

	<b>UČNI NAČRT PREDMETA/COURSE SYLLABUS</b>
<b>Predmet</b>	<b>Onkologija</b>
<b>Course title</b>	<b>Oncology</b>

<b>Študijski program in stopnja</b> <b>Study programme and level</b>	<b>Študijska smer</b> <b>Study field</b>	<b>Letnik</b> <b>Academic year</b>	<b>Semester</b> <b>Semester</b>
Zdravstvena nega / 2. stopnja	Ni smeri študija	2. letnik	3.
Nursing Care / 2 <sup>nd</sup> Cycle	No study field	2 <sup>nd</sup> year	3 <sup>rd</sup>

**Vrsta predmeta/Course type** modularni/module

**Univerzitetna koda predmeta/University course code** 2ZN 2 M4 UN1

<b>Predavanja</b>	<b>Seminar</b>	<b>Sem. vaje</b>	<b>Lab. vaje</b>	<b>Teren. vaje</b>	<b>Samost. delo</b>	<b>ECTS</b>
<b>Lectures</b>	<b>Seminar</b>	<b>Tutorial</b>	<b>Laboratory work</b>	<b>Field work</b>	<b>Individ. work</b>	
20		30			130	6

**Nosilec predmeta/Lecturer:** izr. prof. dr. Albert Peter Fras

<b>Jeziki/ Languages:</b>	<b>Predavanja/Lectures:</b>	slovenski/Slovenian
	<b>Vaje/Tutorial:</b>	slovenski/Slovenian

<b>Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:</b>	<b>Prerequisites:</b>
<ul style="list-style-type: none"> <li>Vpis v drugi letnik študijskega programa.</li> <li>Študent mora pred izpitom pripraviti in predstaviti ter zagovarjati projektno/raziskovalno nalogo.</li> </ul>	<ul style="list-style-type: none"> <li>A prerequisite for inclusion is enrolment in the second year of study.</li> <li>Student has to prepare, present and defend a project/research paper before the exam.</li> </ul>

<b>Vsebina:</b>	<b>Content (Syllabus outline):</b>
<ul style="list-style-type: none"> <li><i>Klinična onkologija</i> na nivojih primarnega, sekundarnega in terciarnega zdravstvenega varstva.</li> <li><i>Različnost diagnostičnih postopkov v onkologiji</i> na različnih nivojih zdravstvene oskrbe.</li> <li><i>Epidemiologija rakavih bolezni</i> s poznavanjem vzrokov za njihov nastanek ter poznavanjem preventivnih strategij za njihov razvoj.</li> <li><i>Razvijanje multidisciplinarnih timov</i> s komunikacijo vseh nivojev zdravstvene oskrbe.</li> </ul>	<ul style="list-style-type: none"> <li><i>Clinical oncology</i> at all levels of primary, secondary, and tertiary health care.</li> <li><i>Diversity of diagnostic procedures in oncology</i> at several levels of health care.</li> <li><i>Epidemiology of cancer diseases</i> with knowledge of the causes of their origin and knowledge of preventive strategies for their development.</li> <li><i>Development of multidisciplinary teams</i> and communication at all levels of health care.</li> </ul>

### Temeljna literatura in viri/Readings:

#### Temeljna literatura/Basic literature

- Frasn, A. P. (1994). *Onkologija*. Ljubljana: Onkološki inštitut Ljubljana, Katedra za onkologijo in radioterapijo.
- Pazdur, R. et al. (2001). *Cancer Management: A Multidisciplinary Approach. Surgical & Radiation Oncology*. Fifth ed. Inc., Melville, NY.
- Rubin, P. (1993). *Clinical Oncology. A Multidisciplinary Approach for Physicians and Students*. Seventh ed. W.B.Saunders Company.

#### Priporočljiva literatura/Recommended literature

- David, J. (1995). *Cancer Care. Prevention, treatment and palliation*. London: Chapman & Hall.
- DeVita, V.T. Jr., Hellman, S., Rosenberg, S. A. (2001). *Cancer. Principles & Practice of Oncology*. 6<sup>th</sup> ed. Philadelphia: Lippincott Williams & Wilkins.

### Cilji in kompetence:

*Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc:*

- celovito kritično razmišljanje, sposobnost analize, sinteze in predvidevanja rešitev s področja zdravstvenih ved, zdravstvene nege in medicine; družboslovnih in humanističnih ved, naravoslovno-matematičnih ter drugih ved (interdisciplinarnost),
- sposobnost kreativne uporabe znanja pri delu v kliničnem okolju,
- poznavanje in razumevanje procesov v strokovnem/poslovnem okolju ter usposobljenost za njihovo analizo, sintezo in predvidevanje rešitev oz. posledic,
- pedagoško vzgojno delo s poudarkom na skrbi za telesno in duševno zdravje,
- usposobljenost za komuniciranje v domačem in mednarodnem okolju,
- zavezanost profesionalni etiki, sposobnost etičnega odločanja in ravnanja v primeru etičnih dilem v zdravstveni negi,
- aktivno promoviranje zdravja, ocenjevanje tveganja za nastanek bolezni in skrb za varnost ter zdravje ljudi,
- razumevanje in uporabo epidemiološkega znanja pri prepoznavanju značilnosti nalezljivih bolezni ter obvladovanje

