

MINISTRY OF HEALTH OF UKRAINE  
KHARKIV NATIONAL MEDICAL UNIVERSITY

Department of propedeutics of internal medicine №2 and nursing

Academic year 2022-2023  
2023-2024

**SYLLABUS OF THE EDUCATIONAL COMPONENT**  
**"Nursing in Internal Medicine"**

**Normative educational component**

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

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

**Speciality 223 "Nursing"**

**Educational and professional programme "Nursing"**

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

**Second-third 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

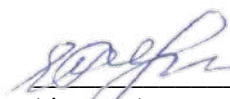
Protocol of  
June 14, 2022 No. 11


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

Protocol of  
August 25, 2022 No. 1

Acting Head of the Department

Head of commission

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

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

**DEVELOPERS OF THE SYLLABUS:**

1 Khimich T.Yu., Associate Professor of the Department of PVM №2 and Nursing, Associate Professor, Ph.

of the Department of PVM № 2 and Nursing

2.Krasovska K. O., Associate Professor of the Department of PVM №2 and Nursing, Associate Professor, Ph.D.

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

## DATA ON TEACHERS WHO TEACH THE EDUCATIONAL COMPONENT

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

**Yaroshchuk A. V.** Assistant of the Department of PVM № 2 and Nursing, Master of Nursing  
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**Khimich T.Y.**, Associate Professor of the Department of Propedeutics of Internal Medicine, Nursing and Bioethics, Associate Professor, Ph.

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Information about consultations Face-to-face consultations: according to the department's schedule at Information about consultations Face-to-face consultations: according to the department's schedule based on the department - regional clinical hospital by the prior agreement. Online consultations: by prior 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 propaedeutics of internal medicine No. 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 in Internal Medicine" is compiled in accordance with the educational and professional programme (hereinafter - EPP) "Nursing" and the Standard of Higher Education of Ukraine (hereinafter - Standard), first (bachelor's) level, field of knowledge 22 "Health Care", speciality "Nursing"

**Description of the educational component (summary)** "Nursing in Internal Medicine" is a clinical discipline aimed at familiarising the student with the main professional activities of a therapeutic inpatient nurse. The educational component "Nursing in Internal Medicine" involves the study of hygienic, preventive and therapeutic measures that are within the competence of nursing staff and are used to create comfortable conditions for the patient's stay in a medical institution, promote the patient's speedy recovery, prevent the development of complications, as well as mastering the simplest manipulations of first aid in emergency conditions; mastering the basic manipulation techniques of a nurse of the relevant units of the hospital. The educational component is designed to provide higher education students with the necessary knowledge about diseases of internal organs in accordance with the nursing process. The subject of study of the educational component "Nursing in Internal Medicine" is a set of theoretical and practical issues aimed at forming the personality of a healthcare professional, armed with knowledge and skills in nursing, which is aimed at ensuring and preserving human health and life.

**Prerequisites and post-requisites:** According to the sample curriculum, the study of the educational component "Nursing in Internal Medicine" is carried out in the 3rd - 6th semesters, when the applicant for higher education has acquired relevant knowledge in the following disciplines: Medical biology, biological chemistry, medical and biological physics, basics of Latin with medical terminology, basics of medical informatics, basics of jurisprudence, basics of psychology and interpersonal communication, philosophy, microbiology, human anatomy, physiology, pharmacology and medical prescription, history of medicine and nursing, basics of nursing with which the clinical nursing programme is integrated. "Nursing in Internal Medicine" forms the basis for the study of further

professional educational components of clinical 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 professional activity.

**Link to the discipline 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 in Internal Medicine" is: mastering theoretical knowledge and practical skills and abilities in the implementation of the nursing process, formation of a holistic vision of their future profession in future nurses / bachelors.

**1.2. The main objectives of the educational component** "Nursing in Internal Medicine" are: acquaintance with moral concepts, principles and traditions of nursing; acquisition of skills and abilities to perform various nursing procedures.

- Ability to solve complex specialised tasks and practical problems in the field of nursing, which involves the application of certain theories and methods of the relevant science and is characterised by complexity and uncertainty of conditions;

- Ability to learn and be modernly trained, apply knowledge in practical situations, use information and communication technologies;

- Knowledge of a foreign language and modern software;

- Act on the basis of ethical and deontological considerations (motives), ensuring the competitiveness of the graduate in the labour market;

- Effectively apply a set of nursing skills (abilities) and medical means, interventions and actions in assessing the functional status of patients, preparing them for diagnostic tests and taking material for laboratory tests;

- Make a nursing diagnosis;

- Carry out disease prevention;

- In unforeseen situations, be able to - quickly navigate, think and make decisions within their competence.

**1.3. Competences and learning outcomes** contributed to by the discipline (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 discipline ensures the mastery of the **following competences** by the student:

### **Integral:**

#### **Competences and learning outcomes.**

In accordance with the requirements of the standard, the discipline provides the acquisition of the following competencies

#### **competences:**

- *integrative:*

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 study, 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 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, analyse and synthesise

GC 04. Ability to apply knowledge in practical situations

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

- *special (professional, subject):*

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

PC 02. Ability to recognise 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, carers, 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 behaviour.

