

**STATE UNIVERSITY  
"UZHHOROD NATIONAL UNIVERSITY"  
MEDICAL FACULTY 2  
Department of Family Medicine and Outpatient Care**



**SYLLABUS**

**CC 16. PATIENT CARE**

Educational level	<b>Second (Master)</b>
Subject area	<b>22 "Health"/I "Healthcare and Social Welfare"</b>
Specialty	<b>222 "Medicine"/ I2 "Medicine"</b>
Educational program	<b>"General Medicine"</b>
Discipline status	<b>Compulsory</b>
The language of instruction	<b>English</b>

**Uzhhorod 2025**

"Patient care" syllabus for higher education seekers of the subject area 22 "Health", specialty 222 "Medicine", educational program "General medicine".

**Authors:** Pavlo KOLESNYK, associate professor, MD, head of the department of family medicine and outpatient care; Iryna Khramtsova - Phd, Associate professor of the Department.


The syllabus was discussed and approved at the meeting of the Department of Family Medicine and Outpatient Care

Minutes № 10 of " 12 " 06 2025

Head of the Department  /Pavlo KOLESNYK/

Approved by the Scientific-Methodical Commission of the Medical Faculty 2

Minutes № 11 of " 7 " June 2025

Head of the Scientific-Methodical Commission  /Nataliia MALETS/

## 1. DESCRIPTION OF THE EDUCATIONAL SUBJECT

Name of indicators	Distribution of academic hours according to the curriculum	
	Full-time study	Extramural form of study
ECTS credits – 6	Year of training:	
Total number of hours – 180	<b>2</b>	-
Number of modules – 2	Semester:	
Weekly academic hours for full-time study: 2  class-room academic hours - 2  student's self-study hours - 2	<b>3- 4 th</b>	-
	Lectures:	
	<b>0 h</b>	-
	Practical classes (seminars):	
	<b>0 h</b>	-
Type of final control: credit	Laboratory classes:	
	<b>69 h</b>	-
Form of final control: written	Self-study:	
	<b>60 h</b>	-

## 2. PURPOSE OF THE EDUCATIONAL SUBJECT

The purpose of studying the discipline "Patient care" 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.

According to the educational program, the study of the discipline contributes to the formation of the following competencies in higher education seekers:

1. Ability to learn and master modern knowledge.
2. Ability to apply knowledge in practical situations.
3. Knowledge and understanding of the subject field and understanding of professional activity.
4. Ability to adapt and act in a new clinical situation.
5. Ability to work in a team.
6. Ability to interpersonal interaction.
7. Determination and persistence in relation to assigned tasks and assumed responsibilities.
8. Ability to collect medical information about the patient and analyze clinical data.
9. The ability to determine the necessary regime of work and rest in the treatment and prevention of diseases
10. The ability to determine the nature of nutrition in the treatment and prevention of diseases
11. Ability to perform medical manipulations.
12. Ability to solve medical problems in new or unfamiliar environments in the presence of incomplete or limited information, taking into account aspects of social and ethical responsibility.
13. Ability to carry out sanitary and hygienic and preventive measures.
14. Ability to plan and carry out preventive and anti-epidemic measures regarding infectious diseases.
15. Adherence to ethical principles when working with patients and laboratory animals.
16. Observance of professional and academic integrity, bear responsibility for the reliability of the obtained scientific results.

## 3. PREREQUISITES FOR STUDYING THE EDUCATIONAL SUBJECT

The prerequisites for studying the educational subject "Patient care " are mastering the following educational subjects (ES) of the educational program (EP):

Code of ES according to the EP **6**      Medical biology

## 4. EXPECTED LEARNING OUTCOMES

According to the educational program "General Medicine", the study of the educational subjects should ensure the achievement of the following program learning outcomes (PLO) by higher education seekers:

<b>Program learning outcomes</b>	<b>PLO code</b>
Have thorough knowledge of the structure of professional activity. To be able to carry out professional activities that require updating and integration of knowledge.	PLO 1

