

Doc. 300.1.2

Date: 9.5.2022

# Higher Education Institution's Response

- **Higher Education Institution:**  
European University Cyprus
- **Town:** Nicosia
- **School/Faculty (if applicable):** School of Sciences
- **Department/ Sector:** Department of Health Sciences
- **Program of study:**  
**In Greek:**  
“Νοσηλευτική (4 Έτη/240 ECTS, Πτυχίο)”  
**In English:**  
“Nursing (4 Years/240 ECTS, B.Sc.)”
- **Language(s) of instruction:** Greek & English
- **Program's status:** Currently Operating
- **Concentrations (if any):**  
**In Greek:** Concentrations  
**In English:** Concentrations



The present document has been prepared within the framework of the authority and competencies of the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, according to the provisions of the “Quality Assurance and Accreditation of Higher Education and the Establishment and Operation of an Agency on Related Matters Laws” of 2015 to 2021 [L.136(I)/2015 – L.132(I)/2021].



## **A. Guidelines on content and structure of the report**

*The Higher Education Institution based on the External Evaluation Committee's evaluation report (Doc.300.1.1) must justify whether actions have been taken in improving the quality of the program of study in each assessment area.*

***The Department of Health Sciences of European University Cyprus wishes to express its sincere gratitude to the External Evaluation Committee (EEC) for the evaluation of the undergraduate program of study in Nursing (B.Sc.).***

***It is with great appreciation that the Department and the School of Sciences noted the positive feedback of the EEC; we carefully considered the insightful recommendations. The Committee's recommendations provided us the opportunity to further improve the quality and implementation of the program. In the following pages, we address in detail all recommendations for improvement suggested by the EEC. We provide relevant information and describe actions taken to ensure that the newly accredited program is of high quality.***

## 1. Study program and study program's design and development

*The EEC has raised the following issues. The response for issue is shown below each point that is raised.*

**Comments by the EEC:**

### **Areas of improvement and recommendations**

The drop out numbers are around 10 %, which may be a concern.

### **Response by EUC:**

**We thank the EEC for this raise of concern.** Drop-out rates are actually a concern for the Department as well. However, as international figures demonstrate, an attrition rate of 10% (as in this program) is within the universally accepted attrition levels. Nevertheless, as part of the student-center approach of the University, we always aim to decrease this rate as much as possible to all programs of the Department and School. To this end, we have recently implemented an analysis for some programs, which indicated that student drop-out rates are significantly associated with Low GPA. Therefore, European University Cyprus has taken several steps to decrease the drop-out rate. The University implements a '**Low GPA Policy**' (please also see for more details of the procedure in the Internal Regulation on "EUC's Procedures for Supporting Students with Low Grade Point Average (GPA)" as appears in Appendix I) to support the students and reduce this phenomenon and its effects. This policy outlines a framework providing the process and actions to be taken. Information for low GPA students is provided by the Department of Enrolment (per Department and per program of study) twice per year in the beginning of each semester. The policy ensures: 1) the provision of correct information to all students; 2) that students are aware of the role of GPA and the impact of low GPA on the progress of their studies; 3) increased support provided at the Program, Department and School level; 4) proper implementation of procedures by the Student Advising Centre.

When the process is initiated the following steps are followed for all students:

- a) The Department of Enrolment provides the Schools at the beginning of each academic semester with a list of their students with a low GPA (for undergraduate courses 2.0). This includes first year students and students included in the list for the first time.
- b) The Program Coordinator communicates with each affected student, in order to ensure that students are aware of the concern of the Department and School, and that students are indeed properly informed that the Department is available to provide support (e.g. students are informed about the role and importance of the GPA, the possible reasons and causes of the low GPA, and ways for improvement of the situation, which may either involve the student (e.g. further effort) or the Department and School).
- c) All student cases are also presented to the Chairperson of the Department, for



further discussion and enhancement of the process, aiming at the most tangible academic targets and the procedures involved.

For this academic year, we have already initiated this process in February-early March and it will be repeated after the announcement of the Spring 2022 grades in June.

Further actions are taken by each individual instructor/advisor, aiming for a timely and early enough diagnosis of the phenomenon of drop-outs and facilitating an effective, early intervention. For example, a policy followed by Faculty is the reporting of absences of students to their Student Advisors. Students' absences for three continuous class meetings are reported by Faculty to Student Advisors who investigate and take further action. This close communication of students with Student Advisors promotes early identification of problematic cases and prevents students from leaving the program. Other examples include continuous polling of students by both Faculty and Student Advisors to assist them in their courses, or in any other issues branching from their academic or personal life. These are some supporting activities of Faculty and Student Advisors aiming to keep students involved, interested, and happy. We are open to further suggestions by the EEC.

## 2. Student – centered learning, teaching and assessment

### Areas of improvement and recommendations

1. Education is mostly led by teachers and methods are mainly traditional. Neither students nor teachers recommended any improvements. The EEC recommends more emphasis on creative thinking and student-oriented approaches in education. Lectures seem to dominate as teaching methods and more innovative teaching methods such as patient involvement in theoretical teaching or flipped classrooms, are not widely used. The EEC recommends to use methods that enhance critical thinking skills and decision-making skills in addition to technical skill into clinical practice education.
2. There is no course in palliative care, and if this is not integrated in the cancer care content, the EEC recommends this topic to be added to the curriculum.

### Response by EUC:

***We thank the EEC for these important recommendations, which we have attempted to consider effectively, as indicated below:***

1. To place more emphasis on creative thinking and student- oriented approaches in education as recommended, several changes have been incorporated in the syllabi, including: patient involvement, inclusion of flipped classrooms, enhancement of critical thinking and decision-making skills in addition to technical skills into clinical practice education.

**The course purpose, objectives and teaching methodology in those syllabi have been adjusted to include the following:** During the Theory and Laboratory part the students will take patient history and make nursing assessment and diagnosis from patient that will be hosted. Critical thinking is thus enhanced through problem-based learning (this teaching method is based on the principle of using problems as the starting point; students divide into several groups and do research on their topic of interest, and then focus-questions are put into discussion), case studies, reports, roundtable discussions of specific patient cases.

The syllabi related to these changes are the following: Medical & Surgical Nursing, Oncology and oncological Nursing, Nursing Assessment, Geriatric and Gerontological Nursing, Mental Health Nursing (please see Appendix II: Nursing Assessment/NRS 230, Medical & Surgical Nursing /NRS 220 – NRS 245- NRS 310 – NRS 210- NRS 240- NRS 305, Oncology and oncological Nursing /NRS 315, Geriatric and Gerontological Nursing/ NRS 435, Mental Health Nursing/ NRS 340, revised in page: 10-45).

2. **We have now revised the syllabus of the course Oncology and Oncological Nursing to incorporate the topic of Palliative Care under “Palliative care and the role of nurses”** (please see Appendix III: Oncology and Oncological Nursing /NRS 315)

### 3. Teaching staff number and status & Synergies of teaching and research

#### **Areas of improvement and recommendations**

1. Most of the teaching staff were at the rank of lecturer, which might limit their opportunity to innovate and make use of possibilities such as external funding.
2. The teachers have to master several fields of nursing which can be challenging. It would be appropriate to have clearer lines of expertise within the faculty which reflects its future strategic direction. There is no overall research program within the faculty and the research is mainly conducted on an individual basis and collaborators are from other international universities or from other disciplines. The research activity seems scattered and would benefit from stronger thematic groups.

#### **Response by EUC:**

1. We hereby confirm that the ranking of the academic staff of the program is the following:  
Dr. Stavroula Apostolidou: Professor  
Dr. Maria Prodromou: Assistant Professor  
Dr. Irene Polycarpou: Assistant Professor  
Dr. Ioannis Mamais: Assistant Professor  
Dr. Andreas Protopappas: Lecturer
2. We thank the EEC for the constructive suggestion to organize and harmonize our research efforts. We have therefore planned to organize research activities, in collaboration with other health professionals (physiotherapist, occupational therapist, public health professionals, etc.) to develop further research focusing on the below thematic areas:
  - a) The effect of multidisciplinary intervention for depressed patient (Occupational therapy, Mental Health Nursing)
  - b) The effect of exercise in patient with heart failure (Nursing and Physiotherapy program collaboration)
  - c) Pain management in cancer patient; Multidisciplinary Palliative care (Nursing, physiotherapy, occupational therapy program)
  - d) Randomized clinical trial: Multidisciplinary approach in patients after heart surgery (Nursing Program)
  - e) Evaluation of the existence knowledge regarding health prevention and health promotion skills among students of the age 8-12 years old (Nursing Program, Occupational Therapy Program)
  - f) Multidisciplinary Need Assessment for the elderly (all the Department's programs)
  - d) Evaluation of legal and illegal drug use among the teenage in Cyprus (Public Health and Nursing Program)

These research activities build on the research expertise within the Nursing Program academic staff is focused in:

- Mental Health Nursing
- Emergency and Cardiology Nursing
- Health Management Nursing
- Oncology Nursing
- Gerontology and Geriatric Nursing.

Currently, the academic staff of the program are running four research programs:

- a. Measuring resilience, motivation, and burnout among nurses during the Covid-19 pandemic in Cyprus Health Services.
- b. Evaluation of the Educational system of children in primary education in cardiopulmonary resuscitation and first aid skills.
- c. Evaluation of the x-prisoners needs to reintegrate into society through life skills training
- d. Exploratory emergency calls analyses of Cyprus Ambulance Service data.

Nursing personnel's academic and clinical expertise spans psychiatric, community, midwifery, and general nursing; their research activities bridge these areas, and there is close collaboration between colleagues.



#### 4. Student admission, progression, recognition and certification

##### **Areas of improvement and recommendations**

Since there is no admission screening, there are some dropouts. This could be addressed by interviewing candidates to assess their abilities and motivation.

##### **Response by EUC:**

We thank the EEC for this recommendation. The Department has therefore added the following admission criterion to the entry requirements to the program:

*“The program reserves the right to perform interviews to the candidates in order to assess their relevant motivation and abilities to be admitted to the Program”.*

Noteworthy, the Department has conducted recently an analysis of the what variable affects mostly the drop-out rate in its programs of study. The analysis indicated that only the GPA of the student while in the program of study is significantly statistically related to the drop-out phenomenon. No statistical correlation was found to other variables (including their secondary education marks). The Department has therefore built further on its policies on incoming and current students to receive all possible support to complete their studies, in order to decrease the drop-out rate. It implements a ‘Low GPA Policy’ (please see more about this process in our response in Section 1 of this report in page 3). The policy ensures: 1) the provision of correct information to all students; 2) that students are aware of the role of GPA and the impact of low GPA on the progress of their studies; 3) increased support provided at the Program, Department and School level; 4) proper implementation of procedures by the Student Advising Centre.

## 5. Learning resources and student support

### **Areas of improvement and recommendations**

Nursing material in the library appeared to be located in several places and could be better organized.

### **Response by EUC:**

The library of EUC catalogs its books based on the Library of Congress Classification System (LCCS). The LCCS and the Dewey Decimal System are the two classification systems used by almost all libraries in the world. In Cyprus for example, the University of Cyprus, the Cyprus University of Technology and Open University use LCCS while the library of the University of Nicosia uses the Dewey Decimal. Under the LCCS system the letter R represents Medicine. At the link below, you can see in detail how LCCS breaks down its classification system.  
[https://www.loc.gov/aba/cataloging/classification/lcco/lcco\\_r.pdf](https://www.loc.gov/aba/cataloging/classification/lcco/lcco_r.pdf)

In addition, the Library of EUC offers throughout the semester training sessions to individuals or classes on how to use the library and the databases to improve their research methods and get better results.

Furthermore, the library offers students guides/handouts on several topics including the LCCS  
[https://library.euc.ac.cy/library-guides/?et\\_fb=1&PageSpeed=off](https://library.euc.ac.cy/library-guides/?et_fb=1&PageSpeed=off)

To better assist the students the school will upload the LCCS guide on the educational platforms and make it available to all students.

## D. Conclusions and Final Remarks

### Comments by EEC

The Bachelor programme in Nursing is well established. The programme has policies for quality assurance, and monitoring systems in place. There is public information available and the information management systems are relevant. The programme has a clear structure. The education is relevant, but lacks innovation. Teaching methods appear mainly teacher led. Teaching tools and materials are modern, and supportive. Appropriate methods for student complaints are in place. Teaching staff is competent and their qualifications are adequate. Teachers have fairly heavy teaching load, but they say they are able to do research and are satisfied. There was no information on visiting experts. Students have good facilities and support for their progress. This is a pleasant campus, lot of opportunities for clinical practice and well- established protocols for admission, progression and evaluation. The teaching and learning resources are good.