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

PC 06. Ability to effectively apply a set of professional skills (abilities), medicines, interventions

PC 13. 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 care in emergency situations in peacetime and wartime.

**1.3.2. The study** of the discipline ensures the acquisition of the following **programme learning outcomes** by the applicant for higher education:

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.

PLO 3. Plan nursing interventions.

PLO 4. To monitor the work of nursing staff and the state of the inventory.

PLO 6. Ensure a healthy microclimate in the team. Using the principles of nursing ethics and deontology, rules of interpersonal communication to create a favourable psychological microclimate, be able to:

PLO 7. Participate in the monitoring of healthy and ill people, 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 stabilise 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.

**1.3.3** The study of the discipline ensures the acquisition of the following **social skills** (Soft skills) by the student:

- Communication skills
- Ability to work in a team, communicate with people and manage conflicts
- Ability to assess 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 –14	Field of study 22 "Health care"	Normative
Total number of hours - 420	Specialty: 223 "Nursing"	Year of preparation:
		2 and 3
		Semester
		4,5,6
Hours for full-time study: classroom -210 of independent work by a higher education applicants -210	Educational qualification level: First (bachelor's)	Lectures
		46
		Practical
		164 hours.
		Independent work 210 hours.
		Individual tasks.
		Type of control: exam

#### 2.2.1 Lectures

№	Name of the topic	Number of hours	Type of lecture
	4-th semester		
1	The doctrine of nursing in internal medicine. Nursing diagnosis. Nursing process in the clinic of internal medicine.	2	Thematic
2	Subjective and objective methods of examination of a patient by a nurse, additional methods of examination of patients by a nurse/bachelor.	2	Thematic
3	Nursing diagnosis and nursing process in diseases of the respiratory system: bronchial asthma, bronchitis, COPD and respiratory failure.	2	Thematic
4	Nursing diagnosis and nursing process in diseases of the respiratory system: pneumonia, pleurisy.	2	Thematic

5	Nursing diagnosis and nursing process in pulmonary tuberculosis, lung cancer.	2	Thematic
6	Nursing diagnosis and nursing process in diseases of the cardiovascular system.	2	Thematic
7	Nursing diagnosis and nursing process in angina pectoris, myocardial infarction.	2	Thematic
8	Nursing diagnosis and nursing process in heart rhythm disorders. Nursing process in acute and chronic heart failure.	2	Thematic
9	Nursing diagnosis and nursing process in rheumatic fever and acquired heart disease	2	Thematic
10	Nursing diagnosis and nursing process in systemic connective tissue diseases.	2	Thematic
	Total	20	
5th - 6th semester			
11	Nursing diagnosis and nursing process in diseases of the joints	2	Thematic
12	Nursing diagnosis and nursing process in acute and chronic gastritis, gastric ulcer and duodenal ulcer.	2	Thematic
13	Nursing diagnosis and nursing process in chronic hepatitis, cirrhosis of the liver, cholecystitis, calculous cholecystitis (cholelithiasis).	2	Thematic
14	Nursing diagnosis and nursing process in pancreatitis, enteritis and colitis	2	Thematic
15	Nursing diagnosis and nursing process in chronic kidney disease: glomerulonephritis, pyelonephritis, chronic renal failure.	2	Thematic
16	Nursing diagnosis and nursing process in chronic kidney disease: pyelonephritis. Urolithiasis	2	Thematic
17	Nursing diagnosis and nursing process in acute and chronic renal failure.	2	Thematic
18	Nursing diagnosis and nursing process in anaemia, haemorrhagic diseases.	2	Thematic
19	Nursing diagnosis and nursing process in leukaemia,	2	Thematic
20	Nursing diagnosis and nursing process in diabetes mellitus	2	Thematic
21	Nursing diagnosis and nursing process in diseases of the thyroid gland	2	Thematic
22	Nursing diagnosis and nursing process in diseases of the pituitary gland and adrenal glands.	2	Thematic
23	Nursing diagnosis and nursing process in allergic diseases	2	Thematic
	Total 5-6 th semester	<b>26</b>	
	Total	<b>46</b>	

## 2.2.2 Seminar classes - not included in the programme

### 2.2.3 Practical classes

№	Name of the topic	Number of hours	Teaching methods	Forms of control
<b><i>Section of discipline 1 The concept of nursing diagnosis Nursing process</i></b>				
1	Nursing diagnosis and nursing process - in the activities of a nurse	1	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
2	The first and second stages of the nursing process: interviewing the patient An objective method of examining a patient by a nurse/bachelor	1	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	The third stage of the nursing process: The role of the nurse in preparing the patient for laboratory and instrumental investigations	1	narration-explanation, conversation, demonstration, presentation, videos, videos, discussion, round	oral questioning (individual and frontal); written questioning; test control; creative tasks; individual tasks; abstracts;



			table, business, role-playing, simulation game, modelling processes and situations, delegation of authority, case method, debate, sparring partnership (learning in pairs)	annotations; mutual control; self-control; report; speech on a given topic
4	The fourth stage of the nursing process	1	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
<b>Section of discipline 2 Nursing process in pulmonology</b>				
5	The role of the nurse in providing the nursing process in acute and chronic bronchitis and COPD, emphysema, pneumosclerosis	4	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
6	The role of the nurse in the provision of the	4	narration-	oral questioning

