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THE CONTENT OF THE SPECIALIZATION EDUCATION PROGRAMME FOR NURSES IN COMMUNITY CARE

Defining community care

The term community care can be understood in wider sense as the organization of health, social and other services under the local conditions of individual geographical regions.

According to the laws of the majority of the countries, its organization and management come under the authority of state administration. In the context of health care provision the term community care began to be used more extensively in connection with the development of primary care which represents the first contact of the patient with the system of health care provision (e.g., primary care physicians and nurses).

The community care discussed in connection with provision of health services is based on the definition of a community as a group of persons living in a certain limited area and representing an autonomous unit. Its members are characterized by certain common features. In a number of European countries, community care represents a wide range of field and residential nursing and social services. Nevertheless, it goes beyond the classical understanding of these services. It concerns not only provision of health and social care itself but it covers also psychological, counselling, spiritual, etc., care. Unlike primary care, it is more oriented towards groups of people and whole communities and is based on their specific needs (for example seniors, vulnerable young people, socially deprived families, unemployed people, single mothers, etc.). This comprehensive, holistically conceived care is focused especially on the basic unit of a community, the family.

Community care is provided not only by health care professionals, but also by social workers and workers of other professions. Nursing care represents an important part of community care.

Community nursing is a synthesis of nursing practice and public health used for promotion and preservation of the health of population. Health promotion, health preservation, health education, management, care coordination and continuity are used in a holistic approach to delivery of health care to individuals, families, groups and communities. In 1974 the World Health Organization (WHO) defined three indispensable components/elements of community nursing care that describe the uniqueness/originality of this discipline:

1. Sense of responsibility – for the delivery of health care needed by the community.
2. Care of vulnerable groups in the community is a top priority.
3. The client (an individual, a family, a group, a community) must be a partner in both planning and evaluation of health care.
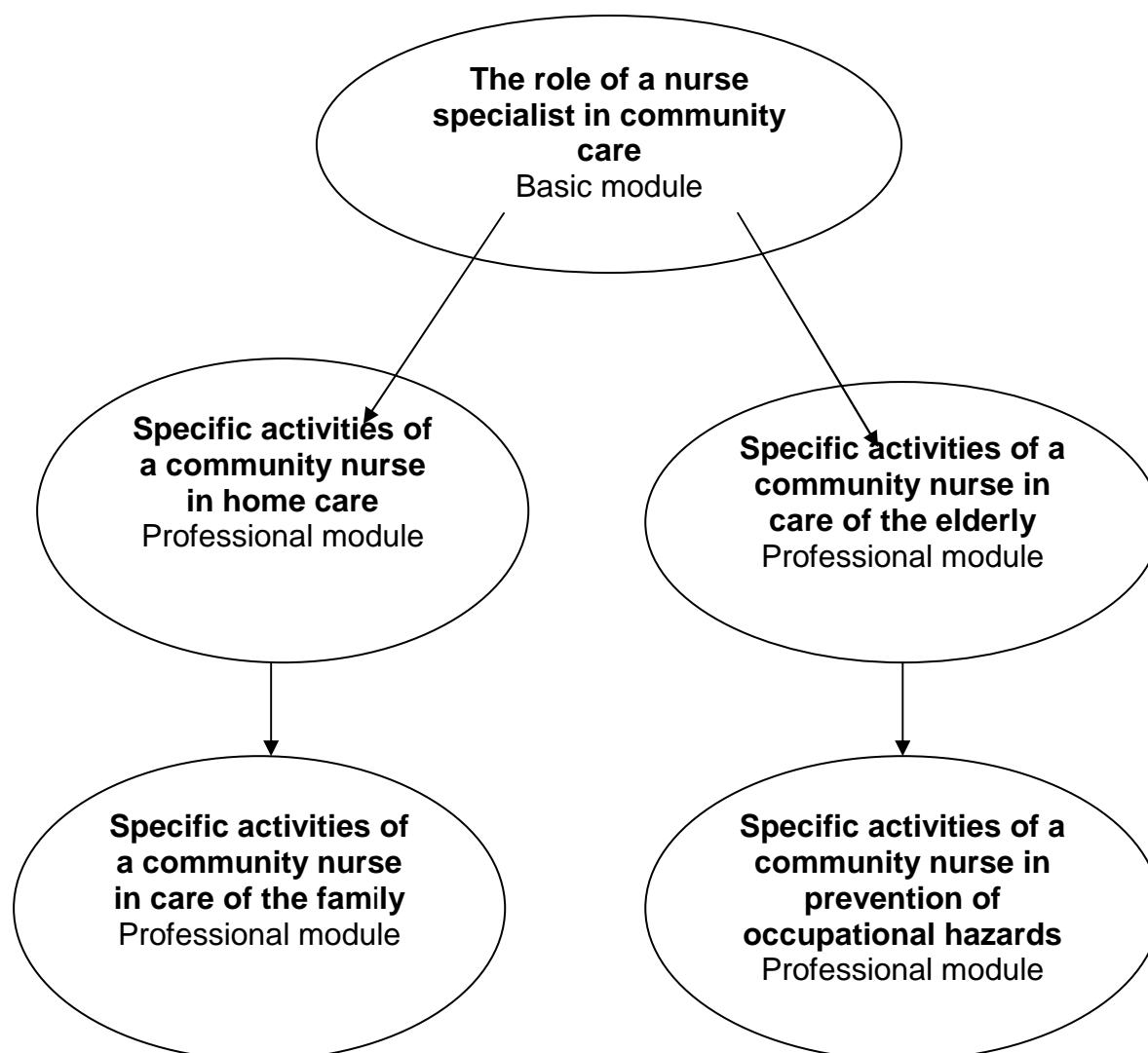
The term community nurse is a liberal translation of a term which comprises a lot of various roles: public health nurse, school nurse, home visitor, occupational nurse, district nurse.

At present, there is a high number of community nursing services available in some West European countries, while, on the other hand, there are countries where there are minimum of services provided in the community or where these services are only being developed.

The goal of specialization education of nurses in community care

The goal of educational programme for gaining specialised qualification in community nursing care is to prepare the general nurses for providing specialised nursing care within the scope of knowledge and skills, which cover providing of primary, integrated and preventive nursing care to individuals and groups of persons determinated especially by common social-cultural environment, territory, age, health state or risk factors, in their own social environment.

