

	UČNI NAČRT PREDMETA/COURSE SYLLABUS
Predmet	Oskrba onkološkega pacienta
Course title	Cancer Patient Care

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

Vrsta predmeta/Course type modularni/module

Univerzitetna koda predmeta/University course code 2ZN 2 M4 UN2

Predavanja Lectures	Sem. vaje Tutorial	Kab. vaje Cabinet tutorial	Lab. vaje Laboratory work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
30	30				180	8

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

Jeziki/ Languages:	Predavanja/Lectures:	slovenski/Slovenian
	Vaje/Tutorial:	slovenski/Slovenian

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:	Prerequisites:
Vpis v drugi letnik študijskega programa.	The prerequisite for inclusion is enrolment in the second year of study.

Vsebina:	Content (Syllabus outline):
<ul style="list-style-type: none"> Naravni razvoj rakave bolezni in klinični potek bolezni. Zapleti pri zdravljenju rakavih bolezni s kirurškim posegom, radioterapijo ali sistemskim zdravljenjem. Optimizacija oskrbe rakavega bolnika z ozirom na vrsto zdravljenja. Kontrola simptomov pri napredovali in terminalni rakavi bolezni. Komunikacijski problemi pri umirajočem rakavem pacientu v socialnem okolju. 	<ul style="list-style-type: none"> Natural development of cancer and clinical outcome. Cancer treatment complications after surgery, radiotherapy or systemic therapy. Cancer patient care optimisation according to the type of therapy. Symptom control in advanced and terminal cancer disease. Communication problems of dying patient in the social community.

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. Medical, Surgical & Radiation Oncology*. 5th ed. PRR Inc., Melville, NY.
- David, J. (1995). *Cancer Care. Prevention, treatment and palliation*. London: Chapman&Hall.

Priporočljiva literatura/Recommended literature

- Rubin, P. (1993). *Clinical Oncology. A Multidisciplinary Approach for Physicians and Students*. Seventh ed. W.B.Saunders Company.
- DeVita, V.T. Jr., Hellman, S., Rosenberg, S. A. (2001). *Cancer. Principles & Practice of Oncology*. 6th ed. Philadelphia: Lippincott Williams & Wilkins.

Cilji in kompetence:

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

- usposobljenost za prepoznavanje potreb po spremembah in kritično uvajanje inovacij v klinično okolje,
- usposobljenost za razvijanje nediskriminatornosti in spoštovanje medkulturnih razlik,
- poznavanje pomena implementacije pristopa »na dokazih temelječega znanja/spoznanj zdravstvene nege« v klinično okolje,
- celovit pristop k zagotavljanju kakovosti in varnosti na področju zdravstvene dejavnosti,
- primerno komuniciranje v negovalnem, zdravstvenem, multidisciplinarnem timu, razvoj in vzdrževanje profesionalnih medsebojnih odnosov med zaposlenimi, pacienti, njihovimi družinami, skupinami in skupnostjo,
- sposobnosti za organiziranje, načrtovanje in nadzor delovanja procesov zdravstvene nege in spretnosti vodenja zdravstvenih timov na vseh ravneh zdravstvene dejavnosti,
- uvajanje in izvajanje sodobnih metod dela v zdravstveni negi in sistemu zdravstvenega varstva,
- sposobnosti za vrednotenje in ocenjevanje kakovosti izvedenih intervencij v zdravstveni negi,

Objectives and competences:

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

- the ability to identify the needs for changes and to critically introduce innovations in the clinical environment,
- the ability to develop the culture of non-discrimination, and consideration of intercultural differences,
- knowing the importance of the implementation of the so-called evidence-based knowledge/findings of nursing care into the clinical environment,
- a comprehensive approach to quality assurance in the field of healthcare activity,
- appropriate communication in a nursing, health or multidisciplinary team, development, and maintenance of good mutual relations among employees, patients, their families, groups, and the community,
- the ability for organisation, planning, and monitoring the operation of nursing care activities, and the skills of leading healthcare teams at all levels of healthcare activity,
- introduction and implementation of contemporary work methods in nursing care, and the healthcare system,

<ul style="list-style-type: none"> • razumevanje zdravstvene nege kot znanstvene discipline. 	<ul style="list-style-type: none"> • the ability for assessment, and evaluation of quality of performed interventions in nursing care, • understanding nursing care as a scientific discipline.
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Predvideni študijski rezultati:

Intended learning outcomes:

<p>Študent/študentka:</p> <ul style="list-style-type: none"> • pozna analize in metode za izboljšanje kakovosti in varnosti v zdravstveni negi ter zdravstvenem in socialnem varstvu, • razume sodobne teorije, modele in koncepte, ki opredeljujejo znanje na področju zdravstvenih ved, družboslovno-humanističnih ved in naravoslovno-matematičnih ved, • razvije in uporabi ustrezne strategije učenja in poučevanja pri promociji zdravja in vzgoji za zdravje, • se usposobi za raziskovanje sodobnih vprašanj v zdravstveni negi, kritično obravnava njihov pomen in uporabo v praksi. 	<p>Students:</p> <ul style="list-style-type: none"> • know the analyses and methods for improving quality and safety in nursing care, and in health and social care, • understand contemporary theories, models and concepts that define knowledge in the fields of health sciences, social sciences and humanities, and natural sciences and mathematics, • develop and apply the appropriate learning and teaching strategies in health promotion and health education, • are qualified to research contemporary issues in nursing care, critically address their importance and use in practice.
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Metode poučevanja in učenja:

Learning and teaching methods:

<ul style="list-style-type: none"> • <i>predavanja</i> z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov), • <i>seminarske vaje</i>: priprava, predstavitev in uspešen zagovor projektne/raziskovalne naloge, portfolio (reševanje problemov, študije primera, kritično presojanje, diskusija, refleksija izkušenj, vrednotenje, projektno delo, timsko delo). 	<ul style="list-style-type: none"> • <i>lectures</i> with active student participation (explanation, discussion, questions, examples, problem solving), • <i>seminar tutorial</i>: preparation, presentation and a successful defence of a project/research paper, portfolio (problem solving, case studies, methods of critical thinking, discussion, reflection of experience, evaluation, project work, teamwork).
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Načini ocenjevanja:

Delež (v %)

Weight (in %)

Assessment:

<p>Načini:</p> <ul style="list-style-type: none"> • 100 % udeležba na predavanjih in vajah: priprava, predstavitev in zagovor raziskovalne naloge – 100 % ocene; • če študent ni 100 % udeležen na predavanjih in vajah: <ul style="list-style-type: none"> - izpit – 70 % ocene, 	<p>100 %</p> <p>ali /or</p> <p>70 %</p> <p>30 %</p>	<p>Types:</p> <ul style="list-style-type: none"> • 100 % attendance at lectures and tutorials: preparation, presentation and defence of project paper - 100 % of the grade; • if the students' attendance at lectures and tutorials is not
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<p>- priprava, predstavitev in zagovor raziskovalne naloge – 30 % ocene.</p>		<p>100%: - exam - 70% of the grade, - preparation, presentation and defense of the research paper – 30% of the grade.</p>
<p>Ocenjevalna lestvica: ECTS.</p>		<p>Grading scheme: ECTS.</p>