

**MODULE / SYLLABUS**

EDUCATION CYCLE 2024-2027

Module/subject name:	PEDIATRIC AND PEDIATRIC NURSING	
Direction:	NURSING	
Level of study*:	1st degree (bachelor's degree) II degree (master's degree)	
Education profile:	practical	
Type of studies*:	stationary/ part-time	
Type of classes*:	mandatory X complementary <input type="checkbox"/> optional <input type="checkbox"/>	
Year and semester of study*:	Year of studies*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of studies*: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 X 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
Number of ECTS credits assigned	14	
Language of instruction:	Polish	
PSW Department Name:	Faculty of Health Sciences	
Contact (phone/email):	tel.55 279 17 68 e-mail:dziekanat@psw.kwidzyn.edu.pl	
Type of module/subject related to vocational training*:	<ul style="list-style-type: none"><li>• basic science <input type="checkbox"/></li><li>• social sciences and humanities <input type="checkbox"/></li><li>• teaching the basics of nursing care <input type="checkbox"/></li><li>• teaching in the field of specialist care X</li><li>• practical classes X</li><li>• professional practice X</li></ul>	
Person responsible for the module/subject:		
Person(s) in charge:	According to the study plan	
Forms of student workload		Student Load (number of teaching hours)
Contact hours with an academic teacher (according to the study plan)		
Lectures (W)		30
Seminar (S)		
Conversations		
Exercises (C)		15
Practical classes (PK)		160
BUNA - independent student work (according to the study plan)		10
Student workload related to professional practice (according to the study plan)		160
Total student workload- total number		375
Number of ECTS points per subject/module		14, including 0.5 BUNA
Teaching methods	<ul style="list-style-type: none"><li>• lecture,</li><li>• exercises, simulation methods,</li><li>• practical,</li><li>• professional practice,</li><li>• self-education</li></ul>	
Objectives and purpose of the course	<ul style="list-style-type: none"><li>— Preparing students to provide care to pediatric patients in accordance with applicable standards and procedures.</li><li>— Shaping an attitude of responsibility and empathy towards the child being cared for and its parents.</li></ul>	
Teaching tools	Multimedia board and projector, boards. Medical teaching aids (medical phantoms and simulators, trainers and models, including anatomical models). Practical classes partially conducted at CSM in accordance with the schedule of practical education in simulated conditions.	
Prerequisites	Basic knowledge of human structure and functioning.	
Learning outcomes matrix for a module/subject in relation to the methods of verifying the achievement of the intended learning outcomes and the form of implementation of didactic activities		

Symbol learning effect	A student who passes a module (subject) knows/understands/is able to:	Methods of verifying the achievement of intended learning outcomes	The form of teaching activities * enter symbol
D.W1.	Presents risk factors and health threats in patients of different ages.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.W2.	Characterizes the etiopathogenesis, clinical symptoms, course, treatment, prognosis and principles of nursing care for patients with selected diseases.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.W3.	Explains the principles of diagnosis and planning of patient care in internal medicine, surgical, obstetrics and gynecology, pediatric, geriatric, neurological, psychiatric, intensive care, palliative care, and long-term care nursing.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.W4.	Presents the types of diagnostic tests and the principles of ordering them.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.W5.	Knows the principles of preparing patients of various ages and health conditions for diagnostic tests and procedures, as well as the principles of care during and after these tests and procedures.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.W6.	It presents the properties of drug groups and their effects on the patient's systems and organs in various diseases depending on age and health status, taking into account adverse effects, interactions with other drugs and routes of administration.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.W10.	Knows the principles of organizing specialist care (geriatric, intensive care, neurological, psychiatric, pediatric, internal medicine, surgical, palliative, long-term and operating theatre).	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.W13.	Knows the pathophysiology, clinical symptoms, course, treatment and prognosis of developmental diseases: respiratory system, circulatory system, nervous system, urinary tract, digestive system and endocrine, metabolic, allergic and blood diseases;	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	W/C/BUNA
D.U1.	Collects information, formulates a nursing diagnosis, establishes goals and a nursing care plan, implements nursing interventions, and evaluates nursing care.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	Ć/ZP/PZ/ BUNA
D.U2.	Provides self-care counseling to patients of various ages and health conditions regarding developmental defects, diseases and addictions;	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	Ć/ZP/PZ/ BUNA
D.U5.	Assesses the child's psychophysical development, performs screening tests and detects developmental disorders.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	Ć/ZP/PZ/ BUNA
D.U15.	Documents the patient's health situation, the dynamics of its changes and the nursing care provided, taking into account IT tools for data collection.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	Ć/ZP/PZ/ BUNA
D.U17.	Provides enteral nutrition (via tube and feeding tube) and parenteral nutrition to adults and children.	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	Ć/ZP/PZ/ BUNA
D.U20.	Conducts a therapeutic conversation;	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	Ć/ZP/PZ/ BUNA