Structure of the educational program for nurses

The role of a nurse specialist in community care
Basic module

Specific activities of a community nurse in home care
Professional module

Specific activities of a community nurse in care of the elderly
Professional module

Specific activities of a community nurse in care of the family
Professional module

Specific activities of a community nurse in prevention of occupational hazards
Professional module

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1 THE BASIC MODULE: THE ROLE OF A NURSE SPECIALIST IN COMMUNITY CARE

Characteristic of the module: 60% theory, 40% practice
Entrance conditions: successful finishing of qualification education, which entitles to obtain a professional competence of a nurse, minimum working experience 1 year
The way of finishing (evaluation):
- Final oral examination or test
- Accomplishment of study duties ordered by tutor
- Evaluation of practical experience by trainer

Recommended number of hours:
- Theory - 200 hours
- Practice - 120 hours

1.1 Teaching goal of the basic module

To provide a nurse with knowledge of notions, to ensure the orientation in primary knowledge and literature resources of scientific and clinical disciplines influencing the role of a nurse specialist, to provide a nurse with knowledge and skills concerning community nursing.

1.2 Short annotation specifying the goal of the basic module

The basic module is the spine of the whole specialization education programme. It contains the topics common to many specialities of healt care workers included in the specialization education aimed at gaining specialized qualification, particularly from the fields of pedagogy and andragogy, philosophy and ethics, management of nursing care, nursing research and, last but not least, the crisis management. The topics selected from the above mentioned disciplines are current, they reflect trends of the contemporary society and enable the nurse to understand the differencies of specialized care in various disciplines. They help the nurses to get the requested qualification of a specialized health care worker and to develop his or her knowledge, attitudes and understanding of the role of a health care worker with specialized qualification.

1.3 Knowledge of the basic module

- to know the philosophical, psychological and sociological theses (multicultural differences) in connection with delimination of problems related to providing specialized health care,
- to know management of human resources in health system, continuous quality incearsing of nursing care, professional ethics, basics of law theories and economical aspects of nusring care,
- to know selected problems of pedagogy, andragogy and nursing,
- to know human rights of patients of all age groups.
- to define the terms community and community care
- to use the method of nursing process in community
- to choose a suitable model of community nursing care

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- to gain knowledge about the classification systems in nursing
- to gain basic knowledge about the character of the individual communities, identification of their needs and methods of meeting these needs

1.4 Skills of the basic module

- to communicate with clients and their family members according to principles of effective communication,
- to respect age and multicultural differences in the work with clients and their family members,
- to propose and elaborate plans of education of clients and possibly their family members,
- to propose and elaborate standards of quality in providing care,
- to distinguish and assess unethical and illegal behavior of colleagues and to evaluate its results,
- to work in accordance with modern and scientifically verified methods, to participate in research investigations and projects.
- To work using the method of nursing process
- To choose and apply a suitable nursing care model for the individual communities
- To use NANDA, NIC, NOC, and OMAHA classification systems in nursing care
- To elaborate plans of education and nursing care for the individual communities
- To utilize the results of evidence based research studies during provision of primary, secondary and tertiary prevention and care

1.5 Partial teaching goals of the basic module

1.5.1 To understand and apply ethical and philosophical principles in specialised nursing care.

Topics:
Ethical and philosophical principles related to specialized nursing care.

- Selected philosophical and ethical questions related to specialized care of adults and children, sources of modern thinking, critical reflection of modern era;
- Principles of ethical decision-making, ethical dilemmas, codes of ethics, human rights, protection of person and its implementation in health care;
- Ethical aspects of nursing care, personal and professional values, strategy of clarifying of values;
- Identification of patients` values, value conflicts;
- Transcultural society, ethnography, ethnocentrism, racism, multicultural nursing;

- Work in workgroups: solving of case studies – ethical questions of quality of life, ethical decision-making in standard practice;
- Discussion about the results of the work in groups.

Quality of life in relation to delivery of specialized nursing care.

- Quality of life of acutely threatened patients;
- Quality of life of patients with chronic diseases and of handicapped patients, holistic approach in nursing care;
- Spirituality and religiosity, religion and illness;
- Thanatology, pastoral care, accompanying of the dying, giving support to the bereaved, mourning;
- Work in workgroups: training of nondirective forms of behaviour, training of interview with a dying person and his/her immediate family;
- Discussion about the results of the work in groups.

Interpersonal skills with respect to patient and social environment.

- Professional behavior, strategies for improving communication among the members of the health care team;
- Management of stress and conflict situations at workplace;
- Violence at workplace in view of ethical principles, mobbing;
- Sociology of environment with regard to risk factors endangering health;
- Differentiated psychological approach to patients with regard to age and psychological characteristics and communication with them;
- Work in workgroups: solving of case studies – management of stress and conflict situations;
- Discussion about the results of the work in groups.

1.5.2 To understand the necessity of one´s own professional growth and development. To claim didactic principles at teaching of nursing and in patients` education.

Topics:
Andragogy and didactics in the lifelong learning program.

- Problems and importace of lifelong learning;
- Principles of assuming knowledge and skills, motivation to learning;
- Methodology of educational care and basic disciplines;
- Possibilities of personal growth and development, selfreflection, portfolio;
- Didactic principles, methods and forms of education, principles of education of adults;
- Work in workgroups: principles of creation of information materials;
- Discussion about the results of the work in groups.

Possibilities of practical usage of andragogy and didactics in nursing practice.

- Education of patients and other persons, creation of information materials, principles of modern presentation;
- Counselling, co-operation with the patient, his/her close family, community, team work;
- Work in work groups: creation of information materials and education plans;
- Discussion about the results of the work in groups.

1.5.3 To exercise managerial functions with aim to increase the quality of specialized nursing care. To know the management of human resources in public health, based on professional ethics and knowledge of law principles.

Topics:
Management in public health, professional ethics of management and knowledge of law principles.

- Management of human resources and development of human potential, managerial competences in the intrapersonal, interpersonal and methodical fields, structure of managerial activities;
- Planning and management of human resources according to objective quantification of specialized nursing care;
- Managerial ethics, ethical requirements on managers;
- Problems of law and legal delimitation of specialized nursing care;
- Work in workgroups: motivation of the nursing staff, management of problem nurses;
- Discussion about the results of the work in groups.

Continuous incerasing of quality of provided nursing care.

- Quality of nursing care and influencing of it, management, measurement and evaluation; programmes of managed care, ISO certification, accreditation;
- Instruments for increasing and measurement of nursing care quality;
- Standards of nursing care quality;
- Work in workgroups: creation of a standard of nursing care quality;
- Discussion about the results of the work in groups.

1.5.4 To know the selected problems of principles of error prevention in nursing practice.

Topic:
Selected problems of error prevention in nursing.

- Principles of error prevention in nursing, classification of mistakes and errors.
- The most frequent errors in health institutions, specific errors in nursing care. Documentation of emergencies.

- Error prevention and its strategy, the importance of certification and accreditation in error prevention. Involvement of the patient and his/her family into the programme of safe care.
- Work in workgroups: analysis of possibility of occurrence and consequences of failure in the work of a general nurse.
- Discussion about the results of the work in groups.