To be responsible for professional development, ability for further professional training with a high level of autonomy.	
Understanding and knowledge of basic and clinical biomedical sciences, at a level sufficient for solving professional problems in the field of health care.	PLO 2
Specialized conceptual knowledge, including scientific achievements in the field of protection health and is the basis for conducting research, critical understanding of problems in the field of medicine and interdisciplinary problems related to it.	PLO 3
Identify leading clinical symptoms and syndromes (arterial hypertension, arterial hypotension, chest pain, abdominal pain, broncho-obstructive syndrome, fever, headache, shortness of breath, asphyxia, coma, sudden cardiac arrest, disorders of consciousness); by standard methods, using preliminary data of the patient's history, data of the patient's examination, knowledge about a person, his organs and systems, establish a preliminary clinical diagnosis of the disease (hemolytic disease of newborns, sepsis of newborns, conjunctivitis, laryngitis, otitis, heart rhythm and conduction disorders, heart failure, asphyxia, liver failure, chronic kidney disease, bacterial skin diseases and subcutaneous tissue, purulent-inflammatory diseases of the fingers and brushes, burns and frostbite, parasitic skin diseases (scabies, lice), polytrauma, obesity, acute heart failure, sudden cardiac arrest, drowning).	PLO 4

Expected learning outcomes (ELO) that should be achieved by students after mastering the discipline " **Patient care** ":

<b>EL O code</b>	<b>Expected learning outcomes of the discipline</b>	<b>PLO code</b>
1	Determining the amount of information that the patient wants to receive and provide this information, use open questions, use verbal and nonverbal expressions of empathy, praise	1, 2
2	Collect anamnesis and be able to identify the main complaints of the patient, ability to conduct a subjective examination of the patient, conduct an objective examination of the patient (examination, palpation, percussion, auscultation), evaluate the patient's health, ability to examine the patient for scabies and pediculosis.	1, 2
3	Be able to differentiate between a good way of communication and a bad way of communication, demonstrate how to communicate effectively when counselling a patient, give an example of when reflective listening can be applied	1, 2

4	Perform a nasopharyngeal swab, perform an intranasal swab and vaginal swabs.	3
5	Able to measure the patient's body temperature and draw up a temperature sheet, able to measure blood pressure, to conclude that it is normal, examine the pulse of the patient on the main arteries, to conclude about its main properties, conduct a study of the patient's breathing, to draw conclusions about its main properties, be able to measure the patient's height, determine body weight and calculate BMI	4
6	Definition of injection, list the tips of injections, be able to perform all types of injections, follow the rules of hygiene during injection, prevent complications	4
7	Replacement of underwear and bed linen with lying the patient; use of a rubber wheel; skin care: washing, wiping lying down, patients; hair care (washing, combing, shaving, haircut); care for genitals, perineum (prevention of hives); eye care (rinsing, eye baths); ear care, treatment of external auditory course; care of the nasal passages; care of the oral cavity (examination, wiping, irrigation, brushing teeth, rinsing);	4
8	Be able to recognize 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	1, 4
9	Determine the type of transportation for a patient, transport the patient independently, transport the patient with the help of other medical workers, transport the patient from the admission department to the ward	4
10	Collect anamnesis from those present; conduct a physical examination of the patient with heart failure, determine the tactics of emergency care at the urgent stage of cardiopulmonary resuscitation, perform mouth-to-mouth resuscitation, perform external indirect heart massage	1,2,3,4
11	Determine the risk for a patient to suffer from bedsores and different types of wounds, wounds care, carry out comprehensive prevention of bedsores, differentiate different degrees of bedsores, treat bedsores of 1-2 degrees	3, 4

12	Complete an occupational therapy neurological evaluation, including the skills: measuring joint range of motion with a goniometer, using the Ashworth Scale to assess muscle tone, using the manual muscle testing scale, learning how to complete a simple series of tests for sensation and vision, The Barthel Index to grade patient independence in daily occupations of self-care	3,4
----	---	-----

## 5. DIAGNOSTIC TOOLS AND EVALUATION CRITERIA OF LEARNING OUTCOMES

### Means of assessment and methods of demonstrating learning outcomes

Means of assessment and methods of demonstrating learning outcomes in the discipline are:

- ELO 1. – oral, written, demonstration of skills
- ELO 2. – oral, written, demonstration of skills
- ELO 3. – oral, demonstration of skills
- ELO 4. – oral, written, demonstration of skills
- ELO 5. – oral, demonstration of skills
- ELO 6. – oral, demonstration of skills
- ELO 7. – oral, written, demonstration of skills
- ELO 8. – oral, demonstration of skills
- ELO 9. – oral, written, demonstration of skills
- ELO 10. – oral, written, demonstration of skills
- ELO 11. – oral, written, demonstration of skills
- ELO 12. – oral, demonstration skills

