



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

<b>Module/subject name:</b>	<b>BASICS OF REHABILITATION</b>		
<b>Direction:</b>	<b>NURSING</b>		
<b>Level of study*:</b>	I degree (bachelor's) 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 <input type="checkbox"/> III <b>X</b> Semester*: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <b>X</b>		
<b>Number of ECTS credits assigned</b>	<b>1,5</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>	Tel. 55,279 17,68 e-mail: dziekanat@psw.kwidzyn.edu.pl		
<b>Type of module/subject relating to apprenticeships*:</b>	<ul style="list-style-type: none"> <li>• basic <input type="checkbox"/> sciences</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> </ul>		
Person responsible for the module/subject:	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>15</b>	
Seminar (S)			
E-learning (e-L)			
Conversatories			
Exercises (C)		<b>15</b>	
Practical classes (ZP)			
<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>Total student workload – total number</b>		<b>40</b>	
<b>Number of ECTS credits per subject/module</b>		<b>1.5, including 0.5 BUNA</b>	
<b>Didactic methods</b>	<ul style="list-style-type: none"> <li>• giving (lecture, talk),</li> <li>• programmatic (using audiovisual tools, boards),</li> <li>• activating (case method, situational method).</li> </ul>		
<b>Assumptions and aim of the subject</b>	Equipping students with the knowledge and skills necessary to provide professional nursing care to a recipient of all ages and health status in all places of nursing service provision.		
<b>Teaching tools</b>	Board and multimedia projector, boards.		
<b>Prerequisites:</b>	basic knowledge of human structure and functioning, basic disease disorders and monitoring and measurement of vital functions.		
<b>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</b>			
Symbol learning outcome	The graduate: knows and understands / is able to / is ready to	Methods for verifying the achievement of the intended learning outcomes	Form of implementation of didactic classes * enter the symbol
D.W1.	risk factors and threats to the health of patients of different age;	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	W/Ć/ BUNA
D.W26.	major directions in therapeutic and occupational rehabilitation;	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	W/Ć/ BUNA

D.W27.	course and methods of rehabilitation in specific disease entities;	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	W/Ć/ BUNA
D.U16	instruct patients and carers in selecting and operating medical and rehabilitation equipment;	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	Ć/BUNA
D.U18.	identify complications of pharmacological, dietary, rehabilitation and nursing treatment;	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	Ć/BUNA
D.U21.	administer bedside rehabilitation, motor rehabilitation, and activation with elements of occupational therapy;	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	Ć/BUNA
D.U22.	provide therapeutic team members with information on a patient's health status;	<i>Written and/or oral examination, completion of a given task, project or oral answer</i>	Ć/BUNA
O.K1.	be guided by the best interests of the patient, respect the dignity and autonomy of the persons entrusted to their care, show understanding for world-view and cultural differences and show empathy towards the patient and their family;	<i>prolonged observation by the teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-esteem</i>	Ć/BUNA
O.K2.	respect patients' rights;	<i>prolonged observation by the teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-esteem</i>	Ć/BUNA
O.K3.	exercise the profession autonomously and with integrity in accordance with ethical principles, including adherence to moral values and obligations in patient care;	<i>prolonged observation by the teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-esteem</i>	Ć/BUNA
O.K4.	take responsibility for their professional activities;	<i>prolonged observation by the teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-esteem</i>	Ć/BUNA
O.K5.	to seek expert advice when having difficulty solving the problem independently;	<i>prolonged observation by the teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-esteem</i>	Ć/BUNA
O.K6.	anticipate and take into account factors influencing their own and the patient's reactions;	<i>prolonged observation by the teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-esteem</i>	Ć/BUNA
O.K7.	perceive and recognise their own limitations in terms of knowledge, skills and social competences and carry out a self-assessment of their educational deficits and needs.	<i>prolonged observation by the teacher in charge; 360° rating (opinions of teachers, colleagues, patients, other colleagues); Self-esteem</i>	Ć/BUNA
*W-lecture; S-seminar; EL- e-learning; K -conversations; Ć-exercises; ZP-practical classes; PZ-professional internships; BUNA-independent student work			

**EXAMPLES OF METHODS FOR THE VERIFICATION OF LEARNING OUTCOMES**

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

**in terms of skills (exercises/seminars):** Practical examination; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini – clinical examination); Implementation of the commissioned task; Design, presentation

**in the field of social competences:** reflective essay; prolonged observation by the tutor / teacher of the teacher; 360° assessment (opinions of teachers, colleagues, patients, other colleagues); Self-assessment (including portfolio)

