



UNIwersYTET
Andrzeja Frycza Modrzewskiego
w Krakowie

Collegium Medicum
Health Science Faculty

SUBCJET CARD
Field of studies: Nursing
Level: bachelor of science
effective from the academic year 2025/2026
Language: English

Nursing in urology	
Subject Name	Adult Nursing Process
Number of ECTS points	1
Language	English
Teacher	Mgr Monika Malska
Person responsible	Mgr Monika Malska
Number of hours	
Lectures	-
Lectures – e-learning	-
Conversational lecture	-
Classes	-
Simulation	10h
PRACTICAL	-
GENERAL OBJECTIVES	
OBJECTIVE 1	To develop advanced competences in comprehensive assessment, nursing diagnosis, care planning, implementation and evaluation of nursing care for the adult patient and the child in selected clinical situations.
OBJECTIVE 2	To improve clinical reasoning, decision-making, communication and therapeutic education skills in patient- and family-centered nursing care.

Nursing in urology

LEARNING OUTCOMES

C.W4.	The nursing process (its definition, stages, and principles) as well as methods of work organization, including within primary nursing, its essence and distinct features, taking into account their impact on the quality of nursing care and the development of nursing practice.
C.W5.	Classifications of nursing practice, including the International Classification for Nursing Practice (ICNP) and the International Nursing Diagnoses by NANDA (North American Nursing Diagnosis Association, NANDA).
C.U1.	Apply a selected nursing method in patient care.
C.U2.	Collect information through interview, observation, measurements, physical examination, and document analysis to assess a patient's health status, and interpret and document the results for the purposes of nursing diagnosis.
C.U3.	Develop a nursing care plan and implement it collaboratively with the patient, their family, or caregiver.
K.S6.	Anticipating and taking into account factors influencing one's own and the patient's responses.
K.S5.	Consulting experts when facing difficulties in resolving a problem independently.

INTRODUCTORY REQUIREMENTS

- Basic knowledge of internal medicine nursing, surgical nursing and pharmacology.
- Ability to perform basic physical assessment and formulate nursing diagnoses.
- Basic communication skills in English in a clinical setting.

COURSE PROGRAM	Description	LEARNING OUTCOMES
Simulated classes 1	<p>Topic: The nursing process in adult care – definition, stages and principles– 2h</p> <p>Description: Introduction to the nursing process as a systematic method of providing nursing care to adult patients across the health–illness continuum (acute, chronic, perioperative, rehabilitative and palliative settings). Definition, goals, stages and principles of the nursing process. Discussion of methods of work organization in nursing, including primary nursing, its essence, distinguishing features, and impact on the quality of care and the development of nursing practice.</p>	C.W4. C.U1.

<p style="text-align: center;">Simulated classes 2</p>	<p>Topic: Classifications in nursing practice: ICNP and NANDA– 2h Description: Overview of selected nursing classifications used in professional practice. Characteristics, structure and practical application of the International Classification for Nursing Practice (ICNP) and NANDA nursing diagnoses. Identification of diagnoses commonly encountered in adult care, including: chronic pain, impaired physical mobility, self-care deficit, risk for falls, ineffective health self-management, activity intolerance, impaired skin integrity, anxiety and disturbed sleep pattern. Using classifications to formulate nursing diagnoses and standardize nursing documentation.</p>	<p>C.W5.</p>
<p style="text-align: center;">Simulated classes 3</p>	<p>Topic: Adult patient assessment and data collection for nursing diagnosis– 2h Description: Collecting patient data through structured health history interview, systematic observation, vital signs measurement, physical examination (inspection, palpation, percussion, auscultation) and analysis of medical documentation. Comprehensive assessment of the adult patient's health status, including functional status evaluation using validated tools (e.g., Barthel Index, Norton/Braden Scale for pressure injury risk), pain assessment using adult-appropriate scales (VAS, NRS), nutritional screening (e.g., MNA, MUST) and cognitive/mental status screening (e.g., MMSE, GDS). Interpretation of findings and documentation of results for the purpose of nursing diagnosis. Practical exercises in simulated conditions focusing on effective patient interviewing, clinical observation and systematic data recording.</p>	<p>C.W4. C.U2.</p>
<p style="text-align: center;">Simulated classes 4</p>	<p>Topic: Planning nursing care and applying a selected nursing method– 2h Description: Selection and application of an appropriate nursing method in adult patient care, taking into account the patient's level of independence, comorbidities, psychosocial needs, preferences and treatment regimen. Formulating nursing diagnoses, setting measurable and realistic short-term and long-term goals, planning evidence-based interventions and defining expected outcomes. Developing an individualized nursing care plan in cooperation with the adult patient, family or caregiver and the interdisciplinary healthcare team. Incorporation of self-care support strategies (Orem's self-care deficit theory), motivational interviewing techniques, discharge planning and continuity of care principles. Emphasis on patient engagement, therapeutic education and adherence support.</p>	<p>C.W4. C.U1. C.U3.</p>

