

## DESCRIPTION OF THE COURSE OF STUDY

<b>Course code</b>		
<b>Name of the course in</b>	Polish	<b>Pielęgniarstwo internistyczne</b>
	English	<b>Nursing in internal medicine</b>

### 1. LOCATION OF THE COURSE OF STUDY WITHIN THE SYSTEM OF STUDIES

<b>1.1. Field of study</b>	<b>Nursing</b>
<b>1.2. Mode of study</b>	<b>Full-time study</b>
<b>1.3. Level of study</b>	<b>Bachelor's degree</b>
<b>1.4. Profile of study*</b>	<b>Practical</b>
<b>1.5. Person/s preparing the course description</b>	<b>Przemysław Zając, PhD Translation: Sylwia Glowala, PhD</b>
<b>1.6. Contact</b>	<b>sylwia.glowala@ujk.edu.pl</b>

### 2. GENERAL CHARACTERISTICS OF THE COURSE OF STUDY

<b>2.1. Language of instruction</b>	English
<b>2.2. Prerequisites*</b>	Anatomy, physiology, pathology, pharmacology

### 3. DETAILED CHARACTERISTICS OF THE COURSE OF STUDY

<b>3.1. Form of classes</b>	Lectures (L), classes (C), tutorials classes (Tc), practical classes (Pc), medical simulations (S)	
<b>3.2. Place of classes</b>	Lectures halls at UJK, didactics rooms at UJK, practical classes - hospital placements	
<b>3.3. Form of assessment</b>	Exam, graded credit, medical simulation (credit)	
<b>3.4. Teaching methods</b>	lecture, talk, group work, individual work, simulation	
<b>3.5. Bibliography</b>	<b>Required reading</b>	<ol style="list-style-type: none"> <li>1. Talarska D, Zozulińska-Ziółkowska D. Pielęgniarstwo internistyczne. PZWL Warszawa 2017.</li> <li>2. Jurkowska G, Łagoda K. Pielęgniarstwo internistyczne. PZWL Warszawa 2018.</li> <li>3. Malinowska-Lipień I, Formagiel S. Pielęgniarstwo hematologiczne. PZWL Warszawa 2015</li> <li>4. Kaszuba D, Nowicka A. Pielęgniarstwo kardiologiczne. PZWL Warszawa 2014</li> <li>5. Szczeklik A, Choroby wewnętrzne 2020. Medycyna Praktyczna Kraków 2020</li> </ol>
	<b>Further reading</b>	<ol style="list-style-type: none"> <li>1. Wytyczne polskich towarzystw medycznych</li> <li>2. Wytyczne międzynarodowych towarzystw medycznych</li> </ol>

### 4. OBJECTIVES, SYLLABUS CONTENT AND INTENDED LEARNING OUTCOMES

<p><b>4.1. Course objectives</b> <i>(including form of classes)</i></p> <p>C1. knows the methods of diagnosis in internal diseases C2. has the knowledge necessary to nurture in selected internal diseases</p>
<p><b>4.2. Detailed syllabus</b> <i>(including form of classes)</i></p> <p><b>Lectures</b></p> <ol style="list-style-type: none"> <li>1. Principles of diagnosing and planning patient care in general nursing.</li> <li>2. Kinds of diagnostic tests and the rules of ordering them.</li> <li>3. Principles of preparing patients of different age and health condition for examinations and diagnostic procedures, as well as principles of care during and after these examinations and treatments.</li> <li>4. Properties of drug groups and their effects on patient systems and organs in various diseases depending on age and health condition, including side effects, interactions with other drugs and administration routes.</li> <li>5. Nursing standards and procedures used in the care of patients of different age and health condition.</li> <li>6. Patient reactions to the disease, admission to hospital and hospitalization.</li> <li>7. Principles of the organization of internal specialist care.</li> <li>8. Preparing the patient physically and mentally for diagnostic tests.</li> </ol>

## Classes

1. Establishing the goal and plan of nursing care and implementing it together with the patient and his family.
2. Collecting information, formulating a nursing diagnosis, setting the goal and plan of nursing care, implementing nursing interventions and evaluating nursing care.
3. Conducting the prevention of complications occurring in the course of diseases.
4. Organizing isolation of patients with infectious disease in public places and at home.
5. Modifying the dose of fixed fast- and short-acting insulin.
6. Issuing a referral for specific diagnostic tests.

## Medical simulations

1. Nursing standards and procedures used in the care of patients of different age and health condition.
2. Patient reactions to the disease, admission to hospital and hospitalization.
3. Preparing the patient physically and mentally for diagnostic tests.
4. Documenting the patient's health situation, the dynamics of its changes and the nursing care provided, including IT tools for data collection.