**BUNA** – 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.

**TABLE OF PROGRAMME CONTENTS**

Program content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester VI		
1. Basic concepts related to disability, definitions, classification, epidemiology.	1	D.W1., D.W26-27.
2. Types of disability.	1	
3. Rehabilitation as a medical-social process. The concept of rehabilitation according to WHO.	2	
4. The effect of movement on the human body.	1	
5. Basic methods and techniques of improving patients.	2	
6. The role and tasks of physical therapy in the rehabilitation of patients.	2	
7. Rules for lifting and moving patients - the use of facilities.	1	
8. Issues of vocational rehabilitation, legal regulations.	1	
9. Motor activity in the prevention, treatment and rehabilitation of selected diseases.	2	
10. Types of diagnostic tests in rehabilitation.	2	
EXERCISES, semester VI		
1. Organization of hospital rehabilitation departments and post-hospital rehabilitation facilities.	1	D.W1., D.W26-27., D.U16., D.U18., D.U21-22., O.K1-7.
2. The role of a nurse in the rehabilitation team.	2	
3. Causes and consequences of disability.	1	
4. Assessment of the patient, the disabled and their environment for the needs of comprehensive rehabilitation and the nursing process.	2	
5. Implementation of care and rehabilitation activities limiting the effects of hypokinesia.	1	
6. Selected elements of kinesitherapy.	1	
7. Selection rules and technique of using orthopedic and technical aids.	2	
8. Types of diagnostic tests in rehabilitation.	1	
9. Principles of caring for and improving people after strokes.	1	
10. Tasks of a nurse in the rehabilitation of disabled children.	1	
11. Care and guidance of a person with impaired function of the organ of vision or hearing.	1	
12. Occupational therapy, the role of sport and recreation.	1	
BUNA - independent student work, semester VI		
1. Integration of a disabled person in the environment of residence, work, teaching and upbringing.	3	D.W1., D.W26-27., D.U16., D.U18., D.U21-22., O.K1-7.
2. Participation of a nurse in shaping positive attitudes of society towards people with disabilities.	3	
3. Psychosocial problems in the rehabilitation of people after spinal cord injury.	2	
4. The extent of disability and disability in Poland and in the world.	2	
LIST OF LITERATURE		
Basic literature:		
1. M. Sivan, M. Phillips, I. Baguley, M. Nott, <i>Oxford Handbook of Rehabilitation Medicine</i> , OUP Oxford, cop. 2019.		

**Supplementary literature:**

1. Simon O'Connor, Nicholas J Talley, Brad Frankum, Essentials of Internal Medicine, Elsevier, cop. 2021.

**Method of passing and forms and basic assessment criteria/examination requirements****Method of credit**

- Passing with grade – lectures
- Passing with grade – exercises
- Passing without a grade – BUNA

**Forms and criteria for passing****Lecture:**

The basis for obtaining credit is:

- presence of 100%; confirmed by an entry on the attendance list,
- possible 10% absence balanced in a manner individually agreed with the lecturer,
- active participation in lectures (joining the discussion initiated by the lecturer, showing interest in the issues discussed during the lecture),
- obtaining a positive assessment from a written colloquium (test) and/or oral colloquium (3 questions),,
- BUNY passing.

**Written colloquium:**

- 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

**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 question asked, freely uses the factually correct scientific language, taking into account in the oral answer current medical knowledge, demonstrates ease in solving problems arising from the task, skillfully combines knowledge from various scientific fields, demonstrates the originality of his own thoughts.

27-25 - plus good (4.5) - the student gives the correct answer to the question asked, uses scientific language, taking into account in the oral answer current medical knowledge, 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, few errors in the answer are allowed (secondary from the point of view of the topic), uses current medical knowledge that requires little supplementation, the answer is correct in terms of scientific language, the accuracy of recognizing problems requiring little improvement, the answer and should include the student's own conclusions.

21-19 - plus sufficient (3.5) - the student gives a basically independent answer, which contains most of the required content, makes few, primary errors in the answer, the student knows the most important facts and can interpret them and select the most important problems, uses medical knowledge that is not always up-to-date, in response takes into account knowledge only in a given field, makes mistakes in using scientific language, requires help 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 substantive knowledge and in the way it is presented, but the student knows the basic facts and with the help of the teacher gives an answer to the question posed.

## Project

### BUNA evaluation criteria - independent student work

BON Evaluation criteria Independent student work		
Evaluation criteria	Assessment: zal/nzal	
Compliance of the content of the work with the subject of education		
Substantive assessment of work		
Evaluation of the selection and use of sources		
Assessment of the formal side of the work (footnotes, language)		
*(recommendations for work)		
	(rating)	(signature)

\* if any of the criteria are not met, the work should be corrected according to the lecturer's recommendations

## Exercise

**Methods of checking:** questions testing theoretical knowledge and the ability to associate theory with practice. Interpretation of the clinical situation in question.

The basis for obtaining credit for the assessment is:

- presence of 100%; confirmed by an entry on the attendance list (absence justified in the event of the student's illness documented by sick leave or other random reasons and working off classes at a different time),
- active participation in the exercises (joining the discussion initiated by the lecturer, showing interest in the issues discussed and conducted during the exercises),
- correct attitude towards the simulated/standardized patient, team, profession.

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

*The student receives a 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					
	Policy	Efficiency	Effectiveness	Self-reliance	Communicating	Attitude
2	observes the rules, the right technique and the order of execution Actions	performs activities confidently, vigorously	behavior takes into account the situation of the patient, achieves the goal	plans and performs activities independently	correct independent, effective selection of content	analyses its conduct, collaborates with the team therapeutic, full identification with a professional role
1	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
0	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

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

### 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)

### FINAL GRADE IN THE SUBJECT:

- arithmetic mean of grades from the colloquium of lectures and exercises.

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 abandoned for justified reasons:**

Making up for abandoned classes is possible only in the case of a student's illness documented by sick leave or other random reasons. Justification of classes and passing of the material being the subject of exercises during the period of absence is made by the lecturer conducting the classes.

Both a student returning from dean's leave and a student repeating the year is obliged to attend all classes and take the exam. Only if the exam in a given year has been obtained with at least a sufficient grade (3.0), a student repeating the year due to another subject may be exempted from the need to attend classes and pass and pass the subject.

**Acceptance: Vice-Rector for Teaching and Student Affairs**