D.U22.	provide information to members of the therapeutic team about the patient's health status;	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	Ć/ZP/PZ/ BUNA
D.U23.	Is able to assist the physician during diagnostic tests;	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	Ć/ZP/PZ/ BUNA
D.U26.	prepare and administer medications to patients in various ways, independently or on the orders of a physician;	<i>Written and/or oral examination, completion of a given task, project or oral response</i>	Ć/ZP/PZ/ BUNA
O.K1.	Is guided by the patient's well-being, respects the dignity and autonomy of persons entrusted with care, shows understanding for ideological and cultural differences and empathy in the relationship with the patient and his family.	<i>extended observation by the supervising teacher; 360° evaluation (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	W/Ć/ZP/PZ/ BUNA
O.K2.	Respects patient rights and maintains the confidentiality of patient-related information.	<i>extended observation by the supervising teacher; 360° evaluation (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	W/Ć/ZP/PZ/ BUNA
O.K3.	Independently and reliably performs his/her profession in accordance with the principles of ethics, including respecting moral values and obligations in patient care.	<i>extended observation by the supervising teacher; 360° evaluation (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	W/Ć/ZP/PZ/ BUNA
O.K4.	Takes responsibility for the professional activities performed.	<i>extended observation by the supervising teacher; 360° evaluation (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	W/Ć/ZP/PZ/ BUNA
O.K5.	Seek expert advice if you have difficulty solving a problem on your own.	<i>extended observation by the supervising teacher; 360° evaluation (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	W/Ć/ZP/PZ/ BUNA
O.K6.	Anticipates and takes into account factors influencing own and patient's reactions.	<i>extended observation by the supervising teacher; 360° evaluation (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	Ć/ZP/PZ/ BUNA
O.K7.	Notifies and recognizes own limitations in terms of knowledge, skills and social competences and performs self-assessment of educational deficits and needs.	<i>extended observation by the supervising teacher; 360° evaluation (opinions from teachers, colleagues, patients, other collaborators); Self-assessment</i>	W/Ć/ZP/PZ/ BUNA

\*W-lecture; S-seminar; K-conversations; Ć-exercises; ZP-practical classes; PZ-professional internships; BUNA-independent student work

#### **EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES**

**in terms of knowledge (lectures/seminars):** oral exam (non-standardized, standardized, traditional, problem-based); written exam – the student generates / recognizes the answer (essay, report; short structured questions /SSQ/; multiple choice test /MCQ/; multiple answer test /MRQ/; matching test; Y/N test; answer completion test),

**in terms of skills (exercises/conversations):** Practical exam; Objective Structured Clinical Examination /OSCE/; Mini-CEX (mini – clinical examination); Realization of assigned task; Project, presentation

**in the field of social competences:** reflective essay; extended observation by supervisor/lead teacher; 360° feedback (opinions from teachers, colleagues, patients, other collaborators); Self-assessment (including portfolio)

**BUNA** –the student's own work is verified by assessing the degree to which the assumed learning outcomes have been achieved: a test checking the student's knowledge of the topics specified in the syllabus, but also through term papers, projects, presentations and any other mid-semester work.