### Response by EUC

It is with great appreciation that the Department of Health Sciences and the School of Sciences noted the positive feedback of the EEC; we carefully considered the insightful recommendations. The Committee's recommendations provided us the opportunity to further improve the quality and implementation of the Program. In previous pages we provided all details in how we addressed all recommendations for improvement suggested by the EEC. As far as the final summative remarks of the EEC above:

1. Several changes have been made in the syllabi including patient *inclusion of flipped classrooms, enhancement of critical thinking and decision-making skills in addition to technical skills into clinical practice education* (please see our response in Section 2.1)
2. Regarding Palliative Care we included this topic into the course of Oncology and Oncological Nursing (please see our response in Section 2.2).
3. Several visiting experts implement courses in different subjects, including to-date:
  - *Dr. Pazit Azure. Senior Lecturer in Nursing the Academic College Tel Aviv- Yaffo (Health Management NUR413A, Transcultural Nursing in NUR440A)*
  - *Prof Dr Fatemeh Rabiee Khan (Health Promotion course Nujr414A, Mental Health Nursing NUR323A)*
  - *Dr. Dennis Demedts, RN, MScN Lecturer and researcher in Nursing Coordinator Professional in palliative care Coordinator internationalization (Nur323A Mental Health Nursing)*

### C. Higher Education Institution academic representatives

<i>Name</i>	<i>Position</i>	<i>Signature</i>
<b>Dr. Maria Prodromou</b>	Program Coordinator	<i>Maria Prodromou</i>
<b>Dr. Chryssoula Thodi</b>	Chairperson, Department of Health Sciences	<i>[Handwritten Signature]</i>
<b>Dr. Panagiotis Papageorgis</b>	Dean, School of Sciences	<i>Panagiotis Papageorgis</i>

**Date:** 9.5.2022



**INTERNAL REGULATION ON**

**“EUC”s PROCEDURES FOR SUPPORTING STUDENTS WITH LOW GRADE POINT  
AVERAGE (GPA)”**

**71<sup>st</sup> Senate Decision: 7 February 2020**

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Aiming to develop a proposal/framework on the process and actions to be taken, in order to address and reduce the phenomenon of students' low G.P.A. and its effects, the actions to be taken in order to help reduce the phenomenon, are:

- the provision of correct information to all students, namely undergraduate, postgraduate, Conventional and Distance Learning;
- ensure that students are aware of the role of GPA and the impact of low GPA on the progress of their studies;
- increase of the support provided at the Program, Department and School level;
- proper implementation of procedures by the Student Advising Centre.

These actions are additional to the efforts/support that each individual instructor provides to each student and aim for a timely and early enough diagnosis of the phenomenon in order to facilitate an effective, early intervention.

The following steps will be followed for all students (both conventional and distance education):

1. **The Department of Enrollment** provides the Schools at the beginning of each academic semester (e.g. third week of October and February, respectively) with a list of their students with a low GPA (for undergraduate courses: below 1.80 except for the School of Medicine where the threshold has been set to 2.0; for postgraduate courses: below 2.5; for Ph.D. courses the issues concern late progress in completing the Ph.D-see sample letter attached).
2. **The School** (this concerns all undergraduate and postgraduate Conventional and Distance Learning Programs of Study):
  - (1) ***For first year students at the end of the 1<sup>st</sup> semester of their studies or for students included in the list for the first time:***  
Each affected student is called by the Program Coordinator, in order to ensure that, students are aware of the concern of the Department and School, and that students are indeed properly informed that the Department is available to provide support (e.g. Specifically, students are informed about the role and

importance of the GPA, the possible reasons and causes of the low GPA, and ways for improvement of the situation, which may either involve the student (e.g. further effort) or the Department and School).

**(2) For new students, which continue to be in the same situation at the end of the second semester of their studies or for students appearing in the list for a second time:**

The process presented in Item 1 above is repeated in the presence of the Chairperson of the Department, for further discussion and enhancement of the process, aiming at the most tangible academic targets and the procedures involved. If needed, the Chairperson of the Department and the Program Coordinator will request the presence of the Dean.

**(3) For students who exhibit the phenomenon on a continuous basis:**

The possibility of sending a letter from the Dean to the student (registered, in the home address) is considered (see attached "Sample" letters).

**For the School of Medicine (undergraduate degrees) in more specific:** The students with a GPA lower than 2.0 receive a "Letter of Probation" before the beginning of the second academic year of their studies (September). Students who received a "Letter of Probation" and still maintain an unacceptably low GPA will be given only one last opportunity to correct their GPA during the coming semester (Spring). At the end of the Spring semester of their second year of studies,, these students (e.g. those who have already received a letter of warning in the past), and continue to maintain a very low GPA will receive a "Letter of Dismissal", with the option to either change their program of study (e.g. transfer to biology) or to withdraw from the School. Those students who, on the other hand, have not yet received a "Letter of Probation" in the past, but perform unsatisfactorily, will receive a "Letter of Probation" at the end of the Spring semester of their second year of studies, with subsequent consequences should their performance not improve. This option will be provided this one and only time to those students with failures; no other opportunity will be provided to improve "F" grades. Each student will be notified accordingly, depending on their status.

**3. The Department of Enrollment:**

Each Student Advisor:

- (1) Contacts/communicates with students and ensures that each student is well informed and advised about the University's grading system and the role of GPA ;
- (2) In the case of students not passing a course, the advisor re-registers them to the same course in order to immediately delete the received F, and thus avoid accumulation of F's. This takes places in the exact following semester in case the affected course is a prerequisite to other courses, in order to avoid accumulation of F's;
- (3) Student advisors are in constant communication with the Program Coordinators in order to secure this process.

- Encl.: (1) Sample Letters (Greek and English version)  
(2) Sample Letter of Probation (School of Medicine)  
(3) Sample Letter of Dismissal (School of Medicine)  
(4) Sample Letter for Ph.D. Students (Department of Enrollement)

..... 2020

Προς

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**Θέμα: Χαμηλός Μέσος Όρος Βαθμολογίας (G.P.A.)**

Αγαπητή/έ.....,

Σε συνέχεια της αναφοράς του/της Προέδρου του Τμήματος και του/της Συντονιστή/τριας του Προγράμματος που παρακολουθείτε κατά το περασμένο ακαδημαϊκό εξάμηνο, παρακαλώ σημειώστε ότι ο μέχρι τώρα μέσος όρος της βαθμολογίας σας (G.P.A.) είναι .....

Θα ήθελα να σας υπενθυμίσω, επί του προκειμένου, τους κανονισμούς του Πανεπιστημίου μας αναφορικά με τις προϋποθέσεις απόκτησης πτυχίου, οι οποίοι προβλέπουν μέσο όρο βαθμολογίας (G.P.A.) 2.00 και άνω.

Ο/η Πρόεδρος του Τμήματος και ο/η Συντονιστής/τρια του Προγράμματος που παρακολουθείτε μπορούν να σας δώσουν περισσότερες πληροφορίες και σχετική υποστήριξη.

Ελπίζω ότι, κυρίως με την αναβάθμιση των δικών σας προσπαθειών, θα καταστεί δυνατή τόσο μια ποιοτική συνέχιση των σπουδών σας, όσο και η τελική επίτευξη των στόχων σας.

Με εκτίμηση,

.....  
Κοσμήτορας,  
Σχολή .....

Κοιν.:

- Συντονιστής/τρια Προγράμματος Σπουδών
- Πρόεδρος Τμήματος



European University Cyprus  
6 Diogenous str, 2404 Engomi,  
P.O.Box 22006, 1516 Nicosia, Cyprus  
Telephone: +35722559514  
Fax: +357 22559515

Date XXX

Student's Name: xxxxx  
ID: xxxx  
Program: Doctor of Medicine, MD

Re: Letter of Probation for G.P.A. of less than 2.0

Dear [Name of Student],

I regret to inform you that, due to your low cumulative Grade Point Average (GPA), you are being placed on academic probation. You will remain on probation and will be subject to dismissal until your cumulative GPA reaches or exceeds 2.00.

Academic Probation status is serious. You must raise your cumulative GPA to 2.00 to return to good standing and to receive your degree. According to European University Cyprus bylaws and the decision outlined by the EUC 48<sup>th</sup> Senate, students with a GPA lower than 1.7 at the end of their second year (year 2) are subject to dismissal (termination).

The School of Medicine is committed to helping you improve your academic performance so that you can return to good standing and make progress toward your degree. We will provide you with the services and activities to help you achieve academic success. In return, you must commit yourself to work diligently. It is my sincere hope that you will be successful next semester.

Sincerely,

Professor Elizabeth O. Johnson  
Acting Dean  
School of Medicine  
European University Cyprus

CC: Professor Ioannis Patrikios, Chair, Department of Medicine  
Professor Loizos Symeou, Vice-Rector of Academic Affairs  
Dr. Christos Tsiappas, Director of Enrollment

European University Cyprus  
6 Diogenous str, 2404 Engomi,  
P.O.Box 22006, 1516 Nicosia, Cyprus  
Telephone: +35722559514  
Fax: +357 22559515

Date XXX

Student's Name: xxxxx  
ID: xxxx  
Program: Doctor of Medicine, MD

Re: Letter of Dismissal  
Dear [Name of Student],

As you are aware, on [date of probation letter] you were placed on academic probation because your cumulative Grade Point Average (GPA) was below 2.00.

After careful review of your academic performance, the School of Medicine must regrettably inform the Rectorate and Director of Admissions that you have not made satisfactory progress and are recommended for dismissal from the Doctor of Medicine, MD, program.

According to European University Cyprus bylaws and the decision outlined by the EUC 48<sup>th</sup> Senate, students with a GPA lower than 2.0 will not be eligible for graduation.

While you are being dismissed from the program of Doctor of Medicine, you may wish to explore your options of transferring to another program in Life Sciences, such as Biology, offered by European University Cyprus. We will be happy to assist you in this process. We wish you the best in your future endeavors.

Sincerely,

Professor Elizabeth O. Johnson  
Acting Dean  
School of Medicine  
European University Cyprus

CC: Professor Ioannis Patrikios, Chair, Department of Medicine  
Professor Loizos Symeou, Vice-Rector of Academic Affairs  
Dr. Christos Tsiappas, Director of Enrollment

..... 2020

Προς

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Αγαπητή κα,

Με την παρούσα επιστολή θα ήθελα να σας ενημερώσουμε για τα παρακάτω:

Η διάρκεια των διδακτορικών σπουδών του Πανεπιστημίου είναι 3-6 χρόνια με τη δυνατότητα χορήγησης αναστολής φοίτησης μέχρι και ένα (1) ακαδημαϊκό έτος.

Είστε εγγεγραμμένη στο πρόγραμμα διδακτορικών σπουδών στις ..... από το Φθινοπωρινό Εξάμηνο 201....., και συνεπώς αναμένεται να ολοκληρώσετε τις σπουδές σας μέχρι το τέλος του Εαρινού Εξαμήνου 202..... Αυτό σας δίνει περιθώριο ακόμη τεσσάρων (4) εξαμήνων φοίτησης. Δείτε αναλυτικά τη σχετική αναλυτική σας βαθμολογία στο συνημμένα.

Επιπρόσθετα, θα ήθελα να σημειώσω ότι είστε εγγεγραμμένη στάδιο υποστήριξης πρότασης διατριβής (PHD801) για έξι (6) συνεχή εξάμηνα (από το S20....).

Με βάση τα πιο πάνω δεδομένα, και επειδή μας προβληματίζει η καθυστέρηση που παρατηρείται στην πρόοδό σας στο Πρόγραμμα, σας ενημερώνω ότι για την εντός του εναπομείναντα χρόνου ολοκλήρωση των διδακτορικών σας σπουδών, απομένουν οι εξής επιλογές:

(α) Μέχρι το επίσημο τέλος του τρέχοντος εξαμήνου (Φθινοπωρινό 20...), θα πρέπει να ολοκληρώσετε επιτυχώς το μάθημα PHD801. Στη συνέχεια θα έχετε στη διάθεσή σας ακόμη τρία (3) εξάμηνα για να ολοκληρώσετε το στάδιο συλλογή και ανάλυση δεδομένων (PHD802) και συγγραφή και υποστήριξη διδακτορικής διατριβής (PHD803).

β) Εάν τυχόν δεν ολοκληρώσετε επιτυχώς το μάθημα PHD801 μέχρι το τέλος του Φθινοπωρινού Εξαμήνου 20..., το Πανεπιστήμιο θα προχωρήσει στην καταχώρηση βαθμολογίας F. Θα μπορείτε να επανεγγραφείτε στον ίδιο κωδικό μαθήματος το επόμενο εξάμηνο με επιπρόσθετο κόστος 1.500 ευρώ. Στη συνέχεια θα έχετε ακόμη τρία (3) εξάμηνα για να ολοκληρώσετε τα μαθήματα PHD801, PHD802, PHD803.

Τέλος, σε περίπτωση που τα πιο πάνω δεν μπορούν να εφαρμοστούν, θα σας δοθεί η δυνατότητα, μετά από υποβολή αίτησης στο Τμήμα Εγγραφών και κοινοποίηση στο/την Πρόεδρο του Τμήματος ....., να επιλέξετε να μετεγγραφείτε από το διδακτορικό στο οποίο φοιτάτε σε ένα μεταπτυχιακό του Ευρωπαϊκού Πανεπιστημίου Κύπρου με αντιστοίχιση μαθημάτων που έχετε ήδη παρακολουθήσει και παρακολουθήσει των μαθημάτων που υπολείπονται.

Βασική επιδίωξη του Πανεπιστημίου είναι η στήριξη των φοιτητών και φοιτητριών μας με απώτερο σκοπό την ακαδημαϊκή τους πρόοδο και επιτυχή αποπεράτωση των σπουδών τους.

Τόσο εγώ, όσο και η επόπτριά σας, ο συντονιστής του διδακτορικού προγράμματος και ο/η Πρόεδρος του Τμήματος ..... παραμένουμε στη διάθεσή σας για οτιδήποτε περαιτέρω.