### Forms of control and criteria for learning outcomes evaluation

- Forms of current control: oral, written, demonstration of skills
- Form of module control: written
- Form of final semester control: credit

### Distribution of points received by higher education seekers (module 1)

Current assessment and self-study														Module test	Sum
T1	T2	T3	T4	T5	T6	T7	T8	T9	T10	T11	T12	T13	T14	80	200
9	9	9	9	9	9	9	9	9	9	6	6	9	9		

T1, T2 ... - topics

### Distribution of points received by higher education seekers (module 2)

Current assessment and self-study														Module test	Sum
T	T	T	T	T	T	T	T	T	T	T	T	T	T	80	200
15	16	17	18	19	20	21	22	23	24	25	26	T27	T28		
9	9	9	9	9	9	9	9	9	9	9	9	6	6	9	

T1, T2 ... - topics

### Evaluation of certain types of educational work in the discipline

Type of activity of the higher education seeker	Module 1		Module 2		Module ...	
	Number	Maximum number of points (total)	Number	Maximum number of points (total)	Number	Maximum number of points (total)
Practical classes (seminars)						
Laboratory classes (admission, completion and defense)	14	120	14	120		
Computer testing in thematic assessment						
Written testing in thematic assessment						
Presentation						
Research abstract						
Essay						
Module test	1	80	1	80		
<b>Total</b>		<b>200</b>		<b>200</b>		<b>200</b>

### Criteria of current educational activity evaluation

The grade "*excellent*" (180-200 points) is awarded to students who actively participated in the discussion of the most complicated issues on the studied topic, gave at least 90% correct answers to standardized test tasks, completed written tasks without errors, completed practical tasks and properly presented their results.

The grade "*good*" (148-179 points) is awarded to students who participated in the discussion of the most complicated issues on the studied topic, gave at least 74% correct answers to standardized test tasks, made some minor mistakes in answers to written tasks, completed practical tasks and properly presented their results.

The grade "*satisfactory*" (120-147 points) is awarded to students who participated in the discussion of the most complicated issues on the studied topic, gave at least 60% correct answers to standardized test tasks, made significant mistakes in answers to written tasks, completed practical tasks and properly presented their results.

The grade "*unsatisfactory*" (0-119 points) is awarded to students who did not participate in the discussion of the most complicated issues on the studied topic, gave less than 60% correct answers to standardized test tasks, made gross mistakes in answers to written tasks or did not answer them at all, did not complete practical tasks and did not properly present their results.

### Criteria for module test evaluation

A module test is done by completing prepared tasks (test cards) with different cards having the same difficulty level. All students are allowed to complete the module test, regardless of the current assessment's results and the presence of unfulfilled missed practical classes. The period of 1.5 hours is given to complete the entire module test. It is forbidden to use any information sources while completing the module test.

The grade "*excellent*" (180-200 points) is awarded to students who gave at least 90% correct answers to standardized test tasks and completed written tasks without errors.

The grade "*good*" (148-179 points) is awarded to students who gave at least 74% of the correct answers to standardized test tasks and made some minor mistakes in the answers to written tasks.

A student who gave at least 60% of the correct answers to standardized test tasks and made significant mistakes in the answers to written tasks receives the grade "*satisfactory*" (120-147 points).

The grade "*unsatisfactory*" (0-119 points) is awarded to students who gave less than 60% correct answers to standardized test tasks, made gross errors in answers to written tasks, or did not provide answers to the designed written tasks.

