

MINISTRY OF HEALTH PROTECTION OF UKRAINE  
KHARKIV NATIONAL MEDICAL UNIVERSITY

Department of propaedeutics of internal medicine No. 2 and nursing

Academic year 2024-2025

**SYLLABUS OF THE EDUCATIONAL COMPONENT**  
**"Nursing theories and process"**

**Elective educational component**

**Form of the educational full-time**

**Field of science 22 "Health care"**

**Specialty "223" Nursing"**

**Educational and professional program "Nursing"**


**The first (bachelor) level of higher education**

**Course fourth**

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

Protocol from  
June 14, 2022 No. 11


Acting Head of the Department

  
As. Professor Pionova O.M.  
(signature) (surname and initials)

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

Protocol from  
August 25, 2022 No. 1

Head of commission

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

**SILOBUS DEVELOPERS:**

1. Khimich T.Yu., associate professor of the department of PIM No. 2 and Nursing, associate professor, Doctor of Medicine
2. Yaroshuk V.V., assistant of the department of PIM No. 2 and Nursing, master of nursing
3. Yeryomenko G.V. Professor of the Department of PIM No. 2 and Nursing, Professor, Doctor of Medical Sciences.

## DATA ON TEACHERS WHO TEACH THE EDUCATIONAL COMPONENT

### **Surname, first name, patronymic, position, academic title, scientific degree**

**Yaroschuk A.V.** Assistant of the Department of PIM No. 2 and Nursing, Master of Nursing

Professional interests: nursing

Contact phone and e-mail of the teacher+380972419718 [av.yaroshchuk@knmu.edu.ua](mailto:av.yaroshchuk@knmu.edu.ua)

Information about consultations Face-to-face consultations: according to the department's schedule on the basis of the department - regional clinical hospital according to the previous one by agreement Online consultations: by appointment by agreement with the teacher using the resources of the Moodle system (<http://31.128.79.157:8083/login/index.php>)

Location Venue of lectures and practical classes: lecture hall and classrooms of the department of PIM No. 2 and nursing, and (Trinkler St. 3)

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

## INTRODUCTION

**The syllabus of the educational component** "Nursing theories and process" was compiled in accordance with the educational and professional program (hereinafter referred to as "Nursing") "Nursing" and the Standard of Higher Education of Ukraine (hereinafter referred to as Standard), first (bachelor's) level, field of knowledge 22 "Health Care", specialty "Nursing"

**Description of the educational component (abstract)** "Nursing theories and process" is an educational clinical discipline that studies main conceptual nursing models, p concepts of health, diseases, functions of nursing, basic nursing models, stages of the nursing process, taxonomy of nursing diagnosis.

**The subject** of study of the educational component "Nursing theories and process" is a complex of theoretical and practical questions aimed at mastering the basic methods of patient examination by the student of higher education in order to determine the state of his health, the patient's problems, planning care based on the nursing process, filling out medical and nursing documentation.

**Pre-requisites and post-requisites:** according to the sample curriculum, the study of the educational component "Nursing theories and process" is carried out when the student of higher education has acquired relevant knowledge of the main basic disciplines: medical biology, medical and biological physics, human anatomy, physiology, "Examination and assessment of health status" "I am a person" etc.. In turn, the discipline "Nursing theories and process" forms the basis for the student of higher education to study the next clinical discipline - clinical nursing in internal medicine, which involves "vertical" integration with these disciplines and the formation of skills to apply knowledge from the main methods of examination of the patient in the process of further education and in professional activity.

**Link to the educational component page 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** "Nursing theories and process" is the formation of the basics in the student of higher education clinical thinking and the acquisition of professional competences in patient examination and assessment of health and the main manifestations of diseases of internal organs in compliance with the principles of the nursing process

**1.2. The main tasks of studying the educational component** "Nursing theories and process" are:

- Knowledge and history of the development of nursing theory.
- Know the main conceptual nursing models,
- Define the concepts of individual, family, social group as objects nursing care,

- Understand pill health, illness
- Know the functions of nursing,
- Know the main nursing models,
- Know the stages of the nursing process,
- Know the taxonomy of nursing diagnosis.
- To be able to monitor the patient and determine the state of health,
- Be able to identify the patient's problems,
- Be able to plan care based on the nursing process,
- Fill out medical and nursing documentation.