Χρίστος Τσιάππας

Διευθυντής Τμήματος Εγγραφών

## APPENDIX II: *Oncology and Oncological Nursing*

Course Title	<b>Oncology and Oncological Nursing</b>				
Course Code	<b>NRS315</b>				
Course Type	<b>Compulsory</b>				
Level	<b>Bachelor (1st Cycle)</b>				
Year / Semester	<b>3<sup>rd</sup> Year / 5<sup>th</sup> semester</b>				
Teacher's Name	Dr. Apostolidou Stavroula				
ECTS	<b>6</b>	Lectures / week	3hrs / 14 weeks	Laboratories / week	
Course Purpose and Objectives	<p><b>Course Purpose:</b> A detailed description of the concepts of malignancy, pathogenesis, epidemiology, the frequency of symptoms and management. In-depth understanding and description of the needs of care and similar nursing interventions for the oncology patients in addressing the multi-faceted problems created by cancer, and therapeutic approaches to the lives of patients and their families with a personalized care plan. The acquisition of attitudes towards the disease and its treatment, which will allow them to respond effectively to the demands of their role throughout the spectrum of the disease course.</p> <p>Emphasis is given to exemplary cases in the formulation of problems, studying and finding a solution for these problems, by the application of clinical interventions at laboratory level and clinical practice.</p> <p>Moreover, during the theory/ Laboratory part the students will be prepared with exploratory questions for the patient. The patients will teach students for their experiences of overall management of care, and their personal aspects of lives. Teaching will be occurred through panel discussions and small group sessions as well as visits to the community and patients' homes. The whole education may will take place, into the university labs, into the classroom, into the clinical area.</p>				
Learning Outcomes	<p><b>Upon successful completion of this course students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize and determine the factors that contribute to the development of neoplastic disease.</li> <li>• Describe the factors and report practices that contribute to the early diagnosis of cancers.</li> <li>• Present the staging of cancer and the treatments available for cancers with the expected side effects.</li> <li>• Assess the needs of cancer patients, to implement a quality nursing approach and to evaluate its outcomes.</li> <li>• Design and implement a program for the rehabilitation of cancer patients.</li> </ul>				

	<ul style="list-style-type: none"> <li>Act with scientific methods in health education and in recommendations for systematic screening for cancer</li> </ul>		
Prerequisites	None	Required	None
Course Content	<p><b>Course description:</b></p> <ul style="list-style-type: none"> <li>Cancer and epidemiology. Cancer physiology. Classification of tumors. Causative factors. Prevention of cancer. Staging of cancer. Prevention and early diagnosis. The nursing role in the primary and secondary prevention of malignant neoplasms. Diagnostic methods and staging. The announcement of the cancer diagnosis.</li> <li>Nursing assessment of oncological patient - nursing history, physical evaluation, preparation for diagnostic tests, and interpretation of diagnostic tests for malignancy detection.</li> <li>The cancer problem. Attitudes, beliefs, and stories of patients, of society and of health scientists about cancer and its therapy. Therapeutic strategies in the care of oncology.</li> <li>Care of Oncological Patients. The experience of treatment for the patient - family as a multidisciplinary team effort.</li> <li>Care of patients under surgical treatment, chemotherapy, radiotherapy, hormonal therapies, and complementary therapies. New trends in cancer treatment.</li> <li>Care of oncological patients and management of problems related to pain, nausea and vomiting, fatigue, dyspnoea, wound management, lymphoedema, malignant ascites, bone marrow suppression, infections and bleeding, and nutritional problems.</li> <li>Addressing changes in self-esteem, sexuality and cancer, anxiety and depression, confusion,</li> <li>Rehabilitation and long-term complications of treatment. Acute phenomena in the care of oncology.</li> <li>Care of children and adolescents oncological patients.</li> <li>Care of oncological elderly patients.</li> <li><b>Palliative care and role of the nurse.</b></li> <li>Caring for and researching patients with cancer.</li> <li>Health services and caring for cancer patients.</li> </ul> <p><b>Laboratory:</b>  With the aid of audiovisual material and performs, students are trained in Oncological Nursing and present care plans and studies related to the content of the Oncological Nursing course in order to fully understand the problems of oncological patients by systematically applying observation and interpretation. The students, based on the above, are getting familiar with the care of oncological patients, broaden their knowledge, skills, and attitudes thus are able to perform nursing procedures during clinical practice safely and skillfully and apply the appropriate and effective methods and the appropriate means, thus ensuring the provision of high quality of care.</p>		
Teaching Methodology	Face to face		
Bibliography	<ul style="list-style-type: none"> <li>Lavdantiy M. Oncological Nursing – Theory and Clinical Practice Publication BHTA, Athens, 2017</li> </ul>		

	<ul style="list-style-type: none"> <li>• Μπαρμπούνη Ε. -Κωνσταντάκου.Στοιχεία Χειρουργικής Ογκολογίας .Ιατρικές εκδόσεις ΒΗΤΑ,2013</li> <li>• HAGOP M. Κ, WOLFF R.A, KOLLER C.,A , Επιμέλεια: Συρίγος Κ., και συνεργάτες.. Ιατρική Ογκολογία: MD AndersonΕκδότης: ΠΑΡΙΣΙΑΝΟΥ Α.Ε.Αθήνα .2017</li> <li>• Corner J., Bailey C., ΝΟΣΗΛΕΥΤΙΚΗ ΟΓΚΟΛΟΓΙΑ, Επιμέλεια Πατηράκη-Κουρμπάνη.Ε., Εκδόσεις Πασχαλίδη. Αθήνα 2010</li> <li>• Kearney N, Richardson A., Foubert J. Nursing Care for cancer patients Principles &amp; Practice Εκδόσεις Έλλην ,Αθήνα 2011</li> </ul>			
Assessment		Written examination:	70%	
		Written study	20%	
		Participation	10%	
			100%	
Language	Greek			

**APPENDIX III: Syllabus revised of the courses Nursing Assessment, Medical & Surgical Nursing, Oncology and oncological Nursing, Geriatric and Gerontological Nursing, Mental Health Nursing**

Course Title	Nursing Assessment				
Course Code	NRS 230				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	1 <sup>st</sup> Year / 2 <sup>nd</sup> semester				
Teacher's Name	Dr. Stavroula Apostolidou				
ECTS	6	Lectures / week	3 hrs / 14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p><b>Theory:</b></p> <p>The acquisition of skills and attitudes that will allow students to take and record the patient's history of health, conduct a clinical examination of healthy and sick persons, interpret the data, and conduct clinically sound decisions in conjunction with other members of the health care team or where it is necessary to be ascertained by their role.</p> <p><b>Laboratory:</b></p> <p>To give students the necessary knowledge, skills and attitudes to be capable to take and record with a skillfully and safely way the patient's history of health as well the techniques for a clinical examination of the healthy and sick person, assessing all body organs and systems, to record and report the findings to the members of the interdisciplinary health care team and take the appropriate for the patient clinical decisions, in cooperation with the other members of health care team or where it is necessary to decide on their own, as long as this is determined by their role.</p> <p>Moreover, during the theory/ Laboratory part the students will be prepared with exploratory questions for the patient. The patients will teach students for their experiences of overall management of care, and their personal aspects of lives. Teaching will be occurred through panel discussions and small group sessions as well as visits to the community and patients' homes. The whole education may will take place, into the university labs, into the classroom, into the clinical area.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Determine the nursing role in the patient's physical assessment</li> <li>• Obtain a history of health and accurately analyze the content.</li> </ul>				



	<ul style="list-style-type: none"> <li>• Present the methods of clinical examination of all body regions and organs of the human body</li> <li>• Recognize the physiological and pathological findings</li> <li>• Correctly and accurately record the findings, interpret and report them</li> <li>• Actively involved in the clinical decision making of the multidisciplinary health care team, make its own decisions where necessary as specified by its role</li> </ul> <p><b>Laboratory:</b></p> <ul style="list-style-type: none"> <li>• Perform a detailed intake and record of the patient's health history</li> <li>• Perform accurately the methods of clinical examination of all body regions and organs of the human body</li> <li>• Determine the physiological and pathological findings</li> <li>• Correctly and accurately record the findings, interpret and report them</li> <li>• Actively involved in the clinical decision making of the multidisciplinary health care team, make its own decisions where necessary as specified by its role</li> </ul>		
Prerequisites	None	Co-requisites	None
Course Content	<p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Introduction to physical assessment, data interpretation, and clinical decision making, the nursing role, taking and recording patient's history of health</li> <li>• Examination of skin, hair, and nails, head and neck. Examination of eyes, ears, nose and sinus sinuses.</li> <li>• Chest and lung examination, inspection, palpation, percussion, and auscultation, of the anterior and posterior chest wall. Heart examination, inspection, palpation, percussion, and auscultation.</li> <li>• Blood pressure and pulse. Arterial blood pressure and arterial pulse rate, jugular pulse, and jugular pressure, methods of test. Peripheral vascular system, arteries, veins, lymphatic system, lymph nodes, upper and lower limb examination methods.</li> <li>• Breasts and axillary space. Examination, breast examination and palpation in woman and man.</li> <li>• The abdomen. Methods of examinations, general principles, overview, inspection, palpation, percussion, and auscultation, superficial palpation, deep palpation, special management.</li> <li>• Genital organs of the man. Methods of examinations, inspection, and palpation of penis and testicles, inspection, and palpation in hernias. Female genitalia, methods of examination. Anal and rectal, methods of examination in men and women.</li> <li>• Musculoskeletal system. Methods of examinations, general principles, head, and neck examination, upper and lower limbs, joints of spinal columns.</li> <li>• Nervous system. Methods of examinations, general principles, mental health assessment, and verbal expression. Brain conjugations, the motor, and the sensory system, reflexes, special management.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Mental state. Methods of examinations, appearance, and behavior, thymic, thought, and perception, cognitive functions.</li> <li>• Clinical examination of the child by age. Examination of infant, pre-school and school- age, examination of the teenage.</li> </ul> <p><b>Laboratory:</b></p> <p>By the use of preforms and simulators as well as audiovisual materials the students will be able to fully understand the subject. Students will be able to apply into practice techniques and skills appropriate for a healthy and for a sick person while recording, interpreting and reporting the findings and participating in clinical and clinical decisions at both laboratory and clinical level.</p>								
Teaching Methodology	Face-to-face								
Bibliography	<ul style="list-style-type: none"> <li>• Gordon M. ΕΓΧΕΙΡΙΔΙΟ ΝΟΣΗΛΕΥΤΙΚΗΣ ΔΙΑΓΝΩΣΤΙΚΗΣ. Ελληνικής Έκδοσης Βασιλειάδου Α., Λεβεντέλης, Εκδόσεις ΒΗΤΑ, Αθήνα 2009</li> <li>• Carol C Physical Assessment for Nurses Publisher: Wiley-Blackwell; , 2009</li> <li>• Wilson S., Giddens J. Health Assessment for Nursing Practice Mosby 2017</li> <li>• Jarvis C..Physical Examination and Health Assessment . Publisher: Saunders,2011</li> <li>• Bates B., Οδηγός για κλινική εξέταση και λήψη Ιστορικού. Εκδόσεις Λίτσας ,Αθήνα ,2014</li> </ul>								
Assessment	<table border="1"> <tr> <td data-bbox="619 1211 1114 1256">Written examination:</td> <td data-bbox="1114 1211 1241 1256">70%</td> </tr> <tr> <td data-bbox="619 1256 1114 1301">Written study</td> <td data-bbox="1114 1256 1241 1301">20%</td> </tr> <tr> <td data-bbox="619 1301 1114 1346">Class Participation and Attendance</td> <td data-bbox="1114 1301 1241 1346">10%</td> </tr> <tr> <td data-bbox="619 1346 1114 1368"></td> <td data-bbox="1114 1346 1241 1368">100%</td> </tr> </table>	Written examination:	70%	Written study	20%	Class Participation and Attendance	10%		100%
Written examination:	70%								
Written study	20%								
Class Participation and Attendance	10%								
	100%								
Language	Greek								

