

MINISTRY OF HEALTH OF UKRAINE  
KHARKIV NATIONAL MEDICAL UNIVERSITY

Department of Propedeutics of Internal Medicine №2 and Nursing

Academic year 2022-2023

**SYLLABUS OF THE EDUCATIONAL COMPONENT**  
"CARE FOR PATIENTS WITH DISABILITIES"

**Elective educational component**

**The format of the educational component is full-time**

**Field of knowledge 22 "Health care"**

**Specialty "223 "Nursing"**

**Educational and professional program "Nursing"**

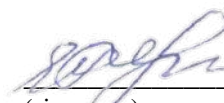
**First (bachelor's) level of higher education**

**Second year (four years of study)**

The syllabus of the educational component was considered at the meeting of the Department of Propedeutics of Internal Medicine No. 2 and Nursing

Protocol of  
June 14, 2022 No. 11


Acting Head of the Department

  
Associate Prof. Pionova O. M.  
(signature) (surname and initials)

Approved by methodical commission of KhNMU on problems of the therapeutic profile

Protocol of  
August 25, 2022 No. 1

Head of commission

  
Professor Kravchun P.P.  
(signature) (surname and initials)

## DEVELOPERS OF THE SILLABUS:

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3. Yaroshchuk A.V., assistant professor, Department of PVM No. 2 and Nursing

## DATA ON TEACHERS WHO TEACH THE EDUCATIONAL COMPONENT

Last name, first name, patronymic, position, academic title, academic degree

Krasovska Kateryna Oleksandrivna - Associate Professor of the Department of PVM №2 and Nursing, Associate Professor, Ph.D.

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Information about consultations Face-to-face consultations: according to the department's schedule at the department's base - regional clinical hospital by prior arrangement. Online consultations: by prior arrangement with the teacher using the resources of the Moodle system. (<http://31.128.79.157:8083/login/index.php>)

Location. Venue for lectures and practical classes: lecture hall and classrooms of the Department of Propedeutics of Internal Medicine #2 and Nursing, 3 Trinkler St.

Classes: Monday, Tuesday, Wednesday, Thursday, Friday (900-1150/13 20-1710 according to the schedule);

## INTRODUCTION

**The syllabus of the educational component** "Nursing for Patients with Disabilities" is compiled in accordance with the educational and professional program (hereinafter - EPP) "Nursing" and the Standard of Higher Education of Ukraine (hereinafter - Standard), first (bachelor's) level, field of knowledge 22 "Health Care", specialty "Nursing"

### **Description of the educational component (summary)**

The educational component "Care of patients with disabilities" is elective in the specialty 223 Nursing, educational and professional program Nursing. The educational component involves the study of hygienic, preventive and therapeutic measures that are part of the competence of medical staff and are used to create comfortable conditions for a patient with disabilities in a medical institution, to promote the patient's speedy recovery, prevent the development of complications, and to master the simplest manipulations of first aid in emergency conditions.

**The educational component** is designed to provide higher education students with the necessary knowledge to form their own view of the problems of patients with disabilities, to familiarize themselves with the moral concepts, principles and traditions of nursing in this area.

**The subject** of study of the educational component is a set of measures aimed at creating favorable conditions for the successful treatment of patients with disabilities, alleviating their condition and meeting the basic physiological needs of the body.

**Prerequisites and post-requisites:** according to the sample curriculum, the study of the educational component "Care of patients with disabilities" is carried out in the 3rd or 4th semester, when the applicant for higher education has acquired relevant knowledge of the basics of medical knowledge, age physiology and human valeology in the main basic disciplines: medical biology, medical and biological physics, human anatomy, physiology, biological and bioinorganic chemistry, medicinal chemistry, microbiology, virology and immunology, and the basics of nursing, with which the program is integrated. "Nursing for Patients with Disabilities" forms the basis for the study of further clinical disciplines - palliative and hospice medicine, nursing in internal medicine, which involves "vertical" integration with these disciplines and the development of skills to apply knowledge of nursing in the

process of further education and in professional activities.