**1.3. Competencies and learning outcomes**, the formation of which contributes to the discipline (the relationship with the normative content of the training of higher education applicants, formulated in terms of learning outcomes in the OPP and the Standard).

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

**Integral:**

**Competencies and learning outcomes.**

In accordance to the requirements of the standard of the discipline, the acquirer of higher education is ensured

**competencies:**

– *integrative:*

The ability to solve typical and complex specialized tasks and practical problems in professional activities in the field of health care, or in the learning process, which involves conducting research and/or implementing innovations and is characterized by the complexity and uncertainty of conditions and requirements.

- general:

GC 01. The ability to realize one's rights and responsibilities as a member of society, to realize the values of a civil (free democratic) society and the need for its sustainable development, the rule of law, the rights and freedoms of a person and a citizen in Ukraine.

GC 02. The ability to preserve and multiply 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, techniques and technologies, use different types and forms motor activity for active recreation and leading a healthy lifestyle.

GC 03. Ability to abstract thinking, analysis and synthesis

GC 04. Ability to apply knowledge in practical situations

GC 05. Knowledge and understanding of the subject area and understanding of professional activity

GC 06. Ability to communicate in the state language both orally and in writing

GC 07. Ability to communicate in a foreign language

GC 08. Skills in using information and communication technologies

GC 09. Determination and persistence in relation to assigned tasks and assumed responsibilities

GC 10. Ability to make informed decisions

GC 11. Ability to work in a team

GC 12. Skills of interpersonal interaction

GC 13. Ability to act on the basis of ethical considerations

– special (professional, subject):

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

PC 02. The ability to recognize and interpret signs of health and its changes, illness or disability (assessment/diagnosis), restrictions on the possibility of full-fledged life activities, and to determine the problems of patients with various diseases and conditions.

PC 03. The ability to meet the needs of the patient/client during various periods of life (including the dying process) by planning, assisting and implementing nursing interventions, evaluating and correcting individual care plans created in collaboration with the patient/client, caregivers, family members and other medical and social workers.

PC 04. Application of professional skills (skills), medical means, interventions and actions to ensure the patient/client's dignified treatment, privacy (intimacy), confidentiality, protection of his rights, physical, psychological and spiritual needs on the basis of transcultural nursing, tolerant and non-judgmental behavior .

PC 05. The ability to effectively apply a combination of nursing skills (skills), medical devices, interventions and actions to provide care based on a holistic (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 his daily needs.

PC 06. Ability to effectively apply a set of professional skills (skills), medical devices, interventions and actions in assessing the functional state of patients/clients, preparing them for diagnostic studies and taking biological material for laboratory studies.

PC 08. Preventive activities of a nurse aimed at preserving and strengthening health, preventing diseases and informing and educating the patient and his family members.

PC 09. Ability to organize, implement and control the nursing process in palliative and hospice care.

PC 10. Ability to organize the provision of medical care according to the principle of family medicine.

PC 11. The ability to carry out medical and social rehabilitation in order to restore the health of the population.

PC 13. The ability to identify the relationship between clinical manifestations of diseases and the results of additional research methods.

PC 14. Ability to organize and provide emergency care in various acute conditions.

PC 15. Ability to organize and provide emergency assistance in peacetime and wartime emergencies.

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

PLO 2. Carry out nursing diagnosis: identify and assess the patient's problems.

PLO 7. Participate in monitoring of healthy and sick population, rehabilitation and dispensary supervision.

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

- Communication skills
- Ability to work in a team, communicate with people and manage conflicts
- the ability to assess and analyze situations
- Ability to organize, plan and effectively execute projects and tasks
- Ability to perform work professionally and responsibly
- The ability to demonstrate emotional intelligence in interactions with colleagues, clients, with the manager, a sense of tact and timeliness of reaction.

