



MODULE / SYLLABUS

EDUCATION CYCLE 2024-2027

| Module/subject name: | NEUROLOGY AND NEUROLOGICAL NURSING | |
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| 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 <input type="checkbox"/> III X | Semester of studies*: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 X 6 X |
| Number of ECTS credits assigned | 8 | |
| 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"> • basic science <input type="checkbox"/> • social sciences and humanities<input type="checkbox"/> • teaching the basics of nursing care<input type="checkbox"/> • teaching in the field of specialist care X • practical classes X • professional practice | |
| 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) |
| <i>Contact hours with an academic teacher (according to the study plan)</i> | | |
| Lectures (W) | | 15 |
| Seminar (S) | | |
| Conversations | | |
| Exercises (C) | | 27 |
| Practical classes (PK) | | 80 |
| BUNA – independent student work (according to the study plan) | | 13 |
| Student workload related to professional practice (according to the study plan) | | 80 |
| Total student workload- total number | | 215 |
| Number of ECTS points per subject/module | | 8, including 0.5 BUNA |
| Teaching methods | <ul style="list-style-type: none"> • lectures, • exercises, medical simulation, • practical, • professional practice, • self-education. | |
| Objectives and purpose of the course | <ul style="list-style-type: none"> — Developing skills to independently recognize and solve the patient's care problems. — Theoretical and practical deepening of knowledge and skills in the field of preventive and nursing procedures in relation to patients with diseases of the | |

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|---|--|---|---|
| | central and peripheral nervous system. — Presentation of the care problems of patients in the process of neurological treatment. — Developing skills to independently recognize and solve the patient's care problems. | | |
| Teaching tools | Multimedia presentations. Medical teaching aids (medical phantoms and simulators, trainers and models, including anatomical models). Practical classes partially carried out at CSM in accordance with the schedule of practical education in simulated conditions. Equipment as part of the implementation of universal design content: one-handed keyboard, hemiparesis sensation simulator, wheelchair. | | |
| Prerequisites: | Knowledge of anatomy, physiology, pathology, pharmacology, basics of nursing. | | |
| 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. | Written and/or oral examination, project or oral response | W/BUNA |
| D.W2. | Characterizes the etiopathogenesis, clinical symptoms, course, treatment, prognosis and principles of nursing care for patients with selected diseases. | Written and/or oral examination, project or oral response | W/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. | Written and/or oral examination, project or oral response | W/BUNA |
| D.W4. | Presents the types of diagnostic tests and the principles of ordering them. | Written and/or oral examination, completion of a given task, project or oral response | 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. | Written and/or oral examination, completion of a given task, project or oral response | W/C/BUNA |
| D.W7. | Defines nursing standards and procedures used in the care of patients of various ages and health conditions. | Written and/or oral examination, project or oral response | W/BUNA |
| D.W8. | Characterizes the patient's response to illness, hospital admission and hospitalization. | Written examination and/or oral project or oral response | IN |
| D.W10. | Knows the principles of organizing specialist care (geriatric, intensive care, neurological, psychiatric, pediatric, internal medicine, surgical, palliative, long-term and operating theatre). | Written and/or oral examination, completion of a given task, project or oral response | IN |
| D.W22. | principles of patient nutrition, including dietary treatment, pre- and postoperative indications according to the comprehensive perioperative care protocol to improve treatment outcomes (Enhanced Recovery After Surgery, ERAS); | Written and/or oral examination, project or oral response | IN |
| D.W33. | methods and techniques for communicating with a patient unable to establish and maintain effective communication due to their health condition or treatment; | Written examination and/or oral project or oral response | W/BUNA |
| D.U1. | Collects information, formulates a nursing diagnosis, establishes goals and a nursing care plan, implements nursing interventions, and evaluates nursing care. | Written and/or oral examination, completion of a given task, project or oral response | Č/ZP/PZ |
| D.U2. | Provides self-care counseling to patients of various ages and health conditions regarding developmental defects, diseases and addictions. | Implementation of the assigned task | Č/ZP/PZ |