	nursing process in bronchial asthma.		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)	(individual and frontal); written questioning; test control; creative tasks; individual tasks; abstracts; annotations; mutual control; self-control; report; speech on a given topic
7	The role of the nurse in the provision of the nursing process in pneumonia, pleurisy	4	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
8	The role of the nurse in providing the nursing process in tuberculosis and lung cancer	4	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,	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

			sparing partnership (learning in pairs)	
9	The role of the nurse in providing the nursing process in bronchiectasis, lung abscess.	4	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, sparing 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
10	Final control of knowledge on the section "Nursing process in pulmonology"	4	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, sparing 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
<b><i>Section of discipline 3 Nursing process in cardiology</i></b>				
11	The role of the nurse in providing the nursing process in atherosclerosis and arterial hypertension.	4	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

			processes and situations, delegation of authority, case method, debate, sparring partnership (learning in pairs)	a given topic
12	The role of the nurse in providing the nursing process in coronary heart disease, angina pectoris, acute myocardial infarction	4	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
13	The role of the nurse in providing the nursing process in complications of myocardial infarction. Post-infarction rehabilitation.	4	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
14	The role of the nurse in providing the nursing process in infective endocarditis, myocarditis, pericarditis.	4	narration-explanation, conversation, demonstration, presentation, videos, videos, discussion, round	oral questioning (individual and frontal); written questioning; test control; creative tasks; individual tasks; abstracts;

			table, business, role-playing, simulation game, modelling processes and situations, delegation of authority, case method, debate, sparring partnership (learning in pairs)	annotations; mutual control; self-control; report; speech on a given topic
15	The role of the nurse in providing the nursing process in acquired heart disease.	4	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
16	The role of the nurse in providing the nursing process in acute and chronic heart failure. Acute vascular insufficiency. .	4	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
17	The role of the nurse in providing the nursing process in cardiac rhythm and conduction disorders.	4	narration-explanation, conversation,	oral questioning (individual and frontal); written

			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)	questioning; test control; creative tasks; individual tasks; abstracts; annotations; mutual control; self-control; report; speech on a given topic
18	Final control of knowledge in the section "Nursing process in cardiology"	4	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
19	<b><i>Section of discipline 4 Nursing process in rheumatology</i></b>			
20	The role of the nurse in ensuring the nursing process in acute rheumatic fever.	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,	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

			sparing partnership (learning in pairs)	
21	The role of the nurse in providing the nursing process in connective tissue diseases: systemic lupus erythematosus, scleroderma, dermatomyositis	4	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, sparing 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
22	The role of the nurse in providing the nursing process in rheumatoid arthritis, gout, osteoarthritis	4	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, sparing 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
Total 4th semester		<b>70</b>		
<b><i>Section of discipline 5 Nursing process in gastroenterology</i></b>				
23	The role of the nurse in providing the nursing process in acute and chronic gastritis	4	narration-explanation, conversation, demonstration, presentation, videos, videos, discussion, round table, business,	oral questioning (individual and frontal); written questioning; test control; creative tasks; individual tasks; abstracts; annotations;

			role-playing, simulation game, modelling processes and situations, delegation of authority, case method, debate, sparring partnership (learning in pairs)	mutual control; self-control; report; speech on a given topic
24	The role of the nurse in providing the nursing process in gastric and duodenal ulcer Complications of gastric and duodenal ulcer.	4	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
25	The role of the nurse in the nursing process in gastric cancer	4	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
26	The role of the nurse in the nursing process in enteritis and colitis	4	narration-explanation, conversation, demonstration,	oral questioning (individual and frontal); written questioning; test



			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; creative tasks; individual tasks; abstracts; annotations; mutual control; self-control; report; speech on a given topic
27	The role of the nurse in ensuring the nursing process in hepatitis and liver cirrhosis	4	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
28	The role of the nurse in providing the nursing process in biliary dyskinesia and chronic cholecystitis and cholelithiasis	4	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

29	The role of the nurse in providing the nursing process in acute and chronic pancreatitis.	4	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)	
	Final control of knowledge in the section "Nursing process in gastroenterology"	4	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
<b><i>Section of discipline 6 Nursing process in nephrology and haematology</i></b>				
30	The role of the nurse in ensuring the nursing process in glomerulonephritis	4	narration- explanation, conversation, demonstration, presentation, videos, videos, discussion, round table, business, role-playing, simulation game, modelling processes and situations,	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

			delegation of authority, case method, debate, sparring partnership (learning in pairs)	
31	The role of the nurse in the provision of the nursing process in pyelonephritis and renal stone disease	4	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
32		4	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
33	The role of the nurse in providing the nursing process in anaemia	4	narration-explanation, conversation, demonstration, presentation, videos, videos, discussion, round table, business, role-playing,	oral questioning (individual and frontal); written questioning; test control; creative tasks; individual tasks; abstracts; annotations; mutual control;

			simulation game, modelling processes and situations, delegation of authority, case method, debate, sparring partnership (learning in pairs)	self-control; report; speech on a given topic
34	The role of the nurse in the nursing process in leukaemia	4	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
35	The role of the nurse in providing the nursing process in malignant lymphoma and lymphosarcoma.	4	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
36	The role of the nurse in providing the nursing process in haemorrhagic diseases: thrombocytopenia, thrombocytopathy, haemophilia, vasculitis, DIC syndrome	4	narration-explanation, conversation, demonstration, presentation,	oral questioning (individual and frontal); written questioning; test control; creative