PROGRAM CONTENT TABLE		
Program content	Number of hours	Relating learning outcomes to CLASSES
<b>LECTURES, semester III</b> <b>Nursing Content: 1, 4, 5, 10, 12</b> <b>Clinical Content: 2, 3, 6-9, 11, 13.</b>		
1. Principles of organizing health care for developmental age patients in Poland. Risk factors of health threats to developmental age patients.	2	D.W1-6, D.W10., D.W13. O.K1-5., O.K7.
2. Types of diagnostic tests in pediatric diseases.	2	
3. Anatomical and functional differences of developmental age.	2	
4. Factors influencing child development.	2	
5. Characteristics of a child's development in particular periods of life.	2	
6. Detection of disorders in the child's somatic development.	2	
7. Congenital defects in children.	2	
8. Conditions threatening the child's life.	3	
9. Characteristics of the most common childhood diseases: respiratory system, circulatory system, urinary system, digestive system, allergic diseases, blood.	3	
10. The impact of the disease on the functioning of the child and his family.	2	
11. Characteristics of drugs and their impact on the developing child's body.	2	
12. Principles of child care in selected diseases and defects of developmental age: pneumonia, acute diarrhea, infectious diseases, rickets, anemia, urinary tract infection, nephrotic syndrome, food allergies, atopic dermatitis, heart defects, cleft lip and palate, leukemia.	3	
13. Chronic diseases of childhood.	3	
<b>EXERCISES, semester III</b> <b>Nursing Content: 2, 4, 5, 7, 9, 11</b> <b>Clinical Content: 1, 3, 6, 8, 10, 12-15</b>		
1. Basics of child examination and differences in care for individual developmental periods.	1	D.W1-6., D.W10., D.W13. D.U1-2., D.U5., D.U15., D.U17., D.U20., D.U22-23., D.U26., O.K1-7.
2. Care of premature and hypotrophic newborns.	1	
3. Procedure for life-threatening situations.	1	
4. Basic care procedures in pediatrics.	1	
5. Parents-nursing staff relationship. Death of a child and staff attitude towards the child's terminal illness.	1	
6. Chronically ill child.	1	
7. Basics of care for a child with a respiratory condition, including respiratory gymnastics and aerosol therapy.	1	
8. Allergic child – recognition, treatment.	1	
9. Basics of care for a child with acute gastrointestinal disorders.	1	
10. Child with eating disorders.	1	
11. Abused child and orphaned child – basics of care and attention.	1	
12. Diagnostic tests in pediatrics.	1	
13. Bedwetting – causes, self-control, treatment.	1	
14. Principles of isolation and treatment of a child with an infectious disease.	1	
15. Child – a patient of the surgical ward – differences in procedure.	1	
<b>PRACTICAL CLASSES, semester III</b>		
1. Methods of preventing hospital infections with particular emphasis on the pediatric ward.	10	D.U1-2., D.U5., D.U15., D.U17.,

