lecture	Practical classes + BNA		
	W01	C01+BNA01		
	W02	C02+BNA02		
	W03	C03+BNA03		
	W04	---		
	W05	---		
	W06	C04+BNA04		
	W07	C05+BNA05		
	W08	C06+BNA06		
	W09	C07+BNA07		
	W10	C08+BNA08		
The matrix of educational outcomes for the subject with reference to the methods of verification of the intended educational outcomes and the form of the classes				
Educational outcome code	Forms of classes		Verification methods	
	W	CW + BNA	W	CW + BNA
B06_K_W01	W05	C03, BNA03	single or multiple choice test	
B06_K_W02	W01, W02, W03, W04, W06	C01, C02, BNA01, BNA02	single or multiple choice test	
B06_K_W03	W06, W07, W08, W09, W10	---	single or multiple choice test	---
B06_K_W04	W06	---	single or multiple choice test	---
B06_K_W05	W07, W08, W09, W10	---	single or multiple choice test	---
B06_K_U01	---	C04, C05, C06, C07, BNA04, BNA05, BNA06, BNA07	---	case study
B06_K_U02	---	C04, C05, C06, C07, C08, BNA04, BNA05, BNA06, BNA07, BNA08	---	case study
B06_K_U03	---	C07, C08, BNA07, BNA08	---	case study
B06_K_U04	---	C07, C08, BNA07, BNA08	---	case study
B06_K_K01	all	all	360° observation	360° observation
Teaching methods, method of implementation and evaluation				
Lecture + classes without the participation of an academic teacher (BNA) + practical classes (seminar)	<p>Lecture with multimedia presentation and/or conversational lecture.</p> <p>Practical classes (seminar) with individual students' presentations on various ethical issues, included in the case studies (not longer than 10 minutes, possibility to prepare presentations in small groups of 3-4 students); solving various ethical issues that may appear in the work of nurses. Sample subjects:</p> <ul style="list-style-type: none"> • Conscience clause in medical professions. • Suicide. • Ethical issues related to organ transplant. • Euthanasia. 			

	<ul style="list-style-type: none"> • Persistent therapy. • Assisted procreation. • Medical experiments. • Heavy damage to the fetus. <p>Classes without participation of an academic teacher (BNA) stand for unassisted student's work – subject of classes is provided above. Students become familiar with the following subjects of the BNA classes based on a list of basic and supplementary bibliography or additional materials prepared by an academic teacher. Students may be suggested to write essays (preparation of short, up to 10 minutes, multimedia presentations) on a selected or given subject within the subjects from BNA classes. Possibility to prepare presentations or multimedia presentations in small groups; in such cases, the contribution of each of the authors should be clearly stated.</p> <p>Lectures and BNA classes cover educational outcomes regarding knowledge, skills and social competences.</p> <p>Assigning educational outcomes to each course is presented in the syllabus. A lecturer includes all educational outcomes assigned to a particular type of classes (e.g. a lecture) in the conducted classes. This should be reflected in an outline prepared by a lecturer (the outline should be attached to the course portfolio).</p> <p>In the case of BNA classes, the lecturer should indicate to students working on a particular subject on their own which aspects of the subject they should pay special attention to; the aspects result from educational outcomes assigned to a particular subject.</p> <p>The course ends with a final test.</p>		
Student's workload (<i>practical classes are marked with an asteriks</i>)			
Hours of student's work	Activity form	Hours in detail	Hours in total
Contact hours with an academic teacher	Participation in lectures	30	30
	Participation in practical classes (seminar) *	30	30*
	Participation in consultations related to classes *	2 hours lecture 2 hours practical classes (seminar) 2 hours BNA	4 2*
Student's individual work	Preparation for practical classes (seminar)*	30	30*
	Individual work related to the subject of BNA classes	30 hours	30
	Preparation for the final test from lectures + BNA	5 hours	5
Total student's workload			131
Quantity indicators	Workload	Hours	ECTS
	Student's workload associated with classes that require direct teacher participation	64	1,7
	Student's workload associated with classes that do not require direct teacher participation	67	1,8
	* Student's workload associated with practical classes	62	1,7
	* Student's workload associated with theoretical classes	69	1,8
Basic bibliography	<ul style="list-style-type: none"> • Górajek-Jóźwik. Filozofia i teorie pielęgniarstwa. (Philosophy and theories of nursing.), Wyd. Czelej, Lublin 2007. • Wrońska I., Mariański J. Etyka w pracy pielęgniarstwie. (Ethics in nursing work.), Wyd. Czelej 2002. • Poznańska S., Płaszewska L. Wybrane modele pielęgniarstwa. Podstawa praktyki pielęgniarstwie. (Selected models of nursing. The basis of nursing practice.), UJ, Kraków 2001. • Kodeks Etyki Zawodowej Pielęgniarki i Położnej. (Code of professional ethics of a nurse and midwife.), NRPiP, Warszawa 2003. 		