			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)	tasks; individual tasks; abstracts; annotations; mutual control; self-control; report; speech on a given topic
37	Final control of knowledge in the section "Nursing process in nephrology and haematology"	4	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
	Section of discipline 6 Nursing process in endocrinology and allergology			
38	The role of the nurse in ensuring the nursing process in diffuse toxic goiter and endemic goiter	4	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	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

			(learning in pairs)	
39	The role of the nurse in ensuring the nursing process in myxedema.	4	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
40	The role of the nurse in providing the nursing process in diabetes mellitus	4	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
41	The role of the nurse in the provision of the nursing process in the complications of diabetes mellitus.	4	narration- explanation, conversation, demonstration, presentation, videos, videos, discussion, round table, business, role-playing, simulation game, modelling processes and situations, delegation of	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

			authority, case method, debate, sparring partnership (learning in pairs)	
42	The role of the nurse in ensuring the nursing process in obesity and pituitary diseases: Itzenko-Cushing's disease, acromegaly, pituitary nanism.	6	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
43	The role of the nurse in providing the nursing process in allergic diseases: urticaria, Quincke's edema, anaphylactic shock	4	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
44	Final control of knowledge on the section "Nursing process in endocrinology and allergology"	4	narration-explanation, conversation, demonstration, presentation, videos, videos, discussion, round table, business, role-playing, simulation game,	oral questioning (individual and frontal); written questioning; test control; creative tasks; individual tasks; abstracts; annotations; mutual control; self-control;

			modelling processes and situations, delegation of authority, case method, debate, sparring partnership (learning in pairs)	report; speech on a given topic
	Total 5th semester	<b>94</b>		
	Total hours	<b>164</b>		

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

#### 2.2.5. Independent work

№	Name of the topic	Number of hours	Teaching methods	Forms of control
1	History of the development of nursing in Ukraine (organisation of hospitals in Zaporizhzhya Sich, care for the sick and wounded in monasteries). International recognition of F. Nightingale (1820-1910). The Red Cross Society, its importance in the creation of nursing schools	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
2	Nursing ethics and deontology. The art of communication in nursing. Education in nursing	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
3	The concept of needs, theory and classification of human needs. Maslow's hierarchy of needs, its importance for nursing. Characteristics of vital needs.	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
4	Infection safety. Infection control.	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
5	Types, methods and modes of disinfection in hospitals.	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
6	Preparation and use of disinfectant solutions	3	Videos, video films, independent work with	abstracts; annotations; self-control; report; speech



			information sources.	on a given topic
7	Disinfection of care items	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
8	Treatment and protection regime and its importance for the patient	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
9	Safe hospital environment	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
10	Personal hygiene of the patient. Pressure ulcers and their prevention	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
11	Teaching patients and family members how to care for natural skin folds and mucous membranes	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
12	Nutrition and feeding of critically ill patients in bed	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
13	Observation of patients. Thermometry	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
14	Monitoring of patients. Oxygen therapy	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
15	Monitoring of patients. Pulse.	3	Videos, video films, independent	abstracts; annotations; self-control;

			work with information sources.	report; speech on a given topic
16	Observation of patients with pathology of the cardiovascular system	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
17	Nurse's actions in case of high blood pressure	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
18	Actions of a nurse in case of heart pain	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
19	Observation of patients with pulmonary profile	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
20	Nurse's actions in case of suffocation, asthma attack	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
21	Nurse's actions in case of gastrointestinal haemorrhage	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
22	Signs of hypoglycaemic coma, nurse's actions	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
23	Signs of hyperglycaemic coma, nurse's actions	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
24	Laboratory methods of examination of the patient and the role of the nurse in preparing the	3	Videos, video films,	abstracts; annotations;

	patient for these studies		independent work with information sources.	self-control; report; speech on a given topic
25	Instrumental methods of examination of the patient and the role of the nurse in preparing the patient for these studies	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
26	The concept of death and euthanasia. Pulmonary and cardiac resuscitation	3	Videos, video films, independent work with information sources.	abstracts; annotations; self-control; report; speech on a given topic
	Total hours of independent work by a higher education student	78		

**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:** exam

### 3. EVALUATION CRITERIA

**3.1** Evaluation of the success of education of applicants for education is carried out on the basis of the current "Instruction on evaluation of educational activities of applicants for education of KhNMU"

**Organization of assessment of current control.** Mastering the topic (current control) is controlled in a practical lesson in accordance with specific goals. The following means of assessing the level of training of higher education applicants are used: solving situational problems, interpreting and evaluating the results of laboratory tests, analyzing and evaluating the results of instrumental studies and parameters that characterize the functions of the human body, controlling the acquisition of practical skills. The final examination (FE) is mandatory in accordance with the programme of the discipline during the semester according to the schedule, during classes. The teacher of the academic group is responsible for accepting the exam. Grading is based on the traditional 4-point system: "excellent", "good", "satisfactory" and "unsatisfactory".