2. Reviewing medical records when admitting a child to the department.	5	D.U20., D.U22-23., D.U26., O.K1-7.  <b>Learning outcomes achieved using simulation methods: D.U1., D.U2., D.U17., D.U26.</b>
3. The ability of a nurse to communicate with an infant, a small child and his or her family – gaining the trust of a young patient.	5	
4. Meeting the biopsychosocial needs of the newborn and infant.	5	
5. Meeting the biopsychosocial needs of the young child.	5	
6. Child's vital signs. Measurement method, type of equipment used in pediatric departments. <b>Classes partially conducted in simulated conditions.</b>	10 (3 h in medical simulation conditions)	
7. Nurse's responsibilities when caring for a child with diabetes. <b>Classes partially conducted in simulated conditions.</b>	10 (1 h in medical simulation conditions)	
8. Caring for a child with malabsorption syndrome.	5	
9. The role of the nurse in dietary treatment including diets.	10	
10. Facilitating the child's adaptation to hospital conditions.	10	
11. Caring for a child with pneumonia.	10	
12. Nurse's duties in the prevention of recurrent respiratory tract infections.	5	
13. Inhalation preparation, tapping technique, postural drainage, respiratory gymnastics.	10	
14. Nurse's participation in the diagnosis of allergic diseases.	10	
15. Administering medications by different routes – applicable principles. <b>Classes partially conducted in simulated conditions.</b>	10 (3 h in medical simulation conditions)	
16. The role and responsibilities of the nurse when performing diagnostic tests. <b>Classes partially conducted in simulated conditions.</b>	10 (3 h in medical simulation conditions)	
17. Nurse's participation in the care of a child with iron deficiency anemia.	5	
18. Nursing care for a child with a urinary tract infection.	5	
19. Principles used when collecting urine for bacteriological examination.	5	
20. Nursing problems of a child with nephrotic syndrome.	5	
21. Caring for a child with cancer and a disease with an unfavorable prognosis.	5	
22. Principles of effective cooperation in a therapeutic team.	5	
<b>WORKSHOP INTERNSHIP, semester III</b>		
Implementation of nursing care standards in pediatric nursing.	40	D.U1-2., D.U5., D.U15., D.U17., D.U20., D.U22-23., D.U26., O.K1-7.
Hospitalization is a difficult situation for the child and his family.	40	
Diagnosis and management of hospitalized children and solving nursing problems in selected disease states – application of the nursing process.	40	
Complications of illness and negative effects of a child's stay in hospital - prevention, nurse's actions. Health education of the child and their family. Preparing the family for the care and nursing of the child after discharge from the ward.	40	
<b>BUNA – independent student work, semester III</b>		
1. Cerebral palsy – nursing and psychosocial problems, comprehensiveness of care.	1	D.W1-6., D.W10., D.W13., D.U1-2., D.U5., D.U15., D.U17., D.U20., D.U22-23., D.U26., O.K1-7.
2. The issue of child death and terminal care.	1	
3. Educational activities related to early prevention and prophylaxis of allergic diseases and food intolerances in children.	2	
4. Nurse's participation in solving girls' and boys' problems related to puberty.	2	