### Objectives and competences:

*The learning unit mainly contributes to the development of the following general and specific competences:*

- comprehensive critical thinking, the ability to analyse, synthesise, and predict solutions in the field of nursing care, humanities, educational, social, organisational, natural mathematical, and other sciences (interdisciplinarity),
- the ability to creatively use knowledge in the clinical environment,
- knowledge and understanding of processes in the professional/business environment, and the ability to analyse, synthesise solutions or consequences,
- pedagogical work with the emphasis on care for physical and mental health,
- the ability to communicate in the local and international environment,
- commitment to professional ethics, the ability to ethically decide, and act in the event of ethical dilemmas in nursing care,
- active promotion of health, disease risk assessment, and care for the safety, and health of people,
- understanding and use of knowledge of epidemiology in identifying the characteristics of contagious diseases as well as managing problems important to public health,
- introduction and implementation of contemporary work methods in

<p>problemov, pomembnih za javno zdravje,</p> <ul style="list-style-type: none"> <li>• uvajanje in izvajanje sodobnih metod dela v zdravstveni negi in sistemu zdravstvenega varstva,</li> <li>• uporabo informacijskih sistemov v zdravstveni negi in sistemu zdravstvenega varstva.</li> </ul>	<p>nursing care and in the healthcare system,</p> <ul style="list-style-type: none"> <li>• implementation of information systems in nursing care and in the healthcare system.</li> </ul>
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**Predvideni študijski rezultati:**

**Intended learning outcomes:**

<p><b>Študent/študentka:</b></p> <ul style="list-style-type: none"> <li>• pozna načela raziskovanja in uporabiti raziskovalno metodologijo (metode in tehnike raziskovanja) v zdravstveni negi, pri promociji zdravja,</li> <li>• razume etično razsežnost človekovih ravnanj in obravnavati uporabo teorij morale na teoretičnem in praktičnem področju zdravstvene nege,</li> <li>• razvije in uporabi ustrezne strategije učenja in poučevanja pri promociji zdravja in vzgoji za zdravje,</li> <li>• se usposobi za preučevanje sodobnih/aktualnih vprašanj v klinični praksi, za kritično presojo modelov in konceptov zdravstvene nege, analizo kakovosti zdravstvene nege.</li> </ul>	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>• know the importance of research principles and the use of research methodology (methods and techniques of research) in nursing care, in health promotion,</li> <li>• understand the ethical dimension of human behaviour and address the application of theories of morality in the theoretical and practical field of nursing care,</li> <li>• develop and apply appropriate learning and teaching strategies in health promotion and health education,</li> <li>• are trained to study contemporary/current issues in clinical practice, to critically evaluate models and concepts of nursing, to analyze the quality of nursing care.</li> </ul>
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**Metode poučevanja in učenja:**

**Learning and teaching methods:**

<ul style="list-style-type: none"> <li>• <i>predavanja</i> z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov),</li> <li>• <i>seminarske vaje</i>: priprava, predstavitev in uspešen zagovor projektne/raziskovalne naloge,</li> <li>• <i>konzultacije</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>lectures</i> with active student participation (explanation, discussion, questions, examples, problem solving);</li> <li>• <i>tutorial</i>: preparation, presentation and a successful defence of a project/research paper,</li> <li>• <i>consultations</i>.</li> </ul>
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**Načini ocenjevanja:**

Delež (v %)

Weight (in %)

**Assessment:**

<p>Načini:</p> <ul style="list-style-type: none"> <li>• 100 % udeležba na predavanjih in vajah: priprava, predstavitev in zagovor projektne/raziskovalne naloge – 100 % ocene;</li> <li>• če študent ni 100 % udeležen na predavanjih in vajah:</li> </ul>	<p>100 %</p> <p>ali / or</p>	<p>Types:</p> <ul style="list-style-type: none"> <li>• 100% attendance at lectures and tutorials: preparation, presentation and defence of project/research paper – 100 % of the grade;</li> <li>• if the students' attendance at lectures and tutorials is not</li> </ul>
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<ul style="list-style-type: none"> <li>- izpit – 60 % ocene,</li> <li>- priprava, predstavitev in zagovor projektne/raziskovalne naloge – 40 % ocene.</li> </ul> <p>Ocenjevalna lestvica: ECTS.</p>	<p>60 %</p> <p>40 %</p>	<p>100%:</p> <ul style="list-style-type: none"> <li>- exam - 60% of the grade,</li> <li>- preparation, presentation and defense of the project/research paper – 40% of the grade.</li> </ul> <p>Grading scheme: ECTS.</p>
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