### **Criteria for the final semester control evaluation**

The final semester rating is calculated as the arithmetic average of two modules. According to the Regulation on the assessment of students' educational achievements according to the credit-module system, if the final module grade is at least 120 points, then with the consent of the student, it can be counted as the final (semester) grade for the academic discipline. Students who are not satisfied with the final positive grades given by the teacher based on the results of module tests, as well as those who received "unsatisfactory" grades and at the same time have no unfulfilled practical (laboratory) classes, have the right to take a credit (exam) in the discipline. Full-time students are admitted to the final (semester) control of a specific discipline in the form of a credit or exam if, based on the results of the module tests, they scored at least 35 per cent of the possible points. Based on the results of the answers given during the exam/credit, a grade is awarded according to a 200-point scale. Regardless of whether the student takes the exam (credit) because their final module grade is unsatisfactory (70-119 points) or to increase the positive grade, the teacher gives the student a grade based solely on the level of their knowledge, demonstrated during the exam (credit), that is, based on 200 points, but the final (semester) grade cannot be lower than the final module grade.

### **Criteria for the module final semester control evaluation**

- the grade "*excellent*" (180-200 points, A) is awarded to students who: have comprehensive, systematic, and deep knowledge of educational and syllabus material; are able to independently perform the tasks prescribed by the syllabus, apply the acquired knowledge and skills in non-standard situations; learned the basic and familiarized themselves with the additional literature recommended by the program; mastered the interrelationship of the main concepts of the discipline and are aware of their importance for the profession they acquire; freely express their own opinions, independently evaluate various life phenomena and facts, revealing their personal position; independently determine the individual goals of their own educational activity, revealed creative abilities and used them when studying the syllabus material, as well as demonstrated interest to scientific work.
- grade "*good*" (164-179 points, B) is awarded to students who: have comprehensive, systematic, and deep knowledge of educational and syllabus material, including applying it in practice, have sufficient systematic knowledge in accordance with the syllabus material, apply it reasonably in different situations; have the ability to independently search for information, as well as to analyze, set and solve professionally oriented problems; while answering the exam/credit questions they might have some inaccuracies, with correcting those themselves. The student should also be able to choose convincing arguments to confirm the studied material;
- the grade "*good*" (148-163 points, C) is awarded to students who: completed the work in general, but during the final control make a certain number of mistakes; are able to compare, generalize, systematize information under the guidance of a teacher, in general independently apply it in practice, control their own activities; learned the curriculum material, successfully completed the tasks prescribed by the program, familiarized themselves with the basic literature recommended by the program;
- the grade "*satisfactory*" (128-147 points, D) is awarded to students who: know the basic syllabus material to the extent necessary for further study and its use in the future profession; perform tasks well, but with a significant number of errors; familiarized themselves with the basic literature recommended by the syllabus; make mistakes when completing tasks during classes or exams but find ways to correct them under the guidance of the teacher.

- the grade "*satisfactory*" (120-127 points, E) to students who: have basic knowledge of educational and syllabus material in the amount necessary for further study and its application in the future profession, and the performance of tasks meets the minimal criteria. Knowledge is reproductive in nature.
- grade "*unsatisfactory*" (70-119 points, FX) is awarded to students who: revealed significant gaps in the knowledge of the main syllabus material and made fundamental mistakes during the completion of tasks provided by the syllabus.
- grade "*unsatisfactory*" (0-69 points, F) is awarded to students who learned the educational material only at the level of elementary recognition and reproduction of individual facts or did not learn it at all; made gross errors when completing the tasks provided by the syllabus; cannot continue their studies and are not ready for professional activity after graduating from the university without re-studying this discipline.

## 6. SYLLABUS

### 6.1. The content of the discipline

#### Module 1

Topic 1. Communication skills and doctor-patient relationship in general practice while meeting patient and history taking.

Topic 2. Family medicine department design and functions. Scabies and pediculosis diagnosis and treatment

Topic 3. General practical skills in medical practice. Patient's vital functions assessment: temperature, blood pressure, respiratory rate, height, body weight and Body Mass Index (BMI) measurement

Topic 4. Special practical skills in general medical practice. Methodology and purpose of taking swabs: nasopharyngeal, intranasal, vaginal etc.

Topic 5. Communication skills and doctor-patient relationship in general practice while physical examination.

Topic 6. OSCE mini-module: "Assessment of communication and practical skills while meeting and examining patients in general medical practice". Standardized patient.

Topic 7. Integrated care of children's diseases: Alarm "Red Flags" symptoms assessment in the newborns and infants. Communication with parent's education concerning alarming symptoms.

Topic 8. Breastfeeding evaluation. Communication with mothers concerning breastfeeding.

Topic 9. Practical skills training. Children's physical development assessment. Children's care education: hygiene of eyes, ears, oral cavity, umbilicus chord in newborns and infants. Communication with parents concerning baby care.

