

# **BULLETIN**

**UNIVERSITY OF DEBRECEN  
FACULTY OF HEALTH SCIENCES**

**BSc IN NURSING**

**ACADEMIC YEAR 2022/2023**

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# CHAPTER 1

## INTRODUCTION

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### UNIVERSITY OF DEBRECEN

The aim of the University of Debrecen is to become a university of medical sciences committed to the prevention and restoration of health of the people, not only in its region but in the entire country.

In the past two decades both medical science and health care have entered a new era: one can witness such a progress in medical sciences that has never been seen before. Modern attitudes in health care should be enforced in practice taking the human personality into consideration. These approaches demand the application of the most modern techniques in all fields of the medical education.

All curricula wish to meet the challenges of modern times, they prepare students for co-operation and teamwork and they embody some very basic values. They are comprehensive; they take into consideration the whole human personality (body and soul) in its natural and social surroundings; and they are based upon the best European humanistic traditions.

With respect to education, both students and teachers are inspired to acquire higher levels of professionalism, precision, and problem solving skills in order to be able to understand and handle the changing demands of health care.

The University of Debrecen is already internationally recognized in the fields of both basic and clinical research. Special attention is given to facilitate and support the close co-operation of researchers representing basic science and clinical research, and/or interdisciplinary studies.

With respect to therapeutic practice, the main objective is to provide high quality, effective, up to date and much devoted health care to all members of the society, showing an example for other medical institutions in Hungary. One of the primary tasks is to continuously improve the actual standards of the diagnostic and therapeutic procedures and techniques, and to establish regional or even nationwide protocols.

With respect to serving the community, all faculty members wish to play a central role in shaping the policies of the health service; both within the region and in Hungary. They also want to ensure that sufficient number of medical doctors, dentists and other health care experts with university education is provided for the society. Humanity, empathy, social sensitivity, team-spirit, creativity, professionalism, independence, critical and innovative thinking, co-operation and management help to meet the challenges of medical education, research and therapy of the 21st century. The organizational structure, including the multi-faculty construction of the institution, is a constantly improving, colourful educational environment.

### HIGHER EDUCATION IN DEBRECEN

#### A Brief History

1235: First reference to the town of Debrecen in ancient charters.

1538: Establishment of the “College of Reformed Church” in Debrecen.

1567: Higher education begins in the College.

1693: Declaration of Debrecen as a “free royal town”.

1849: Debrecen serves as the capital of Hungary for 4 months.  
1912: Establishment of the State University of Debrecen comprising the Faculties of Arts, Law, Medicine and Theology.  
1918: Inauguration of the Main Building of the Medical Faculty by King Charles IV of Hungary.  
1921: The Medical Faculty becomes operational.  
1932: Completion of buildings of the campus.  
1944: Although during the Second World War, Debrecen became the capital of Hungary again (for 100 days), the University itself is abandoned for a while.  
1949: The only year when the University has five faculties.  
1950: The Faculty of Law idles; the Faculty of Science is established.  
1951: The University is split up into three independent organizations: Academy of Theology, Medical School, Lajos Kossuth University of Arts and Sciences.  
1991: The "Debrecen Universitas Association" is established.  
1998: The "Federation of Debrecen Universities" is founded.  
2000. The federation is transformed into the unified "University of Debrecen" with all the relevant faculties and with some 20,000 students.

Debrecen is the traditional economic and cultural center of Eastern Hungary. In the 16th century Debrecen became the center of the Reformed Church in Hungary and later it was referred to as the "Calvinist Rome". In the 17th century Debrecen became the mediator between the three parts of Hungary: the part under Turkish occupation, the Kingdom of Hungary and the Principality of Transylvania. For short periods of time, Debrecen served twice as the capital of Hungary. Nowadays, with its population of approximately a quarter of a million, it is the second largest city in Hungary.

Debrecen is a unique city: one of the main attractions and places of natural uniqueness in Hungary is Hortobágy National Park, known as "puszta" with unique flora and fauna and ancient animal husbandry traditions. A very lovely part of Debrecen is the "Nagyerdő" ("The Great Forest"), which is a popular holiday resort and besides, it accommodates the University campus too.

The history of higher education in Debrecen goes back to the 16th century when the College of the Reformed Church was established. The University of Debrecen was established in 1912, initially having four faculties (Faculties of Arts, Law, Medicine and Theology). The educational activity at the University started in 1924. In 1951 the Faculty of Medicine became a self-contained, independent Medical University for training medical doctors.

