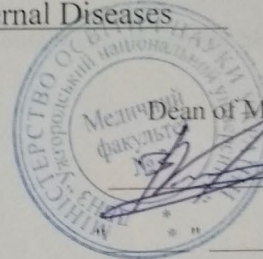


"APPROVED"  
Order of Ministry of Education and Science,  
of Ukraine  
March 29, 2012 № 384  
(edition of Order of Ministry of Education and  
Science of Ukraine  
05 June 2013 №683

Form number H-3.04

State Higher Education University  
"Uzhhorod National University"

Department (cycle commission) Internal Diseases



"APPROVED"

Dean of Medical Faculty № 2

prof. Kaliy V.V.

2021

**Syllabus for the educational discipline**  
***"Patient care"***

PATIENT CARE

(Code and name of the course)

direction of training 1201, Medicine

(Code and name of the field of study)

specialty 7.12.010001, "Medical Work"

(Code name and specialty)

specialization \_\_\_\_\_

(Name of specialization)

institute, faculty, department Medical Faculty №2

(Name of institution, faculty, department)

2021-2022 academic year

The syllabus in Patient care for the 2<sup>nd</sup> year students

(Name of the course)

in the direction of training "Medicine", specialty "Medical Work".

– P.10.


Iryna Mykyta

Developers: (Indicate the authors, their positions, academic degrees and titles)

The syllabus was approved at a meeting of department (Subject Commission) of Family Medicine and Outpatient Care

Protocol dated 02.09.2021 number 1

Head of Department (Cycle, Subject Commission)

 Kolesnyk P.O.  
(Signature) (surname and initials)

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## 1. Description of the course

Index name	Industry knowledge, direction of training, education level	Characteristics of the course	
		full-time education	correspondence
Credits – 1	Discipline: 14.01.14, Patient care (Code name)	Regulatory	
	Direction of preparation: 1201, Medicine (Code name)		
Modules - 1	Speciality (professional direction): 7.12.010001, Medicine	Year of training:	
Content modules -3		2	th
Individual & research task <u>Patient curation with medical history writing</u> (Title)		Semester	
Total number of hours - 30		3-4 th	th
		Lectures	
Weekly hours for full-time study: classroom - 2 self-learning – 1.3	Educational qualification: Expert	0 hours.	h.
		Practical, seminar	
		30 hours.	h.
		Laboratory	
		0 year.	h.
		Individual work	
		h.	h.
		Individual task: h.	
Type of control: the final module control			

Note.

The ratio of hours of classes to separate and individual work is:  
for full-time education – 66.6% : 33.3%

## 2. The purpose and objectives of the course

The purpose of this course is to teach the students the role of the basic concepts and skills to be successful, to increase students' understanding of their doctor's competencies, to improve theoretic knowledge, to develop clinical thinking, to improve practical and communicational skills with patients.

Patient care is an integral part of medicine. It stands out as an independent discipline. It is difficult to overestimate the importance of caring for the sick, because frequently the success of the treatment and prognosis depend on its quality. Patient care and medical manipulation technique is the first clinical discipline in which students begin to communicate with patients, which is of great importance for their future practical activities.

The main objectives of the discipline are:

- acquisition of theoretical knowledge and practical skills on issues of professional communication;
- observation and care of patients;
- performing medical manipulations in accordance with the standards and rules of infectious safety;
- prevention of occupational diseases and nosocomial infections;
- care for palliative patients
- formation of students' active position in a healthy way of life.
- formation of communicational skills for children and parents
- mastering the skills of providing home care to patients
- study of aspects of cardiopulmonary resuscitation

Training should be based on the principles of the problem-solving training that will promote the formation of professional logical thinking. It is recommended to use different approaches along with problem-based learning forms of independent work that form sanitary-educational thinking paramedics, accustomed to making optimal decisions, as well as active forms of education (business games, situational tasks, tests, practical classes, etc.). The program provides teaching students the adherence to ethical and deontological aspects in their activities with considering the individual characteristics of the patient and their attitude towards diseases.

