

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	MANAGEMENT IN THE PROFESSIONAL PRACTICE OF NURSING				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 1st <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 X <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
Number of ECTS credits assigned	4				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel./email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities X ● advanced nursing practice <input type="checkbox"/> ● research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic staff					
Lectures (L)		18			
Seminars (S)					
Conversations (C)					
Practical classes (P)		6			
Simulation exercises (SE)		10			
Independent student work		66			
Total student workload – overall number		34/100			
Number of ECTS credits for the course		4			
Teaching methods	<ul style="list-style-type: none"> ● presentation (lecture, presentation, discussion), ● programmatic (using audiovisual tools, boards), ● activating (case method, didactic discussion, project method), ● demonstration with explanation, demonstration with instruction, ● practical exercises under the supervision of the instructor, group work, practical completion of assigned tasks under the supervision of the instructor. 				
Assumption s and objectives of the course	To familiarise students with the basic concepts of management and work organisation in healthcare. To familiarise students with the mechanisms of nursing team management, planning and evaluation of care quality, and the impact of management on the effectiveness of a medical facility.				
Teaching tools	Multimedia projector, staffing planning sheets, performance evaluation sheets, budget sheets.				
Prerequisites	Basic knowledge of psychology, public health, nursing fundamentals at the first-cycle level for the nursing programme, and interpersonal communication. Organisational skills acquired during first-cycle studies in nursing. Interpersonal communication skills.				

Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching			
Symbol of learning outcome	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
A.W6.	scope of professional competences for the provision of health services by nurses in relation to their professional qualification levels;	<i>written and/or oral examination</i>	W
A.W7.	management methods in the healthcare system;	<i>written and/or oral examination</i>	W
A.W8.	principles of organisation functioning and structure building;	<i>written and/or oral examination</i>	W
A.W9.	methods of assessing the need for nursing care in primary health care and in outpatient, hospital and home care;	<i>written and/or oral examination</i>	W
A.W10.	the concept of organisational culture and the factors that determine it;	<i>written and/or oral examination</i>	W
A.W11.	decision-making mechanisms in management;	<i>written and/or oral examination</i>	W
A.W12.	management styles and the importance of leadership in nursing development;	<i>written and/or oral examination</i>	W
A.W13.	principles of implementation and financing of nursing services in the health insurance system;	<i>written and/or oral examination</i>	W
A.W14.	the specific nature of managerial functions, including the essence of task delegation;	<i>written and/or oral examination</i>	W
A.W15.	methods of organisational diagnosis, the concept and theory of change management, and the principles of strategic management;	<i>written and/or oral examination</i>	W
A.W16.	human resource management issues;	<i>written and/or oral examination</i>	W
A.W17.	conditions for the professional development of nurses;	<i>written and/or oral examination</i>	W
A.W18.	Scientific foundations of ergonomics in the work environment;	<i>written and/or oral examination</i>	W
A.W19.	the essence of the change process and the principles of change management;	<i>written and/or oral examination</i>	W
A.W20.	models and strategies of quality management in healthcare;	<i>written and/or oral examination</i>	W
A.U4.	apply strategic analysis methods necessary for the functioning of entities providing medical services;	<i>written or oral test / completion of an assigned task, extended observation, self-assessment</i>	Ć/ĆS
A.U5.	organise and supervise the work of teams of nurses, midwives or support staff;	<i>written or oral test / completion of an assigned task, extended observation, self-assessment</i>	Ć/ĆS
A.U6.	apply various methods of professional and managerial decision-making;	<i>written or oral test / completion of an assigned task, extended observation, self-assessment</i>	Ć/ĆS
A.U7.	plan human resources using various methods, organise employee recruitment and plan the professional adaptation process;	<i>written or oral test / completion of an assigned task, extended observation, self-assessment</i>	Ć/ĆS
A.U8.	develop a plan for one's own professional development and motivate other members of the subordinate team to pursue professional development;	<i>written or oral test / completion of an assigned task, extended observation, self-assessment</i>	Ć/ĆS

A.U9.	develop organisational standards and prepare job descriptions for nurses and other subordinate employees;	<i>written or oral test / completion of an assigned task, extended observation, self-assessment</i>	Ć/ĆS
A.U10.	develop staff work schedules based on an assessment of nursing care needs;	<i>written or oral test / completion of an assigned task, extended observation, self-assessment</i>	Ć/ĆS
A.U11.	supervise the quality of nursing care in a healthcare facility, including preparing the facility for external quality assessment;	<i>written or oral test / completion of an assigned task, extended observation, self-assessment</i>	Ć/ĆS
K.1.	Critically assesses their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>extended observation, self-assessment</i>	W/ Ć/ĆS
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>extended observation, self-assessment</i>	Ć/ĆS
K.3.	Shows concern for the prestige associated with the nursing profession and professional solidarity.	<i>extended observation, self-assessment</i>	Ć/ĆS
K.4.	Solves complex ethical problems related to the nursing profession and identifies priorities in the performance of specific tasks.	<i>extended observation, self-assessment</i>	Ć/ĆS
K.5.	Takes responsibility for the health services provided.	<i>extended observation, self-assessment</i>	Ć/ĆS

*L-lecture; S-seminar; C-conversation classes; E-exercises; ES-simulation exercises; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*).

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

in terms of social skills: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester IV		
1. Fundamentals of organisation and management theory in nursing.	3	A.W6-20., K.1.
2. Organisational design: mission, strategy, structure, organisational ties	1	
3. Management and its functions: planning, organising, motivating, controlling.	3	
4. Human resource management and staff development. Care planning and work schedules.	3	
5. Quality management and organisational change.	1	
6. Organisational standards and job descriptions.	2	
7. Ergonomics, occupational health and safety for nurses.	2	
8. Improvement and refinement of nursing care.	1	
9. Healthcare financing.	2	
EXERCISES, semester IV		
1. Nursing care needs and staffing planning.	2	A.U6-14., K.1-5.
2. Organisation and supervision of team work	2	

nursing team. Decision-making in the workplace.		
3. Strategic analysis in healthcare.	1	
4 Strategic resource management in nursing.	1	
SIMULATION EXERCISES, semester IV		
1. Solving organisational problems and decision-making. Supervision in an organisation.	3	
2. Planning professional development within the team.	2	
3. Creating organisational standards and job descriptions.	2	
4. Planning staff work schedules.	2	
5. Supervising the quality of care and preparing for external evaluation.	1	

Independent student work

1. Development of an organisational project to improve the work of the nursing team in a selected healthcare facility.	66	A.W16-17., A.W19.
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BIBLIOGRAPHY

Basic literature:

- 1. Gopee N., Galloway, Leadership and Management in Healthcare, Sage Publications Ltd, 2017.
- 2. Murray, Nursing Leadership and Management for Patient Safety and Quality Care, F.A. Davis Company, 2021.

Supplementary literature:

- 1. Thomas P.L., Harris J.L., Management and Leadership for Nurse Administrators, Jones and Bartlett Publishers Inc, 2022.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Examination Exercises →
Pass with a grade

Simulation exercises → OSCE exam

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing the exam in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Classes:

- 100% attendance (excused absences and make-up work);
- active participation in classes;
- passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers).

Simulation exercises:

- 100% attendance (excused and made-up absences);
- active participation in classes;
- passing the OSCE exam.

Assessment criteria:

Knowledge assessment criteria

Test

Assessment	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
Oral response						
% correct	91-100	81-90	71-80	61-70	51-60%	50% and below
Very good (5.0) →	Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification					

problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ The answer is essentially correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge is up to date, although it requires supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student Needs help in answering. Answer is not independent, difficult to assess without additional questions.

Unsatisfactory (2.0)→ Incorrect, inconsistent answer or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

The OSCE exam takes the form of an Objective Structured Clinical (Practical) Examination (OSCE, *Objective, Structured, Clinical, (Practical) Examination – OSC(P)E*).

The OSCE exam consists of a series of stations where students' clinical skills are assessed. At each station, the student performs clinical procedures planned in advance by the examiner. After completing one station, they move on to the next, where they perform procedures according to the exam plan. Each station is subject to thorough assessment. Before the examination begins, the examinee is given a maximum time limit for performing the procedures, which ranges from a few to several minutes. The student is assessed at each station on the basis of the procedure (the activity performed) using a so-called "checklist". The criteria for assessing the tasks performed are included in the individual OSCE practical examination assessment card.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the course instructor, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take tests and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:

Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course name:	MEDICAL DIDACTICS						
Field of study:	NURSING						
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)						
Profile of studies:	practical						
Type of studies*:	full-time / part-time						
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>						
Year and semester of study*:	Year of study: I X II III <input type="checkbox"/>	Semester of study: 1 X 2 3 4 5 <input type="checkbox"/> 6 <input type="checkbox"/>					
Number of ECTS credits assigned	3.5						
Language of instruction:	English						
Name of the Faculty:	Faculty of Health Sciences						
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl						
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities X ● advanced nursing practice <input type="checkbox"/> ● research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 						
Person(s) in charge:	According to the study plan						

*mark as appropriate, bold the text and/or change to X

Forms of student workload	Student workload (number of teaching hours)
Contact hours with academic staff	
Lectures (L)	9
Seminar (S)	
Conversations (C)	24
Exercises (E)	
Independent student work	
Student workload related to professional internships	55
Total student workload – overall number	
Number of ECTS credits for the course	33/88
Office hours with academic staff	3.5
Teaching methods	<ul style="list-style-type: none"> ● Presentation methods: informative lecture, discussion, instruction, explanation, work with text. ● Practical methods: direct method (demonstration). ● Problem-based methods: case study method, role-play method, didactic discussion, pro and con debate, metaplan, brainstorming, decision tree, fishbone diagram. ● Expository methods: poster, demonstration.
Assumptions and objectives of the course	<p>To familiarise students with the theory and practice of medical teaching and the mechanisms of effective knowledge transfer.</p> <p>To familiarise students with teaching methods, techniques for conducting classes, assessing knowledge and skills, as well as adapting educational content to the needs of different groups of recipients.</p>
Teaching tools	Multimedia projector, teaching scenarios, classroom assessment tools.
Prerequisites	<ul style="list-style-type: none"> — Knowledge of psychology, pedagogy and health promotion resulting from the completion of first-cycle studies. — Ability to analyse and draw conclusions, lead discussions and plan one's own work.

	— Ability to work in a team, personal culture.		
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching			
Symbol of learning outcome	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
A.W21.	basic concepts in medical education;	<i>Written examination – multiple choice test (MCQ)</i>	W
A.W22.	methods of conducting educational activities among patients;	<i>Written exam – multiple choice test (MCQ)</i>	In
A.W23.	teaching methods and teaching aids used in education at the level of studies preparing for the nursing profession and postgraduate education of nurses;	<i>Written examination - multiple choice test (MCQ)</i>	W
A.U12.	organise the teaching process using modern technologies applied in undergraduate nursing education and postgraduate nursing education;	<i>Oral test, project</i>	K
A.U13.	select appropriate teaching methods and resources in teaching activities;	<i>Oral exam, project</i>	K
A.U14.	verify the correctness of the organisation of the vocational education process;	<i>Oral test, project</i>	K
K.1.	Critically assess one's own actions and those of colleagues, respecting differences in worldviews and cultures.	<i>Observation, self-assessment</i>	W/K

*L-lecture; S-seminar; C-conversation classes; E-exercises; P-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester I		
1. Elements of the teaching process: learning as a link in the teaching process.	2	A.W21-23., K.1.
2. Educational objectives – classification of educational objectives. Taxonomic concepts – B. Bloom and B. Niemierko.	2	
3. Teaching methods – classification of methods, teaching methods and strategies, optimisation of method selection depending on learning outcomes and the audience.	3	
4. Health education for patients.	1	
5. Verification and evaluation of the education process.	1	
CONVERSATIONS, semester I		
1. Evaluation and assessment – control and assessment functions.	3	A.U12-14., K.1.
2. Methods, techniques and tools for teaching measurement, advantages and disadvantages of various control and assessment methods.	5	
3. Problem-based and expository methods. Application of the cycle	4	

Kolba in nursing student training and therapeutic education.		
4. Application of teaching skills in working with patients. Observation of classes.	4	
5. Designing the teaching process.	4	
6. Conducting classes.	4	

Independent student work

1. Developing a lesson plan for a patient or a selected group of patients with a specific health problem.	55	A.W26.
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BIBLIOGRAPHY

Basic literature:

1. Swanwick T., Forrest K., O'Brien B.C., Understanding Medical Education - Evidence, Theory and Practice, John Wiley and Sons Ltd, 2018.
2. Oermann M.H., De Gagne J.C., Phillips B.C., Teaching in Nursing and Role of the Educator. The Complete Guide to Best Practice in Teaching, Evaluation, and Curriculum Development, Springer Publishing Co Inc, 2021.

Supplementary literature:

1. Huggett K.N., Quesnelle K.M., Jeffries W.B., An Introduction to Medical Teaching. The Foundations of Curriculum Design, Delivery, and Assessment, Springer, Berlin 2023.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Pass with a grade 50-59 → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence is permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Seminars:

- 100% attendance (excused absences and make-up work);
- active participation in classes;
- passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers).

Assessment criteria:

Knowledge assessment criteria

Test

Assessment	Very good (5.0)	Good (4.5)	plus	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% correct answers	91-100	81-90	71-80	61-70	51-60	50% and below	

Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0) → Response generally correct, with minor deficiencies. General identification of problems, without detailed

analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementation or clarification. Ability to relate content to clinical practice. Response structure consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Insufficient (2.0)→ Incorrect, inconsistent answer or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a doctor's note or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	MULTICULTURALISM IN THE PROFESSIONAL PRACTICE OF NURSING				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 1st <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 X <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
Number of ECTS credits awarded	2				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel./email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
A group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities X ● advanced nursing practice <input type="checkbox"/> ● research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
<i>Contact hours with academic teacher</i>					
Lectures (L)		12			
Seminars (S)					
Conversations (C)					
Practical classes (P)		12			
Independent student work		26			
Student workload related to professional internships					
Total student workload – overall number		24/50			
Number of ECTS credits for the course		2			
Teaching methods		<ul style="list-style-type: none"> ● informative (lecture, talk), ● problem-based (case study method, role-play method). 			
Course objectives		To familiarise students with the concept of culture and its impact on the perception of health, illness and medical care. To enable students to learn about the mechanisms of adapting nursing practice to the needs of patients from different cultural backgrounds and to recognise and take into account cultural differences in the care process.			
Teaching tools		Multimedia projector, audiovisual materials illustrating cases of cultural diversity.			
Prerequisites	<ul style="list-style-type: none"> ● Knowledge of multiculturalism theory and human rights and fundamental freedoms at secondary school level. ● Use of diversity in interpersonal communication resulting from cultural, ethnic, religious and social conditions in work. ● Willingness to critically evaluate actions while respecting cultural differences. 				
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching					

Symbol of learning outcome	A student who passes the course knows/is able to/is prepared to:			Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
A.W24.	theory of nursing Madeleine Leininger;			<i>Written and/or oral test</i>	W
A.W25.	Cultural determinants of the organisation of treatment and care provision, taking into account health behaviours and approaches to treatment;			<i>Written and/or oral colloquium</i>	W
A.W26.	Cultural and religious differences in the perception of human beings and in intercultural communication.			<i>Written and/or oral test</i>	W
A.U15.	use a variety of interpersonal communication methods and techniques in the workplace, based on cultural, ethnic, religious and social conditions;			<i>Written and/or oral test</i>	Ć
A.U16.	apply Madeleine Leininger's multicultural nursing theory in practice;			<i>Written and/or oral test</i>	Ć
A.U17.	recognise cultural determinants of lifestyle that affect health and illness;			<i>Written and/or oral test</i>	Ć
A.U18.	take into account religious and cultural determinants in relation to patients' healthcare needs;			<i>Written and/or oral test</i>	Ć
K.1.	Critically assesses the actions of colleagues while respecting differences in worldview and culture.			<i>Observation, self-assessment</i>	W/Ć
K.4.	Solving complex ethical problems related to the nursing profession and priorities in the performance of specific tasks.			<i>Observation, self-assessment</i>	W/Ć

*L-lecture; S-seminar; K-conversations; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral exam (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester IV		
1. Protection of human rights in national and international law. European Convention for the Protection of Human Rights and Fundamental Freedoms.	2	
2. The rights of culturally diverse patients. Nursing care for culturally diverse patients.	3	
3. Madeleine Leininger's theory of multicultural nursing.	2	
4. Intercultural communication in healthcare.	3	
5. Lifestyle and health from a cultural perspective.	1	
6. Nursing care for patients who profess Christianity, Islam, Buddhism, Hinduism and other religions.	5	
7. Cultural competence in nursing practice.	3	
8. Ethical challenges and dilemmas in nursing work in relation to culturally diverse patients.	3	
9. Stereotypes and prejudices against national, ethnic and religious minorities in Poland.	1	
10. Cultural and religious differences in healthcare.	1	

A.W24-26., K.1., K.4.

EXERCISES, semester IV																			
1. Interpersonal communication resulting from cultural, ethnic, religious and social conditions.	3	A.U15-18., K.1., K.4.																	
2. Lifestyle and its impact on health and disease – cultural determinants.	3																		
3. Religion and spirituality and patient needs.	3																		
4 Patient needs – religious and cultural determinants.	3																		
Independent student work																			
1. Prepare a paper on nursing care for patients from different cultural backgrounds, based on Madeleine Leininger's theory of multicultural nursing.	26	A.W24-26.																	
BIBLIOGRAPHY																			
Basic literature: <ol style="list-style-type: none"> 1. Graham D.H., Multicultural Health, UNIV Readers, 2022. 2. Boyle J., Collins J., Ludwig-Beymer P., Andrews M.M., Transcultural Concepts in Nursing Care, Wolters Kluwer Health, 2024. 																			
Supplementary literature: <ol style="list-style-type: none"> 1. Ji M., Taibi M., Crezee I.H.M., Multicultural Health Translation, Interpreting and Communication, Taylor & Francis Ltd, 2021. 																			
Method of assessment and forms and basic criteria for assessment/examination requirements																			
Method of assessment:																			
Lectures → Pass with a grade □□□□□□□□□ → Pass with a grade																			
Conditions for passing:																			
Lecture: <ul style="list-style-type: none"> • 100% attendance (up to 10% absence is permitted with the consent of the lecturer); • completion of other forms of classes in the subject; • passing assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers). 																			
Classes: <ul style="list-style-type: none"> • 100% attendance (excused and made up absences); • active participation in classes; • passing the course with a grade in the form of: a test, oral response, task completion, etc. (minimum passing threshold: 60% correct answers). 																			
Assessment criteria:																			
Knowledge assessment criteria																			
<u>Test</u>																			
<table border="1"> <thead> <tr> <th>Assessment</th> <th>Very good (5.0)</th> <th>good (4.5)</th> <th>Good plus (4.0)</th> <th>Good (3.5)</th> <th>Satisfactory plus (3.0)</th> <th>Satisfactory (3.0)</th> <th>Poor (2.0)</th> </tr> </thead> <tbody> <tr> <td>Oral response</td> <td>Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge.</td> <td>Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of answers. Correct argumentation based on theoretical and practical knowledge.</td> <td>Good (4.0) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of answers. Correct argumentation based on theoretical and practical knowledge.</td> <td>Satisfactory plus (3.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of answers. Correct argumentation based on theoretical and practical knowledge.</td> <td>Satisfactory (3.0) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of answers. Correct argumentation based on theoretical and practical knowledge.</td> <td>Satisfactory (3.0) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of answers. Correct argumentation based on theoretical and practical knowledge.</td> <td>Poor (2.0) → Incomplete answer, many omissions of important information. Inaccurate identification of the main problems. Incomplete or inaccurate medical vocabulary. Incomplete or inaccurate knowledge.</td> </tr> </tbody> </table>				Assessment	Very good (5.0)	good (4.5)	Good plus (4.0)	Good (3.5)	Satisfactory plus (3.0)	Satisfactory (3.0)	Poor (2.0)	Oral response	Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge.	Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. 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Assessment	Very good (5.0)	good (4.5)	Good plus (4.0)	Good (3.5)	Satisfactory plus (3.0)	Satisfactory (3.0)	Poor (2.0)												
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based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.																			
Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of answers. Correct argumentation based on theoretical and practical knowledge.																			

Good (4.0)→ The answer is essentially correct, with minor deficiencies. General identification of problems, without detailed analysis. Technical vocabulary used correctly, with occasional inaccuracies. Medical knowledge is up to date, although it requires supplements or clarifications. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Insufficient (2.0)→ Incorrect, inconsistent answer or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a doctor's note or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
in Gdańsk

Forms of student workload	Student workload (number of teaching hours)
Contact hours with academic teacher	
Lectures (L)	
Seminars (S)	
Conversations (C)	30
Exercises (E)	60
Independent student work	60
Student workload related to professional practice	
Total student workload – overall number	90/150
Number of ECTS credits for the course	6

Teaching methods	<ul style="list-style-type: none"> • cognitive method, • deduction method, • induction method, • activating methods (short language responses, role-playing, pair work, group work, problem-solving tasks, listening comprehension exercises).
Course objectives	<p>To familiarise students with advanced medical terminology and the language of professional communication in an international context.</p> <p>To teach students how to keep records, present research results and participate in conferences in English.</p>
Teaching tools	Multimedia projector, dictionaries, audio recordings for listening tasks, language simulations.
Prerequisites	Knowledge Knowledge of English at level B1 of the Common European Framework of Reference for Languages.
	Skills : Communication in English at a level above basic.
	Social competences: She systematically enriches her vocabulary and cares about the prestige associated with the nursing profession.

Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching activities

Learning outcome symbol	A student who passes the subject knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
A.U19.	communicate in English at level B2+ of the Common European Framework of Reference for Languages.	<i>Written and/or oral examination, project</i>	K/Ć
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>Extended observation, self-assessment</i>	K/Ć

*L-lecture; S-seminar; K-conversations; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR ASSESSING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ; multiple choice question/MCQ; multiple response question/MRQ; matching test; T/N test; fill-in-the-blank test*),

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Relating learning outcomes to CLASSES
SEMINARS, semester I		
1. Revision of language structures and medical vocabulary.	10	A.U19., K.3.
2. Effective communication in an interprofessional team. Interactions within the therapeutic team.	5	
3. Communication with patients and families – informing, educating, supporting.	5	
4. Communication in difficult situations. Care and emotional conversations.	5	
5. Intercultural and ethical communication.	5	
EXERCISES, semester II		
1. Health education – language, structure and methods of communication.	6	A.U19., K.3.
2. Creating educational materials – brochures, infographics, leaflets.	7	
3. Preparing and delivering educational presentations.	4	
4. Writing abstracts and scientific publications.	6	
5. Writing emails and written communication. Working with formal and semi-formal communication.	7	
EXERCISES, semester III		
1. Job interview. Writing a CV.	4	A.U19., K.3.
2. Self-presentation in front of an audience – patient, family, team.	3	
3. Designing an educational workshop. Creating scenarios.	6	
4. Management language in healthcare.	5	
5. Professional ethics and socially sensitive language.	3	
6. Advanced clinical situations – language simulations.	9	
Independent student work		
1. Preparation of an outline for a presentation at a scientific conference or seminar aimed at presenting research results, implementations or initiatives.	60	A.U19.
BIBLIOGRAPHY		
Basic literature:		
1. Materials provided by lecturers.		
Supplementary literature:		
1. Rogala D., Terka B., Burzyńska M., At the doctor's. I listen and understand. Materials for teaching medical Polish. A2-B2, Avalon Publishing House, Krakow 2019.		

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

→ exercises Exam (in semester III) → exercises Pass with a grade (in semesters I-II)

Conditions for passing:

Classes:

- 100% attendance (excused and made up absences);
- active participation in classes;
- passing the assessment in the form of: a test, task completion, etc. (minimum pass mark: 60% correct answers).

Exercises:

- 100% attendance (up to 10% absence permitted with the lecturer's consent);
- completion of other forms of classes in the subject;

- passing the exam in the form of a test (minimum pass mark: 60% correct answers).

Assessment criteria:

Knowledge assessment criteria

Test

Grade	Very Good (4.5)	Good plus (4.0)	Good (3.5)	Satisfactory plus (3.0)	Satisfactory (2.0)	Unsatisfactory (1.5)	Unsatisfactory (5.0)
% correct answers	91-100%	81-90%	71-80	61-70	51-60	50% and fewer	

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is at the discretion of the class instructor, and in the case of internships, the internship coordinator.

Students returning from a leave of absence and those repeating a year are required to attend all classes and take all assessments and examinations. Exemption from the obligation to attend and retake a course is only possible if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	LAW IN NURSING PROFESSIONAL PRACTICE				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 <input type="checkbox"/> 2 X 3 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
Number of ECTS credits assigned	3.5				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities X ● advanced nursing practice <input type="checkbox"/> ● research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				

*mark as appropriate, bold the text and/or change to X

Forms of student workload	Student workload (number of teaching hours)
<i>Office hours with academic staff</i>	
Lectures (W)	15
Seminar (S)	
Conversations (C)	
Practical classes (P)	24
Independent student work	49
Student workload related to professional internships	
Total student workload – overall number	39/88
Number of ECTS credits for the course	3.5
Teaching methods	<ul style="list-style-type: none"> ● informative (informative lecture), ● problem-based (problem-based lecture), ● case study (discussion), ● working with texts, ● independent information search.
Assumptions and objectives of the course	<p>To familiarise students with basic legal concepts and mechanisms for applying the law in the everyday professional practice of nursing.</p> <p>To familiarise students with legal acts regulating the rights and obligations of nurses, to understand the impact of regulations on clinical decision-making, record-keeping and patient relations.</p>
Teaching tools	Multimedia projector, legal acts, court rulings.
Preliminary requirements	Knowledge of the legal consequences of medical events obtained in the field of law during first-cycle studies in nursing. Ability to assess events and classify professional situations in relation to civil, criminal and professional law in the field of law in first-cycle studies in nursing.

	nursing. Demonstrating a professional approach and care for the prestige associated with the nursing profession.
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Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching			
Symbol of learning outcome	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
A.W1.	the significance and legal consequences of medical events;	<i>Written and/or oral test</i>	W
A.W2.	the issue of adverse events and medical errors in terms of patient safety;	<i>Written and/or oral test</i>	W
A.W3.	the essence of medical errors in nursing interventions;	<i>Written and/or oral test</i>	W
A.W4.	issues related to civil liability insurance;	<i>Written and/or oral test</i>	W
A.W5.	legal provisions concerning the processing of special categories of personal data in the healthcare system;	<i>Written and/or oral test</i>	W
A.W6.	Scope of professional competences for the provision of healthcare services by nurses in relation to their professional qualification levels;	<i>Written and/or oral examination</i>	W
A.U1.	assess events in the professional practice of nurses in the context of compliance with legal regulations and the possibilities and methods of pursuing claims, as well as indicate possible solutions to a given problem;	<i>Written and/or oral examination</i>	Ć
A.U2.	classify a given professional situation in relation to civil law, criminal law and labour law, as well as in terms of professional liability;	<i>Written and/or oral test</i>	Ć
A.U3.	analyse the causes of medical errors and implement preventive measures within the scope of a nurse's professional competences;	<i>Written and/or oral test</i>	Ć
K.2.	formulating opinions on various aspects of professional activity and seeking expert advice in case of difficulties in solving problems independently;	<i>Observation, self-assessment</i>	W/Ć
K.3.	showing care for the prestige of the nursing profession and professional solidarity;	<i>Observation, self-assessment</i>	W/Ć
K.5.	taking responsibility for the health services provided;	<i>Observation, self-assessment</i>	W/Ć

*L-lecture; S-seminar; K-tutorial; Ć-exercises; ZP-practical classes; PZ-professional practice;

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*).

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

in terms of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference to learning outcomes for CLASSES
LECTURES, semester II		

1. The significance and legal consequences of medical events.	2	A.W1-6., K.2-3., K.5.
2 Issues of medical law and medical events. Medical errors in the work of nurses at various levels and positions and depending on qualifications.	4	
3. Legal liability of nurses.	2	
4. Medical malpractice insurance system.	2	
5. Patients' personal data in the context of the GDPR.	2	
6. Professional authorisation for nurses to provide healthcare services.	3	
EXERCISES, semester II		
1. Medical incidents in nursing: causes, consequences, prevention.	5	A.U1-3., K.2-3., K.5.
2. Practical analysis of medical error cases.	4	
3. Classification and assessment of legal events in the workplace.	3	
4 Documentation creation and analysis of compliance with regulations.	5	
5 Pursuing patient claims, defending nurses in practice.	4	
6. Professional responsibility of nurses – local government and chambers.	3	
Independent work by students		
1. Preparation of a paper on the legal responsibility of nurses in the event of a selected medical error (including case analysis and possible consequences).	49	A.W3., A.U3.

BIBLIOGRAPHY

Basic literature:

1. Grant P.D., Ballard D., Law for Nurse Leaders, Springer Publishing Co Inc, 2017.
2. Tengnah S.A., Law and Professional Issues in Nursing, SAGE Publications Ltd, 2020.

Supplementary literature:

1. Staunton P.J., Chiarella M., Law for Nurses and Midwives, 2024.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Pass with a grade
 Exercises → Pass with a grade

Conditions for obtaining a pass:

Lecture:

- 100% attendance (up to 10% absence permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Classes:

- 100% attendance (excused and made up absences);
- active participation in classes;
- passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers).

Assessment criteria:

Knowledge assessment

criteria

Test

Grade	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% correct	91-100	81-90	71-80	61-70	51-60	50% and below

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powińska Academy of Applied Sciences

Course title:	THERAPEUTIC CARE AND EDUCATION IN CHRONIC DISEASES: CHRONIC RESPIRATORY DISEASES (COPD RESPIRATORY FAILURE)				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 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	2.5				
Language of instruction:	English				
Name of the Faculty at PSW:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● scientific research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
<i>Contact hours with academic teacher</i>					
Lectures (L)		12			
Seminars (S)					
Conversations (C)					
Exercises (C)		15			
Simulation exercises (CS)		21			
Independent student work					
Student workload related to professional practice		40			
Total student workload – overall number					
Number of ECTS credits for the course		48/88			
<i>Contact hours with academic staff</i>		3.5			
Teaching methods	<ul style="list-style-type: none"> ● informative (informative lecture, talk), ● problem-based (problem-based lecture), ● programme-based (using audiovisual tools, boards), ● activating (case method, situational method, role-playing method, didactic discussion, project method), ● clinical case analysis, ● demonstration with explanation, ● demonstration with instruction, ● performance of practical tasks under supervision. 				
Assumptions and objectives of the course	<ul style="list-style-type: none"> ● Familiarisation with the aetiopathogenesis, symptomatology and treatment of chronic respiratory diseases. ● Familiarisation with the types and techniques of diagnostic tests for the respiratory system. ● Acquiring knowledge about medications used in respiratory failure. 				

	<ul style="list-style-type: none"> • Presentation of the role of oxygen therapy in the treatment of chronic respiratory failure. • Preparing students to provide specialist nursing care to patients with chronic respiratory diseases and to educate patients and their families. • Providing comprehensive nursing care to patients undergoing non-invasive mechanical ventilation. 		
Teaching tools	Blackboard, audiovisual tools. Medical teaching aids available at the CSM (medical manikins and simulators, trainers and models, including anatomical models).		
Prerequisites	Knowledge, skills and competences in the subjects covered in the first cycle of studies: anatomy, physiology, respiratory system pathology, internal medicine and internal medicine nursing, anaesthesiology and life-threatening nursing, pharmacology, and in the second cycle of studies - first year.		
Matrix of learning outcomes for the subject in relation to the methods of verifying the achievement of the intended learning outcomes and the form of teaching activities			
Symbol of learning outcome	A student who passes the course knows/is able to/is prepared to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W9.	predictors of healthy and sick human functioning, including chronic disease;	<i>Written or oral examination, project</i>	W
B.W19.	pathomechanism, symptoms, diagnosis, treatment and nursing care in respiratory failure, COPD and allergic diseases, in inpatient and home care settings;	<i>Written or oral exam, project</i>	W
B.W20.	the use of spirometry in the assessment of impaired respiratory function and the principles of measuring peak expiratory flow (, PEF), tests of bronchial hyperresponsiveness, in vivo and in vitro tests;	<i>Written or oral exam, project</i>	W
B.W26.	causes and principles of diagnostic and therapeutic management and care of patients with organ failure;	<i>Written or oral exam, project</i>	W
B.W27.	criteria qualification and procedures for of and conditions for discontinuing futile oxygen therapy;	<i>Written or oral examination, project</i>	W
B.W29.	pathomechanism of diabetes, asthma, COPD and chronic circulatory failure and their complications;	<i>Written or oral examination, project</i>	W
B.W31.	principles and methods of therapeutic education of patients, their families or carers in the field of self-monitoring and self-care in diabetes, asthma, COPD and chronic circulatory failure;	<i>Written or oral exam, project</i>	W
B.U9.	diagnose health risks in patients with chronic diseases;	<i>Oral test, Completion of assigned task</i>	Ć
B.U10.	assess the patient's adaptation to chronic disease;	<i>Oral test, Completion of assigned task</i>	Ć
B.U24.	plan and conduct therapeutic education for the patient in the field of self-observation and self-care, and for their family or carer in the field of caring for a patient with a chronic disease (chronic circulatory failure, cardiac arrhythmias and arterial hypertension, COPD, diabetes);	<i>Oral test, Completion of the assigned task</i>	Ć
B.U25.	use modern information technologies to monitor the condition of patients with chronic diseases;	<i>Oral test, Completion of assigned task</i>	Ć
B.U26.	perform diagnostic tests used in chronic respiratory diseases and interpret their results;	<i>Oral exam, Completion of assigned task</i>	Ć
B.U71.	prepare and use equipment for non-invasive ventilation;	<i>Oral test, Completion of assigned tasks</i>	Ć/ĆS
B.U80.	identify health indications resulting from the patient's condition.	<i>Oral exam, Completion of assigned task</i>	Ć
K.1.	Critically assesses their own actions and those of their colleagues with respect ideological and cultural differences.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment 360°, self-assessment</i>	Ć/ĆS

K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when encountering difficulties in solving problems independently.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	Ć/ĆS
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	W/Ć/ĆS
K.4.	Solves complex problems ethical related to the nursing profession and indicates priorities in the implementation of specific tasks.	<i>extended observation by the supervisor/teacher in charge; 360° assessment 360°, self-assessment</i>	Ć/ĆS
K.5.	Assumes responsibility for the health services.	<i>extended observation by the guardian/teacher in charge; 360° assessment, self-assessment</i>	Ć/ĆS

*L-lecture; S-seminar; C-conversation classes; E-exercises; CS-simulation exercises; P-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

in terms of skills (exercises/seminars): practical exam; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini – clinical examination); Completion of assigned tasks; Project, presentation

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester III		
1. Predictors of healthy and sick human functioning, including chronic respiratory disease (respiratory failure, COPD).	3	B.W9., B.W19-20., B.W26., B.W29., B.W31., K.3.
2. Pathomechanisms and complications of COPD and other respiratory diseases	1	
3. Modern technologies used in the treatment and monitoring patients with respiratory diseases.	3	
4. Oxygen therapy futile in the face of respiratory failure.	1	
5. Diagnostic and therapeutic management and care of patients with respiratory failure, COPD.	2	
6. Spirometry in the assessment of impaired respiratory function. Principles of measuring peak expiratory flow.	1	
7. Therapeutic education of the patient and their family/caregiver in the field of self-monitoring and self-care in chronic respiratory diseases	1	
EXERCISES, semester III		
1. Therapeutic care in arterial hypertension, chronic circulatory failure and cardiac arrhythmias - diagnosis of health risks and assessment of patient adaptation.	3	B.U9-10., B.U24-26., B.U71., B.U80., K.1-5.
2. Therapeutic education family/carer Therapeutic patient and their -self-observation, self-care. Indications health resulting from the patient's condition.	3	
3. Modern information technologies - use in patients with chronic diseases (respiratory failure, COPD).	4	
4. Diagnostic tests in chronic respiratory diseases. Improving skills in ordering diagnostic tests.	3	
5. Indications and principles for the use of non-invasive mechanical ventilation and possible complications of its use.	2	

SIMULATION EXERCISES, semester III			
Classes conducted as part of high-fidelity simulations, scenarios implemented:		21	B.U25-26., B.U71., K.1-5.
<ul style="list-style-type: none"> Preparing the patient for spirometry testing. Performing spirometry testing. Interpreting spirometry test results. Assessment of the patient's condition and assessment of nursing problems in patients with chronic respiratory failure. Preparing the patient and using equipment for non-invasive ventilation. 			
Independent work by the student		20	B.W9., B.W19-20., B.W26., B.U9-10., B.U24-26., B.U71., K.1-5.
1. Deepening knowledge and skills in the field of chronic respiratory failure, COPD.			
2. Project: Prepare educational materials for patients and their families/caregivers as part of health counselling on therapeutic care for patients with chronic respiratory failure who are mechanically ventilated.		20	
BIBLIOGRAPHY			
Basic literature:			
1. Milaciu M.V., Methods of Nursing Care in Respiratory Diseases, LAP LAMBERT Academic Publishing, 2022.			
2. Grippi M., Antin-Ozerkis D.E., Dela Cruz CH.S., Kotloff R., Kotton C.N., Pack A., Fishman's Pulmonary Diseases and Disorders, McGraw-Hill Education, 2023.			
Supplementary literature:			
1. Weinberger S.E., Cockrill B.A., Mandel J., Principles of Pulmonary Medicine, Elsevier, 2023.			
Method of assessment and forms and basic criteria for assessment/examination requirements			
Method of assessment:			
Lectures→ Exam			
Simulation exercises→ OSCE examination Exercises→ Pass with a grade			
Conditions for passing:			
Lecture:			
<ul style="list-style-type: none"> 100% attendance (up to 10% absence permitted with the consent of the lecturer); completion of other forms of classes in the subject; passing the exam in the form of: a test, oral response (minimum pass mark: 60% correct answers). 			
Exercises, practical classes:			
<ul style="list-style-type: none"> 100% attendance (excused and made up absences); active participation in classes; passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers). 			
Simulation exercises:			
<ul style="list-style-type: none"> 100% attendance (excused absences and make-up work); active participation in classes; passing the OSCE exam. 			
Assessment criteria:			
Knowledge assessment criteria			
<u>Test</u>			
Grade	Very good	Good plus (4.0)	Good (3.5)
Satisfactory plus (3.0)	Satisfactory (2.0)	Unsatisfactory (5.0)	(4.5)
% correct answers	91-100	81-90	71-80
		61-70	51-60
			50% and fewer
Oral response			
Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Knowledge is up to date, based on the latest standards and research. Independent thinking, ability to integrate knowledge from			

various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of details. Correct medical vocabulary, occasionally less precise.