## Practical classes

1. Establishing the goal and plan of nursing care and implementing it together with the patient and his family. Gathering information, formulating a nursing diagnosis, setting the goal and plan of nursing care, implementing nursing interventions, and evaluating nursing care.
2. Conducting the prevention of complications occurring in the course of diseases.
3. Organizing isolation of patients with infectious disease in public places and at home.
4. Preparing the patient physically and mentally for diagnostic tests.
5. Issuing a referral for specific diagnostic tests.
6. Documenting the patient's health situation, the dynamics of its changes and the nursing care provided, including IT tools for data collection. Providing members of the therapeutic team with information about the patient's health.

### 4.3 Intended learning outcomes

Code	A student, who passed the course	Relation to learning outcomes
<b>within the scope of KNOWLEDGE: Student knows:</b>		
W01	principles of diagnosing and planning patient care in general, surgical, obstetric and gynecological, pediatric, geriatric, neurological, psychiatric nursing, intensive care, palliative care, long-term care	PIEL1P_W103
W02	types of diagnostic tests and the rules for ordering them;	PIEL1P_W104
W03	principles of preparing patients of different age and health condition for examinations and diagnostic procedures, as well as principles of care during and after these examinations and procedures;	PIEL1P_W105
W04	the properties of drug groups and their effects on the patient's systems and organs in various diseases depending on age and health, taking into account side effects, interactions with other drugs and administration routes;	PIEL1P_W106
W05	nursing standards and procedures used in the care of patients of various ages and health conditions	PIEL1P_W107
W06	the patient's reactions to the disease, admission to hospital and hospitalization;	PIEL1P_W108
W07	rules for the organization of specialist care (geriatric, intensive care, neurological, psychiatric, pediatric, internal medicine, surgery, palliative care, long-term care and in the operating theater);	PIEL1P_W110
<b>within the scope of ABILITIES: Student can:</b>		
U01	set the goals and plan of nursing care and implement it together with the patient and his family;	PIEL1P_U31
U02	gather information, formulate a nursing diagnosis, set goals and plan for nursing care, implement nursing interventions, and evaluate nursing care;	PIEL1P_U86
U03	to prevent complications occurring in the course of diseases;	PIEL1P_U88
U04	organize the isolation of patients with infectious disease in public places and at home;	PIEL1P_U89
U05	modify the fixed dose of fast- and short-acting insulin;	PIEL1P_U96
U06	prepare the patient physically and mentally for diagnostic tests;	PIEL1P_U97
U07	issue referrals for specific diagnostic tests;	PIEL1P_U98

U08	prepare records of prescription forms of medicinal substances as part of continuing treatment	PIEL1P_U99
U09	document the patient's health situation, the dynamics of its changes and the nursing care provided, including IT tools for data collection;	PIEL1P_U100
U10	provide information to members of the therapeutic team about the patient's health condition;	PIEL1P_U107
<b>within the scope of SOCIAL COMPETENCE:</b>		
K01	Be guided by the patient's welfare, respect for the dignity and autonomy of people entrusted to care, show understanding for worldview and cultural differences, and empathy in the relationship with the patient and his family	PIEL1P_K1*
K02	Respect the patient's rights	PIEL1P_K2*
K03	Perform the profession independently and reliably in accordance with the principles of ethics, including observing moral values and obligations in patient care	PIEL1P_K3*
K04	Be responsible for the professional activities performed	PIEL1P_K4*
K05	Noticing and recognizing own limitations in terms of knowledge, skills and social competences, and self-assessment of deficits and educational needs	PIEL1P_K7*

4.4. Methods of assessment of the intended learning outcomes																					
Teaching outcomes (code)	Method of assessment (+/-)																				
	Exam oral/written*			Test*			Project*			Effort in class*			Self-study*			Group work*			Others* e.g. standardized test used in e-learning		
	Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes			Form of classes		
	L	C	...	L	C	...	L	C	...	L	C	...	C	S	P <sub>c</sub>	C	S	P <sub>c</sub>	L	C	...
W01	+				+							+	+	+	+	+	+	+			
W02	+				+							+	+	+	+	+	+	+			
W03	+				+							+	+	+	+	+	+	+			
W04	+				+							+	+	+	+	+	+	+			
W05	+				+							+	+	+	+	+	+	+			
W06	+				+							+	+	+	+	+	+	+			
W07	+				+							+	+	+	+	+	+	+			
U01					+							+	+	+	+	+	+	+			
U02					+							+	+	+	+	+	+	+			
U03					+							+	+	+	+	+	+	+			
U04					+							+	+	+	+	+	+	+			
U05					+							+	+	+	+	+	+	+			
U06					+							+	+	+	+	+	+	+			
U07					+							+	+	+	+	+	+	+			
U08					+							+	+	+	+	+	+	+			
U09					+							+	+	+	+	+	+	+			
U10					+							+	+	+	+	+	+	+			
K01														+	+		+	+			
K02															+	+		+	+		
K03																+	+		+	+	
K04																	+	+			
K05																		+	+		