After the module students should be able to:

- determine the sanitary and anti-epidemic regime, its purposes, tasks,
- means of security;
- the concept of nosocomial infection, infectious safety,
- infection control;
- types and methods of disinfection and sterilization, their characteristics;
- basic principles of medical nutrition;
- features of observation and care of patients with fever,
- disorders of the respiratory, circulatory, digestive, urinary systems;
- basic methods of laboratory research, their principles, preparation of patients before laboratory tests;
- discuss the role of a patient care assistant
- identify risks and factors that may impact skin integrity and wound healing.
- to care for pressure sores
- demonstrate techniques to maintain the personal hygiene needed by a Patient
- have improved confidence in providing end of life care to an individual with a life limiting illness according to the principles of nursing practice
- have improved knowledge of how to recognise the changing needs of the person at the end of their life (and those close to them) and know how to respond to these
- have improved understanding of the need for effective communication in discussing end of life care with individuals reaching the end of life and those close to them
- demonstrate the ability to perform clinical skills essential in providing basic healthcare services
- demonstrate Basic Life Support, Cardiopulmonary Resuscitation and other actions in case

of medical and facility emergencies

- the procedure and sequence of implementation of pre-medical rescue measure the lives of the victims
- eliminate mechanical asphyxia;
- perform mouth-to-mouth resuscitation indirect heart massage;
- demonstrate good communication, communicate accurately and appropriately in the role of a Patient Care Assistant and demonstrate professional appearance and demeanor
- be able to communicate so as to not destroy one's hope or provide a false hope
- demonstrate empathy and caring using verbal and non-verbal language
- be able to communicate and discuss end-of-life decision-making in a way that is sensitive to issues of culture and religion
- recognize situations in which the health care provider will have difficulty in interacting with the patient and/or family and develop communication skills to overcome these difficulties
- develop and apply skills to assist the patient in maternal needs with their new-born
- assist in critical care unit.
- communicate with a patient, family and caregivers about diagnosis, prognosis, treatment, symptoms and their management, and issues relating to care in the last days/weeks of life
- identify and set priorities with a patient and family/caregivers
- provide information and guidance to patients and caregivers according to available resources

## 2. The program of the course

<b><u>No.</u></b>	<b><u>Topic:</u></b>	<b><u>Contents:</u></b>
<b><u>1</u></b>	Communication difficulties in end of life care	Definitions of End of life care, Role of Family Doctor, home-based palliative care, The 5 why's about end of life support at home, A 9-Step Approach, Components of a comprehensive approach to palliative care
<b><u>2</u></b>	End of life care: practical skills	Replacement of linen and underwear for the seriously ill. Assistance to the patient during the change of underwear. Placement of the patient in the position of Fowler and Sims. Care of skin folds for prevention bumps. Hair care: washing, combing, haircut and shaving. Eyes care: rinsing, eye baths. Care of the nasal passages. Oral care in critically ill patients: review, irrigation, wiping, brushing teeth, rinsing. Genital care: washing,drying.
<b><u>3</u></b>	Bed sores :prevention and treatment	Bedsore: the main causes and risk factors occurrence. Assessment of the patient's condition on the Norton scale. Areas of bedsores, severity, complex prevention, skin



		care in the presence of bedsores, treatment
<u>4</u>	Cardiopulmonary resuscitation (adult)	Principles of CPR, main stages of CRP, CRP procedure mouth-to-mouth resuscitation, indirect heart massage;
<u>5</u>	Transportation of patients	Definition of transportability. Types of transportation of patients, depending on their condition. Techniques of transporting patients without assistance and with the help of other meds. Transportation of patients from the reception to the medical department. Rules for transferring a patient from a couch to a stretcher or wheelchair. Rules for transferring a patient from a stretcher to bed. Rules of transportation of the patient on a wheelchair.
<u>6</u>	<p>Comprehensive and focused medical assessment in internal diseases patient.</p> <p>Emergency (casualty) department design and functions. Initial patient assessment</p> <p>and decontamination in emergency department, incl. scabies and pediculosis.</p> <p>Structure and functions of therapeutic department.</p>	<p>Methods of patient examination.</p> <p>Fundamentals of medical ethics and deontology. The main symptoms and syndromes of various diseases of the internal organs. The main causes and mechanisms of the disease. Safety rules and concepts of preventive and anti-epidemic measures for infectious diseases, namely scabies and pediculosis. Determining the structure and main functions of the therapeutic department</p>
<u>7</u>	<p>Sanitary treatment in the surgical department.</p> <p>Rules of bandaging materials and clothes sterilization.</p>	The concept of septic and antiseptics; the concept of sanitation; the concept of disinfection; rules for preparation of disinfectant solutions; the concept of sterilization and sterility; know the rules of bandaging materials and clothes sterilization.
<u>8</u>	Vital functions : temperature, Blood pressure, respiratory rate. ), height,	Definition of the concept of temperature, types of temperatures; determination of blood