The special training of dentists began in 1976. As a further development the University Medical School established the Health College of Nyíregyháza in 1991. In 1993, as part of a nationwide program, the University was given the rights to issue scientific qualifications and new Ph.D. programs were also launched. The Faculty of Public Health was established in 1999, while the Faculty of Dentistry was founded in 2000.

The health science education system is built vertically from the lowest (post-secondary or certificate) to the highest (Ph.D-training) levels.

The introduction of the credit system, starting in September 2003, has been mandatory in every Hungarian university, helping the quantitative and qualitative evaluation of the students' achievements.

The syllabi and classes of all courses correspond to European standards.

## **CHAPTER 2**

# **MISSION AND HISTORY OF THE UNIVERSITY OF DEBRECEN FACULTY OF HEALTH**

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### **MISSION OF THE UNIVERSITY OF DEBRECEN FACULTY OF HEALTH**

The University of Debrecen Faculty of Health believes that active participation of the students in the learning process makes them understand concepts, policies better.

The mission of the University of Debrecen Faculty of Health is to improve the health of individuals and communities locally and globally with excellent education of health care workers, to improve the well-being of the vulnerable, to fight against social injustice through value-driven, creative social work education and research with programs that meet the needs of a changing society.

The aim of the University of Debrecen Faculty of Health is to offer high standard and practice-oriented trainings, as well as a high quality educational and research area for the present and future students.

### **HISTORY OF THE UNIVERSITY OF DEBRECEN FACULTY OF HEALTH**

The institution was founded in Nyíregyháza on 1st September 1990. The training started with General Social Work and Health Visitor degree programs. In 1991 the degree program in Health Care Management, in 1993 the degree program in Nursing were launched. The degree program in Medical Diagnostic Laboratory Analyst started in 1997, a year later the degree program in Paramedics started, while the degree program in Physiotherapy started in 1999. On 1st January 2000 the integrated University of Debrecen was founded, the previously independent institutions were (re)joined with legal succession. Due to these changes our faculty joined the Centre for Medical and Health Sciences of the University of Debrecen, whose task was to provide health care services in the Eastern Tisza region and the North-East region, as well as to organize specialist and post-qualifying trainings for doctors, dentists, chemists, and other health professionals working in public health and health care.

The training programs of the faculty were accredited by the Hungarian Accreditation Board that acknowledged our training programs. Throughout the development of our Faculty one of the most important steps was that the Faculty realized the potentials provided by the integration. Not only did our institution join the Centre for Medical and Health Sciences within a short time, but it took the advantages of cooperating with other faculties of the university. Our faculty has fulfilled the regional requirements set in the foundation document and has established cooperation with more than 20 hospitals, health care institutions and more than 120 social institutions in several regions, thus participating and integrating in the health and social care systems.

In accordance with the European Union conception, the faculty offers a training program that includes degree programs at bachelor (B.Sc./B.A.) and master (M.Sc./M.A.) levels, as well as post-qualifying training programs.

At present students can choose from 6 Bachelor degree programs, 3 Master degree programs and 9 post qualifying trainings (in Hungarian language) in health and social sciences. The scientific background of the trainings is provided by the 14 faculties of the University of Debrecen, which is one of the best-known institutions in Hungary.

After the first Master degree program of the Health College Faculty had been accredited and

registered, our institution altered its name to Faculty of Health and has been using it since 1st September 2007. In September 2008 the faculty was the first to launch the Master Degree Program in Social Work in Health Care in the country. In 2009 the Hungarian Accreditation Board (MAB) accredited the Master's Degree Program in Nursing as well as in Social Work and Social Economy (SOWOSEC), the latter one issues a Joint Degree.

Concerning the number of students the Faculty has become one of the biggest faculties of the University of Debrecen since 1990 and has created an excellent educational and scientific background strengthened by significant international relationships with about 14 countries. About 1800 students study in the Bachelor and Master degree programs and in the specialized further trainings.

## **CHAPTER 3**

### **TRAINING REQUIREMENTS AND OUTCOME REQUIREMENTS**

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#### **The training:**

<i>Qualification:</i>	<i>Bachelor of Science (BSc) in Nursing</i>
<i>Entry requirements:</i>	<i>Secondary school final exam</i>
<i>Length of training:</i>	<i>8 semesters</i>
<i>Credits:</i>	<i>240</i>
<i>Type of training:</i>	<i>full time</i>

#### **Recommended for**

students whose aim is to assist individuals, families and groups to determine and realize their body, mental and social possibilities in spite of challenges in the constantly changing environment where they live and work.