	<ul style="list-style-type: none"> • Tatkiewicz W. Historia filozofii, t. 1-3. (History of philosophy, vol. 1-3.), Wydawnictwo Naukowe PWN, Warszawa 2001. • Wojnowska-Dawiskiba H. Wprowadzenie do teorii i praktyki pielęgniarstwa. (Introduction to the theory and practice of nursing.), Wrocław 2003. • Fry S.T. Johnstone M-J. Etyka w praktyce pielęgniarstwa. Zasady podejmowania decyzji etycznych. (Ethics in nursing practice. Principles of making ethical decisions.), Makmed, Lublin 2009. • Szuta W. Rola sumienia w etyce pielęgniarstwa. Wielowymiarowość współczesnej medycyny. (The role of conscience in nursing ethics. Multi-dimensionality of modern medicine.), red. Krajewska-Kułak E., Łukaszuk C., Lewko J., Kułak W. Białystok 2012. 			
Supplementary bibliography	<ul style="list-style-type: none"> • Tatoń J. Filozofia w medycynie. (Philosophy in medicine.), Wydawnictwo Lekarskie PZWL. Warszawa 2003. • Kwiatkowska A., Krajewska-Kułak E., Panka W. Komunikowanie interpersonalne w pielęgniarstwie. (Interpersonal communication in nursing.), Czelej, Lublin 2003. • Szewczyk K. Dobro, zło i medycyna. Filozoficzne podstawy bioetyki kulturowej. (Good, evil and medicine. Philosophical basics of cultural bioethics.), Wydawnictwo Naukowe PWN, Warszawa – Łódź 2001. • Święty Tomasz z Akwinu, Traktat o człowieku. Tom I i II. (Saint Thomas Aquinas, treatise on man. Vol. I and II.), (Summa theologiae 1, 75-89). Ediciones Altaya Polska Sp. z o.o. & De Agostini Polska Sp. z o.o. Warszawa 2002. 			
Grades – details (intermediate grades omitted: 3.5 and 4.5).				
Educational outcomes	For grade 2	For grade 3	For grade 4	For grade 5
B06_K_W01	Does not differentiate between general and professional ethics	Differentiates to a small degree between general and professional ethics	Differentiates to a large degree between general and professional ethics	Differentiates very well between general and professional ethics
B06_K_W02	The student does not describe the concepts of philosophy and ethics useful in nursing (psycho-personalistic, existential, personalistic, space-evolutionary, independent ethics by Tadeusz Kotarbiński)	The student very little about the concepts of philosophy and ethics useful in nursing (psycho-personalistic, existential, personalistic, space-evolutionary, independent ethics by Tadeusz Kotarbiński)	The student knows quite well the concepts of philosophy and ethics useful in nursing (psycho-personalistic, existential, personalistic, space-evolutionary, independent ethics by Tadeusz Kotarbiński)	The student knows fully the concepts of philosophy and ethics useful in nursing (psycho-personalistic, existential, personalistic, space-evolutionary, independent ethics by Tadeusz Kotarbiński)
B06_K_W03	The student does not characterize the essence of making ethical decisions and solving moral dilemmas in the work of a nurse	The student characterizes imprecisely the essence of making ethical decisions and solving moral dilemmas in the work of a nurse	The student characterizes quite well the essence of making ethical decisions and solving moral dilemmas in the work of a nurse	The student characterizes independently and adequately the essence of making ethical decisions and solving moral dilemmas in the work of a nurse
B06_K_W04	The student does not know the subject of normative ethics, including axiology of values, obligations and moral skills essential for the work of nurses	The student knows very little on the subject of normative ethics, including axiology of values, obligations and moral skills essential for the work of nurses	The student knows quite well the subject of normative ethics, including axiology of values, obligations and moral skills essential for the work of nurses	The student characterizes independently and adequately the issues of normative ethics, including axiology of values, obligations and moral skills essential for the work of nurses
B06_K_W05	The student does not understand the content of the code of professional ethics of	The student understands partly the content of the code of professional ethics of	The student understands quite well the content of the code of professional ethics of	The student understands fully the content of the code of professional ethics of