	weight and Body Mass Index (BMI) in Patient Care.	pressure, method of measuring blood pressure, norm and deviation; determination of respiratory rate, method of determining , respiratory rate, norm and deviation; body mass index, formula for determining body mass index
<b><u>9</u></b>	Practical skills : injections	Types of injections, injection hygien,injection safety, risks of unsafe injections, post-injection complications, application of practical skills, how to give an injection, know the principles and techniques of injection
<b><u>10</u></b>	Practical skills : injections	Types of injections, injection hygien,injection safety, risks of unsafe injections, post-injection complications, application of practical skills, how to give an injection.
<b><u>11</u></b>	Communication skills and Doctor patient relationship	Definition of good communication skills and how they are necessary for every physician. Types of communication (verbal and non-verbal). What is reflective listening and empathy? How to effectively use both methods when communicating with the patient
<b><u>12</u></b>	Red Flag in childhood Development. Patient Education. Infants and young children feeding recommendations. Hygiene of eyes, ears, oral, cavity in newborns and infants	Introduction to the integrated Management of Childhood Illnesses (IMCI). Red Flags/ General Danger signs that should be checked in all children?  How to teach the mother how to breastfeed the child. Feeding recommendations based on the age of the infant.
<b><u>13</u></b>	Swabs. Nasopharyngeal, intranasal, vaginal et	The Importance of taking samples in making a diagnosis in clinical practice.  How to perform a nasopharyngeal swab

		How to perform an intranasal swab
		How to perform a vaginal swab

### What student should know and be able to do

№	What student should know	What student should be able to do
1.	Definitions of End of life care, Role of Family Doctor, home-based palliative care, The 5 why's about end of life support at home, A 9-Step Approach, Components of a comprehensive approach to palliative care	<ul style="list-style-type: none"> <li>- Identify the level of understanding, the main problem or problem issues of the patient.</li> <li>- Determining the amount of information that the patient wants to receive and providing this information.</li> <li>- Use open questions,</li> <li>- Use verbal and nonverbal expressions of empathy, praise</li> </ul>
2.	Replacement of bedding and underwear for the seriously ill. Assistance to the patient during the change of underwear. Placement of the patient in the position of Fowler and Sims. Care of skin folds for prevention bumps. Hair care: washing, combing, haircut and shaving. Eyes care: rinsing, eye baths. Care of the nasal passages. Oral care in critically ill patients: review, irrigation, wiping, brushing teeth, rinsing. Genital care: washing, drying	<ul style="list-style-type: none"> <li>- replacement of underwear and bed linen with lying the patient;</li> <li>- use of a rubber wheel;</li> <li>- skin care: washing, wiping lying down patients;</li> <li>- hair care (washing, combing, shaving, haircut);</li> <li>- care for genitals, perineum (prevention of hives);</li> <li>- eye care (rinsing, eye baths);</li> <li>- ear care, treatment of external auditory course;</li> <li>- care of the nasal passages;</li> <li>- care of the oral cavity (examination, wiping, irrigation, brushing teeth, rinsing);</li> </ul>
3.	The main causes and risk factors occurrence. Assessment of the patient's condition on the Norton scale. Areas of bedsores, severity, complex prevention, skin care in the presence of bedsores, treatment	<ul style="list-style-type: none"> <li>- determine the risk for a patient to suffer from bedsores</li> <li>- Carry out comprehensive prevention of bedsores</li> <li>- Differentiate different degrees of bedsores.</li> <li>- Treat bedsores of 1-2 degrees</li> </ul>
4.	Principles of CPR, main stages of CRP, CRP procedure mouth-to-mouth resuscitation, indirect heart massage; mechanical asphyxia: Heimlich's reception	<ul style="list-style-type: none"> <li>- purposefully collect anamnesis from those present;</li> <li>- to conduct a physical examination of the patient</li> <li>- to determine the tactics of emergency care at the urgent stage of cardiopulmonary resuscitation</li> <li>- perform mouth-to-mouth resuscitation</li> <li>- perform external indirect heart massage</li> </ul>
5	Definition of transportability, types of	- to determine the type of transportation for a