We recommend the Nursing training program at BSc level to such students who have a calling and inner motivation to help other people preserve their health, provide the necessary care and rehabilitation.

#### **Objectives:**

The goal of the nursing degree program is to train professionals who possess high level professional knowledge, who take up the responsibility to provide nursing for individuals, families and communities, who are able to do their best in health care and rehabilitation, who can make decisions in preventive care, curing, nursing care and rehabilitation at all levels of health and social provision.

#### **Abilities**

The graduated nurses have broad knowledge of nursing patients, they know the main diagnostical methods, the therapeutic environment, they are masters of their profession. Additionally they have the appropriate communication skills in the medical field, they know the basic ethical principles, the legal characteristics of patient care, the different forms of social care, the basics of pharmacology, the structure and tasks of medical management, the basics of health informatics and are able to perform the proper nursing documentation.

The nursing and patient care providers specializing in the know:

- Health and social service system.
- For healthy body functioning and health impairments etiological factors, prevention opportunities, important morphological and functional characteristics, pathomechanism.
- Testing methods used in the diagnosis of common diseases
- A common disease management modalities of prevention and the possibility of rehabilitation,
- Occurring during patient care (care) nosocomial harm, prevention and response modes, as well as the rules of hygiene.

The nurses and the nursing profession major providers of care are able to:

- To assist in the achievement of health and social services,
- The patient (care) to identify specific needs, and set up a professional to perform a task based on the priorities of the nursing diagnosis
- Cooperation with the health and social services planning, development, operations,
- The choice of nursing models and their application
- Care process to achieve the necessary information, exploration, resource

### **Career opportunities**

The European Union Member States unconditionally accept all of the issued Nursing faculty Nonviolence is a theology degree.

The nurses may be located in healthcare, various public and private health care facilities, hospitals, clinics, nursing homes, rehabilitation centers and other areas of social and educational sectors as well as charitable organizations as well. Based on their acquired knowledge the graduates can continue their education in doctoral programs.

### **Course structure, credits**

The program consists of lectures, demonstrational classroom practices and field practice.

In addition to the theoretical knowledge acquired in lectures and demonstrational classroom practices, students should complete field practices (10 credits). Field practices play a significant role in deepening the acquired professional skills.

Students have compulsory, required elective and optional courses, they have to write a thesis at the end of the education.

Professional practice for full-time students:	1928 hours
Practice within the university for full-time students:	596 hours
Field practice for full-time students:	1332 hours

Credits for compulsory subjects:	188
Credits for the thesis:	20
Credits for required elective courses:	20
Credits for optional courses:	12

Students should acquire 240 credits altogether.

### **Methods of evaluation**

It consists of the acquisition of signatures and practical marks, meeting of the requirements of colloquia, examinations and professional practice, the preparation of a diploma thesis, and passing of a final exam.

Colloquium (ESE): The colloquium can be oral or written, the comprehensive exam can be conducted verbally only or in writing and verbally in accordance with the requirements of the subject.

Term grade (AW5; AW3): If the grade is based on the performance achieved during the semester, the subject can be completed by obtaining a term grade, a report, or in case of taking an examination at the end of the semester, the grade of the subject can be presented prior to the examination by the lecturer. A term grade can be obtained for practical subjects that belong to field practice.

The defence of the thesis and a theoretical test, where the students have to prove that they have acquired the theoretical knowledge of the profession are parts of the final exam. The set of topics contain all the knowledge and competences that the students have acquired during the program. Students are expected to give complex analysis of the topic with emphasizing its health science components and including their related practical knowledge.

Students get oral information about the final examination several times during the program and the set of topics for the final exam will be published on the website of the Faculty.



### **Selection of the thesis topic**

Students can choose the topic of the thesis not later than the beginning of the 5th semester in the Bachelor's degree program.

In order to facilitate the selection of topics for students, the Departments prepare a degree thesis topic list that also contains the names of the supervisors. The theme list is published in the Neptun system. Thesis topics are announced in accordance with training goals and practical needs. In addition to the announced topics, other topics can be selected with the approval of the head of the department. Thesis topics should be related to the subjects of major disciplines taught in the programs.

Work on the selected topic is assisted by an supervisor appointed by the head of the department. If the student chooses a topic of an external examiner (not announced by the department), he/she must submit a request to use this topic.

### **The evaluation and the defence of the thesis**

The evaluator should be an expert in the field of specialization. The evaluator must prepare a one-page long written assessment. The degree thesis shall be evaluated from grade 1 to grade 5.