	nurses	nurses	nurses	nurses
B06_K_U01	The student does not differentiate between the rights, professional duties and moral obligations in the care provider's individual situation	The student differentiates imprecisely between the rights, professional duties and moral obligations in the care provider's individual situation	The student differentiates without larger mistakes between the rights, professional duties and moral obligations in the care provider's individual situation	The student differentiates independently and without mistakes between the rights, professional duties and moral obligations in the care provider's individual situation
B06_K_U02	The student does not respect human dignity in the relationship with a patient and his/her family	The student shows negligence regarding the respect for human dignity in the relationship with a patient and his/her family	The student shows slight negligence regarding the respect for human dignity in the relationship with a patient and his/her family	The student respects human dignity in the relationship with a patient and his/her family, even in a difficult and irregular situation
B06_K_U03	The student does not solve moral dilemmas at work	The student requires the teacher's assistance in the subject of solving moral dilemmas at work	The student knows how to solve moral dilemmas at work in a typical situation	The student knows how to solve moral dilemmas at work in the a difficult and irregular situation
B06_K_U04	The student does not care about moral and conscience development	The student partly cares about moral and conscience development	The student cares about moral and conscience development in a typical situation	The student cares about moral and conscience development in an irregular situation
B06_K_K01	The student does not develop systematically professional knowledge in philosophy and ethics of the nursing profession, does not develop skills, does not aim at achieving professionalism	The student shows negligence in developing systematically professional knowledge in philosophy and ethics of the nursing profession, developing skills, aiming at achieving professionalism	The student develops systematically professional knowledge in philosophy and ethics of the nursing profession, develops skills, aims at achieving professionalism in a typical situation	The student develops systematically professional knowledge in philosophy and ethics of the nursing profession, develops skills, aims at achieving professionalism in a difficult and irregular situation

PIE1.C06. Scientific research in nursing

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		practical		
		Year		2019/2020		
Course	Scientific research in nursing	Code	PIE1.C06	ECTS points	4,0	
Unit	Social and Medical Faculty Nursing and Midwifery Department (32) 264-74-75, dziekanat@wsps.pl					
Status of the course (modular block)	Year	Semester	Form of classes and number of hours			
			W	CW	SEM	BNA
Obligatory	3	5	15	---	15	15
		Form of crediting	ZO	---	ZO	ZO
Education area for the field of study	Medical sciences, health sciences and physical education sciences C. Basics of nursing care science					
Field of science	Health Sciences.					
Prerequisites	None					
Education goal	<ul style="list-style-type: none"> • Providing knowledge on the principles of writing a BA thesis: substantive, formal and editorial requirements. • Familiarizing with the methodology of writing scientific papers. • Familiarizing with the types of scientific papers and types of scientific publications. • Understanding the basic concepts of scientific research methodology: research problem, hypothesis, objective and subject of research, research material, methods and research techniques. • Acquiring skills to prepare a review of a scientific article. • Acquiring skills to prepare a scientific paper with research results. 					
Course educational outcomes (symbol)	Description of the course educational outcome			Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome (+ - low, ++ - medium, +++ - high)	
C06_K_W01	Characterizes the subject, objective and area of research in nursing, as well as paradigms of nursing.			C.W33	+++	
C06_K_W02	Describes research procedure steps.			C.W34	+++	
C06_K_W03	Characterizes methods and techniques of research in nursing.			C.W35	+++	
C06_K_W04	Presents principles for interpreting empirical data and			C.W36	++	

	conclusion		
C06_K_W05	Explains basic provisions of copyright law and intellectual property protection	C.W37	++
C06_K_W06	Describes the importance of ethics in scientific research	C.W38	+++
C06_K_U01	Participates in the implementation of the research project	C.U54	+++
C06_K_U02	Critically analyses the published research results	C.U55	+++
C06_K_U03	Uses the research results in the provision of high quality patient care	C.U56	+++
C06_K_U04	Participates in professional education of students	C.U57	+++
C06_K_U05	Develops and carries out a research project within qualitative research	C.U58	++
C06_K_U06	Analyses and prepares scientific research reports (e.g. scientific articles)	C.U59	++
C06_K_U07	Acts in compliance with the principles of ethics of scientific research and intellectual property protection	C.U60	+++
C06_K_K01	Develops systematically professional knowledge in scientific research methodology in nursing, develops skills, aims at achieving professionalism	D.K2	+++
Implemented directional educational outcomes			
Symbol of the directional educational outcome	Description of the directional educational outcome		
C.W33	Defines the subject, objective, area of research and paradigms of nursing		
C.W34	Characterizes research procedure steps		
C.W35	Describes research methods and techniques		
C.W36	Defines principles for interpreting empirical data and conclusion		
C.W37	Knows basic provisions of copyright law and intellectual property protection		
C.W38	Defines the importance of ethics in scientific research		
C.U54	Participates in the implementation of the research project		
C.U55	Critically analyses the published research results		
C.U56	Uses the research results in the provision of high quality patient care		
C.U57	Participates in professional education of students		
C.U58	Develops and carries out a research project within qualitative research		
C.U59	Analyses and prepares scientific research reports (e.g. scientific articles)		
C.U60	Acts in compliance with the principles of ethics of scientific research and intellectual property protection		
D.K2	Systematically develops professional knowledge and skills, aiming at professionalism		
CURRICULUM CONTENT			
Symbol and no. of classes	Course content	Implemented course educational outcome	Hours
Form of classes: lectures			
W01	Elements of knowledge about science and scientific cognition. Paradigms of nursing.	C06_K_W01	2
W02	Research methods, techniques and tools. Quantitative methods. Qualitative methods (analysis of documents). Research method in	C06_K_W03	3