Up-to-date knowledge, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requires supplementation or clarification. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge

Partially up to date, with visible gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ Incomplete, simplified answer, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge.

The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Fail (2.0)→ Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

The OSCE exam takes the form of an Objective Structured Clinical Examination, Practical (OSCE, *Objective, Structured, Clinical, (Practical) Examination – OSC(P)E*).

The OSCE exam consists of a series of stations where students' clinical competencies are assessed. At each station, the student performs clinical procedures planned in advance by the examiner. After completing one station, the student moves on to the next, where they perform procedures according to the exam plan. Each station is subject to thorough assessment. Before the examination begins, the examinee is given a maximum time limit for performing the procedures, which ranges from a few to several minutes.

The student is assessed at each station on the basis of the procedure (the activity performed) using a so-called "checklist". The criteria for assessing the tasks performed are included in the individual OSCE practical examination assessment card.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the course instructor, and in the case of internships, the internship coordinator.

Students returning from a leave of absence and those repeating a year are required to attend all classes and take all assessments and examinations.

Exemption from the obligation to attend and retake a course is only possible if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powińska Academy of Applied Sciences

Course title:	THERAPEUTIC CARE AND EDUCATION IN CHRONIC DISEASES: ALLERGIC DISEASES	
Field of study:	NURSING	
Level of studies*:	First cycle (bachelor's) Second cycle (master's)	
Profile of studies:	practical	
Type of studies*:	full-time / part-time	
Type of classes*:	compulsory X	supplementary <input type="checkbox"/> optional <input type="checkbox"/>
Year and semester of study*:	Year of study*: I X <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 <input type="checkbox"/> 2 X <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
Number of ECTS credits awarded	2	
Language of instruction:	English	
Name of the Faculty:	Faculty of Health Sciences	
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl	
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● scientific research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 	
Person(s) in charge:	According to the study plan	
Forms of student workload		Student workload (number of teaching hours)
Contact hours with academic teacher		
Lectures (L)	12	
Seminars (S)		
Conversations (C)		
Practical classes (P)	12	
Independent work by students		
Student workload related to professional internships	26	
Total student workload – overall number		
Number of ECTS credits for the course	50	
Contact hours with academic teacher	2	
Teaching methods	<ul style="list-style-type: none"> ● informative (informative lecture, talk), ● problem-based (problem-based lecture), ● programme-based (using audiovisual tools, boards), ● activating (case method, situational method, staging method, didactic discussion, project method), ● clinical case analysis. 	
Course objectives	<ul style="list-style-type: none"> ● To familiarise students with the origins of allergic diseases, the most common allergens and selected allergic diseases. ● Discussion of the importance of skin tests in allergy diagnosis and familiarisation with the principles of preparing patients for diagnosis, including performing skin tests in accordance with the rules. ● Familiarising students with the principles of health education for patients with allergies and their families/carers. 	
Teaching aids	Blackboard and multimedia projector. Medical teaching aids (skin tests, strip tests)	
Prerequisites	Knowledge, skills and competences in the subjects covered in the first cycle of studies: anatomy, physiology, pathology respiratory system , internal diseases and internal nursing ,	

	anaesthesiology and nursing in life-threatening situations, pharmacology, and in the second cycle of studies - first year.		
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching			
Symbol of learning outcome	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W10.	methods of assessing the patient's health in nursing counselling	<i>Written or oral examination</i>	W
B.W13.	the scope of prevention of infectious, social and lifestyle diseases;	<i>Written or oral examination</i>	W
B.W19.	pathomechanism, symptoms, diagnosis, treatment and nursing care in respiratory failure, COPD and allergic diseases, in inpatient and home care settings;	<i>Written or oral examination</i>	W
B.W20.	the use of spirometry in the assessment of impaired respiratory function and the principles of measuring peak expiratory flow (PEF), bronchial hyperresponsiveness tests, in vivo and in vitro tests;	<i>Written or oral examination</i>	In
B.W21.	groups of drugs used in allergic diseases that affect the results of skin tests;	<i>Written or oral examination</i>	In
B.U12.	Prepares educational materials for patients and their families as part of health counselling.	<i>Oral test</i>	Ć
B.U14.	select and apply methods of assessing the patient's health as part of nursing advice;	<i>Oral examination</i>	Ć
B.U15.	implement therapeutic interventions depending on the assessment of the patient's condition within the scope of the professional competences of a nurse	<i>Oral examination</i>	Ć
B.U18.	apply selected methods of health education	<i>Oral examination</i>	Ć
B.U80.	identify health indications resulting from the patient's condition.	<i>Oral exam</i>	Ć
K.1.	Critically assesses their own actions and those of their colleagues with respect ideological and cultural differences.	<i>Extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	W/Ć
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when encountering difficulties in solving problems independently.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	Ć
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>extended observation by a supervisor/teacher; assessment 360°, self-assessment</i>	W/Ć
K.4.	Solves complex problems ethical related to the nursing profession and indicates priorities in the implementation of specific tasks.	<i>extended observation by a guardian/teacher; 360° assessment, self-assessment</i>	W/Ć
K.5.	Responsibility the responsibility for health services provided.	<i>extended observation by the guardian/teacher in charge; 360° assessment, self-assessment 360°, self-assessment</i>	Ć
*L-lecture; S-seminar; C-conversation; E-exercises; CS-simulation exercises; P-practical classes; PZ-professional practice			
EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES			
in terms of knowledge (lectures/seminars): oral examination (<i>non-standardised, standardised, traditional, problem-based</i>); written examination – the student generates/recognises the answer (<i>essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test</i>),			
in terms of skills (exercises/seminars): practical exam; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini – clinical examination); Completion of an assigned task; Project, presentation			
in terms of social skills: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)			

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES				
LECTURES, semester II						
1. Epidemiology of allergic diseases in Poland and worldwide. 2. Basic concepts: allergy, atopy, sensitisation, hypersensitivity, tolerance, allergen, antibodies, anaphylaxis, allergic reaction, toxic reaction. 3. Structure and physiology of the skin: symptoms and mechanism of skin reactions to allergens. 4. Pathogenic allergens in the environment. 5. Allergic respiratory diseases: atopic asthma, allergic rhinitis , OAS (oral anaphylaxis syndrome). 6. Allergic skin diseases: atopic dermatitis, urticaria, contact eczema 7. Food allergy. 8. Allergic cross-reactions. 9. Occupational allergies.	12	B.W10., B.W13., B.W19-21., K.1., K.3-4.				
EXERCISES, semester II						
1. Diagnosis of allergic diseases . Issuing orders for tests diagnostic. 2. Symptomatology of allergic diseases : asthma, COPD, allergic rhinitis and conjunctivitis, urticaria and a n g ioedema, atopic and contact eczema, food allergies, drug allergies and Contrast agents. Health indications resulting from the patient's condition. Improving skills in prescribing medicines (ready-made and compounded). 3. Rules of conduct in anaphylactic shock 4. Elimination of allergens – counselling: dust mites: acaricides, allergy sufferer's room, pollen: climate, personal and environmental hygiene, fungal spores mould spores, animal hair and feathers, food: elimination diet, cross-reaction, medicines and cosmetics.	12	B.U12., B.U14-15., B.U18., B.U80., K.1-5.				
BIBLIOGRAPHY						
Basic literature: 1. Spickett G., Oxford Handbook of Clinical Immunology and Allergy, Oxford University Press, 2019.						
Supplementary literature: 1. Carewell A., The Allergy & Immunology Nurse. The Complete Guide, 2023.						
Method of assessment and forms and basic criteria for assessment/examination requirements						
Method of assessment:						
Lectures→ Pass with a grade □□□□□□□□ □□□□□□→ Pass with a grade						
Conditions for passing:						
Lecture:						
<ul style="list-style-type: none"> • 100% attendance (up to 10% absence is permitted with the consent of the lecturer); • completion of other forms of classes in the subject; • passing assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers). 						
Classes:						
<ul style="list-style-type: none"> • 100% attendance (excused and made up absences); • active participation in classes; • Passing the course with a grade in the form of: a test, oral response, task completion, etc. (minimum passing threshold: 60% correct answers). 						
Assessment criteria:						
Knowledge assessment criteria						
criteria						
Assessment	Very good	Good plus	Good	Satisfactory plus	Satisfactory (3.0)	Unsatisfactory

	(5.0)	(4.5)	(4.0)	(3.5)		(2.0)
% correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Knowledge is up to date, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requires supplementation or clarification. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge Partially up to date, with visible gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ Incomplete, simplified answer, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge. The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Fail (2.0)→ Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the event of an excused absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Excuses and credit for course material are at the discretion of the course instructor, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake a course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	THERAPEUTIC CARE AND EDUCATION IN CHRONIC DISEASES: KIDNEY DISEASES (RENAL REPLACEMENT THERAPY, INCLUDING DIALYSIS THERAPY)	
Field of study:	NURSING	
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)	
Profile of studies:	practical	
Type of studies*:	full-time / part-time	
Type of classes*:	mandatory X	supplementary <input type="checkbox"/> optional <input type="checkbox"/>
Year and semester of study*:	Year of study*: I X II III <input type="checkbox"/>	Semester of study*: 1st <input type="checkbox"/> 2 X 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
Number of ECTS credits awarded	2	
Language of instruction:	English	
Name of the Faculty:	Faculty of Health Sciences	
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl	
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● scientific research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 	
Person(s) in charge:	According to the study plan	
Forms of student workload	Student workload (number of teaching hours)	
Contact hours with academic staff		
Lectures (W)	12	
Seminars (S)		
Conversations (C)		
Practical classes (P)	12	
Independent student work	26	
Student workload related to professional internships		
Total student workload – overall number	24/50	
Number of ECTS credits for the course	2	
Teaching methods	<ul style="list-style-type: none"> ● presentation (lecture, discussion), ● programmatic (using audiovisual tools, boards), ● activating (case method, situational method, staging method, didactic discussion, project method), ● clinical case analysis. 	
Zdolobżyciennia i npd spärzpeiedlmęginoitaurskā dñe	in acute and chronic kidney diseases.	
Teaching aids	Projector, computer, blackboard, charts. Medical teaching aids (medical phantoms and simulators, trainers and models, including anatomical models).	
Prerequisites	Knowledge, skills and competences in the field of the first-cycle study programme in the following subjects: Human anatomy and physiology; Internal medicine and internal medicine nursing; Health promotion.	
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching		

Learning outcome symbol	A student who passes the subject knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W22.	water-electrolyte and acid-base balance in dialysis patients;	<i>Written or oral test, project</i>	W
B.W23.	principles and scope of pharmacotherapy used in dialysis patients;	<i>Written or oral test, project</i>	W
B.W24.	professional qualifications of nurses in dialysis treatment and standards of specialist nursing care for patients undergoing renal replacement therapy using intermittent and continuous techniques (Continuous Renal Replacement Therapy, CRRT);	<i>Written or oral test, project</i>	W
B.W25.	principles of dialysis stations and renal replacement therapy (continuous ambulatory peritoneal dialysis – CAPD, ambulatory peritoneal dialysis – APD, haemodialysis);	<i>Written or oral test, project</i>	W
B.W26.	causes and principles of diagnostic and therapeutic management and care of patients with organ failure;	<i>Written or oral test, project</i>	W
B.U25.	use modern information technologies to monitor the condition of patients with chronic diseases;	<i>Oral test, completion of an assigned task</i>	Ć
B.U27.	provide specialist nursing care to patients undergoing intermittent renal replacement therapy and continuous techniques (CRRT);	<i>Oral examination, completion of the assigned task</i>	Ć
B.U28.	plan and conduct therapeutic education for patients in the field of self-observation and self-care, and for their families or carers in the field of patient care during dialysis and haemodialysis;	<i>Oral exam, completion of an assigned task</i>	Ć
B.U29	modify the dose of medication during haemodialysis and peritoneal dialysis in accordance with the established treatment plan;	<i>Oral exam, completion of an assigned task</i>	Ć
B.U30.	plan and provide nursing care for patients with organ failure before and after organ transplantation;	<i>Oral exam, completion of assigned task</i>	Ć
B.U80.	identify health indications resulting from the patient's condition.	<i>Oral exam, completion of an assigned task</i>	Ć
K.1.	Critically assesses their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Extended observation by the teacher; 360° assessment, self-assessment 360°, self-assessment</i>	Ć
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to resolve a problem independently.	<i>Extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	Ć
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	W/Ć
K.4.	Solves complex ethical problems related to the nursing profession and identifies priorities in the performance of specific tasks.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	Ć
K.5.	Takes responsibility for the health services provided.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	Ć
K.6.	Demonstrates a professional approach to the marketing strategies of the pharmaceutical industry and the advertising of its products.	<i>Extended observation by a supervisor/teacher; assessment 360°, self-assessment</i>	Ć

*L-lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR ASSESSING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (non-standardised, standardised, traditional, problem-based); written examination – the student generates/recognises the answer (essay, report; short structured questions/SSQ/; multiple choice question/MCQ/; multiple response question/MRQ/; matching test; T/N test; fill-in-the-blank test),

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Relating learning outcomes to CLASSES
LECTURES, semester II		
1. Water-electrolyte and acid-base balance in patients.	2	B.W22-26., K.2-3.
2. Pharmacotherapy for dialysis patients – principles and scope of recommendations.	3	
3. Professional rights of nurses in the field of dialysis. Standard of specialist care for patients undergoing renal replacement therapy (intermittent and continuous techniques).	2	
4. Dialysis stations and renal replacement therapy (haemodialysis, CADO, ADO).	3	
5. Diagnostic and therapeutic procedures care and therapeutic management, of patients with organ failure.	2	
EXERCISES, semester II		
1. Specialist nursing care for patients undergoing renal replacement therapy (intermittent and continuous techniques). Health indications resulting from the patient's condition.	2	B.U25., B.U27-30., B.U80., K.1-6.
2. Modern technologies information - use u patients with chronic diseases (renal failure).	3	
3. Therapeutic education of the patient and their family/carer in self-observation and self-care during dialysis and haemodialysis.	3	
4. Medications during haemodialysis and peritoneal dialysis – treatment plan. Improving skills in prescribing medications (ready-made and prescription), medical devices necessary to continue treatment as part of medical orders and issuing orders for diagnostic tests.	2	
5. Nursing care for patients with organ failure, before and after organ transplantation.	2	
Independent student work		
1. Deepening knowledge and skills in the field of chronic renal failure, treatment methods, therapeutic care and education of patients, their families and carers.	13	B.W22-26., B.U25., B.U27-30., K.1-5.
2. Project: Prepare educational materials for patients and their families/carers as part of health counselling on therapeutic care for patients with chronic renal failure undergoing treatment.	13	

BIBLIOGRAPHY**Basic literature:**

1. Koyner J.L., Topf J.M., Lerma E.V., Handbook of Critical Care Nephrology, Wolters Kluwer Health, 2021.
2. Thomas N. (ed.), Renal Nursing - Care and Management of People with Kidney Disease, John Wiley and Sons Ltd, 2024.

Supplementary literature:

1. Foster A., Kidney Diseases: Diagnosis and Treatment, American Medical Publishers, 2022.

Method of assessment and forms and basic criteria for assessment/examination requirements**Method of assessment:**

Lectures → Pass with a grade
 ☐☐☐☐☐☐☐☐☐ → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing the assessment in the form of: a test, oral response (minimum pass mark: 60% correct)

answers).

Exercises:

- 100% attendance (excused absences and make-up work);
- active participation in classes;
- pass with a grade in the form of: a test, oral response, task completion, etc. (minimum pass threshold: 60% correct answers).

Assessment criteria:

Knowledge assessment criteria

Test

Grade	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% of correct answers	91-100	81-90%	71-80%	61-70	51-60	50% and below

Oral response

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge is up to date, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ The answer is essentially correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge is up to date, although it requires supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with visible gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated.

The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Fail (2.0)→ Incorrect, inconsistent answer or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge.

Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes can only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	THERAPEUTIC CARE AND EDUCATION IN CHRONIC DISEASES: DIABETES (CARE FOR PATIENTS WITH DIABETES AND EDUCATION IN DIABETES)	
Field of study:	NURSING	
Level of studies*:	First cycle (bachelor's) Second cycle (master's)	
Profile of studies:	practical	
Type of studies*:	full-time / part-time	
Type of classes*:	compulsory X	supplementary <input type="checkbox"/> optional <input type="checkbox"/>
Year and semester of study*:	Year of study*: I X <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 <input type="checkbox"/> 2 X <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
Number of ECTS credits awarded	3	
Language of instruction:	English	
Name of the Faculty:	Faculty of Health Sciences	
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl	
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● scientific research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 	
Person(s) in charge:	According to the study plan	
Forms of student workload		Student workload (number of teaching hours)
<i>Contact hours with academic teacher</i>		
Lectures (L)	12	
Seminars (S)		
Conversations (C)		
Practical classes (P)	24	
Independent student work	39	
Student workload related to professional internships		
Total student workload – overall number	36/75	
Number of ECTS credits for the course	3	
Teaching methods	<ul style="list-style-type: none"> ● informative (lecture, discussion), ● programmatic (using audiovisual tools, boards), ● activating (case method, situational method, staging method, didactic discussion, project method), ● clinical case analysis, ● demonstration with explanation (clarification), ● demonstration with instruction, ● performance of practical tasks under supervision. 	
Assumptions and objectives of the course	<ul style="list-style-type: none"> ● The role of nurses in educating patients with diabetes. ● The role of self-monitoring, diet and physical activity in the treatment of diabetes. ● New developments in diabetes therapy (personal insulin pump, PIP, "artificial pancreas"). 	
Teaching tools	Whiteboard and multimedia projector, charts. Medical teaching aids (medical phantoms and simulators, trainers and models, including anatomical models).	
Prerequisites	Knowledge of anatomy, physiology and pathophysiology of the pancreas acquired during first-cycle studies in nursing or another medical field.	

Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching			
Symbol of learning outcome	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W26.	reasons and principles of diagnostic and therapeutic procedures and care for patients with organ failure;	<i>Written or oral test, completion of an assigned task</i>	W
B.W28.	rules for caring for patients – organ recipients before and after organ transplantation, and for organ donors;	<i>Written or oral test, completion of an assigned task</i>	W
B.W29.	pathomechanism of diabetes, asthma, COPD and chronic circulatory failure and their complications;	<i>Written or oral test, completion of an assigned task</i>	W
B.W30.	modern technologies for the treatment and monitoring of diabetes, including personal insulin pumps and continuous glucose monitoring systems;	<i>Written or oral test, completion of an assigned task</i>	W
B.W31.	principles and methods of therapeutic education of patients, their families or carers in the field of self-monitoring and self-care in diabetes, asthma, COPD and chronic circulatory failure;	<i>Written or oral test, completion of an assigned task</i>	W
B.U9.	diagnose health risks in patients with chronic diseases;	<i>Written or oral test, completion of an assigned task oral test, completion of an assigned task</i>	Ć
B.U10.	assess the patient's adaptation to chronic disease;	<i>Written or oral test, completion of an assigned task</i>	Ć
B.U24.	plan and conduct therapeutic education for patients in the field of self-observation and self-care, and for their families or carers in the field of caring for patients with chronic diseases (chronic circulatory failure, cardiac arrhythmias and hypertension, COPD, diabetes);	<i>Written or oral test, completion of an assigned task</i>	Ć
B.U25.	use modern information technologies to monitor the condition of patients with chronic diseases;	<i>Written or oral test, completion of an assigned task</i>	Ć
B.U30.	plan and provide nursing care for patients with organ failure before and after organ transplantation;	<i>Written or oral test, completion of an assigned task</i>	Ć
B.U31.	plan, provide and coordinate care for patients with diabetes;	<i>Written or oral test, completion of an assigned task</i>	Ć
B.U32.	motivate patients with diabetes to cope with their condition and cooperate in the treatment process;	<i>Written or oral test, completion of an assigned task</i>	Ć
B.U33.	use modern methods of blood glucose monitoring and insulin administration, in particular the subcutaneous infusion technique;	<i>Written or oral test, completion of an assigned task</i>	Ć
B.U80.	identify health indications resulting from the patient's condition.	<i>Written or oral test, completion of the assigned task</i>	Ć
K.1.	Critically assesses their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Extended observation by the teacher/supervisor</i>	K
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>Extended observation by the teacher/supervisor</i>	W/K
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>extended observation by the teacher/supervisor</i>	K
K.4.	Solves complex ethical problems related to the nursing profession and identifies priorities in the performance of specific tasks.	<i>extended observation by the teacher/supervisor</i>	K

K.5.	Takes responsibility for the health services provided.	<i>extended observation by the teacher/supervisor</i>	K
K.6.	Demonstrates a professional approach to marketing strategies in the pharmaceutical industry and advertising its products.	<i>Extended observation by the supervising teacher/tutor</i>	K

*L-lecture; S-seminar; C-conversation classes; E-exercises; P-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice question/MCQ/; multiple response question/MRQ/; matching test; T/N test; fill-in-the-blank test*),

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

in terms of social skills: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester II		
1. Diagnostic and therapeutic procedures and care for patients with organ failure resulting from diabetes.	3	B.W26., B.W28.-31., K.2-3.
2. Principles of care for organ recipient and donor patients before and after transplantation resulting from progressive diabetes.	2	
3. Pathomechanism and complications of diabetes.	3	
4. Modern technologies used in the treatment and monitoring of diabetes (including insulin pumps and blood glucose monitoring systems).	2	
5. Therapeutic education of patients and their families/caregivers in self-monitoring and self-care in diabetes.	2	
EXERCISES, semester II		
1. Diagnosis and adaptation of the patient to diabetes. Health indications resulting from the patient's condition.	4	B.U9-10., B.U24-25., B.U30-33., B.U80., K.1-5.
2. Therapeutic education of the patient and their family/carer in self-observation and self-care in the care of patients with diabetes.	5	
3. Modern technologies (information, blood glucose monitoring, insulin delivery insulin) - use in patients with diabetes.	4	
4. Nursing care for diabetic patients with organ failure, before and after transplantation.	3	
5. Care for patients with diabetes – planning, provision and coordination. Improving skills in prescribing medicines (ready-made and prescription), foodstuffs for special nutritional purposes and medical devices necessary for the continuation of treatment as part of the implementation of medical orders and issuing orders for diagnostic tests.	5	
6. Motivating diabetic patients to cope with their disease and cooperating in the treatment process.	3	
Independent work by the student		
1. Care plan for patients with diabetes.	20	B.W29., B.U30-31., K.3.
2. Complications of diabetes and its pathomechanism.	19	
BIBLIOGRAPHY		
Basic literature:		
1. Farr C.B., Internal Medicine for Nurses: Outlines of Internal Medicine for the Use of Nurses, Creative Media Partners, LLC, 2023.		
2. Draznin B. (ed.), Diabetes in Practice, American Diabetes Association, 2021.		
Supplementary literature:		
1. Witherspoon J., Diabetes and Hyperglycaemia: A Clinician's Guide, American Medical Publishers, 2022.		
Method of assessment and forms and basic criteria for assessment/examination requirements		
Method of assessment:		

Lectures → Pass with a grade 5/10/10/10/10 → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing the assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Classes:

- 100% attendance (excused and made-up absences);
- active participation in classes;
- passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers).

Assessment criteria:

Knowledge assessment criteria

Test

Grade	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response

Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge is up to date, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0) → The answer is essentially correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge is up to date, although it requires supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5) → The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with visible gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0) → The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated.

The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Fail (2.0) → Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge.

Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes can only be made up in the case of an excused absence, e.g. illness confirmed by a doctor's note or other unforeseen circumstances. Excuses and credit for the material are at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating a year are required to attend all classes and take all assessments and examinations. Exemption from the obligation to attend and retake a course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powińska Academy of Applied Sciences

Course title:	THERAPEUTIC CARE AND EDUCATION IN CHRONIC DISEASES: CHRONIC WOUNDS AND FISTULAS (WOUND TREATMENT, COMPRESSION THERAPY, CARE FOR PATIENTS WITH INTESTINAL AND URINARY FISTULAS)	
Field of study:	NURSING	
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)	
Profile of studies:	practical	
Type of studies*:	full-time / part-time	
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>	
Year and semester of study*:	Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 <input type="checkbox"/> 2 X 3 4 5 6 <input type="checkbox"/>
Number of ECTS credits assigned	3	
Language of instruction:	English	
Name of the Faculty:	Faculty of Health Sciences	
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl	
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● scientific research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 	
Person(s) in charge:	According to the study plan	
Forms of student workload		Student workload (number of teaching hours)
<i>Office hours with academic staff</i>		
Lectures (W)		12
Seminar (S)		
Conversations (C)		
Practical classes (P)		12
Simulation exercises (SE)		12
Independent student work		
Student workload related to professional practice		39
Total student workload – overall number		
Number of ECTS credits for the course		36/75
<i>Contact hours with academic staff</i>		3
Teaching methods	<ul style="list-style-type: none"> ● presentation (lecture, discussion), ● programmatic (using audiovisual tools, boards), ● activating (case method, situational method, staging method, didactic discussion, project method), ● clinical case analysis. ● simulation exercises. 	
Course objectives	<p>To learn the principles of diagnosis and treatment of patients with thermal injuries, chronic wounds and intestinal fistulas.</p> <p>To prepare students to provide healthcare services in the field of care and therapeutic education for patients with chronic wounds and patients with fistulas.</p>	
Teaching tools	Blackboard, audiovisual tools. Medical teaching aids available at CSM	

		(medical phantoms and simulators, trainers and models, including anatomical models).	
Prerequisites	<p>The student has knowledge of human anatomy and physiology and basic physical examinations.</p> <p>The student is familiar with the basics of nursing care, psychology, pedagogy, health promotion and public health in accordance with the first-cycle nursing programme.</p> <p>The student has knowledge of pharmacology at the first-cycle level.</p> <p>The student has the ability to organise their own work and work in a team, as well as the ability to evaluate and interpret their own actions.</p>		
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching			
Symbol of learning outcome	A student who passes the subject knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W36.	risk factors, pathomechanism of wound healing disorders, classification and clinical methods of assessing non-healing wounds, as well as conservative and surgical diagnostic and therapeutic procedures;	<i>Written and/or oral test</i>	W
B.W37.	principles of the use of hyperbaric oxygen therapy, negative pressure therapy, larvae and biosurgery in the treatment of venous and ischaemic ulcers, pressure sores, frostbite and diabetic foot syndrome;	<i>Written and/or oral test, self-assessment</i>	W
B.W38.	contemporary concepts of local treatment of non-healing wounds, including types of lavaseptics, antiseptics and dressings, as well as the principles of their selection and reimbursement, principles of general treatment of non-healing wounds and methods supporting the wound healing process;	<i>Written and/or oral test</i>	W
B.W39.	rules for using basic surgical instruments in the process of wound preparation and treatment;	<i>Written and/or oral test</i>	W
B.W40.	principles of educating and preparing patients, their families or carers in the prevention of wounds, their complications and the care of non-healing wounds;	<i>Written and/or oral test</i>	In
B.W41.	the use of preventive and therapeutic compression therapy in diseases of the venous and lymphatic systems;	<i>Written and/or oral test, self-assessment</i>	W
B.W42.	principles of assessing the functioning of intestinal and urinary tract, and their complications, including principles of management of local complications;	<i>Written and/or oral test</i>	In
B.W43.	principles of preparing a patient with an intestinal and urinary fistula, their family or carer for patient care, principles of selecting ostomy equipment and its reimbursement, and principles of continuous and comprehensive care for patients with fistulas;	<i>Written and/or oral examination</i>	W
B.W56.	the use and rules for performing an ultrasound examination (USG) to assess the location of peripheral vessels during their cannulation, the location of a Foley catheter, a stomach tube, an intubation tube, and vascular flow and blood supply to the wound;	<i>Written and/or oral test</i>	W
B.U39.	recognise risk factors that interfere with the wound healing process and classify and clinically assess non-healing wounds;	<i>Oral test, completion of an assigned task, self-assessment</i>	Ć
B.U40.	independently select wound treatment methods and modern dressings appropriate to the type and condition of the wound;	<i>Oral test, completion of assigned tasks, self-assessment</i>	Ć
B.U41.	use negative pressure and maggot therapy in the treatment of chronic wounds;	<i>Oral test, completion of assigned task, self-assessment</i>	ĆS
B.U42.	remove necrosis from the wound using surgical instruments;	<i>Oral test, completion of assigned task, self-assessment</i>	ĆS
B.U43.	advise members of the interprofessional team on wound prevention and modern treatment methods;	<i>Oral examination, completion of an assigned task, self-assessment</i>	Ć/ĆS
B.U44.	recognise wound complications;	<i>Oral test, completion of assigned task, self-assessment</i>	Ć/ĆS

B.U45.	apply wound closure strips;	<i>Oral test, completion of assigned task, self-assessment</i>	ĆS
B.U46.	perform diagnostics of pressure ulcers, cancerous ulcers, frostbite burns, superficial traumatic wounds, lower limb ulcers and diabetic foot syndrome;	<i>Oral test, completion of assigned tasks, self-assessment</i>	Ć
B.U47.	measure the ankle-brachial index, toe-brachial index and sensory disturbances and interpret the results;	<i>Oral test, completion of assigned task, self-assessment</i>	Ć/ĆS
B.U48.	recognise skin changes on the foot and nail disorders in a patient with diabetes;	<i>Oral test, completion of assigned task, self-assessment</i>	Ć
B.U49.	distinguish and remove corns, calluses and care for the skin around wounds on the feet of patients with diabetes;	<i>Oral test, completion of assigned tasks, self-assessment</i>	Ć/ĆS
B.U50.	prepare the patient for prevention, self-monitoring and wound care, as well as general procedures supporting the wound healing process, and prepare the patient's family or carer to care for the patient in this regard;	<i>Oral test, completion of assigned tasks, self-assessment</i>	Ć
B.U51.	conduct diagnostics to qualify the patient for compression therapy;	<i>Oral test, completion of the assigned task, self-assessment</i>	Ć/ĆS
B.U52.	apply preventive compression therapy in primary, secondary and tertiary prevention and apply therapeutic compression therapy in diseases of the venous and lymphatic systems;	<i>Oral test, completion of assigned task, self-assessment</i>	Ć/ĆS
B.U53.	collect biological material from a wound for bacteriological and other tests, including mycological and virological tests;	<i>Oral test, completion of assigned tasks, self-assessment</i>	ĆS
B.U54.	identify the sites of intestinal and urinary fistula formation, assess their functioning and apply modern care techniques;	<i>Oral test, completion of assigned tasks, self-assessment</i>	Ć/ĆS
B.U55.	select equipment and supplies for intestinal and urinary fistulas and advise the patient, their family or carer on reimbursement and selection of this equipment and supplies, as well as on social support options;	<i>Oral test, completion of assigned task, self-assessment</i>	Ć/ĆS
B.U56.	prepare the patient, their family or carer for action in the event of complications dermatological and surgical complications of intestinal and urinary fistulas;	<i>Oral exam, completion of assigned tasks, self-assessment</i>	Ć/ĆS
B.U57.	perform irrigation of an intestinal fistula (colostomy);	<i>Oral exam, completion of assigned task, self-assessment</i>	Ć/ĆS
B.U80.	Identify health indications resulting from the patient's condition.	<i>Oral test, completion of assigned task, self-assessment</i>	Ć
K.1.	Critically evaluates their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Extended observation by the teacher; 360° assessment, completion of assigned tasks, self-assessment</i>	Ć/ĆS
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>extended observation by the supervising teacher; 360° assessment, completion of assigned tasks, self-assessment</i>	W/Ć/ĆS
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>extended observation by the teacher in charge; 360° assessment, completion of the assigned task, self-assessment</i>	Ć/ĆS
K.4.	Solves complex ethical problems related with the nursing profession and identifies priorities in the performance of specific tasks.	<i>extended observation by the teacher in charge; 360° assessment, completion of the assigned task, self-assessment</i>	Ć/ĆS

K.5.	Takes responsibility for the health services provided.	<i>extended observation by the teacher in charge; 360° assessment, completion of the assigned task, self-assessment</i>	Č/ČS
K.6.	Demonstrates a professional approach to the marketing strategies of the pharmaceutical industry and the advertising of its products.	<i>extended observation by the teacher in charge; 360° assessment, completion of the assigned task, self-assessment</i>	Č/ČS

*L-lecture; S-seminar; K-conversations; Č-exercises; CS-simulation exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*).