Course Title	Surgery and Surgical Nursing I				
Course Code	NRS 220				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2 <sup>nd</sup> year / 3 <sup>rd</sup> semester				
Teacher's Name	Maria Aristeidou/ Maria Nicolaou/ Xenia Ioakeim				
ECTS	6	Lectures / week	2 hrs / 14 weeks	Laboratories / week	1 hrs / 14 weeks
Course Purpose and Objectives	<p><b><u>Theory:</u></b></p> <p>This course aims to introduce students to the Nursing assessment and Nursing evaluation of surgical patients with endocrine, skin and hematologic system disorders, perioperatively (preoperatively, intraoperatively and postoperatively). Students should be able to prepare nursing care plans for patients with endocrine, skin and hematologic system disorders, to apply nursing care to these patients and to evaluate the nursing outcomes. Emphasis is given to exemplary cases in the formulation of problems, studying and finding a solution for these problems, by the application of clinical interventions at laboratory level and clinical practice.</p> <p><b><u>Laboratory:</u></b></p> <p>The acquisition of special knowledge, skills and attitudes, and the ability for interpretation of special terms and to apply nursing care procedure with skillfulness and safeness as these are define below. The main aim is to help students to provide nursing care with high quality of nursing care.</p> <p>Moreover, during the theory/ Laboratory part the students will be prepared with exploratory questions for the patient. The patients will teach students for their experiences of overall management of care, and their personal aspects of lives. Teaching will be occurred through panel discussions and small group sessions as well as visits to the community and patients' homes. The whole education may will take place, into the university labs, into the classroom, into the clinical area.</p>				
Learning Outcomes	<p><b>Upon successful completion of this course students should be able to:</b></p> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Describe the way surgical patients are assessed. Analyze the design and the application of perioperative (preoperative, intraoperative and postoperative) nursing care plan.</li> <li>• Describe the organization and management of operating theatre, and the nursing role in the operating theatre and during anesthesia.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Demonstrate competence for critical evaluation of nursing assessment of surgical patients with acute and chronic pain.</li> <li>• Demonstrate competence for recognition, description and interpretation of the pathophysiological changes that are observed in surgical patients with endocrine, skin and hematologic system disorders.</li> <li>• Demonstrate knowledge for nursing assessment of the aforementioned patients.</li> <li>• Use acquired knowledge and skills to interpret nursing assessment outcome as well as laboratory diagnostic test results</li> <li>• Use acquired knowledge and skills to prepare holistic nursing care plans for the aforementioned patients including teaching, rehabilitation, and preparation for hospital discharge.</li> <li>• At laboratory level to demonstrate competence for nursing care plans implementation and evaluation of outcomes.</li> <li>• Define nursing role as a member of the health care team of pathological patient, in terms of treatment and rehabilitation.</li> </ul> <p><b>Laboratory:</b></p> <ul style="list-style-type: none"> <li>• Perform perioperative (preoperative, intraoperative and postoperative) nursing care plans, under strict principles of aseptic techniques.</li> <li>• Recognize and describe the basic equipment and materials of the operating theater and the use of.</li> <li>• Determine accident prevention measurements in the operating theatre.</li> <li>• Refer as how the operating room is organized and operated.</li> <li>• Perform nursing assessment for surgical patients with endocrine, skin and hematologic system disorders, and based on it to develop and implement holistic nursing care plans and to evaluate its outcomes.</li> <li>• Recognize and appropriately manage the necessary material and equipment in performing the nursing procedures described below.</li> <li>• Perform these procedures at laboratory level in patients accurately and skillfully and evaluate the application outcomes.</li> <li>• Prepare the necessary materials and equipment and participate with the required skillfulness to perform the interventional procedures described below.</li> </ul>		
Prerequisites	NRS120	Co-requisites	NRS200
Course Content	<p><b>Course description</b></p> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• The surgical patient. Perioperative patient management: preoperatively – patient's history / Clinical assessment of surgical patient.</li> <li>• Intraoperatively - Organization and management of surgical theatre, anesthesia, ligaments and sutures. The nursing role in the operating theatre and during administration of anesthesia. Equipment of surgical theatre, surgical theatre instruments.</li> <li>• Post-operatively-clinical assessment of a patient. New technologies in Surgery, wound healing process.</li> </ul>		

- Post-operative problems and post-operative complications, shock - Multiple organ dysfunction syndrome (MODS), symptom assessment and control, nursing care. Surgical site infections.
- Acute pain. Nursing management of a surgical patient with pain, management of pain. Complementary - alternative therapies.
- Endocrine system disorders. Nursing assessment of surgical patients with endocrine disorders-nursing history, physical evaluation, preparation for diagnostic tests, and interpretation of diagnostic tests.
- Nursing Care of surgical patients with endocrine system disorders - tumors of pituitary gland, hypophysectomy, Cushing's disease, adrenalectomy, pheochromocytoma, hyperthyroidism, thyroid gland tumors, thyroidectomy, hyperparathyroidism and removal of parathyroid gland.
- Skin system disorders. Nursing assessment of surgical patients with skin disorders - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.
- Nursing care of patients with burns. Nursing care of surgical patients with injuries, benign skin tumors, and skin cancer. Plastic and reconstructive surgery.
- Hematologic system disorders. Nursing assessment of surgical patients with hematologic disorders - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.
- Nursing care of surgical patients with hematological problems undergoing surgical treatment- myelodysplastic syndromes, leukemia, malignant lymphoma, multiple myeloma, blood transfusion, bone marrow transplantation.

**Laboratory:**

By the use of preforms and simulators as well as audiovisual materials the students will be able to fully understand the subject. Students will be able to apply into practice techniques and skills appropriate on a case-by-case basis and interpret relevant reactions by taking all the necessary measurements.

- Implementation of nursing process in surgical patients with endocrine, skin and hematologic system disorders perioperative (preoperative, intraoperative and postoperative): Nursing assessment and nursing diagnosis. Hierarchy of nursing interventions and development of nursing care plan. Implementation of nursing care plan, evaluation of nursing outcomes and redesigning appropriately. Written and verbal briefing.
- Pre-operative patient nursing care: preparation of patient (personal hygiene, local skin preparation, bowel preparation, breathing exercises, cough etc.), preparation of environment (eg surgical bed, etc.) and necessary equipment. Perform bureaucratic and pre-operative control.
- Intraoperative patient nursing care: Basic equipment of surgical theatre, theatre preparation for operations, surgical instruments, clothing, sutures, drainage tubes.
- Post-operative nursing care of the patient: Receiving a patient from the surgical theatre – post-operative assessment and nursing care of the patient, prevention and management of post-operative surgical disorders and complications, reporting patient charts and diagrams (blood pressure, breathing, pulse and temperature, intake and output chart), promoting health rehabilitation (assessment of urinary output

	<p>and bowel movement, prevention of fluids and electrolyte imbalance, special diet and ensuring patient comfort and relaxation).</p> <ul style="list-style-type: none"> <li>• Assessment and management of surgical patient with pain (application of non-pharmaceutical and pharmaceutical medication for pain management).</li> <li>• Surgical wound management - adherence to aseptic / antisepsis principles: Care of surgical wound, shortening / removal of drainage tubes, removal of sutures, and use of surgical dressing. Care of burned patients.</li> <li>• Transfusion of blood and blood derivatives: Ensure blood unit, accurate checking of the blood unit, blood transfusion procedure and continuous monitoring of patient for possible reactions</li> <li>• Attending and providing nursing care in the performance of interventional procedures such as: bone marrow puncture.</li> </ul>
Teaching Methodology	Face-to-face
Bibliography	<ul style="list-style-type: none"> <li>• Ronald Hickman; Celeste M. Alfes; Joyce Fitzpatrick (2018). Handbook of Clinical Nursing: Medical-Surgical Nursing, England: Springer Publishing Company</li> <li>• Donna Ignatavicius; Chris Winkelman M.; Linda Workman &amp; Nicole Heimgartner (2017). Clinical Companion for Medical-Surgical Nursing Concepts for Interprofessional Collaborative Care, 9th Edition Saunders</li> <li>• Priscilla T LeMone; Karen M. Burke; Gerene Bauldoff &amp; Paula Gubrud (2015). Medical-Surgical Nursing: Clinical Reasoning in Patient Care, 6th Edition, Publisher: Pearson</li> <li>• F. Charles Brunnicardi; Dana K. Andersen; Timothy R. Billiar; David L. Dunn; John G. Hunter; Jeffrey B. Matthews; Raphael E. Pollock (2015). Schwartz's Principles of Surgery, Tenth Edition, United States of America:McGraw-Hill Education.</li> <li>• Sewon Kang; Masayuki Amagai; Anna L. Bruckner; Alexander H. Enk; David J. Margolis; Amy J. McMichael; Jeffrey S. Orringer (2015). Fitzpatrick's Dermatology, 9<sup>th</sup> edition, United States of America:McGraw-Hill Education</li> <li>• World Health Organization (2014). Worldwide palliative care alliance, Global Atlas of Palliative Care at the End of Life.</li> <li>• Nancy Haugen, Sandra J. Galura (2010). Ulrich &amp; Canale's Nursing Care Planning Guides: Prioritization, Delegation, and Critical Thinking, 7<sup>th</sup> edition (Nursing Care Planning Guides: For Adults in Acute, Extended and Homecare Settings), Elsevier Saunders</li> </ul>

Assessment		Written examination:	50%
		Laboratory practical / oral examination	30%
		Written study	10%
		Class Participation and Attendance	10%
			100%
Language	Greek		

Course Title	Surgery and Surgical Nursing II				
Course Code	NRS 245				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	2nd year / 4th semester				
Teacher's Name	Dr. Andreas Protopapas/ Maria Nicolaou/ Xenia Ioakeim				
ECTS	6	Lectures / week	2 hrs / 14 weeks	Laboratories / week	2 hrs / 14 weeks
Course Purpose and Objectives	<p><b>Theory:</b> A thoroughly description and clinical evaluation of surgical patients with respiratory, digestive and urinary system disorders, perioperatively (preoperatively, intraoperatively and postoperatively). An in-depth understanding and description of the needs and requirements of the aforementioned patients, and the relevant nursing interventions, including those related to teaching, to rehabilitation and preparation for hospital discharge. Emphasis is given to exemplary cases in the formulation of problems, studying and finding a solution for these problems, by the application of clinical interventions at laboratory level and clinical practice.</p> <p><b>Laboratory:</b> The acquisition of special knowledge, skills and attitudes. The ability for interpretation of special terms and to apply nursing care procedure with skillfulness and safeness as are define below, for a high quality of nursing care.</p> <p>Moreover, during the theory/ Laboratory part the students will be prepared with exploratory questions for the patient. The patients will teach students for their experiences of overall management of care, and their personal aspects of lives. Teaching will be occurred through panel discussions and small group sessions as well as visits to the community and patients' homes. The whole education may will take place, into the university labs, into the classroom, into the clinical area.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <p><b>Theory:</b> Recognize, describe, and interpret the pathophysiological changes that are observed in surgical patients with respiratory, digestive and urinary system disorders. Perform the nursing assessment of the aforementioned patients. Interpret nursing assessment outcomes as well as laboratory diagnostic results Prepare nursing care plans for the aforementioned patients including teaching, rehabilitation and preparation for hospital discharge. Implement nursing care plans with skillfulness at laboratory level and evaluate the results. Define nursing role as a member of the health care team of pathological</p>				



	<p>patient, in terms of treatment and rehabilitation.</p> <p><b>Laboratory:</b>  Perform nursing assessment for surgical patients with respiratory, digestive and urinary system disorders, and based on it to develop and implement holistic nursing care plans and to evaluate its outcomes.  Recognize and appropriately manage the necessary material and equipment in performing the nursing procedures described below.  Perform these procedures at laboratory level in patients accurately and skillfully and evaluate the application outcomes  Prepare the necessary materials and equipment and participate with the required skillfulness to perform the interventional procedures described below.</p>		
Prerequisites	None	Co-requisites	NRS255
Course Content	<p><b>Course description</b></p> <p><b>Theory:</b></p> <p>Respiratory system disorders and oxygenation. Nursing assessment and evaluation of surgical patients with respiratory, digestive and nervous system disorders - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.  Nursing Care of surgical patients with non-infectious diseases of the respiratory tract system. Nasal and paranasal sinuses disorders. Nasal fracture, facial trauma, laryngeal trauma, , tracheostomy, head and neck cancer, cancer of the larynx and lung.  Care of patients with pulmonary embolism,  Gastrointestinal disorders (digestion and absorption, nutrition and excretion).  Nursing assessment of surgical patients with gastrointestinal disorders - nursing history, physical evaluation, preparation for diagnostic tests and interpretation of diagnostic tests.  Nursing Care of surgical patients with gastrointestinal disorders. Tumors of the oral cavity, diaphragmatic hernia, esophageal neoplasms, gastric ulcer, gastric cancer, operative procedures in obesity.  Care of surgical patients with non-inflammatory bowel diseases. Herniation, colorectal cancer, ileus, polyps, hemorrhoids, tumors.  Care of surgical patients with inflammatory bowel disease (ulcerative colitis, Crohn's disease). Care of surgical patients with acute appendicitis, diverticular disease, pilonidal cyst, anal fissure, anal fistula, anorectal abscess.  Care of surgical patients with liver trauma, liver abscess, liver neoplasm, liver transplantation  Care of surgical patients with biliary tract disorders. Acute and chronic cholecystitis, choledocholithiasis, carcinoma of the gallbladder. Care of surgical patients with disorders of the exocrine pancreas, pancreatic abscess, pancreatic pseudocysts, pancreatic cancer, and pancreatic transplantation.  Disorders of the urinary tract system. Nursing assessment and evaluation of surgical patients with disorders of the urinary tract - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.  Nursing Care of surgical patients with disorders of the urinary tract - urolithiasis, hydronephrosis, urethral strictures, urinary bladder trauma, urothelial cancer, renal trauma, polycystic kidneys, renal abscess, renal</p>		

