**ACADEMIC DISCIPLINE OVERVIEW**

1. **Program data**

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| 1.1. Higher education institution | Grigore T. Popa University of Medicine and Pharmacy Iasi |
| 1.2. Faculty | Medical Bioengineering |
| 1.3. Department | Biomedical Sciences |
| 1.4. Field of study | Health |
| 1.5. The cycle of studies | Bachelor |
| 1.6. Study program / qualification | Balneo-physiokinetotherapy and rehabilitation – english language / Physiokinetotherapist |

**2. Discipline data**

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| 2.1. Name of the discipline / Code | | | | **General Nursing** | | **RE1206** |
| 2.2. Teaching staff in charge with lectures | | | | **Lecturer Andreea Moraru, MD, PhD** | | |
| 2.3. Teaching staff in charge with practical activities | | | | **Lecturer Andreea Moraru, MD, PhD** | | |
| 2.4. Year of study | **II** | 2.5. Semester | **1** | 2.6. The type of assessment | **Colloquium, C1** | |
| 2.7. Discipline type | | **Mandatory** | | **Domain discipline** | | |

**3. Estimated total time (hours/semester of didactic activity)**

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| 3.1. Number of hours / week: | | 3.2. Courses number of hours / week | | 3.3. Seminars / practical classes  number of hours / week | | | |
| Semester 1 | **2** | **1** | | **1** | | | |
| Semester 2 |  |  | |  | | | |
| 3.4. Total number of learning hours: | **28** | 3.5. Of which: Courses | **14** | 3.6. Of which: Seminars / practical classes: | | | **14** |
| 3.7. Distribution of individual study time: | | | | | Hours sem. 1 | Hours sem. 2 | |
| Study time using course book materials, bibliography and hand notes | | | | | 12 |  | |
| Supplementary documentation in the library, using specialised platforms via internet and by field work | | | | | 4 |  | |
| Preparation time for seminars / practical classes, study themes, reviews, portfolio and essays | | | | | 6 |  | |
| Tutorship | | | | | 2 |  | |
| Examinations | | | | | 2 |  | |
| Other activities | | | | |  |  | |
| Total hours of individual study (*without examinations*) | | | | | **22** |  | |
| 3.8. Total hours per semester | | | | | **50** |  | |
| 3.9. Number of credits | | | | | **2** |  | |

**4. Preconditions (where applicable)**

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| 4.1. of curriculum | Anatomy, Physiology |
| 4.2. of competences | Knowledge of macroscopic and microscopic structure of the organs. Knowledge of techniques of exploring and evaluation of organ functionality |

5. **Conditions (where applicable)**

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| 5.1. for lectures | Projector |
| 5.2. for seminars / practical classes | Students will wear protection equipment (white coat), in order to enter the wards |

**6. Specific competences acquired**

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| **Professional competencies** | **C 6.3** | Critical interpretation of functional assessment scores, permanently updated according to international standards |
| **C 6.4** | Orthoses, prostheses and other medical devices application, together with patient couselling about sports allowed or changing job |

7**.** **Objectives of the study discipline (according to the grid of specific competences acquired)**

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| 7.1. General objective | Familiarity with the methods of first aid, medical terms and pathology . |
| 7.2. Specific objectives | To familiarize the students with the administration of drugs and with specific maneuvres to protect and care of the patients, especially the seriously ill patients |

**8. Contents**

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| **8.1. Lectures** | | **Teaching methods** | **Observations** |
| 1 | Cardio-vascular, respiratory and neurologic vital signs | Interactive lecture, discussions, explanations | 2 hours |
| 2 | First aid: on street, in the emergency department and inside hospital, general assessment, resuscitation maneuvres, specific steps | Interactive lecture, discussions, explanations | 2 hours |
| 3 | Burns: classification, first aid, local and general therapy, functional rehabilitation in late complications: scars and joint diminished mobility | Interactive lecture, discussions, explanations | 2 hours |
| 4 | Principles of care in sprains, dislocations. | Interactive lecture, discussions, explanations | 2 hours |
| 5 | Principles of fracture care | Interactive lecture, discussions, explanations | 2 hours |
| 6 | Principles of care for spinal injuries | Interactive lecture, discussions, explanations | 2 hours |
| 7 | Principles of care in cranio-cerebral injuries | Interactive lecture, discussions, explanations | 2 hours |