1.5.5 To know the principles of crisis management and to be involved in transformation of a health institution from standard conditions to the activities under the nonstandard conditions.

Topic:
Introduction to problems of crisis management in the health care system.

- Emergencies and catastrophes (types, definitions and medicine of catastrophes, infliction spectrum);
- Crisis readiness (deffinition, legislation background, bodies of crisis management and their tasks, organisation in public health, fundamental terms, plan of crisis readiness);
- Mass occurrence of disabled (fundamental terms, health rescue network, health rescue service, traumatological plan of a hospital – basic tasks, organization of work during mass admission, triage of patients);
- Evacuation of hospitals (principles of evacuation, evacuation plan);
- Protection of population (definitions, concepts, principles, means of individiual protection, population awareness);
- Personal radiation protection;
- Work in workgroups: solving of case studies of crisis management;
- Discussion about the results of the work in groups.

1.5.6 To know methods and principles of research work, to implement nursing practice based on research (evidence based practice).

Topic:
Research in nursing.

- Characteristic of clinical research in nursing, selection and way of searching of appropriate topics and problems for research and survey in specialized care;
- Quantitative and qualitative research, evaluation of own experience;
- Application of new pieces of knowledge to own practice – practice based on the results of research;
- Search of scientific studies in research databases;
- Ethical questions of research;
- Work in workgroups: creation of background research on given topic;
- Discussion about the results of the work in groups.

1.5.7 To define the basic terms of community nursing and primary care, health and WHO programmes aimed at health promotion. To respect the socio-psychological and ethical standards in the community.

Topics:
Community nursing and primary care.

- Characteristics of community nursing, the basic terms, the history of health care. Paradigms of community nursing and specific features of community nursing and primary care;
- Community as a client, types of communities, basic characteristics of community nursing. The role of primary, secondary and tertiary prevention in community nursing;
- Socio-psychological and ethical problems in community nursing. Principles of nursing ethics. Ethical code of a nurse in community care, principles of ethical decision making. Values, attitudes, beliefs, identification of the values of patients in community nursing;
- Research in community nursing, the prospects of community nursing;
- Work in groups, discussion about the results of the work in groups.

Health in community nursing.

- Health – definition and characteristics of health, terms related to health, individual perception of health;
- Health – theories and models, health determinants, assessment of status of health in the community;
- Care of health of an individual in community nursing – health promotion, health protection and prevention, health education;
- International and national programmes focused on health;
- Health for All in 21st Century in community nursing;
- Health of the nurses in community nursing;
- Work in groups, discussion about the results of the work in groups.

1.5.8 To choose and implement a suitable nursing model and classification system for the community. To work using the method of nursing process.

Topics:
Models and classification systems in community nursing.

- Theories and models in community nursing, the basic principles;
- Henderson's nursing model, Orem's conceptual self-care model, Leininger's theory of culture care diversity and universality, Gordon's functional and dysfunctional health patterns;
- OMAHA classification system;
- NANDA – International taxonomy II – selection of nursing diagnoses for the community;
- NIC (Nursing Interventions Classification) – domains: 6. Family, 7. Community;

- NOC (Nursing Outcomes Classification) – domains: VI. Health of the family, VII. Health of the community; NNN Alliance (NANDA, NIC, NOC) – selected packages for community nursing.

Nursing process in community nursing.

- Characteristics and definition of the nursing process in the community, the basic terms from nursing process in community nursing;
- Assessment of the needs of the community from the point of view of the Health 21 WHO strategy. Assessment of community health, epidemiology, types of community assessment. Diagnosis of health of the community. Taxonomy of the nursing diagnoses in the community;
- Planning of community nursing care and the role of the nurse. Implementation of the community nursing care and the role of the nurse in behavioural area of the community health;
- Evaluation of the nursing process application in community care;
- Work in groups: development and solution of situational analyses of behaviour and meeting the needs of the members of various types of communities. Discussion about the results of the work in groups.

1.5.9 During nursing care provision, to respect specific features of developmental stages and specific requirements of the environment in which children and adolescents live.

Topics:
Community nursing care of children.

- Tasks and goals of community care of children. Epidemiology in the care of children in primary, secondary and tertiary prevention;
- Community care of children in the individual periods of development: newborn and infant, toddler, pre-school child, school child, puberty, adolescence;
- Model of care of the child in community: specific aspects of the assessment of the child in community (including risk factors), planning and implementation of nursing interventions with focus on the child in community, evaluation and documentation of the child care;
- Communication, education, interpersonal and counselling skills of the nurse and their application in working with the child;
- Work in groups, discussion about the results of the work in groups.

Community nursing care in schools.

- Role of the community nurse in school environment, introduction of health care into schools. WHO programmes focused on school environment and their influence on maintaining, improving and promotion of physical and mental health of the pupils/students, ensuring of emotional and social prosperity;
- Primary, secondary and tertiary prevention and care of the health of children of different age. Comprehensive care in the school environment of healthy and chronically ill children and children with special needs;

- Multidisciplinary school health care team (headmaster, teachers, paediatrician, stomatologist, social worker, psychologist/school counsellor, and the staff of special schools, etc.). Cooperation in the relationship school nurse – child – parent;
- Development of the system of formalized school activities, assessment of needs, problems (health, psychological/mental, social), factors and risks influencing the health of children in school. Assessment of the local community and existing positive and negative socio- economic factors with the potential influence on learning and behaviour;
- Active screening management and routine health examinations in schools, planning and implementation of specific activities, keeping of documentation;
- Work in groups, discussion about the results of the work in groups.

1.5.10 To secure mental health promotion for the clients, help with their mental health problems through the support by a community nurse.

Community nursing care of mental health.

- Mental health, mental health indicators. Mental health promotion. Mental health in the health promotion strategies. National health promotion programmes;
- Community care of mental health. Deinstitutionalization. Stigmatization;
- Role of nursing in mental health promotion. Mental health in the individual periods of development;
- Community care of mental health in children. Role of the nurse in primary, secondary and tertiary prevention of selected mental illnesses;
- Community care of mental health of adults. Role of the nurse in primary, secondary and tertiary prevention of selected mental illnesses;
- Work in groups, discussion about the results of the work in groups.

1.5.11 To define the basic terms of palliative care, both at home and in an institution.

Topic:
Palliative nursing care.

- Characteristics of palliative nursing care, history of palliative nursing care provision.
- The resources of the present-day nursing in palliative care, a model of dying at home and in an institution;
- Hospice nursing care. Position and role of the nurse in the multidisciplinary team;
- Principles of palliative nursing care management. Meeting the needs of the dying and terminally ill individuals in the view of a holistic attitude to an individual. Activities of a nurse during comprehensive nursing care and her role in care of the family members of the dying people.

