



**MODULE / SYLLABUS**  
**EDUCATION CYCLE 2023-2026**

<b>Module/subject name:</b>	<b>PAEDIATRICS AND PAEDIATRIC NURSING</b>	
<b>Direction:</b>	<b>NURSING</b>	
<b>Level of study*:</b>	<b>I degree (bachelor's)</b> II degree (master's degree)	
<b>Profile of education:</b>	<b>practical</b>	
<b>Type of studies*:</b>	<b>stationary</b> / non-stationary	
<b>Type of classes*:</b>	mandatory <b>X</b> supplementary <input type="checkbox"/> to choose from <input type="checkbox"/>	
<b>Year and semester of studies*:</b>	Year of study*: I <input type="checkbox"/> II <b>X</b> III <input type="checkbox"/>	Semester*: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <b>X</b> 4 <b>X</b> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
<b>Number of ECTS credits assigned</b>	<b>14</b>	
<b>Language of instruction:</b>	<b>English</b>	
<b>Name of the PSW Department:</b>	<b>Faculty of Health Sciences</b>	
<b>Contact (tel./email):</b>	<b>Tel.</b> 55,279 17,68 <b>e-mail:</b> dziekanat@psw.kwidzyn.edu.pl	
<b>Type of module/subject relating to apprenticeships*:</b>	<ul style="list-style-type: none"> <li>• basic sciences <input type="checkbox"/></li> <li>• social sciences and humanities <input type="checkbox"/></li> <li>• science in the basics of nursing care <input type="checkbox"/></li> <li>• <b>specialist care sciences X</b></li> <li>• <b>practical classes X</b></li> <li>• <b>professional practice X</b></li> </ul>	
<b>Person responsible for the module/subject:</b>	according to studies plan	
<b>Presenter(s):</b>	according to studies plan	
<b>Forms of student workload</b>		<b>Student charge (number of teaching hours)</b>
<i>Contact hours with an academic teacher (according to the study plan)</i>		
Lectures (W)		<b>30</b>
Seminar (S)		
E-learning (e-L)		
Conversatories		
Exercises (C)		<b>15</b>
Practical classes (ZP)		<b>160</b>
<b>BUNA - independent student work (according to the study plan)</b>		<b>10</b>
Student's workload related to work placements ( <i>according to the study plan</i> )		<b>160</b>
<b>Total student workload – total number</b>		<b>375</b>
<b>Number of ECTS credits per subject/module</b>		<b>14, including 0.5 BUNA</b>
<b>Didactic methods</b>	<ul style="list-style-type: none"> <li>• information lecture,</li> <li>• talk,</li> <li>• problem method,</li> <li>• method of practical classes,</li> <li>• lecture using audiovisual means,</li> <li>• case study,</li> <li>• work with text.</li> </ul>	
<b>Assumptions and aim of the subject</b>	<p>— Preparing students to care for a pediatric patient in accordance with applicable standards and procedures.</p> <p>— Shaping an attitude of responsibility and empathy towards the cared for child and his parents.</p>	
<b>Teaching tools</b>	Board and multimedia projector, boards. Exercises conducted at CSM	
<b>Prerequisites</b>	Basic knowledge of human construction and functioning.	