	action (<i>action research</i>).		
W03	Elements of scientific language and statement construction. Principles for the formulation of the topic and the main research problems. Research procedure steps. Methods of searching for bibliography.	C06_K_W02	2
W04	Development of research material.	C06_K_W04	2
W05	Constructing a scientific study. Pattern of medical scientific papers: objectives, material, methods, results and their description, discourse and conclusions.	C06_K_W02 C06_K_W03 C06_K_W04	2
W06	Ethics in scientific research.	C06_K_W06	2
W07	Intellectual property protection. Basic regulations regarding copyright.	C06_K_W05	2
	Hours in total: lectures		15
Form of classes: seminar*			
SEM01	Selection of subjects for research projects which will be carried out in groups. Principles for the project preparation, assessment criteria.	C06_K_U01 C06_K_U07	3
SEM02	Analysis of a selected scientific article of a research type (original article) and presentation of its review. Principles for the review preparation, assessment criteria.	C06_K_U02 C06_K_U07	3
SEM03	Analysis of a selected review article. Analysis of the possibility of practical implementation of research results contained in the article in order to improve the quality of patient care.	C06_K_U03 C06_K_U07	3
SEM04	Presentation of subjects relevant to professional education of nurses.	C06_K_U04 C06_K_U07	3
SEM05	Presentations of selected projects, reviews, studies on the implementation of research results in order to improve the quality of patient care, developed educational concepts important in professional education of nurses.	C06_K_U01 C06_K_U02 C06_K_U03 C06_K_U04 C06_K_U07	3
	Total hours: seminar *		15
Form od classes: classes without participation of an academic teacher*			
BNA01	Individual research project: outline of the BA thesis.	C06_K_U05 C06_K_U07	8
BNA02	Analysis of a selected scientific article and preparation of its summary.	C06_K_U06 C06_K_U07	7
	Hours in total: BNA*		15
Correlation of particular types of classes			
Semester	W	BNA	SEM
5	W01	---	---
	W02	BNA01	SEM01
	W03	---	SEM02
	W04	---	SEM03
	W05	BNA02	SEM04
	W06	---	SEM05
	W07	---	---
The matrix of educational outcomes for the subject with reference to the methods of verification of the intended educational outcomes and the form of the classes			

Educational outcome code	Forms of classes			Verification methods		
	W	BNA	SEM	W	BNA	SEM
C06_K_W01	W01	---	---	test	---	---
C06_K_W02	W03, W05	---	---	test	---	---
C06_K_W03	W02, W05	---	---	test	---	---
C06_K_W04	W04, W05	---	---	test	---	---
C06_K_W05	W07	---	---	test	---	---
C06_K_W06	W06	---	---	test	---	---
C06_K_U01	---	---	SEM01, SEM05	---	---	research project
C06_K_U02	---	---	SEM02, SEM05	---	---	review of the original article
C06_K_U03	---	---	SEM03, SEM05	---	---	a study on how to implement the results of a review article
C06_K_U04	---	---	SEM04, SEM05	---	---	preparation of the educational subject
C06_K_U05	---	BNA01	---	---	preparation of the outline of the BA thesis	---
C06_K_U06	---	BNA02	---	---	summary of a selected scientific article	---
C06_K_U07	---	BNA01, BNA02	SEM01, SEM02, SEM03, SEM04, SEM05	---		
C06_K_K01	all	all	all	360° observation	360° observation	360° observation

Teaching methods, method of implementation and evaluation

Lecture	<p>Lectures combined with a multimedia presentation and/or discussion (panel discussion). A case method and working with the source text may also be used (scientific articles which students will review). Educational outcomes in terms of knowledge will be implemented in lectures.</p> <p>The lecture ends with a final assessment test (single or multiple choice test).</p>
Classes without participation of an academic teacher (BNA)*	<p>Within classes without participation of an academic teacher, students implement educational outcomes in terms of skills:</p> <p>C06_K_U05: Prepares and carries out a research project within qualitative research</p> <p>Each student prepares an individual outline of the BA thesis with an indication of the quality elements. The outline should contain the following elements:</p> <ul style="list-style-type: none"> • title, • table of content, • research methodology (research objective, main issue, detailed issues, research