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| **8.2. Practical activities - practical class** | | **Teaching methods** | **Observations** |
| 1 | Infection prevention for medical staff  Infection prevention against B hepatitis virus, HIV virus  Prevention maneuvres. Methods of individual protection for medical staff: Examination gloves, protective masks. Protective eyewear. Protective apron. Principles of drug administration | Case solvings, explanations | 2 hours |
| 2 | The need to have adequate circulation, to feed and hydrate, to eliminate, to breathe, to maintain its temperature within normal limits. The need to move and have a correct position | Case solvings, explanations | 2 hours |
| 3 | Principles of care in burns. | Case solvings, explanations | 2 hours |
| 4 | Care techniques in sprains, dislocations, fractures | Case solvings, explanations | 4 hours |
| 5 | Principles of care for spinal injuries | Case solvings, explanations | 2 hours |
| 6 | Principles of care in cranio-cerebral traumas | Case solvings, explanations | 2 hours |

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| **8.3. Bibliography:** |
| ***Mandatory:*** |
| 1. Course and practical works notes posted on e-Learning platform   2. Covali, R. Nursing pentru studentii Facultatii de Bioinginerie Medicala. Editura Stef, Iasi, 2019  3. Ball, J., Dains, J., Flynn, J., Solomon, B., Stewart, R. Seidel's Guide to Physical Examination An Interprofessional Approach, Elsevier, 2023.  4. Makic, M.B.F., Martinez-Kratz, M.R. Ackley and Ladwig’s Nursing Diagnosis Handbook, An Evidence-Based Guide to Planning Care. Elsevier, 2023.  5. Schwartz, R. Clinical Skills A Nurse's Pocket Guide. Elsevier, 2022.  6. Jarvis, C. Laboratory Manual for Physical Examination & Health Assessment, Elsevier, 2020. |
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| ***Elective:*** |
| 1.Lister, S., Hofland, J., Grafton, H. The Royal Marsden Manual of Clinical Nursing Procedures. Wiley, 20202.Jarvis, C. Pocket Companion for Physical Examination and Health Assessment. Elsevier, 2020 |
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**9. *Correlation of the discipline contents with the expectations of the epistemic community, professional associations, and representative employers from the afferent program field***

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| Knowledge and abilities are established as didactic objectives and specified as such in the analytic programs that are revised yearly. After their analysis by the study discipline staff, these are discussed and approved in the Curricular Committee, towards curricular harmonization among the various study disciplines. Along this entire process systematic evaluation is performed, directly if possible, regarding the correspondence of the contents to the expectations of the academic community and of the representatives of the social community, professional associations, and employers. |

**10. Evaluation**

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| Type of activity | Assessment criteria | Evaluation methods | Contribution to the final grade |
| Lectures | Acquiring theoretical notions and presented in the course | Written exam.  MCQ Examination | 80 % |
| Practical activities | Activities carried out in laboratory and conducted quality essays. | Colloquium practical activity | Admitted/ Rejected |
| Individual study | Preparation time for seminars / practical classes, study themes, reviews, portfolio and essays.  Study time using coursebook materials, bibliography and hand notes, documentation in the library, using specialised platforms via internet and by field work. | Tests during the semester | 20 % |
| Minimal performance standard:   * Knowing the first aid maneuvres * Knowing the care techniques in sprains, dislocations, fractures | | | |

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| Date | Holder of course / signature, | Holder of practical activities / signature, |
| 12.09.2024 | Lecturer Andreea Moraru, MD, PhD | Lecturer Andreea Moraru, MD, PhD |

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| Date of approval in the Department Council/Teaching Council, | | |
|  |  | Department director / signature, |
| 19.09.2024 |  | Associate Professor Daniela-Viorelia Matei, MD, PhD |