Topic 10. OSCE mini-module: "Communication with parents concerning infant's care in general medicinal. Standardized patient.

Topic 11. Patient care before and after surgical treatment. Sterilization methods and tips.

Topic 12. Patient care in therapeutic department

Topic 13. Practical skills training: positioning patients with different conditions.

Topic 14. OSCE mini-module: "Communication and positioning bedridden patients with different conditions in general medical practice". Standardized patient.

Topic 15. Module 1: General and special skills assessment of patient's care while history taking, examining, infant's care, bedridden patient's care and communication skills assessment. Standardized patient.

#### Module 2

Topic 16. What is occupational therapy and rehabilitation? The Model of Human Occupation (MOHO). Practical MOHO assessment.

Topic 17. What are the tools of occupational therapy? What tools are used to evaluate the patient's physical body? Practical skills training.

Topic 18. What tools are used to evaluate the patient cognitively? Practical skills training. Practical treatment intervention based on evaluation results.

Topic 19. OSCE mini-module "Communication with patients while rehabilitation and ergotherapy ". Standardized patient.

Topic 20. Seriously ill patients. End of life care. Challenges in communication. Goals of palliative medicine.

Topic 21. Wound care. Types of wounds. Stages of chronic wounds. Wounds assessment.

Topic 22. Wound care. Wound materials and management of different types of wounds.

Topic 23. Pressure ulcers in palliative care patients. Purulent and other wounds. Wounds' management.

Topic 24. OSCE mini-module "Communication and wound care skills assessment at seriously ill patients". Standardized patient.

Topic 25. Administrations of different types of drugs. Communication with patients while performing procedures.

Topic 26. Practical skills: performing subcutaneous and intramuscular injections.

Topic 27. Practical skills: performing intravenous and intraarticular injections.

Topic 28. Practical skills training: cardiopulmonary resuscitation (CPR).

Topic 29. OSCE mini-module "Communication and practical skills assessment while administration of different types of medications". Standardized patient.

Topic 30. Module 2 Communication and practical skills assessment of seriously ill patient's care, ergotherapy, wound care, and drug administration. Standardized patient.

## 6.2. The structure of the discipline

Titles of content modules and topics	Number of hours					
	Form of study:					
	Total	including				
		lectures	practical classes (seminars)	laboratory classes	individual work	self-Study
<b>№ semester 1</b>						
<b>Module 1</b>						
Topic 1. Communication skills and doctor-patient relationship in general practice while meeting patients and history taking.	2			2		2
Topic 2. Family medicine department design and functions. Scabies and pediculosis diagnosis and treatment	2			2		2
Topic 3. General practical skills in medical practice. Patient's vital functions assessment: temperature,	2			2		2

blood pressure, respiratory rate, height, body weight and Body Mass Index (BMI) measurement					
Topic 4. Special practical skills in general medical practice. Methodology and purpose of taking swabs: nasopharyngeal, intranasal, vaginal etc.	2			2	2
Topic 5. Communication skills and doctor-patient relationship in general practice while physical examination	2			2	2
Topic 6. OSCE mini-module: "Assessment of communication and practical skills while meeting and examining patients in general medical practice". Standardized patient.	3			3	2
Topic 7. Integrated care of children's diseases: Alarm "Red Flags" symptoms assessment in the newborns and infants. Communication with parent's education concerning alarming symptoms.	2			2	2
Topic 8. Breastfeeding evaluation. Communication with mothers concerning breastfeeding.	2			2	2
Topic 9. Practical skills training. Children's physical development assessment. Children's care education: hygiene of eyes, ears, oral cavity, umbilicus chord in newborns and infants. Communication with parents concerning baby care.	2			2	2
Topic 10. OSCE mini-module: "Communication with parents concerning infant care in general medicine. Standardized patient.	3			3	2
Topic 11. Patient care before and after surgical treatment. Sterilization methods and tips.	2			2	2
Topic 12. Patient care in therapeutic department	2			2	2
Topic 13. Practical skills training: positioning patients with different conditions	2			2	2
Topic 14. OSCE mini-module: "Communication and positioning bedridden patients with different conditions in general medical practice". Standardized patient.	3			3	2
Module test. Standardized patient.	4			4	2
Total for the module	35			35	30
<b>Module 2</b>					
Topic 16. What is occupational therapy and rehabilitation? The Model of Human Occupation (MOHO). Practical MOHO assessment.	2			2	2
Topic 17. What are the tools of occupational therapy? What tools are used to evaluate the patient's physical body? Practical skills training.	2			2	2
Topic 18. What tools are used to evaluate the patient cognitively? Practical skills training. Practical treatment intervention based on evaluation results.	2			2	2
Topic 19. OSCE mini-module "Communication with patients while rehabilitation and ergotherapy ". Standardized patient.	3			3	2