## 2. INFORMATION SCOPE OF THE EDUCATIONAL COMPONENT

### 2.1 Description of the educational component

Name of indicators	Field of knowledge, direction of training, educational and qualification level	Characteristics of the educational component
		<b>Full-time education</b>
The number of credits is 3	Training direction 22 "Health care"	<b>Elective</b>
The total number of hours is 90	Specialty: <u>223 "Nursing"</u>	<b>Year of training:</b>
		4th
		<b>Semester</b>
		7th or 8th
Hours for full-time study: classroom - 36 self-employed person with a higher education -54	Education level: bachelor	<b>Lectures</b>
		8 hours
		<b>Practical</b>
		28 hours
		<b>Independent work</b>
		54 hours
		Individual tasks.
		Type of control: Credit

#### 2.2.1 Lectures

No s/p	Topic name	Number hours	Type of lecture
1	Nursing process - historical essay. Professional organizations of nurses. Functions of nursing Stages of the nursing process	2	Thematic
2	Nursing theories - history and modernity. Prominent theorists of nursing	2	Thematic
3	Basic conceptual nursing models Standards (norms) of nursing activity	2	Thematic
4	Nursing documentation. Official forms of medical documentation in health care institutions of Ukraine Taxonomy of nursing diagnosis	2	Thematic
Total lecture hours		8	

#### 2.2.2 Seminar classes are not included in the program

#### 2.2.3 Practical classes

No s/p	Topic name	Number hours	Teaching methods	Forms of control
1	Individual, family, social groups as objects of nursing care. The concept of health, illness. Peculiarities of the nursing process in specialized clinics, public health centers, in the family, in the community.	4	story-explanation, conversation, demonstration, presentation, video clips, video films, discussion,	oral survey (individual and face-to-face); written survey; test control; creative tasks; individual tasks; abstracts;

			round table, business, role-playing, simulation game, simulation of processes and situations, delegation of authority, case method, debate, sparring-partnership (study in pairs),	annotations; mutual control; self-control; report; declamation
2	Nursing theories - history and modernity. Prominent theorists of nursing.	2	story-explanation, conversation, demonstration, presentation, video clips, video films, discussion, round table, business, role-playing, simulation game, simulation of processes and situations, delegation of authority, case method, debate, sparring-partnership (study in pairs),	oral survey (individual and face-to-face); written survey; test control; creative tasks; individual tasks; abstracts; annotations; mutual control; self-control; report; declamation
3	Main nursing models, comparative characteristics. Virginia Henderson's sister model Advanced health model - model Allen. Care and well-being are the tool and goal of nursing.	4	story-explanation, conversation, demonstration, presentation, video clips, video films, discussion, round table, business, role-playing, simulation game,	oral survey (individual and face-to-face); written survey; test control; creative tasks; individual tasks; abstracts; annotations; mutual control; self-control; report; declamation

			simulation of processes and situations, delegation of authority, case method, debate, sparring-partnership (study in pairs),	
4	Nursing process - definition, tasks, functions, stages	2	story-explanation, conversation, demonstration, presentation, video clips, video films, discussion, round table, business, role-playing, simulation game, simulation of processes and situations, delegation of authority, case method, debate, sparring-partnership (study in pairs),	oral survey (individual and face-to-face); written survey; test control; creative tasks; individual tasks; abstracts; annotations; mutual control; self-control; report; declamation
5	The first stage of the nursing process.	2	-<<-	-<<-
6	The second stage of the nursing process	2	-<<-	-<<-
7	The third and fourth stages of the nursing process.	2	-<<-	-<<-
8	The fifth stage of the nursing process.	2	-<<-	-<<-
9	Nursing standards. Taxonomy and formulation of nursing diagnosis	2	-<<-	-<<-
10	Nursing documentation. Official forms of medical documentation in healthcare institutions of Ukraine.	4	-<<-	-<<-
11	Credit class	2	-<<-	oral survey (individual and face-to-face); written survey; test control; creative tasks; individual tasks;
	Hours in general	28		