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester II		
1. Risk factors and pathomechanism of wound healing disorders.	1	B.W36-43., B.W56., K.3.
2. Classification and clinical methods assessment of non-healing . Conservative and surgical diagnostic and therapeutic management.	2	
3. Types of treatment for venous and ischaemic ulcers, bedsores, frostbite and diabetic foot syndrome.	1	
4. Contemporary concepts and principles of general and local treatment of non-healing wounds.	1	
5. Types, selection, use and reimbursement of antiseptics, antiseptics, dressings, and ostomy equipment.	1	
6. Use of surgical instruments in the process of wound treatment and care.	2	
7. Education and preparation of the patient and their family/carer in the prevention of wounds, complications and the care of non-healing wounds.	1	
8. Diseases of the venous and lymphatic systems and the use of preventive compression therapy. The use of ultrasound to assess the location of peripheral vessels during cannulation and to assess and blood supply to the wound.	1	
9. Intestinal and urinary fistula – principles of assessment and management, complications.	1	
10. Education and preparation of the patient and their family/carer in the care of a patient with a fistula and stoma equipment.	1	
EXERCISES, semester II		
1. Risk factors disrupting the wound healing process – classification and assessment of non-healing wounds.	1	B.U39-40., B.U43-44., B.U46-52., B.U54-57., B.U80., K.1-5.
2. Matching the type and condition of the wound to contemporary concepts and principles of general and local treatment.	1	
3. Advice on prevention and modern wound treatment.	1	
4 Diagnosis of wound complications, pressure sores, ulcers, cancerous ulcers, burns, frostbite, traumatic wounds, diabetic foot syndrome.	2	
5 Ankle-brachial index, toe-brachial index, sensory disturbances – interpretation of results.	1	
6. Skin changes, nail disorders, calluses, corns and wounds in patients with diabetes.	1	
7. Prevention, self-monitoring, wound care, general measures to support the wound healing process – education of the patient and family/carer. Health indications resulting from the patient's condition.	1	
8. Diagnosis and use of compression therapy. Prescribing medical devices necessary for the continuation of treatment under	1	

the implementation of medical orders and issuing orders for diagnostic tests.		
9. Determining the site of intestinal and urinary fistula formation. Assessment of functioning and application of modern care techniques.	2	
10. Preparing the patient and their family/carer for dealing with dermatological and surgical complications of intestinal and urinary fistulas.	1	
SIMULATION EXERCISES, semester II		
1. The use of negative pressure and maggot therapy in the treatment of chronic wounds. 2. Removal of necrotic tissue from wounds using surgical instruments. 3. Recognition and diagnosis of wounds, pressure sores, ulcers, cancerous ulcers, burns, frostbite, traumatic wounds, diabetic foot syndrome. 4. Diagnosis and application of compression therapy. 5. Collection of biological material from wounds for testing (bacteriological, mycological and virological). 6. Determination of the location of intestinal and urinary fistulas. Assessment of the functioning and use of modern care techniques. 7. Selection of equipment and supplies for intestinal and urinary fistulas – reimbursement, education of the patient and their family/carer in the field of care. 8. Management of dermatological and surgical complications of intestinal and urinary fistulas. 9. Irrigation of intestinal fistula.	12	B.U39-40., B.U43-44., B.U46-52., B.U54-57.
Classes conducted as part of high-fidelity simulations, scenarios implemented: • Use of specialised dressings and supportive methods in the case of pressure ulcers • Preparing a patient with an intestinal fistula for self-care at home (learning how to care for a stoma, learning how to change a stoma bag independently, irrigation, participation in support and self-help groups)		
Independent work by students		
1. Project: Care and therapeutic education for chronic wounds (select type of wounds).	20	B.W36-43., B.U41-42., B.U44-45., B.U47., B.U49., B.U51-55., B.U57., K.3.
2. Project: Care and therapeutic education in the case of fistula.	19	
BIBLIOGRAPHY		
Basic literature:		
1. Baranoski S., Ayello E.A., Wound Care Essentials, Wolters Kluwer Health, 2020. 2. Probst S., Wound Care Nursing. A person-centred approach, Elsevier Health Sciences, 2020.		
Supplementary literature:		
1. Fife C.F., Shah J.B., Sheffield P.H., Textbook of Chronic Wound Care. An Evidence-Based Approach to Diagnosis Treatment, Best Publishing Company, 2018. 2. Hess C.T., Product Guide to Skin & Wound Care, Lippincott Williams and Wilkins, 2019.		
Method of assessment and forms and basic criteria for assessment/examination requirements		
Method of assessment:		
Lectures → Pass with a grade Simulation 🕒🕒🕒🕒🕒🕒 → OSCE examination Practical exercises → Pass with a grade		
Conditions for passing:		
Lecture: • 100% attendance (up to 10% absence permitted with the consent of the lecturer); • completion of other forms of classes in the subject; • passing the assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).		
Classes:		

- 100% attendance (excused and made up absences);
- active participation in classes;
- Passing the course with a grade in the form of: a test, oral response, task completion, etc. (minimum passing threshold: 60% correct answers).

Simulation exercises:

- 100% attendance (excused and made-up absences);
- active participation in classes;
- passing the OSCE exam.

Assessment criteria:

Knowledge assessment criteria

Test

Grade	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge. based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge is up to date, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplements or clarifications. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with visible gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated.

The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Insufficient (2.0)→ Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge.

Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

The OSCE exam takes the form of an Objective Structured Clinical (Practical) Examination (OSCE, *Objective, Structured, Clinical, (Practical) Examination – OSC(P)E*).

The OSCE exam consists of a series of stations where students' clinical competencies are assessed. At each station, the student performs clinical procedures planned in advance by the instructor. After completing one station, they rotate to the next, where they perform procedures according to the exam plan. Each station is subject to thorough assessment. Before the examination begins, the examinee is given a maximum time limit for performing the procedures, which ranges from a few to several minutes. The student is assessed at each station on the basis of the procedure (the activity performed) using a so-called "checklist". The criteria for assessing the tasks performed are included in the individual OSCE practical examination assessment card.

Conditions for making up missed classes:

Classes may only be made up in the event of an excused absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Excuses and credit for course material are at the discretion of the course instructor, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake a course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	THERAPEUTIC CARE AND EDUCATION IN CHRONIC DISEASES: ACUTE AND CHRONIC PAIN (INCLUDING PAIN THERAPY IN ADULTS)				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	mandatory <input checked="" type="checkbox"/>	supplementary <input type="checkbox"/>	optional <input type="checkbox"/>		
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II <input checked="" type="checkbox"/> X <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1st <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> X 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
Number of ECTS credits assigned	2				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice <input checked="" type="checkbox"/> ● scientific research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
<i>Contact hours with academic staff</i>					
Lectures (L)		15			
Seminars (S)					
Conversations (C)					
Practical classes (P)		12			
Independent student work		23			
Student workload related to professional internships					
Total student workload – overall number	27/50				
Number of ECTS credits for the course	2				
Teaching methods	<ul style="list-style-type: none"> ● problem-based (problem-based lecture), ● informative (informative lecture, talk), ● programme-based (using audiovisual tools, boards), ● activating (case method, situational method, didactic discussion), ● clinical case analysis. 				
Assumptions and objectives of the course	<ul style="list-style-type: none"> ● Preparing students to acquire the ability to assess pain intensity using scales, taking into account the patient's age and clinical condition. ● Preparing students to demonstrate the ability to select and apply pharmacological pain management methods and non-pharmacological pain management methods depending on the patient's clinical condition, as well as the ability to monitor the effectiveness of pain management. ● Developing the ability to educate patients in self-monitoring and self-care in pain therapy. ● Developing students' competence in terms of responsibility, reliability, empathy, self-control and self-assessment in their activities. 				
Teaching tools	Blackboard and multimedia projector, charts. Medical teaching aids (phantoms				

		and medical simulators, trainers and models, including anatomical models).			
Prerequisites	Knowledge of the basics of nursing, ethics, health promotion, physical examination, surgery and surgical nursing, paediatrics and paediatric nursing, geriatrics and geriatric nursing, palliative care, pharmacology at the first-cycle level.				
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching					
Symbol of learning outcome	A student who passes the subject knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol		
B.W44.	types of pain (acute, chronic), mechanism and pathways of conduction, and factors influencing its perception;	<i>Written or oral test</i>	W		
B.W45.	methods and tools for assessing and monitoring pain perception in patients;	<i>Written or oral test</i>	W		
B.W46.	principles and methods of pharmacological and non-pharmacological pain management in various clinical situations in adults, including the elderly;	<i>Written or oral test</i>	In		
B.W47.	the action and efficacy of analgesics from various groups (opioid and non-opioid analgesics, non-steroidal anti-inflammatory drugs – NSAIDs, analgesic ladder and co-analgesics) and their adverse effects;	<i>Written or oral test</i>	W		
B.U58.	use standardised tools to assess pain intensity, taking into account the patient's age and clinical condition;	<i>written or oral test oral, completion of the assigned task</i>	Ć		
B.U59.	independently select and apply methods of pharmacological treatment of acute and chronic pain and methods of non-pharmacological treatment of pain depending on the patient's clinical condition;	<i>written or oral test, completion of an assigned task</i>	Ć		
B.U60.	monitor the effectiveness of pain treatment and modify the dose of pain medication within the scope of the doctor's prescription ;	<i>written or oral test, completion of an assigned task</i>	Ć		
B.U61.	educate the patient, their family or carer in the process of acute and chronic pain therapy;	<i>written or oral test, completion of an assigned task</i>	Ć		
B.U80.	identify health indications resulting from the patient's condition.	<i>written or oral test, completion of an assigned task</i>	Ć		
K.1.	Critically evaluates their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Extended observation by the teacher in charge; 360° assessment, self-assessment 360°, self-assessment</i>	Ć		
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>extended observation by the teacher in charge; 360° assessment, self-assessment</i>	W/Ć		
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>extended observation by the teacher in charge; 360° assessment, self-assessment</i>	W/Ć		
K.4.	Solves complex ethical problems related to the nursing profession and identifies priorities in the performance of specific tasks.	<i>extended observation by the teacher in charge; 360° assessment, self-assessment</i>	Ć		
K.5.	Takes responsibility for the health services provided.	<i>extended observation by the teacher in charge; 360° assessment, self-assessment</i>	Ć		
K.6.	Demonstrates a professional approach to the marketing strategies of the pharmaceutical industry and the advertising of its products.	<i>Extended observation by the teacher in charge; 360° assessment, self-assessment</i>	Ć		

*L-lecture; S-seminar; K-conversations; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR ASSESSING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (non-standardised, standardised, traditional, problem-based); written examination – the student generates/recognises the answer (essay, report; short structured questions/SSQ/; multiple choice question/MCQ/; multiple response question/MRQ/; matching test; T/N test; fill-in-the-blank test),

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Relating learning outcomes to CLASSES
LECTURES, semester III		
1. Classification of pain: acute and chronic pain. Mechanism and pathways of conduction. Factors influencing pain perception.	3	B.W44-47., K.3., K.6.
2. Methods and tools needed to assess and monitor pain perception.	4	
3. Principles and methods of pain management in various clinical situations in adults (pharmacological and non-pharmacological methods).	4	
4. Action, efficacy and adverse effects of analgesics from different groups (opioid and non-opioid analgesics, non-steroidal anti-inflammatory drugs - NSAIDs, analgesic ladder and co-analgesics).	4	
EXERCISES, semester III		
1. Use of tools for assessing pain intensity, taking into account the patient's age and clinical condition.	3	B.U58-61., B.U80., K.1-6.
2. Selection and use methods treatment pharmacological and non-pharmacological pain (acute, chronic) depending on the patient's clinical condition. Modifications of analgesic doses within the scope of the doctor's prescription. Issuing prescriptions for medicines (ready-made and prescription) and issuing orders for diagnostic tests.	3	
3. Effectiveness of pain treatment. Health indications resulting from the patient's condition.	3	
4. Education of the patient and their family/carer regarding the treatment of acute and chronic pain.	3	
Independent work by the student		
1. Deepening and assimilating knowledge about methods of pain assessment in various clinical and pharmacological situations, non-pharmacological methods of pain treatment, and the impact of chronic disease on human psychophysical functioning and the formation of interpersonal relationships.	23	B.W44-47., B.U58-61., K.3., K.6.

BIBLIOGRAPHY**Required reading:**

1. Wright P.M., Palliative and Hospice Nursing Care Guidelines, SPRINGER PUB, 2023.
2. Waldman S.D., Atlas of Interventional Pain Management, Elsevier - Health Sciences Division, 2020.

Supplementary literature:

1. Macintyre P.E., Rowbotham D., Walker S.M., Clinical Pain Management: Acute Pain, Taylor & Francis Ltd, 2019.

Method of assessment and forms and basic criteria for assessment/examination requirements**Method of assessment:**

Lectures → Pass with a grade
 100 98 96 94 92 90 88 86 84 82 80 78 76 74 72 70 68 66 64 62 60 58 56 54 52 50 48 46 44 42 40 38 36 34 32 30 28 26 24 22 20 18 16 14 12 10 8 6 4 2 → Pass with a grade

Conditions for passing:**Lecture:**

- 100% attendance (up to 10% absence is permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- Passing the course with a grade in the form of: a test, oral response (minimum passing threshold: 60% correct answers).

Classes:

- 100% attendance (excused absences and make-up work);
- active participation in classes;

- pass with a grade in the form of: a test, oral response, task completion, etc. (minimum pass threshold: 60% correct answers).

Assessment criteria:

Knowledge assessment criteria

Test

Grade	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% of correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge is up to date, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplements or clarifications. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Professional vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with visible gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated.

The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Insufficient (2.0)→ Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge.

Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes can only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	THERAPEUTIC CARE AND EDUCATION IN CHRONIC DISEASES: ENTERAL AND PARENTERAL NUTRITIONAL THERAPY				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory X	supplementary <input type="checkbox"/>	optional <input type="checkbox"/>		
Year and semester of study*:	Year of study*: I X <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1st <input type="checkbox"/> 2 X <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
Number of ECTS credits awarded	3				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● scientific research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic teacher					
Lectures (L)		12			
Seminars (S)					
Conversations (C)					
Practical classes (P)		15			
Simulation exercises (SE)		12			
Independent student work		36			
Student workload related to professional practice					
Total student workload – overall number					
Number of ECTS credits for the course	39/75				
Contact hours with academic teacher	3				
Teaching methods	1. presentation (lecture, discussion), 2. programmatic (using audiovisual tools, boards), 3. activating (case method, situational method, staging method, didactic discussion, project method), 4. clinical case analysis, 5. demonstration with explanation, 6. demonstration with instruction, simulation exercises, 7. supervised practical tasks.				
Assumptions and objectives of the course	<ul style="list-style-type: none"> ● Students will master knowledge in the field of monitoring patient nutrition. ● Students will master knowledge and skills in the field of nutritional treatment – enteral and parenteral. ● Making students aware of the need to systematically supplement and update their knowledge, improving the development of responsible attitudes among students and compliance with the principles of professional ethics 				

		towards patients and members of the therapeutic team.		
Teaching tools		Blackboard, audiovisual tools. Medical teaching aids available at the CSM (medical phantoms and simulators, trainers and models, including anatomical models).		
Prerequisites		Fundamentals of Nursing, Ethics, Health Promotion, Physical Examination, Dietetics Internal Medicine and Internal Nursing, Surgery and Surgical Nursing, Paediatrics and Paediatric Nursing, Geriatrics and Geriatric Nursing, Palliative Care, Pharmacology.		
Matrix of learning outcomes for the subject in relation to the methods of verifying the achievement of the intended learning outcomes and the form of teaching activities				
Symbol of learning outcome	A student who passes the course knows/is able to/is ready to:		Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter the symbol
B.W48.	methods of nutritional treatment for children and adults, principles of cooperation with the nutrition team in planning and implementing methods, techniques and types of enteral and parenteral nutrition as part of the prevention of complications;		<i>written or oral examination</i>	W
B.U62.	use standardised tools to assess the patient's nutritional status;		<i>written or oral test oral test, completion of an assigned task</i>	Ć/ĆS
B.U63.	monitor the of the of the patient in during of nutritional treatment in various clinical conditions;		<i>written or oral test, completion of an assigned task</i>	Ć/ĆS
B.U64.	perform enteral nutrition using various techniques, including a feeding pump and parenteral nutrition via central and peripheral veins;		<i>written or oral test, completion of an assigned task</i>	Ć/ĆS
B.U65.	operate a vascular port, central and peripheral access, percutaneous endoscopic gastrostomy (PEG), percutaneous endoscopic jejunostomy (PEJ) and a gastric tube or enteral tube;		<i>written or oral test, completion of an assigned task</i>	Ć/ĆS
B.U66.	educate the patient, their family or carer on enteral or parenteral nutrition, the use and care of feeding access, and the prevention of complications enteral and parenteral nutrition;		<i>written or oral test, completion of an assigned task</i>	Ć/ĆS
B.U67.	independently prescribe foodstuffs for special nutritional purposes in specific clinical conditions and issue prescriptions for them;		<i>written or oral test, completion of an assigned task</i>	Ć/ĆS
B.U80.	identify health indications resulting from the patient's condition.		<i>written or oral test, completion of an assigned task</i>	Ć
K.1.	Critically assesses their own actions and those of their colleagues while respecting ideological and cultural differences.		<i>Extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	Ć/ĆS
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.		<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	W/Ć/ĆS
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.		<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	Ć/ĆS
K.4.	Solves complex problems ethical related to the nursing profession and indicates priorities in the implementation of specific tasks.		<i>Extended observation by the supervisor/teacher in charge; 360° assessment, self-assessment</i>	Ć/ĆS
K.5.	Assumes responsibility for the health services provided.		<i>extended observation by the guardian/teacher in charge; 360° assessment, self-assessment</i>	Ć/ĆS

K.6.	Demonstrates a professional approach to marketing strategies in the pharmaceutical industry and advertising its products.	<i>Extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	Ć/ĆS
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*L-lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral exam (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice question/MCQ/; multiple response question/MRQ/; matching test; T/N test; fill-in-the-blank test*),

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

in terms of social skills: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester II		
1. Introduction to nutritional therapy. Definitions and terms. 2. Indications for nutritional therapy. Assessment of nutrient requirements. Assessment nutritional status. 4. Types and causes of malnutrition. Consequences of malnutrition. Refeeding syndrome. 5. Nutrition in the hospital. Documentation of nutritional treatment. Nutrition Treatment Team. 6. Enteral and parenteral nutrition in hospital. Nutrition therapy documentation. Nutrition Therapy Team. 7. Indications for enteral nutrition. Types of access to the gastrointestinal tract and rules its establishment. 9. Types of industrial enteral diets. Selection of an enteral diet. Complications of enteral nutrition 10. . 11. Indications for parenteral nutrition. Types of intravenous access and rules for its establishment. 12. Composition of parenteral nutrition mixtures. Complications of parenteral nutrition.	12	B.W48., K.2.
EXERCISES, semester II		
1. Nutritional treatment in various medical conditions (cystic fibrosis, pancreatitis). Health indications resulting from the patient's condition. 2. Inflammatory bowel disease, in neurology, liver and kidney diseases). 3. Enteral and parenteral nutrition at home. 4. Nutritional treatment of anorexia and bulimia. 5. Nutritional treatment in the perioperative period. 6. Planning enteral and parenteral nutrition in selected cases. Prescribing foodstuffs for special nutritional purposes in specific clinical conditions and issuing prescriptions for them.	15	B.U62-67., B.U80., K.1-6.
SIMULATION EXERCISES, semester II		
Enteral and parenteral nutrition for cancer patients, assessment of nutritional status and monitoring of the patient's general condition during nutritional treatment. Classes conducted as part of high-fidelity simulations, scenarios implemented: • Complications after the use of parenteral parenteral nutrition (hypo- or hyperglycaemia) • Education of the patient and their family on enteral nutrition at home	12	B.U62-67., B.U80., K.1-6.
Independent work by the student		
• Complications after the use of parenteral parenteral nutrition (hypo- or hyperglycaemia) – written assignment. • Education of the patient and their family in enteral nutrition	36	B.W48., K.2.

at home – preparation of materials.																							
BIBLIOGRAPHY																							
Basic literature:																							
1. Brandt J.M. (ed.), Core Curriculum for Oncology Nursing, Elsevier 2023. 2. Kerr H. (ed.), Role of the Clinical Nurse Specialist in Cancer Care, John Wiley and Sons Ltd, 2023.																							
Supplementary literature:																							
1. Charnay-Sonnek F., Murphy A.E., Principle of Nursing in Oncology. New Challenges, Springer International Publishing AG, 2019.																							
Method of assessment and forms and basic criteria for assessment/examination requirements																							
Method of assessment:																							
Lectures → Pass with a grade Simulation → OSCE exam Practical classes → Pass with a grade																							
Conditions for passing:																							
Lecture:																							
<ul style="list-style-type: none"> • 100% attendance (up to 10% absence permitted with the consent of the lecturer); • completion of other forms of classes in the subject; • passing the assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers). 																							
Exercises:																							
<ul style="list-style-type: none"> • 100% attendance (excused and made up absences); • active participation in classes; • passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers). 																							
Simulation exercises:																							
<ul style="list-style-type: none"> • 100% attendance (excused absences and make-up work); • active participation in classes; • passing the OSCE exam. 																							
Assessment criteria:																							
Knowledge assessment criteria																							
<u>Test</u>																							
<table border="1"> <thead> <tr> <th>Assessment</th> <th>Very good (5.0)</th> <th>Good plus</th> <th>Good</th> <th>Satisfactory plus</th> <th>Satisfactory (3.0)</th> <th>Poor (2.0)</th> </tr> </thead> <tbody> <tr> <td>Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields.</td> <td>91-100</td> <td>81-90%</td> <td>71-80</td> <td>61-70</td> <td>51-60</td> <td>50% and below</td> </tr> <tr> <td>Answers based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields.</td> <td>91-100</td> <td>81-90%</td> <td>71-80</td> <td>61-70</td> <td>51-60</td> <td>50% and below</td> </tr> </tbody> </table>			Assessment	Very good (5.0)	Good plus	Good	Satisfactory plus	Satisfactory (3.0)	Poor (2.0)	Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields.	91-100	81-90%	71-80	61-70	51-60	50% and below	Answers based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields.	91-100	81-90%	71-80	61-70	51-60	50% and below
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Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge is up to date, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.																							
Good (4.0) → The answer is essentially correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge is up to date, although it requires supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.																							
Satisfactory plus (3.5) → The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with noticeable gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.																							

Satisfactory (3.0) → Incomplete, simplified answer with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge.

The student requires assistance in providing an answer. The answer is not independent and difficult to assess without additional questions.

Fail (2.0) → Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge.

Lack of independence and understanding of the subject. The student is unable to solve the problem even with the teacher's support.

The OSCE exam takes the form of an Objective Structured Clinical (Practical) Examination (OSCE, *Objective, Structured, Clinical, (Practical) Examination – OSC(P)E*).

The OSCE exam consists of a series of stations where students' clinical competences are assessed. At each station, the student performs clinical procedures planned in advance by the examiner. After completing one station, they move on to the next, where they perform procedures according to the exam plan. Each station is subject to thorough assessment. Before the examination begins, the examinee is given a maximum time limit for performing the procedures, which ranges from a few to several minutes. The student is assessed at each station on the basis of the procedure (the activity performed) using a so-called "checklist". The criteria for assessing the tasks performed are included in the individual OSCE practical examination assessment card.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the course instructor, and in the case of internships, the internship coordinator.

Students returning from a leave of absence and those repeating a year are required to attend all classes and take all assessments and examinations. Exemption from the obligation to attend and retake a course is only possible if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	THERAPEUTIC CARE AND EDUCATION IN CHRONIC DISEASES: CONTINUOUS OXYGEN THERAPY AND MECHANICAL VENTILATION, AND CARE OF ADULTS ON MECHANICAL VENTILATION IN CHRONIC DISEASES				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's) Second cycle (master's)				
Education profile:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 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	2				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Type of module/subject related to professional training*:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● scientific research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic teacher					
Lectures (L)		12			
Seminar (S)					
Seminar (S)					
Exercises (E)					
Simulation exercises (SE)		12			
Independent student work		26			
Student workload related to professional practice					
Total student workload – overall number		24/50			
Number of ECTS credits for the course		2			
Teaching methods	<ul style="list-style-type: none"> ● informative (informative lecture, talk), ● problem-based (problem-based lecture), ● programme-based (using audiovisual tools, boards), ● activating (case method, situational method, role-playing method, didactic discussion, project method), ● clinical case analysis, ● demonstration with explanation, ● exercises using simulation techniques, practical tasks carried out under supervision. 				
Assumptions and objectives of the course	<ul style="list-style-type: none"> ● Presentation of the role of oxygen therapy in the treatment of chronic respiratory failure. ● Preparing students to provide specialist nursing care to patients with chronic respiratory diseases and to educate patients and their families. ● Providing comprehensive nursing care to patients on mechanical ventilation 				

		in a non-invasive manner.	
Teaching tools	Blackboard, audiovisual tools. Medical teaching aids available at the CSM (medical manikins and simulators, trainers and models, including anatomical models).		
Prerequisites	Knowledge, skills and competences in the subjects covered in the first cycle of studies: anatomy, physiology, respiratory system pathology, internal medicine and internal medicine nursing, anaesthesiology and life-threatening nursing, pharmacology, and in the second cycle of studies - first year.		
Matrix of learning outcomes for the subject in relation to the methods of verifying the achievement of the intended learning outcomes and the form of teaching activities			
Symbol of learning outcome	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W27.	criteria for qualification and procedures for determining brain death and conditions for discontinuing futile oxygen therapy;	<i>Written or oral examination</i>	W
B.W49.	indications and complications of oxygen therapy;	<i>Written or oral examination</i>	W
B.W50.	principles of use modern methods of oxygen therapy and monitoring of the patient's condition due to oxygen toxicity;	<i>Written or oral examination</i>	W
B.W51.	indications and principles of invasive and non-invasive mechanical ventilation and possible complications of its use in a healthcare facility or home environment;	<i>Written or oral examination</i>	In
B.W56.	the use and principles of performing an ultrasound examination (USG) to assess the location of peripheral vessels during their cannulation, the location of a Foley catheter, a stomach tube, an intubation tube, and the flow and blood supply to the wound;	<i>Written or oral examination</i>	W
B.U68.	prepare equipment and devices for the implementation of invasive mechanical ventilation;	<i>Oral test, Completion of the assigned task</i>	ČS
B.U69.	provide comprehensive nursing care to patients undergoing invasive and non-invasive mechanical ventilation in inpatient and home care settings;	<i>Oral exam, Completion of assigned task</i>	ČS
B.U70.	operate a ventilator in ventilation ventilation and non-invasive ventilation mode;	<i>Oral test, completion of assigned task, project</i>	ČS
B.U71.	prepare and use equipment for non-invasive ventilation;	<i>Oral test, completion of assigned task</i>	ČS
B.U72.	educate the patient, their family or carer on how to prevent complications associated with mechanical ventilation and how to care for the patient at home;	<i>Oral exam, completion of assigned task</i>	ČS
B.U80.	identify health indications resulting from the patient's condition.	<i>Oral exam, completion of assigned task</i>	ČS
K.1.	Critically assesses their own actions and those of their colleagues with respect ideological and cultural differences.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	ČS
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when encountering difficulties in solving problems independently.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	W/ČS
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>extended observation by a supervisor/teacher ; 360° assessment, self-assessment</i>	ČS

K.4.	Solves complex problems ethical related to the nursing profession and indicates priorities in the implementation of specific tasks.	<i>extended observation by the supervisor/teacher in charge; 360° assessment, self-assessment</i>	CS
K.5.	Bears responsibility for the health services.	<i>extended observation by the guardian/teacher in charge; 360° assessment, self-assessment</i>	CS

*L-lecture; S-seminar; C-conversation; E-exercises; CS-simulation exercises; P-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ; multiple choice test/MCQ; multiple response test/MRQ; matching test; T/N test; fill-in-the-blank test*),

in terms of skills (exercises/seminars): practical exam; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini – clinical examination); Completion of assigned tasks; Project, presentation,

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester III		
Sm Brain damage and the use of futile oxygen therapy. No Modern methods of oxygen therapy, monitoring the condition of patients treated with oxygen and oxygen supply. tok Ws ora US indications and principles of invasive and non-invasive mechanical ventilation and possible complications of its use. G used to assess the location of the endotracheal tube.	12	B.W27., B.W49-51., B.W56., K.2.
SIMULATION EXERCISES, semester III		
1. Assessment of the patient's condition and nursing problems of a mechanically ventilated patient and provision of comprehensive nursing care. Health indications resulting from the patient's condition. 2. Preparation and use of equipment for non-invasive ventilation and operation of a ventilator. Preparation of equipment and devices for invasive mechanical ventilation. 3. Adapting selected health education methods to the health condition of the mechanically ventilated patient and for their family or carer. 4. Conducting therapeutic education of the mechanically ventilated patient using alternative methods of communication, as well as their family and carer in the field of observation and care – including measures to prevent complications associated with mechanical ventilation and patient care at home. Classes conducted as part of high-fidelity simulations, scenarios implemented: • Oxygen treatment procedure using available oxygen therapy/ventilator therapy equipment.	12	B.U68-72., B.U80., K.1-5.
Independent student work		
Deepening knowledge and skills in the field of continuous oxygen therapy and mechanical ventilation.	26	B.W49-51., K.2.
BIBLIOGRAPHY		
Basic literature:		
1. Scullion J. (ed.), Oxford Handbook of Respiratory Nursing, Oxford University Press, 2021.		
Supplementary literature:		
1. Pokorski M. (ed.), Respiratory Treatment and Prevention, Springer International Publishing AG, 2018.		
Method of assessment and forms and basic criteria for assessment/examination requirements		
Method of assessment:		

Lectures→ Exam

Simulation exercises→ OSCE exam

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing the exam in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Simulation exercises:

- 100% attendance (excused absences and make-up work);
- active participation in classes;
- passing the OSCE exam.

Assessment criteria:

Knowledge assessment criteria

Test

Grade	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Knowledge is up to date, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise.

Up-to-date knowledge, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although Needs to be supplemented or clarified. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with visible gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated.

The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Insufficient (2.0)→ Incorrect, inconsistent or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

The OSCE exam takes the form of an Objective Structured Clinical (Practical) Examination (OSCE, *Objective, Structured, Clinical, (Practical) Examination* – OSC(P)E).

The OSCE exam consists of a series of stations where students' clinical competencies are assessed. At each station, the student performs clinical procedures planned in advance by the instructor. After completing one station, they rotate to the next, where they perform procedures according to the exam plan. Each station is subject to thorough assessment. Before the examination begins, the examinee is given a maximum time limit for performing the procedures, which ranges from a few to several minutes.

