

**MODULE / SYLLABUS**

EDUCATION CYCLE 2024-2027

<b>Module/subject name:</b>		<b>BASICS OF REHABILITATION</b>	
<b>Direction:</b>		<b>NURSING</b>	
<b>Level of study*:</b>		<b>1st degree (bachelor's degree)</b> II degree (master's degree)	
<b>Education profile:</b>		<b>practical</b>	
<b>Type of studies*:</b>		<b>stationary/</b> part-time	
<b>Type of classes*:</b>		mandatory X complementary <input type="checkbox"/> optional <input type="checkbox"/>	
<b>Year and semester of study*:</b>		Year of studies*: I <input type="checkbox"/> II X III <input type="checkbox"/>	Semester of studies*: 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 X 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/>
<b>Number of ECTS credits assigned</b>		<b>1.5</b>	
<b>Language of instruction:</b>		<b>Polish</b>	
<b>PSW Department Name:</b>		<b>Faculty of Health Sciences</b>	
<b>Contact (phone/email):</b>		tel.55 279 17 68 e-mail:dziekanat@psw.kwidzyn.edu.pl	
<b>Type of module/subject related to vocational training*:</b>		<ul style="list-style-type: none"> <li>• basic science <input type="checkbox"/></li> <li>• social sciences and humanities <input type="checkbox"/></li> <li>• teaching the basics of nursing care <input type="checkbox"/></li> <li>• <b>teaching in the field of specialist care</b> X</li> </ul>	
<b>Person responsible for the module/subject:</b>			
<b>Person(s) in charge:</b>		According to the study plan	
<b>Forms of student workload</b>		<b>Student Load</b> <b>(number of teaching hours)</b>	
<i>Contact hours with an academic teacher (according to the study plan)</i>			
Lectures (W)		<b>15</b>	
Seminar (S)			
Conversations			
Exercises (C)		<b>15</b>	
Practical classes (PK)			
<b>BUNA - independent student work</b> (according to the study plan)		<b>10</b>	
Student workload related to professional practice (according to the study plan)			
<b>Total student workload- total number</b>		<b>40</b>	
<b>Number of ECTS points per subject/module</b>		<b>1.5, including 0.5 BUNA</b>	
<b>Teaching methods</b>	<ul style="list-style-type: none"> <li>• lecture: problem-based, informative, conversational lecture,</li> <li>• exercises: case studies, exposition methods: demonstration, instruction, simulation methods,</li> <li>• self-education</li> </ul>		
<b>Objectives and purpose of the course</b>	To equip students with the knowledge and skills necessary to provide professional nursing care to patients of various ages and health conditions in all places where nursing services are provided.		
<b>Teaching tools</b>	Multimedia board and projector, boards. Medical teaching aids (medical phantoms and simulators, trainers and models, including anatomical models).		
<b>Prerequisites:</b>	Basic knowledge of human structure and functioning, basic disease disorders, and monitoring and measurement of vital functions.		
<b>Learning outcomes matrix for a module/subject in relation to the methods of verifying the achievement of the intended learning outcomes and the form of implementation of didactic activities</b>			
Symbol learning effect	A student who passes a module (subject) knows/understands/is able to:	Methods of verifying the achievement of intended learning outcomes	The form of teaching activities * enter symbol
D.W1.	risk factors and health threats in patients of different ages;	<i>Written and/or oral colloquium, project or oral response</i>	W/C/BUNA
D.W26.	Presents the basic directions of therapeutic and vocational rehabilitation.	<i>Written and/or oral colloquium, project or oral response</i>	W/C/BUNA
D.W27.	Presents the course and methods of rehabilitation in various diseases.	<i>Written and/or oral colloquium, project or oral response</i>	W/C/BUNA

