



University																			
Summer Semester																			
I Chair and Department of Gynecology and Obstetrics Medical University		10																	
TOTAL per year:																			
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Educational objectives (max. 6 items)																			
C1. Introduction to pathophysiology of the after discharge problems in newborns and diagnostic criteria of them																			
C2. Getting skills for diagnosing of the after discharge problems and differentiation from the adaptive signs																			
C3. Getting skills for treatment of newborns diseases , including indications for hospital care																			
C4. Getting skills for diagnosing of early and late complications of newborns diseases and prevention methods																			
C5. Getting knowledge about early rehabilitation methods and developmental care																			
C6. Getting skills for after discharge care on newborns and premature infants																			
Education result matrix for module/course in relation to verification methods of the intended education result and the type of class																			
Number of course education result	Number of major education result	Student who completes the module/course knows/is able to			Methods of verification of intended education results (forming and summarising)				Form of didactic class <i>**enter the abbreviation</i>										
W01	E.W2	Student specifies after discharge feeding standards in sick and premature infants			Test, oral response				SE										
W02	E.W3	Student analyses causes, symptoms, diagnostic rules and therapeutical management in common types of after discharge problems in newborns			Test, colloquium				SE										
W03	E.W6	Student differentiates after discharge diseases and adaptive			Test, colloquium				SE										



		signs, presents standard management in this cases,		
W04	E.W31	Student describes the rules of early rehabilitation methods and developmental care in newborns	Test, oral response	SE
W05	E.W36	Student describes the rules of after discharge care on sick and premature infants	Test, oral response	SE
W06	E.W37 E.W38	Student specifies the biological materials used in laboratory testing and describes the rules of collecting of these materials; basics of laboratory tests used in diagnosing causes and monitoring in sick and premature infants	Test, oral response	SE
U01	EU2	Student collects the pregnancy anamnestic data, focused on the risk of prematurity and after discharge problems	Oral response	SE
U02	E.U4	Student performs physical examination of the sick and premature infant	Presentation	SE
U03	E.U9	Student interprets the vital signs in sick and premature infants	Presentation	SE
U04	E.U14	Student specifies the life- threatening complications in sick and premature infants	Presentation	SE
U05	E.U16	Student plans the diagnostic and therapeutical management in sick and premature infants	Presentation	SE
U06	E.U24	Student correctly interprets the laboratory and other diagnostic data in sick and premature infants	Presentation	SE
U07	E.U25	Student makes up the estimation of nourishment status and plans application of feeding in sick and premature infants	Presentation	SE
U08	E.U29	Student performs the basic medical procedures, necessary in sick and premature infants	Presentation	SE
K 01		Please name ca. 203 attitudes – exemplary verb to determine education result as attitude forming:		



	creates, willingly participates, cooperates in a group, actively participates		
<p>** L - lecture; SE - seminar; AC – auditorium classes; MC – major classes (non-clinical); CC – clinical classes; LC – laboratory classes; SCM – specialist classes (magister studies); CSC – classes in simulated conditions; FLC – foreign language course; PCP practical classes with patient; PE – physical education (obligatory); VP – vocational practice; SS – self-study, EL – E-learning .</p>			
<p>Please mark on scale 1-5 how the above effects place your classes in the following categories: communication of knowledge, skills or forming attitudes: Knowledge: 5 Skills 3 Social competences:</p>			
Student's amount of work (balance of ECTS points)			
Student's workload (class participation, activity, preparation, etc.)		Student Workload (h)	
1. Contact hours:		10	
2. Student's own work (self-study):		3	
Total student's workload		13	
ECTS points for module/course		0,5	
Comments			
Content of classes (please enter topic words of specific classes divided into their didactic form and remember how it is translated to intended educational effects)			
Lectures			
1.			
2.			
3.			
Seminars			
1.Pathophysiology of the most common types of after discharge problems of newborns. 2.Differentiation with adaptive signs. Diagnostic criteria of the diseases in newborns.			
3.Interpretations of laboratory findings, diagnostic imaging and non- invasive diagnostic methods (transdermal bilirubin estimation, oxygen and carbon dioxide monitoring, saturation of the blood) in newborn infants			
4 Early and late complication of newborns diseases, prevention methods.			
5.After discharge care on sick and premature infants , early rehabilitation and developmental care. Treatment of the most common neonatal problems.			
Practical classes			
1.			
2.			
3.			



<p>Other</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>etc. ...</p>
<p>Basic literature (list according to importance, no more than 3 items)</p> <p>1. Manual of Neonatal Care; J.P.Cloherly et al; 2012</p> <p>2. Neonatology; T.L.Gomella et al; 2004</p> <p>2.</p> <p>3.</p> <p>Additional literature and other materials (no more than 3 items)</p> <p>1.</p> <p>2.</p> <p>3.</p>
<p>Didactic resources requirements (e.g. laboratory, multimedia projector, other...)</p> <p>Laboratory in place, multimedia projector, transdermal bilirubin detectors, pulseoxymeters</p>
<p>Preliminary conditions (minimum requirements to be met by the student before starting the module/course)</p>
<p>Conditions to receive credit for the course (specify the form and conditions of receiving credit for classes included in the module/course, admission terms to final theoretical or practical examination, its form and requirements to be met by the student to pass it and criteria for specific grades)</p> <p>Test or oral response (depend on the number of participants)</p> <p>Oral responses . Case presentations</p> <p>Each absence must be made up, including rector's days or dean's hours.</p>

Grade:	Criteria for course
Very Good (5.0)	Presence, activity , preparation of audiovisual presentation, making a presentation during seminar, answering the questions to teacher and students, leading the case discussion, presentation of the literature
Good Plus (4.5)	Presence, activity , preparation of audiovisual presentation, making a presentation during seminar, answering the questions to teacher and students, leading the case discussion
Good (4.0)	Presence, activity , preparation of audiovisual presentation, making a presentation during seminar, answering the questions to teacher and students
Satisfactory	Presence, activity , preparation of audiovisual presentation, making a



Plus (3.5)	presentation during seminar
Satisfactory (3.0)	Presence, activity , preparation of oral presentation, presentation during seminar

Name and address of module/course teaching unit, contact: telephone and e-mail address

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Coordinator / Person responsible for module/course, contact: telephone and e-mail address

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List of persons conducting specific classes: full name, degree/scientific or professional title, discipline, performed profession, form of classes

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Date of Syllabus development

.....24.07.2019

Syllabus developed by

Dr n. med. Małgorzata Czyżewska

Signature of Head of teaching unit
Dr hab. Lidia Hirnle, Prof. nadzw

Signature of Faculty Dean

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