#### Criteria for evaluating the results of educational activities of students in the disciplines

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.

Conversion of the average grade for the current control into a multi-point scale  
(for disciplines that end with a differential test)

4-point scale	120-point scale	4-point scale	120-point scale
5	120	3.91-3,94	94
4.95-4,99	119	3.87-3,9	93
4.91-4,94	118	3.83- 3,86	92
4.87-4,9	117	3.79- 3,82	91
4.83-4,86	116	3.74-3,78	90
4.79-4,82	115	3.7- 3,73	89
4.75-4,78	114	3.66- 3,69	88
4.7-4,74	113	3.62- 3,65	87
4.66-4,69	112	3.58-3,61	86
4.62-4,65	111	3.54- 3,57	85
4.58-4,61	110	3.49- 3,53	84
4.54-4,57	109	3.45-3,48	83
4.5-4,53	108	3.41-3,44	82
4.45-4,49	107	3.37-3,4	81
4.41-4,44	106	3.33- 3,36	80
4.37-4,4	105	3.29-3,32	79
4.33-4,36	104	3.25-3,28	78
4.29-4,32	103	3.21-3,24	77
4.25- 4,28	102	3.18-3,2	76
4.2- 4,24	101	3.15- 3,17	75
4.16- 4,19	100	3.13- 3,14	74
4.12- 4,15	99	3.1- 3,12	73
4.08- 4,11	98	3.07- 3,09	72
4.04- 4,07	97	3.04-3,06	71
3.99-4,03	96	3.0-3,03	70
3.95- 3,98	95	Less than 3	Not enough

The minimum number of points that a higher education applicant must score for current activities while studying a section is 70 points, the maximum number of points is 120 points.

**Assessment of independent work** of higher education students. The independent work of a higher education applicant, which is provided for by the topic of the lesson along with classroom work, is assessed during the current control of the topic in the relevant lesson and during the exam.

**Assessment of individual tasks** of a higher education applicant is carried out under the conditions of fulfilling the teacher's tasks (presentation of an abstract 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. The total amount of points for the current educational activity may not exceed 120 points.

**The organisation of the final control is an exam.** Admission to the exam is determined by the points of current academic performance, namely: min - 70, max - 120 points. The exam is conducted by the teachers of the department who are appointed to the examination session (professor or associate professor of the department), or by the commission in case of disagreement of the higher education student with the results of certification in accordance with the schedule of the examination session.

An exam on the educational component is a process during which the following are checked

- level of theoretical knowledge;
- development of creative thinking;
- skills of independent work;
- competences - the ability to synthesize the knowledge gained and apply it in solving practical problems.

The exam assesses the mastery of practical skills and theoretical knowledge based on the tickets prepared by the department, which include all topics of the discipline.

**Assessment of theoretical knowledge and practical skills, if they are presented in one ticket**

Number of questions	«5»	«4»	«3»	Answers to tickets that include theoretical and practical parts of the discipline	For each answer, a higher education student receives from 10 to 16 points, which corresponds to: "5" - 16 points; "4" - 13 points; "3" - 10 points.
1	16	13	10		
2	16	13	10		
3	16	13	10		
4	16	13	10		
5	16	13	10		
	80	65	50		

The exam itself is graded from -50 to -80 points.

**Technology of discipline assessment**

Assessment of the results of studying disciplines is carried out immediately after the exam. The grade for the educational component is determined as the sum of the points for the IPA and the exam and ranges from min - 120 to max - 200.

**Grades are assigned on a 200-point scale, four-point (national) scale and the ECTS scale**

Grade on a 200-point scale	Grade on an ECTS scale	Grade on a four-point (national) scale
180–200	A	Excellent
160–179	B	Good
150–159	C	Good
130–149	D	Satisfactory
120–129	E	Satisfactory
Less 120	F, Fx	Unsatisfactory

The grade of the educational component is assigned only to higher education students who have passed all final examinations and differential tests.

Higher education students who have not fulfilled the requirements of the discipline curriculum are assigned a grade of **FX** if they were admitted to take a differential test or exam but did not pass it. Grade F is assigned to students who are not allowed to take a differentiated test or exam.

Grades **"FX"** or **"F"** ("unsatisfactory") are assigned to higher education students who are not credited with the study of a discipline, the form of control of which is a test.

Upon completion of the discipline, the person responsible for organizing the educational and methodological work at the department or the teacher assigns the appropriate grade to the student according to the scales (Table 3) in the academic record book and fills in the following information

If the exam is not passed, the dates of retakes are set during the holidays, before the beginning of the

next semester.