D.U16.	Teaches the patient and his/her caregiver how to select and use nursing and rehabilitation equipment and medical products.	<i>Implementation of the assigned task</i>	C
D.U18.	recognize complications of pharmacological, dietary, rehabilitation and medical-nursing treatment;	<i>Implementation of the assigned task</i>	C
D.U21.	Conducts bedside rehabilitation and activation using elements of occupational therapy.	<i>Implementation of the assigned task</i>	C
D.U22.	Provides information to members of the therapeutic team about the patient's health status.	<i>Implementation of the assigned task</i>	C
O.K1.	Is guided by the patient's well-being, respects the dignity and autonomy of persons entrusted with care, shows understanding for ideological and cultural differences and empathy in the relationship with the patient and his family.	<i>Implementation of the assigned task</i>	Ć/BUNA
O.K2.	Respects patient rights and maintains the confidentiality of patient-related information.	<i>extended observation by the teacher, project, oral response, self-assessment</i>	Ć/BUNA
O.K5.	Seek expert advice if you have difficulty solving a problem on your own.	<i>extended observation by the teacher, project, oral response, self-assessment</i>	W/C/BUNA
O.K6.	Anticipates and takes into account factors influencing own and patient's reactions.	<i>extended observation by the teacher, project, oral response, self-assessment</i>	Ć/BUNA
O.K7.	Notices and recognizes own limitations in terms of knowledge, skills and social competences and performs self-assessment of educational deficits and needs.	<i>extended observation by the teacher, project, oral response, self-assessment</i>	W/C/BUNA

\*W-lecture; S-seminar; K-conversations; Ć-exercises; ZP-practical classes; PZ-professional internships; BUNA-independent student work

#### EXAMPLES OF METHODS FOR VERIFYING LEARNING OUTCOMES

**in terms of knowledge (lectures/seminars):** and oral exam (non-standardized, standardized, traditional, problem-based); written exam – the student generates / recognizes the answer (essay, report; short structured questions /SSQ/; multiple choice test /MCQ/; multiple answer test /MRQ/; matching test; Y/N test; answer completion test),

**in terms of skills (exercises/conversations):** Practical exam; Objective Structured Clinical Examination /OSCE/; Mini-CEX (mini – clinical examination); Realization of assigned task; Project, presentation

**in the field of social competences:** reflective essay; extended observation by supervisor/lead teacher; 360° feedback (opinions from teachers, colleagues, patients, other collaborators); Self-assessment (including portfolio)

**BUNA** –the student's own work is verified by assessing the degree to which the assumed learning outcomes have been achieved: a test checking the student's knowledge of the topics specified in the syllabus, but also through term papers, projects, presentations and any other mid-semester work.

#### PROGRAM CONTENT TABLE

Program content	Number of hours	Relating learning outcomes to CLASSES
<b>LECTURES, semester III</b>		
<b>Nursing Content: 3-4, 7-8</b>		
<b>Clinical Content: 1-2, 5-6, 8-10</b>		
1. Basic concepts related to disability, definitions, classification, epidemiology.	1	D.W1., D.W26. D.W27. O.K5, O.K7
2. Types of disabilities.	1	
3. Rehabilitation as a medical-social process. The concept of rehabilitation according to WHO.	2	
4. The impact of exercise on the human body.	1	
5. Basic methods and techniques of rehabilitation of the sick.	2	
6. The role and tasks of physical therapy in the rehabilitation of patients.	2	
7. Principles of lifting and moving patients - use of facilities.	1	
8. Issues of vocational rehabilitation, legal regulations.	1	
9. Physical activity in the prevention, treatment and rehabilitation of selected diseases.	2	
10. Types of diagnostic tests in rehabilitation.	2	
<b>EXERCISES, semester III</b>		
1. Organization of hospital rehabilitation departments and post-hospital rehabilitation facilities.	1	D.U16., D.U18., D.U21-22., O.K1-2., O.K5-7
2. The role of the nurse in the rehabilitation team.	2	