	<p>hypothesis),</p> <ul style="list-style-type: none"> • research criteria, • description of methods, techniques and research tools, • description of the organisation and conduct of the research, • characteristics of a selected patient, • analysis and interpretation of research results (nursing diagnosis), • selected elements of the nursing care plan (nursing problems, the purpose of the care, action plan), • bibliography prepared in accordance with the applicable principles. <p>C06_K_U06: Analyses and prepares scientific research reports (e.g. scientific articles). Based on the analysis of a selected scientific article, the student prepares a short summary of it with included most important results from the scientific research presented in this article. It is also allowed to refer to the possibilities of practical application of the results in nursing practice.</p>
<p>Seminar*</p>	<p>In seminar classes, students implement educational outcomes in terms of skills: C06_K_U01: Participates in the implementation of the research project. In small groups, students prepare a research project within the subject indicated by the teacher. It is recommended that the project concerns analysis of selected health problems of a patient with a specific disease. Students in a group should share responsibility for the implementation of specific parts of the project (it should be clearly indicated in the project). The research project should contain the following elements:</p> <ul style="list-style-type: none"> • title, • table of content, • research methodology (research objective, main issue, detailed issues, research hypothesis), • research criteria, • description of methods, techniques and research tools, • description of the organisation and conduct of the research, • characteristics of the test group, • analysis and interpretation of research results, • discourse with similar research results of other authors (optional), • bibliography prepared in accordance with the applicable principles. <p>C06_K_U02: Critically analyses the published research results Students prepare a review of a selected scientific article of a research type. This may be an original article or a review article. The review should contain:</p> <ul style="list-style-type: none"> • student's reference to the relevance of the content of the scientific article to its title; • reference to the article structure; • reference to the way bibliography is cited and footnotes are made; • assessment of the applied research methodology (research objective, main issue, detailed issues, research hypothesis); • assessment of selection of methods, techniques and research tools; • assessment of the description of the independent variables applied in the research (research criteria); • description of the organisation and conduct of the research; • assessment of the characteristics of the test group (including the description of the selection method); • critical assessment of the analysis of research results and their interpretation; • assessment of the presented discourse with another similar research; • assessment of the selection of information sources (bibliography); • assessment of compliance with ethical principles in scientific research and scientific integrity by the authors of the article.

	<p>C06_K_U03: Uses the research results in the provision of high quality patient care. Students divided into groups carry out analyses of a selected review article on new methods of patient care (the article must present the results of research in this area). On this basis, students prepare a short study of how to implement the results of the research results in order to increase or ensure high quality of patient care.</p> <p>C06_K_U04: Participates in professional education of students. Students divided into groups prepare a selected educational subject from any area and present it in a form of a research paper or multimedia presentation. Sample research paper subjects:</p> <ul style="list-style-type: none"> • The importance of washing hands to prevent hospital infections. • Principles for collecting biological material for laboratory tests, etc. 		
Student's workload			
Hours of student's work	Activity form	Hours in detail	Hours in total
Contact hours with an academic teacher	Participation in lectures	15 hours	15
	Participation in the seminar*	15 hours	15*
	Participation in consultations related to classes*	each form of classes includes 2 hours of consultation	2 2* 2*
Student's individual work	Preparation of the research project*	5 hours	5*
	Preparation of a research paper on how to implement the results of a review article in nursing practice	5 hours	5*
	Preparation of a review of a scientific article (original article)*	5 hours	5*
	Preparation of a research paper on an educational subject relevant to professional education of nurses*	5 hours	5*
	Preparation of a scientific research paper – outline of the BA thesis*	15 hours	15*
	Preparation of a summary of a selected scientific article*	5 hours	5*
	Preparation for the final assessment test	5 hours	5
Total student's workload			81
Quantity indicators	Workload	Hours	ECTS
	Student's workload associated with classes that require direct teacher participation	36	1,8
	Student's workload associated with classes that do not require direct teacher participation, including:	45	2,2
	* Student's workload associated with practical classes	59	2.9
	* Student's workload associated with theoretical classes	22	1.1
Basic bibliography	<ul style="list-style-type: none"> • Lenartowicz H., Kózka M. Metodologia badań naukowych w pielęgniarstwie. (Methodology of scientific research in nursing.), Warszawa: Wydawnictwo Lekarskie PZWL, 2010. • Lesińska-Sawicka M. red. Metoda case-study w pielęgniarstwie. (Case-study method in nursing.), Warszawa: Borgis Wydawnictwo Medyczne, 2009. • Niebrój L. Pielęgniarstwo jako nauka: miejsce pielęgniarstwa w klasyfikacji nauk. (Nursing as a science: the place of nursing in the classification of sciences.) in: Health Care: Professionalism and Responsibility. Red. L. Niebrój. Katowice: Wydawnictwo Śląskiej Akademii Medycznej, 2005. 		