**Link to the page of the educational component in MOODLE** <https://distance.knmu.edu.ua/my/>

## **1. AIM AND OBJECTIVES OF THE EDUCATIONAL COMPONENT**

**1.1. The purpose of studying** the educational component "Care of patients with disabilities" is to master the basic techniques of professional activity of a nurse on the basis of deep knowledge and understanding of the peculiarities of the functioning of the body of a sick person with disabilities, in compliance with the principles of medical ethics and deontology.

**1.2. The main objectives** of the educational component "Care of patients with disabilities" are

- Mastering the basic theoretical knowledge necessary to organise comfortable conditions for a patient with disabilities in a hospital and provide the necessary care for them at all stages of treatment
- Acquisition of basic practical skills in caring for patients with disabilities in a hospital setting and the ability to determine and assess the general condition of the patient, the main parameters of his/her life and the rules for meeting the vital needs of the body
- Formation of moral, ethical and deontological qualities in higher education students in professional communication with patients with disabilities

**1.3. Competences and learning outcomes** contributed to by the educational component (relationship with the normative content of higher education training formulated in terms of learning outcomes in the EPP and the Standard).

**1.3.1** The study of the educational component ensures that higher education students acquire competencies:

In accordance with the requirements of the standard, the discipline ensures the acquisition of higher education competences:

**- Integral:**

the ability to solve typical and complex specialised tasks and practical problems in professional activities in the field of health care, or in the process of learning, which involves research and/or innovation and is characterised by complexity and uncertainty of conditions and requirements.

**- General:**

GC 01. Ability to exercise their rights and responsibilities as a member of society, to understand the values of civil (free democratic) society and the need for its sustainable development, the rule of law, human and civil rights and freedoms in Ukraine.

GC 02. Ability to preserve and enhance the moral, cultural, scientific values and achievements of society based on an understanding of the history and patterns of development of the subject area, its place in the general system of knowledge about nature and society and in the development of society, technology and technology, to use various types and forms of physical activity for active recreation and healthy lifestyle.

GC 03. Ability to think abstractly, analyze and synthesize

GC 04. Ability to apply knowledge in practical situations

GC 05: Knowledge and understanding of the subject area and understanding of professional activities

GC 09. Determination and perseverance in tasks and responsibilities

GC 10. Ability to make informed decisions

GC 11. Ability to work in a team

GC 12. Interpersonal interaction skills

GC 13. Ability to act on ethical considerations

**- Special (professional, subject):**

PC 01. Ability to apply professional and legal standards in everyday professional practice.

PC 02. Ability to recognize and interpret signs of health and its changes, illness or disability (assessment / diagnosis), disability and identify patient problems in various diseases and conditions.

PC 03. Ability to meet the needs of the patient/client during different periods of the whole life (including the dying process) by planning, assisting and performing nursing interventions, evaluating and adjusting individual care plans created in collaboration with the patient/client, caregivers, family members and other health and social workers.

PC 04. Application of professional skills (abilities), medical means, interventions and actions to ensure the patient/client's dignity, privacy (intimacy), confidentiality, protection of their rights, physical, psychological and spiritual needs on the basis of transcultural nursing, tolerant and nonjudgmental behavior.

PC 05. Ability to effectively apply a set of nursing skills (abilities), medical products, interventions and actions to provide care based on a holistic approach, taking into account the satisfaction of the patient's needs for comfort, nutrition, personal hygiene and the ability of the person to meet their daily needs.

PC 06. Ability to effectively apply a set of professional skills (abilities), medical means, interventions and actions in assessing the functional status of patients/clients, preparing them for diagnostic tests and collecting biological material for laboratory tests.

PC 08. Preventive activities of the nurse aimed at maintaining and promoting health, preventing diseases and informing and educating the patient and his/her family members.

PC 09. Ability to organise, implement and monitor the nursing process in palliative and hospice care.

PC 11. Ability to conduct medical and social rehabilitation to restore public health.

PC 14. Ability to organise and provide emergency care for various acute conditions.

PC 15. Ability to organise and provide emergency care in emergency situations in peacetime and wartime.

**1.3.2.** The study of the educational component ensures that higher education students acquire the following program learning outcomes:

PLO 1. Conduct nursing subjective and objective examination of various organs and systems of the patient and evaluate the data obtained.

PLO 2. Conduct nursing diagnostics: identify and assess patient problems.

- In the conditions of 303, at home, predictable circumstances, be able to identify real patient problems, assess their priority and establish a nursing diagnosis.