### 3.2. EXAM QUESTIONS

1. History of the development of the doctrine of internal medicine. The contribution of Ukrainian scientists to the development of domestic therapy.
2. Basic principles of human health care in Ukraine.
3. Nursing in the clinic of internal medicine, its role.
4. Nursing process, its stages.
5. Acute and chronic bronchitis. Etiology. Nursing process in bronchitis.
6. Bronchial asthma. Etiology. Nursing process in bronchial asthma. Emergency care in case of bronchial asthma attack and asthmatic status.
7. Pneumonia. Definition. Classification. Community-acquired pneumonia. Etiology. Nursing process in community-acquired pneumonia.
8. Hospital (nosocomial) pneumonia. Etiology. Nursing process in nosocomial pneumonia. Prevention of pneumonia, participation of a nurse in its implementation.
9. Pleurisy. Definition. Classification. Nursing process in exudative pleurisy.
10. Pulmonary tuberculosis. Etiology. Classification. Nursing process in pulmonary tuberculosis. Diagnosis, complications, principles of treatment, specific and non-specific prevention. Government decree on the control and prevention of tuberculosis.
11. Acute allergic diseases. The concept of allergies. Allergic reactions of immediate and delayed type. Nursing process in anaphylactic shock, Quincke's edema, urticaria, serum sickness. Emergency care for immediate allergic reactions. Prevention.
12. Rheumatic fever. Etiology. Nursing process in rheumatic fever. Primary and secondary prevention.
13. Systemic diseases of connective tissue. Etiology. Nursing process in SLE and systemic scleroderma.
14. Acquired heart defects. Definition, causes. Nursing process in mitral heart disease.
15. Arterial hypertension (primary hypertension) etiology. Classification. Nursing process in arterial hypertension. Their complications. Emergency care in hypertensive crises.
16. Symptomatic (secondary) hypertension. Classification. Nursing process.
17. Coronary heart disease. Angina pectoris. Definition. Etiology. Forms and classes of angina pectoris. Nursing process. Emergency care at the pre-hospital stage in case of a painful attack.
18. Myocardial infarction. Etiology. Classification. Atypical forms. Nursing process in uncomplicated MI. Emergency care at the pre-hospital stage.
19. Acute vascular insufficiency. Classification. Fainting, collapse, shock. Causes, clinical manifestations, emergency care.
20. Chronic circulatory failure. The role of the Kyiv School of Physicians in the development of the classification of chronic heart failure. Nursing process
21. Acute gastritis. Causes. Nursing process.
22. Chronic gastritis A, B. Etiology. Nursing process in chronic gastritis.
23. Peptic ulcer of the stomach and duodenum. Etiology. Nursing process in gastric ulcer and duodenal ulcer. Complications of peptic ulcer disease, their clinical manifestations, emergency care.
24. Gastric cancer. Etiology, risk factors. Classification. Nursing process. Prevention.
25. Chronic pancreatitis. Etiology. Nursing process in chronic pancreatitis.
26. Chronic hepatitis. Etiology. Classification. Nursing process in chronic hepatitis.
27. Cirrhosis of the liver. Causes, classification.
28. Cholecystitis. Definition, causes, classification. Nursing process in cholecystitis.
29. Calculous cholecystitis (cholelithiasis). Etiology. Nursing process in cholelithiasis. Clinical manifestations of biliary colic, emergency care.
30. Acute and chronic glomerulonephritis. Etiology. Nursing process in glomerulonephritis.
31. Acute and chronic pyelonephritis. Etiology. Nursing process in pyelonephritis.
32. Nephrolithiasis (kidney stone disease). Etiology. Nursing process in kidney stone disease. Providing emergency care in case of renal colic.

33. Chronic renal failure. Etiology. Nursing process in chronic renal failure. Types of dialysis. Features of patient care.
34. Anaemia. Concept, classification, etiology. Nursing process in anaemia: post-haemorrhagic, iron deficiency, B12 and folic acid deficiency, haemolytic, hypo- and aplastic.
35. Haemoblastosis. Concept, causes, classification. Nursing process in acute leukaemia.
36. Chronic leukaemia (chronic myeloid and lymphoid leukaemia). Stages, clinical manifestations, blood picture. Nursing process
37. Malignant lymphomas and lymphosarcomas. Nursing process.
38. Hemorrhagic diseases. Causes, classification. Nursing process in thrombocytopenic purpura, haemophilia, haemorrhagic vasculitis, DIC syndrome.
39. Rheumatoid arthritis. Etiology. Classification. Nursing process in rheumatoid arthritis.
40. Osteoarthritis. Etiology. Nursing process.
41. Pneumoconiosis. Causes. Nursing process in pneumoconiosis.
42. Vibration sickness, lead and pesticide intoxication. Causes, clinical manifestations. Emergency care. Prevention.
43. Diffuse toxic goiter. Etiology. Nursing process. Prevention.
44. Hypothyroidism. Myxedema. Etiology. Nursing process.
45. Diabetes mellitus. Definition, causes. Classification. Nursing process in diabetes mellitus. Early and late complications. Emergency care for insects (hypoglycaemic and hyperglycaemic).
46. Specifics of the work of a nurse in therapeutic departments