\*delete as appropriate

4.5. Criteria of assessment of the intended learning outcomes		
Form of classes	Grade	Criterion of assessment
L (includi	3	Test – 61%
	3,5	Test- 69%

	<b>4</b>	Test- 76%	
	<b>4,5</b>	Test- 83%	
	<b>5</b>	Test- 90%	
<b>classes (C)* (including e-learning)</b>	<b>3</b>	Test – 61%	
	<b>3,5</b>	Test- 69%	
	<b>4</b>	Test- 76%	
	<b>4,5</b>	Test- 83%	
	<b>5</b>	Test- 90%	
<b>Mwdical simulations (S)</b>	<b>credit</b>	active participation in the classes	
<b>Practical classes (Pc)</b>	<b>3</b>	Rules: Doesn't always follow the rules. Requires supervision. Performs activities chaotically. Performs simple activities without comments. Efficiency: performs activities uncertainly, very slowly. Visible efficiency during exercise simple steps. Effectiveness: does not always take into account the individual situation of the patient. Reaches the goal after directing the action. Self-reliance: requires constant guidance and recall in performing complex exercises activities. Communicating with the patient: makes contact, but is unable to continue communicating with the patient patient. Attitude: not always able to judge and analyze their own behavior. He sometimes collaborates with therapeutic team. As far as possible, he identifies with the professional role	
	<b>3,5</b>	Rules: follow the rules after targeting. Performs activities in between. Efficiency: condition uncertain. Sometimes it requires support and confidence. Effectiveness: the program time included in the program. It achieves the goal. Independence: Often requires reminders in taking action. Communicating with the patient: they can make us adequately and with care verbal contact with the patient. Attitude: a new approach to evaluate and analyze your own behavior. Works with the team m.m. Usually I usually come up with a professional role	
	<b>4</b>	Rules: follow the rules after targeting. Performs activities correctly. Efficiency: Performs activities in slow motion. Effectiveness: draws attention to the individual situation of the patient. It achieves the goal. Self-reliance: Sometimes it requires reminders in action. Communicating with the patient: can establish and maintain verbal and non-verbal contact with the patient. Attitude: shows awkwardness in assessing and analyzing own behavior. Works with the team therapeutic. Identifies with the professional role.	
	<b>4,5</b>	Principles: adheres to the principles after initial targeting. Technique and sequence of actions without any comments. Efficiency: performs activities confidently, but after a short reflection. Effectiveness: shows concern for taking into account the health situation of the patient. Achieves the goal after the preliminary orientation. Self-reliance: sometimes requires recall and direction of action. Communicating with the patient: correct, but sometimes requires guidance in the selection of methods communicating. Attitude: Demonstrates efforts to evaluate and analyze their own behavior. Works well with therapeutic team. He identifies visibly with his professional role	
	<b>5</b>	Rules: follows the rules. Technique and sequence of activities without any comments. Efficiency: performs activities confidently and vigorously. Effectiveness: takes into account the patient's situation and the current possibilities of performing these activities. Independence: plans and carries out activities completely independently. Communicating with the patient: spontaneous, constructive. Selection of content adequate to expectations recipient. Attitude: can evaluate and analyze own behavior. He cooperates with the therapeutic team. Apparently he identifies with the professional role	

## 5. BALANCE OF ECTS CREDITS – STUDENT'S WORK INPUT

Category	Student's workload	
	Full-time studies	Extramural studies
<i>NUMBER OF HOURS WITH THE DIRECT PARTICIPATION OF THE TEACHER /CONTACT HOURS/</i>	<b>180</b>	

<i>Participation in lectures*</i>	<b>45</b>	
<i>Participation in classes, seminars, laboratories*</i>	<b>15</b>	
<i>Preparation in the exam/ final test*</i>		
<i>Participation i medical simulations</i>	<b>12</b>	
<i>Participations in practical classes</i>	<b>108</b>	
<b>INDEPENDENT WORK OF THE STUDENT/NON-CONTACT HOURS/</b>	<b>30</b>	
<i>Preparation for the lecture*</i>	<b>15</b>	
<i>Preparation for the classes, seminars, laboratories*</i>	<b>15</b>	
<i>Preparation for the exam/test*</i>		
<i>Gathering materials for the project/Internet query*</i>		
<i>Preparation of multimedia presentation</i>		
<i>Others *</i>		
<b>TOTAL NUMBER OF HOURS</b>	<b>210</b>	
ECTS credits for the course of study	<b>7</b>	

*\*delete as appropriate*

**Accepted for execution** (date and legible signatures of the teachers running the course in the given academic year)

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