Matrix of learning outcomes for the module / subject in relation to the methods of verifying the achievement of the intended learning outcomes and the form of implementation of didactic classes			
Symbol learning outcome	Students who pass the module (subject) know/understand/are able to:	Methods for verifying the achievement of the intended learning outcomes	Form of implementation of didactic classes * enter the symbol
D.W1.	Presents risk factors and health risks in patients of different ages.	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	W/Ć/ZP/PZ/BUNA
D.W2.	Characterizes the etiopathogenesis, clinical manifestations, course, treatment, prognosis and principles of nursing care of patients in selected diseases.	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	W/Ć/ZP/PZ/BUNA
D.W3.	Explains the principles of diagnosis and planning of patient care in internal medicine, surgery, obstetrics-gynecology, pediatrics, geriatrics, neurology, psychiatry, intensive care, palliative care, long-term care nursing.	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	W/Ć/ZP/PZ/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 answer</i>	W/Ć/ZP/PZ/BUNA
D.W5.	Knows the principles of preparing a patient of different ages and health status for examinations and diagnostic procedures, as well as the principles of care during and after these examinations and procedures.	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	W/Ć/ZP/PZ/BUNA
D.W6.	Presents the properties of drug groups and their effects on the patient's systems and organs in various diseases according to age and health status, including adverse effects, interactions with other drugs and routes of administration.	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	W/Ć/ZP/PZ/BUNA
D.W10.	Knows the principles of the organization of specialized care (geriatric, intensive care, neurological, psychiatric, pediatric, internal medicine, surgery, palliative care, long-term care and in the operating theater).	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	W/Ć/ZP/PZ/BUNA
D. W13.	Knows the pathophysiology, clinical manifestations, course, treatment and prognosis of diseases of the developmental age: respiratory system, cardiovascular system, nervous system, urinary tract, gastrointestinal system, and endocrine, metabolic, allergic and blood diseases;	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	W/Ć/BUNA
D.U1.	Gathers information, formulates nursing diagnosis, establishes nursing goals and care plan, implements nursing interventions and evaluates nursing care.	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	Ć/ZP/PZ/BUNA
D.U5.	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 answer</i>	Ć/ZP/PZ/BUNA
D.U15.	Documents the patient's health situation, the dynamics of its changes and the nursing care implemented, taking into account computer tools for data collection.	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	Ć/ZP/PZ/BUNA
D.U17.	Conducts enteral nutrition (by gavage and nutritional fistula) and parenteral nutrition in adults and children.	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	Ć/ZP/PZ/BUNA