## 2.2.4. Laboratory classes are not included in the program

## 2.2.5. Independent work

No s/p	Topic name	Number hours	Teaching methods	Forms of control
1	Nursing functions. Development in historical aspect	3	videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; declamation
2	Code of ethics of the nurse. Legislation in medicine	3	videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; declamation
3	Founders and prominent figures of the sisterhood	3	videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; declamation
4	Maslow's hierarchy of human needs	3	videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; declamation
5	Interpersonal communication in the nursing process	3	videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; declamation
6	Model Florence Nightingale	3	videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; declamation
7	Models by D. Orlando, F. Abdella, E. Wiedenbach	3	videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; declamation
8	Models of R. Parsi, M. Leininger, I. King	3	videos, video films,	abstracts; annotations;

			independent work with information sources.	self-control; report; declamation
9	Model M. Rogers, S. Roy, B. Neumann, D. Watson	3	videos, films, independent work with information sources.	video abstracts; annotations; self-control; report; declamation
10	Models E. Boykin, S. Schoenhofer	3	videos, films, independent work with information sources.	video abstracts; annotations; self-control; report; declamation
11	Nursing standards	3	videos, films, independent work with information sources.	video abstracts; annotations; self-control; report; declamation
12	Theories of nursing - comparative characteristics	3	videos, films, independent work with information sources.	video abstracts; annotations; self-control; report; declamation
13	Stages of the nursing process (preparation of didactic handouts)	3	videos, films, independent work with information sources.	video abstracts; annotations; self-control; report; declamation
14	Nursing diagnosis	3	videos, films, independent work with information sources.	video abstracts; annotations; self-control; report; declamation
15	Peculiarities of medical and nursing documentation	3	videos, films, independent work with information sources.	video abstracts; annotations; self-control; report; declamation
16	Formulation of nursing diagnoses. Errors in the process of diagnosis	3	videos, films, independent work with information sources.	video abstracts; annotations; self-control; report; declamation
17	Nursing interventions, comparison with medical	3	videos,	video abstracts;

	interventions		films, independent work with information sources.	annotations; self-control; report; declamation
18	Standards of nursing care	3		
	Hours in general	54		

**Teaching methods (indicate only those that are used during the teaching of the discipline):** lecture, story-explanation, conversation, demonstration, presentation, video clips, video films, discussion, round table, business, role-playing, simulation game, simulation of processes and situations, delegation of authority, case method, debate, sparring-partnership (study in pairs) ,

**Control methods:**

*Current control:* oral survey (individual and face-to-face); written survey; test control; creative tasks; individual tasks; abstracts; annotations; mutual control; self-control; report; declamation;

*Final control:* . test

**3. EVALUATION CRITERIA**

**3.1.**The evaluation of the educational success of education seekers is carried out on the basis of the current "Instructions for evaluating the educational activity of education seekers of the Khznological State University"

**Organization of assessment of current control.** Mastery of the topic (current control) is monitored in a practical session according to specific goals. The following tools are used to assess the level of training of students of higher education: solving situational problems, interpreting and evaluating the results of laboratory studies, analyzing and evaluating the results of instrumental studies and parameters characterizing the functions of the human body, monitoring the acquisition of practical skills. The final class (CS) must be held according to the program of the educational component during the semester according to the schedule, during classes. Admission of students is carried out by the teacher of the academic group. Evaluation is carried out according to the traditional 4-point system: "excellent", "good", "satisfactory" and "unsatisfactory".

**Criteria for evaluating the results of educational activities students of education in disciplines**

<b>Rating</b>	<b>Evaluation criteria</b>
"Excellent"	A student of higher education shows special creative abilities, knows how to acquire knowledge independently, finds and processes the necessary information without the help of a teacher, knows how to use the acquired knowledge and skills to make decisions in non-standard situations, convincingly argues answers, independently reveals his own gifts and inclinations
"Very good"	A student of 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"	A student of higher education knows how to compare, summarize, systematize information under the guidance of a teacher; in general, independently apply it in practice; control one's own activities; to correct errors, including significant ones, to select arguments to support opinions
"Satisfactory"	