The student is assessed at each station on the basis of the procedure (the activity performed) using a so-called "checklist". The criteria for assessing the tasks performed are included in the individual OSCE practical examination assessment card.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the course instructor, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake a course is only possible if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	THERAPEUTIC CARE AND EDUCATION IN CHRONIC DISEASES: CANCER				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 1st <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 X 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
Number of ECTS credits assigned	2.5				
Language of instruction:	English				
Name of the Faculty at PSW:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dzekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● research and development of professional nursing practice <input type="checkbox"/> ● work experience <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
<i>Contact hours with academic teacher</i>					
Lectures (L)		21			
Seminars (S)					
Conversations (C)					
Practical classes (P)		18			
Independent student work		24			
Student workload related to professional internships					
Total student workload – overall number		39/63			
Number of ECTS credits for the course		2.5			
Teaching methods	<ul style="list-style-type: none"> ● presentation (lecture, discussion), ● programmatic (using audiovisual tools, boards), ● activating (case method, situational method, staging method, didactic discussion, project method), ● clinical case analysis, ● demonstration with explanation (clarification), ● demonstration with instructions, simulation exercises, ● supervised practical tasks. 				
Course objectives	<p>To familiarise students with the epidemiology and aetiology of cancer. To familiarise students with methods of treating patients with cancer.</p> <p>To enable students to acquire knowledge and skills in monitoring and mitigating the effects of therapy.</p> <p>Prepare students to recognise and assess the reactions of patients and their families to the disease and treatment.</p> <p>Acquiring knowledge in the field of preventive measures aimed at cancer.</p>				

	<p>Mastering knowledge in the field of monitoring the patient's nutritional status.</p> <p>Students will acquire knowledge and skills in the field of care and therapeutic education for cancer patients.</p> <p>Making students aware of the need to systematically supplement and update their knowledge, improving the development of responsible attitudes among students and compliance with professional ethics towards patients and members of the therapeutic team.</p>
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Teaching tools	Audiovisual board and multimedia projector, charts. Medical teaching aids (medical phantoms and simulators, trainers and models, including anatomical models). Simulation exercises at the CSM in accordance with the practical training schedule in simulated conditions.
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Prerequisites	Fundamentals of nursing, Ethics, Health promotion, Physical examination, Dietetics Internal medicine and internal nursing, Surgery and surgical nursing, Paediatrics and paediatric nursing, Geriatrics and geriatric nursing, Palliative care, Pharmacology.
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Matrix of learning outcomes for the subject in relation to the methods of verifying the achievement of the intended learning outcomes and the form of teaching activities

Symbol learning outcomes	A student who passes the course knows/is able to/is prepared to:	Methods of verifying the achievement of the intended learning outcomes	Form of teaching * enter symbol
B.W32.	etiopathogenesis of cancer and epidemiology and prevention of cancer;	<i>Written or oral examination, project</i>	W
B.W33.	principles of treating patients with cancer, including personalised therapy, and care for such patients;	<i>Written or oral exam, project</i>	W
B.W34.	principles and methods of caring for patients after radiotherapy and chemotherapy;	<i>Written or oral exam, project</i>	W
B.W35.	methods of recognising patient responses to disease and oncological treatment;	<i>Written or oral exam, project</i>	W
B.U34.	plan care for patients with selected cancers treated systemically;	<i>written or oral test, completion of an assigned task</i>	Ć
B.U35.	operate implantable vascular access systems (Totally Implantable Venous Access Devices, TIVDs) in home chemotherapy settings;	<i>written or oral test, completion of an assigned task</i>	Ć
B.U36.	apply methods and measures to alleviate the side effects of chemotherapy and radiotherapy;	<i>written or oral test, completion of an assigned task</i>	Ć
B.U37.	recognise the patient's psychological situation and their reactions to the disease and the oncological treatment process;	<i>written or oral test, completion of assigned task</i>	Ć
B.U38.	provide the patient, their family or carer with motivational and educational support in the prevention of complications resulting from cancer and oncological treatment and its side effects;	<i>written or oral test, completion of an assigned task</i>	Ć
B.U80.	identify health indications resulting from the patient's condition.	<i>written or oral test, completion of an assigned task</i>	Ć
K.1.	Critically evaluates their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Extended observation by a supervisor/teacher; 360° assessment, self-assessment 360°, self-assessment</i>	Ć
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	W/Ć
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	Ć
K.4.	Solves complex ethical problems related to the nursing profession and identifies priorities in the performance of specific tasks.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	Ć

K.5.	Takes responsibility for the health services provided.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	Ć
K.6.	Demonstrates a professional approach to the marketing strategies of the pharmaceutical industry and the advertising of its products.	<i>extended observation by the supervisor/teacher in charge; 360° assessment, self-assessment</i>	Ć

*Lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ; multiple choice question/MCQ; multiple response question/MRQ; matching test; T/N test; fill-in-the-blank test*),

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

in terms of social skills: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester II		
1. Causes, progression, epidemiology and prevention of cancer	7	B.W32-35., K.2-4.
2. Treatment of cancer patients (personalised therapy) and care.	7	
3. Caring for patients after chemotherapy and radiotherapy.	5	
4. Recognition of the patient's response to the disease and oncological treatment.	2	
EXERCISES, semester II		
1. Patient care in selected systemic cancer treatments. Health indications resulting from the patient's condition. Improving skills in prescribing medicines (ready-made and prescription), foodstuffs for special nutritional purposes and medical devices necessary for the continuation of treatment as part of the implementation of medical orders and issuing orders for diagnostic tests.	5	B.U34-38., K.1-6.
2. Vascular access - home care.	3	
3. Methods and measures to alleviate the side effects of chemotherapy and radiotherapy.	4	
4. Psychological situation, reactions to the disease and the process of oncological treatment of the patient.	3	
5. Motivational and educational support for patients and their families/carers in relation to complications of cancer, oncological treatment and its side effects.	3	
Independent work by the student		
1. Deepening knowledge and skills in the field of cancer, diagnostics, treatment methods, therapeutic care and education of the patient, their family and carer.	12	B.W32-35., B.U34-38., K.1-6.
2. Project: Preparation of educational materials for patients and their families/caregivers as part of health counselling on therapeutic care for patients with selected cancers after chemotherapy and radiotherapy.	12	
BIBLIOGRAPHY		
Basic literature:		
1. Li Q. (ed.), <i>Nursing Care for Cancer Patients</i> , MDPI AG, 2024.		
2. Kerr H. (ed.), <i>Role of the Clinical Nurse Specialist in Cancer Care</i> , John Wiley and Sons Ltd, 2023.		
Supplementary literature:		
1. Dougherty L., Lister S., McNamara L., <i>Royal Marsden Manual of Cancer Nursing Procedures</i> , John Wiley and Sons Ltd, 2018.		
Method of assessment and forms and basic criteria for assessment/examination requirements		

Method of assessment:

Lectures→ Pass with a grade 60-100
60-100→ Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing the assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Exercises:

- 100% attendance (excused and made up absences);
- active participation in classes;
- passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers).

Assessment criteria:**Knowledge assessment criteria**

Test

Grade	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% of correct answers	91-100	81-90%	71-80	61-70	51-60	50% and below

Oral response

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge is up to date, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ The answer is essentially correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge is up to date, although it requires supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with visible gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated.

The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Fail (2.0)→ Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge.

Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes can only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a leave of absence and those repeating a year are required to attend all classes and take all assessments and examinations. Exemption from the obligation to attend and retake a course is possible only if the student has previously obtained a grade of at least satisfactory (3.0).

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course name:	HEALTHCARE AND EDUCATION IN CHRONIC DISEASES: NERVOUS SYSTEM DISORDERS					
Field of study:	NURSING					
Level of studies*:	First cycle (bachelor's) Second cycle (master's)					
Profile of studies:	practical					
Type of studies*:	full-time / part-time					
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>					
Year and semester of study*:	Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 2 X 3 4 5 <input type="checkbox"/> 6 <input type="checkbox"/>				
Number of ECTS credits awarded	3					
Language of instruction:	English					
Name of the Faculty:	Faculty of Health Sciences					
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl					
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● scientific research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 					
Person(s) in charge:	According to the study plan					
Forms of student workload						
Office hours with academic staff						
Lectures (W)						
Seminar (S)						
Conversations (C)						
Practical classes (P)						
Simulation exercises (SE)						
Independent student work						
Student workload related to professional practice						
Total student workload – overall number	36					
Number of ECTS credits for the course	39/75					
Contact hours with academic staff	3					
Teaching methods	<ul style="list-style-type: none"> ● presentation (lecture, discussion), ● programmatic (using audiovisual tools, boards), ● activating (case method, situational method, staging method, didactic discussion, project method), ● clinical case analysis, ● demonstration with explanation, ● demonstration with instruction, ● simulation exercises, practical tasks carried out under supervision. 					
Course objectives	<p>Presentation of major neurological problems. Theoretical and practical deepening of knowledge and skills in the field of preventive and nursing care for patients with central and peripheral nervous system diseases. Developing a positive attitude towards patients with diseases of the central and peripheral nervous system. Practical preparation of students to provide professional care for patients with central and peripheral nervous system diseases. Developing the right professional attitude.</p> <p>The aim of the teaching process is for students to master the skills of practical thinking, interpreting changes in the patient's condition, independently solving care problems, keeping records of the nursing process and conducting support and educational activities.</p>					
Teaching tools	Blackboard, audiovisual tools. Medical teaching aids available at CSM (medical phantoms and simulators, trainers and models, including anatomical models).					
	Introductory subjects: anatomy, physiology, psychology, pedagogy, public health basics					

Prerequisites	nursing, physical examination, nursing ethics: <ul style="list-style-type: none"> knowledge of the basics of anatomy and physiology of the nervous system, knowledge and ability to perform nursing procedures, aseptic procedures, knowledge the basics physical physical performed on patients with neurological disorders, knowledge of the pathophysiological symptoms of neurological disorders.
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Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching

Symbol of learning outcome	A student who passes the course knows/is able to/is prepared to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W12.	Discusses predictors of healthy and sick human functioning, including chronic disease.	<i>Written and/or oral examination</i>	W
B.W13.	Discusses methods assessment health health in nursing counselling.	<i>Written and/or oral examination</i>	W
B.W14.	Discusses the principles of in the case of the most common health problems.	<i>Written and/or oral examination</i>	W
B.W15.	Discusses the principles of selecting diagnostic tests and interpreting their results within the scope of their professional qualifications.	<i>Written and/or oral examination</i>	B
B.W48.	Discusses the impact of chronic disease on human psychophysical functioning and the formation of interpersonal bonds.	<i>Written and/or oral examination</i>	W
B.W52.	Discusses the principles of nursing care for patients with nervous system disorders, including degenerative diseases	<i>Written and/or oral examination</i>	W
B.U78.	provide advanced nursing care for patients with nervous system disorders, including degenerative diseases;	<i>Written and/or oral test, completion of an assigned task</i>	Ć/ĆS
B.U80.	identify health indications resulting from the patient's condition	<i>Written and/or oral test, completion of an assigned task</i>	Ć/ĆS
K.1.	Critically assesses their own actions and those of their colleagues while respecting ideological and cultural differences.	<i>Extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	Ć/ĆS
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	W/Ć/ĆS
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>extended observation by the guardian/teacher in charge; 360° assessment, self-assessment</i>	Ć/ĆS
K.4.	Solves complex problems ethical related to the nursing profession and indicates priorities in the implementation of specific tasks.	<i>extended observation by the supervisor/teacher in charge; 360° assessment, self-assessment</i>	Ć/ĆS
K.5.	Responsible for the health services provided.	<i>extended observation by the supervisor/teacher in charge; 360° assessment, self-assessment</i>	Ć/ĆS

*L-lecture; S-seminar; K-conversation classes; Ć-exercises; CS-simulation exercises; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral exam (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ; multiple choice test/MCQ; multiple response test/MRT; matching test; T/N test; fill-in-the-blank test*),

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester II		

1. Care of patients with disorders of disorders (including degenerative diseases).	12	B.W55., K.2.				
EXERCISES, semester II						
1. Advanced nursing care for patients with nervous system disorders (including degenerative diseases).	9	B.U78., K.1- K.5.				
2. Health indications resulting from nervous system disorders.	3	B.U80. K.1- K.5.				
3. Improving skills in prescribing medicines (ready-made and prescription) and ordering diagnostic tests.	3	B.U80. K.1- K.5.				
SIMULATION EXERCISES, semester II						
Nursing care standards and nursing procedures for patients with nervous system disorders. Classes conducted as part of high-fidelity simulations, scenarios implemented: <ul style="list-style-type: none"> Dealing with a newly admitted patient with a mental disorder caused by organic damage to the central nervous system. Observation and care of a patient with multiple sclerosis in various stages of the disease. 	12	B.U78., K.1- K.5.				
Independent student work						
1. Written assignment - description of a selected nervous system disorder and nursing care plan.	36	B.W55., B.U78., B.U80., K.1- K.5.				
BIBLIOGRAPHY						
Basic literature:						
1. Woodward S., Waterhouse C. (ed.), Oxford Handbook of Neuroscience Nursing, Oxford University Press, 2021. 2. Benzel E.C., Najm I.M., Steinmetz M.P., Anatomic Basis of Neurologic Diagnosis, Georg Thieme Verlag, 2023.						
Supplementary literature:						
1. Armitage A., Advanced Practice Nursing Guide to the Neurological Exam, Springer Publishing Co Inc, 2015.						
Method of assessment and forms and basic criteria for assessment/examination requirements						
Method of assessment:						
Lectures→ Pass with a grade Simulation ćwiczenia→ OSCE exam Practical classes→ Pass with a grade						
Conditions for passing:						
Lecture:						
• 100% attendance (up to 10% absence permitted with the consent of the lecturer); • completion of other forms of classes in the subject; • Passing the course with a grade in the form of: a test, oral response (minimum passing threshold: 60% correct answers).						
Classwork:						
• 100% attendance (excused absences and make-up work); • active participation in classes; • pass with a grade in the form of: a test, oral response, task completion, etc. (minimum pass threshold: 60% correct answers).						
Simulation exercises:						
• 100% attendance (excused absences and make-up work); • active participation in classes; • passing the OSCE exam.						
Assessment criteria:						
Knowledge assessment criteria <u>Test</u>						
Grade	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% correct answers	91-100	81-90	71-80%	61-70	51-60	50% and below

Oral response

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge Up-to-date, although without reference to the latest guidelines. Independent reasoning, logical structure of answers. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ Answer generally correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with noticeable gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ Incomplete, simplified answer with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge.

The student requires assistance in providing an answer. The answer is not independent and difficult to assess without additional questions.

Fail (2.0)→ Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge.

Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

The OSCE exam takes the form of an Objective Structured Clinical (Practical) Examination (OSCE, *Objective, Structured, Clinical, (Practical) Examination – OSC(P)E*).

The OSCE exam consists of a series of stations where students' clinical skills are assessed. At each station, the student performs clinical procedures planned in advance by the examiner. After completing one station, they move on to the next, where they perform procedures according to the exam plan. Each station is subject to thorough assessment. Before the examination begins, the examinee is given a maximum time limit for performing the procedures, which ranges from a few to several minutes. The student is assessed at each station on the basis of the procedure (the activity performed) using a so-called "checklist". The criteria for assessing the tasks performed are included in the individual OSCE practical examination assessment card.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the course instructor, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take tests and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	THERAPEUTIC CARE AND EDUCATION IN CHRONIC DISEASES: MENTAL HEALTH DISORDERS AND REHABILITATION OF PATIENTS WITH CHRONIC MENTAL DISORDERS				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1st <input type="checkbox"/> 2 X 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
Number of ECTS credits assigned	2.5				
Language of instruction:	English				
Name of the Faculty at PSW:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
A group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
<i>Contact hours with academic teacher</i>					
Lectures (L)		12			
Seminars (S)					
Conversations (C)					
Practical classes (P)		21			
Independent student work		40			
Student workload related to professional internships		23/63			
Total student workload – overall number		2.5			
Teaching methods	<ul style="list-style-type: none"> ● presentation (lecture, talk), ● programmatic (using audiovisual tools, boards), ● activating (case method, situational method, staging method, didactic discussion, project method), ● analysis of clinical cases. 				
Course objectives	<p>Theoretical deepening of knowledge in the field of nursing care for patients with mental disorders and their families:</p> <ul style="list-style-type: none"> ● discussion of the impact of mental illness on human psycho-physical functioning and the formation of interpersonal relationships, ● discussion of the functioning of the family of a patient with mental disorders, ● discussion of care for patients with depressive disorders, drug disorders and addictions, ● theoretical preparation of students to provide professional care for patients with mental disorders. <p>Developing a positive attitude towards mentally ill people and their families. Developing the right professional attitude.</p>				

Teaching tools		Blackboard and multimedia projector, charts. Medical teaching aids (medical manikins and simulators, trainers and models, including anatomical models).	
Prerequisites	<p>Introductory subjects: psychology, psychiatry, pedagogy, public health, nursing ethics:</p> <ul style="list-style-type: none"> knowledge of the basics of anatomy and physiology of the nervous system, knowledge and ability to perform nursing procedures, knowledge of the basics of physical examinations performed on patients with neurological disorders, knowledge of the pathophysiological symptoms of neurological disorders. 		
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching			
Symbol of learning outcome	A student who passes the subject knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W17.	the principles of interprofessional teams in healthcare based on selected areas of specialist services, including the community psychiatric care team;	<i>Written and/or oral test</i>	W
B.W52.	causes, symptoms and course of depression, anxiety disorders and addictions;	<i>Written and/or oral test</i>	W
B.W53.	principles of nursing care for patients with mental disorders, including depression and anxiety disorders, as well as addicted patients, their families or carers, and principles of therapeutic education and psychiatric rehabilitation of these individuals, taking into account all levels of health care (outpatient, intermediate, hospital and the patient's living environment);	<i>Written and/or oral test</i>	W
B.W54.	scope of assistance within the framework of health services offered to persons with mental health problems and their families or carers;	<i>Written and/or oral examination</i>	W
B.U11.	provide counselling to people at risk of addiction and those who are addicted, using the transtheoretical model of change developed by Prochaska and DiClemente;	<i>Written or oral test,</i>	Ć
B.U73.	assess the health needs of patients with mental disorders, including depression and anxiety disorders, and patients with addiction, as well as plan interventions within the scope of a nurse's professional competences;	<i>Written or oral test,</i>	Ć
B.U74.	analyse and adapt mental health promotion programmes to the patient's needs;	<i>Written or oral test,</i>	Ć
B.U75.	recognise the patient's life situation in order to prevent their social isolation;	<i>Written or oral test,</i>	Ć
B.U76.	conduct psychoeducation of patients (children, adolescents, adults, including the elderly) with mental disorders, including depression and anxiety disorders, as well as addicted patients and their families or carers;	<i>ongoing feedback, presentation, project</i>	Ć
B.U77.	conduct rehabilitation of patients with mental disorders, including social skills training in various areas of care, particularly in the patient's and their family's environment;	<i>Written or oral examination,</i>	Ć
B.U80.	identify health indications resulting from the patient's condition.	<i>Written or oral test,</i>	Ć
K.1.	Critically assesses their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Extended observation by the teacher; self-assessment</i>	Ć

K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>Extended observation by the teacher; self-assessment</i>	W/Ć
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>extended observation by the teacher; self-assessment</i>	Ć
K.4.	Solves complex ethical problems related to the nursing profession and identifies priorities in the performance of specific tasks.	<i>extended observation by the teacher; self-assessment</i>	Ć
K.5.	Responsible for the health services provided.	<i>Extended observation by the teacher in charge; self-assessment</i>	Ć

*L-lecture; S-seminar; C-conversation classes; E-exercises; P-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice question/MCQ/; multiple response question/MRQ/; matching test; T/N test; fill-in-the-blank test*),

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

in terms of social skills: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester II		
1. Depression, anxiety disorders and addictions – causes, symptoms and progression.	3	B.W52-54., K.2.
2 Principles of nursing care for patients of different ages with mental disorders.	3	
3 Therapeutic education and psychiatric rehabilitation of patients with mental health disorders and their families/carers.	3	
4 Assistance within the framework of health services offered to people with mental health problems and their families/carers.	3	
EXERCISES, semester II		
1. Health needs of patients with mental disorders.	4	B.U73-77., B.U80., K.1-5.
2. Intervention within the scope of a nurse's professional competence. Health indications resulting from the patient's condition.	5	
3. Prevention of the patient's social isolation - assessment of the patient's life situation.	2	
4 Mental health promotion programmes – analysis and adaptation to the needs of patients with mental disorders.	5	
5 Education of patients with mental disorders and their families/carers.	5	
Independent work by the student		
1. Project: Selected mental health disorder.	40	B.W52-54., B.U73-77., K.2.
BIBLIOGRAPHY		
Basic literature:		
1. Cliptom A., Hemingway S., Pelton A., Fundamentals of Mental Health Nursing, Willey Blackwell, 2024.		
2. Boyd M.A., Essentials of Psychiatric Nursing, Lippincott Williams & Wilkins, 2021.		
Supplementary literature:		
1. Kunyk D., Peternelj-Taylor, W. Austin, Psychiatric & Mental Health Nursing for Canadian Practice, LWW, 2022.		
Method of assessment and forms and basic criteria for assessment/examination requirements		
Method of assessment:		
Lectures→ Pass with a grade □□□□□□□□→ Pass with a grade		
Conditions for passing:		

Lecture:

- 100% attendance (up to 10% absence is permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing the assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Classes:

- 100% attendance (excused and made-up absences);
- active participation in classes;
- passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers).

Assessment criteria:**Knowledge assessment criteria****Test**

Grade	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% of correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge is up to date, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplements or clarifications. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with visible gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated.

The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Insufficient (2.0)→ Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge.

Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the course instructor, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	PHARMACOLOGY AND PRESCRIBING MEDICINAL PRODUCTS	
Field of study:	NURSING	
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)	
Profile of studies:	practical	
Type of studies*:	full-time / part-time	
Type of classes*:	compulsory X	supplementary <input type="checkbox"/> optional <input type="checkbox"/>
Year and semester of study*:	Year of study*: I X II III	Semester of study*: 1 X 2 3 <input type="checkbox"/> 4 5 <input type="checkbox"/> 6
Number of ECTS credits assigned	2.5	
Language of instruction:	English	
Name of the Faculty at PSW:	Faculty of Health Sciences	
Contact (tel./email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl	
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 	
Person(s) in charge:	According to the study plan	
Forms of student workload		Student workload (number of teaching hours)
<i>Contact hours with academic teacher</i>		
Lectures (L)		9
Seminar (S)		
Exercises (E)		12
Simulation exercises (SE)		6
Independent student work		33
Total student workload – overall number		27/60
Number of ECTS credits for the course		2.5
Teaching methods	<ul style="list-style-type: none"> ● activating (case study, case method), ● practical (exercises, simulation exercises) 	
Course objectives	<p>Teaching students the basics of rational pharmacotherapy for patients, with particular emphasis on its individualisation, pharmacokinetics and side effects of drugs.</p> <p>Prepare students to independently prescribe selected drugs, foodstuffs for special nutritional purposes and medical devices based on the assessment of the patient's condition, including the prescription of drugs containing specific active substances, with the exception of drugs containing very potent substances, narcotics and psychotropic substances.</p> <p>Teaching students the principles of prescribing specific medical devices, including issuing orders or prescriptions.</p> <p>Shaping attitudes towards a professional approach to the marketing strategies of the pharmaceutical industry and the advertising of its products.</p>	
Teaching tools	Blackboard and multimedia projector, charts.	
Prerequisites	Knowledge of pharmacology at the level of first-cycle studies in medical fields.	

learning and forms of teaching			
Symbol of learning outcome	A student who passes the course knows/is able to/is prepared to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W1.	mechanisms of action of medicinal products and their transformation in the human body depending on age and health problems;	<i>Written and/or oral examination</i>	W
B.W2.	legal regulations related to the reimbursement of medicines, medical devices and foodstuffs for special nutritional purposes;	<i>Written and/or oral examination</i>	W
B.W3.	rules for prescribing medicines containing specific active substances (excluding medicines containing very potent substances, narcotics and psychotropic substances) and foodstuffs for special nutritional purposes, including issuing prescriptions for them, as well as rules for prescribing specific medical devices, including issuing prescriptions or orders;	<i>Written and/or oral examination</i>	W
B.W4.	the phenomenon of polypharmacy and polypharmacy and the symptoms and side effects of medicines containing specific active substances;	<i>Written and/or oral examination</i>	W
B.U1.	select and prepare prescriptions for medicines containing specific active substances based on a targeted assessment of the patient's condition;	<i>Oral test, Completion of the assigned task</i>	Ć/ĆS
B.U2.	interpret the pharmaceutical characteristics of medicinal products;	<i>Oral test, Completion of the assigned task</i>	Ć/ĆS
B.U3.	select and prescribe medicines containing specific active substances, with the exception of medicines containing very potent substances, narcotics and psychotropic substances, including issuing prescriptions for them;	<i>Oral test, Completion of an assigned task</i>	Ć/ĆS
B.U4.	select and prescribe foodstuffs for special nutritional purposes, including issuing prescriptions for them, and prescribe specific medical devices, including issuing orders or prescriptions for them;	<i>Oral test, Completion of assigned task</i>	Ć/ĆS
B.U5.	recognise the phenomenon and effects of polypharmacy and polypharmacy and educate the patient, their family or carer, as well as healthcare professionals, about the pharmacotherapy used;	<i>Oral test, Completion of assigned task</i>	Ć/ĆS
K.1.	Critically assesses their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Extended observation</i>	Ć/ĆS
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>Extended observation</i>	Ć/ĆS
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>Extended observation</i>	W/Ć/ĆS
K.4.	Solves complex ethical problems related to the nursing profession and indicates priorities in the implementation of specific tasks.	<i>Extended observation</i>	Ć/ĆS
K.5.	Takes responsibility for the health services provided.	<i>Extended observation</i>	Ć/ĆS
K.6.	Demonstrates a professional approach to the marketing strategies of the pharmaceutical industry and the advertising of its products.	<i>Extended observation</i>	W/Ć/ĆS

*L-lecture; S-seminar; K-conversation classes; Č-exercises; Č – simulation exercises; ZP-practical classes; PZ-professional practice;

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written exam – student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

in terms of skills (exercises/seminars): Practical examination; Objective Structured Clinical Examination (OSCE); Mini-

CEX (mini-clinical examination); Completion of an assigned task; Project, presentation
in terms of social competences: extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); Self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference to learning outcomes for CLASSES
LECTURES, semester I		
1. Mechanisms of action of medicinal products and their transformation in the human body.	1	B.W1-4., K.3., K.6.
2. Law and reimbursement of medicines, medical devices and foodstuffs for special nutritional purposes.	1	
3. Active substances – impact on prescribing practices.	2	
4. Nurses' rights to issue prescriptions.	1	
5. Rules for prescribing medicines and special-purpose nutritional products, including issuing orders and prescriptions. The impact of active substances on the rules for prescribing medicines.	2	
6. Polypharmacy, polypharmacy – symptoms, side effects.	2	
EXERCISES, semester I		
1. Selection and preparation of prescription drug records containing specific active substances.	5	B.U1-4., K.1-6.
2. Selecting and prescribing foodstuffs for special nutritional purposes. Issuing orders and prescriptions.	5	
3. Polypharmacy, polypharmacy – educating patients and families on the use of pharmacotherapy.	4	
4. Management of drug overdose.	4	
SIMULATION EXERCISES, semester I		
Classes conducted as part of high-fidelity simulations, scenarios implemented: <ul style="list-style-type: none"> Prescription of medicines/ medical / foodstuffs for special nutritional purposes: <ul style="list-style-type: none"> in patients with acute and chronic pain; patients with cachexia-anorexia-asthenia syndrome; in patients with type 1 and 2 diabetes; in patients with wounds. Use of dedicated applications in the selection of medicines/medical devices/foodstuffs for special nutritional purposes appropriate to the patient's condition. Adjustment of the reimbursement level for medicines/medical devices/foods for special nutritional purposes to the patient's clinical condition. 	6	B.U1-4., K.1-6.
Independent work by the student		
1. Preparation for the lecture exam.	13	B.U1-4., K.1-6.
2. Preparation of assignments and preparation for passing the exercises.	20	
BIBLIOGRAPHY		
Basic literature:		
1. Anand R., DeWilde S., Page C. (ed.), Trounces Clinical Pharmacology for Nurses and Allied Health Professionals, Elsevier Health Sciences, 2021.		

2. Willihnganzen M.J., Gurevitz, Study Guide for Clayton's Basic Pharmacology for Nurses, Elsevier, 2025.

Supplementary literature:

1. Lilley L.L., Collins S.R., Snyder J.S., Pharmacology and the Nursing Process, Elsevier Books, 2022.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Exam

Simulation exercises → OSCE examination Exercises → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing an examination in the form of a test or oral examination (minimum pass mark: 60% correct answers).

Exercises, practical classes:

- 100% attendance (excused and made up absences);
- active participation in classes;
- passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers).

Simulation exercises:

- 100% attendance (excused absences and make-up work);
- active participation in classes;
- passing the OSCE exam.

Assessment criteria:

Knowledge assessment criteria

Test

Rating	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% of correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response						
Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.						

Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge Up-to-date, although without reference to the latest guidelines. Independent reasoning, logical structure of answers. Correct argumentation based on theoretical and practical knowledge.

Good (4.0) → Answer generally correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5) → The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with noticeable gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0) → Incomplete, simplified answer with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge. The student requires assistance in providing an answer. The answer is not independent and difficult to assess without additional questions.

Fail (2.0) → Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

The OSCE exam takes the form of an Objective Structured Clinical (Practical) Examination (OSCE, *Objective, Structured, Clinical, (Practical) Examination – OSC(P)E*).

The OSCE exam consists of a series of stations where students' clinical skills are assessed. At each station, the student performs clinical procedures planned in advance by the examiner. After completing one station, they move on to the next, where they perform procedures according to the exam plan. Each station is subject to thorough assessment. Before the examination begins, the examinee is given a maximum time limit for performing the procedures, which ranges from a few to several minutes. The student is assessed at each station on the basis of the procedure (the activity performed) using a so-called "checklist". The criteria for assessing the tasks performed are included in the individual OSCE practical examination assessment card.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the course instructor, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take tests and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course name:	EPIDEMIOLOGICAL NURSING				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 1 X 2 3 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
Number of ECTS credits awarded	2				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
A group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic teacher					
Lectures (L)		12			
Seminars (S)					
Conversations (C)					
Practical classes (P)		12			
Independent student work		26			
Student workload related to professional internships					
Total student workload – overall number		24/50			
Number of ECTS credits for the course		2			
Teaching methods	<ul style="list-style-type: none"> ● informative (informative lecture), ● problem-based (problem-based lecture, case studies). 				
Course objectives	<p>To learn about the principles of preventing and combating infections in healthcare facilities and the tasks of the State Sanitary Inspection in this area.</p> <p>Making students aware of the need to systematically update their knowledge in view of the constantly changing threats in this area.</p> <p>Ability to draw conclusions from epidemiological threats in healthcare facilities.</p> <p>To prepare students to perform professional tasks in the field of epidemiological nursing.</p>				
Teaching tools	Blackboard and multimedia projector, charts. Medical teaching aids (medical phantoms and simulators, trainers and models, including anatomical models).				
Prerequisites	Has knowledge of microbiology and parasitology, hygiene with epidemiology and hospital infections at the first-cycle level for nursing and other medical fields of study.				
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes					

and the form of teaching activities			
Symbol of learning outcome	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W5.	the principles of infection control in healthcare facilities, including infection registration and the principles of cooperation in interprofessional teams in this area;	<i>multiple choice test (MCQ) and/or oral test, completion of an assigned task, project</i>	W
B.W6.	conditions for the prevention, occurrence and control of hospital infections in the activities of healthcare entities, taking into account aetiological factors, including alert pathogens;	<i>multiple choice test (MCQ) and/or oral test, completion of an assigned task, project</i>	W
B.W7.	principles of planning, developing, implementing and supervising preventive and anti-epidemic measures;	<i>multiple-choice test (MCQ) and/or oral exam, project</i>	B.U6.
B.U6.	apply the principles of preventing healthcare-associated infections and selected infectious diseases, combating these infections and diseases, as well as the principles of epidemiological surveillance;	<i>Written or oral test</i>	Ć
B.U7.	plan and conduct education for healthcare workers on the prevention and control of hospital infections, and education for patients, their families or carers on matters relating to post-hospital care;	<i>Written or oral test</i>	Ć
B.U8.	use nursing care management quality indicators in epidemiological surveillance and analyse the multifaceted nature of hospital infections;	<i>Written or oral test</i>	Ć
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>extended observation, 360° assessment, self-assessment</i>	W
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>completion of assigned tasks, self-assessment</i>	W
K.4.	Solves complex ethical problems related to the nursing profession and indicates priorities in the performance of specific tasks.	<i>oral test, completion of assigned tasks, extended observation, 360° assessment, self-assessment</i>	W

*L-lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ; multiple choice test/MCQ; multiple response test/MRQ; matching test; T/N test; fill-in-the-blank test*),

in terms of skills (exercises/seminars): Practical examination; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini-clinical examination); Completion of an assigned task; Project, presentation

in terms of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester III		
1. Infection control in healthcare facilities. Infection registration and cooperation in interprofessional teams in the field of epidemiological nursing.	2	B.W5-7., K.2-4.
2. Prevention, occurrence and control of hospital infections in healthcare facilities.	2	
3. Etiological factors, including alarm pathogens.	2	
4. Planning. Development and implementation of preventive and anti-epidemic measures.	2	
5. Supervision of preventive and anti-epidemic measures.	1	
6. Planning and implementation of staff education in the field of prevention and control of infections and infectious diseases (hospital hygiene rules, vaccinations).	2	

7. Rules applicable to the collection and transport of material for microbiological testing and modern methods of microbiological identification.	1					
EXERCISES, semester III						
1. Application of infection prevention principles in healthcare settings.	2	B.U6-8., K.2-4.				
2 Selected infectious diseases – control.	3					
3 Education of employees in the prevention and control of hospital infections - planning and implementation.	2					
4. Education of patients and families/caregivers in matters related to post-hospital care.	2					
5. Quality of nursing care management and analysis of the incidence of hospital-acquired infections. Epidemiological surveillance.	3					
Independent student work						
1. Deepening knowledge of the Act on the prevention and control of infections and infectious diseases in humans and the Act on the State Sanitary Inspection.	26	B.W5-7., K.2-4.				
BIBLIOGRAPHY						
Basic literature:						
1. Zeni M.B., Principles of Epidemiology for Advanced Nursing Practice: A Population Health Perspective, Jones and Bartlett Publishers Inc, 2019.						
Supplementary literature:						
1. Spec A., Escota G., CHrister C., Davies B., Comprehensive Review of Infectious Diseases, Elsevier – Health Sciences Division, 2019.						
Method of assessment and forms and basic criteria for assessment/examination requirements						
Method of assessment:						
Lectures → Pass with a grade □□□□□□□□□ → Pass with a grade						
Conditions for passing:						
Lecture:						
<ul style="list-style-type: none"> • 100% attendance (up to 10% absence permitted with the consent of the lecturer); • completion of other forms of classes in the subject; • passing the assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers). 						
Classes:						
<ul style="list-style-type: none"> • 100% attendance (excused and made-up absences); • active participation in classes; • passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers). 						
Assessment criteria:						
Knowledge assessment criteria						
<u>Test</u>						
Assessment	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
Oral response						
Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge. Based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.	98-100	91-90	81-80	71-70	61-60	51-60 50% and below
Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge is up to date, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.	89-90	81-80	71-80	61-70	51-60	50% and below
Good (4.0) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge is up to date, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.	80-89	71-80	61-70	51-60	51-60	50% and below
Satisfactory plus (3.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge is up to date, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.	70-79	61-70	51-60	51-60	51-60	50% and below
Satisfactory (3.0) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge is up to date, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.	60-69	51-60	51-60	51-60	51-60	50% and below
Poor (2.0) → Incomplete answer, many omissions of important information. Inaccurate identification of the main problems. Inadequate knowledge of medical vocabulary. Knowledge is not up to date. Inadequate reasoning, logical structure of the answer. Inadequate argumentation based on theoretical and practical knowledge.	50-59	50-59	50-59	50-59	50-59	50% and below

Good (4.0)→ The answer is essentially correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge is up to date, although it requires supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with noticeable gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ Incomplete, simplified answer with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge.

The student requires assistance in providing an answer. The answer is not independent and difficult to assess without additional questions.

Fail (2.0)→ Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge.

Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the event of an excused absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Excuses and credit for course material are at the discretion of the course instructor, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake a course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval: Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	NURSING COUNSELLING				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 X 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6			
Number of ECTS credits awarded	2				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● scientific research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic teacher					
Lectures (L)		9			
Seminar (S)					
Conversations (C)					
Practical classes (P)		15			
Independent student work		26			
Student workload related to professional internships					
Total student workload – overall number		24/50			
Number of ECTS credits for the course		2			
Teaching methods		<ul style="list-style-type: none"> ● informative (lecture), ● situational, ● problem-based (problem-based lecture), ● working with patients. 			
Course objectives		To prepare students to provide nursing counselling based on legal regulations and within the scope of their qualifications.			
Teaching tools		Blackboard and multimedia projector, computer.			
Prerequisites	Knowledge of nursing competencies and basic methods of assessing a patient's condition. Ability to develop educational materials for patients and their families. Ability to engage in group discussions. Open attitude towards group discussions, characterised by respect for other participants. Interpersonal communication skills.				
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching activities					
Symbol of learning outcome	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol		

B.W8.	theoretical assumptions of counselling in nursing based on legal regulations and the transtheoretical model of change by Prochaska and DiClemente;	<i>Written or oral examination, project</i>	W
B.W9.	Predictors of healthy and sick human functioning, including chronic disease;	<i>Written or oral exam, project</i>	W
B.W10.	methods of assessing the patient's health status in nursing counselling;	<i>Written or oral exam, project</i>	W
B.W11.	therapeutic procedures in the event of health problems;	<i>Written or oral examination, project</i>	W
B.W12.	principles of selecting diagnostic tests and interpreting their results within the scope of a nurse's professional qualifications;	<i>Written or oral exam, project</i>	W
B.W13.	the scope of prevention of infectious, social and lifestyle diseases;	<i>Written or oral exam, project</i>	W
B.U9.	Diagnose health risks in patients with chronic diseases;	<i>Completion of the assigned task</i>	Ć
B.U10.	assess the patient's adaptation to chronic disease;	<i>Completion of the assigned task</i>	Ć
B.U11.	provide counselling to people at risk of addiction and those who are addicted, using Prochaska and DiClemente's transtheoretical model of change;	<i>Completion of the assigned task</i>	Ć
B.U12.	prepare educational materials for patients, their families or carers as part of health counselling;	<i>Completion of the assigned task</i>	Ć
B.U13.	use technological resources for health counselling purposes;	<i>Completion of the assigned task</i>	Ć
B.U14.	select and apply methods of assessing the patient's health as part of nursing advice;	<i>Completion of the assigned task</i>	Ć
B.U15.	implement therapeutic interventions depending on the assessment of the patient's condition within the scope of the nurse's professional qualifications;	<i>Completion of the assigned task</i>	Ć
B.U16.	adapt available health promotion and health education programmes to identified health needs;	<i>Completion of the assigned task</i>	Ć
B.U17.	Implement health promotion programmes for patients, their families or carers;	<i>Completion of the assigned task</i>	Ć
B.U18.	apply selected health education methods;	<i>Completion of the assigned task</i>	Ć
B.U19.	conduct activities in the field of prevention and control of infectious, social and lifestyle diseases;	<i>Completion of the assigned task</i>	Ć
B.U20.	respond to specific health threats occurring in the environment of residence, education and upbringing, and work;	<i>Completion of the assigned task</i>	Ć
B.U80.	Identify health indications resulting from the patient's condition.	<i>Completion of the assigned task</i>	Ć
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice in case of difficulties in solving a problem independently.	<i>Extended observation by the supervisor/teacher in charge; self-assessment</i>	W/Ć
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>Extended observation by a supervisor/teacher; self-assessment</i>	Ć

K.4.	Solves complex ethical problems related to the nursing profession and identifies priorities in the performance of specific tasks.	<i>extended observation by the supervisor/teacher; self-assessment</i>	Č
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*L-lecture; S-seminar; K-conversation classes; Č-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral exam (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ; multiple choice test/MCQ; multiple response test/MRQ; matching test; T/N test; fill-in-the-blank test*),

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

in terms of social skills: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester III		
1. Theoretical assumptions of counselling in nursing based on legal regulations and the transtheoretical model of change by Prochaska and DiClemente.	2	B.W8-11., K.2.
2 The functioning of healthy and sick people, taking into account chronic disease - potential prognosis of the treatment plan.	2	
3. Methods of assessing the patient's condition and therapeutic management in the most common medical conditions as part of nursing advice.	3	
4. Principles of selection and interpretation of diagnostic tests within the scope of nursing competencies.	2	
EXERCISES, semester III		
1. Diagnosing health risks in patients with chronic diseases. Health indications resulting from the patient's condition.	2	B.U11-20., B.U80., K.2-4.
2. People at risk of addiction and addicted people in the face of using Prochaska and DiClemente's transtheoretical model of change	1	
3. Educational materials for patients and their families as part of health counselling.	1	
4. Technological resources for health counselling.	1	
5. Methods of assessing the patient's health status as part of nursing counselling - selection and methods of application.	2	
6. Therapeutic intervention depending on the assessment of the patient's condition within the scope of nursing qualifications. Improving skills in prescribing medicines (ready-made and prescription), foodstuffs for special nutritional purposes and medical devices necessary for the continuation of treatment as part of the implementation of medical orders and issuing orders for diagnostic tests.	2	
7. Preparing guides and educational materials for patients and their family in specific health	2	
8. Health education methods, health promotion programmes for patients and their families/carers.	1	
9. Identification of health needs – adaptation of available health promotion and health education programmes.	1	
10. Activities in the field of prevention and control of infectious, social and lifestyle diseases.	2	
Independent student work		
1. Preparation of educational materials for patients and their families as part of health counselling and nursing advice.	26	B.U14., K.2-4.
BIBLIOGRAPHY		
Basic literature:		
1. Gulanick M., Myers J.L., Nursing Care Plans, Elsevier – Health Sciences Divisions, 2021.		

Supplementary literature:

1. LoBiondo-Wood, G., Haber J., Titler M.G., Evidence-Based Practice for Nursing and Healthcare Quality Improvement, Elsevier – Health Sciences Division, 2018.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Pass with a grade 5/10 → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence is permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Classes:

- 100% attendance (excused absences and make-up work);
- active participation in classes;
- passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers).

Assessment criteria:

Knowledge assessment criteria

Test

Grade	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% of correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.						

Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0) → Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is coherent, but less elaborate.

Satisfactory plus (3.5) → The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency towards superficiality.

Satisfactory (3.0) → The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student requires assistance in providing an answer. The answer is not independent and difficult to assess without additional questions.

Fail (2.0) → Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the teacher's support.

Conditions for making up missed classes:

Classes can only be made up in the case of an excused absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Excuses and credit for the material are at the discretion of the teacher, and in

in the case of internships – the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Acceptance:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	COORDINATED HEALTH CARE				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 X 2 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6			
Number of ECTS credits assigned	1.5				
Language of instruction:	English				
Name of the Faculty at PSW:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● scientific research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
<i>Contact hours with academic teacher</i>					
Lectures (L)		12			
Seminars (S)					
Conversations (C)		6			
Exercises (E)					
Independent student work		20			
Student workload related to professional internships					
Total student workload – overall number		18/38			
Number of ECTS credits for the course		1.5			
Teaching methods	<ul style="list-style-type: none"> ● problem-based (problem-based lecture), ● practical exercises, didactic discussion, ● informative (informative lecture). 				
Course objectives	To provide students with knowledge in the field of coordinated healthcare. Preparation for work in an interdisciplinary coordinated care team.				
Teaching tools	Blackboard and multimedia projector, computer.				
Prerequisites	Knowledge of the basics of nursing work organisation, covered in the subjects of public health, health promotion, nursing law, nursing ethics and other clinical subjects, first-cycle studies in nursing.				
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching					
Symbol of learning outcome	A student who passes the subject knows/is able to/is ready to:		Methods of verifying the achievement of intended learning outcomes		
			Form of teaching * enter symbol		

B.W14.	models of coordinated care operating in the Republic of Poland and selected countries;	<i>Written or oral examination, project</i>	W
B.W15.	tasks of a healthcare coordinator in selected types of services;	<i>Written or oral exam, project</i>	W
B.W16.	rules for coordinating health programmes and organising the process of providing health services in various areas of the health care system, taking into account current systemic changes;	<i>Written or oral exam, project</i>	W
B.W17.	principles of the functioning of interprofessional teams in healthcare based on selected areas of specialist services, including the community psychiatric care team;	<i>Written or oral exam, project</i>	W
B.U21.	coordinate the provision of health services for patients with chronic diseases;	<i>Written or oral examination</i>	K
B.U22.	develop a diagnosis of health needs and a plan for the organisation of care and treatment at the organisational and inter-institutional level;	<i>Written or oral test</i>	K
B.U23.	plan and coordinate the process of providing health services, taking into account the criteria of quality and effectiveness;	<i>Written or oral exam</i>	K
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>Written or oral examination, observation</i>	W/K

*L-lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester I		
1. Coordinated care models operating in Poland and other countries.	3	B.W14-17., K.2.
2. Coordinated health knowledge – legal aspects.	2	
3. Planning and coordination of the healthcare provision process.	3	
4. Principles of coordinating health programmes in different areas of the healthcare system.	2	
5. The functioning of interdisciplinary systems in healthcare.	2	
Seminar, semester I		
1 Provision of healthcare services for patients with chronic conditions.	2	B.U21-23., K.2.
2 Diagnosis of health needs – inter-institutional care plan.	2	
3. The criterion of quality and efficiency in the context of coordinated healthcare	2	
Independent student work, semester I		
1. Diagnosis of health needs and plan for the organisation of care and treatment at the organisational and inter-institutional level.	5	B.W14-17., B.U21-23., K.2.
2. Planning and coordination of the process of providing health services, taking into account quality and efficiency criteria.	10	
3. Case management and coordinated care.	5	
BIBLIOGRAPHY		
Basic literature:		

1. Ellis P., Leadership, Management and Team Working in Nursing, Sage Publications, 2025.
2. Huston C.J., Leadership Roles and Management Functions in Nursing: Theory and Application, LWW, 2022.

Supplementary reading:

1. Beauvais A.M., Leadership and Management Competence in Nursing Practice. Competencies, Skills, Decision-Making, Springer Publishing Co Inc, 2018.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Pass with a grade 5-10 → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence is permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- Passing the course with a grade in the form of: a test, oral examination (minimum pass mark: 60% correct answers).

Seminars:

- 100% attendance (excused and made-up absences);
- active participation in classes;
- pass with a grade in the form of: a test, oral response, task completion, etc. (minimum pass threshold: 60% correct answers).

Assessment criteria:

Knowledge assessment criteria

Test

Grade	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% of correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response

Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.						
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Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge is up to date, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0) → Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplements or clarifications. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5) → The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with visible gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0) → The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated.

The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Insufficient (2.0) → Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge.

Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes can only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	THERAPEUTIC CARE AND EDUCATION IN CHRONIC DISEASES: CIRCULATORY FAILURE AND ARRHYTHMIA, HYPERTENSION	
Field of study:	NURSING	
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's degree)	
Profile of studies:	practical	
Type of studies*:	full-time / part-time	
Type of classes*:	compulsory X	supplementary <input type="checkbox"/> optional <input type="checkbox"/>
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 1st <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	3.5	
Language of instruction:	English	
Name of the Faculty at PSW:	Faculty of Health Sciences	
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl	
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● research and development of professional nursing practice <input type="checkbox"/> ● professional practice <input type="checkbox"/> 	
Person(s) in charge:	According to the study plan	
Forms of student workload		Student workload (number of teaching hours)
Contact hours with academic teacher		
Lectures (L)	12	
Seminars (S)		
Conversations (C)		
Practical classes (P)	15	
Simulation exercises (SE)	21	
Independent student work		
Total student workload – total number		
Number of ECTS credits for the course	48/88	
Contact hours with academic staff	3.5	
Teaching methods	<ul style="list-style-type: none"> ● informative (informative lecture), ● problem-based (problem-based lecture), ● programme-based (using audiovisual tools, boards), ● activating (case method, situational method, staging method, didactic discussion, project method; medical simulation), ● analysis of clinical cases. 	
Course objectives	<ul style="list-style-type: none"> ● To prepare students to care for patients with heart failure and arrhythmias. ● Preparing students to care for patients with hypertension. ● Preparing students to care for patients diagnosed with myocardial infarction and undergoing interventional cardiology procedures. ● Preparing students to provide coordinated care for patients with heart failure. 	
Teaching tools	Blackboard, audiovisual tools. Medical teaching aids available at the CSM	

		(medical phantoms and simulators, trainers and models, including anatomical models).	
Prerequisites	Knowledge, skills and competences in the subjects covered in the first cycle of studies: anatomy, physiology, pathology, internal medicine and internal medicine nursing, pharmacology, and in the second cycle of studies - first year.		
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching			
Symbol of learning outcome	A student who passes the subject knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W9.	predictors of healthy and sick human functioning, including chronic disease;	<i>Written or oral test</i>	W
B.W18.	principles of diagnostic and therapeutic management and care of patients with circulatory failure, cardiac arrhythmias and hypertension, as well as modern technologies used in the treatment and monitoring of patients with cardiovascular diseases;	<i>Written or oral test</i>	W
B.W26.	causes and principles of diagnostic and therapeutic procedures and care for patients with organ failure;	<i>Written or oral test</i>	W
B.W29.	pathomechanism of diabetes, asthma, COPD and chronic circulatory failure and their complications;	<i>Written or oral test</i>	W
B.W31.	principles and methods of therapeutic education of patients, their families or carers in the field of self-monitoring and self-care in diabetes, asthma, COPD and chronic circulatory failure;	<i>Written or oral examination</i>	W
B.U9.	diagnose health risks for patients with chronic diseases;	<i>Oral test, completion of an assigned task</i>	Ć
B.U10.	assess the patient's adaptation to chronic disease;	<i>Oral test, completion of assigned task</i>	Ć
B.U24.	plan and conduct therapeutic education for the patient in the field of self-observation and self-care, and for their family or carer in the field of caring for a patient with a chronic disease (chronic circulatory failure, cardiac arrhythmias and arterial hypertension, COPD, diabetes);	<i>Oral test, completion of the assigned task</i>	Ć
B.U25.	use modern information technologies to monitor the condition of patients with chronic diseases;	<i>Oral test, completion of an assigned task</i>	Ć/ĆS
B.U80.	identify health indications resulting from the patient's condition.	<i>Oral test, completion of an assigned task</i>	Ć
K.1.	Critically assesses their own actions and those of their colleagues with respect to ideological and cultural differences.	<i>extended observation by the teacher in charge; 360° assessment 360°, self-assessment</i>	Ć
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when encountering difficulties in solving problems independently.	<i>Extended observation by the teacher in charge; 360° assessment, self-assessment</i>	Ć
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>Extended observation by the teacher in charge; 360° assessment, self-assessment</i>	W/Ć/ĆS
K.4.	Solves complex ethical problems related to the nursing profession and identifies priorities in the performance of specific tasks.	<i>Extended observation by the teacher in charge; 360° assessment, self-assessment</i>	Ć
K.5.	Takes responsibility for the health services provided.	<i>Extended observation by the teacher in charge; 360° assessment, self-assessment</i>	Ć

*L-lecture; S-seminar; K-tutorial; Ć-exercises; CS-simulation exercises; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral exam (non-standardised, standardised, traditional, problem-based); written examination – student generates/recognises the answer (essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test),

in terms of skills (exercises/seminars): practical exam; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini – clinical examination); Completion of assigned tasks; Project, presentation

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester III		
1. Predictors of functioning of a healthy person and of a sick person, taking into account chronic diseases of the circulatory system (hypertension, cardiac arrhythmias, chronic circulatory failure).	2	B.W9., B.W18., B.W26., B.W29., B.W31., K.3.
2. Pathomechanism of circulatory failure and its complications. Health indications resulting from the patient's condition.	1	
3. Modern technologies used in therapy and monitoring patients with cardiovascular diseases.	2	
4. Diagnostic and therapeutic management and care of patients with circulatory failure, cardiac arrhythmias and hypertension.	2	
5. Therapeutic education of the patient and their family/carer in self-monitoring and self-care in chronic circulatory disease	2	
EXERCISES, semester III		
1. Therapeutic care in arterial hypertension, chronic circulatory failure and cardiac arrhythmias – diagnosis of health risks and assessment of patient adaptation. Improving skills in prescribing medicines (ready-made and prescription) and ordering diagnostic tests.	4	B.U9-10., B.U24-25., B.U80., K.1-5.
2. Therapeutic education - Therapeutic patient and their family/carer self-observation, self-care. Health health based on the patient's condition. Modern information technologies - use in patients with chronic diseases (circulatory failure, cardiac arrhythmias and hypertension).	4	
SIMULATION EXERCISES, semester III		
Recognition and solving problems care patients with hypertension, chronic circulatory failure and cardiac arrhythmias. Use of modern information technologies to monitor patients with cardiovascular diseases.	21	B.U25., K.3.
Classes conducted as part of high-fidelity simulations, scenarios implemented: <ul style="list-style-type: none"> • Study of patient care with heart failure, arrhythmias and hypertension. • Non-pharmacological treatment non-pharmacological in arterial hypertension – –nursing services. 		
Independent student work		
1. Preparation of a care and therapeutic education project in hypertension or chronic circulatory failure or cardiac arrhythmias.	46	B.W9., B.W18., B.W26., B.U9-10., B.U24-25., B.U9-10., B.U24-25., K.1-5.
BIBLIOGRAPHY		
Basic literature:		
1. Olson K., Oxford Handbook of Cardiac Nursing, Oxford University Press, 2021.		
2. Dunbar S.B., Braun L.T., Preventive Cardiovascular Nursing. Resilience across the Lifespan for Optimal Cardiovascular Wellness, Springer, Berlin 2023.		
Supplementary literature:		
1. Kapoor P., Textbook of Cardiac Critical Care, Thieme, Stuttgart, 2023.		
Method of assessment and forms and basic criteria for assessment/examination requirements		
Method of assessment:		

Lectures→ Exam
Simulation exercises→ OSCE exam Exercises→ Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence is permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- Passing the examination in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Exercises, practical classes:

- 100% attendance (excused absences and make-up work);
- active participation in classes;
- passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers).

Simulation exercises:

- 100% attendance (excused absences and make-up work);
- active participation in classes;
- passing the OSCE exam.

Assessment criteria:

Knowledge assessment criteria

Test

Assessment	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
Oral response	Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.	Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge is up to date, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.	Good (4.0) → Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplements or clarifications. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.	Satisfactory plus (3.5) → The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with visible gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.	Satisfactory (3.0) → The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.	Insufficient (2.0) → Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

The OSCE exam takes the form of an Objective Structured Clinical (Practical) Examination (OSCE, *Objective, Structured, Clinical, (Practical) Examination – OSC(P)E*).

The OSCE exam consists of a series of stations where students' clinical competencies are assessed. At each station, the student performs clinical procedures planned in advance by the instructor. After completing one station, they rotate to the next.

where they perform procedures in accordance with the examination plan. Each station is subject to thorough assessment. Before the examination begins, the examinee is given a maximum time limit for performing the procedures, which ranges from a few to several minutes. The student is assessed at each station on the basis of the procedure (the activity performed) using a so-called "checklist". The criteria for assessing the tasks performed are included in the individual assessment card for the OSCE practical examination.

Conditions for making up missed classes:

Classes may only be made up in the event of an excused absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Excuses and credit for course material are at the discretion of the course instructor, and in the case of internships, the internship coordinator. Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake a course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	MEDICAL STATISTICS										
Field of study:	NURSING										
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)										
Profile of studies:	practical										
Type of studies*:	full-time / part-time										
Type of classes*:	mandatory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>										
Year and semester of study*:	Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 X 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 6 <input type="checkbox"/>									
Number of ECTS credits awarded	3.5										
Language of instruction:	English										
Name of the Faculty at PSW:	Faculty of Health Sciences										
Contact (tel./email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl										
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice <input type="checkbox"/> ● nursing research and development X ● professional practice <input type="checkbox"/> 										
Person(s) in charge:	According to the study plan										
Forms of student workload						Student workload (number of teaching hours)					
<i>Contact hours with academic staff</i>											
Lectures (L)											
Seminars (S)											
Conversations (C)											
Exercises (E)											
Independent student work											
Student workload related to professional internships											
Total student workload – overall number	24/86										
Number of ECTS credits for the course	3.5										
Teaching methods	<ul style="list-style-type: none"> ● presentational (lecture, presentation), ● programmatic (using audiovisual tools, boards), ● computer exercises using software activating (case method, situational method, didactic discussion, project method). 										
Course objectives	To familiarise students with the basic concepts and mechanisms of numerical data analysis in medicine and nursing. Students will learn how to interpret statistical data and apply it in scientific research and clinical practice.										
Teaching tools	Multimedia projector, computer with statistical software.										
Prerequisites	<ul style="list-style-type: none"> ● Basic knowledge of mathematics at secondary school level and information technology at first-cycle degree level. ● Knowledge of working with computers and spreadsheet programmes acquired during secondary school education. ● Conscientiousness, responsibility and a habit of self-study. 										
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching											
Symbol of learning outcome	A student who passes the subject knows/is able to/is ready to:			Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol						

C.W7.	principles of preparing databases for statistical analysis;	<i>written and/or oral test</i>	K
C.W8.	IT tools, statistical tests and rules for compiling scientific research results;	<i>written and/or oral test</i>	K
C.U6.	prepare databases for statistical calculations;	<i>written and/or oral test</i>	K
C.U7.	apply parametric and non-parametric tests for dependent and independent variables;	<i>written and/or oral test</i>	K
C.U8.	use specialist scientific literature, both domestic and foreign, scientific databases, and information and data provided by international nursing organisations and associations;	<i>written and/or oral test</i>	K
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice in case of difficulties in solving a problem independently.	<i>extended observation of the student's work, self-assessment</i>	K

*Lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ; multiple choice test/MCQ; multiple response test/MRQ; matching test; T/N test; fill-in-the-blank test*),

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

in terms of social skills: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
CONVERSATIONS, semester I		
1. Preparing a database for statistical calculations. Methods of coding different types of questions. Preparing data for analysis.	2	C.W7-8., C.U6-8., K.2.
2 Selecting a sample for research. Determining the sample size.	2	
3. Agreement on statistical research issues, i.e. formulation of research and statistical hypotheses.	2	
4 Statistical analysis of measurement data. Normal distribution.	2	
5 Graphical presentation of statistical data.	2	
6 Histogram. Frequency analysis of a series of measurement data for a selected sample.	2	
7. Normal distribution. Qualitative analysis of a series of measurement data from a selected sample.	2	
8. χ^2 distribution (chi-square distribution). Quantitative analysis of a series of measurement data from a selected sample.	2	
9. Analysis of diagnostic tests. Analysis of statistical data (Anscombe's quartet).	2	
10. Fundamentals of regression and linear correlation (determining the linear correlation coefficient and interpreting the results).	2	
11. Assessment of the degree of fit (least squares method).	2	
12. Formulation and testing of selected statistical hypotheses and interpretation of results.	2	
Independent work by the student		
1. Development of a database and its analysis based on a selected group of data in the form of an essay/paper/presentation.	62	C.U6., C.U8., K.2.
BIBLIOGRAPHY		
Basic literature:		
1. Petrie A., Sabina C., Medical Statistics at a Glance, John Wiley and Sons Ltd, 2019.		
2. Heavey E., Statistics for Nursing: A Practical Approach, Jones and Bartlett Publishers, Inc, 2022.		
Supplementary literature:		
1. Gillen D., Statistics in Medicine, Elsevier Books, 2020.		

Method of assessment and forms and basic criteria for assessment/examination requirements**Method of assessment:**

→ seminars Pass with a grade

Conditions for obtaining credit:

Seminars:

- 100% attendance (excused absences and make-up work);
- active participation in classes;
- passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers).

Assessment criteria:**Knowledge assessment criteria**Test

Grade	Very good (5.0)	good (4.5)	plus Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% correct answers	91-100	81-90	71-80	61-70	51-60	50% and below
Oral response						

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is coherent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Insufficient (2.0)→ Incorrect, inconsistent answer or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a doctor's note or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

**Approval:
Vice-Rector for Science and Quality of Education**

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	SCIENTIFIC INFORMATION				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's degree)				
Study profile:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 X 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
Number of ECTS credits awarded	2				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel./email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice <input type="checkbox"/> ● research and development in nursing X ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic teacher					
Lectures (L)		9			
Seminars (S)					
Conversations (C)		9			
Exercises (E)					
Independent student work		32			
Student workload related to professional internships					
Total student workload – overall number		18/50			
Number of ECTS credits for the course		2			
Teaching methods	<ul style="list-style-type: none"> ● curricular (using audiovisual tools, ● exercises with a computer with Internet access). 				
Course objectives and goals	<p>Familiarising students with the mechanisms of searching for, evaluating and using scientific information from reliable sources.</p> <p>Familiarising students with databases, library resources and tools for evaluating the quality of information useful in nursing practice.</p>				
Teaching tools	Multimedia projector, computer equipped with Microsoft Office, Adobe Reader and Internet access, access to databases.				
Prerequisites	<p>Participants should have skills in:</p> <ul style="list-style-type: none"> ● basic office software, especially Microsoft Word, ● using the Moodle platform from the participant's perspective, ● using a web browser and e-mail. 				
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching					
Symbol of learning outcome	A student who passes the subject knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol		

C.W9.	sources of scientific medical information;	<i>Written or oral examination</i>	W
C.W10.	methods of searching for scientific information in databases;	<i>Written or oral examination</i>	W
C.U8.	use specialist scientific literature, both domestic and foreign, scientific databases, and information and data provided by international nursing organisations and associations;	<i>Oral test</i>	K
K.1.	Critically assesses their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Oral exam</i>	K
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to resolve a problem independently	<i>Oral examination</i>	K
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>Oral exam</i>	W/K

*L-lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral exam (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURE, semester I		
1. Medical information – sources, possibilities for practical application.	4	C.W9-10., K.1-3.
2. Searching for scientific information based on databases.	5	
CONVERSATIONS, semester I		
1. Evidence-Based Nursing Practice – principles and stages.	1	C.U8., K.1-3.
2. The origins of scientific information.	2	
3. Degrees and levels of evidence. The use of evidence in practice.	2	
4. Techniques for searching for information in bibliographic and full-text databases.	3	
5. Creating an appendix bibliography for a scientific paper.	2	
6. Bibliographic and full-text databases: methodology of searching for information in computerised biomedical databases, comparison of the results of searching databases using different search methods.	3	
7. Using the electronic catalogue via the Primo multi-search engine.	2	
8. Linking tool. Mendeley tool for creating bibliographies for academic papers.	3	
Independent work by the student		
1. Preparation of a presentation based on a review of 5 literature items from a sample database, e.g. MEDLINE, on a selected nursing issue.	32	C.U8., K.1-3.

BIBLIOGRAPHY

Basic literature:

1. Williamson G.R., Whittaker A., Succeeding in Literature Reviews and Research Project Plans for Nursing Students, SAGE Publications Ltd, 2019.
2. Polit D.F., Beck Ch.T., Essentials of Nursing Research, Wolters Kluwer Health, 2021.

Supplementary literature:

1. Baucé K., Fitzpatrick J.J., Nursing Research Critiques: A Model for Excellence, Springer Publishing Co Inc, 2018.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Pass with a grade 5.0 → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing the assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Seminars:

- 100% attendance (excused and made up absences);
- active participation in classes;
- passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers).

Assessment criteria:

Knowledge assessment criteria

Test

Assessment	Very good (5.0)	good (4.5)	Good plus (4.0)	Good (3.5)	Satisfactory plus (3.0)	Satisfactory (3.0)	Poor (2.0)
Oral response	Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge.	Good (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.	Good plus (4.0) → The answer is essentially correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge is up to date, although it requires supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.	Satisfactory plus (3.5) → The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.	Satisfactory (3.0) → Incomplete, simplified answer with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge. The student requires assistance in providing an answer. Answer not independent, difficult to assess without additional questions.	Satisfactory (3.0) → Incomplete, simplified answer with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge. The student requires assistance in providing an answer. Answer not independent, difficult to assess without additional questions.	Poor (2.0) → Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the teacher's support.

based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0) → The answer is essentially correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge is up to date, although it requires supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5) → The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0) → Incomplete, simplified answer with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge. The student requires assistance in providing an answer. Answer not independent, difficult to assess without additional questions.

Fail (2.0) → Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the teacher's support.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the course instructor, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Acceptance:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course name:	EVIDENCE-BASED PROFESSIONAL NURSING PRACTICE				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 X 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6			
Number of ECTS credits assigned	2.5				
Language of instruction:	English				
Name of the Faculty at PSW:	Faculty of Health Sciences				
Contact (tel./email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice <input type="checkbox"/> ● nursing research and development X ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic teacher					
Lectures (L)		9			
Seminars (S)					
Conversations (C)					
Practical classes (P)		9			
Practical classes (PC)					
Independent student work		42			
Student workload related to professional practice					
Total student workload – overall number		18/60			
Number of ECTS credits per subject		2.5			
Teaching methods	<ul style="list-style-type: none"> ● presentation (lecture, discussion), ● programme-based (using audiovisual tools, boards). 				
Course objectives	<p>To familiarise students with the concept of evidence-based practice and its importance in everyday nursing practice.</p> <p>To familiarise students with methods of integrating scientific data with clinical experience and patient values in order to make appropriate care decisions.</p>				
Teaching tools	Multimedia projector, sample recommendations, guidelines and recommendations for professional practice.				
Prerequisites	Passing the knowledge and skills tests in the subjects and passing the exams covered by the first year of the second-cycle programme in Nursing.				
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching					

Symbol of learning outcome	A student who passes the subject knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
C.W11.	principles and stages of evidence-based nursing practice (Evidence Based Nursing Practice);	<i>Written or oral examination</i>	W
C.W12.	assumptions and principles of developing nursing standards, taking into account evidence-based nursing practice and evidence-based practice in medicine;	<i>Written or oral examination</i>	W
C.W13.	principles and stages of preparing recommendations, guidelines and advice in the field of evidence-based nursing practice;	<i>Written or oral examination</i>	W
C.U9.	indicate the differences between evidence-based practice and fact-based practice;	<i>Written or oral examination</i>	Ć
C.U10.	indicate the stages of evidence-based practice;	<i>Written or oral test</i>	Ć
C.U11.	characterise the levels and degrees of scientific evidence;	<i>Written or oral test</i>	Ć
C.U12.	use the results of scientific research in the field of nursing care to make the right decisions in professional nursing practice;	<i>Written or oral test</i>	Ć
C.U13.	prepare recommendations in the field of nursing care based on scientific evidence;	Written or oral test	Ć
K.1.	critically assesses their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Observation</i>	W/Ć
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>Observation, self-assessment</i>	W/Ć

*L-lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester I		
1. Evidence-based nursing practice – introduction.	1	
2. Directions, scope and types of scientific research in nursing.	1	
3. Principles and stages of evidence-based practice in medicine (evidence-based medicine) and nursing (evidence-based nursing practice).	2	C.W11-13., K.1-2.
4. Assumptions and principles for developing nursing standards, taking into account evidence-based nursing practice and evidence-based practice in medicine.	3	
5. Principles and stages of preparing recommendations, guidelines and advice in the field of evidence-based nursing practice.	2	
EXERCISES, semester I		
1. Differences between evidence-based and fact-based practice.	2	
2. Stages of evidence-based practice.	2	C.U9-U12., K.1-2.
3. Stages of evidence-based nursing practice.	2	

4	The use of <i>good practices</i> based on EBM for professional development.	2															
5.	Developing recommendations in nursing care based on scientific evidence.	1															
Independent student work																	
1.	Developing a sample nursing standard of care in a selected area of care – using the principles of Evidence-Based Nursing Practice.	42	C.W11.														
BIBLIOGRAPHY																	
Basic literature:																	
1.	LoBiondo-Wood G., Haber J., Berry C., Titler M.G., Evidence-Based Practice for Nursing and Healthcare Quality Improvement, Elsevier - Health Sciences Division, 2018.																
2.	Fineout-Overholt E., Evidence-Based Practice in Nursing & Healthcare. A Guide to Best Practice, Wolters Kluwer Health, 2023.																
Supplementary literature:																	
1.	Williams P.A., Fundamental Concepts and Skills for Nursing, Elsevier - Health Sciences Division, 2025.																
Method of assessment and forms and basic criteria for assessment/examination requirements																	
Method of assessment:																	
Lectures → Pass with a grade □□□□□□□□□ □□□□□□□ → Pass with a grade																	
Conditions for passing:																	
Lecture:																	
<ul style="list-style-type: none"> • 100% attendance (up to 10% absence is permitted with the consent of the lecturer); • completion of other forms of classes in the subject; • Passing the course with a grade in the form of: a test, oral examination (minimum pass mark: 60% correct answers). 																	
Classes:																	
<ul style="list-style-type: none"> • 100% attendance (excused and made-up absences); • active participation in classes; • pass with a grade in the form of: a test, oral response, task completion, etc. (minimum pass threshold: 60% correct answers). 																	
Assessment criteria:																	
Knowledge assessment criteria																	
<u>Test</u>																	
<table border="1"> <thead> <tr> <th>Grade</th> <th>Very good (4.5)</th> <th>Good (4.0)</th> <th>plus Good (3.5)</th> <th>Satisfactory plus (3.0)</th> <th>Satisfactory (2.0)</th> <th>Unsatisfactory (5.0)</th> </tr> </thead> <tbody> <tr> <td>% correct answers</td> <td>91-100%</td> <td>81-90</td> <td>71-80</td> <td>61-70</td> <td>51-60</td> <td>50% and fewer</td> </tr> </tbody> </table>				Grade	Very good (4.5)	Good (4.0)	plus Good (3.5)	Satisfactory plus (3.0)	Satisfactory (2.0)	Unsatisfactory (5.0)	% correct answers	91-100%	81-90	71-80	61-70	51-60	50% and fewer
Grade	Very good (4.5)	Good (4.0)	plus Good (3.5)	Satisfactory plus (3.0)	Satisfactory (2.0)	Unsatisfactory (5.0)											
% correct answers	91-100%	81-90	71-80	61-70	51-60	50% and fewer											
<u>Oral response</u>																	
Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.																	
Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.																	
Good (4.0) → The answer is essentially correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge is up to date, although it requires supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.																	

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student Needs help in answering. Answer is not independent, difficult to assess without additional questions.

Unsatisfactory (2.0)→ Incorrect, inconsistent answer or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:		NURSING PROFESSIONAL PRACTICE FROM AN INTERNATIONAL PERSPECTIVE							
Field of study:		NURSING							
Level of studies*:		First cycle (bachelor's) Second cycle (master's)							
Profile of studies:		practical							
Type of studies*:		full-time / part-time							
Type of classes*:		compulsory X				supplementary <input type="checkbox"/>		optional <input type="checkbox"/>	
Year and semester of study*:		Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>				Semester of study*: 1st X 2nd <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
Number of ECTS credits awarded		2							
Language of instruction:		English							
Name of the Faculty:		Faculty of Health Sciences							
Contact (tel./email):		tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl							
Group of classes within which specific learning outcomes are achieved:		<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice <input type="checkbox"/> ● nursing research and development X ● professional practice <input type="checkbox"/> 							
Person(s) in charge:		According to the study plan							
Forms of student workload		Student workload (number of teaching hours)							
<i>Contact hours with academic teacher</i>									
Lectures (L)		9							
Seminars (S)									
Conversations (C)		9							
Exercises (E)									
Independent student work		32							
Student workload related to professional internships									
Total student workload – overall number		18/50							
Number of ECTS credits for the course		2							
Teaching methods		<ul style="list-style-type: none"> ● informative (lecture, presentation, talk), ● activating (didactic discussion, project method), ● group work, problem-based learning, discussion. 							
Course objectives		To familiarise students with the basic concepts and mechanisms of numerical data analysis in medicine and nursing. To teach students how to interpret statistical data and its application in scientific research and clinical practice.							
Teaching tools		Multimedia projector, international standards (WHO, ICN).							
Prerequisites	<ul style="list-style-type: none"> — Knowledge of the basics of nursing at the first-cycle level for the nursing programme. — Ability to analyse legal regulations and literature at the first-cycle level, draw conclusions and conduct discussions. — Ability to apply basic knowledge. 								