	transportation of patients, depending on their condition, techniques of transporting the patients without assistance and with the help of other meds	<p>patient</p> <ul style="list-style-type: none"> <li>- to transport the patient independently</li> <li>- to transport the patient with the help of other medical workers</li> <li>- to transport the patient from the admission department to the ward</li> </ul>
6.	Methods of patient examination. Fundamentals of medical ethics and deontology. The main symptoms and syndromes of various diseases of the internal organs. The main causes and mechanisms of the disease. Safety rules and concepts of preventive and anti-epidemic measures for infectious diseases, namely scabies and pediculosis. Determining the structure and main functions of the therapeutic department.	<ul style="list-style-type: none"> <li>-Ability to conduct a subjective examination of the patient.</li> <li>- Conduct an objective examination of the patient (examination, palpation, percussion, auscultation).</li> <li>-Evaluate the patient's health.</li> <li>-Ability to examine the patient for scabies and pediculosis.</li> <li>- Collect anamnesis and be able to identify the main complaints of the patient.</li> </ul>
7.	The concept of septic and antiseptics; the concept of sanitation; the concept of disinfection; rules for preparation of disinfectant solutions; the concept of sterilization and sterility; know the rules of bandaging materials and clothes sterilization.	<ul style="list-style-type: none"> <li>-Be able to prepare a suitable disinfectant solution and sanitize surfaces and surgical instruments.</li> <li>-Be able to prepare bandaging materials, surgical linen for sterilization.</li> </ul>
8.	Definition of the concept of temperature, types of temperatures; determination of blood pressure, method of measuring blood pressure, norm and deviation; determination of respiratory rate, method of determining , respiratory rate, norm and deviation; body mass index, formula for determining body mass index	<ul style="list-style-type: none"> <li>-Able to measure the patient's body temperature and draw up a temperature sheet.</li> <li>-Able to measure blood pressure, to conclude that it is normal.</li> <li>-Examine the pulse of the patient on the main arteries, to conclude about its main properties.</li> <li>- To conduct a study of the patient's breathing, to draw conclusions about its main properties.</li> <li>- Be able to measure the patient's height, determine body weight and calculate BMI</li> </ul>
9.	Types of injections, injection hygien,injection safety, risks of unsafe injections, post-injection complications, application of practical skills, how to give an injection, know the principles and techniques of injection	<ul style="list-style-type: none"> <li>-Defenition of injection</li> <li>-List the tips of injections</li> <li>-Be able to perform all types of injections</li> <li>-Follow the rules of hygiene</li> <li>-Prevent complications</li> </ul>
10.	Types of injections, injection hygien,injection safety, risks of unsafe injections, post-injection complications, application of practical skills, how to give an injection.	<ul style="list-style-type: none"> <li>-Defenition of injection</li> <li>-List the tips of injections</li> <li>-Be able to perform all types of injections</li> <li>-Follow the rules of hygiene</li> <li>-Prevent complications</li> </ul>
11.	<ul style="list-style-type: none"> <li>-Why communication is very important in clinical practice.</li> <li>-Define clearly the different types of communication</li> <li>-Should understand what is meant by</li> </ul>	<ul style="list-style-type: none"> <li>-Should be able to differentiate between a good way of communication and a bad way of communication</li> <li>-to demonstrate how to communicate effectively when counselling a patient</li> </ul>

	reflective listening and empathy	-to give an examples of when reflective listening can be applied
12.	-What is Integrated Management of Childhood Illnesses -What are the Danger signs that are checked in unwell infants -how to counsel mother when it comes to feeding the unwell child -	-Should be able to recognise danger signs in an infant. -Should be able to demonstrate feeding techniques for the unwell child -Show mother to clean eyes, ears, oral cavity in newborns and infants
13.	-What the indications for using different types of Swabs	-How to perform a nasopharyngeal swab -how to perform an intranasal swab -How to perform a vaginal swab