	The student of higher education reproduces a significant part of the theoretical material, demonstrates knowledge and understanding of the main provisions; with the help of the teacher, he can analyze the educational material, correct errors, among which there are a significant number of significant ones
"Enough"	A student of higher education possesses educational material at a level higher than the elementary one, reproduces a significant part of it at the reproductive level
"Unsatisfactorily" with the possibility of retaking the semester control	A student of higher education possesses the material at the level of individual fragments, which constitute a small part of the educational material
"Unsatisfactorily" with mandatory repeated study of credit	The student of higher education possesses the material at the level of elementary recognition and reproduction of individual facts, elements, objects
In particular, the criteria for evaluating practical skills in disciplines	
"Excellent"	The student of higher education corresponds to a high (creative) level of competence: the student of higher education shows special creative abilities, independently demonstrates the implementation of practical skills without errors and possesses systematic theoretical knowledge (knows the methodology of performing practical skills, indications and contraindications, possible complications, etc.) and has the ability to make decisions in non-standard situations.
"Good"	The student of higher education independently demonstrates the performance of practical skills, admitting some inaccuracies, which he quickly corrects, possesses theoretical knowledge (knows the methodology of performing practical skills, indications and contraindications, possible complications, etc.)
"Satisfactory"	The student of higher education demonstrates the performance of practical skills, making some mistakes that can be corrected when corrected by the teacher, possesses satisfactory theoretical knowledge (knows the basic provisions of the methodology for performing practical skills, indications and contraindications, possible complications, etc.).
"Unsatisfactory"	A student of higher education cannot independently demonstrate practical skills (performs them, making gross mistakes), does not possess a sufficient level of theoretical knowledge (does not know the methods of 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 students of higher education..." or the average grade (to the nearest hundredth) for PND is automatically obtained by the teacher with the help of the ASU electronic journal.

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	Less than 3	Not enough
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 a student of higher education, which is provided for by the topic of the lesson along with the classroom work, is evaluated during the current control of the topic in the corresponding lesson and during the assessment. **Assessment of individual tasks of a student of higher education** is carried out under the conditions of the performance of the teacher's tasks (report of an abstract at a practical session, a report with a presentation at a practical session, a report at scientific and practical conferences of the department, university, writing theses, articles, participation in the All-Ukrainian Olympiad). Points (no more than 10) are added as incentives. WITH total points for current educational activity cannot exceed 120 points.

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

- Conducting an examination of a demonstrative patient, and demonstrating the skills of using nursing theories and preparing a review of the scientific literature on the case under study
- Preparation of a literature review according to one of the proposed for independent work

### **3.2.A list of questions for credit from the educational component**

#### **"Nursing Theories and Process."**

##### Theoretical questions

1. Definition of sisterhood.
2. Professional organizations of nurses.
3. Code of ethics of a nurse.
4. Dependent, independent, interdependent functions of nurses.
5. Prominent nursing theorists and practitioners.
6. Individual, family, society as objects of nursing care.
7. The concept of health and disease.
8. Human needs and responses as the basis of nursing models. Maslow's hierarchy of human needs.
9. Nursing theories (models) - a general characteristic. IO. Model Florence Nightingale.
10. Model D. Orem.
11. Model I. Orlando.
12. Model by F. Abdella.
13. Model E. Wiedenkah.
14. Model R. Parsi.
15. Model M. Leininger.
16. Model I. King.
17. Model M. Rogers.
18. Model S. Roy.
19. Model B. Neumann.
20. Model D. Watson.
21. Model E. Boykin, S. Schoenhofer.
22. Comparative characteristics of different nursing models.
23. V. Henderson's model as the basis of the nursing process for the countries of the reformation period.
24. The Allen model is an improved model of health.
25. Definition of nursing process.
26. 3 tasks and functions of the nursing process.
27. Stages of the nursing process: definition, nursing diagnosis, implementation planning, evaluation.
28. Examination and determination of the state of health as one of the phases of the first stage of the nursing process.
29. The second stage of the nursing process.
30. Nursing diagnosis is the diagnosis and treatment of human reactions to existing and potential health problems.
31. Historical evolution of nursing diagnosis, principles of nursing diagnosis.
32. Medical and nursing diagnoses, the main differences.
33. Taxonomy of nursing diagnosis.
34. Nursing Diagnoses of the North American Association of Nursing Diagnoses (1990).
35. Formulation of nursing diagnoses. Errors in the process of diagnosis.
36. The third stage of the nursing process
37. Four phases of the planning stage.
38. Rules for formulating results
39. Nursing interventions, comparison with medical interventions.