PLO 3. Plan nursing interventions.

PLO 4. To control the work of junior medical staff and the state of inventory.

PLO 5. To carry out nursing administration.

PLO 6. To ensure a healthy microclimate in the team. Using the principles of nursing ethics and deontology, rules of interpersonal communication in order to create a favorable psychological climate, be able to

PLO 7. To participate in the provision of observation of healthy and ill population, rehabilitation and dispensary supervision.

PLO 8. Perform medical manipulations to ensure sanitary and anti-epidemic regime.

PLO 12. Properly perform medical manipulations in order to take measures to stabilize the functional state of the body.

PLO 14. To be able to prepare a patient, to collect and send biological material for laboratory and instrumental research.

PLO 16. Ability to perform interdependent nursing functions with accuracy.

PLO 20. Properly maintain appropriate medical records

**1.3.3** The study of the educational component ensures that higher education students acquire the following social skills (**Soft skills**):

- Communication skills
- Ability to work in a team, communicate with people and manage conflicts
- Ability to evaluate and analyze situations
- Ability to organize, plan and effectively execute projects and tasks
- Ability to perform work professionally and responsibly

- Ability to demonstrate emotional intelligence in interactions with colleagues, clients, and supervisors, a sense of tact and timely response.

## INFORMATION SCOPE OF THE EDUCATIONAL COMPONENT

### 2.1 Description of the educational component

Name of indicators	Field of knowledge, field of study, educational qualification level	Characteristics of the educational component
		full-time form of study
Number of credits –3	Field of study 22 "Health care"	Elective
Total number of hours -90	Specialty: 223 "Nursing"	Year of preparation:
		2
		Semester
		3 or 4
		Lectures
Hours for full-time study: classroom -32 of independent work by a higher education applicants -58	Educational qualification level: First (bachelor's)	0
		Practical
		32 hours.
		Independent work
		54 hours.
		Individual tasks.
		Type of control: credit

#### 2.2.1 Lectures - not provided

#### 2.2.2 Seminars - not provided by the program

#### 2.2.3 Practical classes

№	Topic	Number of hours	Teaching methods	Forms of control
1	The role and place of care for patients with disabilities. Basic principles and organisational principles of care for patients with disabilities	2	narration- explanation, conversation, demonstration, presentation, videos, videos, discussion, round table, business, role- playing, simulation game, modelling	oral questioning (individual and frontal); written questioning; test control; creative tasks; individual tasks; abstracts; annotations; mutual control; self-control; report; speech on a given topic

			processes and situations, delegation of authority, case method, debate, sparring partnership (learning in pairs),	
2	Deontological and psychological aspects of communication with a patient with disabilities	2	narration-explanation, conversation, demonstration, presentation, videos, videos, discussion, round table, business, role-playing, simulation game, modelling processes and situations, delegation of authority, case method, debate, sparring partnership (learning in pairs),	oral questioning (individual and frontal); written questioning; test control; creative tasks; individual tasks; abstracts; annotations; mutual control; self-control; report; speech on a given topic
3	Medical secrecy. The concept of iatrogeny	2	narration-explanation, conversation, demonstration, presentation, videos, videos, discussion, round table, business, role-playing, simulation game, modelling processes and situations, delegation of authority, case method, debate, sparring	oral questioning (individual and frontal); written questioning; test control; creative tasks; individual tasks; abstracts; annotations; mutual control; self-control; report; speech on a given topic

			partnership (learning in pairs),	
4	Treatment and security regime of medical and preventive care facilities. Safe hospital environment.	2	narration-explanation, conversation, demonstration, presentation, videos, videos, discussion, round table, business, role-playing, simulation game, modelling processes and situations, delegation of authority, case method, debate, sparring partnership (learning in pairs),	oral questioning (individual and frontal); written questioning; test control; creative tasks; individual tasks; abstracts; annotations; mutual control; self-control; report; speech on a given topic
5	Psychological, social and moral aspects of palliative care. The art of communication	4	-<<-	-<<-
6	Assessment of the functional state of a seriously ill patient.	2	-<<-	-<<-
7	Caring for patients with motor disabilities Transporting a patient	2	-<<-	-<<-
8	Care for patients with disabilities that have developed as a result of cerebrovascular disorders	2	-<<-	-<<-
9	Care of patients with signs of mental disorders	2	-<<-	-<<-
10	Care for patients with visual and hearing impairments	2	-<<-	-<<-
11	Cancer patient: assessment of functional status. Caring for a cancer patient	2	-<<-	-<<-
12	Palliative care for HIV-infected patients. Problems of ethical and deontological care	2	-<<-	-<<-
13	Care for seriously ill and agonising patients	4	-<<-	-<<-
14	Credits	2	-<<-	oral questioning (individual and frontal); written questioning; test