#### 4. Structure of the course

Names of content modules and themes	Number of hours											
	Full-time						Part-time					
	all	including					all	including				
		L	PC	LC	IT	IW		L	PC	LC	IT	IW
1	2	3	4	5	6	7	8	9	10	11	12	13
<b>Module 1</b>												
<b>Content module 1. Diabetes Mellitus</b>												
Topic 1	2.	-	2	-	-							
Topic 2	2.	-	2	-	-							
Topic 3.	2	-	2	-	-							
Topic 4.	2		2	-	-							
Topic 5.	2		2	-	-							
Topic 6.	2		2	-	-							
Topic 7.	2	-	2	-	-							
Topic 8.	2		2									
Topic 9.	2		2									
Topic 10	2		2									
Topic 11	2		2									
Topic 12	2		2									
Topic 13	2		2									
Topic 14	2		2									
Module control	2		2									
<b>Total for content module</b>	<b>30</b>		<b>30</b>	-	-							

#### 5. Breakdown of points by topic

Topic 1	<b>10</b>
Topic 2..	<b>10</b>
Topic 3.	<b>10</b>

Topic 4.	<b>10</b>
Topic 5.	<b>10</b>
Topic 6. - Topic 7.	<b>10</b>
<b><i>Module control 1</i></b>	<b>40</b>
Topic 9..	<b>10</b>
Topic 10	<b>10</b>
Topic 11	<b>10</b>
Topic 12	<b>10</b>
Topic 13	<b>10</b>
Topic 14	<b>10</b>
<b><i>Module control 2</i></b>	<b>40</b>
Total	<b>200</b>

#### 6. Distribution of points by activity

<b>Knowledge</b>	<b>3</b>
<b>Practical Skills (OSKE, Patient Management)</b>	<b>3</b>
<b>Attitude</b>	<b>4</b>

#### 7. Topics of laboratory classes

Laboratory classes for this program are not provided.

#### 8. Individual tasks

Individual task for the students during the process: it is expected that students use additional sources of special literature, issuing particular disease; practice and consolidate patient inspection skills, acquired on practical classes; develop the skill of clinical thinking and apply the knowledge for diagnosis, differential diagnosis, treatment rationale for particular patient; form the skills of correct maintenance of medical records, screening, standardized patients

#### 10. Teaching Methods

There are the following teaching methods according to the syllable:

1. Practical classes

2. Individual work of the students
3. Individual tasks for the students

The curriculum of lectures, practical classes and individual work of the students provide the understanding of all the topics inside content modules. Lecture topics describe current issues of corresponding diseases. Lecture course uses maximum didactical tools: multimedia presentations, educational videos, slide shows, themed patients. The lecture and practical course are adjusted in such a mode that lectures precede practical classes.

### 11. Methods of control

The current control is performed on practical classes according to the goals, interim test is held on the last class of each content module. Objective methods of knowledge and skills assessment are applied, computer testing, situation tasks are preferred.

Final module control is performed in the end of the module.

Student's rating is made of multipoint scale and has descriptions according to the ECTS system and traditional system accepted in Ukraine.

### 12. The distribution of points that students can get

Routine testing							Total
Content module 1							
T1	T2	T3	T4	T5	T6-T7	Module control 1  40	100
10	10	10	10	10	10		
Content module 2							100
T8	T9	T10	T11	T12	T13	Module control 2  40	
10	10	10	10	10	10		
Total							200

### Grading scale: national and ECTS

Total points for all the educational activities	Rating ECTS	Evaluation on the national scale	
		for examination, course project (work) practice	to offset
180 - 200	<b>A</b>	Excellent	Passed
165 - 179	<b>B</b>	Good	
148 - 164	<b>C</b>		
128 - 147	<b>D</b>	Satisfactory	
120 - 127	<b>E</b>		
70 - 119	<b>F<sub>x</sub></b>	Unsatisfactory with the possibility of re-drafting	not credited with the possibility of re-drafting