1.5.12 To gain knowledge and skills concerning the problems of people with special needs and to deliver adequate nursing care to them.

Topic:
Community nursing care of people with special needs.

- Individuals at risk of social exclusion – characteristics and definition of the terms;
- Health problems of homeless people and immigrants. Nursing care of socially inflexible people provided in a refuge, night shelter and in the field;
- Nursing care in segregated localities where social pathologies occur;
- Nursing care of severely disabled people in nursing homes;
- Health problems of people with addictions – comprehensive nursing care at home, in social service facilities, streetwork;
- Work in groups: solution of case studies – management of psychological instability of a client, client in resistance, manipulative client, suicidal client, aggressive client, etc.
- Discussion about the results of the work in groups.

1.6 Recommended literature (study materials)

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2 PROFESSIONAL MODULE I: SPECIFIC ACTIVITIES OF A COMMUNITY NURSE IN HOME CARE

Characteristic of the module: 50% theory, 50% practice
Entrance conditions: successful finishing of the basic module
The way of finishing (evaluation):
- Knowledge test
- Accomplishment of study duties ordered by tutor
- Evaluation of practical experience by trainer

Recommended number of hours:
- Theory - 40 hours
- Practice - 40 hours

2.1 Short annotation of the professional module

The professional module extends the knowledge and skills concerning given specialization, which are important for continuous specific nursing care provision both to an individual and a community.

2.2 General educational goal of the professional module

To prepare the study participant for the work in a specific environment, i.e., in the community or the patient's own home, in accordance with the health care priorities, needs and culture of the country.

2.3 Knowledge of the professional module

- to know the methods of primary, secondary and tertiary prevention implementation in the home environment with active participation of an individual, a family and a community,
- to know the methods of special nursing care provision in the home environment in accordance with a holistic approach and the principles of culturally sensitive care,
- to know the principles of high quality and efficient communication, adherence to ethical and legislative standards concerning provision of care in the home environment,
- to know the procedures and methods that can be used in planning of nursing care in the home environment, the possibilities of material and technical support;
- to know the possibilities of counselling services and the offer of activities of self-help groups.

2.4　Skills of the professional module

- to work as a member of the primary care team or independently, to provide care to patients/clients in the community, to make a comprehensive analysis of the health and social situation of the patients/clients and their families,
- to create a suitable environment for the patient with regard to his/her physical, psychological, social and spiritual needs,
- to plan, manage, implement and evaluate nursing care of patients/clients in connection with prevention, diagnosis and therapy, on the basis of physical, psychological, social and spiritual needs and with regard to the individual developmental categories. During the care of the patient/client both in health and illness, the nurse is able to take into account the patient's/client's cultural values and ethical principles,
- to draw up and develop the plan of nursing care, the plans of education for an individual, family, community, as well as preventive measures,
- to analyze the results of the implemented plans, to prevent complications and to respond to possible complications, to keep the records,
- to provide the nursing care in coordination with the out-patient and in-patient services, or, as the case may be, the day care service,
- to participate in continuous increasing of the knowledge and responsibility of an individual, a family and the community for their own health.

2.5 Partial educational goals

2.5.1 The nurse can demonstrate knowledge of the system of health care, primary health care, the position of home care in the system of health care and of the present status and development of home care.

Topic:
Home care.

- Concept and policy of home care;
- Goals of home care;
- Factors influencing the development of home care;
- Advantages of home care;
- Specific working conditions.

2.5.2 The nurse can demonstrate understanding of the principles of home nursing care provision.

Topics:
Patient assessment.

- Use of nursing models in patient assessment;
- Evaluation and measuring techniques;
- Methods of information collection (observation, conversation, physical examination, etc.).

Care planning in cooperation with the patient and his/her family.

- Nursing care based on patient assessment;
- Planning in cooperation with the patient and his/her family;
- Family diagnosis.

2.5.3 The nurse can demonstrate knowledge of the special documentation used in the home care agency, the formal and content aspects of the nursing documentation, the forms of communication, and the importance of record keeping.

Topics:
Nursing documentation.

- Patient's personal data;
- Patient's health and social history;
- Patient assessment;
- Care plan;
- Record of status development.

Forms of communication in home care within and outside an agency.

- Written communication;
- Oral communication.

2.5.4 The nurse can demonstrate understanding of the principles of comprehensive nursing care provision to patients with various clinical conditions under specific circumstances of the home environment.

Topic:
Patient in home care.

- Differences between nursing care provision to the patient in hospital and in the home environment;
- Visit to the patient in hospital;
- Admission of the patient into home care;
- Preparation for visiting the patient in his/her home;
- Preparation of the family for the discharge of the patient from hospital;
- Adaptation of the home environment;
- The latest information within the individual clinical specialities;
- Prevention of civilization diseases;
- Care of the dying patient – pain management, spiritual care, accompanying the family after the death;
- Ethical problems of nursing care provision in the patient's home environment;
- Principles of drug treatment in the home environment.

2.5.5 The nurse can demonstrate knowledge of the principles of occupational health and safety of nurses during their work in the home care agency.

Topic:
Occupational health and safety.

- Personal safety in patient's home environment;
- Risk prevention;
- Injuries at work and occupational diseases;
- Responsibilities of the employees resulting from the Labour Code.

2.6 Activities

The nurse
- participates in coordination of the work between out-patient and hospital services, including advisory and social or self-help groups;
- participates in reintegration of the individual into his/her family and social environment, including utilization of the support of complementary centres;
- participates in evaluation of the health and social risks of an individual in his/her own family and social environment;
- carries out the nursing care, preventive care and educational activities in relation to an individual, a family, and the community, organizes a visiting and counselling service focused on patient compliance with the recommended therapeutic regimen, and is involved in this service;
- assesses progression of the disease, the possibility of complications and possibilities of compromising the safety of the patient/client and the health care professional.

2.7   Tasks and the quantity of them

- Familiarization with the home care agency;
- Familiarization with all the documentation used in the home care agency;
- Admission of the patient/client into home care;
- Assessment of the social situation of the patient/client and proposal for action;
- Elaboration of the plan of nursing care of the patient/client in the home environment;
- Implementation of the activities identified in the nursing care plan;
- Leading the patient/client to independence, training of independence in activities of daily living;
- Elaboration of the plan of education for the patient/client and his/her family;
- Keeping of the patient's/client's documentation.