				control; creative tasks; individual tasks; abstracts; annotations; mutual control; self-control; report;
	Total	32		

#### 2.2.4. Laboratory classes - not provided by the programme

#### 2.2.5. Independent work

№	Topic	Number of hours	Teaching methods	Forms of control
1	Deontological aspects of the relationship between a healthcare professional and patients with disabilities.	4	video clips, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
2	Iatrogenic diseases	2	video clips, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
3	Special palliative care Hospice, the work of a nurse.	4	video clips, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
4	Caring for patients during rehabilitation after myocardial infarction	4	video clips, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
5	Care of a patient during rehabilitation after a hip fracture	4	video clips, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
6	Care for patients after injuries and fractures	4	video clips, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
7	Care for patients with diabetes mellitus	4	video clips, video films,	abstracts; annotations;

			independent work with information sources.	self-control; report; speech on a given topic
8	Care for cancer patients	4	video clips, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
9	Care for patients after surgery	4	video clips, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
10	Care for blind people	4	video clips, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
11	Care for patients during rehabilitation after strokes	4	video clips, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
12	Alzheimer's disease and Parkinson's disease - peculiarities of care Methods of transporting patients with disabilities	4	video clips, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
13	Palliative care for HIV-infected patients. Problems of ethical and deontological care.	4	video clips, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
14	Methods of transporting patients with disabilities	4	video clips, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
15	Psychological, social and spiritual aspects of working with terminally ill patients.	2	video clips, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
16	Euthanasia	2	video clips, video	abstracts;

			films, independent work with information sources.	annotations; self-control; report; speech on a given topic
	Total	58		

**Teaching methods (list only those used in teaching the discipline):** lecture, narration-explanation, conversation, demonstration, presentation, videos, videos, discussion, round table, business, role-playing, simulation game, modelling processes and situations, delegation of authority, case method, debate, sparring partnership (learning in pairs),

**Control methods:**

*Current control:* oral questioning (individual and frontal); written questioning; test control; creative tasks; individual tasks; abstracts; annotations; mutual control; self-control; report; speech on a given topic;

*Final control:*. credit

Assessment	Assessment criteria
"Excellent"	The applicant for higher education shows special creative abilities, is able to acquire knowledge independently, finds and processes the necessary information without the help of a teacher, is able to use the acquired knowledge and skills to make decisions in non-standard situations, convincingly argues answers, independently reveals his/her own talents and inclinations
"Very good"	The applicant for higher education is fluent in the studied amount of material, applies it in practice, freely solves exercises and problems in standard situations, independently corrects the mistakes made, the number of which is insignificant
"Good"	The higher education applicant is able to compare, summarize, systematize information under the guidance of a teacher; generally apply it independently in practice; control their own activities; correct errors, including significant ones, select arguments to support opinions
"Satisfactory"	The applicant for higher education reproduces a significant part of the theoretical material, shows knowledge and understanding of the main provisions; with the help of the teacher can analyze the educational material, correct errors, among which there are a significant number of significant
"Sufficient"	The higher education applicant has knowledge of educational material at a level higher than the primary level, reproduces a significant part of it at the reproductive level
"Unsatisfactory"	with the possibility of retaking the semester control The higher education student has the material at the level of individual fragments that make up a small part of the educational material
"Unsatisfactory"	with mandatory re-study for credit The higher education applicant has the material at the level of elementary recognition and reproduction of individual facts, elements, objects
In particular, criteria for assessing practical skills in disciplines	