Supplementary bibliography	<ul style="list-style-type: none"> • Łobocki M. Metody i techniki badań pedagogicznych. (Methods and techniques of pedagogical research.), Kraków: Impuls, 2007. • Pilch T., Bauman T. Zasady badań pedagogicznych. Strategie ilościowe i jakościowe. (Principles of pedagogical research. Qualitative and quantitative strategies.), Warszawa: Wydawnictwo Akademickie „Żak”, 2010. • Załucki M. red. Prawo własności intelektualnej. Repetytorium. (Intellectual property rights. Compendium.) Warszawa: Difin, 2010. • Babbie E. Badania społeczne w praktyce. (Social research in practice.), Warszawa: Wydawnictwo Naukowe PWN, 2003. 			
Forms of crediting – details				
Educational outcomes	For grade 2	For grade 3	For grade 4	For grade 5
C06_K_W01	The student does not characterize the subject, objective and area of scientific research in nursing, does not describe the paradigms of nursing	The student characterizes with assistance the subject, objective and area of scientific research in nursing, as well as paradigms of nursing.	The student characterizes independently, with some mistakes, the subject, objective and area of scientific research in nursing, as well as paradigms of nursing.	The student characterizes the subject, objective and area of research in nursing, as well as paradigms of nursing.
C06_K_W02	The student does not describe the research procedure steps	The student describes insufficiently the research procedure steps	The student describes almost without mistakes the research procedure steps	The student describes sufficiently the research procedure steps.
C06_K_W03	The student does not characterize research methods and techniques in nursing.	The student characterizes only selected research methods and techniques in nursing	The student characterizes most research methods and techniques in nursing	The student characterizes quite independently research methods and techniques in nursing.
C06_K_W04	The student does not present principles for interpreting empirical data and/or conclusion	When presenting the principles for interpreting empirical data and conclusion, the student makes quite substantial errors	The student presents principles for interpreting empirical data and conclusion almost without mistakes	The student presents principles for interpreting empirical data and conclusion with details
C06_K_W05	The student does not explain basic provisions of copyright law and intellectual property protection	The student explains only some provisions of copyright law and intellectual property protection	The student explains most basic provisions of copyright law and intellectual property protection	The student explains professionally basic provisions of copyright law and intellectual property protection
C06_K_W06	The student does not describe the importance of ethics in scientific research	The student describes imprecisely and to a small degree the importance of ethics in scientific research	The student explains quite sufficiently the importance of ethics in scientific research	The student explains sufficiently the importance of ethics in scientific research
C06_K_U01	The student does not participate in the implementation of the research project carried out in a group	The student participates to a small degree in the implementation of a research project carried out in a group	The student quite actively participates in the implementation of a research project carried out in a group	The student very actively involved in the implementation of the research project carried out in a group
C06_K_U02	The student does not analyse critically the	The student to a small degree critically	The student to a large degree critically	The student critically analyses the

	published results of research: does not present a review of a selected scientific article of a research type	analyses the published results of scientific research: presented review of a selected scientific article of a research type is inconsistent and incomplete	analyses the published results of scientific research: presented review of a selected scientific article of a research type is inconsistent and incomplete contains only minor errors	published results of scientific research: presented review of a selected scientific article of a research type is substantive and complete
C06_K_U03	The student does not use the results of scientific research in providing high-quality patient care; does not present a research paper on practical implementation of research results in order to improve the quality of patient care	The student to a small degree uses the results of scientific research in providing high-quality patient care; presented research paper on practical implementation of research results in order to improve the quality of patient care is incomplete.	The student to a large degree uses the results of scientific research in providing high-quality patient care; presented research paper on practical implementation of research results in order to improve the quality of patient care is almost complete.	The student uses the results of scientific research in providing high-quality patient care; presents a complete research paper on practical implementation of research results in order to improve the quality of patient care.
C06_K_U04	The student does not participate in professional education of students; does not participate in the group work on educational research paper regarding a selected concept	The student participates to a small degree in professional education of students; participates to a small degree in the group work on educational research paper regarding a selected concept	The student participates to a large degree in professional education of students; participates to a large degree in the group work on educational research paper regarding a selected concept	The student participates in professional education of students; is active in the group work on educational research paper regarding a selected concept
C06_K_U05	The student does not prepare and does not carry out a research project within qualitative research; the student does not present an outline of the BA thesis	The student to a small degree prepares and implements a research project within qualitative research; the presented outline of the BA thesis does not contain quality elements	The student to a large degree prepares and implements a research project within qualitative research; the presented outline of the BA thesis contains elements of quality	The student prepares and implements a research project within qualitative research; the presented outline of the BA thesis contains highlighted quality elements
C06_K_U06	The student does not analyse and does not prepare reports from scientific research; does not present a summary of a selected scientific article	The student to a small degree analyses and prepares reports from scientific research; presented summary of a selected scientific article contains significant substantive mistakes	The student to a large degree analyses and prepares reports from scientific research; presented summary of a selected scientific article contains small substantive mistakes	The student analyses and prepares reports from scientific research; presented summary of a selected scientific article does not contain substantive mistakes
C06_K_U07	The student does not act in compliance with the principles of ethics of scientific research and intellectual property protection	The student does not always act in compliance with the principles of ethics of scientific research and intellectual property protection	The student almost always acts in compliance with the principles of ethics of scientific research and intellectual property protection	The student acts in compliance with the principles of ethics of scientific research and intellectual property protection