2.8   Recommended literature (study materials)

LEAHY, W.: *Workbook to Providing Home Care*, Publisher:Hartman Publishing; 2nd ed. 2004. ISBN-10: 1888343702. ISBN-13: 978-1888343700

MAGEE, M.: *Home-centered Health Care*: *The Populist Transformation of the American Health Care System*. Publisher: Spencer Books; 1st ed. (August 15, 2007). ISBN-10: 1889793221. ISBN-13: 978-1889793221

DOYLE, D., JEFFREY, D.: *Palliative Care in the Home.* Oxford University Press, 2000. ISBN-13: 9780192632272, ISBN: 0192632272.

KATZ, J. S., PEACE, S.M.: *End of Life in Care Homes. A Palliative Care Approach*. Oxford University Press, 2003. ISBN-13: 9780198510710. ISBN: 0198510713.

LOCHS, H., THOMAS, D. R.: *Home Care Enteral Feeding*. Karger, 2005. ISBN-13: 9783805578509. ISBN: 3805578504.

RICE, R.: *Home Care Nursing Practise.* Elsevier – Harcourt, 2005. ISBN-13: 9780323030724. ISBN: 0323030726.

MARTINSON, I. M., WIDMER, A., PORTILLO, C.: *Home Health Care Nursing.* Saunders; 2nd ed. 2002. ISBN-10: 0721677665. ISBN-13: 978-0721677668.

FRASER, V., HUNT, S., FRANK, B.: *Nursing Homes: Getting Good Care There*. Impact Publishers. 2nd ed. 2001. ISBN-10: 1886230439. ISBN-13: 978-1886230439.

MEYERS, D.: *Client Teaching Guides Home Health Care*. Jones and Bartlett Publishers; 2nd ed. (September 2005). ISBN-10: 0763739138 ISBN-13: 978-0763739133

BEDROSIAN, C. A.: *Home Health Nursing: Nursing Diagnoses and Care Plans.* Prentice Hall Health; 1st ed. (January 1989). ISBN-10: 0838538428. ISBN-13: 978-0838538425

LEAHY, W., FUZY, J., GRAFE, J.: *Providing Home Care: A Textbook for Home Health Aides.* Hartman Publishing Inc.; 2nd ed. (January 2004). ISBN-10: 1888343680. ISBN-13: 978-1888343687.

ZASTOCKI, D. K, ROVINSKI-WAGNER, CH.: *Home Care: Patient and Family Instructions.* Saunders; 2nd ed. (June 15, 2000). ISBN-10: 0721684424. ISBN-13: 978-0721684420.

LEAHY, W.: *Workbook to Providing Home Care.* Hartman Publishing; 2nd ed. (January 2004). ISBN-10: 1888343702 ISBN-13: 978-1888343700

3 PROFESSIONAL MODULE II: SPECIFIC ACTIVITIES OF A COMMUNITY NURSE IN CARE OF THE FAMILY

Characteristic of the module: 50% theory, 50% practice
Entrance conditions: successful finishing of the basic module
The way of finishing (evaluation):
- Knowledge test
- Accomplishment of study duties ordered by tutor
- Evaluation of practcal experience by trainer

Recommended number of hours:
- Theory - 40 hours
- Practice - 40 hours

3.1 Educational goal of professional module

The module aims at providing students with theoretical and practical knowledge of the
identity of the family, family-related health issues and provision of nursing care to family and
its members in health and illness situation.

3.2 Short annotation specifying the goal of professional module

The family is a crucial institution that profoundly influences, among other things, people's attitudes, preferences and behaviors, towards health. Nowadays, the very institution of the family is undergoing significant changes related both to its structure and functions. The module starts with a short section that provides students with a variety of interpretation of the concept of family from the point of view of social sciences and humanities. The main family-related health risk factors are then presented and classified as: biological, psychological, environmental and lifestyle related. Next, there are described and explained specific duties which nurse will undertake when caring for family and its members in health and illness situations. Particular attention is paid to give the precise and clear practical indications on how to care for the family within everyday work of community nurse.

3.3 Knowledge of professional module

- to know how family is defined and to understand the undergoing process of rapid changes of its structure and functions,
- to know factors which influence health status of the family and its particular members,
- to know methods of how to diagnose and solve family-related health problems,
- to know methods of effective communication with family and of health education,
- to know where to search for and how to collaborate with different support groups,

- to know how to document and evaluate nursing care.

3.4 Skills of professional module

- to recognize the structure of the family which the nurse is caring for,
- to diagnose family-related health risk factors,
- to communicate effectively with the family and its particular members,
- to enhance nurses' skills in caring for healthy/ill/disabled member of the family,
- to choose the appropriate methods, means and goals in the care for family and its particular members,
- to evaluate the outcomes of the nursing activities undertaken in the care for families.

3.5 Partial educational goals

3.5.1 To understand the family's structure and functions in the time of changes.

Topics:
Definitions of the family.

- Definitions of the family from the point of view of the different social sciences and humanities (philosophy, psychology, sociology, pedagogy);
- Cross-cultural understandings of the family;
- Family as a social group;
- Family as a social institution.

Essential characteristic of the different types of families.

- Nuclear vs. extended family;
- Traditional family and its subtypes: strict understanding of traditional family/broad understanding of traditional family;
- Alternate family structures: single-parent family (single female/male parent); cohabiting family;
- Gay and lesbian families;
- Kin network (unmarried persons live in close geographic proximity and operate within a reciprocal system of exchange of goods and services);
- Family-oriented single adults.

Essential functions of a family.

- Institutional function of the family;
- Personal functions of the family.

Stages of the family life-cycle.

- Beginning family;
- Childbearing family;
- Family with preschool children;

- Family with school-age children;
- Family with teenagers and young adults;
- Post-parental family;
- Aging family.

The evolution of the modern family.

- Changes in the functions of the family;
- Changes in the structure of the family.

Family as a system.

- Autonomy and indentity;
- Healthy family communication patterns;
- Mutuality and relational balance;
- Intrapsychic and interpersonal boundary formation in family life;
- Family rules and family secrets.

3.5.2 To recognize and understand family-related health risk factors.

Topics:
Biological and developmental factors.

- Childbearing: challenges related to care for new babies;
- Birth defect (due to inborn genetic disease and other reasons);
- Genetic disease/predisposition to certain diseases;
- Mental retardation;
- Elderly people.

Psychological factors.

- Family/domestic violence (physical, emotional, sexual, neglect):spouse abuse; child abuse; children exposed to partner violence; elder abuse;
- Conflict between family members;
- Lack of economic safety (unemployment, poverty).

Environmental factors.

- Environmental pollution;
- Social pressure.

Life-style factors.

- Health education (including sexual education);
- Alterations in nutrition;
- Chemical dependency (drugs/alcohol/nicotine);
- Hygiene (including dental care);
- Home environment (safety of).

3.5.3 To know how to care for the family during different stages of its development.

Topics:
Nursing process and the standards of care.

- Essential elements of the nursing process;
- Documentation of the nursing process;
- Chosen standards of the nursing care for family;
- General rules for creating nursing standards in the care for family.