"Excellent"	The applicant for higher education corresponds to a high (creative) level of competence: the applicant for higher education shows special creative abilities, demonstrates the performance of practical skills without errors and has systematic theoretical knowledge (knows the methodology for performing practical skills, indications and contraindications, possible complications, etc.
"Good"	The higher education applicant independently demonstrates the performance of practical skills, making some inaccuracies that are quickly corrected, has theoretical knowledge (knows the methodology for performing practical skills, indications and contraindications, possible complications, etc.)
"Satisfactory"	The higher education applicant demonstrates the performance of practical skills, making some mistakes that can be corrected by the teacher, has satisfactory theoretical knowledge (knows the basic provisions of the methodology for performing practical skills, indications and contraindications, possible complications, etc.)
"Unsatisfactory"	The student cannot demonstrate practical skills independently (performs them, making gross mistakes), does not have a sufficient level of theoretical knowledge (does not know the methodology for performing practical skills, indications and contraindications, possible complications, etc.)

Recalculation of the average grade for the current educational activity into a multi-point scale is carried out in accordance with the "Instructions for evaluating the educational activity of bachelor of nursing" or the average grade (to the nearest hundredth) for the teacher with the help of the ASU electronic journal automatically obtains ED.

Recalculation of the average grade for the current activity into a multi-point scale  
(for disciplines ending with credit)

4-point scale	200-point scale	4-point scale	200-point scale	4-point scale	200-point scale
5	200	4.22-4.23	169	3.45-3.46	138
4.97-4.99	199	4.19-4.21	168	3.42-3.44	137
4.95-4.96	198	4.17-4.18	167	3.4-3.41	136
4.92-4.94	197	4.14-4.16	166	3.37-3.39	135
4.9-4.91	196	4.12-4.13	165	3.35-3.36	134
4.87-4.89	195	4.09-4.11	164	3.32-3.34	133
4.85-4.86	194	4.07-4.08	163	3.3-3.31	132
4.82-4.84	193	4.04-4.06	162	3.27-3.29	131
4.8-4.81	192	4.02-4.03	161	3.25-3.26	130
4.77-4.79	191	3.99-4.01	160	3.22-3.24	129
4.75-4.76	190	3.97-3.98	159	3.2-3.21	128
4.72-4.74	189	3.94-3.96	158	3.17-3.19	127
4.7-4.71	188	3.92-3.93	157	3.15-3.16	126
4.67-4.69	187	3.89-3.91	156	3.12-3.14	125
4.65-4.66	186	3.87-3.88	155	3.1-3.11	124
4.62-4.64	185	3.84-3.86	154	3.07-3.09	123
4.6-4.61	184	3.82-3.83	153	3.05-3.06	122
4.57-4.59	183	3.79-3.81	152	3.02-3.04	121
4.54-4.56	182	3.77-3.78	151	3-3.01	120

4.52-4.53	181	3.74-3.76	150	Less3	Insufficient
4.5-4.51	180	3.72-3.73	149		
4.47-4.49	179	3.7-3.71	148		
4.45-4.46	178	3.67-3.69	147		
4.42-4.44	177	3.65-3.66	146		
4.4-4.41	176	3.62-3.64	145		
4.37-4.39	175	3.6-3.61	144		
4.35-4.36	174	3.57-3.59	143		
4.32-4.34	173	3.55-3.56	142		
4.3-4.31	172	3.52-3.54	141		
4.27-4.29	171	3.5-3.51	140		
4.24-4.26	170	3.47-3.49	139		

The maximum number of points that a student of higher education can score for studying a discipline is 200 points, the minimum number of points is 120, which is the basis for enrolling in a discipline. a student of higher education who has completed the study of the discipline is marked "credited" in the record book, and points from 120 to 200 and "credited" are issued in the report.

**Assessment of independent work of higher education students.** The independent work of the higher education applicant is the main one for the internship.

**Evaluation of individual tasks of the applicant for higher education** is carried out under the conditions of fulfillment of the teacher's tasks. Points (no more than 10) are added as incentives. The total amount of points for the current educational activity may not exceed 200 points.

#### **Performing one of the types of work:**

- Conducting an examination of an exemplary patient, and demonstrating skills in the use of nursing theories and preparing a review of the scientific literature on the case
- Preparation of a literature review on one of the topics proposed for independent work

### **3.2. List of questions for the test on the educational component "Care for patients with disabilities".**

The role and place of care for patients with disabilities. Basic principles and organisational principles of care for patients with disabilities

Deontological and psychological aspects of communication with patients with disabilities

Medical confidentiality. The concept of iatrogeny

Medical and security regime of medical and preventive institutions. Safe hospital environment.