<p>C06_K_K01</p>	<p>The student does not systematically upgrade professional knowledge in scientific research methodology in nursing, does not develop skills, does not aim at achieving professionalism</p>	<p>The student to a small degree upgrades professional knowledge in scientific research methodology in nursing, to a small degree develops skills aiming at achieving professionalism</p>	<p>The student to a large degree upgrades professional knowledge in scientific research methodology in nursing, to a large degree develops skills aiming at achieving professionalism</p>	<p>The student develops systematically professional knowledge in scientific research methodology in nursing, develops skills, aims at achieving professionalism</p>
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PIE1.C07.Sign language

Field of study	NURSING	Level		1st degree		
		Form of study		Stationary		
		Profile		Practical		
Course	Sign language	Code	PIE1.C07	ECTS points	2,5	
Unit	Social and Medical Faculty Nursing and Midwifery Department (32) 264-74-75 ext.12 dziekanat@wsps.pl					
Status of course / Modular block		Obligatory C. Basics of nursing care science				
Year	Semester	Form of classes, hours and ECTS points for separate forms of classes				
		W	CW	BNA	ZP	PZ
		Theoretical education			Practical education	
III	5	15	---	15	---	---
Form of crediting		ZO	---	ZO	---	---
ECTS		2,5			---	---
Education area for the field of study	Medical sciences, health sciences and physical education sciences					
Field of science	Health Sciences.					
Language of lectures	English					
Prerequisites	None.					
Education goal	<ul style="list-style-type: none"> Preparing students to communicate with hearing-impaired, deaf and deaf-mute people. Teaching students to use Polish signs of the finger-spelling and signs of basic cardinal and ordinal numbers (dactylography). Teaching students to use conceptual signs of the sign language according to the principles of the sign language system (ideography). 					
Course educational outcomes (symbol)	Description of the course educational outcome			Reference to the directional educational outcome	Correspondence level between the course educational outcome and the directional educational outcome	
C07_K_W01	Explains the causes of hearing and speech impairment in the context of communication and understands the importance of early detection			C.W43	+++	
C07_K_W02	Recognizes the methods and means of communication of people with hearing impairment			C.W44	+++	

C07_K_W03	Recognizes the dactylographic signs: static, dynamic, numeral and idiographic regarding collecting information about the patient's health situation	C.W45	+++
C07_K_W04	Knows the principles of communication with a deaf patient	C.W46	+++
C07_K_U01	Establishes contact with a hearing-impaired person and a deaf person	C.U64	+++
C07_K_U02	Uses the sign language while taking care of a deaf-mute patient in order to prepare the patient for conscious participation in medical-care procedures	C.U65	+++
C07_K_U03	Uses the sign language regarding situational terminology: providing first aid, providing information to the family	C.U66	
C07_K_K01	Systematically upgrades professional knowledge and skills in the sign language	D.K2	+++
Implemented directional educational outcomes			
Directional educational outcome	Description of the directional educational outcome		
C.W43	Explains the causes of hearing and speech impairment in the context of communication and understands the importance of early detection		
C.W44	Recognizes the methods and means of communication of people with hearing impairment		
C.W45	Recognizes the dactylographic signs: static, dynamic, numeral and idiographic regarding collecting information about the patient's health situation		
C.W46	Knows the principles of communication with a deaf patient		
C.U64	Establishes contact with a hearing-impaired person and a deaf person		
C.U65	Uses the sign language while taking care of a deaf-mute patient in order to prepare the patient for conscious participation in medical-care procedures		
C.U66	Uses the sign language regarding situational terminology: providing first aid, providing information to the family		
D.K2	Systematically develops professional knowledge and skills, aiming at professionalism		
CURRICULUM CONTENT			
Symbol and no. of classes	Course content	Implemented educational outcomes	Hours
Form of classes: lectures			
W01	The specificity of communicating with people with hearing impairment.	C07_K_W01 C07_K_W02 C07_K_W03 C07_K_W04	3
W02	Sign language, signed system and sign-language system.	C07_K_W01 C07_K_W02 C07_K_W03 C07_K_W04	4
W03	Dactylography: finger-spelling, cardinal and ordinal numbers.	C07_K_W01 C07_K_W02 C07_K_W03 C07_K_W04	4
W04	Ideography: first contact, stay in a hospital department, days of the week	C07_K_W01 C07_K_W02	4