Learning outcome symbol	A student who passes the subject knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
C.W14.	education systems in nursing programmes and postgraduate nursing education in selected European Union Member States of the European Union;	<i>Written and/or oral examination</i>	W
C.W15.	the structure and resources of nursing in Europe and worldwide, and forecasts for their development;	<i>Written and/or oral examination</i>	W
C.W16.	the main threats to the working environment of nurses and midwives in Europe and worldwide;	<i>Written and/or oral examination</i>	W
C.W17.	the roles and responsibilities of national and international nursing organisations (including the International Council of Nurses (ICN), the European Federation of Nurses Associations (EFN) and the Polish Nursing Association (PTP));	<i>Written and/or oral examination</i>	W
C.W18.	the procedure for recognising the professional qualifications of nurses in the Republic of Poland and other European countries;	<i>Written and/or oral examination</i>	W
C.W19.	nursing care systems and contemporary trends in the development of the autonomy of the profession;	<i>Written and/or oral examination</i>	W
C.W20	rules governing access to healthcare services for citizens of European Union Member States in the light of European Union law;	<i>Written and/or oral examination</i>	W
C.W21.	the role and priorities of the health policy of the World Health Organisation (WHO) and the European Union	<i>Written and/or oral examination</i>	W
C.U14.	analyse documents of the World Health Organisation (WHO) and the International Council of Nurses (ICN) concerning the current state of nursing and the conditions for the development of the nursing profession;	<i>Written and/or oral test</i>	K
C.U15.	distinguish between nursing education systems and professional qualifications in the Republic of Poland and abroad;	<i>Written and/or oral test</i>	K
C.U16.	distinguish between nursing care models in the context of the development of the nursing profession and changes in the care of patients of different ages and health conditions.	<i>Written and/or oral test</i>	K
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>Observation, self-assessment</i>	W/K

*L-lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*).

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester I		
1. Education of nursing students in selected European Union countries.	2	C.W14.21., K.3.
2 Resources and structures of European and international nursing. Prospects for the development of nursing and the autonomy of the profession.	2	
3. Threats to the working environment of nurses and midwives in Europe and worldwide. The role and priorities of European Union and WHO health policy.	3	
4 The role and tasks of national, European and international nursing organisations nursing organisations. Procedures for the recognition of professional qualifications	1	

nurses in Poland and other European Union countries.																			
5. Rules governing access to healthcare services for citizens of European Union Member States.		1																	
CONVERSATIONS, semester I																			
1. Analysis of WHO and ICN documentation on the current state of nursing and its development prospects.		3	C.U14-16., K.3.																
2. The education system and professional qualifications of nurses in Poland and worldwide.		2																	
3. Nursing care in the context of the development of the nursing profession. Changes in the care of patients of different ages and health conditions.		4																	
Independent work by students																			
1. Preparation of a paper comparing the education systems and the role of nurses in two countries, taking into account WHO and EFN standards.		32	C.W14.																
BIBLIOGRAPHY																			
Basic literature:																			
1. Giger J.N., Powell-Young Y.M., Transcultural Nursing, Elsevier, 2024.																			
Supplementary literature:																			
1. Purnell L., Fenkl E. (ed.), Textbook for Transcultural Health Care: A Population Approach Cultural Competence Concepts in Nursing Care, Springer Nature Switzerland AG, 2020.																			
Method of assessment and forms and basic criteria for assessment/examination requirements																			
Method of assessment:																			
Lectures → Pass with a grade 50-100 → Pass with a grade																			
Conditions for passing:																			
Lecture:																			
<ul style="list-style-type: none"> 100% attendance (up to 10% absence is permitted with the consent of the lecturer); completion of other forms of classes in the subject; passing assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers). 																			
Seminars:																			
<ul style="list-style-type: none"> 100% attendance (excused and made up absences); active participation in classes; passing the course with a grade in the form of: a test, oral response, task completion, etc. (minimum passing threshold: 60% correct answers). 																			
Assessment criteria:																			
Knowledge assessment criteria																			
<u>Test</u>																			
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Good (4.0)→ The answer is essentially correct, with minor deficiencies. General identification of problems, without detailed analysis. Technical vocabulary used correctly, with occasional inaccuracies. Medical knowledge is up to date, although it requires supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student Needs help in answering. Answer is not independent, difficult to assess without additional questions.

Unsatisfactory (2.0)→ Incorrect, inconsistent answer or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a doctor's note or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course name:	DIPLOMA SEMINAR				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I X II X III <input type="checkbox"/>	Semester of study*: 1st <input type="checkbox"/> 2 X 3 X 4 X 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
Number of ECTS credits awarded	22				
Language of instruction:	English				
Name of the Faculty at PSW:	Faculty of Health Sciences				
Contact (tel./email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
A group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice <input type="checkbox"/> ● nursing research and development X ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
<i>Contact hours with academic teacher</i>					
Lectures (L)					
Seminar (S)		53			
Conversations (C)					
Practical classes (P)					
Independent student work		501			
Student workload related to professional internships					
Total student workload – overall number		53 / 554			
Number of ECTS credits for the course		2 + 20 = 22			
Teaching methods		<ul style="list-style-type: none"> ● seminar, ● discussion, ● preparation of a thesis, ● self-study. 			
Course objectives		<p>To familiarise students with the principles of writing a thesis and the mechanisms of conducting independent research.</p> <p>To teach students how to formulate a research problem, analyse data, structure a thesis and defend their findings.</p>			
Teaching tools		Multimedia projector, sample theses.			
Prerequisites	<ul style="list-style-type: none"> — Seminar: knowledge of basic science issues: public health, nursing research, nursing care fundamentals, including health promotion, health education, primary health care, dietetics, sociology. — Preparation for the diploma examination: Knowledge of issues in the field of classes completed with an examination, pass with a grade and pass, in which specific learning outcomes are achieved. 				
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching					
Symbol of learning outcome	A student who passes the subject knows/is able to/is ready to:		Methods of verifying the achievement of intended learning outcomes		
C.W4.	research methods, techniques and tools used in qualitative and quantitative scientific research;		Form of teaching * enter symbol <i>project</i>		
			S		

C.W5.	principles of developing a research model, including the objective, research problems, variables, indicators for variables, research methods, techniques and tools, and selection of the research group;	<i>oral response, project</i>	S
C.W6.	principles of analysing and presenting scientific research results and their dissemination;	<i>oral response, project</i>	S
C.W9.	sources of scientific medical information;	<i>oral answer, draft</i>	S
C.W10.	methods of searching for scientific information in databases;	<i>oral answer, project</i>	S
C.U3.	characterise the methods, techniques and research tools used in scientific research in nursing;	<i>Oral exam, thesis defence, completion of an assigned task, thesis thesis</i>	S
C.U5.	conduct scientific research, present and interpret its results, and relate them to the current state of knowledge;	<i>Oral examination, thesis defence, completion of an assigned task, thesis</i>	S
C.U8.	use specialist scientific literature, both domestic and foreign, scientific databases, and information and data provided by international nursing organisations and associations;	<i>Oral examination, thesis defence, completion of an assigned task, thesis</i>	S
C.U12.	use the results of scientific research in the field of nursing care to make the right decisions in professional nursing practice;	<i>Oral exam, thesis defence, completion of an assigned task, thesis thesis</i>	S
K.1.	Formulates opinions on various aspects of professional activity and seeks expert advice in case of difficulties in solving a problem independently	<i>Discussion, oral reply</i>	S

*L-lecture; S-seminar; C-conversation classes; E-exercises; P-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*).

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

in terms of social skills: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
SEMINAR, semesters II, III, IV		
1. Defining the topic and objective of the work. Formulating research problems in accordance with the direction of research, presenting research hypotheses.	5	C.W4-6., C.W9-10., C.U3., C.U5., C.U8. , C.U12. , K.1.
2. Selection and construction of own research tools for the identified problems or selection of standardised tools.	5	
3. Selection of a research group, data collection and analysis.	14	
4. Compilation and discussion of the results of own research.	15	
5. Discussion of results, conclusions.	14	
Independent work by the student		
1. Preparation of the thesis, preparation for the final examination.	501	C.W4-6., C.W9-10., C.U3., C.U5., C.U8. , C.U12.

BIBLIOGRAPHY

Basic literature:

- According to the subject matter of the theses.

Supplementary literature:

- McKenna L., Copnell B., Fundamentals of Nursing and Midwifery Research: A Practical Guide for Evidence-based Practice, Taylor & Francis Ltd, 2023.

2. LoBiondo-Wood G., Haber J., Berry C., Yost J., Study Guide for Nursing Research, Methods and Critical Appraisal for Evidence-Based Practice, Elsevier Books, 2021.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

→ Seminar Pass with grade (in semester IV) → Seminar Pass without grade (in semesters II-III)

Conditions for passing:

Seminar (in semester IV):

- 100% attendance (excused and made up absences);
- active participation in classes;
- passing with a grade in the form of: a test, oral response, task completion, etc. (minimum passing threshold: 60% correct answers).

Seminar (in semesters II-III):

- 100% attendance (excused absences and make-up work);
- active participation in classes.

Assessment criteria:

Knowledge assessment criteria

Test

Grade	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% of correct answers	91-100	81-90	71-80	61-70	51-60	50% and below
Oral response						
Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.						

Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge Up-to-date, although without reference to the latest guidelines. Independent reasoning, logical structure of answers. Correct argumentation based on theoretical and practical knowledge.

Good (4.0) → Answer generally correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5) → The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with noticeable gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0) → Incomplete, simplified answer with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge.

The student requires assistance in providing an answer. The answer is not independent and difficult to assess without additional questions.

Fail (2.0) → Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge.

Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the event of an excused absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Excuses and credit for course material are at the discretion of the course instructor, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake a course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
in Gdańsk
Powiślańska Academy of Applied Sciences

Learning outcome symbol	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
C.W1.	conditions for the development of scientific research in nursing;	<i>Oral examination</i>	W
C.W2.	priorities for scientific research in nursing;	<i>Oral colloquium</i>	W
C.W3.	good practices in scientific research;	<i>Oral colloquium</i>	W
C.W4.	research methods, techniques and tools used in qualitative and quantitative scientific research;	<i>Oral examination</i>	W
C.W5.	principles of developing a research model, including the objective, research problems, variables, indicators for variables, research methods, techniques and tools, and selection of the research group;	<i>Oral examination</i>	W
C.W6.	principles of analysing and presenting scientific research results and their dissemination;	<i>Oral examination</i>	W
C.U1.	recognise the conditions development research in in nursing;	<i>Completion of the assigned task – work project</i>	K
C.U2.	identify the priorities of scientific research in nursing at the international, European and national levels;	<i>Completion of the assigned task – work project</i>	K
C.U3.	characterise the methods, techniques and research tools used in scientific research in nursing;	<i>Completion of the assigned task – work project</i>	K
C.U4.	develop a research model, including formulating the research objective, research problems, variables, indicators for variables, methods, techniques and research tools, and select a research group;	<i>Completion of the assigned task – work project</i>	K
C.U5.	conduct scientific research, present and interpret its results, and relate them to the current state of knowledge;	<i>Completion of the assigned task – work project</i>	K
K.1.	Ready to critically evaluate one's own actions and those of colleagues, respecting differences in worldviews and cultures	<i>Observation and self-assessment</i>	W/K

*L-lecture; S-seminar; C-conversation classes; E-exercises; P-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ; multiple choice test/MCQ; multiple response test/MRQ; matching test; T/N test; fill-in-the-blank test*).

in terms of skills (exercises/seminars): Practical examination; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini-clinical examination); Completion of an assigned task; Project, presentation

in terms of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester I		
1. Development of research in nursing (conditions, good practices).	1	C.W1-5., K.1
2. Basic provisions of copyright law and intellectual property protection (plagiarism). Ethical principles.	2	
3. Phases of scientific research. Formulating the research objective and problems.	2	
4. Organisation of research – consent to research. Selection of the research group. Collection and analysis of research material.	1	
5. Editorial preparation of research work. Methods of presenting research results.	3	
EXERCISES/SEMINARS, semester I		
1. Recognising the conditions for the development of scientific research and prioritising them in international, European and national terms.	10	C.U1-5., K.1
2. Quantitative and qualitative research methods. Creating a research model.	5	
3. Conducting scientific research based on the development and implementation of a research model.	8	
4. Analysis, interpretation and presentation of results based on scientific research.	7	
Independent work by students		

1. Preparation of a comparative essay aimed at comparing qualitative and quantitative research in nursing through their applications, advantages and limitations.	36	C.W4.																	
BIBLIOGRAPHY																			
Basic literature:																			
1. Cannon S., Introduction to Nursing Research: Incorporating Evidence-Based Practice, Jones and Bartlett Publishers, Inc, 2022. 2. Moule P., Making Sense of Research in Nursing, Health and Social Care, SAGE Publications Ltd, 2018.																			
Supplementary literature:																			
1. Fain, Reading, Understanding, and Applying Nursing Research, F.A. Davis Company, 2020.																			
Method of assessment and forms and basic criteria for assessment/examination requirements																			
Method of assessment:																			
Lectures → Pass with a grade Seminars → Pass with a grade																			
Conditions for obtaining a pass:																			
Lecture: <ul style="list-style-type: none"> • 100% attendance (up to 10% absence permitted with the consent of the lecturer); • completion of other forms of classes in the subject; • passing assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers). 																			
Seminars: <ul style="list-style-type: none"> • 100% attendance (excused and made up absences); • active participation in classes; • passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers). 																			
Assessment criteria:																			
Knowledge assessment criteria																			
Test																			
<table border="1"> <thead> <tr> <th>Rating</th> <th>Very good (4.5)</th> <th>Good plus (4.0)</th> <th>Good (4.0)</th> <th>Satisfactory plus (3.5)</th> <th>Satisfactory (3.0)</th> <th>Unsatisfactory (2.0)</th> <th>(5.0)</th> </tr> </thead> <tbody> <tr> <td>% correct answers</td> <td>91-100%</td> <td>81-90</td> <td>71-80</td> <td>61-70</td> <td>51-60</td> <td>50% and fewer</td> <td></td> </tr> </tbody> </table>				Rating	Very good (4.5)	Good plus (4.0)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Unsatisfactory (2.0)	(5.0)	% correct answers	91-100%	81-90	71-80	61-70	51-60	50% and fewer	
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Satisfactory (3.0)→ Incomplete, simplified answer with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge. The student requires assistance in providing an answer. Answer not independent, difficult to assess without additional questions.

Fail (2.0)→ Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the event of an excused absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Excuses and credit for course material are at the discretion of the course instructor, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake a course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:		THERAPEUTIC EDUCATION IN SELECTED CHRONIC DISEASES					
Field of study:		NURSING					
Level of studies*:		First cycle (bachelor's degree) Second cycle (master's)					
Profile of studies:		practical					
Type of studies*:		full-time / part-time					
Type of classes*:		compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>					
Year and semester of study*:		Year of study*: I X II X III <input type="checkbox"/>	Semester of study*: 1st <input type="checkbox"/> 2 X 3 X 4 X 5 <input type="checkbox"/> 6 <input type="checkbox"/>				
Number of ECTS credits awarded		2					
Language of instruction:		English					
Name of the Faculty:		Faculty of Health Sciences					
Contact (tel/email):		tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl					
Group of classes within which specific learning outcomes are achieved:		<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice <input type="checkbox"/> ● research and development of professional nursing practice <input type="checkbox"/> ● professional practice X 					
Person(s) in charge:		According to the study plan					
Forms of student workload				Student workload (number of teaching hours)			
Student workload related to professional internships				160			
Number of ECTS credits for the subject				8			
Teaching methods		Professional practice, group work, completion of practical tasks under the supervision of a practice supervisor.					
Course objectives		Students will acquire knowledge and skills in the field of care and therapeutic education for patients with selected chronic conditions requiring specialist treatment. Students will become aware of the need to systematically supplement and update their knowledge in this area, and will develop a sense of responsibility in caring for patients and adhering to professional ethics.					
Teaching tools		Equipped workstation in hospital units.					
Prerequisites	Fundamentals of Nursing, Ethics, Health Promotion, Physical Examination, Dietetics Internal Medicine and Internal Nursing, Surgery and Surgical Nursing, Paediatrics and Paediatric Nursing, Geriatrics and Geriatric Nursing, Palliative Care, Pharmacology.						
Matrix of learning outcomes for the course in relation to the methods of verifying the achievement of the intended learning outcomes and the form of teaching activities							
Symbol of learning outcome	A student who passes the course knows/is able to/is prepared to:			Methods of verifying the achievement of intended learning outcomes * enter symbol			
B.U9.	diagnose health risks in patients with chronic diseases;			<i>Completion of the assigned task</i> PZ			
B.U10.	assess the patient's adaptation to chronic disease;			<i>Completion of the assigned task</i> PZ			
B.U13.	use technological resources for health counselling purposes;			<i>Completion of the assigned task</i> PZ			

B.U24.	plan and conduct therapeutic education for patients in the field of self-observation and self-care, and for their families or carers in the field of caring for patients with chronic diseases (chronic circulatory failure, cardiac arrhythmias and arterial hypertension, COPD, diabetes);	<i>Completion of the assigned task</i>	PZ
B.U25.	use modern information technologies to monitor the condition of patients with chronic diseases;	<i>Completion of the assigned task</i>	PZ
B.U30.	plan and provide nursing care for patients with organ failure before and after organ transplantation;	<i>Completion of the assigned task</i>	PZ
B.U62.	use standardised tools to assess the patient's nutritional status;	<i>Completion of the assigned task</i>	PZ
B.U80.	Identify health indications resulting from the patient's condition.	<i>Completion of the assigned task</i>	PZ
K.1.	Critically assesses their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Extended observation by the supervisor/teacher in charge; 360° assessment, self-assessment</i>	PZ
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>extended observation by a supervisor/teacher; assessment 360°, self-assessment</i>	PZ
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>extended observation by the supervisor/teacher in charge; 360° assessment, self-assessment</i>	PZ
K.4.	Solves complex ethical problems related to the nursing profession and identifies priorities in the performance of specific tasks.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	PZ
K.5.	Responsible for the health services provided.	<i>Extended observation by the guardian/teacher in charge; 360° assessment, self-assessment</i>	PZ
K.6.	Demonstrates a professional approach to the marketing strategies of the pharmaceutical industry and the advertising of its products.	<i>extended observation by a supervisor/teacher; 360° assessment, self-assessment</i>	PZ

*L-lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral exam (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice question/MCQ/; multiple response question/MRQ/; matching test; T/N test; fill-in-the-blank test*),

in terms of skills (exercises/seminars): practical exam; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini – clinical examination); Completion of assigned tasks; Project, presentation

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
PROFESSIONAL PRACTICE, semester II		
<ol style="list-style-type: none"> 1. Comprehensive subjective and objective examination of a chronically ill patient for the purposes of diagnosing health risks; adaptation to chronic illness, providing nursing advice, conducting health education, implementing preventive and health promotion programmes. 2. Diagnosis of health needs, planning and conducting therapeutic education for chronically ill patients, their families and carers in the field of self-observation and self-care. 3. Participation in the implementation of health promotion and health education programmes for chronically ill patients and their families. 	160	B.U9-U10., B.U13., B.U24-25., B.U30., B.U62., B.U80., K.1-5.

<p>4. Providing nursing advice using available technological resources and selected health education methods in the field of prevention and control of infectious diseases, social diseases and lifestyle diseases. Specific health risks occurring in the home, education and work environments.</p> <p>5. Planning and implementation of advanced nursing care for chronically ill patients.</p> <p>6. Implementing nursing care standards for chronic diseases. Health recommendations tailored to the needs of patients with chronic diseases.</p>		
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BIBLIOGRAPHY

Basic literature:

1. Literature on subjects from group B. Advanced nursing practice.

Supplementary literature:

1. Literature on subjects from group B. Advanced nursing practice.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Professional practice → Pass without assessment

Conditions for passing:

Professional practice:

- 100% attendance (excused and made up absences);
- positive fulfilment of criteria regarding social competences and skills;
- active participation in classes.

Assessment criteria:

Criteria for assessing social competences and skills The criteria can be found in

the Practical Education Journal. Conditions for making up missed classes:

Classes may only be made up in the case of excused absences, e.g. illness confirmed by a doctor's note or other unforeseen circumstances. Excuses and credit for the material are at the discretion of the class instructor, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating a year are required to attend all classes and take all assessments and examinations.

Exemption from the obligation to attend and retake a course is only possible if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:

Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	PRESCRIBING MEDICINES AND ISSUING PRESCRIPTIONS		
Field of study:	NURSING		
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)		
Profile of studies:	practical		
Type of studies*:	full-time / part-time		
Type of classes*:	compulsory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>		
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 1 <input type="checkbox"/> 2 X 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>	
Number of ECTS credits assigned	1		
Language of instruction:	English		
Name of the Faculty:	Faculty of Health Sciences		
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl		
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice <input type="checkbox"/> ● research and development of professional nursing practice <input type="checkbox"/> ● professional practice X 		
Person(s) in charge:	According to the study plan		
Forms of student workload			
Student workload related to professional internships	20		
Number of ECTS credits for the course	1		
Teaching methods	Professional practice, group work, completion of practical tasks under the supervision of a practice supervisor.		
Course objectives	<ul style="list-style-type: none"> — To teach students the basics of rational pharmacotherapy for patients, with particular emphasis on its individualisation, pharmacokinetics and side effects of drugs. — To prepare students to independently prescribe selected drugs, foodstuffs for special nutritional purposes and medical devices based on the assessment of the patient's condition, including the prescription of drugs containing specific active substances, with the exception of drugs containing very potent substances, narcotics and psychotropic substances. — Teaching students the principles of prescribing specific medical devices, including issuing orders or prescriptions. — Shaping attitudes towards a professional approach to the marketing strategies of the pharmaceutical industry and the advertising of its products. 		
Teaching tools	Equipped workstation in hospital units.		
Prerequisites	Knowledge of pharmacology in first-cycle medical studies.		
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching			
Symbol of learning outcome	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.U1.	select and prepare prescriptions for medicines containing specific active substances based on a targeted assessment of the patient's condition;	<i>Completion of the assigned task</i>	PZ

B.U2.	interpret the pharmaceutical characteristics of medicinal products;	<i>Completion of the assigned task</i>	PZ
B.U3.	select and prescribe medicines containing specific active substances, with the exception of medicines containing very potent substances, narcotics and psychotropic substances, including issuing prescriptions for them;	<i>Completion of the assigned task</i>	PZ
B.U4.	select and prescribe foodstuffs for special nutritional purposes, including issuing prescriptions for them, and prescribe specific medical devices, including issuing orders or prescriptions for them;	<i>Performance of the assigned task</i>	PZ
B.U5.	recognise the phenomenon and effects of polypharmacy and polypharmacy and educate the patient, their family or carer, as well as healthcare professionals, about the pharmacotherapy used;	<i>Completion of the assigned task</i>	PZ
K.1	Critically assesses their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Extended observation</i>	PZ
K.2	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>Extended observation</i>	PZ
K.3	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>Extended observation</i>	PZ
K.4	Resolves complex ethical issues related to the nursing profession and identifies priorities in the performance of specific tasks.	<i>Extended observation</i>	PZ
K.5	Takes responsibility for the healthcare services provided.	<i>Extended observation</i>	PZ
K.6	Demonstrates a professional approach to the marketing strategies of the pharmaceutical industry and the advertising of its products.	<i>Extended observation</i>	PZ

*Lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice;

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

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

in terms of social skills: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference to learning outcomes for CLASSES
PROFESSIONAL PRACTICE, semester II		
<ul style="list-style-type: none"> Selection and preparation records recipes prescription for medicines containing specific active substances. Selection and prescription of foodstuffs for special nutritional purposes. Issuing orders and prescriptions. Polypharmacy, polypharmacy – educating patients and families on the use of pharmacotherapy. Procedures in the event of drug overdose. 	20	B.U1-4., K.1-6.

BIBLIOGRAPHY

Basic literature:

1. Anand R., DeWilde S., Page C. (ed.), Trounces Clinical Pharmacology for Nurses and Allied Health Professionals, Elsevier Health Sciences, 2021.
2. Willihnganzen M.J., Gurevitz, Study Guide for Clayton's Basic Pharmacology for Nurses, Elsevier, 2025.

Supplementary literature:

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

→

Conditions for passing:

Professional practice:

- 100% attendance (excused absences and make-up work);
- positive fulfilment of criteria relating to social competence and skills;
- active participation in classes.

Assessment criteria:

Criteria for assessing social competence and skills The criteria can be found in

the Practical Education Journal. Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the class instructor, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake a course is only possible if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	MANAGEMENT IN THE PROFESSIONAL PRACTICE OF NURSING				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	mandatory X supplementary <input type="checkbox"/> optional <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 1st <input type="checkbox"/> 2 3 4 X 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
Number of ECTS credits awarded	4				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice <input type="checkbox"/> ● research and development of professional nursing practice <input type="checkbox"/> ● professional practice X 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Student workload related to professional internships		20			
Number of ECTS credits for the course		1			
Teaching methods	Professional internship, group work, completion of practical tasks under the supervision of an internship supervisor.				
Assumptions and objectives of the course	The aim of the course is to prepare students for the role of leader and organiser of nursing work by teaching them the principles of personnel management, care organisation and quality assurance in healthcare. The objective of the internship is to improve the skills of planning, coordinating and evaluating the work of the nursing team and to develop leadership skills and professional responsibility.				
Teaching tools	Equipped workstation in hospital units.				
Prerequisites	Completion of the basic course "Management in the professional practice of nursing", including simulation exercises based on a high fidelity standard.				
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching					
Symbol of learning outcome	A student who passes the course knows/is able to/is prepared to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol		
A.U4.	apply strategic analysis methods necessary for the functioning of entities performing medical activities;	<i>Completion of the assigned task</i>	PZ		
A.U5.	organise and supervise the work of teams of nurses, midwives or support staff;	<i>Completion of the assigned task</i>	PZ		
A.U6.	apply various methods of professional and managerial decision-making;	<i>Completion of assigned tasks</i>	PZ		
A.U7.	plan human resources using various methods, organise employee recruitment and plan the professional adaptation process;	<i>Completion of the assigned task</i>	PZ		

A.U8.	develop a plan for your own professional development and motivate other members of your team to pursue professional development;	<i>Completion of assigned tasks</i>	PZ
A.U9.	develop organisational standards and prepare job descriptions for nurses and other subordinate employees;	<i>Completion of assigned tasks</i>	PZ
A.U10.	develop staff work schedules based on an assessment of nursing care needs;	<i>Completion of the assigned task</i>	PZ
A.U11.	supervise the quality of nursing care in a healthcare facility, including preparing the facility for external quality assessment;	<i>Completion of the assigned task</i>	PZ
K.1.	Critically assesses their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Extended observation</i>	PZ
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>Extended observation, self-assessment</i>	PZ
K.3.	Shows concern for the prestige associated with the nursing profession and professional solidarity.	<i>extended observation, self-assessment</i>	PZ
K.4.	Solves complex ethical problems related to the nursing profession and identifies priorities in the performance of specific tasks.	<i>extended observation, self-assessment</i>	PZ
K.5.	Takes responsibility for the health services provided.	<i>extended observation, self-assessment</i>	PZ

*L-lecture; S-seminar; K-tutorial; Č-exercises; ČS-simulation exercises; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

in terms of skills (exercises/seminars): practical exam; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini – clinical examination); Completion of assigned tasks; Project, presentation

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
PROFESSIONAL PRACTICE, semester IV		
Analysis of the functioning of a healthcare entity – observation of the organisational structure and management methods, identification of the entity's strengths and weaknesses.	4	A.U4.
Participation in the allocation of duties to nurses and support staff, observation management styles of management and communication styles, observation of task delegation methods.	3	A.U5., K.1
Observation of the process making decisions professional and managerial, analysis of problem situations, participation in briefings and nursing meetings.	2	A.U6., K.2.
Observation of the recruitment and adaptation processes of new employees, exercises in developing an adaptation plan, planning a career development path (for oneself and the team).	3	A.U7., A.U8., K.3.
Preparing sample descriptions of , developing organisational standards, exercises in scheduling work according to demand.	3	A.U9., A.U10.
Familiarisation with quality monitoring procedures in a healthcare facility, preparation for external assessment (e.g. accreditation, ISO), critical assessment of one's own actions and those of colleagues.	3	A.U11., K.1., K.5.
Analysis of related with ethical , identifying priorities in the implementation of tasks, reflection on the role of prestige	2	A.U11., K.3., K.4., K.5.

of the profession and professional solidarity	
BIBLIOGRAPHY	
Basic literature:	
1. Gopee N., Galloway, Leadership and Management in Healthcare, Sage Publications Ltd, 2017. 2. Murray, Nursing Leadership and Management for Patient Safety and Quality Care, F.A. Davis Company, 2021.	
Supplementary literature:	
1. Thomas P.L., Harris J.L., Management and Leadership for Nurse Administrators, Jones and Bartlett Publishers Inc, 2022.	
Method of assessment and forms and basic criteria for assessment/examination requirements	
Method of assessment:	
→ Professional practice Pass without assessment	
Conditions for passing:	
Professional practice:	
<ul style="list-style-type: none"> • 100% attendance (excused absences and make-up work); • positive fulfilment of criteria relating to social competence and skills; • active participation in classes. 	
Assessment criteria:	
Criteria for assessing social competence and skills The criteria can be found in	
<p><u>the Practical Education Journal</u>. Conditions for making up missed classes: Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the class instructor, and in the case of internships, the internship coordinator.</p> <p>Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake a course is only possible if a grade of at least satisfactory (3.0) has been obtained previously.</p>	
Approval: Vice-Rector for Science and Quality of Education	

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	IMMUNOLOGY				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory <input type="checkbox"/> supplementary X elective X				
Year and semester of study*:	Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 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	1				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● nursing research and development <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic staff					
Lectures (L)		12			
Seminars (S)					
Conversations (C)					
Exercises (E)					
Practical classes (PC)					
BUNA - independent student work		13			
Student workload related to professional internships					
Total student workload – overall number		12/25			
Number of ECTS credits for the course		1			
Teaching methods		<ul style="list-style-type: none"> ● presentation (lecture, discussion), ● programme-based (using audiovisual tools, boards), ● clinical case analysis. 			
Course objectives		— To provide students with basic knowledge of immunology, immunopathology and immunodiagnostics.			
Teaching tools		Blackboard and multimedia projector, charts.			
Prerequisites	<ul style="list-style-type: none"> — The student has at least basic knowledge of cell biology and human physiology. — The student has the ability to organise their own work and work in a team, as well as the ability to evaluate and interpret their own actions. 				
Matrix of learning outcomes for the course in relation to the methods of verifying the achievement of the intended learning outcomes and the form of teaching activities					

Symbol of learning outcome	Students who pass the course know/are able to/are prepared to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W9.	predictors of healthy and sick human functioning, including chronic disease;	<i>Written and/or oral test, project</i>	W
B.W11.	therapeutic procedures in the event of health problems;	<i>Written and/or oral test, project</i>	W
B.W12.	principles of selecting diagnostic tests and interpreting their results within the scope of a nurse's professional qualifications;	<i>Written and/or oral test, project</i>	W
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice in case of difficulties in solving a problem independently.	<i>Observation, self-assessment</i>	W

*L-lecture; S-seminar; C-conversation; E-exercises; P-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

in terms of skills (exercises/seminars): Practical examination; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini-clinical examination); Completion of an assigned task; Project, presentation

in terms of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester I		
1. Immune diseases – causes, occurrence, treatment methods.	4	B.W9., B.W11-12., K.2.
2. Principles of management in the event of immune diseases.	4	
3. Diagnostic tests in immunology – selection, interpretation.	4	
Independent student work		
1. Care for patients with immune system diseases – precautions, recommendations.	13	B.W9., B.W11-12., K.2.

BIBLIOGRAPHY

Basic literature:

1. Juris S.J., Immunology, Oxford University Press Inc, 2025.
2. Abbas A.K., Lichtman A.H., Pillai S., Basic Immunology. Functions and Disorders of the Immune System, Elsevier - Health Sciences Division, 2023.

Supplementary literature

1. Goering R., Dockrell H.M., Zuckerman M., Chiodini P.L., Mims' Medical Microbiology and Immunology, Elsevier, 2024.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence is permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- Passing grade in the form of: test, oral examination (minimum passing threshold: 60% correct answers).

Assessment criteria:

Knowledge assessment

criteria
Test

Grade	Very good (5.0)	Good (4.5)	Good plus (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is coherent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Insufficient (2.0)→ Incorrect, inconsistent answer or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a doctor's note or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course name:	DERMATOLOGY				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory <input type="checkbox"/> supplementary X elective X				
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 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	1				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
A group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● nursing research and development <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic teacher					
Lectures (L)		12			
Seminars (S)					
Conversations (C)					
Exercises (E)					
Practical classes (PC)					
BUNA - independent student work		13			
Student workload related to professional internships					
Total student workload – overall number		12/25			
Number of ECTS credits for the course		1			
Teaching methods		<ul style="list-style-type: none"> ● programmatic (using audiovisual tools, boards), ● activating (case method, situational method, staging method, didactic discussion, project method). 			
Course objectives		<ul style="list-style-type: none"> ● Teaching the basic characteristics, environmental and epidemiological determinants of the most common human skin diseases. ● Learning about the causes, symptoms, diagnosis and treatment of the most common sexually transmitted diseases. 			
Teaching tools		Blackboard and multimedia projector, charts.			
Prerequisites	<ul style="list-style-type: none"> ● The student has at least basic knowledge of biology and the structure of the skin and human physiology. ● The student has the ability to organise their own work and work in a team, as well as the ability to evaluate and interpret their own actions. 				
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching					

Symbol of learning outcome	A student who passes the subject knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W9.	predictors of healthy and sick human functioning, including chronic disease;	<i>Written and/or oral test, project</i>	W
B.W11.	principles of therapeutic management in the case of health problems;	<i>Written and/or oral test, project</i>	W
B.W12.	principles of selecting diagnostic tests and interpreting their results within the scope of a nurse's professional qualifications;	<i>Written and/or oral test, project</i>	W
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice in case of difficulties in solving a problem independently.	<i>Observation, self-assessment</i>	W

*Lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

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

in terms of social skills: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester I		
1. Dermatological diseases – causes, occurrence, treatment methods.	3	B.W9., B.W11-12., B.W21., K.2., K.6.
2. Rules of conduct in the event of skin diseases.	3	
3 Diagnostic tests in dermatology – selection, interpretation.	3	
4. Medications used in allergic diseases – impact on skin test results.	3	
Independent student work		
1. Care for patients with dermatological diseases – precautions.	13	B.W9., B.W11-12., K.2.