Topic 20. Seriously ill patients. End of life care. Challenges in communication. Goals of palliative medicine	2			2		2
Topic 21. Wound care. Types of wounds. Stages of chronic wounds. Wounds assessment.	2			2		2
Topic 22. Wound care. Wound materials and management of different types of wounds.	2			2		2
Topic 23. Pressure ulcers in palliative care patients. Purulent and other wounds. Wounds' management	2			2		2
Topic 24. OSCE mini-module "Communication and wound care skills assessment at seriously ill patients". Standardized patient.	3			3		2
Topic 25. Administrations of different types of drugs. Communication with patients while performing procedures	2			2		2
Topic 26. Practical skills: performing subcutaneous and intramuscular injections	2			2		2
Topic 27. Practical skills: performing intravenous and intraarticular injections	2			2		2
Topic 28. Practical skills training: cardiopulmonary resuscitation (CPR).	2			2		2
Topic 29. OSCE mini-module "Communication and practical skills assessment while administration of different types of medications ". Standardized patient.	3			3		2
Module test. Standardized patient.	3			3		2
Total for the module	34			34		30
<b>Total for the semester</b>	<b>69</b>			<b>69</b>		<b>60</b>
№ semester						
<b>Module ...</b>						
Topic 1. ...						
Topic 2. ...						
...						
Module test						
Total for the module						
...						

### 6.3. Topics of practical (seminars, laboratory) classes

№	Topic title	Number hours	
		Full-time study	Extramural form of study
1	Communication skills and doctor-patient relationship in general practice while meeting patient and history taking.	2	
2	Family medicine department design and functions. Scabies and pediculosis diagnosis and treatment	2	
3	General practical skills in medical practice. Patient's vital functions assessment: temperature, blood pressure, respiratory rate, height, body weight and Body Mass Index (BMI) measurement	2	

4	Special practical skills in general medical practice. Methodology and purpose of taking swabs: nasopharyngeal, intranasal, vaginal etc.	2	
5	Communication skills and doctor-patient relationship in general practice while physical examination	2	
6	OSCE mini-module: "Assessment of communication and practical skills while meeting and examining patients in general medical practice". Standardized patient.	3	
7	Integrated care of children's diseases: Alarm "Red Flags" symptoms assessment in the newborns and infants. Communication with parent's education concerning alarming symptoms.	2	
8	Breastfeeding evaluation. Communication with mothers concerning breastfeeding.	2	
9	Practical skills training. Children's physical development assessment. Children's care education: hygiene of eyes, ears, oral cavity, umbilicus chord in newborns and infants. Communication with parents concerning baby care.	2	
10	OSCE mini-module: "Communication with parents concerning infant's care in general medicinal. Standardized patient.	3	
11	Patient care before and after surgical treatment. Sterilization methods and tips.	2	
12	Patient care in therapeutic department	2	
13	Practical skills training: positioning patients with different conditions	2	
14	OSCE mini-module: "Communication and positioning bedridden patients with different conditions in general medical practice". Standardized patient.	3	
15	Module 1: General and special skills assessment of patient's care while history taking, examining, infant's care, bedridden patient's care and communication skills assessment . Standardized patient.	4	
16	What is occupational therapy and rehabilitation? The Model of Human Occupation (MOHO). Practical MOHO assessment.	2	
17	What are the tools of occupational therapy? What tools are used to evaluate the patient's physical body? Practical skills training.	2	
18	What tools are used to evaluate the patient cognitively? Practical skills training. Practical treatment intervention based on evaluation results.	2	
19	OSCE mini-module "Communication with patients while rehabilitation and ergotherapy ". Standardized patient.	3	
20	Seriously ill patients. End of life care. Challenges in communication. Goals of palliative medicine	2	
21	Wound care. Types of wounds. Stages of chronic wounds. Wounds assessment.	2	
22	Wound care. Wound materials and management of different types of wounds.	2	
23	Pressure ulcers in palliative care patients. Purulent and other wounds. Wounds' management	2	
24	OSCE mini-module "Communication and wound care skills assessment at seriously ill patients". Standardized patient.	3	
25	Administrations of different types of drugs. Communication with patients while performing procedures	2	