<p align="center">Simulated classes 5</p>	<p>Topic: Integrated simulation: documentation, teamwork and evaluation of the nursing process - 2h Description: Full simulated scenario involving an adult patient case – including comprehensive health assessment, nursing diagnosis formulation, care planning, implementation of interventions, therapeutic communication with the patient and family, teamwork within the healthcare team, structured clinical handover using SBAR technique, and nursing documentation according to current standards. Emphasis on clinical reasoning, prioritization of nursing interventions, recognition of the deteriorating adult patient (e.g., NEWS2 – National Early Warning Score), effective delegation and coordination within the multidisciplinary team. Structured debriefing with reflection on decision-making processes, ethical dilemmas in adult care (informed consent, patient autonomy, advance directives, end-of-life considerations) and evaluation of achieved patient outcomes.</p>	<p>C.W4. C.U1. C.U2. C.U3. K.S5. K.S6.</p>
<p align="center">SELF-STUDY</p>	<p>study of recommended literature (4hrs.)</p>	<p>C.W4. C.W5.</p>
	<p>preparation for simulation scenarios (3hrs.)</p>	<p>C.U1. C.U2. C.U3.</p>
	<p>development of an individual nursing care plan / case study (4 hrs.)</p>	<p>C.U1. C.U2. C.U3. C.W4. C.W5.</p>
	<p>preparation of nursing documentation and reflective summary (4 hrs.)</p>	<p>K.S5. K.S6.</p>

<p align="center">DIDACTIC METHODS</p>	
<p align="center">M1</p>	<p>Medical simulation (low- and/or high-fidelity depending on facilities) and debriefing after each simulation</p>
<p align="center">M2</p>	<p>Case-based learning</p>
<p align="center">M3</p>	<p>Guided discussion</p>
<p align="center">M4</p>	<p>Clinical scenario analysis</p>
<p align="center">STUDENTS WORKLOAD</p>	
<p>CONTACT HOURS WITH THE ACADEMIC TEACHER</p>	<p>10 hrs.</p>
<p>HOURS WITHOUT THE PARTICIPATION OF THE ACADEMIC TEACHER</p>	<p>15 hrs.</p>

TOTAL NUMBER OF HOURS FOR THE COURSE	25 hrs.
CONDITIONS FOR COURSE COMPLETION	
<p>Attendance All classes are compulsory. Students must attend 100% of the scheduled sessions to complete the course.</p> <p>Methods of verification</p> <ol style="list-style-type: none"> 1. Continuous assessment during simulated classes – structured observation checklist. 2. Individual case study / nursing process assignment – written care plan and documentation. 3. Final integrated simulation task – assessment of clinical reasoning, implementation of interventions, communication and documentation. 	
ASSESSMENT OF STUDENT PROGRESS	
IN TERMS OF KNOWLEDGE	oral questioning during debriefing, structured discussion based on clinical scenario.
IN TERMS OF SKILLS	observation of performance in simulation, correctness of nursing process, quality of documentation.
IN TERMS OF SOCIAL COMPETENCE	responsibility, teamwork, communication, respect for safety and ethical principles.
FORMATIVE	Not applicable
SUMMATIVE (I & II)	Not applicable
GRADING SCALE	
The course is completed with a pass/fail assessment (no grade).	
Basic literature	
<p>[1] Ackley B.J., Ladwig G.B. <i>Nursing Diagnosis Handbook: An Evidence-Based Guide to Planning Care</i>. [2] International Council of Nurses, <i>ICNP® – Polish translation</i>, 2017 release [3] Płaszewska-Żywko L. (red. nauk.), <i>Diagnozy i interwencje w praktyce pielęgniarstwa</i>, wyd. 2, PZWL,</p>	
Supplementary literature	
[1] Górajek-Jóźwik J. (red. nauk.), <i>Wprowadzenie do diagnozy pielęgniarstwa</i> , wyd. 1, PZWL, 2016. Source	