BIBLIOGRAPHY

Basic literature:

1. Marks J.G., Miller J.J., Hollins L.C., *Lookingbill & Marks' Principles of Dermatology*, Elsevier 2024.

Supplementary literature

1. Singh S.K., *Diagnostics to Pathogenomics of Sexually Transmitted Infections*, John Wiley and Sons Ltd, 2018.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing the assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Assessment criteria:

Knowledge assessment

criteria

Test

Grade	Very	Good	Good	Plus	Good	Satisfactory plus	Satisfactory (3.0)	Unsatisfactory (2.0)
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	(5.0)	(4.5)	(4.0)	(3.5)		
% correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is coherent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency towards superficiality.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Insufficient (2.0)→ Incorrect, inconsistent answer or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a doctor's note or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:

Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course name:	ENT				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's degree)				
Study profile:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory <input type="checkbox"/> supplementary X elective <input checked="" type="checkbox"/>				
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 1st <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	1				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● research and development in nursing <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic teacher					
Lectures (L)		12			
Seminars (S)					
Conversations (C)					
Exercises (E)					
Practical classes (PC)					
BUNA - independent student work		13			
Student workload related to professional internships					
Total student workload – overall number		12/25			
Number of ECTS credits for the course		1			
Teaching methods	<ul style="list-style-type: none"> ● programmatic (using audiovisual tools, boards), ● activating (case method, situational method, staging method, didactic discussion, project method). 				
Course objectives and goals	— To familiarise students with diseases of the nose and paranasal sinuses, mouth, throat, oesophagus, larynx, trachea and ears, and to teach them the basics of patient care.				
Teaching tools	Blackboard and multimedia projector, charts. Medical teaching aids (medical phantoms and simulators, trainers and models, including anatomical models).				
Prerequisites	Anatomy, physiology, pathophysiology, pharmacology - mastery of learning outcomes in terms of knowledge, skills and social competences from previous years of study.				
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching					
Symbol of learning outcome	A student who passes the course knows/is able to/is prepared to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol		

B.W9.	predictors of healthy and sick human functioning, including chronic disease;	<i>Written and/or oral test, project</i>	W
B.W11.	principles of therapeutic management in the case of health problems;	<i>Written and/or oral test, project</i>	W
B.W12.	principles of selecting diagnostic tests and interpreting their results within the scope of a nurse's professional qualifications;	<i>Written and/or oral test, project</i>	W
K.2	Formulates opinions on various aspects of professional activity and seeks expert advice in case of difficulties in solving a problem independently.	<i>Observation, self-assessment</i>	W

*L-lecture; S-seminar; C-conversation; E-exercises; P-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple-choice test/MCQ/; multiple-response test/MRQ/; matching test; T/N test; fill-in-the-blank test*).

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester I		
1. ENT diseases – causes, occurrence, treatment methods.	4	B.W9., B.W11-12., K.2.
2. Rules of conduct in the event of ENT diseases.	4	
3. Diagnostic tests in ENT – selection, interpretation.	4	
Independent student work		
1. Pre- and post-operative nursing care for patients undergoing reconstruction after removal of tumours of the oral cavity, throat and larynx.	13	B.W9., B.W11-12., K.2.

BIBLIOGRAPHY

Basic literature:

- Swift A., Kaschke O., Nawka T., Behrbohm, Diseases of the Nose, Throat and Ear, Thieme Publishing Group, 2023.

Supplementary literature

- Chan Y., Goddard J.C., KJ Lee's Essential Otolaryngology, McGraw-Hill Education, 2019.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence is permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Assessment criteria:

Knowledge assessment

criteria

Test

Grade	Very good (5.0)	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Insufficient (2.0)
% correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ The answer is essentially correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge is up to date, although it requires supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student Needs help in answering. Answer is not independent, difficult to assess without additional questions.

Unsatisfactory (2.0)→ Incorrect, inconsistent answer or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a doctor's note or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course name:	QUALITY MANAGEMENT				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory <input type="checkbox"/> supplementary X elective X				
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 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	1				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
A group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> • social sciences and humanities X • advanced nursing practice <input type="checkbox"/> • nursing research and development <input type="checkbox"/> • professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic teacher					
Lectures (L)		12			
Seminars (S)					
Conversations (C)					
Exercises (E)					
Practical classes (PC)					
BUNA - independent student work		13			
Student workload related to professional internships					
Total student workload – overall number		12/25			
Number of ECTS credits for the course		1			
Teaching methods		<ul style="list-style-type: none"> • activating (case method, situational method), • role-playing, didactic discussion, project method), • clinical case analysis. 			
Course objectives		<ul style="list-style-type: none"> • To familiarise students with issues related to quality in healthcare. • To familiarise students with quality assurance systems used in healthcare facilities. 			
Teaching tools		Blackboard and multimedia projector, charts.			
Prerequisites	Knowledge of sociology, law, public health, professional ethics, and other subjects related to healthcare at the first-cycle level for nursing and other medical studies.				
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching					
Symbol of learning outcome	A student who passes the subject knows/is able to/is ready to		Methods of verifying the achievement of intended learning outcomes		
			Form of teaching * enter symbol		

A.W7.	management methods in the healthcare system;	<i>Written and/or oral examination/project</i>	W
A.W20.	models and strategies for quality management in healthcare;	<i>Written and/or oral exam/project</i>	W
K.1.	Critically evaluates their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Observation, self-assessment</i>	W
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>Observation, self-assessment</i>	W

*L-lecture; S-seminar; C-conversation; E-exercises; P-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester 1		
1. The history of the development of quality improvement in healthcare.	3	A.W7., A.W20., K.1., K.3.
2. Quality of medical services: Definitions of quality. The origins of quality. Quality in healthcare.	3	
3. Methods of ensuring healthcare quality: Accreditation. ISO standard. Total Quality Management.	3	
4. ISO quality management system and its application in healthcare facilities.	3	
Independent student work		
1. Quality tools.	3	A.W7., A.W20., K.1., K.3.
2. Strategic planning in healthcare facilities with regard to quality improvement.	3	
3. Quality in nursing: Development of nursing quality. Subject and criteria for quality assessment. Qualifications in nursing and quality.	3	
4. The nursing process as an element of nursing service quality: Stages of the nursing process. The nursing process as a working method. Documenting nursing care.	4	

BIBLIOGRAPHY

Basic literature:

1. P. L. Spath, D. L. Kelly, Applying Quality Management in Healthcare. A Systems Approach, Health Administration Press, 2017.

Supplementary literature:

1. J. M. Kiel, G. R. Kim, M. J. Ball, Healthcare Information Management Systems. Cases, Strategies, and Solutions, Springer, Berlin 2022.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

→

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing the assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Assessment criteria:

Knowledge assessment criteriaTest

Grade	Very good (5.0)	Good (4.5)	plus	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% correct answers	91-100	81-90		71-80	61-70	51-60	50% and below

Oral response

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is coherent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency towards superficiality.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Insufficient (2.0)→ Incorrect, inconsistent answer or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a doctor's note or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
in Gdańsk
Powińska Academy of Applied Sciences

Course title:	MEDICAL COMMUNICATION		
Field of study:	NURSING		
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's degree)		
Study profile:	practical		
Type of studies*:	full-time / part-time		
Type of classes*:	compulsory <input type="checkbox"/>	supplementary X	elective X
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 1st <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	3		
Language of instruction:	English		
Name of the Faculty:	Faculty of Health Sciences		
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl		
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice <input type="checkbox"/> ● nursing research and development <input type="checkbox"/> ● professional practice <input type="checkbox"/> 		
Person(s) in charge:	According to the study plan		
Forms of student workload			
	Student workload (number of teaching hours)		
Contact hours with academic teacher			
Lectures (L)	12		
Seminars (S)			
Conversations (C)	27		
Exercises (E)			
Practical classes (PC)			
BUNA – independent student work	36		
Student workload related to professional internships			
Total student workload – overall number	39/75		
Number of ECTS credits for the course	3		
Teaching methods	<ul style="list-style-type: none"> ● presentation – open lecture, problem-based; ● activating – discussion, case studies, exercises, role-plays. 		
Course objectives	To familiarise students with the objectives, principles and techniques of interpersonal communication; to learn methods of improving communication in medical practice and building proper relationships between nurses and patients/patients' families/therapeutic teams; to learn and develop verbal and non-verbal communication skills in conversations with patients, their families and medical care teams; developing knowledge and skills in gathering and conveying information and building motivation for treatment and compliance with nursing recommendations; shaping the attitude of future nurses towards patients, based on respect, the right to autonomy, trust and empathy.		
Teaching tools	Blackboard and multimedia projector, teaching materials prepared by the lecturer.		
Prerequisites	Knowledge and skills in the field of social sciences and humanities and in the area of nursing practice acquired during first-cycle studies.		

Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching			
Symbol of learning outcome	A student who passes the subject knows/is able to/is prepared to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
A.W8.	principles of organisation functioning and structure building;	<i>Written and/or oral examination</i>	W
A.W14.	the specifics of managerial functions, including the essence of task delegation;	<i>Written and/or oral examination</i>	W
A.W16.	human resource management issues;	<i>Written and/or oral examination</i>	W
A.W22.	methods of conducting educational activities among patients;	<i>Written and/or oral examination</i>	W
A.W25.	cultural determinants of the organisation of treatment and care provision, taking into account health behaviours and attitudes towards treatment;	<i>Written and/or oral examination</i>	W
A.W26.	Cultural and religious differences in the perception of human beings and in intercultural communication.	<i>Written and/or oral examination</i>	W
A.U15.	use a variety of interpersonal communication methods and techniques in the workplace, based on cultural, ethnic, religious and social conditions;	<i>Oral test, completion of an assigned task</i>	Ć
A.U17.	recognise cultural determinants of lifestyle that affect health and disease;	<i>Oral test, Completion of assigned task</i>	Ć
A.U18.	take into account religious and cultural determinants in relation to patients' healthcare needs;	<i>Oral test, Completion of assigned task</i>	Ć
A.U19.	communicate in English at level B2+ of the Common European Framework of Reference for Languages.	<i>Oral test, Completion of assigned task</i>	Ć
K.1.	Critically evaluates their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Extended observation</i>	Ć
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>Extended observation</i>	W/Ć
K.4.	Solves complex ethical problems related to the nursing profession and identifies priorities in the performance of specific tasks.	<i>Extended observation</i>	W/Ć

*L-lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice;

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES			
in terms of knowledge (lectures/seminars):	oral exam (<i>non-standardised, standardised, traditional, problem-based</i>); written examination – the student generates/recognises the answer (<i>essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test</i>),		
in terms of skills (exercises/seminars):	Practical examination; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini-clinical examination); Completion of an assigned task; Project, presentation		
in terms of social competences:	reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)		

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference to learning outcomes for CLASSES
LECTURES, semester I		
Functions and types of communication and the importance of communication in medical practice. Methods for improving communication and communication errors. Educational activities among patients. Conveying unfavourable information. The SPIKES protocol. Cultural and religious differences affecting medical communication.	12	A.W8., A.W14., A.W16., A.W22., A.W25-26., K.3-4.
EXERCISES, semester I		
1. Methods and techniques of interpersonal communication. 2. Cultural and religious determinants of medical communication.	27	A.U15., A.U17., A.U18.,

3. Using techniques to improve communication in an interprofessional medical team.		A.U19., K.1., K.3-4.
Independent work by the student		
1. Teamwork – preparation of a scenario for a selected problem situation in the context of nursing, simulation of procedures with division of roles, presentation to the group, participation in a discussion summarising the presentations, identification of strengths and weaknesses.	36	A.W8., A.W14., A.W16., A.W22., A.W25-26., A.U15., A.U17., A.U18., A.U19., K.1., K.3-4.

BIBLIOGRAPHY

Basic literature:

1. Goldman K., Dr. Goldman's Guide to Effective Patient Communication, Wordeee, 2023.
2. Lloyd M., Bor R., Noble L., Clinical Communication Skills for Medicine, 2018.

Supplementary literature:

1. Moreira M.E., French A., Communication in Emergency Medicine, Oxford University Press Inc, 2019.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Pass with a grade
 100% → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence is permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Practical classes:

- 100% attendance (excused and made up absences);
- active participation in classes;
- Passing the course with a grade in the form of: a test, oral response, task completion, etc. (minimum passing threshold: 60% correct answers).

Assessment criteria:

Knowledge assessment criteria

Test

Assessment	Very good (5.0)	good (4.5)	Good plus (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
Oral response	91-100 Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various answers Clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.	81-90	71-80	61-70	51-60	50% and below

Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, although without reference to the latest guidelines. Independent reasoning, logical structure of answers. Correct argumentation based on theoretical and practical knowledge.

Good (4.0) → Response generally correct, with minor deficiencies. General identification of problems, without detailed

analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although it needs to be supplemented or clarified. Ability to relate content to clinical practice. Answer structure consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ Incomplete, simplified answer with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge. The student requires assistance in providing an answer. Answer not independent, difficult to assess without additional questions.

Fail (2.0)→ Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the teacher's support.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the course instructor, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	SPEECH PATHOLOGY AND REHABILITATION				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory <input type="checkbox"/> supplementary X elective X				
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 1st <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	3				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice <input type="checkbox"/> ● nursing research and development <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic staff					
Lectures (L)		12			
Seminars (S)					
Conversations (C)		27			
Exercises (E)					
Practical classes (PC)					
BUNA – independent student work		36			
Student workload related to professional internships					
Total student workload – overall number		39/75			
Number of ECTS credits for the course		3			
Teaching methods	<ul style="list-style-type: none"> ● informative (lecture, discussion), ● programmatic (using audiovisual tools, boards), ● activating (case method, situational method, ● role-playing method, didactic discussion, project method), ● clinical case analysis. 				
Course objectives and goals	<ul style="list-style-type: none"> — Mastering basic knowledge about speech disorders. — Skills in establishing contact with people with speech disorders. 				
Teaching tools	Blackboard and multimedia projector, charts.				
Prerequisites	<ul style="list-style-type: none"> — The student has knowledge of human anatomy and physiology, psychology, pedagogy and knows the basics of nursing care, in accordance with the curriculum of the first-cycle nursing programme. — The student has the ability to organise their own work and work in a team, as well as the ability to evaluate and interpret their own actions. 				
Matrix of learning outcomes for the subject in relation to the methods of verifying the achievement of the intended learning outcomes and the form of teaching activities					

Symbol of learning outcome	A student who passes the course knows/is able to/is prepared to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W9.	predictors of healthy and sick human functioning, including chronic disease;	<i>Written and/or oral test</i>	W
B.W10.	methods of assessing the patient's health in nursing counselling;	<i>Written and/or oral test</i>	W
B.W11.	principles of therapeutic management in the case of health problems;	<i>Written and/or oral test</i>	W
B.U9.	diagnose health risks to patients with chronic disease;	<i>Oral test, completion of an assigned task</i>	K
B.U10.	assess the patient's adaptation to chronic disease;	<i>Oral exam, completion of assigned task</i>	K
B.U12.	prepare educational materials for the patient, their family or carer as part of health counselling;	<i>Oral examination, completion of assigned task</i>	K
B.U22.	develop a diagnosis of health needs and a plan for the organisation of care and treatment at the organisational and inter-institutional level;	<i>Oral exam, completion of an assigned task</i>	K
B.U74.	analyse and adapt mental health promotion programmes to the patient's needs;	<i>Oral exam, completion of an assigned task</i>	K
B.U75.	recognise the patient's life situation in order to prevent their social isolation;	<i>Oral exam, completion of assigned task</i>	K
K1.	Critically assesses their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Extended observation</i>	K
K2.	Formulates opinions on various aspects of professional activity and seeks expert advice experts when faced with difficulties in solving a problem independently.	<i>Extended observation</i>	K
K3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>Extended observation</i>	W/K
K4.	Solves complex ethical problems related to the nursing profession and indicates priorities in the implementation of specific tasks.	<i>Extended observation</i>	K

*Lecture; S-seminar; K-tutorial; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ; multiple choice test/MCQ; multiple response test/MRQ; matching test; T/N test; fill-in-the-blank test*),

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

in terms of social skills: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester I		
1. Speech pathology – functioning of healthy and sick people.	4	B.W9-11., K.3.
2. Methods of assessing the patient's health in terms of speech rehabilitation and its pathology.	4	
3. Methods of establishing contact with a person with speech disorders	4	
CONVERSATION CLASSES/EXERCISES, semester I		
1. Diagnosis and adaptation of the patient to chronic disease and related speech pathologies.	9	B.U9-10., B.U12., B.U22., B.U74-75., K.1-4.
2. Education of the patient and their family/carer in speech rehabilitation.	9	
3. Diagnosis of health needs and care plan organisation	9	

for patients requiring speech rehabilitation.						
Independent student work						
1. Task development and preparation for course completion.	36	B.W9-11., B.U9-10., B.U12., B.U22., B.U74-75., K.3.				
2. Preparation for the lecture examination.						
BIBLIOGRAPHY						
Basic literature:						
1. Branski R.C., Moffenter S.M., Speech-Language Pathology Casebook, Thieme Medical Publishers Inc, 2020.						
Supplementary literature:						
1. Cummings L., Speech and Language Therapy, Cambridge University Press, 2018.						
Method of assessment and forms and basic criteria for assessment/examination requirements						
Method of assessment:						
Lectures → Pass with a grade □□□□□□□□□ → Pass with a grade						
Conditions for passing:						
Lecture:						
<ul style="list-style-type: none"> • 100% attendance (up to 10% absence is permitted with the consent of the lecturer); • completion of other forms of classes in the subject; • passing assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers). 						
Practical classes:						
<ul style="list-style-type: none"> • 100% attendance (excused and made up absences); • active participation in classes; • Passing the course with a grade in the form of: a test, oral response, task completion, etc. (minimum passing threshold: 60% correct answers). 						
Assessment criteria:						
Knowledge assessment criteria						
<u>Test</u>						
Assessment	Very good (5.0)	good (4.5)	Good plus (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
Oral response	90-100% correct Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate answers <u>Clinical aspects, Professional, correct and precise medical vocabulary, Up-to-date knowledge</u>	81-90% correct Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, Although without reference to the latest guidelines. Independent reasoning, logical structure of answers. Correct argumentation based on theoretical and practical knowledge.	71-80% correct Good (4.0) → Answer generally correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.	61-70% correct Satisfactory plus (3.5) → The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with obvious gaps. Student requires guidance from the teacher. The answer is inconsistent, with a tendency to	51-60% correct Satisfactory (3.0) → The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with obvious gaps. Student requires guidance from the teacher. The answer is inconsistent, with a tendency to	50% and below Poor (2.0) → The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with obvious gaps. Student requires guidance from the teacher. The answer is inconsistent, with a tendency to

superficial.

Satisfactory (3.0)→ Incomplete, simplified answer with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge. Student Needs help in answering. Answer is not independent, difficult to assess without additional questions.

Unsatisfactory (2.0)→ Incorrect, inconsistent answer or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a leave of absence and those repeating a year are required to attend all classes and take all assessments and examinations. Exemption from the obligation to attend and retake a course is only possible if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	NURSING IN THE CONTEXT OF ADDICTION AND SOCIAL MARGINALISATION				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory <input type="checkbox"/> supplementary X elective X				
Year and semester of study*:	Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 <input type="checkbox"/> 2 X 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>			
Number of ECTS credits assigned	2.5				
Language of instruction:	English				
Name of the Faculty at PSW:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities X ● advanced nursing practice <input type="checkbox"/> ● nursing research and development <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic teacher					
Lectures (L)		15			
Seminars (S)					
Conversations (C)					
Exercises (C)		12			
Practical classes (ZP)					
Independent student work		36			
Student workload related to professional practice					
Total student workload – overall number		27/63			
Number of ECTS credits for the course		2.5			
Teaching methods	<ul style="list-style-type: none"> ● activating (case method, situational method, staging method, didactic discussion, project method), 				
Course objectives	The course aims to prepare master's level nurses for professional, empathetic and interdisciplinary action towards people who are addicted and socially marginalised. It enables students to acquire the knowledge and skills needed to identify problems, plan care and carry out preventive and educational activities in various environments.				
Teaching tools	Blackboard and multimedia projector.				
Prerequisites	<ul style="list-style-type: none"> ● Knowledge of issues in psychology, teaching, public health, health promotion and professional ethics at the level of first-cycle nursing studies. ● Communication skills, soft skills. ● Ability to organise one's own work and work in a team, as well as the ability to evaluate and interpret one's own actions. 				
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes					

and the form of teaching activities			
Symbol of learning outcome	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
A.W21	basic concepts in the field of medical education;	<i>Written examination – multiple-choice test /MCQ/</i>	W
A.W22.	methods of conducting educational activities among patients;	<i>Written examination – multiple-choice test /MCQ/</i>	W
A.W25.	Cultural determinants of the organisation of treatment and care provision, taking into account health behaviours and attitudes towards treatment	<i>Written exam - multiple choice test /MCQ/</i>	W
A.U15.	use a variety of interpersonal communication methods and techniques in their work, based on cultural, ethnic, religious and social conditions;	<i>Oral test</i>	Ć
A.U17.	recognise cultural determinants of lifestyle that affect health and disease;	<i>Oral exam</i>	Ć
K.1.	Critically evaluate one's own actions and those of colleagues, respecting differences in worldviews and cultures.	<i>Observation, self-assessment</i>	W/Ć

*L-lecture; S-seminar; C-conversations; E-exercises; P-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple-choice test/MCQ/; multiple-response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester II		
<ul style="list-style-type: none"> Introduction to addiction and social marginalisation Types of addiction – overview and characteristics: <ul style="list-style-type: none"> Chemical addictions: alcohol, drugs, medicines Behavioural addictions: gambling, Internet addiction, shopping Co-occurrence of addictions and mental disorders Social marginalisation – causes, effects, prevention <ul style="list-style-type: none"> Homelessness, poverty, health exclusion The impact of marginalisation on health and access to services The role of social and health policy Caring for addicts – nursing aspects Ethics and law in working with marginalised and addicted persons 	15	A.W21-22, A.W25., K.1.
EXERCISES, semester II		
<ul style="list-style-type: none"> Analysis of a case study of a patient with addiction Communication with patients with addiction – active listening techniques, recognising defence mechanisms, working with difficult emotions Workshops on addiction prevention – designing educational campaigns, conducting prevention classes with young people 	12	A.U15., A.U17., K.1
Independent student work		
<ul style="list-style-type: none"> Nursing care for homeless/excluded persons – care planning in conditions of limited access to resources. Support system and interdisciplinary cooperation – coordination of activities and community care 	36	A.W21-22, A.W25., A.U15., A.U17., K.1.
BIBLIOGRAPHY		
Basic literature:		
1. Cazalis A., Lambert L., Auriaccombe M., Stigmatisation of people with addiction by health professionals: Current knowledge.		

Supplementary literature:

1. Takle M., Vedeler J. S., Schøyen M. A., Citizenship and Social Exclusion at the Margins of the Welfare State, Routledge, 2024.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Pass with a grade 0-10 → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence is permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Classes:

- 100% attendance (excused and made up absences);
- active participation in classes;
- Passing the course with a grade in the form of: a test, oral response, task completion, etc. (minimum passing threshold: 60% correct answers).

Assessment criteria:

Knowledge assessment criteria

Test

Assessment	Very good (5.0)	good (4.5)	Good plus (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response

Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge.

based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0) → Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is coherent, but less elaborate.

Satisfactory plus (3.5) → The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency towards superficiality.

Satisfactory (3.0) → The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student needs help in answering. Answer is not independent, difficult to assess without additional questions.

Unsatisfactory (2.0) → Incorrect, inconsistent answer or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a doctor's note or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course name:	OPHTHALMOLOGY	
Field of study:	NURSING	
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's degree)	
Profile of studies:	practical	
Type of studies*:	full-time / part-time	
Type of classes*:	compulsory <input type="checkbox"/>	supplementary X elective X
Year and semester of study*:	Year of study*: I X <input type="checkbox"/> II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 <input type="checkbox"/> 2 X <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
Number of ECTS credits awarded	2	
Language of instruction:	English	
Name of the Faculty:	Faculty of Health Sciences	
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl	
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● research and nursing development <input type="checkbox"/> ● professional practice <input type="checkbox"/> 	
Person(s) in charge:	According to the study plan	
Forms of student workload	Student workload (number of teaching hours)	
Contact hours with academic teacher		
Lectures (L)	15	
Seminars (S)		
Conversations (C)		
Practical classes (P)	12	
Practical classes (PC)		
BUNA – independent student work	36	
Student workload related to professional practice		
Total student workload – overall number	27/63	
Number of ECTS credits for the course	2.5	
Teaching methods	<ul style="list-style-type: none"> ● presentation, ● curriculum-based (using audiovisual tools, boards), ● activating (case method, situational method, staging method, didactic discussion, project method). 	
Course objectives and purpose	<ul style="list-style-type: none"> — Presentation of emergency conditions in ophthalmology. — Recognising the symptoms of the most common eye diseases. 	
Teaching tools	Blackboard and multimedia projector, charts. Medical teaching aids (medical phantoms and simulators, trainers and models, including anatomical models). Equipment	

	for the implementation of universal design content: Auto-Lektor Braille, Braille Translator software, Embraille Braille printer, Read Desk OCR portable magnifier, PEN programme – a programme that enlarges the image on the computer screen for visually impaired people. SuperNova Magnifier, Nexus Black-200 8GB USB flash drive with voice recording function, electronic magnifiers, ZoomText MagReader audio software.
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Prerequisites	Anatomy, physiology, pathophysiology, pharmacology – mastery of learning outcomes in terms of knowledge, skills and social competences from previous years of study.
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Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching	
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Learning outcome symbol	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W9.	predictors of healthy and sick human functioning, including chronic disease;	<i>Written and/or oral test, project</i>	W
B.W11.	principles of therapeutic management in the case of health problems;	<i>Written and/or oral test, project</i>	W
B.W12.	principles of selecting diagnostic tests and interpreting their results within the scope of a nurse's professional qualifications;	<i>Written and/or oral test, project</i>	W
B.U9.	diagnose health risks in patients with chronic diseases;	<i>Written and/or oral test, project</i>	Ć
B.U10.	assess the patient's adaptation to chronic disease;	<i>Test Written and/or oral test, project</i>	Ć
B.U25.	use modern information technologies to monitor the condition of patients with chronic diseases;	<i>Written and/or oral test, project</i>	Ć
B.U80.	Identify health indications resulting from the patient's condition.	<i>Written and/or oral test, project</i>	Ć
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to resolve a problem independently.	<i>Observation, self-assessment</i>	W/Ć

*L-lecture; S-seminar; C-conversation classes; E-exercises; P-practical classes; PZ-professional practice

		EL/Ć
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EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES in terms of knowledge (lectures/seminars): oral exam (<i>non-standardised, standardised, traditional, problem-based</i>); written exam – student generates/recognises the answer (<i>essay, report; short structured questions/SSQ/; multiple-choice test /MCQ/; multiple response test /MRQ/; matching test; T/N test; fill-in-the-blank test</i>), in terms of skills (exercises/seminars): practical exam; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini – clinical examination); Completion of an assigned task; Project, presentation in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

Programme content	Number of hours	Reference of learning outcomes to CLASSES
Lectures, semester II		
1. Eye diseases – causes, occurrence, treatment methods.	5	B.W9., B.W11-12., K.2
2. Rules of conduct in the event of eye diseases.	5	
3. Diagnostic tests in ophthalmology – selection, interpretation.	5	
Exercises, semester II		
1. Diagnosis of health risks in patients with eye diseases and its adaptation to disease.	3	B.U9-10., B.U25., B.U80., K.2.
2. The use of modern technologies in monitoring the condition of patients with eye diseases.	3	
3. Health indications for diseases	3	
4. Universal design in ophthalmology – identification of specific problems and barriers, analysis of available improvements for people with visual impairments.	3	
Independent work by the student		
1. Deepening and supplementing knowledge in the field of ophthalmology	36	B.W9., B.W11-12., B.U9-10., B.U25., B.U80., K.2.
BIBLIOGRAPHY		
Basic literature:		
1. Salmon J.F., Kanski's Synopsis of Clinical Ophthalmology, Elsevier Health Sciences, 2022.		
Supplementary literature		
1. Spackman W., Sherman T., Waqar, Fundamentals of Ophthalmic Practice: A Guide for Medical Students, Ophthalmology Trainees, Nurses, Orthoptists and Optometrists, WORLD SCIENTIFIC PUB CO Inc, 2023.		
Method of assessment and forms and basic criteria for assessment/examination requirements		
Method of assessment:		
Lectures → Pass with a grade □□□□□□□□□ → Pass with a grade		
Conditions for passing:		
Lecture:		
<ul style="list-style-type: none"> presence 100% (acceptable absence up to 10% for the consent of the lecturer); completion of other forms of classes in the subject; passing the assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers). 		
Exercises:		
<ul style="list-style-type: none"> 100% attendance (excused absences and make-up work); active participation in classes; passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers). 		
Assessment criteria:		
Knowledge assessment		
criteria		

Test

Grade	Very good (5.0)	Good Plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate diagnosis of the main problems, without deeper analysis details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, although without reference to the latest guidelines. Independent reasoning, logical structure of answers. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ Response generally correct, with minor deficiencies. General identification of problems, without detailed analysis. Technical vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementation or clarification. Ability to relate content to clinical practice. Answer structure coherent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with visible gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inadequate. Fragmentary and/or outdated knowledge. The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Fail (2.0)→ Incorrect, inconsistent answer or no answer. Failure to recognise problems or indication of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:

Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	PRESCRIBING MEDICINES AND WRITING PRESCRIPTIONS										
Field of study:	NURSING										
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's degree)										
Study profile:	practical										
Type of studies*:	full-time / part-time										
Type of classes*:	Compulsory course for first-cycle graduates who began their education before the 2016/2017 academic year and have not completed the specialist course referred to in Article 15a(2) of the Act of 15 July 2011 on the professions of nurse and midwife (i.e. Journal of Laws 2022, item 2702).										
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 1st <input type="checkbox"/> 2 <input type="checkbox"/> 3 X 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6									
Number of ECTS credits											
Language of instruction:	English										
Name of the Faculty:	Faculty of Health Sciences										
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl										
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● nursing research and development <input type="checkbox"/> ● professional practice <input type="checkbox"/> 										
Person(s) in charge:	According to the study plan										
Forms of student workload					Student workload (number of teaching hours)						
<i>Contact hours with academic teacher</i>											
Lectures (L)					9						
Seminars (S)											
Conversations (C)					27						
Exercises (E)											
Independent student work					14						
Student workload related to professional internships											
Total student workload – overall number					36 / 50						
Number of ECTS credits for the course											
Teaching methods	<ul style="list-style-type: none"> ● activating (case study, case method), ● practical (exercises and practical classes). 										
Course objectives and goals	<ul style="list-style-type: none"> — To teach students the basics of rational pharmacotherapy for patients, with particular emphasis on its individualisation, pharmacokinetics and side effects of drugs. — To prepare students to independently prescribe selected drugs, foodstuffs for special nutritional purposes and medical devices based on the assessment of the patient's condition, including the prescription of drugs containing specific active substances, with the exception of drugs containing very potent substances, narcotics and psychotropic substances. — Teaching students the principles of prescribing specific medical devices, including issuing orders or prescriptions. — Shaping attitudes towards a professional approach to the marketing strategies of the pharmaceutical industry 										

		and advertising of its products.			
Teaching tools		Blackboard and multimedia projector, charts.			
Prerequisites	Knowledge of pharmacology at the level of first-cycle studies in medical fields.				
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching					
Symbol of learning outcome	A student who passes the subject knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol		
B.W1	Discusses the mechanisms of action of medicinal products and their transformation in the body depending on age and health problems.	<i>Written and/or oral examination</i>	W		
B.W2	Presents legal regulations related to the reimbursement of medicines, medical devices and foodstuffs for special	<i>Written and/or oral examination</i>	W		
B.W3	Discusses the rules for prescribing medicinal products containing specific active substances, with the exception of medicines containing very potent substances, narcotics and psychotropic substances, and specific medical devices, including issuing prescriptions or orders for them.	<i>Written and/or oral examination</i>	W		
B.W4	Lists symptoms and discusses side effects of medicines containing specific active substances.	<i>Written and/or oral examination</i>	W		
B.U1	Selects and prepares prescription records for medicines containing specific active substances, based on a targeted assessment of the patient's condition.	<i>Oral test, Completion of an assigned task</i>	K		
B.U2	Interprets the pharmaceutical characteristics of medicinal products.	<i>Oral test, Completion of an assigned task</i>	K		
B.U3	Prescribes medicines, foodstuffs for special nutritional purposes and medical devices, and issues prescriptions or orders for them.	<i>Oral test, Completion of assigned tasks</i>	K		
B.U4	Selects and orders foodstuffs for special nutritional purposes and medical devices according to the patient's needs.	<i>Oral test, Completion of the assigned task</i>	K		
K.1	Critically evaluates their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Extended observation</i>	K		
K.2	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to resolve a problem independently.	<i>Extended observation</i>	K		
K.3	Demonstrates concern for the prestige associated with the nursing profession and professional solidarity.	<i>Extended observation</i>	W/K		
K.4	Solves complex ethical problems related to the nursing profession and indicates priorities in the performance of specific tasks.	<i>Extended observation</i>	K		
K.5	Takes responsibility for the healthcare services provided.	<i>Extended observation</i>	K		
K.6	Demonstrates a professional approach to the marketing strategies of the pharmaceutical industry and the advertising of its products.	<i>Extended observation</i>	W/K		
*L-lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice;					
EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES					
in terms of knowledge (lectures/seminars): oral examination (<i>non-standardised, standardised, traditional, problem-based</i>); written examination – the student generates/recognises the answer (<i>essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test</i>),					
in terms of skills (exercises/seminars): Practical exam; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini-clinical examination); Completion of an assigned task; Project, presentation					
in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)					
TABLE OF PROGRAMME CONTENT					

Programme content	Number of hours	Reference to learning outcomes for CLASSES
LECTURES, semester I		
Revision guide for general pharmacology, pharmacodynamics and pharmacokinetics.	3	B.W1; B.W4; K.1; K.4
Cancer chemotherapy and combination therapy in oncology. Cancer immunotherapy	3	B.W3; K.2; K.3; K.6
Legal regulations on drug payments and reimbursements, including nurses' rights to issue prescriptions.	3	B.W2; K.1; K.4
CONVERSATIONS/EXERCISES, semester I		
Clinical trials and the process of introducing medicines to the market. Legal regulations concerning the reimbursement of medicines.	3	B.U1; B.U2; B.U3; B.U4; K.1; K.2; K.3; K.4; K.5; K.6
Advances in the pharmacotherapy of lifestyle diseases.	3	B.U1; B.U2; B.U3; B.U4; K.1; K.2; K.3; K.4; K.5; K.6
Prescriptions – elements, rules and procedure for issuing prescriptions. E-prescription.	5	B.U1; B.U2; B.U3; B.U4; K.1; K.2; K.3; K.4; K.5; K.6
Prescribing specific medicines, foodstuffs for special nutritional purposes and medical devices, and issuing prescriptions or orders for them.	4	B.U1; B.U2; B.U3; B.U4; K.1; K.2; K.3; K.4; K.5; K.6
Antibiotic therapy and mechanisms of bacterial antibiotic resistance	4	B.W4; K.1; K.4
Antiviral, antifungal and antiprotozoal drugs.	4	B.W4; K.1; K.4
Medicines used in anaesthesiology and intensive care.	4	B.W4; K.1; K.4
Independent student work		
Preparation for the lecture examination.	5	B.U1; B.U2; B.U3; B.U4; K.S1; K.S2; K.S3; K.S4; K.S5; K.S6
Preparation of assignments and preparation for passing practical classes and exercises.	9	B.U1; B.U2; B.U3; B.U4; K.S1; K.S2; K.S3; K.S4; K.S5; K.S6
BIBLIOGRAPHY		
Basic literature:		
1. Anand R., DeWilde S., Page C. (ed.), Trounces Clinical Pharmacology for Nurses and Allied Health Professionals, Elsevier Health Sciences, 2021.		
2. Willihnganzen M.J., Gurevitz, Study Guide for Clayton's Basic Pharmacology for Nurses, Elsevier, 2025.		
Supplementary literature:		
1. Lilley L.L., Collins S.R., Snyder J.S., Pharmacology and the Nursing Process, Elsevier Books, 2022.		
Method of assessment and forms and basic criteria for assessment/examination requirements		
Method of assessment		
— Examination – lectures		
— Pass with a grade – classes		
Forms and criteria for passing		
PASSING THE COURSE – THE COURSE ENDS WITH AN EXAM		
Lecture		
The basis for passing is:		
— 100% attendance; confirmed by an entry in the attendance register,		
— a possible 10% absence compensated for in a manner agreed individually with the lecturer,		
— passing the oral/written test.		
Exercises		
The basis for obtaining a pass mark is:		
— 100% attendance; confirmed by an entry in the attendance register (absences are excused in the case of student illness documented by a medical certificate or other unforeseen circumstances, and make-up classes at another time),		
— active participation in classes (showing interest in the issues discussed and taught during classes),		

— correct, positively assessed oral answers to 3 questions related to learning outcomes in the field of knowledge and skills, asked to the student during the classes,

KNOWLEDGE ASSESSMENT CRITERIA

Knowledge assessment criteria - test

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

Knowledge assessment criteria – oral response

Criterion	Number of points 0-5
Correctness of the answer	
Accuracy of problem identification	
Current medical and health science knowledge	
Interdisciplinary knowledge	
Correctness of medical/technical vocabulary	
Independence and creativity in proposing solutions	

*Obtaining 0-1 points in any criterion results in a failing grade Number of points and grade:

~~30-28~~ - very good (5.0) - the student provides a completely comprehensive and correct answer to the question asked, uses scientifically correct language fluently, taking into account current medical knowledge in their oral response, demonstrates ease in solving problems arising from the task, skilfully combines knowledge from various scientific fields, and demonstrates originality in their own thinking.