40. Implementation of the plan - care preparation, nursing intervention, entry in the documentation.
41. Models of human reactions. Patient education.
42. Models of nursing care: functional nursing, brigade nursing
43. Nursing, primary nursing, medical case management.
44. Types of patient care documentation.
45. The fifth stage of the nursing process.
46. Continuity of the evaluation process.
47. The four steps of the evaluation process.
48. Standards of nursing care.
49. Ensuring the quality of care.
50. Evaluation of the quality of care.

#### **List of practical skills.**

1. Determine the problems of a specific patient and the level of satisfaction of his basic needs.
2. Identify situations related to health.
3. To determine which of the models is best to apply in the conditions of medical reform in Ukraine.
4. Compare the category of needs according to V. Maslow with the category of needs according to V. Henderson.
5. Compare two approaches to nursing activity: the approach based on Alain's nursing model and the approach based on the traditional nursing model.
6. Determine the actions of the nurse in relation to the five phases of the nursing process.
7. Collect the main and secondary complaints of the patient.
8. Collect and issue anamnesis of the disease and anamnesis of life.
9. Conduct a general and detailed examination of the patient.
10. Synthesize the received data of the subjective and objective examination of the patient.
11. Formulate a nursing diagnosis of a specific patient.
12. Determine actual and potential problems of the patient.
13. According to the nursing diagnosis, write a plan of nursing care.
14. Determine the category of the patient in terms of the urgency of providing care in accordance with the establishment of priorities.
15. Fill out nursing and traditional medical documentation
16. Carry out an assessment process at each stage of the nursing process Assess the quality of patient care.
17. Formulate a nursing diagnosis of a specific patient,
18. Using the PAASD Nursing Diagnoses Taxonomy.
- 19.

**3.3. Control questions and tasks for independent work** Mastery of topics that are presented only for independent work is checked during the current class, credit.

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

Subject to inspection:

1. level of theoretical knowledge;
2. development of creative thinking;
3. independent work skills
4. competences (the ability to synthesize the acquired knowledge and apply it in the solution of practical classes)
5. the level of formation of mandatory abilities and skills included in the section.
6. fulfillment of individual tasks of a student of higher education.

7.

**3.4. Individual tasks**(the list with the determination of the number of points for their performance, which can be added as incentives) was approved at the department meeting:

At the request of the student of higher education, while studying relevant topics, he can perform individual work, which is carried out outside of class time and, upon successful completion, is additionally evaluated by the teacher.

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

At the meeting of the department, a list of individual tasks was approved (participation with reports in conferences, professional Olympiads, preparation of analytical reviews with presentations with a plagiarism check) with the determination of the number of points for their performance, 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 challenging the assessment**

In accordance with the general regulations and orders of the KhNMU

## **4. POLICY OF DISCIPLINE**

Educational component requirements (the system of requirements and rules that the teacher presents to students of higher education when studying the educational component). In order to achieve the learning goals and successfully complete the course, it is necessary: to join the work from the first day; regularly attend lectures; read the material in advance, before considering it in a practical session; not to be late or miss classes; come to the department dressed in a medical gown, have a change of shoes, have a stethoscope, a notebook, and a pen with you; perform all the necessary tasks and work every day; 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, interchangeability of credits (volume of 1 credit 30 hours) is provided. Students of higher education can discuss various tasks, but their implementation is strictly individual.

Attendance and behavior Attending lectures and practical classes by students of higher education is mandatory. Students of higher education are not allowed to be late for lectures and practical classes.

During the lecture class, students of higher education are recommended to keep a summary of the class and maintain a sufficient level of silence. Asking questions to the lecturer is absolutely normal.