5.	Nursing problems in urinary tract diseases in children (urinary tract infections, nephrotic syndrome, nocturnal enuresis).	2	
6.	Injuries in children – first aid, educational and preventive measures.	2	
<b>LITERATURE LIST</b>			
<b>Basic literature:</b> <ul style="list-style-type: none"> <li>Emeryk A., Zarzycka D., Pediatrics and pediatric nursing, PZWL, Warsaw 2021.</li> <li>Pawlaczyk B., Pediatric nursing, PZWL, Warsaw 2015.</li> </ul>			
<b>Additional literature:</b> <ul style="list-style-type: none"> <li>Cepuch G., Perek M. (eds.), Models of nursing care for children with acute and life-threatening illness, PZWL, Warsaw 2014.</li> </ul>			
<b>Method of passing and forms and basic assessment criteria/examination requirements</b>			
<b>How to pass</b> <ul style="list-style-type: none"> <li>— Exam - lectures</li> <li>— Graded exam – exercises</li> <li>— Graded exam – practical classes</li> <li>— Pass without grade - professional practice</li> <li>— Pass without grade – BUNA</li> </ul>			
<b>Forms and criteria for passing</b> <b>PASSING A SUBJECT - THE SUBJECT ENDS WITH AN EXAMINATION</b>			
<b>Lecture</b> The basis for obtaining credit is: <ul style="list-style-type: none"> <li>— 100% attendance; confirmed by an entry on the attendance list,</li> <li>— a possible 10% absence compensated in an individual manner agreed with the teacher,</li> <li>— passing the colloquium – written or oral,</li> </ul>			
<b>Exercises</b> The basis for obtaining credit for a grade is: <ul style="list-style-type: none"> <li>— 100% attendance; confirmed by an entry on the attendance list (absence excused in the event of a student's illness documented by a sick leave or other unforeseen circumstances and making up the classes at another time),</li> <li>— active participation in exercises (showing interest in the issues discussed and taught during the exercises),</li> <li>— passing the colloquium – written or oral,</li> <li>— correct completion of applicable nursing documentation,</li> <li>— correct preparation of a written work - a nursing care plan/nursing process for a patient with a selected nursing diagnosis (positive BUNA assessment),</li> <li>— correct attitude towards the simulated/standardized patient, colleagues, teacher, profession and science and regulations.</li> </ul>			
<b>Practical</b> The basis for obtaining credit for a grade is: <ul style="list-style-type: none"> <li>— 100% attendance; confirmed by an entry on the attendance list (absence excused in the event of a student's illness documented by a sick leave or other unforeseen circumstances and making up the classes at another time),</li> <li>— active participation in practical classes,</li> <li>— positive assessment of learning outcomes in terms of social skills and competences,</li> <li>— correct completion of applicable nursing documentation,</li> <li>— correct development of the patient care process, correct description of the nursing report,</li> <li>— correct attitude towards the patient, the therapeutic team and colleagues, the profession and science, and the regulations,</li> </ul>			
<b>Professional practice</b> The basis for obtaining credit is: <ul style="list-style-type: none"> <li>— 100% attendance; confirmed by an entry on the attendance list (absence excused in the event of a student's illness documented by a sick leave or other unforeseen circumstances and making up the classes at another time),</li> <li>— active participation in professional internships,</li> <li>— positive assessment of learning outcomes in the field of social skills and competences (principles, efficiency, effectiveness, independence, communication, attitude),</li> <li>— correct completion of applicable nursing documentation,</li> <li>— correct development of the patient care process, correct description of the nursing report,</li> <li>— correct attitude towards the patient, the therapeutic team and colleagues, the profession and science and the</li> </ul>			

regulations.

## KNOWLEDGE ASSESSMENT CRITERIA

### Knowledge assessment criteria – test

Rate	Very good (5.0)	Good plus (4.5)	Good (4.0)	Sufficient plus (3.5)	Satisfactory (3.0)	Insufficient (2.0)
% correct answers	93-100%	85-92%	77-84%	69-76%	60-68%	59% and less

### Knowledge assessment criteria - oral response

No.	Criterion	Number of points 0-5
1.	Correctness of the answer	
2.	Accuracy of problem recognition	
3.	Current medical and health science knowledge	
4.	Interdisciplinary knowledge	
5.	Correctness of medical/professional vocabulary	
6.	Independence and creativity in proposing solutions	
7.	Together	

\*Obtaining 0-1 points in any criterion results in an insufficient grade

Number of points and rating:

30-28 - very good (5.0) - the student provides a fully exhaustive and correct answer to the question asked, freely uses substantively correct scientific language, taking into account current medical knowledge in the oral answer, demonstrates ease in solving problems resulting from the task, skillfully combines knowledge from various scientific fields, demonstrates originality of own thoughts.

27-25 - plus good (4.5) - the student provides the correct answer to the question asked, uses scientific language, taking into account current medical knowledge in the oral answer, solves problems arising from the task, combines knowledge from several scientific fields.

24-22 - good (4.0) - the student basically provides an independent answer that contains most of the required content, a few errors in the answer are permissible (secondary from the point of view of the topic), uses current medical knowledge requiring minor supplementation, the answer is correct in terms of scientific language, the accuracy of recognizing problems requires minor improvement, the answer should include the student's independent conclusions.

21-19 - plus satisfactory (3.5) - the student basically provides an independent answer that contains most of the required content, makes few, primary errors in the answer, the student knows the most important facts and is able to interpret them and identify the most important problems, uses medical knowledge that is not always up-to-date, in the answer takes into account knowledge only from a given field, makes errors in the use of scientific language, requires help in drawing conclusions.