Psychological, social and moral aspects of palliative care. The art of communication

Assessment of the functional state of a seriously ill patient.

Caring for patients with limited mobility Transporting a patient

Caring for patients with disabilities developed as a result of cerebrovascular disorders

Care for patients with visual and hearing impairments

Care for patients with signs of mental disorders

Oncological patient: assessment of functional status. Caring for a cancer patient

Palliative care for HIV-infected patients. Problems of ethical and deontological care

Care of seriously ill and agonising patients

### **LIST OF PRACTICAL SKILLS**

1. Carry out sanitary treatment of the patient.
2. Selection and preparation of disinfectant solutions with the required properties and concentration.
3. Disinfection of care items, patient's personal hygiene, and utensils.
4. Preparing the bed for the patient/sick person.
5. Change of underwear and bed linen for a bedridden patient.

6. Transporting and transferring the patient.
7. Skin care. Washing of bedridden patients, drying.
8. Hair care: washing, combing, cutting, shaving.
9. Washing of bedridden patients.
10. Measures to prevent pressure ulcers.
11. Skin care in case of pressure ulcers.
12. Eye care: rinsing, eye baths.
13. Cleaning of the external auditory canal.
14. Nasal toilet, cleaning of the nasal passages.
15. Oral care: irrigation, rinsing, brushing teeth.
16. Supplying vessel and urinary tract to bedridden patients.
17. Use of hygiene products in bedridden patients.
18. Preparation of a diet for various diseases.
19. Feeding a bedridden patient with a spoon, sippy cup.
20. Introduction of food mixtures through a probe.
21. Feeding patients through the gastrostomy, treatment of the skin around the gastrostomy.
22. Counting the respiratory rate, recording in the temperature sheet and modern information systems.
23. Assist patients with cough, shortness of breath, haemoptysis and pulmonary bleeding.
24. Oxygen supply from an oxygen pillow, through a nasal catheter.
25. Determination of the pulse, its characteristics, graphical and digital recording in the temperature sheet.
26. Measurement of blood pressure, its registration.
27. Helping patients with heart pain, fainting, collapse.
28. Determination of edema, daily diuresis, water balance.
29. Carrying out resuscitation measures.

**3.3 Control questions and tasks for independent work** Mastery of topics that are submitted only for independent work is checked during the test session.

The basic list of types of independent work of higher education students is developed in accordance with the structure of the educational component.

**3.4 Individual assignments** (a list approved at a meeting of the department with the number of points for their completion, which may be added as incentives):

- Examination of an exemplary patient in need of palliative care and preparation of a review of scientific literature on the case under study
- Preparation of a literature review on one of the topics proposed for independent work

An indicative list of individual tasks:

1. Iatrogenies, their main causes and consequences, moral and deontological aspects of the development of iatrogenic diseases.
2. Definition and essence of medical secret, history of its formation - from ancient India to modern Ukraine.
3. The human right to life and death, the problem of the value of human life.
4. Problems of HIV-positive people and children with AIDS: issues of medical ethics and deontology.
5. Hospice: structure, standards, principles of work. Organisation of work of a hospice nurse.
6. The seriously ill patient. Stages of the disease. Hope. Ethical guidelines for communication with seriously ill patients and their relatives
7. Psychosocial support at the end of life. Fear of death. Death as a natural departure from life. Reorientation of treatment. Psychological assistance in the last stage of life. Working with grief.

The pain of divorce.

8. Organisation of multidisciplinary cooperation in the provision of palliative care to incurable patients.
9. Palliative care for patients with long-term chronic diseases. The role and tasks of the nurse.
10. Emotional burnout syndrome in palliative care workers.

**3.5. Other incentives** (conditions for awarding additional points for various types of informal and informational activities, including conferences, research, participation in surveys, symposia, etc:)

At the meeting of the department, a list of individual tasks (participation in conferences, specialised competitions, preparation of analytical reviews with presentations with plagiarism checks) was approved with the determination of the number of points for their completion, which can be added as incentives (**no more than 10**)

Points for individual tasks are awarded to the student of higher education once only by commission (commission - head of the department, head teacher, teacher of the group) only under the conditions of their successful completion and defense. In no case can the total sum of points for PND exceed 120 points.