26	Practical skills: performing subcutaneous and intramuscular injections	2	
27	Practical skills: performing intravenous and intraarticular injections	2	
28	Practical skills training: cardiopulmonary resuscitation (CPR).	2	
29	OSCE mini-module "Communication and practical skills assessment while administration of different types of medications ". Standardized patient.	3	
30	Module 2 Communication and practical skills assessment of seriously ill patient's care, ergotherapy, wound care, and drug administration. Standardized patient.	3	
<b>Total</b>		69	

#### 6.4. Self-study

№	Topic title	Number hours	
		Full-time study	Extramural form of study
1	Communication skills and doctor-patient relationship with elderly people, adolescents and problem patients	2	
2	Design and function of therapeutic department	2	
3	Filling in the temperature sheet, determining of different types of fever.	2	
4	Evaluation and interpretation of different types of smears.	2	
5	Train to give examples of closed-ended questions, give examples of open-ended questions, define and give examples of active, reflective and empathetic listening, define patient-centered care	2	
6	Preparation for mini-OSCE control	2	
7	Work with integrated Management of Childhood Illnesses (IMCI).	2	
8	Evaluate normal type of breastfeeding.	2	
9	Rules of hygiene of eyes, ears, oral cavity, umbilicus in newborns	2	
10	Preparation for mini-OSCE control	2	
11	Learning techniques of transporting the patients without assistance and with the help of other meds.	2	
12	Demonstrate skills of medico-protective regime keeping and hygiene and sanitary regime protection in the main units of therapeutic hospital	2	
13	Learn about the different patient positioning guidelines, how to properly position the patient	2	
14	Preparation for mini-OSCE control	2	
15	Preparation for module control	2	
16	Work with The Role Checklist, The Interest Checklist and The Occupational Questionnaire	2	
17	Practice in completing an occupational therapy cognitive evaluation	2	
18	Train to evaluate muscle tone and perform sensory education	2	
19	Preparation for mini-OSCE control	2	

20	Train in communication with seriously ill patients and their relatives	2	
21	Train to differentiate different types of wounds	2	
22	Learn about typical methods of wound dressing	2	
23	Learn how to work with rubber rings and methods of prevention of pressure ulcers	2	
24	Preparation for mini-OSCE control	2	
25	Reviewing how interprofessional strategies between healthcare team members can improve factors related to medication route selection to improve pharmaceutical outcomes in patients.	2	
26	Practice in performing subcutaneous and intramuscular injections	2	
27	Practice in performing intravenous and intraarticular injections.	2	
28	Learn about mechanical asphyxia: Heimlich's reception	2	
29	Preparation for mini-OSCE control	2	
30	Preparation for module control	2	
	<b>Total</b>	<b>60</b>	

### 6.5. Individual tasks

Not provided by the program

## 7. TOOLS, EQUIPMENT AND SOFTWARE THE USE OF WHICH IS PROVIDED FOR THE EDUCATIONAL SUBJECT

Technical equipment/tools

Equipment - tonometer, centimeter tape, thermometer, goniometer, syringes, flashlight, equipment for taking smears