Health education in the nursing care for family.

- The concept of health education;
- Goals, methods and means of the health education;
- Effective communication with family and its particular members;
- Specific health needs of family during different stages of its development.

3.5.4 To know how to care for family in illness and disability.

Topic:
Dysfunctions of the family in illness and disability.

- Types of caring relationships within family;
- Lack of care and its reasons;
- Factors influencing on family's ability to care for its ill and disable members.

3.5.5 To know how to care for family in crisis or suffering from different pathologies.

Topic:
Families in need of special nursing care.

- Analyses of the concepts of 'family crisis' and 'pathological family';
- Particular pathologies of family life;
- Pathologies of family and family's structure and functions;
- Domestic violence in family and the group of support.

3.6 Recommended literature

FIELDING, J.E.: *Worksite Health Promotion Programs in the United States*: *Progress Lessons and Challenges*. Helth Promotion International, 1999

GIDDENS, A.: *Sociology, Polity Press In association with Blackwell Publisher*, 2001.

GROSSMAN, R., Scala K.: *Health promotion and organizational development. Developing settings for health.* WHO Europe, Viena 1999

JAMES, R.K., GILLILAND B.E.: *Strategie interwencji kryzysowej.Warszawa*: PARPA 2004, rozdziały 6 do 9. (Oryginał: JAMES R.K., GILLILAND B.E.: Crisis itervention strategies. 4th edition. Wadsworth, 2001)

LIPOWSKA-TEUTSCH, A.: *Rodzina a przemoc*. Warszawa: PARPA 1995

Luxemburg Declaration on Workplace Health Promotion in the European Union, 1997

ginał: ROBINSON, B.E: *Working with Children of Alcoholics*. The Practitioner"s Handbook. Lexington Books, 1998

SALBER, P.R., TALIAFERRO, E.: *O przemocy domowej. Poradnik dla lekarza pierwszego kontaktu. Jak stawiać pytania, by rozpoznać problem i ocalić czyjeś życie*. Warszawa: PARPA 1998

(Oryginał: SALBER, P.R., TALIAFERRO, E.: *The Physician`s Guide to Domestic Violence. How to Ask the Right Questions and Recognize Abouse... Another Wey to Save a Life*. Volcano Press, 1995)

TAYLOR, C., LILLIS, C., Le MONE, P. (eds.): *Fundamentals of Nursing. The Art and Science of Nursing Care.* Philadelphia: J.B. Lippincott Comp. 1993

WEGSCHEIDER-CRUSE, S.: *Nowa szansa. Nadzieja dla rodziny alkoholowej.*, Warszawa: Instytut Psychologi Zdrowia PTP 2000 (Oryginał: Wegscheider-Cruse S.: Another chance 2nd Ed., Science & Behavior Books, Inc., 1989)

4 PROFESSIONAL MODULE III: SPECIFIC ACTIVITIES OF A COMMUNITY NURSE IN CARE OF THE ELDERLY

Characteristic of the module: 50% theory, 50% practice
Entrance conditions: successful finishing of the basic
The way of finishing (evaluation):
- Knowledge test
- Accomplishment of study duties ordered by tutor
- Evaluation of practical experience by trainer

Recommended number of hours:
- Theory - 40 hours
- Practice - 40 hours

4.1 Educational goal of the professional module

To provide the nurse with knowledge and skills necessary for delivery of specific nursing care to the elderly people in their own home environment, with an emphasis on maintaining their independence and quality of life.

4.2 Short annotation defining the goal of the professional module

The goal of the professional module is to provide the general nurses with up-to-date knowledge from gerontology, with a focus on fostering quality of life of elderly people in the community.

The content of the professional module is focused especially on emphasis on the mechanisms ensuring maintenance of the existing level of independence or its possible improvement and fostering using activities suitable for people of higher age. It identifies the risk factors negatively influencing the adaptability of the elderly people and their social status, offers an overview of the possibilities of cooperation with counselling and self-help groups, agencies providing social and counselling services, and volunteers.

4.3 Knowledge of the professional module

- to know characteristic features of age-related anatomical and physiological changes and the symptomatology of diseases of elderly people;
- to know complications related to multimorbidity, fragility and worsened adaptability of elderly people;
- to know the risk factors influencing the behaviour of the elderly people and resulting from the change in their social status, economic restrictions, social possibilities and spiritual belief;
- to know the methods and procedures leading to maintaining the level of functional independence, with the emphasis on prevention in old age;

- to know the warning signs pointing out to possible discrimination, segregation and ageism;
- to know the possibilities and ways of collaboration with counselling centres, gerontological centres, agencies providing social and home help services, volunteers, etc.

4.4 Skills of the professional module

- to assess the basic level of functional independence and cognitive abilities of the clients of older age groups;
- to assess the individual needs with regard to maintaining the functional independence, and subsequently to include the information learned into a plan of nursing care in the community;
- to provide nursing care and to evaluate its quality, or, as the case may be, to propose and accept adequate changes;
- to coordinate the activities leading to fostering of functional independence, which are implemented by other members of the nursing care team, and to participate in them;
- to actively look for signs of physical, psychological and social abuse of clients of older age groups;
- to provide education (within one's own competences) to the elderly people or possibly their family members, including the information about prevention focused especially on maintaining the quality of life.

4.5 Partial educational goals

4.5.1 To know the characteristic features of age-related anatomical and physiological changes and the symptomatology of diseases of the elderly people, to know complications related to multimorbidity, fragility and worsened adaptability of the elderly people.

Topic:
Somatic and psychological characteristic features related to old age and ageing.

- Demographic background, maximum length of life, definition of the basic concepts in gerontology, the most important biological mechanisms of ageing.
- The signs of somatic involution of an ageing organism with focus on the individual organ systems, including its influence on maintaining the independence of the elderly people.
- Atypical symptomatology of diseases in older age, problems of multimorbidity and comorbidity, problems of drug interaction in elderly people.
- The nurse and her role in:
  - identification and efficient management of beginning anatomical and physiological changes in older age;
  - assessing of the level of functional diversity of the elderly people related to developing syndromes connected with ageing

(problems of falls, immobilization syndrome, incontinence of urine, anxiety and delirious states, etc.);
- o identification of the level of cognitive changes in older age (sleep disorders, anxiety, depression, delirious states, dementia syndrome);
- o mapping of the adaptability disorders related to psychological changes in older age and to changes in living conditions.

4.5.2 To know the methods and procedures leading to maintaining a reasonable level of functional independence, to evaluate and coordinate activities leading to its improvement and to participate in them. To assess the individual needs of elderly people, to propose possible preventive measures.

Topic:
The relationship between maintaining a reasonable level of independence and quality of life in elderly people.