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|--------|--|--|-----------------|
| D.U3. | Provides prevention against complications occurring in the course of diseases. | <i>Implementation of the assigned task</i> | Ć/ZP/PZ |
| D.U4. | Organizes isolation of patients with infectious diseases in public places and at home. | <i>Implementation of the assigned task</i> | Ć/ZP/PZ |
| D.U8. | recognizes complications after specialized diagnostic tests and surgical procedures; | <i>Implementation of the assigned task</i> | Ć/ZP/PZ |
| D.U12. | Prepares the patient physically and mentally for diagnostic tests. | <i>Implementation of the assigned task</i> | Ć/ZP/PZ |
| D.U13. | Issues referrals for specific diagnostic tests. | <i>Implementation of the assigned task</i> | Ć/ZP/PZ |
| 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>Implementation of the assigned task</i> | Ć/ZP/PZ |
| D.U18. | recognize complications of pharmacological, dietary, rehabilitation and medical-nursing treatment; | <i>Implementation of the assigned task</i> | Ć/ZP/PZ |
| D.U22. | Provides information to members of the therapeutic team about the patient's health status. | <i>Implementation of the assigned task</i> | Ć/ZP/PZ |
| D.U23. | Assists the physician during diagnostic tests. | <i>Implementation of the assigned task</i> | Ć/ZP/PZ |
| D.U24. | Assesses the level of pain, the patient's response to pain and its severity, and applies pharmacological and non-pharmacological pain management. | <i>Implementation of the assigned task</i> | Ć/ZP/PZ |
| D.U26. | Prepares and administers medications to patients in various ways, independently or as directed by a physician. | <i>Implementation of the assigned task</i> | Ć/ZP/PZ |
| 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> | 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> | 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> | 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> | 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> | 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; C-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 |
| LECTURES, semester V Nursing Content: 4-5 Clinical Content: 1-3 | | |
| 1. Modern diagnostic methods used in neurology. | 2 | D.W1-5. D.W7-8., D.W10., D.W22., D.W33., O.K7. |
| 2. Vascular diseases of the brain. | 2 | |
| 3. Syndromes and symptoms in neurology. | 2 | |
| 4. Nurse's participation in the diagnosis and treatment of neurological patients. | 3 | |
| 5. Care for patients with: epilepsy, Parkinson's disease, dementia, multiple sclerosis, myasthenia, cerebrovascular diseases, discopathy, craniocerebral trauma, spinal cord injury, central nervous system tumor. | 6 | |
| EXERCISES, semester V Nursing Content: 1 - 8 Clinical Content: 9 | | |
| 1. Implementation of self-care based on known nursing concepts. | 3 | D.W4. D.W5., D.U1-4., D.U8. D.U12-13., D.U15., D.U18., D.U22-24., D.U26., O.K1-7. |
| 2. Nursing interview and diagnosis, nursing interventions – the nursing process. | 3 | |
| 3. Talking with the patient as a means of supportive psychotherapy. | 3 | |
| 4. Application of universal design principles in the care of neurological patients. Use of communication aids, simulation of hemiparesis sensations. | 3 | |
| 5. Preparing patients for examinations performed in the neurology department. | 3 | |
| 6. Nurse's duties in the care of patients after brain surgery. | 3 | |
| 7. Nursing methods of assessing the patient's condition in diseases of the central and peripheral nervous system. | 3 | |
| 8. Problems and principles of care for patients after surgical treatment of spine disorders. | 3 | |
| 9. Recognizing indications for diagnostic tests – referrals. Records of prescription forms of medicinal substances. | 3 | |
| PRACTICAL CLASSES, semester V | | |
| 1. Familiarization with the organization of work in the department, topography of the department. | 5 | D.U1-4., D.U8. D.U12-13., D.U15., D.U18., D.U22-24., D.U26., O.K1-7. Learning outcomes achieved using simulation methods: D.U3., D.U8., D.U26 |
| 2. Nurse's duties in the care of a neurologically ill patient. | 10 | |
| 3. Preparing patients for diagnostic tests in the neurology department and caring for patients after the test. | 15 | |
| 4. Nursing activities after neurosurgical procedures. Drain management, postoperative rehabilitation. Classes partially conducted in simulated conditions. | 20 (4 h in medical simulation conditions) | |
| 5. Nurses' educational activities towards people with nervous system damage and their caregivers in the hospital and home environment. | 20 | |