	<p>tumors, hydrocele, varicocele, prostatitis, benign prostate hyperplasia, prostate cancer, testicular cancer.</p> <p><b><u>Laboratory:</u></b></p> <p>By the use of preforms and simulators as well as audiovisual materials the students will be able to fully understand the subject. Students will be able to apply into practice techniques and skills appropriate on a case-by-case basis and interpret relevant reactions by taking all the necessary measurements.</p> <p>Implementation of nursing process in surgical patients with respiratory, digestive and urinary system disorders perioperative (preoperative, intraoperative and postoperative): Nursing assessment and nursing diagnosis. Hierarchy of nursing interventions and development of nursing care plan. Implementation of nursing care plan, evaluation of nursing outcomes and redesigning appropriately. Written and verbal briefing.</p> <p><b>Respiratory system</b></p> <p>Tracheostomy care: effective airway clearance (suctioning, tracheostomy care, hydration), tracheostomy dressing, weaning, removal and rescue breathing, removing the tracheostomy tube. Teaching and training of a patient with permanent tracheostomy. Oxygen therapy and drug therapy with nebulizers and portable sprayers. Sample collection of biological fluids (eg from tracheostomy etc.).</p> <p>Assisting in implementation of a closed chest drainage tube and nursing interventions.</p> <p><b>Digestive system</b></p> <p>Gastrostomy care and preventive measurements for infections.  Gastrostomy feeding (intermittent and continuous).  Drug administration through a gastrostomy tube.  Ileostomy and colostomy management: Care of ileostomy, care of colostomy, enema from colostomy tube, colostomy wash-out, fecal analysis (collection of stools for analysis). Teaching and training of a patient for self-care).</p> <p><b>Urinary system</b></p> <p>Foley's catheter flushing, continuous bladder washing.  Care of a patient with ureterostomy: Ureterostomy care, collection of urine specimens, change of the urine collector, teaching and training of the patient for self-care.  Care of patients with suprapubic urinary drainage (cystostomy).  Infusion of drug into the bladder  Collection of urine specimen from ileac conduit.</p>
Teaching Methodology	Face-to-face
Bibliography	<p>Ronald Hickman; Celeste M. Alfes; Joyce Fitzpatrick (2018). Handbook of Clinical Nursing: Medical-Surgical Nursing, England: Springer Publishing Company</p> <p>Donna Ignatavicius; Chris Winkelman M.; Linda Workman &amp; Nicole Heimgartner (2017). Clinical Companion for Medical-Surgical Nursing Concepts for Interprofessional Collaborative Care, 9th Edition Saunders</p>

	<p>Priscilla T LeMone; Karen M. Burke; Gerene Bauldoff &amp; Paula Gubrud (2015). Medical-Surgical Nursing: Clinical Reasoning in Patient Care, 6th Edition, Publisher: Pearson</p> <p>F. Charles Brunicardi; Dana K. Andersen; Timothy R. Billiar; David L. Dunn; John G. Hunter; Jeffrey B. Matthews; Raphael E. Pollock (2015). Schwartz's Principles of Surgery, Tenth Edition, United States of America:McGraw-Hill Education.</p> <p>Sewon Kang; Masayuki Amagai; Anna L. Bruckner; Alexander H. Enk; David J. Margolis; Amy J. McMichael; Jeffrey S. Orringer (2015). Fitzpatrick's Dermatology, 9<sup>th</sup> edition, United States of America:McGraw-Hill Education</p> <p>World Health Organization (2014). Worldwide palliative care alliance, Global Atlas of Palliative Care at the End of Life.</p> <p>Nancy Haugen, Sandra J. Galura (2010). Ulrich &amp; Canale's Nursing Care Planning Guides: Prioritization, Delegation, and Critical Thinking, 7<sup>th</sup> edition (Nursing Care Planning Guides: For Adults in Acute, Extended and Homecare Settings), Elsevier Saunders</p>			
Assessment		Written examination:	50%	
		Laboratory practical / oral examination	30%	
		Written study	10%	
		Class Participation and Attendance	10%	
			100%	
Language	Greek			

Course Title	Surgery and Surgical Nursing III				
Course Code	NRS 310				
Course Type	Compulsory				
Level	Bachelor (1st Cycle)				
Year / Semester	3 <sup>rd</sup> year / 5 <sup>th</sup> semester				
Teacher's Name	Dr. Andreas Protopapas				
ECTS	6	Lectures / week	3 hrs / 14 weeks	Laboratories / week	N/A
Course Purpose and Objectives	<p><b>Theory:</b> A thoroughly description and clinical evaluation of surgical patients with nervous, cardiovascular, musculoskeletal and sensory organs (ocular, ears) perioperatively (preoperatively, intraoperatively and postoperatively). An in-depth understanding and description of the needs and associated nursing interventions of the above-mentioned patients, including those related to teaching, rehabilitation and preparation for hospital discharge. Emphasis is given to exemplary cases in the formulation of problems, studying and finding a solution for these problems, by the application of clinical interventions at laboratory level and clinical practice.</p> <p>Moreover, during the theory/ Laboratory part the students will be prepared with exploratory questions for the patient. The patients will teach students for their experiences of overall management of care, and their personal aspects of lives. Teaching will be occurred through panel discussions and small group sessions as well as visits to the community and patients' homes. The whole education may will take place, into the university labs, into the classroom, into the clinical area.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Recognize, describe, and interpret the pathophysiological changes that are observed in surgical patients with disorders of the nervous, cardiovascular, and musculoskeletal system, as well as of sensory organs.</li> <li>• Perform the nursing assessment of the aforementioned patients.</li> <li>• Interpret nursing assessment outcomes as well as laboratory diagnostic results</li> <li>• Prepare nursing care plans for the aforementioned patients including teaching, rehabilitation and preparation for hospital discharge.</li> <li>• Implement nursing care plans with skillfulness at laboratory level and evaluate the results.</li> <li>• Define nursing role as a member of the health care team of pathological patient, in terms of treatment and rehabilitation.</li> </ul>				
Prerequisites	NRS220		Co-requisites	NRS300	

Course Content	<p><b>Course description</b></p> <p><b><u>Theory:</u></b></p> <ul style="list-style-type: none"> <li>• Nervous system disorders. Nursing assessment of surgical patients with nervous system disorders - nursing history, physical evaluation, preparation for diagnostic tests, and interpretation of diagnostic tests.</li> <li>• Care of surgical patients with disorders of the nervous system – low back pain, spinal cord injury, peripheral nerve trauma, cranial nerves disorders, cerebrovascular accident, transient ischemic attacks, carotid endarterectomy, intracranial tumors, and brain abscess</li> <li>• Disorders of Cardiovascular system. Nursing assessment and evaluation of surgical patients with disorders of the cardiovascular system - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.</li> <li>• Care of patients with surgical problems of the cardiovascular system- valvular disease (mitral and aortic valve stenosis and deficiency), cardiomyopathy and heart transplantation, robotic heart surgery.</li> <li>• Peripheral vascular disorders, peripheral arterial occlusion, aortic aneurysm, Aortic dissection, obstructive thromboangitis, peripheral venous disorders, venous thromboembolism, venous insufficiency, varicose veins, phlebitis, vascular trauma.</li> <li>• Disorders of musculoskeletal system. Nursing assessment and evaluation of surgical patients with disorders of the musculoskeletal system - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.</li> <li>• Care of surgical patients with musculoskeletal system- bone tumors, carpal tunnel syndrome, dupuytren’s contracture, ganglion, hallux valgus, hammer toe, tarsal tunnel syndrome, fractures, amputations, crush syndrome, sports injuries-menisal injuries, strains, sprains, dislocations and subluxations, hip and knee osteoarthritis.</li> <li>• Sensory organ disorders. Nursing assessment and evaluation of surgical patients with sensory organ disorders - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.</li> <li>• Care of surgical patients with corneal disorders - keratoconus, keratitis, corneal ulcers, and corneal transplantation. Care of surgical patients with cataract, refractive disorders, crack holes and Retinal detachment, eye trauma, foreign bodies, ocular melanoma.</li> <li>• Care of Surgical Patients with Ear disorders – otitis external, otitis media, mastoiditis, trauma, neoplasms of middle ear, Meniere's disease, acoustic neuroma, hearing loss. Cochlear implants, tympanoplasty, ossiculoplasty.</li> </ul>
Teaching Methodology	Face-to-face
Bibliography	<ul style="list-style-type: none"> <li>• Ronald Hickman; Celeste M. Alfes; Joyce Fitzpatrick (2018). Handbook of Clinical Nursing: Medical-Surgical Nursing, England: Springer Publishing Company</li> <li>• Donna Ignatavicius; Chris Winkelman M.; Linda Workman &amp; Nicole Heimgartner (2017). Clinical Companion for Medical-Surgical Nursing</li> </ul>

	<p>Concepts for Interprofessional Collaborative Care, 9th Edition Saunders</p> <ul style="list-style-type: none"> <li>• Michael H. Crawford (2017). Current Diagnosis and Treatment Cardiology, Fifth Edition, America: McGraw-Hill Education.</li> <li>• Priscilla T LeMone; Karen M. Burke; Gerene Bauldoff &amp; Paula Gubrud (2015). Medical-Surgical Nursing: Clinical Reasoning in Patient Care, 6th Edition, Publisher: Pearson</li> <li>• F. Charles Brunicaardi; Dana K. Andersen; Timothy R. Billiar; David L. Dunn; John G. Hunter; Jeffrey B. Matthews; Raphael E. Pollock (2015). Schwartz's Principles of Surgery, Tenth Edition, United States of America: McGraw-Hill Education.</li> <li>• Harry B. Skinner; Patrick J. McMahon (2014). Current Diagnosis &amp; Treatment in Orthopedics, 5th edition, America: McGraw-Hill Education.</li> <li>• Anil K. Lalwani (2014). CURRENT Diagnosis &amp; Treatment in Otolaryngology—Head &amp; Neck Surgery, Third Edition, United States of America: McGraw-Hill Education.</li> <li>• World Health Organization (2014). Worldwide palliative care alliance, Global Atlas of Palliative Care at the End of Life.</li> <li>• Jack W. McAninch; Tom F. Lue (2013). General Urology, Eighteenth Edition, United States of America: McGraw-Hill Education.</li> <li>• Nancy Haugen, Sandra J. Galura (2010). Ulrich &amp; Canale's Nursing Care Planning Guides: Prioritization, Delegation, and Critical Thinking, 7th edition (Nursing Care Planning Guides: For Adults in Acute, Extended and Homecare Settings), Elsevier Saunders</li> </ul>								
Assessment	<table border="1" data-bbox="619 1211 1246 1375"> <tr> <td>Written examination:</td> <td>70%</td> </tr> <tr> <td>Written study</td> <td>20%</td> </tr> <tr> <td>Class Participation and Attendance</td> <td>10%</td> </tr> <tr> <td></td> <td>100%</td> </tr> </table>	Written examination:	70%	Written study	20%	Class Participation and Attendance	10%		100%
Written examination:	70%								
Written study	20%								
Class Participation and Attendance	10%								
	100%								
Language	Greek								

Course Title	<b>Internal Medicine and Medical Nursing I</b>				
Course Code	<b>NRS210</b>				
Course Type	<b>Compulsory</b>				
Level	<b>Bachelor (1st Cycle)</b>				
Year / Semester	<b>2<sup>nd</sup> year / 3<sup>rd</sup> semester</b>				
Teacher's Name	<b>It will be announced</b>				
ECTS	6	Lectures / week	2 hrs / 14 weeks	Laboratories / week	2 hrs / 14 weeks
Course Purpose and Objectives	<p><b><u>Theory:</u></b> A thoroughly description and clinical evaluation of patients with fluid and electrolyte disorders, acid-base disorders, disorders of the immune, endocrine, skin, and hematopoietic system. Students will be able enough for nursing care planning of the above-mentioned patients, for holistic nursing care and evaluation of the outcomes. Emphasis is given to exemplary cases in the formulation of problems, studying and finding a solution for these problems, by the application of clinical interventions at laboratory level and clinical practice.</p> <p><b><u>Laboratory:</u></b> The acquisition of special knowledge, skills and attitudes. The ability for interpretation of special terms and to apply nursing care procedure with skillfulness and safeness as are define below, for a high quality of nursing care.</p> <p>Moreover, during the theory/ Laboratory part the students will be prepared with exploratory questions for the patient. The patients will teach students for their experiences of overall management of care, and their personal aspects of lives. Teaching will be occurred through panel discussions and small group sessions as well as visits to the community and patients' homes. The whole education may will take place, into the university labs, into the classroom, into the clinical area.</p> <p>Moreover, during the theory/ Laboratory part the students will be prepared with exploratory questions for the patient. The patients will teach students for their experiences of overall management of care, and their personal aspects of lives. Teaching will be occurred through panel discussions and small group sessions as well as visits to the community and patients' homes. The whole education may will take place, into the university labs, into the classroom, into the clinical area.</p>				
Learning Outcomes	<p><b>Upon successful completion of this course students should be able to:</b></p> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Describe the way patients are assessed. Analyze the design and the application of nursing care to patients with fluid, electrolyte and acid-base disorders.</li> <li>• Recognize, describe, and interpret the pathophysiological changes that are observed in patients with disorders of the immune, endocrine, skin, and hematopoietic system.</li> <li>• Perform the nursing assessment of the aforementioned patients.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Interpret nursing assessment outcomes as well as laboratory diagnostic results</li> <li>• Prepare nursing care plans for the aforementioned patients including teaching, rehabilitation and preparation for hospital discharge.</li> <li>• Implement nursing care plans with skillfulness at laboratory level and evaluate the results.</li> <li>• Define nursing role as a member of the health care team of pathological patient, in terms of treatment and rehabilitation.</li> </ul> <p><b>Laboratory:</b></p> <ul style="list-style-type: none"> <li>• Perform nursing assessment for patients with disorders of the immune, endocrine, skin, and hematopoietic system, and based on it to develop and implement holistic nursing care plans and to evaluate its outcomes.</li> <li>• Recognize and appropriately manage the necessary material and equipment in performing the nursing procedures described below.</li> <li>• Perform these procedures at laboratory level in patients accurately and skillfully and evaluate the application outcomes</li> <li>• Prepare the necessary materials and equipment and participate with the required skillfulness to perform the interventional procedures described below.</li> </ul>		
Prerequisites	NRS120	Required	NPT200
Course Content	<p><b>Course description</b></p> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Disease, Sign and Symptoms, Diagnosis, Diagnostic procedures.</li> <li>• Nursing assessment and evaluation of patients - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.</li> <li>• Fluid and electrolyte disorders, nursing Care of patients with fluid, electrolyte and acid-base disorders.</li> <li>• Disorders of the immune system. The concepts of inflammation and immune response. Care of patients with gout, rheumatoid arthritis, and lupus erythematosus. Care for HIV / AIDS patients. Care of patients with immune hyperactivity - allergies.</li> <li>• Endocrine system disorders. Nursing assessment and evaluation of patients with endocrine disorders - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.</li> <li>• Structure and function of hormones. Care of medical patients with hyperactivity and hypo activity of pituitary gland - anterior lobe of pituitary gland, gigantism, acromegaly, disorders of posterior lobe of pituitary gland, diabetes insipitus.</li> <li>• Care of medical patients with adrenal gland disturbances – hypo activity, hyperactivity, hypercortisolaemia (Cushing's Disease).</li> <li>• Care of medical patients with thyroid gland disorders – hyperthyroidism, hypothyroidism Hashimoto's thyroiditis.</li> <li>• Care of medical patients with parathyroid gland disorders- hyperparathyroidism, hypoparathyroidism.</li> <li>• Care of medical patients with diabetes mellitus, assessment of pancreatic function and blood glucose homeostasis. Health</li> </ul>		



promotion, prevention of disease, treatment and management. Acute complications of diabetes mellitus, chronic complications of diabetes mellitus.