Software - microsoft office

## 8. RECOMMENDED SOURCES OF INFORMATION

### Basic sources

1. Scott, S. A. (n.d.). Life-support interventions at the end of life: Unintended consequences. *American Journal of Nursing*. (Уточни рік, том, випуск і сторінки, якщо є)
2. Kondratiuk, V. Ye., & Khomaziuk, V. A. (2020). *Practice in patient care at the therapeutic department of a hospital: Workbook. Clinical manual*. Kyiv: Aus Medicine Publishing.
3. Lihonenko, O. V., Chorna, I. O., Zubaha, A. B., Khimich, S. D., et al. (2019). *General surgery: Textbook for students of higher medical educational establishments* (S. D. Khimich & M. D. Zheliba, Eds.). Kyiv: AUS Medicine Publishing.
4. Lihonenko, O. V., Chorna, I. O., Khimich, S. D., et al. (2019). *General surgery: Textbook for students of higher medical educational establishments* (Ja. S. Bereznickij, M. P. Zacharash, & M. P. Mishalov, Eds.). Vinnica: New Book.
5. Baranoski, S., & Ayello, E. A. (2008). *Wound care essentials: Practice principles* (2nd ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
6. Bell, C., & McCarthy, G. (n.d.). *Quick reference to wound care* (3rd ed.). Sudbury, MA: Jones and Bartlett Publishers.
7. Bryant, R. A., & Nix, D. P. (2007). *Acute and chronic wounds: Current management concepts* (3rd ed.). St. Louis, MO: Mosby Elsevier.

### Additional sources

1. The SUPPORT Principal Investigators. (1995). 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). *JAMA*, 274(20), 1591–1598. <https://doi.org/10.1001/jama.1995.03530200027032>
2. International Wound Journal. (2008). The assessment and treatment of wound pain at dressing change. *British Journal of Nursing*, 17(11 Suppl), S4–S9.
3. British Geriatrics Society. (2010). *Comprehensive assessment of the frail older patient*. London: British Geriatrics Society. Retrieved from <https://www.bgs.org.uk>
4. British Geriatrics Society. (2012). *High quality health care for older care home residents*. London: British Geriatrics Society. Retrieved from <https://www.bgs.org.uk>
5. Bickley, L. S. (2003). *Bates' guide to physical examination and history taking* (8th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
6. Douglas, G., Nicol, F., & Robertson, C. (2003). *Clinical skills: Lecture notes* (4th ed.). Oxford: Blackwell Publishing.
7. Circ Cardiovasc Qual Outcomes. (2022). [Article title not provided]. *Circulation: Cardiovascular Quality and Outcomes*, 15, e008900. <https://doi.org/10.1161/CIRCOUTCOMES.122.008900>

### Information Internet resources

1. <https://www.elft.nhs.uk/sites/default/files/Wound%20Management%20Guidelines%206.0.pdf>
2. <https://www.cprguidelines.eu/>
3. <https://www.esmo.org/guidelines/pocket-guidelines-mobile-app>
4. <https://www.fammed.wisc.edu/aware-medicine/awareness/communication-skills/>
5. [https://www.rch.org.au/clinicalguide/guideline\\_index/Communicating\\_procedures\\_to\\_families/](https://www.rch.org.au/clinicalguide/guideline_index/Communicating_procedures_to_families/)

**Results of the further review of  
the syllabus**

The syllabus was re-approved on 20\_\_\_ / 20\_\_\_ academic year unchanged; with changes  
(Appendix\_\_\_).

(underline the

correct variant)

Minutes № \_\_\_ of " \_\_\_ " \_\_\_\_\_ 20 \_\_\_ Head of the Department \_\_\_\_\_  
\_\_\_\_\_

(Signature) (Surname,

initials)

The syllabus was re-approved on 20\_\_\_ / 20\_\_\_ academic year unchanged; with changes (Appendix  
\_\_\_).

(underline the

correct variant)

Minutes № \_\_\_ of " \_\_\_ " \_\_\_\_\_ 20 \_\_\_ Head of the Department \_\_\_\_\_  
\_\_\_\_\_

(Signature) (Surname, initials)

The syllabus was re-approved on 20\_\_\_ / 20\_\_\_ academic year unchanged; with changes  
(Appendix \_\_\_).

(underline the correct variant)

Minutes № \_\_\_ of " \_\_\_ " \_\_\_\_\_ 20 \_\_\_ Head of the Department \_\_\_\_\_  
\_\_\_\_\_

(Signature) (Surname, initials)

The syllabus was re-approved on 20\_\_\_ / 20\_\_\_ academic year unchanged; with changes  
(Appendix \_\_\_).

(underline the correct variant)

Minutes № \_\_\_ of " \_\_\_ " \_\_\_\_\_ 20 \_\_\_ Head of the Department \_\_\_\_\_  
\_\_\_\_\_

(Signature) (Surname, initials)