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|  | | | **UNIVERSITY OF EAST SARAJEVO**  Faculty of Medicine Foča | | | | | | | | | | | logo | | | |
| ***Study program: Nursing*** | | | | | | | | | | |
| First study cycle | | | | | | First study year | | | | |
| **Full subject title** | | | **THE CLINICAL PRACTICE I** | | | | | | | | | | | | | | |
| **Department** | | | Department of nursing, Faculty of Medicine Foča | | | | | | | | | | | | | | |
| **Subject code** | | | | | | **Subject status** | | | | | **Semester** | | | **ECTS** | | | |
|
| NU-05-1-011-2 | | | | | | compulsory | | | | | II | | | 8 | | | |
| **Professor/ -s** | | Associate Professor Jelena Pavlović, PhD, assistant professor Sandra Matović, assistant profesor Natalija Hadživuković | | | | | | | | | | | | | | | |
| **Associate/ -s** | | Senior assistant Srđan Živanović | | | | | | | | | | | | | | | |
| **Number of lectures/ teaching workload (per week)** | | | | | | | **Individual student workload (in hours per semester)** | | | | | | | | **Coefficient of student workloadSo[[1]](#footnote-1)** | | |
| **L** | **E** | | | | **SP** | | **L** | | | **E** | | **SP** | | | **So** | | |
| 0 | 5 | | | | 0 | | 0 | | | 85 | | 80 | | | 1,13 | | |
| total teaching load (in hours, per semester) 0+75+0=75 | | | | | | | | total student workload (in hours, per semester)  0+ 85 + 80 = 165 | | | | | | | | | |
| Total subject workload (teaching + student): 75+165= 240 hours per semester | | | | | | | | | | | | | | | | | |
| **Learning outcomes** | | 1. The student will be able to place the interests of the patient and the population at the center of interprofessional health care.  2. The student will be able to develop a relationship based on trust with the patient, family and other team members.  3. The student will be able to use non-verbal and verbal communication techniques in his work, encourage the patient's active role in treatment, respect the patient's dignity and value, and use self-reflection for the further development of the therapeutic relationship.  4. The student will be able to use the knowledge, skills and abilities of all members of the healthcare team in order to provide safe, efficient, effective and equal care to patients in the available time and in accordance with nursing guides and catalogs.  5. The student will be able to use communication techniques in the group management process.  6. The student will be able to list obstacles in communication with mentally ill persons and persons with disabilities.  7. The student will be able to describe the Specific aspects of communication with pediatric, geriatric patients and adolescents.  8. The student will be able to define the types of difficult patients and the communication techniques that should be used in working with them. | | | | | | | | | | | | | | | |
| **Preconditions** | | No preconditions | | | | | | | | | | | | | | | |
| **Teaching methods** | | Lectures, exercises, seminar papers and colloquium | | | | | | | | | | | | | | | |
| **Subject content per week** | | **Lectures: None**  **Exercises**:  1. Definition of communication. The importance of communication in healthcare  2. Communication skills and techniques  3. Verbal communication  4. Non-verbal communication  5. The role and importance of ethics. Possible ethical dilemmas in communication with the patient  6. Specific aspects of communication with children  7. Specific aspects of communication with adolescents  8. Specific aspects of communication with geriatric patients  9. Communication with people with hearing and speech impairments  10. Communication with visually impaired people  11. Use of correct terms in communication with persons with disabilities and other categories that have an inferior position in society  12. Difficult patient  13. Communication with a mentally ill patient  14. Communication within the healthcare team  15. Communication with community members | | | | | | | | | | | | | | | |
| **Compulsory literature** | | | | | | | | | | | | | | | | | |
| **Author/s** | | | | **Author/s** | | | | | | | | | **Author/s** | | **Author/s** | | |
| [Webb](https://www.amazon.com/s/ref=dp_byline_sr_book_1?ie=UTF8&field-author=Lucy+Webb&text=Lucy+Webb&sort=relevancerank&search-alias=books) L. | | | | Nursing: Communication Skills in Practice (Prepare for Practice) 1st Edition | | | | | | | | | 2011 | |  | | |
| **Additional literature** | | | | | | | | | | | | | | | | | |
| **Author/s** | | | | **Author/s** | | | | | | | | | **Author/s** | | **Author/s** | | |
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| **Student responsibilities, types of student assessment and grading** | | **Grading policy** | | | | | | | | | | | **Points** | | | | **Percentage** |
| Pre-exam activities | | | | | | | | | | | | | | | |
| lecture/exercise attendance | | | | | | | | | | | 10 | | | 10% | |
| colloquium | | | | | | | | | | | 10 | | | 10% | |
| practical exam | | | | | | | | | | | 30 | | | 30% | |
| Final exam | | | | | | | | | | | | | | | |
| Final test | | | | | | | | | | | 50 | | |  | |
| TOTAL | | | | | | | | | | | 100 | | | 100 % | |
| **Certification date** | | December 2024. | | | | | | | | | | | | | | | |

1. Coefficient of student workload So is calculated as it follows:

   а) for the study programs not going through the licensing process: So = (total workload in semesterfor all the subjects 900 hrs – total teaching workload L+Ein semester for all the subjects 870 hrs)/ total teaching workload L+Ein semesterfor all the subjects \_\_\_\_\_ hrs = \_\_\_\_. Consult form content and its explanation.

   b) for the study programs going through the licencing process, it is necessary to use form content and its explanation. [↑](#footnote-ref-1)