- Skin system disorders. Nursing assessment of medical patients with skin disorders - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.
- Care of patients with skin parasites, pediculosis, scabies, psoriasis, pruritus, urticaria, bacterial infections, viral infections, herpes simplex virus, herpes zoster, fungal infections, acne, smooth lichen, common pemphigus, chilblain, and leprosy.
- Hematopoietic system disorders. Nursing assessment and evaluation of patients - nursing history, psychosocial assessment, preparation for diagnostic tests, and interpretation of diagnostic tests (Blood cells - coagulation factors and hemostasis - general blood test). Anemia due to increased red blood cell destruction - sickle cell anemia, phosphate-6-glucose dehydrogenase deficiency anemia (G6PD), immune-haemolytic anemia. Anemia due to reduced red blood cell production, iron deficiency anemia, vitamin B12 and folic acid anemia, aplastic anemia, polycythemia, disorders of platelets - hemophilia, autoimmune thrombocytopenic purpura.

#### **Laboratory:**

By the use of preforms and simulators as well as audiovisual materials the students will be able to fully understand the subject. Students will be able to apply into practice techniques and skills appropriate on a case-by-case basis and interpret relevant reactions by taking all the necessary measurements.

- Implementation of nursing process in medical patients with fluid and electrolyte disorders, acid-base disorders, and disorders of the immune, endocrine, skin, and hematopoietic system: Nursing assessment and nursing diagnosis. Hierarchy of nursing interventions and development of nursing care plan. Implementation of nursing care plan, evaluation of nursing outcomes and redesigning appropriately. Written and verbal briefing.
- Venous puncture for blood sampling and administration of intravenous fluids. Calculation of intravenous fluid flow, monitoring the patient with intravenous fluid as well as changing the intravenous solution, and the infusion device
- Fluid balance assessment: measurement and recording of fluids intake and output, assessment and briefing patient's condition.
- Assessment of Blood sugar level with Dextrose stick, assessment of sugar level and acetone bodies in urine. Administration of insulin. Care of diabetic foot.

Teaching Methodology	Classroom teaching:	28 hours
	Laboratory:	28 hours
Bibliography	<ul style="list-style-type: none"> <li>• Walker B.R, Colledge N.,R., Ralston S.H.,PenmanI.Davinson.Basic Principles and Clinical Practice in Medicine Geroulouka – Costapanayiotou G.,Gogo Parizianou ,Athens, 2017</li> <li>• Bates Οδηγός για Osborn K., Wraa C., WatsonA.Παθολογική και Χειρουργική Νοσηλευτική. Ιατρικές εκδόσεις Πασχαλίδης Π.Χ, Αθήνα, 2013</li> <li>• Lynn P. Κλινικές Νοσηλευτικές Δεξιότητες στη Νοσηλευτική. Ιατρικές Εκδόσεις Πασχαλίδης Π.Χ. Αθήνα, 2012</li> <li>• Kinghorn S., Gamlin R..Βασικές , Ανώτερες και εξειδικευμένες Νοσηλευτικές δεξιότητες. Επιμέλεια: Μπαλτόπουλος Ι.Γ. Εκδόσεις ΒΗΤΑ,Αθήνα,2013</li> <li>• Dewit S.Παθολογική-Χειρουργική Νοσηλευτική , Έννοιες και Πρακτική. Επιμέλεια:Λαμπρινού Α.,Λεμονίδου Χ. Εκδόσεις Πασχαλίδης Π.Χ. Αθήνα, 2009</li> <li>• Ignatavisius D, Workman ML., ΠΑΘΟΛΟΓΙΚΗ ΧΕΙΡΟΥΡΓΙΚΗ ΝΟΣΗΛΕΥΤΙΚΗ, Εκδόσεις ΒΗΤΑ. Αθήνα 2009</li> </ul>	
Assessment	Written examination:	50%
	Laboratory practical / oral examination	30%
	Written study	10%
	Class Participation	10%
		100%
Language	Greek	

Course Title	<b>Internal Medicine and Medical Nursing II</b>				
Course Code	<b>NRS 240</b>				
Course Type	<b>Compulsory</b>				
Level	<b>Bachelor (1st Cycle)</b>				
Year / Semester	<b>2<sup>nd</sup> year /4<sup>th</sup> semester</b>				
Teacher's Name	<b>Prof. Andrea Stavroula Apostolidou / Nicolaou Maria / Xenia Ioakeim</b>				
ECTS	6	Lectures / week	2 hrs / 14 weeks	Laboratories / week	1 hrs / 14 weeks
Course Purpose and Objectives	<p><b><u>Theory:</u></b> A thoroughly description and clinical evaluation of patients with oxygenation disorders and nursing assessment and evaluation of medical patients with respiratory, digestive and urinary system disorders. An in-depth understanding and description of the needs and requirements of the aforementioned patients, and the relevant nursing interventions, including those related to teaching, to rehabilitation and preparation for hospital discharge. Emphasis is given to exemplary cases in the formulation of problems, studying and finding a solution for these problems, by the application of clinical interventions at laboratory level and clinical practice.</p> <p><b><u>Laboratory:</u></b> The acquisition of special knowledge, skills and attitudes. The ability for interpretation of special terms and to apply nursing care procedure with skillfulness and safeness as are define below, for a high quality of nursing care.</p> <p>Moreover, during the theory/ Laboratory part the students will be prepared with exploratory questions for the patient. The patients will teach students for their experiences of overall management of care, and their personal aspects of lives. Teaching will be occurred through panel discussions and small group sessions as well as visits to the community and patients' homes. The whole education may will take place, into the university labs, into the classroom, into the clinical area.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to:</p> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Recognize, describe, and interpret the pathophysiological changes that are observed in patients with oxygenation disorders and in medical patients with respiratory, digestive and urinary system disorders.</li> <li>• Perform the nursing assessment of the aforementioned patients.</li> <li>• Interpret nursing assessment outcomes as well as laboratory diagnostic results</li> <li>• Prepare nursing care plans for the aforementioned patients including teaching, rehabilitation and preparation for hospital discharge.</li> <li>• Implement nursing care plans with skillfulness at laboratory level and evaluate the results.</li> </ul>				

	<ul style="list-style-type: none"> <li>• Define nursing role as a member of the health care team of pathological patient, in terms of treatment and rehabilitation.</li> </ul> <p><b>Laboratory:</b></p> <ul style="list-style-type: none"> <li>• Perform nursing assessment for patients with oxygenation disorders and in medical patients with respiratory, digestive and urinary system disorders, and based on it to develop and implement holistic nursing care plans and to evaluate its outcomes.</li> <li>• Recognize and appropriately manage the necessary material and equipment in performing the nursing procedures described below.</li> <li>• Perform these procedures at laboratory level in patients accurately and skillfully and evaluate the application outcomes</li> <li>• Prepare the necessary materials and equipment and participate with the required skillfulness to perform the interventional procedures described below.</li> </ul>		
Prerequisites	None	Co-requisites	NRS255
Course Content	<p><b>Course description</b></p> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Respiratory system disorders and oxygenation. Nursing assessment of respiratory system. Care of medical patients in need of oxygen. Low flow oxygen delivery systems (Nasal cannula, simple oxygen mask, simple re-inhalation mask, mask with no re-inhalation, venturi Mask). Oxygen hazard and complications of oxygen therapy.</li> <li>• Care of medical patients with non-infectious diseases of the upper and lower respiratory tract. Obstructive sleep apnea (Sleep Apnea), bronchial asthma, bronchiectasis, Chronic Obstructive Pulmonary Disease (COPD), cystic fibrosis, sarcoidosis, idiopathic pulmonary fibrosis, pneumoconiosis.</li> <li>• Care of medical patients with infectious diseases of the respiratory tract. Rhinitis, sinusitis, pharyngitis, laryngitis, influenza, pneumonia, pulmonary tuberculosis.</li> <li>• Disorders of the gastrointestinal system (digestion and absorption, nutrition and excretion). Nursing assessment of gastrointestinal system - Clinical and diagnostic assessment, preparation for diagnostic tests, and interpretation of diagnostic results.</li> <li>• Care of medical patients with oral cavity disorders. Stomatitis.</li> <li>• Care of medical patients with diseases of the esophagus. Gastro esophageal reflux disease, achalasia of the esophagus.</li> <li>• Care of medical patients with disorders of the stomach. Acute / chronic gastritis.</li> <li>• Care of medical patients with inflammatory bowel disease. Gastroenteritis, ulcerative colitis, Crohn's disease, diverticular disease. Bacterial and parasitic intestinal infections.</li> <li>• Care of medical patients with non-inflammatory bowel disease. Irritable bowel syndrome, malabsorption syndrome (steatorrhea).</li> <li>• Care of medical patients with disorders of the liver and pancreas. Hepatitis, Liver cirrhosis, acute and chronic pancreatitis.</li> <li>• Care for patients with poor nutrition and obesity. Assessment of Nutrition, care of patient with poor nutrition, obesity, bulimia, anorexia nervosa.</li> </ul>		

	<ul style="list-style-type: none"> <li>• Disorders of the urinary tract system. Nursing assessment and evaluation of medical patients with disorders of the urinary tract - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.</li> <li>• Care of medical patients with disorders of the urinary tract- infectious disorders - cystitis, urethritis, and pyelonephritis. Kidney's immune diseases - acute glomerulonephritis, chronic glomerulonephritis, nephrotic syndrome, acute and chronic renal failure.</li> </ul> <p><b>Laboratory:</b></p> <p>By the use of preforms and simulators as well as audiovisual materials the students will be able to fully understand the subject. Students will be able to apply into practice techniques and skills appropriate on a case-by-case basis and interpret relevant reactions by taking all the necessary measurements.</p> <ul style="list-style-type: none"> <li>• Implementation of nursing process in patients with oxygenation disorders and in medical patients with respiratory, digestive and nervous system disorders: Nursing assessment and nursing diagnosis. Hierarchy of nursing interventions and development of nursing care plan. Implementation of nursing care plan, evaluation of nursing outcomes and redesigning appropriately. Written and verbal briefing.</li> <li>• Oxygen saturation test (with an oximetry device).</li> <li>• Low flow oxygen delivery systems with nasal cannula, simple oxygen face mask, simple re-inhalation mask, mask with no re-inhalation, high flow oxygen delivery systems with venturi Mask and aerosol Mask. Ambu-bag mask.</li> <li>• Insertion of nasogastric catheter, position and passage control, gastric lavage. Removal of nasogastric catheter.</li> <li>• Total parenteral feeding.</li> <li>• Bladder catheterization with aseptic technique. Nursing care, teaching and training a patient with a urethral catheter and a closed urine drainage system. Management of a patient with permanent catheter and closed drainage system. Removal of urethral catheter.</li> <li>• Collection of urine specimen (by urinary bladder catheterization).</li> <li>• Application of an external urethral catheter.</li> </ul>
Teaching Methodology	Face-to-face
Bibliography	<ul style="list-style-type: none"> <li>• Walker B.R, Colledge N.,R., Ralston S.H.,PenmanI.Davinson.Γενικές Αρχές και Κλινική Πράξη της Ιατρικής Παθολογίας.Επιμέλεια: Γερολουκά-Κωσταπαναγιώτου Γ., Γώγο Χ.Εκδόσεις Παρισιάνου Α.Ε. ,Αθήνα, 2017</li> <li>• Bates Οδηγός για κλινική εξέταση και λήψη Ιστορικού.Εκδόσεις Λίτσας ,Αθήνα ,2014</li> <li>• Osborn K., Wraa C., WatsonA.Παθολογική και Χειρουργική Νοσηλευτική. Ιατρικές εκδόσεις Πασχαλίδης Π.Χ, Αθήνα, 2013</li> <li>• Lynn P. Κλινικές Νοσηλευτικές Δεξιότητες στη Νοσηλευτική. Ιατρικές Εκδόσεις Πασχαλίδης Π.Χ. Αθήνα, 2012</li> </ul>