- Risk factors leading to the decrease in the level of functional independence of elderly people, their cognitive functions; preventive measures in a health care facility and in patient's own home, cooperation with the family and significant others of the elderly people.
- The nurse and her role in:
    - o assembly of information gained during comprehensive geriatric assessment;
    - o utilization of evaluation and measurement techniques in nursing practice, in the functional assessment;
    - o collecting of information leading to maintenance of functional independence and quality of life of an elderly person in relation to continuity of care;
    - o provision of safe care and preventive measures and elimination of the most frequent risks arising during institutional care and in the patient's own home;
    - o cooperation within the nursing team, cooperation with counselling organisations and voluntary groups, the offer of some forms of respite care;
    - o coordination and delivery of care aimed at maintaining or increasing of the level of functional independence of an elderly person.

4.5.3. To know the risks of the adaptation of an elderly person to new living conditions, warning signs of discrimination of the seniors and the possibilities of cooperation in the area of counselling and other self-help groups.

Topic:
Mechanisms of adaptation of elderly people to new living conditions.

- Risk factors influencing behaviour of the elderly people resulting from change in their social status, economic restrictions, social possibilities and spiritual belief.
- The nurse and her role in:
    - identification of changes in the adaptation mechanisms related to gradual ageing, problems of changes in the living conditions of an elderly person (institutional care, preparation for transition into an institution of social care);
    - supporting the senior in adaptation to new conditions of living, support of the cognitive functions of the senior, non-directive attitude to people of higher age groups;
    - identification of the signs of ageism, segregation of the seniors in the society, discrimination behaviour towards the seniors, identification of the signs of abuse and torture of the seniors, possibility to influence these phenomena and support for the seniors;
    - cooperation with counselling centres, gerontological centres, agencies providing home care and social and home help services, volunteers;
    - coordination of the optimum adaptation of elderly people to new conditions of living and protection of the rights of the seniors in the contemporary society.

4.5.4. To know the procedures and methods used in planning of nursing care and in education for the seniors with the focus of maintaining the independence and quality of life.

Topic:
Nursing care plans and education programmes for the elderly people and their significant others used in the community.

- Possibilities in the assessment of the current needs of an elderly person with regard to his/her specific individual features; utilization of evaluation techniques.
- Possibility of involving the elderly person and his/her significant others in the nursing care plan development and in the development of possible proposals for adequate changes.
- The nurse and her role in:
    - planning of nursing care of the elderly people in their own social environment;

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     o preparation of education plans for the seniors and their significant others in the group and the community, including identification of preventive measures aimed at maintaining quality of life.

4.6 Activities of the professional module

The nurse
- evaluates, analyzes and develops plan of nursing care with regard to specific features of patients/clients of higher age groups;
- implements and evaluates nursing care, preventive care and educational activities for patients/clients of higher age groups;
- coordinates the nursing care between outpatient and inpatient services, including counselling and social or self-help groups;
- organizes visiting and counselling service focused on maintaining or possible increasing of independence and quality of life;
- participates in assessment of health and social risks of an individual in his/her own family and social environment.

4.7   Recommended literature (study materials)

ABRAMS, W., B., a kol. *The Merck Manual of Geriatrics.* Merck Research Laboratories, 1995, 2000.

ANDERSON, R. A.; A ISSEL, L. M.; MC DANIEL, R. R. Nursing homes as complex adaptive systeme: Relatiosnhip between management practice and resident outcomes. In: *Nursing Research.* 52, s. 12 – 21. 2003.

ALLEN, C. I.; TURNER, P. S. The effect of an intervention programme on interactions on a continuing care ward for older people. In: *Journal of Advanced Nursing.* 16, s. 1172 – 1177. 1991. ISSN 0309-2402.

ARMSTRONG-ESTHER, C. A.; BROWNE, K. D. The influence of elderly patient´s mental imapirment on nurse patient interaction. In: *Journal of Advanced Nursing.* 11, s. 379 – 387, 1986. ISSN 0309-2402.

ARMSTRONG-ESTER, C. A.; SANDILANS, M. L.; MILLER, D. Attitudes and behaviours of nurses towards the elderly in an acute care setting. In: *Journal of Advanced Nursing.* No 14, 1989. s. 34 – 41. ISSN 0309-2402.

ARNOLD.,E.; UNDERMANN-BOGGS, K. *Interpersonal relationship: Professional Communication Skills for nurses.* 4th ed. St. Louis: Saunders, 2003. 629 s. ISBN 0721693881.

BURGGRAF,V. BARRY, R. *Gerontological Nursing.* By Slack Incorporated, 1996.

CARIS-VERHALLEN, W. M. C. M.;GRUIJTER, I. M; KERKSTRA, A. Factors related to nurse communication with elderly people. In: *Journal of Advanced Nursing.* 30, (5),1999, s. 1106 – 1108. ISSN 03-09-2402.

CASSEL, CH. K. a kol. *Geriatric Medicine.* 3. vyd., Springer, New York, 1997.

COSTA, P.T., WILLIAMS, T.F., SOMERFIELD, M. et al. *Recognition and Initial Assessment of Alzheimer s Disease a related Dementias.* Clinical Practice Guideline No. 19, Rockville, AHCPR, Publication No. 97-0702, 1996.

GAUTHIER, S., BURNS, A., PETTIT, W.: *Alzheimer-Demenz in der Primarversorgung.* Martin Dunitz, London, 1997.

REDFERN, S. J. *Nursing elderly people.* London: Churchill Livingstone, 1992. 583 s. ISBN 0-443-04138-5.

SALMON, P. Interaction of nurses with elderly patiens: relationship to nurses attitudes and to formal aktivity periods. In: *Journal of Advanced Nursing.* No 18, s. 14 – 19, 1993. ISSN 03092- 402.

5 PROFESSIONAL MODULE IV: SPECIFIC ACTIVITIES OF A COMMUNITY NURSE IN PREVENTION OF OCCUPATIONAL HAZARDS

Characteristic of the module: 50% theory, 50% practice
Entrance conditions: successful finishing of the basic module
The way of finishing (evaluation):
- Knowledge test
- Accomplishment of study duties ordered by tutor
- Evaluation of practical experience by trainer

Recommended number of hours:
- Theory - 40 hours
- Practice - 40 hours

5.1 Educational goal of the professional module

To provide the nurse with knowledge and skills necessary for delivery of specific nursing care to working people, with an emphasis on protection of health, prevention of diseases, restoration of health and general assurance of high quality of working life.

5.2 Short annotation defining the goal of the professional module

The goal of the professional module is to help the general nurses to gain insight into the problems of occupational medicine and their own role in provision of services in this area.