D. U20.	Conducts therapeutic conversation;	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	Ć/ZP/PZ/BUNA
D. U22.	Communicate information to members of the therapeutic team about the patient's condition;	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	Ć/ZP/PZ/BUNA
D. U23.	Assist to the physician during diagnostic tests	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	Ć/ZP/PZ/BUNA
D. U26.	Prepare and administer medications to patients by various routes, either independently or on physician's orders;	<i>Written and/or oral examination, completion of a given task. Project or oral answer</i>	Ć/ZP/PZ/BUNA
O.K1.	Is guided by the welfare of the patient, respects the dignity and autonomy of those entrusted to his/her care, shows understanding of worldview and cultural differences and empathy in his/her relationship with the patient and his/her family.	<i>prolonged observation by the teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-assessment</i>	W/Ć/ZP/PZ/BUNA
O.K2.	Respects the rights of the patient and maintains confidentiality of patient-related information.	<i>prolonged observation by the teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-assessment</i>	W/Ć/ZP/PZ/BUNA
O.K3.	Independently and diligently performs the profession in accordance with the principles of ethics, including observing moral values and duties in patient care.	<i>prolonged observation by the teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-assessment</i>	W/Ć/ZP/PZ/BUNA
O.K4.	Bears responsibility for professional activities performed.	<i>prolonged observation by the teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-assessment</i>	W/Ć/ZP/PZ/BUNA
O.K5.	Seeks expert opinion in case of difficulties in solving the problem independently.	<i>prolonged observation by the teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-assessment</i>	W/Ć/ZP/PZ/BUNA
O.K6.	Anticipates and takes into account factors influencing own and the patient's reactions.	<i>prolonged observation by the teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-assessment</i>	W/Ć/ZP/PZ/BUNA
O.K7.	Recognizes and recognizes own limitations in knowledge, skills and social competencies and performs self-assessment of deficits and learning needs.	<i>prolonged observation by the teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-assessment</i>	W/Ć/ZP/PZ/BUNA
*W-lecture; S-seminar; EL- e-learning; K -conversations; Ć-exercises; ZP-practical classes; PZ-professional internships; BUNA-independent student work			
<b>EXAMPLES OF METHODS FOR THE VERIFICATION OF LEARNING OUTCOMES</b> <u><b>in the field of knowledge (lectures/seminars):</b></u> oral exam ( <i>non-standardized, standardized, traditional, problem</i> ); written exam – the student generates / recognizes the answer ( <i>essay, report; short structured questions /SSQ/; multiple-choice test /MCQ/; multiple-answer test /MRQ/; match test; T/N test; answer completion test</i> ), <u><b>in terms of skills (exercises/seminars):</b></u> Practical examination; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini – clinical examination); Implementation of the commissioned task; Design, presentation <u><b>in the field of social competences:</b></u> reflective essay; prolonged observation by the tutor / teacher of the teacher; 360° assessment (opinions of teachers, colleagues, patients, other colleagues); Self-assessment (including portfolio) <b>BUNA</b> – the student's own work is verified by assessing the degree of implementation of the assumed learning outcomes: a test checking the student's knowledge of the subject specified in the syllabus, but also through final papers, projects, presentations and any other mid-term work.			
<b>TABLE OF PROGRAMME CONTENTS</b>			
<b>Program content</b>	<b>Number of hours</b>	<b>Reference of learning outcomes to CLASSES</b>	
<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 organization of health care for a patient of developmental age in Poland. Risk factors for health risks of the developmental-age patient.	2	D.W1-6., D.W10. O.K1-7.
2. Types of diagnostic tests in pediatric diseases.	2	
3. Anatomical and functional distinctions of developmental age.	2	
4. Factors affecting the development of the child.	2	
5. Characteristics of the development of the child in particular periods of life.	2	
6. Detection of disorders in the somatic development of the child.	2	
7. Congenital defects in children.	2	
8. Life-threatening conditions of the child.	3	
9. Characteristics of the most common childhood diseases: respiratory, circulatory, urinary, digestive, allergic, blood.	3	
10. The impact of the disease on the functioning of the child and his family.	2	
11. Characteristics of drugs and their effect on the developing organism of the child.	2	
12. Principles of child care in selected diseases and defects of developmental age: pneumonia, acute diarrhea, infectious diseases, rickets, anemia, infections of the urinary system. urinary system, 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 nursing peculiarities of different developmental periods.	1	D.W1-6., D.W10., D.U1., D.U5-6., D.U15-17., O.K1-7.
2. Care for a premature baby and a hypotrophic newborn.	1	
3. Management of life-threatening conditions.	1	
4. Basic nursing procedures in pediatrics.	1	
5. The relationship between parents and nursing staff. Death of the child and the attitude of the staff to the child's terminal illness.	1	
6. The chronically ill child.	1	
7. Basics of nursing a child with a respiratory disorder including respiratory gymnastics and aerosol therapy.	1	
8. Allergic child – diagnosis, management.	1	
9. Basics of nursing a child with acute gastrointestinal disorders.	1	
10. A child with an eating disorder.	1	
11. An abused child and a child with an orphan disease – the basics of nursing and care.	1	
12. Diagnostic tests in pediatrics.	1	
13. Bedwetting – causes, self-control, treatment.	1	
14. Principles of isolation and management of a child with an infectious disease.	1	
15. Child – patient of the surgical ward – peculiarities of management.	1	
<b>PRACTICAL CLASSES, semester III</b>		
1. Ways to prevent nosocomial infections with special attention to the pediatrics department.	10	