	<ul style="list-style-type: none"> <li>• Kinghorn S., Gamlin R..Βασικές ,Ανώτερες και εξειδικευμένες Νοσηλευτικές δεξιότητες. Επιμέλεια: Μπαλτόπουλος Ι.Γ. Εκδόσεις ΒΗΤΑ,Αθήνα,2013</li> <li>• Dewit S.Παθολογική-Χειρουργική Νοσηλευτική, Έννοιες και Πρακτική.Επιμέλεια:Λαμπρινού Α.,Λεμονίδου Χ. Εκδόσεις Πασχαλίδης Π.Χ. Αθήνα, 2009</li> </ul>		
Assessment		Written examination:	50%
		Laboratory practical / oral examination	30%
		Written study	10%
		Class Participation and Attendance	10%
			100%
Language	Greek		

Course Title	<b>Internal Medicine and Medical Nursing III</b>				
Course Code	<b>NRS 305</b>				
Course Type	<b>Compulsory</b>				
Level	<b>Bachelor (1st Cycle)</b>				
Year / Semester	<b>3<sup>rd</sup> year / 5<sup>th</sup> semester</b>				
Teacher's Name	<b>It will be announced</b>				
ECTS	6	Lectures / week	2 hours / 14 weeks	Laboratories / week	1 hour / 14weeks
Course Purpose and Objectives	<p><b><u>Theory:</u></b> A thoroughly description and clinical evaluation of medical patients with urinary, cardiovascular, musculoskeletal and sensory organs (ocular, ears). An in-depth understanding and description of the needs and associated nursing interventions of the above-mentioned patients, including those related to teaching, rehabilitation and preparation for hospital discharge. Emphasis is given to exemplary cases in the formulation of problems, studying and finding a solution for these problems, by the application of clinical interventions at laboratory level and clinical practice.</p> <p><b><u>Laboratory:</u></b> The acquisition of special knowledge, skills and attitudes. The ability for interpretation of special terms and to apply nursing care procedure with skillfulness and safeness as are define below, for a high quality of nursing care. Moreover, during the theory/ Laboratory part the students will be prepared with exploratory questions for the patient. The patients will teach students for their experiences of overall management of care, and their personal aspects of lives. Teaching will be occurred through panel discussions and small group sessions as well as visits to the community and patients' homes. The whole education may will take place, into the university labs, into the classroom, into the clinical area.</p>				
Learning Outcomes	<p><b>Upon successful completion of this course students should be able to:</b></p> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Recognize, describe, and interpret the pathophysiological changes that are observed in medical patients with disorders of the urinary, cardiovascular, and musculoskeletal system, as well as of sensory organs.</li> <li>• Perform the nursing assessment of the aforementioned patients.</li> <li>• Interpret nursing assessment outcomes as well as laboratory diagnostic results</li> <li>• Prepare nursing care plans for the aforementioned patients including teaching, rehabilitation and preparation for hospital discharge.</li> <li>• Implement nursing care plans with skillfulness at laboratory level and evaluate the results.</li> <li>• Define nursing role as a member of the health care team of pathological patient, in terms of treatment and rehabilitation.</li> </ul>				

	<p><b>Laboratory:</b></p> <ul style="list-style-type: none"> <li>• Perform nursing assessment for medical patients with disorders of the urinary, cardiovascular, and musculoskeletal system, as well as of sensory organs, and based on it to develop and implement holistic nursing care plans and to evaluate its outcomes.</li> <li>• Recognize and appropriately manage the necessary material and equipment in performing the nursing procedures described below.</li> <li>• Perform these procedures at laboratory level in patients accurately and skillfully and evaluate the application outcomes</li> </ul>		
Prerequisites	NRS210	Required	NPT300
Course Content	<p><b>Course description</b></p> <p><b><u>Theory:</u></b></p> <ul style="list-style-type: none"> <li>• Disorders of the urinary tract system. Nursing assessment and evaluation of medical patients with disorders of the urinary tract - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.</li> <li>• Care of medical patients with disorders of the urinary tract- infectious disorders - cystitis, urethritis, and pyelonephritis. Kidney's immune diseases - acute glomerulonephritis, chronic glomerulonephritis, nephrotic syndrome, acute and chronic renal failure.</li> <li>• Disorders of Cardiovascular system. Nursing assessment and evaluation of surgical patients with disorders of the cardiovascular system - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.</li> <li>• Care of patients with pathological problems of the cardiovascular system- cardiac arrhythmias, heart failure, inflammation and infections, infectious endocarditis, pericarditis, rheumatic heart disease, cardiomyopathy, hypertension, atherosclerosis, coronary artery disease and myocardial infarction, acute cardiological events.</li> <li>• Disorders of musculoskeletal system. Nursing assessment and evaluation of surgical patients with disorders of the musculoskeletal system - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.</li> <li>• Care of medical patients with musculoskeletal disorders, metabolic bone diseases, osteoporosis, Paget's bone disease, disorders of lower limb, hallux valgus, hammer toe, disorders of skeleton, scoliosis.</li> <li>• Sensory organ disorders. Nursing assessment and evaluation of surgical patients with sensory organ disorders - nursing history, physical assessment, preparation for diagnostic tests, and interpretation of diagnostic tests.</li> <li>• Care of medical patients with eyelid disorders, blepharitis, entropion, ectropion, hordeolum, conjunctival disorders, conjunctivitis, corneal disorders, glaucoma, vitreous body hemorrhage, uveitis, degeneration of ocher blotch of the eye, refractive disorders.</li> <li>• Care of medical patients with ear and hearing disorders, otitis externa, otitis media, mastoiditis, tinnitus vertigo and dizziness, Meniere's disease.</li> </ul>		



**Laboratory:**

By the use of preforms and simulators as well as audiovisual materials the students will be able to fully understand the subject. Students will be able to apply into practice techniques and skills appropriate on a case-by-case basis and interpret relevant reactions by taking all the necessary measurements.

- Implementation of nursing process in medical patients with urinary, cardiovascular, musculoskeletal and sensory organs (ocular, ears). Nursing assessment and nursing diagnosis. Hierarchy of nursing interventions and development of nursing care plan. Implementation of nursing care plan, evaluation of nursing outcomes and redesigning appropriately. Written and verbal briefing.
- Bladder catheterization with aseptic technique. Nursing care, teaching and training a patient with a urethral catheter and a closed urine drainage system. Management of a patient with permanent catheter and closed drainage system. Removal of urethral catheter.
- Collection of urine specimen (by urinary bladder catheterization).
- Application of an external urethral catheter.
- Peritoneal dialysis: Patient preparation for peritoneal dialysis (control of blood pressure, weighing, etc.). Preparation and assistance during process. Continuous monitoring of patient with peritoneal dialysis (measurement of intake and output of fluid, weighing, control of blood pressure, etc.). Care of catheter insertion under strict aseptic technique.
- Receiving an electrocardiogram.
- Preparation and assistance in arterial blood gases sampling, assessment, recording and documentation of findings.
- Patient preparation and continuous monitoring by cyclic compression (white bloodletting).
- Monitoring and provision of nursing care in the performance of interventions techniques such as: pericardial puncture.
- Eye Care: Visual assessment techniques patch and bandage application, eye wash, foreign body removal, removal of contact lenses.
- Ears Care: Hearing estimation techniques. Washing and removing of wax from the ears, Hearing Aid. Caring of hearing aids.

Teaching Methodology	Classroom teaching:	28 hours
	Laboratory:	14 hours
Bibliography	<ul style="list-style-type: none"><li>• Walker B.R, Colledge N.,R., Ralston S.H.,PenmanI.Davinson.Γενικές Αρχές και Κλινική Πράξη της Ιατρικής Παθολογίας.Επιμέλεια: Γερολουκά-Κωσταπαναγιώτου Γ., Γώγο Χ.Εκδόσεις Παρισιάνου Α.Ε. ,Αθήνα, 2017</li><li>• Bates Οδηγός για κλινική εξέταση και λήψη Ιστορικού.Εκδόσεις Λίτσας ,Αθήνα ,2014</li><li>• Osborn K., Wraa C., WatsonA.Παθολογική και Χειρουργική Νοσηλευτική. Ιατρικές εκδόσεις Πασχαλίδης Π.Χ, Αθήνα, 2013</li></ul>	

	<ul style="list-style-type: none"> <li>• Lynn P. Κλινικές Νοσηλευτικές Δεξιότητες στη Νοσηλευτική. Ιατρικές Εκδόσεις Πασχαλίδης Π.Χ. Αθήνα, 2012</li> <li>• Kinghorn S., Gamlin R..Βασικές ,Ανώτερες και εξειδικευμένες Νοσηλευτικές δεξιότητες. Επιμέλεια: Μπαλιτόπουλος Ι.Γ. Εκδόσεις ΒΗΤΑ,Αθήνα,2013</li> <li>• Dewit S.Παθολογική-Χειρουργική Νοσηλευτική ,Έννοιες και Πρακτική.Επιμέλεια:Λαμπρινού Α.,Λεμονίδου Χ. Εκδόσεις Πασχαλίδης Π.Χ. Αθήνα, 2009</li> <li>• Ignatavicius D, Workman ML., ΠΑΘΟΛΟΓΙΚΗ ΧΕΙΡΟΥΡΓΙΚΗ ΝΟΣΗΛΕΥΤΙΚΗ, Εκδόσεις ΒΗΤΑ. Αθήνα 2009</li> </ul>			
Assessment		Written examination:	50%	
		Laboratory practical / oral examination	30%	
		Written study	10%	
		Participation	10%	
			100%	
Language	Greek			

Course Title	<b>Oncology and Oncological Nursing</b>				
Course Code	<b>NRS315</b>				
Course Type	<b>Compulsory</b>				
Level	<b>Bachelor (1st Cycle)</b>				
Year / Semester	<b>3<sup>rd</sup> Year / 5<sup>th</sup> semester</b>				
Teacher's Name	<b>It will be announced</b>				
ECTS	<b>6</b>	Lectures / week	3hrs / 14 weeks	Laboratories / week	
Course Purpose and Objectives	<p><b>Course Purpose:</b> A detailed description of the concepts of malignancy, pathogenesis, epidemiology, the frequency of symptoms and management. In-depth understanding and description of the needs of care and similar nursing interventions for the oncology patients in addressing the multi-faceted problems created by cancer, and therapeutic approaches to the lives of patients and their families with a personalized care plan. The acquisition of attitudes towards the disease and its treatment, which will allow them to respond effectively to the demands of their role throughout the spectrum of the disease course.</p> <p>Emphasis is given to exemplary cases in the formulation of problems, studying and finding a solution for these problems, by the application of clinical interventions at laboratory level and clinical practice.</p> <p>Moreover, during the theory/ Laboratory part the students will be prepared with exploratory questions for the patient. The patients will teach students for their experiences of overall management of care, and their personal aspects of lives. Teaching will be occurred through panel discussions and small group sessions as well as visits to the community and patients' homes. The whole education may will take place, into the university labs, into the classroom, into the clinical area.</p>				
Learning Outcomes	<p><b>Upon successful completion of this course students should be able to:</b></p> <ul style="list-style-type: none"> <li>• Recognize and determine the factors that contribute to the development of neoplastic disease.</li> <li>• Describe the factors and report practices that contribute to the early diagnosis of cancers.</li> <li>• Present the staging of cancer and the treatments available for cancers with the expected side effects.</li> <li>• Assess the needs of cancer patients, to implement a quality nursing approach and to evaluate its outcomes.</li> <li>• Design and implement a program for the rehabilitation of cancer patients.</li> <li>• Act with scientific methods in health education and in recommendations for systematic screening for cancer</li> </ul>				
Prerequisites	None	Required	None		