### **3.6. Rules for appealing the assessment**

According to the general regulations and orders of the KhNMU

## **4. DISCIPLINE POLICY**

Requirements of the educational component (a system of requirements and rules that the teacher imposes on higher education students when studying the educational component). In order to achieve the learning objectives and successfully complete the course, you must: get involved in the work from the first day; attend lectures regularly; read the material in advance, before it is considered in the practical class; not be late and not miss classes; come to the department dressed in a medical gown, have a change of shoes, have a phonendoscope, notebook, pen; perform all the necessary tasks and work daily; be able to work with a partner or as part of a group; ask for help and get it when you need it. Written and homework assignments must be completed in full and on time.

Academic mobility and interchangeability of credits are provided (1 credit is 30 hours). Students can discuss different tasks, but their implementation is strictly individual.

Class attendance and behaviour Attendance at lectures and practical classes by higher education students is mandatory. Students are not allowed to be late for lectures and practical classes.

During a lecture, higher education students are recommended to take notes and maintain a sufficient level of silence. It is absolutely normal to ask questions to the lecturer.

The use of electronic gadgets is allowed only with the permission of the lecturer. Spears are not allowed

Recommendations for the successful completion of the discipline (activity of higher education students during practical classes, completion of the required minimum of academic work). Practical classes include:

Active participation in classroom discussions, higher education students must be prepared to understand the material in detail, ask questions, express their point of view, and discuss. During the discussion, it is important to

- respect for colleagues,
- tolerance of others and their experiences,
- receptivity and impartiality,
- the ability to disagree with an opinion but respect the personality of the opponent,
- careful argumentation of one's opinion and courage to change one's position under the influence of evidence,
- I-statements, when a person avoids unnecessary generalisations, describes his/her feelings and formulates his/her wishes based on his/her own thoughts and emotions,
- familiarity with primary sources is required.

Creativity in its various manifestations is encouraged. Higher education applicants are expected to be interested in participating in city, national and international conferences, competitions and other events in the subject area.

Incentives and penalties (additional points for conferences, research, editing, advice, participation in surveys). The assessment of individual tasks of a higher education student is carried out subject to the fulfilment of the teacher's tasks (presentation of an essay at a practical lesson, a report with a presentation at a practical lesson, a report at scientific and practical conferences of the department, university, writing abstracts, articles, participation in the All-Ukrainian Olympiad). Points (no more than 10) are added as incentives.

Safety precautions. The first lesson of the course will explain the basic principles of labour protection by conducting a relevant briefing. Everyone is expected to know where the nearest emergency exit to the classroom is, where the fire extinguisher is located, how to use it, etc.

Procedure for informing about changes in the silent book, etc. The development, updating and approval of the silent manual of the educational component is carried out every academic year. It is obligatory to be posted on the website of the KhNMU in the profile of the educational programme "Medicine" by 30 June of the current academic year for the next academic year;

## 5. ACADEMIC INTEGRITY

Policy on academic integrity (including liability for violations of academic integrity). Compliance with academic integrity by students includes:

- Independent completion of educational tasks, tasks of current and final control of learning outcomes (for persons with special educational needs, this requirement is applied taking into account their individual needs and capabilities);
- References to sources of information in case of using ideas, developments, statements, data;
- Compliance with copyright and related rights legislation;
- Providing reliable information about the results of their own (scientific, creative) activities, used research methods and sources of information.

The Department of Propedeutics of Internal Medicine #2 and Nursing maintains zero tolerance for plagiarism. The student is expected to constantly improve his/her own awareness of academic writing. During the first classes, information sessions will be held on what exactly is considered plagiarism and how to conduct a research and scientific search correctly.

Policy on persons with special educational needs. Higher education students with special needs must meet with the teacher or warn him/her before the start of classes; at the request of the student, the group leader may do so.