2. Familiarization with medical records during admission of a child to the ward.	5	D.W1-6., D.W10., D.U1., D.U5-6., D.U15-17., O.K1-7.
3. The nurse's ability to communicate with the infant, toddler and their family - gaining the trust of the young patient.	5	
4. Ensuring the biopsychosocial needs of the newborn and infant.	5	
5. Ensuring the biopsychosocial needs of a toddler.	5	
6. Vital parameters of the child. Method of measurement, type of equipment used in pediatric wards.	10	
7. The tasks of a nurse resulting from caring for a child with diabetes.	10	
8. Nursing 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 the hospital environment.	10	
11. Caring for a child with pneumonia.	10	
12. The tasks of the nurse in the prevention of recurrent respiratory infections.	5	
13. Preparation of inhalation, occlusion technique, positioning drainage, respiratory gymnastics.	10	
14. Participation of the nurse in the diagnosis of allergic diseases.	10	
15. Administration of drugs by various routes of application – applicable rules.	10	
16. The role and tasks of the nurse when performing diagnostic tests.	10	
17. Participation of the nurse in the care of a child with iron deficiency anemia	5	
18. Nursing care of 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. Nursing of a child with malignancy and a disease with an unfavorable prognosis.	5	
22. Principles of effective cooperation in a therapeutic team.	5	
<b>APPRENTICESHIP, semester III</b>		
1. Implementation of nursing care standards in the field of pediatric nursing.	40	D.W1-6., D.W10., D.U1., D.U5-6., D.U15-17., O.K1-7.
2. Hospitalization as a difficult situation for the child and his family.	40	
3. Diagnosis and management of a hospitalized child and solving care problems in selected disease states – application of the nursing process.	40	
4. Disease complications and negative consequences of the child's hospitalization - prevention, actions of the nurse. Health education of the child and his family. Preparation of 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. Cerebellar palsy – nursing and psychosocial problems, complexity of care	1	D.W1-6., D.W10., D.U1., D.U5-6., D.U15-17., O.K1-7.
2. The issue of child death and terminal care.	1	
3. Educational activities related to early prevention and prevention of allergic diseases and food intolerances of children.	2	
4. Participation of the nurse in solving problems of girls and boys related to adolescence	2	

5. Nursing problems in diseases of the urinary system in children (urinary tract infections, nephrotic syndrome, bedwetting).	2	
6. Injuries in children – first aid, educational and preventive measures.	2	

#### LIST OF LITERATURE

##### Basic literature:

1. Hockenberry M.J., Wilson D., Rodgers C.C., *Wong's Essentials of Pediatric Nursing*, Mosby, 2021.
2. Ran D. Anbar, *Functional Symptoms in Pediatric Disease*, Springer New York, NY 2014 (open access).'

##### Supplementary literature:

1. Theresa Kyle, Susan Carmen, *Essentials of Pediatric Nursing International Edition*, Wolters Kluwer Health, cop. 2020.

#### Method of passing and forms and basic assessment criteria/examination requirements

##### Method of credit

- Exam – lectures
- Passing with grade – exercises
- Passing with grade – practical classes
- Passing without a grade – professional practice
- Passing without a grade – BUNA

##### Forms and criteria for passing

PASSING THE SUBJECT - THE SUBJECT ENDS WITH AN EXAM

##### Lecture

The basis for obtaining credit is:

- Attendance 100%; confirmed by an entry on the attendance list,
- possible 10% absence compensated in a manner individually agreed with the class instructor,
- positive passing of the colloquium - written or oral,

##### Exercise

The basis for obtaining credit for the assessment is:

- Attendance 100%; confirmed by an entry on the attendance list (excused absence in the case of a student's illness documented by a medical exemption or other fortuitous reasons and working off the classes at another time),
- active participation in classes (showing interest in issues discussed and conducted during exercises),
- positive completion of the colloquium - written or oral,
- correct completion of the applicable nursing documentation,
- correct development of a written paper - nursing care plan/nursing process for a patient with a selected nursing diagnosis (positive completion of BUNA),
- correct attitude towards simulated/standardized patient, colleagues, teacher, profession and learning and rules and regulations.

##### Practical classes

The basis for obtaining credit for the assessment is:

- Attendance 100%; confirmed by an entry on the attendance list (excused absence in case of student's illness documented by a medical exemption or other fortuitous reasons and working off classes at another time),
- active participation in practical classes,
- positive completion of learning outcomes in terms of skills and social competencies,
- correct completion of the applicable nursing documentation,
- correct development of the nursing process of the patient, correct description of the nursing report,
- correct attitude towards the patient, the therapeutic team and colleagues, the profession and science, and the rules and regulations,

##### Professional practice

The basis for obtaining credit is:

- Attendance 100%; confirmed by an entry on the attendance list (excused absence in case of student's illness documented by a medical exemption or other fortuitous reasons and working off classes at another time),
- active participation in professional practice,

- positive completion of learning outcomes in the area of skills and social competence (principles, efficiency, effectiveness, independence, communication, attitude),
- correct completion of the applicable nursing documentation,
- correct development of the nursing process of the patient, correct description of the nursing report,
- correct attitude towards the patient, therapeutic team and colleagues, profession and science, and rules and regulations.

