

WP4 Development of CPD courses	
Name of the course	Nursing Surveillance
EQF Level	6
Place	UGJFA-Gjakova, Medical Faculty
Structure of the course	Contact hours 2 Frequency <b>weekly</b> Assessment – <b>yes</b> or no
Educators	<b>Prof. ass. Faton T. Hoxha</b>
Target group	<b>Nursing Students</b>
Competences Client-centered	Accepting client and the family as a partner of treatment, Facilitating shared decision making Respecting client's preference, values, culture and needs A ware of self-judgement, prejudgement, emotions, subjectivity Assessment and diagnosis Intervention plane Ethic
Special competencies (Skills, Knowledge, Attitude)	<b>Skills</b> Gaining advanced skills for essential clinical health promotion ( Diabetes mellitus and Diabetic foot) and nursing interventions and methods, safely administration of medications ( Insulin) and assessment techniques in field of Diabetic foot. <b>Knowledge</b> Gaining advanced knowledge about Diabetes mellitus and Diabetic foot, signs, health food, healthy life style, taking care of those patients with diabetic foot, administering medications and involving a critical understanding of theories and principles, GAS approach and ICF approach adapted for Diabetic foot , etc <b>Ability</b> Personal Social Professional

<b>Course aims</b>	This course aims to inform students broaden understanding about the planning, organization and delivery of appropriate nursing care. This course will facilitate development of critical skills and nursing care delivery, management and leadership of students. In part of the lecture where discussing about diabetic foot, to recognize the roles of the patient and/or family and community in health care process and their involvement as most important members of the team for getting relevant self-care and support from family and community;		
<b>Learning outcomes (According to Bloom Taxonomy (6 EQF Level)</b>	<b>Content (by weekly)</b>	<b>Learning strategies (By using new pedagogical approach)</b>	<b>Evaluation Methods</b>
<b>Learning outcomes</b> using Bloom’s Taxonomy: to understand, apply, analyze, evaluate; <ul style="list-style-type: none"> <li>● Student can evaluate the needs and present medical status of the client's care.</li> <li>● Student is able after interviewing and observing the patient, as well as doing clinical examinations to draw conclusions from them.</li> <li>● Student is able to document nursing care according to legislation.</li> <li>● Student is able practicing safe clinical nursing care.</li> <li>● Student know the most common examinations and procedures in the nursing treatment of Diabetic foot client.</li> <li>● Student plans, implements and evaluates care and interprets patients vital signs and examination results with the help of mentor.</li> <li>● Student is able to understand</li> </ul>	<b>First week:</b> Theories of management, and organizational change Types and principles and management; <b>Second week:</b> Health care policy and political processes, Clinical Decision Making, Making ethical decisions; <b>Third Week:</b> Organization and management of the centre / health department; <b>Fourth Week:</b> Diabetes mellitus, Diabetic foot, Diabetic foot Care Guidelines, management and nursing , Client centred approach- GAS approach (SMAHPC project): <b>Fifth Week:</b> Responsibility, Time Management; <b>Sixth Week:</b> Colloquium I <b>Seventh Week:</b> Diabetes mellitus, Diabetic foot, management and nursing, Client centred approach- ICF; <b>Eighth Week:</b> Risk Management, Organization and legislation, Organizational models of nursing. Nursery stock information; <b>Ninth Week:</b> Analytical method for determining the needs of staff; <b>Tenth Week:</b> Programming, organization;	<ul style="list-style-type: none"> <li>● Lectures</li> <li>● Seminars</li> <li>● Student-centred approach</li> <li>● Presentations</li> <li>● Case Study,</li> <li>● Case Presentation</li> <li>● Individual work; Group work</li> <li>● Laboratory practice</li> <li>● Clinical practice</li> <li>● Consulting</li> <li>● Mentoring Multimedia Internet Co-creation</li> <li>● Evidence based learning</li> <li>● Simulation learning</li> <li>● Problem based learning</li> <li>● Role Play,</li> <li>● Quiz,</li> <li>● Journal Club.</li> </ul>	The assessment decision in accordance with the learning objectives of the module based on Bloom Taxonomy levels. Systematic, as an integral part of each stage. <b>The final evaluation:</b> Participation and engagement in lectures 5% Participant and engagement seminars and exercises 5% Colloquium I 20% Colloquium II 20% Final exam 50% <u>Methods for Assessment:</u> <b>Participation (On-Line, face –to face, we have data base from SMU (University Management System)</b> <b>Participation and Engagement</b> in Seminars, Case Study, Case presentation, Clinical and laboratory practice, Evidence based and Problem based Learning, Simulation Learning, <b>Colloquiums:</b> Face-to-face; On-line quizzes; written samples-questions (like exams) . <b>Exam form:</b> Different exams written samples (Multi choice question (MCQ);

<p>correlation and impact between Diabetes Mellitus and clients socioeconomic, culture, life style, age and gender status.</p> <ul style="list-style-type: none"> <li>• The student acts in empowering partnership with clients and families.</li> <li>• Student is able to give family centred and rehabilitative patient education.</li> <li>• Student is able to implement the nursing process and culturally sensitive nursing care in collaboration with families.</li> <li>• Student know the most common examinations and procedures in the nursing treatment of Diabetic foot client.</li> </ul>	<p><b>Eleventh Week:</b> Evaluation of nursing staff and helpers;  <b>Twelfth week:</b> Evaluation of nursing staff and helpers;  <b>Thirteenth week:</b> Colloquium II;  <b>Fourteenth week:</b> Sustainable Training;  <b>Fifteenth week:</b> Professional development,</p>		<p>True/False; The Short Answer Question (SAQ) is an open ended, semi-structured question format- The questions can incorporate clinical scenarios;</p> <p><b><u>Methods for Assessment for Diabetic foot ( included in final examination):</u></b>  observation check list (student for client);  peer evaluation;  check list evaluation ( Tutor, Teacher for student)</p>
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