### **LIST OF PRACTICAL SKILLS**

1. Identify patient problems, formulate a nursing diagnosis.
2. Develop individualized nursing care plans for patients using standardized care plans.
3. Create individual patient education plans using standardized education plans.
4. Disinfect and dispose of used disposable medical instruments.
5. Disinfect medical instruments.
6. Treat hands before and after performing any manipulation.
7. Treat hands and mucous membranes in contact with biological fluids.
8. Prepare detergent and disinfectant solutions of different concentrations.
9. Disinfect care items.
10. Perform pre-sterilisation cleaning of medical devices.
11. Control the quality of pre-sterilisation cleaning.
11. Sterilise medical instruments by boiling (at home).
12. Sterilise instruments in an air steriliser. Control the quality of sterility.
13. Prepare dressings, put them in sterilisation boxes. Control the quality of sterility during sterilisation in an autoclave.
14. Put on sterile gown, cap, mask, rubber gloves.
15. Fill in the passport part of the individual card of an inpatient, the patient admission log.
16. Conduct an examination and take appropriate measures when pediculosis is detected.
17. Determine the degree of risk of developing pressure ulcers in the patient.
18. Carry out measures to prevent pressure ulcers.
19. Treat the skin in the presence of pressure ulcers.
20. Carry out measures to care for the genitals, perineum (prevention of diaper rash).
21. Carry out eye care measures (rinsing, instilling drops, applying ointments, baths).
22. Carry out ear care measures, treatment of the external auditory canal.
23. Carry out measures for the care of the nasal passages.
24. Carry out oral care measures (examination, wiping, irrigation, rinsing, applications).
25. Provide urinary tract, metal and rubber vessel to seriously ill patients.
26. Make portioned requirements for nutrition of patients.
27. Make an approximate daily menu according to the recommended diet.
28. Feed a critically ill patient with a spoon and a drinking cup.
29. Carry out artificial nutrition of the patient (on a phantom).



30. Measure body temperature. Register the thermometry data in the temperature sheet.
31. Count the frequency of respiratory movements. Record the data in the temperature sheet.
32. Determine the vital capacity of the lungs using a spirometer.
33. Supply oxygen from an oxygen cushion.
34. Administer oxygen through nasal catheters.
35. Examine the pulse. Record the data on the temperature sheet.
36. Measure blood pressure. Record the data on the temperature sheet.
37. Determine edema.

### **3.3 Control questions and tasks for independent work**

Mastery of topics that are submitted only for independent work is checked during the final lesson, exam.

The basic list of types of independent work of higher education students is developed in accordance with the structure of the discipline. The independent work of higher education students takes a significant place in the study of the discipline. In addition to the traditional pre-audit training on theoretical issues of the educational component, it includes the work of higher education students in the departments of therapeutic inpatient care, clinical laboratories and functional diagnostics departments in extracurricular time, the effectiveness of which should be ensured by teachers and support staff of the Department of Propedeutics of Internal Medicine. The independent work includes the supervision of patients with the definition of the stages of the nursing process and nursing manipulations.

The applicant for higher education independently chooses the disease for which he will conduct the supervision (questioning, examination) of the patient.

Subject to verification:

1. the level of theoretical knowledge;
2. development of creative thinking;
3. skills of independent work
4. competences (ability to synthesise the acquired knowledge and apply it in solving practical problems)
5. level of formation of mandatory skills and abilities that are part of the section.
6. completion of individual tasks of the higher education student.

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

At the request of a higher education student, when studying relevant topics, he or she may perform individual work, which is carried out outside of class time and, if successfully completed, is additionally evaluated by the teacher.

**An indicative list of individual tasks:**

1. Conducting a survey of an exemplary patient, his/her general examination and examination of the head, neck, limbs with the establishment of a nursing diagnosis.
2. Physical and instrumental examination of the exemplary patient with preparation of the review of scientific literature on the case under study
3. Working with literature and other sources of information and preparing an abstract about the nursing diagnosis and organization of the nursing process in the clinic of internal medicine
4. Work with literature and other sources of information and prepare a report on the peculiarities of nursing diagnosis and organization of the nursing process in diseases with a typical course, chosen by the applicant for higher education

**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 a meeting of the department, a list of individual tasks (participation in higher education conferences, specialised competitions, preparation of analytical reviews with presentations with

plagiarism checks) was approved with the number of points for their implementation, 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 ED exceed 120 points.

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

According to the general regulations and orders of 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. Attendance and behavior 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 normal absolutely to ask questions to the lecturer.

The use of electronic gadgets is allowed only with the permission of the teacher. Cheating, the use of various kinds of software, hints, use of a mobile phone, tablet or other electronic gadgets during class 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 opinions, discuss. During the discussion, the following are important