The content of the professional module is focused especially on possibilities of a nurse in assessment of the individual factors influencing health of the employees, on the development of preventive plans of health protection and organization of cooperation with other institutions influencing quality of health of the individual employees. It also deals with the possibilities of cooperation with the management in addressing the issues of safety at work, both personal and organizational.

5.3 Knowledge of the professional module

- to know the basic chemical, physical, biological and ergonomic stressors occurring in the work environment;
- to know the procedures and methods leading to precise identification and analysis of stressors and their negative influence on safe and healthy work environment;
- to know the standards set by valid legislation ensuring safe and healthy work environment;
- to know the basic methods and procedures used in work management with focus on human resources management, organization and safety at work;

- to know the basic methods for successful implementation of research and statistical investigations with a focus on employment of population;
- to know the basic preventive measures and procedures for accident prevention and prevention of the development of occupational diseases.

5.4   Skills of the professional module

- to identify, evaluate and document risk factors negatively influencing the level of health status of working people;
- to cooperate with the management of a company in developing preventive programmes for the employees and in developing health promotion programmes;
- to prepare proposals and measures aimed at reduction of risk factors for accidents or occupational diseases;
- to prepare, verify and implement programmes of education aimed at prevention and health protection;
- to accept biological and psychological burden of the employees; to act as their advocate.

5.5   Partial educational goals

5.5.1 To know the risk factors influencing the health status of working people, to identify and analyze them in relation to creating safe work environment. To know the basic procedures and methods used in work management.

Topic:
Stressors in work environment, their identification and evaluation.

- The basic chemical, physical, biological and ergonomic stressors occurring in the work environment as the basis for preventive work of a nurse in relation to working people in the community.
- The most frequent occupational diseases occurring in the Czech Republic, including the occupational diseases concerning the health care professionals.
- The most frequent allergens causing the development of occupational diseases and infectious agents connected with travelling during exercise of a profession.
- The nurse and her role in:
  - identification of the sources of abnormal psychological stress in connection to employment, the possibilities to influence them and to cope with long-time stress, prevention of burnout syndrome;
  - search for actual and potential hazards in the work environment of the clients within the community, including the protection of the nurse's own health during her work in the community;
  - preparation of recommended documentation during monitoring of risk factors or risk behaviour negatively influencing the health status of working people.

5.5.2 To know the possibilities of prevention aimed at reduction of risk factors for accidents or occupational diseases, valid legislative standards. To look for possibilities of cooperation with the management of the company and to act as the advocate of the employees during negotiation.

Topic:
Preventive measures in protection of health of the employees.

- The basic preventive measures and procedures suitable for accident prevention and prevention of the development of occupational diseases, the biological and psychological burden of the employees.
- The possibilities of cooperation with the management of the company in developing preventive programmes promoting the health of the employees, methods and procedures used in work management with focus on human resources management, organization and safety at work.
- Legislative provisions securing safe and healthy work environment, binding both for employees and employers.
- The nurse and her role in:
    o delivery of care focused on prevention concerning the working clients in the community;
    o ensuring seamless transition between outpatient and inpatient care, possibilities of dispensarization of clients suffering from occupational diseases, utilization of statistical databases of health care facilities, including advocacy concerning the rights of the working clients in the community suffering from occupational diseases;
    o identification of the social effect of the occupational disease on an individual and the family within a group or a community, the possibilities to manage the crisis situation from the social point of view;
    o elimination of non-standard behaviour of an individual in a crisis situation in relation to the development of an occupational disease.

5.5.3. To prepare, verify and implement programmes of education for employees, focused on prevention, to utilize the results of research investigations and statistical data.

Topic:
Programmes of education for the clients in the community focused on prevention of occupational hazards.

- Possibilities of assessing the ability and readiness to learn, efficient motivation and activization of the clients in the community, possibilities of utilization of evaluation and measurement techniques.
- Planning of a programme of education, assessment of possible risks of education, utilization of the data gained from statistical investigation for strengthening of prevention and protection of the health of the clients.

- The nurse and her role in:
    - o identification of the topics for education and the development of the programmes of education for the clients within prevention and protection of their health;
    - o planning and organization of education, possibilities of collection and utilization of suitable statistical data as the basis for successful implementation of the programme of education;
    - o design of information leaflets for the clients in the community with a focus on promoting responsibility for their own health;
    - o evaluation of the success of a programme of education or an information material.

5.6   Activities of the professional module

The nurse
- identifies and analyzes the risk factors potentially threatening the individual employees during exercise of their profession;
- plans, implements and evaluates the delivered preventive care, education and counselling activities aimed at the individual employees;
- prepares and implements preventive and educational programmes for employees including training of first aid delivery;
- conducts research investigations in the area of employee health protection and accident prevention using the latest methods;
- participates in foundation and continuous completing of a dispensary, documentation and statistical database both in his/her own organization and at the national level;
- cooperates with outpatient and inpatient services including counselling and social or self-help groups.

5.7   Recommended literature (study materials)

Colligan, Michael J. **Occupational safety and health training.** Philadelphia : Hanley & Belfus , 1994. 361 s.

Creek, J. **Occupational therapy: new perspectives.** 1st ed. London: Whurr Publishers, cop. 1998. 162 s. ISBN: 1-86156-088-5.

Finlay, Linda, Campling, Jo. **Groupwork in occupational therapy**. 1st ed., repr. Cheltenham: Thornes 1997. 232 s. ISBN: 0-7487-3636-0.

Law, Mary C., Tickle-Degnen, Linda. **Measuring occupational performance: supporting best practice in occupational therapy**. 1st ed. Thorofare: Slack Incorporated, cop. 2001. ISBN: 1-55642-298-9.

Pedretti, Lorraine Williams, Zoltan, Barbara. **Occupational therapy: practice skills for physical dysfunction**. 3rd ed. St. Louis: The C. V. Mosby Company, 1990. 690 s. ISBN: 0-8016-3852-6.

Reed, Kathlyn L., Sanderson, Sharon Nelson. **Concepts of occupational therapy**. 3rd ed. Baltimore: Williams & Wilkins, cop. 1992. 395 s. ISBN: 0-683-07207-2.

Reed, Kathlyn L., Sanderson, Sharon Nelson. **Concepts of occupational therapy**. 3rd ed. Baltimore: Williams & Wilkins, cop. 1992. 395 s. ISBN: 0-683-07207-2.

Schömann, Klaus, Kruppe, Thomas. **Labour market efficiency in the European Union : employment protection and fixed-term contracts**. London : Routledge, 1998. 214 s. ISBN: 0-415-15734-X.

Tver David F., Anderson Kenneth A. **Industrial Medicine:Desk Reference.** New York: Chapman and Hall, 1986. 307 s. ISBN: 0-412-01101-8.