## CRITERIA FOR THE ASSESSMENT OF KNOWLEDGE

### Criteria for the assessment of knowledge - test

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

### Criteria for the assessment of knowledge – oral answer

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

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

Number of points and rating:

30-28 - very good (5.0) - the student gives a completely comprehensive and correct answer to the given question, freely uses factually correct scientific language, taking into account current medical knowledge in the oral answer, demonstrates ease in solving problems arising from the task, skillfully combines knowledge from various scientific fields, demonstrates originality of own thoughts.

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

24-22 - good (4.0) - the student gives a basically independent answer, which contains most of the required content, a few errors in the answer are acceptable (secondary from the point of view of the topic), uses current medical knowledge requiring a small addition, the answer is correct in terms of scientific language, accuracy of recognition of problems requiring a small improvement, in the answer and should include independent conclusions of the student.

21-19 - plus sufficient (3.5) - the student gives an essentially independent answer, which includes 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 not always up-to-date, in the answer takes into account knowledge only of the field, makes errors in the use of scientific language, requires assistance in drawing conclusions.

18-16 - sufficient (3.0) - the student gives an answer containing some of the required information, making mistakes, but with the help of the teacher corrects his answer, both in terms of factual knowledge and in the way it is presented, however, the student knows the basic facts and with the help of the teacher gives an answer to the question posed.

## CRITERIA FOR ASSESSING THE DIFFERENT COMPONENTS OF SOCIAL SKILLS AND COMPETENCES

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

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

Number of points	Criteria for the evaluation of individual elements of the activity (task/exercise) by the student					
	Rules* (points 0-2)	Efficiency* (points 0-2)	Effectiveness* (points 0-2)	Self-reliance* (points 0-2)	Communication* (points 0-2)	Posture* (points 0-2)
2	observes the rules,	performs activities	behavior takes into account the situation	plans and performs	correct independent, effective	analyses its conduct, collaborates with the team

	the right technique and the order of execution Actions	confidently, vigorously	of the patient, achieves the goal	activities independently	selection of content	therapeutic, full identification with a professional role
<b>1</b>	Observes rules after orientation	performs activities not very confident, after a short Reflection	does not always take into account health situation of the patient, achieves the goal after orientation	Requires Reminders and targeting in some Activities	Requires Guidance Targeting in the selection of content	has difficulty in critical evaluation and analysis of their conduct, in cooperation with the team therapeutic and in identification with the professional role
<b>0</b>	does not comply rules, chaotically performs actions	performs activities uncertain, very slowly	does not take into account individual situation patient, does not achieve the goal	requires constant Guidance and reminders in every action	can not maintain verbal contact with the patient	cannot critically evaluate and analyze their conduct, does not cooperate with therapeutic syndrome, no identifies with a professional role
Number of points obtained						

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

\*Obtaining 0 points in any element of the assessment prevents positive passing of practical skills

#### RATING SCALE:

11-12 points - bdb (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 the assessment of elements achieved in the care process

No.	Elements of the assessment of the nursing process	Number of points 0-2
	Ability to collect and analyze information about the patient's health situation*	
	Ability to formulate a nursing diagnosis*	
	Ability to set care goals*	
	Ability to plan activities adequate to the health situation of the patient and family*	
	Implementation of planned activities in accordance with current standards of nursing services*	
	Independence and creativity in proposing solutions*	
	Ability to assess the process of nurturing and formulating conclusions for further care of the patient by himself and / or his family / caregivers *	
	Ability to use correct medical terminology*	
	Ability to aesthetically record in patient records*	
	Together	