3. Causes and consequences of disability.	1					
4. Assessment of the sick, disabled person and his or her environment for the purposes of comprehensive rehabilitation and the nursing process.	2					
5. Implementation of care and rehabilitation activities to limit the effects of hypokinesia.	1					
6. Selected elements of kinesiotherapy.	1					
7. Principles of selection and technique of using orthopedic and technical aids.	2					
8. Types of diagnostic tests in rehabilitation.	1					
9. Principles of care and rehabilitation of persons after stroke.	1					
10. Nurse's duties in the rehabilitation of disabled children.	1					
11. Care and guidance for a person with impaired vision or hearing.	1					
12. Occupational therapy, the role of sport and recreation.	1					
<b>BUNA - independent student work, semester III</b>						
1. Integration of disabled persons in the living, working, teaching and upbringing environment.	3	D.W1., D.W26. D.W27. O.K1-2., O.K5-7				
2. Nurses' participation in shaping positive attitudes of society towards people with disabilities.	3					
3. Psychosocial problems in the rehabilitation of persons after spinal cord injury.	2					
4. The extent of disability and handicap in Poland and around the world.	2					
<b>LITERATURE LIST</b>						
<b>Basic literature:</b>						
1. Kiwerski J., Medical rehabilitation, PZWL, Warsaw 2019.						
2. Strugała M., Talarska D., Borowicz A. (eds.), Rehabilitation and care of disabled people, PZWL, Warsaw 2015.						
<b>Additional literature:</b>						
1. Kasprzak W., Clinical physiotherapy, PZWL, Warsaw 2022 (print).						
<b>Method of passing and forms and basic assessment criteria/examination requirements</b>						
<b>How to pass</b>						
— Exam - lectures						
— Graded exam – exercises						
— Pass without grade – BUNA						
<b>Forms and criteria for passing</b>						
<b>Lecture:</b>						
The basis for obtaining credit is:						
— 100% attendance; confirmed by an entry on the attendance list,						
— a possible 10% absence compensated in an individual manner agreed with the teacher,						
— active participation in lectures (joining the discussion initiated by the lecturer, showing interest in the issues discussed during the lecture),						
— getting a positive grade on the exam						
<b>Written or oral examination:</b>						
— the written examination takes the form of a written test, multiple choice test /MCQ/ with one correct answer (each correct answer is worth 1 point, no answer or incorrect answer is worth 0 points, a minimum of 60% of correct answers qualifies for a positive assessment).						
<b>Test Grading Criteria</b>						
<b>Rate</b>	Very good (5.0)	Good plus (4.5)	Good (4.0)	Sufficient plus (3.5)	Satisfactory (3.0)	Insufficient (2.0)
% correct answers	93-100%	85-92%	77-84%	69-76%	60-68%	59% and less
— and/or oral response						
<b>Knowledge assessment criteria - oral response</b>						
No.	Criterion	Number of points 0-5				
1.	Correctness of the answer					
2.	Accuracy of problem recognition					
3.	Current medical and health science knowledge					

4.	Interdisciplinary knowledge	
5.	Correctness of medical/professional vocabulary	
6.	Independence and creativity in proposing solutions	
7.	Together	

\*Obtaining 0-1 points in any criterion results in an insufficient grade

Number of points and rating:

30-28 - very good (5.0) - the student provides a fully exhaustive and correct answer to the question asked, freely uses substantively correct scientific language, taking into account current medical knowledge in the oral answer, demonstrates ease in solving problems resulting from the task, skillfully combines knowledge from various scientific fields, demonstrates originality of own thoughts.

27-25 - plus good (4.5) - the student provides the correct answer to the question asked, uses scientific language, taking into account current medical knowledge in the oral answer, solves problems arising from the task, combines knowledge from several scientific fields.

24-22 - good (4.0) - the student basically provides an independent answer that contains most of the required content, a few errors in the answer are permissible (secondary from the point of view of the topic), uses current medical knowledge requiring minor supplementation, the answer is correct in terms of scientific language, the accuracy of recognizing problems requires minor improvement, the answer should include the student's independent conclusions.