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

24-22 - good (4.0) – the student provides a largely independent answer that 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 minor supplementation, the answer is correct in terms of scientific language, the accuracy of problem recognition requires minor improvement, and the answer should include the student's independent conclusions.

21-19 - plus satisfactory (3.5) - the student provides a generally independent answer that contains most of the required content, makes a few minor 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, includes only knowledge from a given field in the answer, makes mistakes in the use of scientific language, requires assistance in drawing conclusions.

18-16 - satisfactory (3.0) – the student provides an answer containing some of the required information, making mistakes, but with the teacher's help corrects their answer, both in terms of factual knowledge and the way it is presented; however, the student knows the basic facts and, with the teacher's help, answers the question asked.

FINAL EXAM IN THE SUBJECT

- The condition for admission to the exam is a positive grade from lectures, classes and practical classes.
- The exam is in the form of a written test, multiple choice (MCQ) (each correct answer is worth 1 point, no answer or incorrect answer is worth 0 points, a minimum of 60% correct answers qualifies for a positive grade).

Test grading criteria

Grade	Very	Good plus (4.5)	Good (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor Good (5.0) (2.0)
% correct answers	93-100%	85-92	77-84	69-76	60-68	59% and fewer

and/or oral response

Assessment criteria – oral response

Assessment	Criterion
Very good	Correct, complete, independent answer to 3 questions asked by the lecturer
Good	Correct, requiring slight guidance from the teacher

	answers to 3 questions asked of the student	
Satisfactory	Correct, incomplete, requiring significant guidance from the teacher	Answer to 3 questions asked of the student
Insufficient	No answer or incorrect answer to each of the 3 questions asked of the student	

FINAL GRADE FOR THE COURSE:

- the exam accounts for 60% of the final grade for the subject,
- the remaining 40% is the average of the 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 for justified reasons:

Missed classes may only be made up in the event of a student's illness documented by a medical certificate or other unforeseen circumstances. Excuses for missed classes and credit for material covered in lectures, seminars and practical classes during the period of absence shall be granted by the lecturer conducting the classes, and for professional internships by the internship coordinator.

Both students returning from a dean's leave and students repeating a year are required to attend all classes and take the assessment/exam. Only if they obtain a grade of at least satisfactory (3.0) in the assessment/exam in a given year may students repeating a year due to another subject be exempted from the requirement to attend classes and take and pass the subject.

Approval:

Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
in Gdańsk
Powińska Academy of Applied Sciences

Module/subject name:	HEALTH TOURISM			
Field of study:	NURSING			
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's degree)			
Education profile:	practical			
Type of studies*:	full-time / part-time			
Type of classes*:	mandatory <input type="checkbox"/>	supplementary X	optional <input type="checkbox"/>	
Year and semester of study*:	Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 X 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6		
Number of ECTS credits assigned	1			
Language of instruction:	English			
Name of the Faculty:	Faculty of Health Sciences			
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl			
Type of module/subject related to professional training*:	<ul style="list-style-type: none"> ● social sciences and humanities X ● advanced nursing practice <input type="checkbox"/> ● nursing research and development <input type="checkbox"/> ● professional practice <input type="checkbox"/> 			
Person(s) in charge:	According to the study plan			
Forms of student workload		Student workload (number of teaching hours)		
<i>Contact hours with academic staff</i>				
Lectures (L)		9		
Seminars (S)				
Conversations (C)				
Exercises (E)				
Practical classes (PC)				
<i>BUNA - independent student work</i>		16		
Student workload related to professional internships				
Total student workload – overall number		16/25		
Number of ECTS credits for the course		1		
Teaching methods	<ul style="list-style-type: none"> ● informative (lecture, presentation, discussion), ● programmatic (using audiovisual tools, boards), ● activating (case method, situational method, staging method, didactic discussion, project method), ● group work, problem-based learning, brainstorming, work based on the metaplan method. 			
Course objectives	<ul style="list-style-type: none"> — To familiarise students with the issues of health tourism and its origins. — To provide knowledge about the functioning of health resorts in Poland and around the world. — To interest students in health care issues as factors influencing the development of medical tourism. — Presenting health tourism as an element of the system supporting public health through prevention and treatment outside one's place of residence. — To provide knowledge showing the links between tourism and health, and between tourism and healthcare systems. 			

	Interest students in the benefits of cooperation between tourism and health stakeholders.
Teaching tools	Whiteboard and multimedia projector, charts.
Prerequisites	Knowledge of psychology, sociology, public health.

Matrix of learning outcomes for the course in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching

Symbol of learning outcomes	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
A.W6.	scope of professional competences for the provision of health services by nurses in relation to the levels professional qualifications of nurses;	<i>Multiple-choice test /MCQ/, draft</i>	W
A.W7.	management methods in the healthcare system;	<i>Multiple-choice exam /MCQ/, draft</i>	W
A.W13.	rules for the provision and financing of nursing services in the health insurance system;	<i>Multiple-choice exam /MCQ/, project</i>	W
A.W22.	methods of conducting educational activities among patients;	<i>Multiple-choice exam /MCQ/, draft</i>	W
K.3.	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>Self-assessment</i>	W

*L-lecture; S-seminar; C-conversation; E-exercises; P-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

in terms of skills (exercises/seminars): Practical examination; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini-clinical examination); Completion of an assigned task; Project, presentation

in terms of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester I		
1. Basic concepts in health tourism. The health function of tourism (The concept of tourism and health tourism, its significance and trends). 2. Factors influencing the development of health tourism, with particular emphasis on healthcare systems. 3. Forms of cooperation and promotion in the field of health tourism in practical terms in Poland and abroad.	9	A.W6-7., A.W13., A.W22., K.3.
Independent work by the student		
1. Spa and wellness tourism. 2. The importance and organisation of health resorts in Poland and worldwide – health resort tourism. 3. Challenges and trends in the development of health tourism.	16	A.W6-7., A.W13., A.W22., K.3.
BIBLIOGRAPHY		
Basic literature:		
1. M.T. Tood, Handbook of Medical Tourism Programme Development. Developing Globally Integrated Health Systems, Taylor & Francis Ltd, 2019. 2. B. Chaudhary, D. Bhatia, M. Patel, S. Singh, S. Sharma, Medical Tourism in Developing Countries. A contemporary approach, Springer, Berlin 2024.		
Supplementary literature:		
1. F.M. Fernandes, Health and Wellness Tourism in the World. The Challengers of Climate Change, Our Knowledge		

Method of assessment and forms and basic criteria for assessment/examination requirements**Method of assessment:**

→ Lectures Pass with a grade

Requirements for obtaining a pass:

Lecture:

- 100% attendance (up to 10% absence is permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing the assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Assessment criteria:**Knowledge assessment criteria**

Test

Grade	Very good (5.0)	good (4.5)	Good plus (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response

Very good (5.0)→ Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5)→ Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is coherent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student requires assistance in providing an answer. The answer is not independent and is difficult to assess without additional questions.

Insufficient (2.0)→ Incorrect, inconsistent answer or no answer. Failure to recognise problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a doctor's note or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
in Gdańsk
Powińska Academy of Applied Sciences

Course title:	DEPRESSION, BURNOUT AND QUALITY OF LIFE				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory <input type="checkbox"/>	supplementary X	optional <input type="checkbox"/>		
Year and semester of study*:	Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 X 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6			
Number of ECTS credits assigned	1.5				
Language of instruction:	English				
Name of the Faculty at PSW:	Faculty of Health Sciences				
Contact (tel./email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> • social sciences and humanities X • advanced nursing practice <input type="checkbox"/> • nursing research and development <input type="checkbox"/> • professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic teacher					
Lectures (L)					
Seminars (S)					
Conversations (C)		17			
Exercises (E)					
Practical classes (PC)					
BUNA – independent student work		21			
Student workload related to professional internships					
Total student workload – overall number		21/38			
Number of ECTS credits for the course		1.5			
Teaching methods	<ul style="list-style-type: none"> • presentation (lecture, discussion), • programme-based (using audiovisual tools, boards) • activating (case method, situational method) • role-playing, didactic discussion, project method) • analysis of clinical cases. 				
Course objectives	To familiarise students with issues related to depression, burnout and quality of life. Students will have the opportunity to understand these mental states, learn about their symptoms, causes and effects. In addition, the course aims to develop skills in diagnosing and treating depression and preventing burnout in the context of nursing work.				
Teaching tools	Blackboard and multimedia projector, charts.				

Prerequisites	Knowledge of psychology and sociology.		
Matrix of learning outcomes for the course in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching			
Symbol of learning outcomes	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
A.U5.	organise and supervise the work of teams of nurses, midwives or support staff;	<i>Oral examination</i>	K
A.U7.	plan human resources using various methods, organise staff recruitment and plan the professional adaptation process;	<i>Oral exam</i>	K
A.U8.	develop a plan for one's own professional development and motivate other members of the subordinate team to pursue professional development;	<i>Oral exam</i>	K
A.U10.	develop staff work schedules based on an assessment of nursing care needs ;	<i>Oral examination</i>	K
A.U15.	use a variety of interpersonal communication methods and techniques in their work, taking into account cultural, ethnic, religious and social conditions;	<i>Oral exam</i>	K
K.1.	Critically assesses their own actions and those of their colleagues, respecting differences in worldviews and cultures.	<i>Extended observation, self-assessment</i>	K
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when unable to solve a problem independently.	<i>Extended observation, self-assessment</i>	K
K.4.	Solves complex ethical problems related to the nursing profession and identifies priorities in the performance of specific tasks.	<i>Extended observation, self-assessment</i>	K

*Lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral examination (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice question/MCQ/; multiple response question/MRQ/; matching test; T/N test; fill-in-the-blank test*),

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

in terms of social skills: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
SEMINARS/EXERCISES, semester I		
1. The concept of depression, burnout and quality of life. 2. Factors influencing burnout (employee development, work schedule). 3. Diagnostic criteria. 4. Self-observation and self-assessment techniques. 5. Stress management strategies.	17	A.U5., A.U7., A.U8., A.U10., A.U15., K.1-2. K.4.
Independent student work		
1. The specifics of burnout in the nursing profession: risk factors and prevention, effects of burnout, consequences for nurses and their personal lives. 2. Prevention and coping with burnout. 3. Psychological and social support.	21	A.U5., A.U7., A.U8., A.U10., A.U15., K.1-2. K.4.

BIBLIOGRAPHY

Basic literature:

1. McIntosh D., This Is Depression. A Comprehensive, Compassionate Guide for Anyone Who Wants to Understand Depression, Page Two Books, Inc, 2019.

Supplementary literature:

1. Hickman S., Burnout For Dummies, John Wiley & Sons Inc, 2022.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Pass with a grade 5-10 → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing the assessment in the form of: a test, oral examination (minimum pass mark: 60% correct answers).

Seminars:

- 100% attendance (excused and made-up absences);
- active participation in classes;
- passing the assessment in the form of: a test, oral response, task completion, etc. (minimum pass mark: 60% correct answers).

Assessment criteria:

Knowledge assessment criteria

Test

Assessment	Very good (5.0)	good (4.5)	Good plus (4.0)	Satisfactory plus (3.5)	Satisfactory (3.0)	Poor (2.0)
% correct answers	91-100	81-90	71-80	61-70	51-60	50% and below

Oral response						
Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.						

Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without in-depth analysis of details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0) → The answer is essentially correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge is up to date, although it requires supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5) → The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0) → Incomplete, simplified answer with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge. The student

requires assistance in providing an answer. Answer not independent, difficult to assess without additional questions.

Fail (2.0)→ Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the teacher's support.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	NURSING CARE FOR PATIENTS WITH BLOOD DISEASES				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's degree) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory <input type="checkbox"/>	supplementary X	optional <input type="checkbox"/>		
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 X 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6			
Number of ECTS credits assigned	2				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● nursing research and development <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
<i>Office hours with academic staff</i>					
Lectures (W)		15			
Seminar (S)		12			
Conversations (C)					
Exercises (E)					
Practical classes (PC)					
<i>BUNA – independent student work</i>		23			
Student workload related to professional internships					
Total student workload – overall number		27/50			
Number of ECTS credits for the course		2			
Teaching methods	<ul style="list-style-type: none"> ● presentation (lecture, discussion), ● programmatic (using audiovisual tools, boards), ● activating (case method, situational method, staging method, didactic discussion, project method), ● clinical case analysis. 				
Course objectives	<ul style="list-style-type: none"> ● To acquire advanced knowledge of the aetiology, pathophysiology, clinical picture, diagnosis and basics of treatment of blood and haematopoietic system diseases, and to develop a professional attitude towards patients in haematology wards. ● To familiarise students with the psychosocial aspects of caring for patients with haematopoietic diseases. ● To familiarise students with the principles of providing support to patients with haematopoietic cancer. 				
Teaching tools	Blackboard and multimedia projector, charts. Medical teaching aids (medical phantoms and simulators, trainers and models, including anatomical models).				
Requirements	The student has knowledge of human anatomy and physiology, psychology, pedagogy and				

basic	knowledge of the basics of nursing care, in accordance with the first-cycle nursing programme. The student has the ability to organise their own work and work in a team, as well as the ability to evaluate and interpret their own actions.
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Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching			
Symbol of learning outcome	A student who passes the subject knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
B.W9.	predictors of healthy and sick human functioning, including chronic disease;	<i>Written and/or oral test, essay</i>	W
B.W11.	principles of therapeutic management in the case of health problems;	<i>Written and/or oral test, essay</i>	W
B.W12.	principles of selecting diagnostic tests and interpreting their results within the scope of a nurse's professional qualifications;	<i>Written and/or oral test, essay</i>	W
B.W28.	principles of patient care – organ recipients before and after organ transplantation, and organ donors;	<i>Written and/or oral test, essay</i>	W
B.U9.	diagnose health risks for patients with chronic diseases;	<i>Written and/or oral test, essay</i>	S
B.U10.	assess the patient's adaptation to chronic disease;	<i>Written and/or oral test, essay</i>	S
B.U12.	prepare educational materials for the patient, their family or carer as part of health counselling;	<i>Written and/or oral test, essay</i>	S
B.U14.	select and apply methods of assessing the patient's health as part of nursing advice;	<i>Written and/or oral test, essay</i>	S
B.U80.	identify health indications resulting from the patient's condition.	<i>Written and/or oral test, essay</i>	S
K.2	formulating opinions on various aspects of professional activity and seeking expert advice in case of difficulties in solving problems independently;	<i>Observation, self-assessment</i>	S
K.3	Demonstrates care for the prestige associated with the nursing profession and professional solidarity.	<i>Observation, self-assessment</i>	W/S
K.4.	Solves complex ethical problems related to the nursing profession and identifies priorities in the performance of specific tasks.	<i>Observation, self-assessment</i>	S

*L-lecture; S-seminar; C-conversation classes; E-exercises; P-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral exam (*non-standardised, standardised, traditional, problem-based*); written examination – student generates/recognises the answer (*essay, report; short structured questions/SSQ; multiple choice question/MCQ; multiple response question/MRQ; matching test; T/N test; fill-in-the-blank test*),

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

in terms of social skills: reflective essay; extended observation by a supervisor/teacher; 360° assessment (feedback from teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

PROGRAMME CONTENT TABLE

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURE, semester I		
1. The functioning of healthy people and those suffering from chronic diseases – blood diseases.	4	B.W9., B.W11-12., B.W28., K.2.
2 Therapeutic management of patients with blood diseases.	4	
3. Etiology, classification, clinical picture, diagnostic and therapeutic management, and complications of basic blood diseases.	4	
4 Care for patients preparing for transplantation and after transplantation.	3	
SEMINAR, semester I		

1. Diagnosis of health risks in patients with blood diseases. Health indications resulting from the patient's condition.	4	B.U9-10., B.U12., B.U14., B.U80., K2-4.
2. Adaptation of patients to blood diseases.	4	
3. Education of patients and their families/caregivers as part of health counselling for blood diseases.	4	
4. Bone marrow transplantation procedures – types, course and complications.	3	

Independent work by the student

1. Psychosocial aspects of caring for patients with haematological diseases.
2. Types and scope of support provided to patients with haematological diseases.
3. Assessment of cognitive and emotional responses and adaptive mechanisms in patients with haematological diseases.

BIBLIOGRAPHY

Basic literature:

1. Rodgers G.P., Young N.S., Bethesda Handbook of Clinical Haematology, Wolters Kluwer Health, 2024.

Supplementary literature:

1. Koehane E.M., Butina M., Mirza K.M., Walenga J.M., Rodak's Haematology. Clinical Principles and Applications, Elsevier 2024.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Pass with a grade
 100 → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence is permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- Passing the course with a grade in the form of: a test, oral examination (minimum pass mark: 60% correct answers).

Seminars:

- 100% attendance (excused and made-up absences);
- active participation in classes;
- pass with a grade in the form of: a test, oral response, task completion, etc. (minimum pass threshold: 60% correct answers).

Assessment criteria:

Knowledge assessment criteria

Test

Assessment	Very good (5.0)	good (4.5)	Good plus (4.0)	Good (3.5)	Satisfactory plus (3.0)	Satisfactory (3.0)	Poor (2.0)
% correct Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge.	90-100	81-90	71-80	61-70	51-60	50% and below	

based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge,

but without reference to the latest guidelines. Independent reasoning, logical structure of answers. Correct argumentation based on theoretical and practical knowledge.

Good (4.0)→ Response generally correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.

Satisfactory plus (3.5)→ The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.

Satisfactory (3.0)→ Incomplete, simplified answer with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge. The student requires assistance in providing an answer. Answer not independent, difficult to assess without additional questions.

Fail (2.0)→ Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the teacher's support.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	CREATING A BUSINESS PLAN		
Field of study:	NURSING		
Level of studies*:	First cycle (bachelor's) Second cycle (master's)		
Profile of studies:	practical		
Type of studies*:	full-time / part-time		
Type of classes*:	compulsory <input type="checkbox"/> supplementary X optional <input type="checkbox"/>		
Year and semester of study*:	Year of study*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of study*: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 X 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6	
Number of ECTS credits assigned	2		
Language of instruction:	English		
Name of the Faculty:	Faculty of Health Sciences		
Contact (tel./email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl		
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> • social sciences and humanities X • advanced nursing practice <input type="checkbox"/> • nursing research and development <input type="checkbox"/> • professional practice <input type="checkbox"/> 		
Person(s) in charge:	According to the study plan		
Forms of student workload			
	Student workload (number of teaching hours)		
Contact hours with academic teacher			
Lectures (L)	15		
Seminar (S)	15		
Seminar (S)			
Exercises (E)			
Practical classes (PC)			
BUNA – independent student work	20		
Student workload related to professional internships			
Total student workload – overall number	30/50		
Number of ECTS credits for the course	2		
Teaching methods	<ul style="list-style-type: none"> • presentation (lecture, discussion), • programme-based (using audiovisual tools, boards) • staging method, didactic discussion, project method • clinical case analysis. 		
Course objectives	<ul style="list-style-type: none"> • Presentation of relevant content related to the creation of a business plan. • Developing the ability to construct and analyse a business plan, with particular emphasis on financial plans. • Applying knowledge of economic and marketing analysis in professional practice. • Developing the ability to draw up a business plan. 		
Teaching tools	Blackboard and multimedia projector.		
Prerequisites	Knowledge of the basics of entrepreneurship, law and management.		
Matrix of learning outcomes for the subject in relation to methods of verifying the achievement of intended learning outcomes			

and forms of teaching activities			
Symbol of learning outcome	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
A.W7.	management methods in the health care system system;	<i>Written test or oral, project</i>	W
A.W8.	principles of organisational functioning and structure building;	<i>Written or oral test, project</i>	W
A.W11.	decision-making mechanisms in management;	<i>Written or oral test, project</i>	W
A.W12.	Management styles and the importance of leadership in nursing development;	<i>Written or oral test, project</i>	W
A.W14.	specifics of managerial functions, including the essence of task delegation;	<i>Written or oral test, project</i>	W
A.W15.	methods of organisational diagnosis, the concept and theory of change management, and the principles of strategic management;	<i>Written or oral test, project</i>	W
A.U4.	apply strategic analysis methods necessary for the functioning of entities providing medical services;	<i>Written or oral test, project</i>	K
A.U6.	apply various methods of professional and managerial decision-making;	<i>Written or oral test, project</i>	K
A.U7.	plan human resources using various methods, organise employee recruitment and plan the professional adaptation process;	<i>Written or oral test, project</i>	K
A.U9.	develop organisational standards and prepare job descriptions for nurses and other subordinate employees;	<i>Written or oral test, project</i>	K
K.2.	Formulates opinions on various aspects of professional activity and seeks expert advice when faced with difficulties in solving a problem independently.	<i>Observation, self-assessment</i>	W/K
K.6.	Demonstrates a professional approach to marketing strategies in the pharmaceutical industry and the advertising of its products.	<i>Observation, self-assessment</i>	W/K

*L-lecture; S-seminar; K-conversation classes; Ć-exercises; ZP-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral exam (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*),

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

in the area of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Relating learning outcomes to CLASSES
LECTURES, semester III		
1. Presentation of basic concepts and definitions related to business plans. 2. Objectives and basic principles of creating a business plan. 3. The essence, scope and use of strategic analysis of a venture. 4. Formulating a marketing strategy.	15	A.W7-8., A.W11-W12., A.W14-15., K.2.
CONVERSATIONS/EXERCISES, semester III		
1. Microenvironment analysis, SWOT analysis. 2. Developing a basic business plan concept.	15	A.U4., A.U6-7., A.U9., K.2.
Independent student work		

1. Independent development of a marketing strategy.	20	A.W7-8., A.W11-W12., A.W14-15., A.U4., A.U6-7., A.U9., K.2.					
BIBLIOGRAPHY							
Basic literature:							
1. S. Hollister, Business Plan. The Right Way To Create A Winning Business Plan, Createspace Independent Publishing Platform 2017. 2. A. de Haan, How to Write a Business Plan. A Step-by-Step Guide to Creating a Winning Strategy, epubli, 2023.							
Supplementary literature:							
1. V. Evans, FT Essentials Guide to Writing a Business Plan, PEARSON Education Limited, London 2022.							
Method of assessment and forms and basic criteria for assessment/examination requirements							
Method of assessment:							
Lectures → Pass with a grade							
Conditions for passing:							
Lecture:							
<ul style="list-style-type: none"> • 100% attendance (up to 10% absence permitted with the consent of the lecturer); • completion of other forms of classes in the subject; • passing the assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers). 							
Assessment criteria:							
Knowledge assessment criteria							
Test							
Grade	Very good (4.5)	Good (4.0)	plus Good (3.5)	Good (3.0)	Satisfactory plus (3.0)	Satisfactory (2.0)	Unsatisfactory (5.0)
% correct answers	91-100%	81-90	71-80	61-70	51-60	50% and fewer	
Oral response							
Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.							
Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of the details. Correct medical vocabulary, occasionally less precise. Knowledge is up to date, although without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.							
Good (4.0) → The answer is essentially correct, with minor deficiencies. General identification of problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge is up to date, although it requires supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is consistent, but less elaborate.							
Satisfactory plus (3.5) → The answer contains basic information, with significant gaps. Identification of only the most important problems, lack of deeper insight. Technical vocabulary used uncertainly, with errors. Knowledge partially up to date, with noticeable gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency to be superficial.							
Satisfactory (3.0) → Incomplete, simplified answer with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Fragmentary and/or outdated knowledge. The student requires assistance in providing an answer. The answer is not independent and difficult to assess without additional questions.							
Fail (2.0) → Incorrect, inconsistent answer or no answer. Failure to identify problems or identification of incorrect issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the subject. The student is unable to solve the problem even with the teacher's support.							

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is at the discretion of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education

SYLLABUS
 EDUCATION CYCLE 2025-2027
Faculty of Health Sciences Branch
 in Gdańsk
Powiślańska Academy of Applied Sciences

Course title:	MEDICAL PREPARATION FOR EMERGENCY AND WAR SITUATIONS				
Field of study:	NURSING				
Level of studies*:	First cycle (bachelor's) Second cycle (master's)				
Profile of studies:	practical				
Type of studies*:	full-time / part-time				
Type of classes*:	compulsory <input type="checkbox"/> supplementary X elective <input type="checkbox"/>				
Year and semester of study*:	Year of study*: I X II <input type="checkbox"/> III <input type="checkbox"/>	Semester of study*: 1 X 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6			
Number of ECTS credits assigned	2				
Language of instruction:	English				
Name of the Faculty:	Faculty of Health Sciences				
Contact (tel/email):	tel. 58 351 12 85 e-mail: dziekanat_psw_gdansk@powislanska.edu.pl				
Group of classes within which specific learning outcomes are achieved:	<ul style="list-style-type: none"> ● social sciences and humanities <input type="checkbox"/> ● advanced nursing practice X ● nursing research and development <input type="checkbox"/> ● professional practice <input type="checkbox"/> 				
Person(s) in charge:	According to the study plan				
Forms of student workload		Student workload (number of teaching hours)			
Contact hours with academic teacher					
Lectures (L)		15			
Seminars (S)					
Conversations (C)		12			
Exercises (E)					
Practical classes (PC)					
Independent student work		23			
Student workload related to professional practice					
Total student workload – overall number		27/50			
Number of ECTS credits for the course		2			
Teaching methods	<ul style="list-style-type: none"> ● presentation (lecture, discussion), ● programmatic (using audiovisual tools, boards), ● activating (case method, situational method, staging method, didactic discussion, project method). 				
Course objectives	To equip students with knowledge and skills in the field of organising and providing medical care in conditions of mass emergencies, natural disasters, catastrophes and armed conflicts, taking into account the principles of battlefield medicine and crisis management.				
Teaching tools	Whiteboard and multimedia projector, charts				
Prerequisites	The student has knowledge and skills in the field of emergency medicine, anatomy, physiology and the organisation of the healthcare system, and is able to act in situations threatening life and health.				

Matrix of learning outcomes for the course in relation to methods of verifying the achievement of intended learning outcomes and forms of teaching

Symbol of learning outcome	A student who passes the course knows/is able to/is ready to:	Methods of verifying the achievement of intended learning outcomes	Form of teaching * enter symbol
A.W6.	scope of professional competences for the provision of health services by nurses in relation to the professional qualification levels of nurses;	<i>Written examination - multiple choice test (MCQ)</i>	W
A.W11.	decision-making mechanisms in management	<i>Written examination – multiple choice test (MCQ)</i>	W
A.U5.	organise and supervise the work of teams of nurses, midwives or support staff;	<i>Oral examination</i>	Ć
A.U6.	apply various methods of professional and managerial decision-making	<i>Oral examination</i>	Ć
K.1.	Critically evaluate one's own actions and those of colleagues, respecting differences in worldviews and cultures.	<i>Observation, self-assessment</i>	W/Ć

*L-lecture; S-seminar; C-conversation classes; E-exercises; P-practical classes; PZ-professional practice

EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

in terms of knowledge (lectures/seminars): oral exam (*non-standardised, standardised, traditional, problem-based*); written examination – the student generates/recognises the answer (*essay, report; short structured questions/SSQ/; multiple choice test/MCQ/; multiple response test/MRQ/; matching test; T/N test; fill-in-the-blank test*).

in terms of skills (exercises/seminars): Practical examination; Objective Structured Clinical Examination (OSCE); Mini-CEX (mini-clinical examination); Completion of an assigned task; Project, presentation

in terms of social competences: reflective essay; extended observation by a supervisor/teacher; 360° assessment (opinions of teachers, colleagues, patients, other co-workers); self-assessment (including portfolio)

TABLE OF PROGRAMME CONTENT

Programme content	Number of hours	Reference of learning outcomes to CLASSES
LECTURES, semester I		
1. Introduction to disaster medicine and battlefield medicine – classification of emergency and war situations; role and tasks of nursing staff. 2. Crisis management system in healthcare – structure of the system in Poland. 3. Medical triage in mass casualty situations – principles of casualty segregation, triage methods (START, SALT) 4. Procedures in biological, chemical and radiological (CBRN) emergencies – types of hazards, personal protective equipment; decontamination and personnel safety procedures. 5. Medical evacuation rules and organisation of medical points - stages of evacuation of the injured and sick. 6. Functioning of dressing stations and field hospitals	15	A.W6., A.W11., K.1.
CONVERSATIONS, semester I		
• Analysis of crisis situations and rescue operations – study of real mass events (e.g. natural disasters, accidents mass events, discussion on medical and logistical decisions • Preparing a medical evacuation plan in emergency situations – logistical planning and organisation of aid stations; the role of nurses in evacuating the injured. • Psychological support for patients and the team in crisis situations – recognising symptoms of post-traumatic stress, communication and the basics of crisis intervention.	12	A.U5-6., K.1.
Independent student work		
Nursing in international and humanitarian activities – the role of nurses in peacekeeping and humanitarian missions; cooperation with international organisations (e.g. WHO, Red Cross)	23	A.W6., A.W11., A.U5-6., K.1.

BIBLIOGRAPHY

Basic literature:

1. Edwards D., A Nurse's Survival Guide to Critical Care, Elsevier - Health Sciences Division, 2019.

Supplementary literature:

1. Curtis K., Ramsden C., Shaban R. Z., Fry M., Lord B., Emergency and Trauma Care for Nurses and Paramedics, Elsevier, 2024.

Method of assessment and forms and basic criteria for assessment/examination requirements

Method of assessment:

Lectures → Pass with a grade 5/10 → Pass with a grade

Conditions for passing:

Lecture:

- 100% attendance (up to 10% absence is permitted with the consent of the lecturer);
- completion of other forms of classes in the subject;
- passing assessment in the form of: a test, oral response (minimum pass mark: 60% correct answers).

Seminars:

- 100% attendance (excused and made up absences);
- active participation in classes;
- Passing the course with a grade in the form of: a test, oral response, task completion, etc. (minimum passing threshold: 60% correct answers).

Assessment criteria:

Knowledge assessment criteria

Test

Assessment	Very (5.0)	good (4.5)	Good (4.0)	plus	Good (4.0)	Satisfactory (3.5)	plus	Satisfactory (3.0)	Poor (2.0)
% correct answers	91-100	81-90	71-80		61-70		51-60		50% and below

Oral response

Very good (5.0) → Comprehensive answer, fully correct in terms of content. Accurate and comprehensive identification of problems, taking into account various clinical aspects. Professional, correct and precise medical vocabulary. Up-to-date knowledge, based on the latest standards and research. Independent thinking, ability to integrate knowledge from various fields. High linguistic quality, fluent use of scientific language.

Good plus (4.5) → Correct and complete answer, minor omissions of less important information. Accurate identification of the main problems, without deeper analysis of details. Correct medical vocabulary, occasionally less precise. Up-to-date knowledge, though without reference to the latest guidelines. Independent reasoning, logical structure of the answer. Correct argumentation based on theoretical and practical knowledge.

Good (4.0) → Response generally correct, with minor deficiencies. Identification of general problems, without detailed analysis. Professional vocabulary used correctly, with occasional inaccuracies. Medical knowledge up to date, although requiring supplementing or clarifying. Ability to relate content to clinical practice. The structure of the answer is coherent, but less elaborate.

Satisfactory plus (3.5) → The answer contains basic information, with significant gaps. Only the most important problems are identified, with no deeper insight. Technical vocabulary is used uncertainly, with errors. Knowledge is partially up to date, with obvious gaps. The student requires guidance from the teacher. The answer is inconsistent, with a tendency towards superficiality.

Satisfactory (3.0) → The answer is incomplete, simplified, with factual errors. Problems identified in a general or inaccurate manner. Technical vocabulary used incorrectly or inappropriately. Knowledge is fragmentary and/or outdated. The student requires assistance in answering. The answer is not independent and difficult to assess without additional questions. Insufficient (2.0) → Incorrect, inconsistent

answer or no answer. Failure to recognise problems or identification of incorrect

issues. Incorrect, chaotic use of medical vocabulary. Outdated knowledge or complete lack of knowledge. Lack of independence and understanding of the topic. The student is unable to solve the problem even with the support of the teacher.

Conditions for making up missed classes:

Classes may only be made up in the case of justified absence, e.g. illness confirmed by a medical certificate or other unforeseen circumstances. Justification and credit for the material is the responsibility of the teacher, and in the case of internships, the internship coordinator.

Students returning from a dean's leave of absence and those repeating the year are required to attend all classes and take credits and examinations. Exemption from the obligation to attend and retake the course is possible only if a grade of at least satisfactory (3.0) has been obtained previously.

Approval:
Vice-Rector for Science and Quality of Education