## 6. RECOMMENDED READING

### Basic

1. Susan E. Lowey . Nursing Care at the End of Life.: Milne Library State University of New York at Geneseo, 2015.-122 p.
2. Max Watson, Rachel Campbell, Nandini Vallath. Oxford Handbook of Palliative Care, 3th ed., Great Clarendon Street, Oxford, OX2 6DP, United Kingdom, 2019,-886 p
3. Oxford textbook of palliative nursing / edited by Betty R. Ferrell, Nessa Coyle, Judith A. Paice. —
4. 4th edition., Oxford University Press .2015.-1249 p.
5. Hubenko I.Y., Shevchenko O.T., Brazaliy L.P., Apsai V.G. Nursing process - K.: Zdorovy, 2001.
6. Infection control in medical institutions: a textbook / Under the guidance of. Cherkasy, 2007. 44 p.
7. Kasevych N.M. General patient care and medical manipulation techniques: textbook. - K.: Medicine, 2008. - 424 p.
8. Kasevych N.M. Fundamentals of nursing in modules: a textbook. 3rd edition, revised K.: VSV "Medicine", 2018. 480 c.
9. Kovaleva O.M., Lisovyi V.M., Shevchenko S.I., Frolova T.V. et al. Nursing care. Practice: a textbook. 3rd ed. K.: VSV Medicine, 2015. 488 c.



10. Kudriavtseva T.O. Nursing process: stages, content, documentation: study guide manual. K.: Zdorovye, 2001. 96 c.
11. Lisovyi V.M., Olkhovska L.P., Kapustnyk V.A. Fundamentals of Nursing Textbook. K.: VSV Medicine, 2018. 912 c.
12. Nursing care for the patient: Standards of nursing procedures, manipulations and plans of care and training: a textbook. In, O.T. Shevchenko, L.P. Brazalii, V.G. Apshai. K.: Medicine, 2008. 304 c.
13. Order of the Ministry of Health of Ukraine No. 460 of 01.06.13 On approval of protocols of medical (paramedic, midwife) on patient care and basic medical procedures and manipulations. medical procedures and manipulations.
14. Pasechko, N.V., Lemke, M.O., Mazur, P.E. Fundamentals of Nursing: Textbook. Ternopil: Ukrmedkniga, 2016. 544 c.
15. Savka LS, Razinkova LI, Kotsar OI Patient care and medical manipulative technique: a textbook. Edited by L.M. Kovalchuk, O.V. Kotsar.

### **Auxiliary**

1. Kasevych N.M. Practical Nursing: a textbook - K.: Zdorovye, 2005. - 464 p.
2. Kovaleva O.M., Lisovyi V.M., Shevchenko S.I., Frolova T.V. et al. Nursing care: a textbook. - K.: VSV Medicine, 2010. - 488 p.
3. Shevchenko O.T. Psychology of crisis states: a textbook - Kyiv: Zdorovye, 2005 - 120 p.

### **Information resources**

1. the Law of Ukraine "On Higher Education" of 01.07.2014 No. 1556-VII (Article 16). [Electronic resource]. Access mode: [http://search.ligazakon.ua/l\\_doc2.nsf/link1/T141556.html](http://search.ligazakon.ua/l_doc2.nsf/link1/T141556.html).
3. Order of the Ministry of Education and Science of Ukraine of 05.12.18 No. 1344. "On approval of the standard of higher education in the speciality 223 "Nursing" for the first (bachelor's) degree.
4. Order of the Ministry of Health of Ukraine dated 01.06.2013 "On Approval of Protocols for Nurse Practitioners (Physician Assistants, Midwives) on Patient Care and Basic Medical Procedures and Manipulations". medical procedures and manipulations". [Electronic resource]. Access mode: <https://zakon.rada.gov.ua/go/v0460282-13>.
5. Website of the Vernadsky National Library of Ukraine. [Electronic resource]. Access mode: <http://www.nbuv.gov.ua/>.
6. Kasevych, N.M. K 28 General patient care and medical manipulation textbook / N.M. Kasevych - 2nd edition, revised - K. : Medicine, 2009. - 424 c. [Electronic resource]. Access mode: <http://bmedcol.edu.ua/wpcontent/uploads>.
7. Kovaleva O.M., Safargalina-Kornilova N.A., Gerasymchuk N.M. Deontology in Deontology in medicine: a textbook. Kharkiv, 2014. 258 p. [Electronic resource]. Mode of Access: <http://repo.knmu.edu.ua/bitstream/.pdf>.