18-16 - satisfactory (3.0) - the student gives an answer that contains part of the required information, making mistakes, but with the teacher's help, he corrects his answer, both in terms of substantive knowledge and the way it is presented, however, the student knows the basic facts and, with the teacher's help, gives an answer to the question posed.

## CRITERIA FOR ASSESSING INDIVIDUAL ELEMENTS OF SOCIAL SKILLS AND COMPETENCES

**Criteria for assessing practical skills**(0-2 points for each element): principles, efficiency, effectiveness, independence, communication, attitude.

*A student receives a pass/positive grade when obtaining at least 6 points for the learning elements.*

Number of points	Criteria for assessing individual elements of the activity (task/exercise performance) by the student					
	Rules* (pts. 0-2)	Efficiency* (pts. 0-2)	Effectiveness* (pts. 0-2)	Independence* (pts. 0-2)	Communication* (pts. 0-2)	Attitude* (pts. 0-2)
2	follows the rules, proper technique and the order of execution activities	performs activities confidently and energetically	procedure takes into account the situation patient, achieves the goal	plans and carries out activities independently	correct, independent, effective content selection	analyzes his behavior, works with the team therapeutic, full identification with professional role
1	he observes rules after Direction	the activities are performed not very sure, after a short while contemplation	does not always take into account health situation patient, achieves the goal after Direction	requires reminders and orientation in some activities	requires guidance, orientation in content selection	has difficulty in critical evaluation and analysis of your behavior, in cooperation with the team

						therapeutic and in identification with professional role
<b>0</b>	does not comply rules, chaotic performs actions	the activities are performed uncertainly, very slow	does not take into account individual situation patient, does not achieve the goal	requires constant guidance and reminders in every action	can't keep up verbal contact with the patient	can't critically evaluate and analyze his behavior, he does not cooperate with the therapeutic team, no identifies with professional role
Number of points obtained						

Source: W. Ciechaniewicz: Shaping practical skills of nursing school students. CKPPiP, Warsaw.

\*Obtaining 0 points in any assessment element prevents the practical skills from being given a positive assessment.

#### RATING SCALE:

11-12 points - very good (5.0)

9-10 points - db plus (4.5)

8 points - db (4.0)

7 points - dst plus (3.5)

6 points - dst (3.0)

5 points and below -ndst (2.0)

#### Criteria for assessing the elements achieved in the nursing process

No.	Elements of nursing process evaluation	Number of points 0-2
	Ability to collect and analyze information regarding the patient's health situation*	
	Ability to formulate a nursing diagnosis*	
	Ability to define goals of care*	
	Ability to plan activities appropriate to the health situation of the patient and family*	
	Implementation of planned activities in accordance with current standards of providing nursing services*	
	Independence and creativity in proposing solutions*	
	Ability to evaluate the nursing process and formulate conclusions for further care of the patient by him/herself and/or his/her family/caregivers*	
	Ability to use correct medical terminology*	
	Ability to write aesthetically in patient records*	
	Together	

\*Obtaining 0 points in any element of the assessment prevents the nursing process from being given a positive assessment.

Number of points and rating

36-40 - very good (5.0)

32-35 - plus good (4.5)

28-31 - good (4.0)

24-27 - plus sufficient (3.5)

20-23 - satisfactory (3.0)

0-19 - insufficient (2.0)

#### Criteria for assessing achievement items in the nursing report

No.	Nursing Report Assessment Elements	Scoring	Number of points obtained
	Assessment of the patient's general condition*	0-2	
	Assessment of the patient's biological condition (implementation and evaluation of activities)* -omitting an important issue will result in getting an insufficient grade on the report	0-8	
	Assessment of mental state (implementation and evaluation of activities)*	0-5	
	Assessment of the social status (implementation and evaluation of activities)	0-3	
	Ability to evaluate the effects of completed activities and formulate recommendations for the next shift*	0-3	
	Correctness of medical/professional vocabulary, aesthetics of work*	0-2	
	Together		



\*Obtaining 0 points in any criterion results in an insufficient grade.