0 - 69	<b>F</b>	Unsatisfactory with obligatory repeated study of discipline	not credited with a mandatory re-learning course
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Students' theoretical knowledge and practical skills assessment criteria:

Score is "excellent" (180-200 points, A) for the student who: - comprehensively and deeply possesses educational and program material; - can independently carry out the tasks provided by the program, uses the acquired knowledge and skills in non-standard situations; - mastered the basic and is familiar with the additional literature which is recommended by the program; - he/she has mastered the interconnection of the basic concepts of discipline and is aware of their importance for the profession he/she acquires; - freely expresses own thoughts, independently evaluates various life events and facts, revealing a personal position; - independently defines separate goals of own educational activity, has shown creative abilities and uses them in studying educational and program material, showed a tendency to scientific work.

The score is "good" (165-179 points, B) - for the student who: - fully mastered educational and program material, including applying it in practice, has systemic knowledge sufficiently in accordance with the educational- Program material, it is reasonably used in different situations; - Has the ability to independently seek information, as well as to analyze, formulate and solve problems of professional orientation; - during the answer there were some inaccuracies, which were corrected by the student, finds convincing arguments to confirm the studied material;

A "good" score (148-164 points, C) is deserved by the student who: - in general, has mastered the curriculum, but answers the exam with a certain number of mistakes; - is able to compare, generalize, systematize information under the direction of a teacher, as a whole independently applies in practice, controls his/her own activities; - mastered educational and program material, successfully completed tasks envisaged by the program, mastered the main literature recommended by the program;

"Satisfactory" (128-147 points, D) is for the student who: - knows the main curriculum material to the extent necessary for further study and use in the future profession; - does a good job, but with a lot of errors; - is familiar with the main literature recommended by the program; - allows for classes or exam errors in the execution of tasks, but under the guidance of a teacher finds ways to eliminate them.

A "satisfactory" rating (120-127 points, E) is for the student who: - possesses the basic educational and programmed material to the extent necessary for further study and use in the future profession, and the fulfillment of tasks satisfies the minimum criteria. Knowledge has a reproductive character.

"Unsatisfactory" (70-119 points, FX) - is presented to the student, who: has revealed significant gaps in knowledge of the main program material, made fundamental mistakes in the implementation of the tasks provided by the program.

Score is "unsatisfactory" (0-69 points, F) - for the student who: - knows the educational material only at the level of elementary recognition and reproduction of individual facts or does not possess at all; - admits gross mistakes in the execution of the tasks provided by the program; - cannot continue education and is not ready for professional work after graduation without re-studying this discipline.

### 13. Information Resources

1. Scott, SA. Life-Support Interventions at the End of Life: Unintended Consequences. American Journal of Nursing
2. The SUPPORT Principal Investigators. A controlled trial to improve care for seriously ill hospitalized patients: the Study to Understand Prognoses and Preferences for Outcomes and Risks of Treatments (SUPPORT).
3. Baranoski, S., & Ayello, E. A. (2008). Wound care essentials: Practice principles (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins. Bell, C., & McCarthy, G.

5. The assessment and treatment of wound pain at dressing change. British Journal of Nursing
6. Quick reference to wound care (3rd ed.). Sudbury, MA: Jones and Bartlett Pubs. Bryant, R. A., & Nix, D. P.
7. British Geriatrics Society (2010) Comprehensive Assessment of the Frail Older Patient.
8. High Quality Health Care for Older Care Home Residents. British Geriatrics Society (2012)
9. BATES' GUIDE TO PHYSICAL EXAMINATION AND HISTORY TAKING, 8TH EDITION
10. Clinical Skills Lecture Notes, Blackwell 4th Edition 2003
11. OPTIONS FOR THE DELIVERY OF EDUCATIONAL INTERVENTIONS. THE ADVANTAGES AND DISADVANTAGES OF THESE OPTIONS Pavlo Kolesnyk, MD PhD,