Course Content	<p><b>Course description:</b></p> <ul style="list-style-type: none"> <li>• Cancer and epidemiology. Cancer physiology. Classification of tumors. Causative factors. Prevention of cancer. Staging of cancer. Prevention and early diagnosis. The nursing role in the primary and secondary prevention of malignant neoplasms. Diagnostic methods and staging. The announcement of the cancer diagnosis.</li> <li>• Nursing assessment of oncological patient - nursing history, physical evaluation, preparation for diagnostic tests, and interpretation of diagnostic tests for malignancy detection.</li> <li>• The cancer problem. Attitudes, beliefs, and stories of patients, of society and of health scientists about cancer and its therapy. Therapeutic strategies in the care of oncology.</li> <li>• Care of Oncological Patients. The experience of treatment for the patient - family as a multidisciplinary team effort.</li> <li>• Care of patients under surgical treatment, chemotherapy, radiotherapy, hormonal therapies, and complementary therapies. New trends in cancer treatment.</li> <li>• Care of oncological patients and management of problems related to pain, nausea and vomiting, fatigue, dyspnoea, wound management, lymphoedema, malignant ascites, bone marrow suppression, infections and bleeding, and nutritional problems.</li> <li>• Addressing changes in self-esteem, sexuality and cancer, anxiety and depression, confusion,</li> <li>• Rehabilitation and long-term complications of treatment. Acute phenomena in the care of oncology.</li> <li>• Care of children and adolescents oncological patients.</li> <li>• Care of oncological elderly patients.</li> <li>• <b>Palliative care and role of the nurse.</b></li> <li>• Caring for and researching patients with cancer.</li> <li>• Health services and caring for cancer patients.</li> </ul> <p><b>Laboratory:</b>  With the aid of audiovisual material and performs, students are trained in Oncological Nursing and present care plans and studies related to the content of the Oncological Nursing course in order to fully understand the problems of oncological patients by systematically applying observation and interpretation. The students, based on the above, are getting familiar with the care of oncological patients, broaden their knowledge, skills, and attitudes thus are able to perform nursing procedures during clinical practice safely and skillfully and apply the appropriate and effective methods and the appropriate means, thus ensuring the provision of high quality of care.</p>		
Teaching Methodology	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; padding: 5px;">Classroom teaching:</td> <td style="width: 40%; padding: 5px;">42 hours</td> </tr> </table>	Classroom teaching:	42 hours
Classroom teaching:	42 hours		
Bibliography	<ul style="list-style-type: none"> <li>• Lavdantiy M. Oncological Nursing – Theory and Clinical Practice Publication BHTA, Athens, 2017</li> <li>• Μπαρμπούνη Ε. -Κωνσταντάκου.Στοιχεία Χειρουργικής Ογκολογίας .Ιατρικές εκδόσεις ΒΗΤΑ,2013</li> </ul>		

	<ul style="list-style-type: none"> <li>• HAGOP M. K, WOLFF R.A, KOLLER C.,A , Επιμέλεια: Συρίγος Κ., και συνεργάτες.. Ιατρική Ογκολογία: MD Anderson Εκδότης: ΠΑΡΙΣΙΑΝΟΥ Α.Ε.Αθήνα .2017</li> <li>• Corner J., Bailey C., ΝΟΣΗΛΕΥΤΙΚΗ ΟΓΚΟΛΟΓΙΑ, Επιμέλεια Πατηράκη-Κουρμπάνη.Ε., Εκδόσεις Πασχαλίδη. Αθήνα 2010</li> <li>• Kearney N, Richardson A., Foubert J. Nursing Care for cancer patients Principles &amp; Practice Εκδόσεις Έλλην ,Αθήνα 2011</li> </ul>			
Assessment		Written examination:	70%	
		Written study	20%	
		Participation	10%	
			100%	
Language	Greek			

Course Title	<b>Geriatric and Gerontological Nursing</b>				
Course Code	<b>NRS 435</b>				
Course Type	<b>Compulsory</b>				
Level	<b>Bachelor (1st Cycle)</b>				
Year / Semester	<b>4<sup>th</sup> Year / 8<sup>th</sup> semester</b>				
Teacher's Name	<b>It will be announced</b>				
ECTS	<b>6</b>	Lectures / week	3 hrs / 14 weeks	Laboratories / week	
Course Purpose and Objectives	<p><b>Course Purpose:</b></p> <p><b>Theory:</b> The acquisition of knowledge, skills and attitudes, that will help students to become able to apply the appropriate and effective methods and to use with safety and skillfulness the appropriate means to provide high-quality nursing care.</p> <p><b>Laboratory:</b></p> <p>By the use of preforms and simulators as well as audiovisual materials the students will be able to fully understand the subject. At the same time, at the base of nursing history and care plans, students are cultivating and practicing in assessment techniques and in applying personalized nursing care of old people, so that are able to apply on case-by-case basis techniques and skills, appropriately and interpret the relevant reactions with timely action.</p> <p>Moreover, during the theory/ Laboratory part the students will be prepared with exploratory questions for the patient. The patients will teach students for their experiences of overall management of care, and their personal aspects of lives. Teaching will be occurred through panel discussions and small group sessions as well as visits to the community and patients' homes. The whole education may will take place, into the university labs, into the classroom, into the clinical area.</p> <p>Moreover, during the theory/ Laboratory part the students will be prepared with exploratory questions for the patient. The patients will teach students for their experiences of overall management of care, and their personal aspects of lives. Teaching will be occurred through panel discussions and small group sessions as well as visits to the community and patients' homes. The whole education may will take place, into the university labs, into the classroom, into the clinical area.</p>				
Learning Outcomes	<p><b>Upon successful completion of this course students should be able to:</b></p> <p><b>Theory:</b></p> <ul style="list-style-type: none"> <li>• Identify and describe the theories related to old age</li> <li>• Recognize and analyze the physiological changes observed during the ageing time</li> <li>• Assess the health status of older people</li> <li>• Identify the specific physical and psychosocial problems of the elderly</li> </ul>				

	<ul style="list-style-type: none"> <li>• Design and provide holistic nursing care to the elderly, to their families in the community and in health care institutions</li> </ul> <p><b>Laboratory:</b></p> <ul style="list-style-type: none"> <li>• Use the special nursing history and assess the health status of the elderly</li> <li>• Design and provide holistic and individualized nursing care to elderly people</li> <li>• Perform skillfully and securely the nursing procedures during nursing care</li> <li>• Take the necessary measures to prevent accidents in health care settings for the elderly people</li> <li>• Describe and explain how to organize and operate gerontological units</li> </ul>		
Prerequisites	None	Required	None
Course Content	<p><b>Course description</b></p> <ul style="list-style-type: none"> <li>• The aging population and the impact of the aging population. Theories of Aging, Demographic and epidemiological characteristics of aging, effects of the aging population in the health system</li> <li>• Physiological changes of the human body related to the aging, health promotion of the elderly, the needs and the support for the family of the elderly, and the nursing role</li> <li>• Moral and ethical problems in the care of the elderly, the rights of the elderly, quality assurance in nursing care of the elderly</li> <li>• Nursing assessment of the elderly, nursing history</li> <li>• Medication for the elderly</li> <li>• Health problems for the elderly and nursing interventions. Disorders of the musculoskeletal system, metabolic diseases of bone, joint disorders, mobility disorders, falls in the elderly, fractures, nursing interventions</li> <li>• Disorders of the skin, deficiency of personal hygiene, nursing interventions</li> <li>• Disorders with oral food and fluid intake, dehydration, electrolyte disturbances, incontinence of urine, incontinence of stool, nursing interventions</li> <li>• Sleep and rest disorders, nursing interventions</li> <li>• Pain and the elderly, nursing interventions</li> <li>• Infections and the elderly (respiratory and urinary tract), nursing interventions</li> <li>• Cardiovascular problems in the elderly, nursing interventions</li> <li>• Cancer in the elderly, nursing interventions</li> <li>• Psychosocial problems of the elderly. Loneliness, depression, acute confusing conditions (delirium), dementia, primary degenerative dementia - Alzheimer-type dementia, nursing interventions</li> <li>• End-of-life care for the elderly, family needs and support</li> <li>• Health care and welfare services for the elderly - Institutions - Elderly Care Centers.</li> </ul>		

Teaching Methodology	Classroom teaching:		42 hours	
Bibliography	<ul style="list-style-type: none"> <li>• Hoffman G.W.Βασική Γηριατρική Νοσηλευτική. Εκδόσεις Παρισιάνου Α.Ε. Αθήνα, 2017</li> <li>• Κωσταρίδου –Ευκλείδη Α. Θέματα Γηροψυχολογίας και Γεροντολογίας .Εκδότης Πεδίο, Αθήνα.2011</li> <li>• ΜΟΥΛΑΝ Κ.Σ.Επιμέλεια: Μπούμπας Δ., Παναγιωτάκης Σ Συμβουλευτική Γηριατρική .Εκδότης Παρισιάνου Α.Ε.,2012</li> <li>• Πλατή Χ., ΓΕΡΟΝΤΟΛΟΓΙΚΗ ΝΟΣΗΛΕΥΤΙΚΗ, Εκδόσεις Παρισιάνου Α.Ε. Αθήνα, 208</li> <li>• Carpenter D. Adult Gerontology Acute Care Nurse Practitioner Q&amp;A Review; 2018</li> </ul>			
Assessment		Written examination:	70%	
		Written study	20%	
		Class Participation	10%	
Language	Greek			



Course Title	Mental Health Nursing				
Course Code	NRS340				
Type of course	Compulsory				
Level	Bachelor (1 <sup>st</sup> cycle)				
Year / Semester	3 <sup>rd</sup> year / 6 <sup>th</sup> semester				
Name of Teacher	Dr. Maria Prodromou				
ECTS	6	Lecture per week	3 hours / 14 weeks	Workshop/ per week	N/A
Course Objectives	<p>To guide the future nurse to gain knowledge, skills and attitude in order to be able to care efficiently in a therapeutic and safe way both in a hospital or community environment people with schizophrenia and other psychosis disorder, bipolar disorder, anxiety and other psychosomatic disorders, personality disorder and drug addiction and abuse disorder.</p> <p>Moreover, during the theory/ Laboratory part the students will be prepared with exploratory questions for the patient. The patients will teach students for their experiences of overall management of care, and their personal aspects of lives. Teaching will be occurred through panel discussions and small group sessions as well as visits to the community and patients' homes. The whole education may will take place, into the university labs, into the classroom, into the clinical area.</p>				
Learning Outcomes	<p>Upon successful completion of this course students should be able to</p> <ul style="list-style-type: none"> <li>• Determine the follow disorders according DSM IV, and DSM 5- &amp; ICD 10 – DCR,</li> <li>• Recognize the psychopathology, the rationale the epidemiology and the therapeutic approach of the below disorders in order to be able to develop a therapeutic relationship with the patient.</li> <li>• Compare, analyze and use the health data of this group of patient, in order to submit nursing diagnosis or problems and lead the therapy in appropriate clinical decision.</li> <li>• Implement nursing multidisciplinary clinical practice and nursing interconnection</li> <li>• Apply the disciplines, which govern cooperation and cohesion for the multidisciplinary team aiming to intervene in a supportive and sufficient way to the follow disorder.</li> <li>• Understand and interprets the legislation for mental health disorder</li> <li>• Organize related nursing action plans with the use of nursing process and to be in a situation to reevaluate and improve the existence nursing action plans for people and group of people: <ul style="list-style-type: none"> <li>• With psychosis and other related disorders</li> <li>• With mood disorders (depression, mania)</li> </ul> </li> </ul>				

	<ul style="list-style-type: none"> <li>• With self- destructive behavior and violence</li> <li>• With anxiety disorders, somatomorfes and disconnection disorder</li> <li>• With psychosomatic disorders,</li> <li>• With Personality Disorders.</li> <li>• With Substance use disorders and addiction disorders</li> </ul>		
Requested	None	Co requested	None
Course Content	<p><b>Course Content</b>  The course provides the students with theoretical and clinical knowledge and they give to them knowledge, skills and attitudes in order to be able by the end of the course to provide comprehensive nursing care to people with the above mentioned mental disorders and problems, as well as to learn and apply the principles of mental health in all areas of nursing Mental Illness Hospital, General Hospital, Drug Addiction Centers, Mental Health Community Centers).</p> <p><b>Description:</b>  Introduction in Mental Health and Mental Illness  Mental Health History / Mental Health Symptoms /Clinical Practice and clinical examination / Nursing Evaluation and evaluation of patient with mental health disorder  Therapeutic environment / Development of therapeutic relationship with the patient.  Nursing Plan / Nursing Process in mental health care in a hospital environment and in the community centers with:  Schizophrenia and other related mental health disorders / Nursing Care of schizophrenic patients.  Nursing Care for patient with Mood Disorders (Depression – Mania –Bipolar Disorder)  Nursing Care for patient with destructive behavior and suicide thoughts – Violence  Nursing care for patient with Anxiety Disorder – Psychosomatic Disorder/ Post traumatic Stress Disorder /  Nursing Care for patient with Personality Disorder  Nursing Care for patient with Drug Addiction Disorder and Substance Abuse Disorder  Nursing responsibilities for medication therapy – before – through the period of the therapy and at the end of therapy.</p>		
Teaching Methodology	Face-to-face		
Bibliography	<ul style="list-style-type: none"> <li>• Mental Health Nursing with one eye (2017) GRAHAME SMITH Edited by K, Samartzi, P. Kekkas Pasisianou Edition A.E</li> <li>• The Contribution of Psychiatry to Psychiatric Therapeutics (2016), G.N. Papademetriou, E. Lembesi, A.Mberk, A. Statharou, M.Gioni, Edition Parisianos</li> <li>• Mental Health Nursing, Nursing Of Mental Health (2015) Koukia Evmorfia Beta Edition <b>ISBN 10:</b> 9604521888</li> </ul>		

	<ul style="list-style-type: none"> <li>• Mental Health Nursing I.Ragia (2009) Parisianos Edition, Athens</li> <li>• Kneisl C R, Wilson H S, Trigoboff (2009) Recent Mental Health Nursing (Greek Edition) Athens: Edition Ellin.</li> <li>• Doenges, M, E, Moorhouse, M, F, Murr, A, C (2009) Guide of Nursing Care Planning (Hellenic Edition) Athens: Edition :PX Paschalides Fortinash</li> </ul>		
Evaluation	Exams	55%	
	Class Participation and Attendance	5%	
	Essays / Project	40%	
		100%	
Language	Greek		