| | | |
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| 6. Applying knowledge about terminal care in practice to help the patient and their family. | 10 | |
| PROFESSIONAL INTERNSHIP, semester VI | | |
| 1. Procedure for admitting a patient to the neurology department. | 6 | D.U1-4., D.U8. D.U12-13., D.U15., D.U18., D.U22-24., D.U26., O.K1-7. |
| 2. Documentation applicable in the neurology department. | 6 | |
| 3. Initial examination of a newly admitted patient. | 6 | |
| 4. Procedure for preparing patients for diagnostic tests in the neurology department and nursing care of patients after the test. | 10 | |
| 5. Recognizing nursing problems in an unconscious patient and planning care. | 10 | |
| 6. Nursing and rehabilitation activities for neurologically ill patients in the acute and chronic period, prevention of disability. | 11 | |
| 7. Nursing procedures in the pre-, intra- and postoperative periods in the neurosurgery department. | 11 | |
| 8. Specific care activities after neurosurgical procedures, prevention of complications. | 10 | |
| 9. Nurses' educational activities towards people with nervous system damage and their caregivers in the hospital and home environment. | 10 | |
| BUNA – independent student work, semester V | | |
| 1. Therapeutic activities and planning of nursing care for patients with aphasia, apraxia, memory and thinking disorders. | 3 | D.W1-5., D.W7., D.W33., O.K1-7. |
| 2. How does preparation for self-care influence the implementation of health promotion in the neurology department? | 3 | |
| 3. Mental support as an element of preparation for multi-stage neurosurgical treatment. | 3 | |
| 4. Principles of organizing specialist care in the neurological department. | 4 | |
| LITERATURE LIST | | |
| Basic literature: Jaracz K., Domitrz I., <i>Pielęgniarstwo neurologiczne</i> , Wyd. PZWL, Warszawa 2019 | | |
| Additional literature: — Kozubski W., Liberski P.P., <i>Neurologia Tom 1-2</i> , Wyd. PZWL, Warszawa 2016 (druk 2022). | | |
| Method of passing and forms and basic assessment criteria/examination requirements | | |
| How to pass <ul style="list-style-type: none">— Exam - lectures— Graded exam – exercises— Graded exam - practical classes— Pass without grade - professional practice— Pass without grade – BUNA | | |
| Forms and criteria for passing | | |
| PASSING A SUBJECT - THE SUBJECT ENDS WITH AN EXAMINATION | | |
| Lecture | | |
| The basis for obtaining credit is: <ul style="list-style-type: none">— 100% attendance; confirmed by an entry on the attendance list,— a possible 10% absence will be compensated in an individual manner agreed with the teacher. | | |
| Exercises | | |
| The basis for obtaining credit for a grade is: <ul style="list-style-type: none">— 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),— active participation in exercises (showing interest in the issues discussed and taught during the exercises),— positive evaluation of learning outcomes in terms of social skills and competences - positive evaluation of the colloquium – written or oral,— correct completion of applicable nursing documentation,— correct preparation of a written work - a nursing care plan/nursing process for a patient with a selected | | |

- nursing diagnosis (positive BUNA assessment),
- correct attitude towards the simulated/standardized patient, colleagues, teacher, profession and science and regulations.

Practical

The basis for obtaining credit for a grade is:

- 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),
- active participation in practical classes,
- positive assessment of learning outcomes in terms of social skills and competences,
- correct completion of applicable nursing documentation,
- correct development of the patient care process, correct description of the nursing report,
- correct attitude towards the patient, the therapeutic team and colleagues, the profession and science, and the regulations,

Professional practice

The basis for obtaining credit is:

- 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),
- active participation in professional internships,
- positive assessment of learning outcomes in the field of social skills and competences (principles, efficiency, effectiveness, independence, communication, attitude),
- correct completion of applicable nursing documentation,
- correct development of the patient care process, correct description of the nursing report,
- correct attitude towards the patient, the therapeutic team and colleagues, the profession and science and the 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 |
| 0 | 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 examination is obtaining 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 grade from the remaining 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 another subject be exempted from the obligation to attend classes and take and pass the subject.

Approval: Vice-Rector for Education