- respect for colleagues,
- tolerance for 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 generalizations, 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. Applicants for higher education 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, edits, advice, participation in surveys). Evaluation of individual tasks of a higher education applicant is carried out subject to the fulfillment of the teacher's tasks (presentation of an abstract 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, and 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 labor protection by conducting appropriate briefings. It is expected that everyone should know where the nearest evacuation 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. Development, updating, and approval of the syllabus of the educational component is carried out every academic year. Mandatory placement on the website of the KhNMU in the profile of the educational program "Medicine" by June 30 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. Delmar's fundamental and advanced nursing skills book / Gaylene Altman, Patricia Buschel, and Valerie Coxon. / NY, Thomson Learning.,-2000 p. 1436
2. Lippincott's essentials for nursing assistants / Pamela J. Carter, Fourth edition. Philadelphia Wolters Kluwer, -2017, -P. 1093
3. Block B, Karmachari Sanshaya Kosh Building Hariharbhavan, /Fundamental of Nursing Procedure Manual Lalitpur, /Japan International Cooperation Agency,-2008.,-182 p.
4. Textbook of basic nursing / Caroline Bunker Rosdahl, Mary T. Kowalski.- 10th ed., Wolters Kluwer Health | Lippincott Williams & Wilkins, St., Philadelphia, PA,-2012, - p.1912
5. Clinical Nursing Diagnosis: a textbook for bachelors, masters and nurses in the speciality "Nursing" / T. Ospanova, O. Bilchenko, J. Semidotska, T. Bezditko, Yu. Bezditko, T. Khimich, I. Chernyakova, O. Avdeeva, E. Bolokadze, O. Veremienko, K. Krasovska, A. Borzenko, O. Pionova ; Ministry of Health of Ukraine, Kharkiv National Medical University: KhNMU, 2019. 156 p. <http://repo.knmu.edu.ua/handle/123456789/22760>
6. Kasevych, N.M. Fundamentals of nursing in modules: a textbook / N.M. Kasevych. - 3rd ed. - 478 c.
7. Lisovyi V.M. Fundamentals of Nursing / V.M. Lisovyi, L.P. Olkhovskiy, V.A. Kapustnyk - 3rd ed.
8. Main duties and professional actions of a nurse of the therapeutic department: a textbook for teachers and students of the third year of medical faculty / V.V. Syvolap, L.V. Lukashenko, OI Oliynyk, IV Likhasenko, NF Avramenko, MP Gerasko, S. Zhemanyuk, L. Kurilets, T. V. Kravchenko, S.V. Polyvoda - Zaporizhzhia: ZSMU, 2017. - 112 p. <http://dspace.zsmu.edu.ua/handle/123456789/7560>
9. Nursing in internal medicine: textbook / O. Stasyshyn, N. Ivanov, H. Tkachuk [et al. - 4th ed. - 536 c.
10. Nursing in internal medicine: a textbook / M.B. Shehedin, I.A. Shulyar,

11. Podnosova L.M., Datsko L.P., Shavala O.T. -K.: Medytsyna, 2009. 176 p.

### **Auxiliary**

1. Polushkin P.M. Fundamentals of general and special care for patients with manipulative equipment: a manual / P.M. Polushkin, D.V. Galchenko - Dnipro: DNU, 2014. 378 p.  
[http://repository.dnu.dp.ua:1100/?page=inner\\_material&id=422](http://repository.dnu.dp.ua:1100/?page=inner_material&id=422).
2. Electronic resource: Fundamentals of Nursing. URL:  
<https://study.com/academy/course/nursing-101-fundamentals-of-nursing.html>.
3. Deontology in medicine: a textbook / Kovaleva O.M., Safargalina-Kornilova N.A., Gerasymchuk N.M.. - 2nd edition, revised - Kyiv : VSV Medicine, 2018. - 239 c.
4. Svintsitsky, A. S. Diagnostic methods in the clinic of internal medicine: a textbook / A. S. Svintsitsky. - Kyiv : VSV Medicine, 2019. - 1008 p. : ill., 80 colours.

### **Information resources**

1. OSCE-1. Bogomolets National Medical University. Physical methods of examination of the respiratory system (official version), 2017.  
<https://www.youtube.com/watch?v=o3V4Z6EVz94>
2. OSCE-1. Bogomolets National Medical University. Physical methods of examination of the cardiovascular system (official version), 2017. -  
<https://www.youtube.com/watch?v=kgFHCzxEvVU&t=68s>
3. OSCE-1. Bogomolets National Medical University. Physical methods of gastrointestinal examination (official version), 2017. - <https://www.youtube.com/watch?v=NAX7TTsWByc>
4. OSCE-1. Bogomolets National Medical University. Methods of ECG registration (official version), 2017. - <https://www.youtube.com/watch?v=16P0uuZK1CA&t=204s>
5. Yavorsky O.G. Audio disc "Lung auscultation: basic and side respiratory sounds. Auscultation of the heart: tones and noises" / Yavorsky O.G., audio and video materials, 2013.
6. DVD-film "Palpation, percussion, auscultation" (in Ukrainian and English) / Yavorsky O.G., audio and video materials, 2013.
7. DVD-film "Anamnesis. Review: photos of patients" / Yavorsky O.G., audio and video materials, 2013.
8. From the topics "General examination of the patient, examination of individual parts of the body"  
- <http://www.meddean.luc.edu/lumen/meded/medicine/pulmonar/pd/contents.htm>  
- <http://meded.ucsd.edu/clinicalmed/>
9. On "Basic methods of respiratory examination"  
- <http://meded.ucsd.edu/clinicalmed/>  
- <http://www.meddean.luc.edu/lumen/meded/medicine/pulmonar/pd/contents.htm>
10. On "Basic methods of cardiovascular system examination"  
- <http://www.cardiologysite.com/>  
- <http://www.meddean.luc.edu/lumen/meded/medicine/pulm>