		C07_K_W03 C07_K_W04		
	Hours in total: lectures		15	
Form of classes: practical classes*				
CW01	The specificity of communicating with people with hearing impairment.	C07_K_U01 C07_K_U02 C07_K_U03	3	
CW02	Sign language, signed system and sign-language system.	C07_K_U01 C07_K_U02 C07_K_U03	4	
CW03	Dactylography: finger-spelling, cardinal and ordinal numbers.	C07_K_U01 C07_K_U02 C07_K_U03	4	
CW04	Ideography: first contact, stay in a hospital department, days of the week	C07_K_U01 C07_K_U02 C07_K_U03	4	
	Total hours: BNA classes		15	
The matrix of educational outcomes for the subject with reference to the methods of verification of the intended educational outcomes and the form of the classes				
Educational outcome code	Forms of classes		Verification methods	
	W	CW	W	CW
C07_K_W01	all	---	test	---
C07_K_W02	all	---	test	---
C07_K_W03	all	---	test	---
C07_K_W04	all	---	test	---
C07_K_U01	---	all	---	demonstration of skills
C07_K_U02	---	all	---	demonstration of skills
C07_K_U03	---	all	---	demonstration of skills
C07_K_K01	all	all	360° observation	360° observation
Teaching methods, method of implementation and evaluation				
Lecture	Lectures combined with a multimedia presentation. Completion of lectures (after completion of practical classes): final assessment test.			
Practical classes*	Practical classes are aimed at achieving educational outcomes in terms of skills. Students participate in role-playing and practice particular elements of the sign language.			
Student's workload				
Hours of student's work	Activity form		Hours in detail	Hours in total
Contact hours with an academic	Participation in lectures		15 hours	15
	Participation in practical classes*		15 hours	15*

teacher	Participation in consultations related to classes*	each form of classes includes 2 hours of consultation	2 2*	
Student's individual work	Preparation for practical classes*	15 hours	15*	
	Preparation for the final assessment test from lectures	5 hours	5	
Total student's workload			54	
Quantity indicators	Workload		Hours	ECTS
	Student's workload associated with classes that require direct teacher participation		34	1,6
	Student's workload associated with classes that do not require direct teacher participation, including:		20	0,9
	* Student's workload associated with practical classes		32	1,5
	*Student's workload associated with theoretical classes, including:		22	1,0
Basic bibliography	<ul style="list-style-type: none"> Szczepankowski B., Koncewicz D. Język migowy w terapii. (Sign language in therapy.), Łódź 2008. 			
Supplementary bibliography	Indicated by the teacher.			
Forms of crediting – details				
Educational outcomes	For grade 2	For grade 3	For grade 4	For grade 5
C07_K_W01	The student does not explain the causes of hearing and speech impairment in the context of communication and does not understand the importance of early detection	The student explains to a small degree the causes of hearing and speech impairment in the context of communication and understands imprecisely the importance of early detection	The student explains only basic causes of hearing and speech impairment in the context of communication and understands the importance of early detection	The student explains the causes of hearing and speech impairment in the context of communication and understands the importance of early detection
C07_K_W02	The student does not recognize the methods and means of communication of people with hearing impairment	The student recognizes selected methods and means of communication of people with hearing impairment	The student recognizes only basic methods and means of communication of people with hearing impairment	The student recognizes the methods and means of communication of people with hearing impairment
C07_K_W03	The student does not recognize dactylographic signs	The student recognizes dactylographic signs to a small degree	The student recognizes only the basic dactylographic signs	The student recognizes the dactylographic signs: static, dynamic, numeral and idiographic regarding collecting information about the patient's health situation
C07_K_W04	The student does not know the principles of communication with a deaf patient	The student knows some principles of communication with a deaf patient	The student knows only basic rules of communication with a deaf patient	The student knows the principles of communication with a deaf patient
C07_K_U01	The student does not establish contact with a	The student establishes contact	The student establishes only	The student establishes contact

	hearing-impaired person and a deaf person	with a hearing-impaired person and a deaf person to a small degree	basic contact with a hearing-impaired person and a deaf person	with a hearing-impaired person and a deaf person professionally
C07_K_U02	The student does not use the sign language	The student uses the sign language to a small degree	The student uses the sign language at a basic level	The student uses the sign language while taking care of a deaf-mute patient in order to prepare the patient for conscious participation in medical-care procedures
C07_K_U03	The student does not use the sign language regarding situational terminology	The student uses to a small degree the sign language regarding situational terminology	The student uses the sign language regarding situational terminology at a basic level	The student uses the sign language regarding situational terminology: providing first aid, providing information to the family
C07_K_K01	The student does not upgrade professional knowledge and skills in the sign language	The student upgrades professional knowledge and skills in the sign language to a small degree	The student quite systematically upgrades professional knowledge and skills in the sign language	The student systematically upgrades professional knowledge and skills in the sign language