Number of points and rating:

23-21 - very good (5.0)

20-19 - good plus (4.5)

18-17 - good (4.0)

16-14 - sufficient plus (3.5)

13-12 - satisfactory (3.0)

11-0 - insufficient (2.0)

#### Criteria for assessing student attitude

No.	Assessment of student attitude elements	Scoring	Number of points obtained
	Attitude towards the patient: tact, culture, tolerance towards the patient and his family, understanding the individual needs of the patient and family, taking action to support the patient, sensitivity to the problems of the patient and his family, understanding, patience, respecting the patient's rights*.	0-8	
	Attitude towards the therapeutic team: personal culture of the student, kindness towards colleagues, staff, ability to work in a team (communicating with people and listening to others, attempting to solve difficult situations)*.	0-6	
	Attitude towards the profession and learning: commitment to nursing work (motivation to work, interest, improving the quality of services provided), improving work methods and organisation (accuracy, independence in decision-making, adapting to changes in the environment), level of professional aspirations (enrichment of medical knowledge, interest in the directions of development of nursing care, motivation for continuous learning), self-assessment of one's own behaviour (attitude towards errors, taking responsibility, self-assessment of the level of knowledge, skills and possibilities)*.	0-6	
	Student attitude towards regulations: punctuality, avoiding absenteeism, compliance with the regulations of the institution/unit and classes conducted, proper uniform, aesthetic appearance*.	0-3	
	Together		

\*Obtaining 0 points in any criterion results in an insufficient grade.

Number of points and rating:

23-21 - very good (5.0)

20-19 - good plus (4.5)

18-17 - good (4.0)

16-14 - sufficient plus (3.5)

13-12 - satisfactory (3.0)

11-0 - insufficient (2.0)

#### FINAL SUBJECT EXAM

- The condition for admission to the exam is to obtain a positive assessment of lectures and exercises, practical classes, professional practice and BUNA.
- The exam is in the form of a written test, multiple choice test /MCQ/ with one correct answer (each correct answer is worth 1 point, no answer or incorrect answer is worth 0 points, at least 60% of correct answers qualifies for a positive grade.

#### Test Grading Criteria

Rate	Very good (5.0)	Good plus (4.5)	Good (4.0)	Sufficient plus (3.5)	Satisfactory (3.0)	Insufficient (2.0)
% correct answers	93-100%	85-92%	77-84%	69-76%	60-68%	59% and less

and/or oral response

Assessment criteria – oral response

Rate	Criterion
Very good	Correct, complete, independent answer to 3 questions asked to the student by the instructor
All right	Correct answer, requiring slight guidance from the teacher, to 3 questions asked to the student
Sufficient	Correct, incomplete, requiring significant guidance from the teacher, answer to 3 questions asked to the student
Insufficient	No answer or incorrect answer to any of the 3 questions asked to the student

**FINAL SUBJECT GRADE:**

- the exam constitutes 60% of the final grade of the subject
- the remaining 40% is the average of grades from other forms of classes

The final grade is calculated according to the following criteria:

3.0 -3.24 – satisfactory (3.0)

3.25 -3.74 – satisfactory (3.5)

3.75 -4.24 – good (4.0)

4.25-4.74 – good plus (4.5)

4.75 -5.0 – very good (5.0)

Conditions for making up classes missed due to justified reasons:

Making up missed classes is only possible in the case of a student's illness documented by a medical certificate or other random reasons. The excuse for classes and the crediting of the material covered by lectures, exercises, practical classes during the period of absence is made by the lecturer conducting the classes, and the coordinator of the internship is responsible for the professional practice.

Both a student returning from dean's leave and a student repeating a year are required to attend all classes and take a credit/exam. Only if the credit/exam in a given year is graded at least satisfactory (3.0) can a student repeating a year due to a different subject be exempted from the obligation to attend classes and take and pass the subject.

**Approval: Vice-Chancellor for Education**