Use of electronic gadgets allowed only with permission of the teacher. Copying, use of various software tools, hints, use of a mobile phone, tablet or other electronic gadgets during class are not allowed.

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

Active participation during the discussion in the audience, students of higher education should be ready to understand the material in detail, ask questions, express their point of view, discuss. During the discussion, the following are important:

- respect for colleagues
- tolerance for others and their experiences,
- receptiveness and impartiality,
- the ability to disagree with an opinion, but respect the personality of the opponent,
- thorough reasoning of one's opinion and the courage to change one's position under the influence of evidence,
- self-expression, when a person avoids unnecessary generalizations, describes his feelings and formulates his wishes based on his own thoughts and emotions,



- mandatory acquaintance with primary sources.

A creative approach in its various manifestations is welcome. Applicants of higher education are expected to be interested in participating in city, all-Ukrainian and international conferences, competitions and other events related to the subject profile.

Incentives and penalties(additional points for conferences, research, editing, advice, participation in surveys). Assessment of individual tasks of a student of higher education is carried out under the conditions of the performance of the teacher's tasks (report of an abstract at a practical session, a report with a presentation at a practical session, a report at scientific and practical conferences of the department, university, writing theses, articles, participation in the All-Ukrainian Olympiad). Points (no more than 10) are added as incentives.

Safety equipment.At the first lesson of the course, the basic principles of labor protection will be explained by means of appropriate instruction. Everyone is expected to know where the nearest exit to the audience is, where the fire extinguisher is, how to use it, etc.

The procedure for informing about changes in the syllabusetc. The development, updating and approval of the syllabus of the educational component is carried out every academic year. Mandatory placement on the website of KhNMU in the profile of the "Nursing" educational program by June 30 of the current academic year for the next academic year;

## **5. ACADEMIC INTEGRITY**

Academic Integrity Policy(including responsibility for violations of academic integrity).Observance of academic integrity by students of education involves:

1. Independent performance of educational tasks, tasks of current and final control of learning results (for persons with special educational needs, this requirement is applied taking into account their individual needs and capabilities);
2. Links to sources of information in the case of using ideas, developments, statements, information;
3. Compliance with the norms of the legislation on copyright and related rights;
4. Providing reliable information about the results of one's own (scientific, creative) activities, used research methods and sources of information.

The department of propaedeutics of internal medicine No. 2 and nursing supports zero tolerance for plagiarism. A desire to constantly improve one's own awareness in academic writing is expected from the student of higher education. In the first classes, information activities will be held on what exactly is considered plagiarism and how to correctly conduct a research and scientific search.

Policy regarding persons with special educational needs.Students of higher education with special needs must meet with the teacher or warn him before the start of classes, at the request of the student of higher education, this can be done by the head of the group.

## **6. RECOMMENDED LITERATURE**

### **Basic**

1. Loiko V.V. "Nursing Process". 2001. Kyiv.
2. Pasechko N.V. "Fundamentals of Nursing" 1999 Ternopil. Ukrmedknyga
3. Fawcett, J. 2005. "Contemporary Nursing Knowledge Analysis and Evolution of Nursing Models and Theories". Philadelphia, FA Davis Company, 2005. P. 364-437
4. Smirnova Z.M. "Handbook on nursing" 2002.
5. Smirnova Z.M. "Fundamentals of Nursing" 2002
6. Kasevich N.M. "Practicum in Nursing" 1998.

### **Auxiliary**

1. Nursing theory and conceptual model - module No 1. Public college named after Grant McEwan, 1996
2. Nursing process (home care process) – module No. 2. Public college named after Grant McEwan 1996

3. Nursing Management and Nursing Diagnosis - R. Lueg, V. Tartish, O. Vemosshi - Losci, W. V. Saunders Somrapu, 1991
4. Theogu and Nursing - R.L. Shinn, M.K. Kgameh, Mosbu Yeag Vok, 1991
5. Nursing Theogies –J. V. Seogge, Arrleton Lange Norwalk, Sonnetsut, 1995