21-19 - plus satisfactory (3.5) - the student basically provides an independent answer that contains most of the required content, makes few, primary errors in the answer, the student knows the most important facts and is able to interpret them and identify the most important problems, uses medical knowledge that is not always up-to-date, in the answer takes into account knowledge only from a given field, makes errors in the use of scientific language, requires help in drawing conclusions.

18-16 - satisfactory (3.0) - the student gives an answer that contains part of the required information, making mistakes, but with the teacher's help, he corrects his answer, both in terms of substantive knowledge and the way it is presented, however, the student knows the basic facts and, with the teacher's help, gives an answer to the question posed.

### Exercises

**Checking methods:** questions testing theoretical knowledge and the ability to link theory with practice. Interpretation of the clinical situation discussed.

The basis for obtaining credit for a grade is:

- 100% attendance; confirmed by an entry on the attendance list (absence excused in the event of a student's illness documented by a sick leave or other unforeseen circumstances and making up the classes at another time),
- active participation in exercises (joining the discussion initiated by the lecturer, showing interest in the issues discussed and taught during the exercises),
- correct attitude towards the simulated/standardized patient, team, profession,
- positive assessment of the colloquium.

**Criteria for assessing practical skills**(0-2 points for each element): principles, efficiency, effectiveness, independence, communication, attitude.

**A student receives a positive grade when obtaining at least 6 points for learning elements.**

Number of points	Criteria for assessing individual elements of the activity (task/exercise performance) by the student					
	Rules	Efficiency	Effectiveness	Independence	Communication	Attitude
2	follows the rules, proper technique and the order of execution activities	performs activities confidently and energetically	procedure takes into account the situation patient, achieves the goal	plans and carries out activities independently	correct, independent, effective content selection	analyzes his behavior, works with the team therapeutic, full identification with professional role
1	he observes rules after Direction	the activities are performed not very sure, after a short while contemplation	does not always take into account health situation patient, achieves the goal after Direction	requires reminders and orientation in some activities	requires guidance, orientation in content selection	has difficulty in critical evaluation and analysis of your behavior, in cooperation with the team therapeutic and in identification with professional role
0	does not comply rules, chaotic performs actions	the activities are performed uncertainly, very slow	does not take into account individual situation patient, does not achieve the goal	requires constant guidance and reminders in every action	can't keep up verbal contact with the patient	can't critically evaluate and analyze his behavior, he does not cooperate with the therapeutic team, no identifies with professional role

\* Source: W. Ciechaniewicz: Shaping practical skills of nursing school students. CKPPiP, Warsaw.

**RATING SCALE:**

11-12 points - very good (5.0)

9-10 points - db plus (4.5)

8 points - db (4.0)

7 points - dst plus (3.5)

6 points - dst (3.0)

5 points and below -ndst (2.0)

**Design**

**BUNA assessment criteria - independent student work**

<b>Assessment criteria</b>	<b>Rating: pass/fail</b>	
Compatibility of the work content with the subject of education		
Content evaluation of the work		
Evaluation of the selection and use of sources		
Assessment of the formal aspect of the work (footnotes, language)		
<i>*(work recommendations)</i>		
	<i>(rate)</i>	<i>(signature)</i>

\* if any of the criteria are not met, the work should be corrected according to the lecturer's recommendations

**FINAL SUBJECT GRADE:**

exam grade

**Conditions for making up classes missed due to justified reasons:**

Making up missed classes is only possible in the case of a student's illness documented by a medical certificate or other unforeseen reasons. The excuse for classes and crediting the material covered by the exercises during the absence is made by the lecturer conducting the classes.

Both a student returning from dean's leave and a student repeating a year are required to attend all classes and take the exam. Only if the exam in a given year is graded at least satisfactory (3.0) can a student repeating a year due to a different subject be exempted from the obligation to attend classes and pass and pass the subject.

**Approval: Vice-Chancellor for Education**