\*Obtaining 0 points in any element of the assessment prevents positive passing of the nursing process

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- sufficient (3.0)

0-19- insufficient (2.0)

#### Criteria for the assessment of the elements achieved in the nursing report

No.	Elements of the nursing report assessment	Scoring	Number of points earned
	Assessment of the general condition of the patient*	0-2	
	Assessment of the patient's biological condition (implementation and evaluation of activities)* -omission of an important problem results in obtaining an insufficient assessment from the report	0-8	
	Assessment of mental state (implementation and evaluation of activities)*	0-5	



	Assessment of social status (implementation and evaluation of activities)	0-3	
	Ability to assess the effects of the implemented activities and formulate recommendations for the next duty*	0-3	
	Correctness of medical/professional vocabulary, aesthetics of work*	0-2	
	Together		

\*Obtaining 0 points under any criterion results in an unsatisfactory 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- sufficient (3.0)

11-0- insufficient (2.0)

#### Criteria for assessing the student's attitude

No.	Assessment of the elements of the student's attitude	Scoring	Number of points earned
	Attitude towards the patient: tact, culture, tolerance towards the patient's family, understanding the individual needs of the patient, family, taking actions to support the patient, sensitization to the patient's problems, his family understanding, patience, respect for the patient's rights*.	0-8	
	Attitude towards the therapeutic team: personal culture of the student, kindness towards colleagues, staff, ability to cooperate in a team (communicating with people and listening to others, trying to solve difficult situations)*.	0-6	
	Attitude towards the profession and science: commitment to nursing work (motivation to work, interest, improving the quality of services provided), improvement of methods and organization of work (accuracy, independence of decisions made, adaptation 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 behavior (attitude to mistakes, responsibility, self-assessment of the level of knowledge, skills and capabilities)*.	0-6	
	The student's attitude towards the regulations: punctuality, avoidance of absenteeism, compliance with the regulations of the institution / unit and classes conducted, correct uniforms, aesthetic appearance*.	0-3	
	Together		

\*Obtaining 0 points under any criterion results in an unsatisfactory 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- sufficient (3.0)

11-0- insufficient (2.0)

#### FINAL EXAM IN THE SUBJECT

- The condition for admission to the exam is to obtain a positive pass from lectures and exercises, practical classes, professional practice and BUNY
- The exam takes the form of a written test, a multiple-choice test /MCQ/ with one correct answer (each correct answer is 1 point, no answer or incorrect answer 0 points, a minimum of 60% of correct answers qualify for a positive assessment.

#### Test evaluation criteria

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

and/or reply orally

Evaluation criteria – oral answer

Assessment	Criterion
Very good	Correct, full, independent answer to 3 questions asked to the student by the lecturer

Endorsement	Correct, requiring little orientation by the teacher, answer to the 3 questions asked to the student
Sufficient	Correct, incomplete, requiring significant orientation by the teacher answer to the 3 questions asked to the student
Insufficient	No answer or incorrect answer to each of the 3 questions asked to the student

**FINAL GRADE IN THE SUBJECT:**

- the exam accounts for 60% of the final grade in the subject
- the remaining 40% is the average grade from other forms of classes

The final grade is recalculated according to the following criteria:

3.0 -3.24 – sufficient (3.0)

3.25 -3.74 – sufficient (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 for excused reasons:**

Making up for abandoned classes is possible only in the case of a student's illness documented by sick leave or Making up missed classes is possible only in the case of a student's illness documented by a medical exemption or other fortuitous reasons. Excusing classes and passing the material covered during the period of absence is done by the lecturer conducting the classes. Both a student returning from dean's leave and a student repeating a year are obliged to attend all classes and to take examinations. Only if a grade of at least "pass" (3.0) is obtained in an examination in a given year may a student repeating a year because of another subject be exempted from the obligation to attend classes and to pass the subject.

**Acceptance: Vice-Chancellor for Science and Educational Quality**