The evaluation shall include

- the content elements of the thesis (theoretical or literary foundation, knowledge, interdisciplinary approach, logical structure, individual thinking, correctness of hypotheses, up to date data processing, etc.);
- practical applicability of the conclusions and suggestions of the thesis; research value of the thesis;
- and formal elements of the thesis (structure, proportions, design, style, nomenclature, spelling, descriptiveness, etc.).

The defence of the thesis takes place in the presence of a committee of minimum 3 members - or where the defence of the thesis is the part of the final examination – in the presence of the final examination board. Students should deliver presentations about the theoretical background of the thesis, research methods, results, conclusions and recommendations. The thesis defense, with regard to the written evaluation, must be evaluated in a 1-5 grading system. A brief summary of the defence of the thesis should be prepared and signed by the members of the committee.

### **Regulation of Final Exam**

The student completes his/her studies by obtaining the pre-degree certificate stating that all course-units have been completed and by successfully completing the final examination.

The final exam is the examination and evaluation of the knowledge (professional skills) required to receive higher education qualifications. At the final examination the student has to prove that he/she can apply the knowledge acquired.

### **When can a student sit for the final exam**

The student may sit for the final examination if he/she has met the requirements defined in the Training and Outcome Requirements of the Bachelor Program and has obtained the pre-degree certificate stating that all course-units have been completed. The students can sit for the final examination only after defending his/her thesis successfully.

The defence of the diploma thesis is organized as a separate procedure before the final exam period. The accepted thesis can be submitted for defense.

The defence of the thesis takes place in the presence of a committee with a minimum 3 members appointed by the dean. The evaluator can participate at the defense of the dissertation.

A student may only apply for the defence of the thesis if he/she has an accepted thesis. A thesis can be considered as accepted if the evaluator accepted it and the supervisor marks the thesis at least

satisfactory.

The evaluation committee evaluates the dissertation on a 1-5 grading system.

The student can take the final exam if the result of the thesis defence is at least satisfactory.

### **Form of the Final Exam**

The final exam consists of written, practical and oral parts

The order of the parts of the final exam:

- written,
- practical
- oral parts.

The student takes the final exam in front of a committee consisting of 5 members, which has a chairman and four members in accordance with the Higher Education Act The practical final exam takes place in the designated wards of a hospital.

The material of the final exam contains interconnected theoretical and practical subjects that express complexity. The task of the final exam is to prove the ability to apply the knowledge and skills at the BSc nursing level.

## **CHAPTER 4**

### **ORGANISATION STRUCTURE**

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#### RECTOR OF THE UNIVERSITY OF DEBRECEN

Rector	Zoltán Szilvássy M.D., Ph.D., D.Sc.
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## **CHAPTER 5**

### **ADMINISTRATIVE UNITS**

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Head of Educational Organizational Office	Ms. Zsuzsanna Ozsváthné Karap M.A.
Education Officer, Contact Person	Ms. Tünde Havasiné Kósa M.A.
Contact Person	Ms. Andrea Toldiné Béltéki M.A.

## **CHAPTER 6**

### **DEPARTMENTS OF THE FACULTY OF HEALTH SCIENCES**

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#### **FACULTY OF HEALTH SCIENCES**

##### **Campuses:**

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Dean	Ms. Marianna M6r6 Ph.D. Habil.
Vice Dean for General and Scientific Affairs	Ms. Anita Rusinn6 Fedor Ph.D. Habil.
Vice Dean for Education Affairs	Attila S6rvar6y Ph.D.

#### **INSTITUTE OF HEALTH STUDIES**

Head of Institute	P6ter Tak6cs Ph.D.
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##### **Department of Emergency Care and Oxyology**

Full Professor, Head of Department	Zolt6n Szab6 Ph.D.
College Associate Professor	Ms. Andrea Szelesn6 6roksz6ll6si Ph.D.
Assistant Professor	Gy6rgy P6pai Ph.D.
Assistant Lecturer	Gy6rgy T6th M.Sc. Bal6zs Ratku M.Sc. Ms. 6va Libicki M.Sc.
Senior Program Coordinator	J6nos Heged6s B.Sc.
Master Lecturer	Attila Zelei M.Sc.

##### **Department of Health Informatics**

Full Professor, Head of Department	P6ter Tak6cs Ph.D.
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Associate Professor	Zoltán Szakál Ph.D. Csaba Attila Nagy Ph.D.
Assistant Professor	Levente Varga Ph.D. Zsolt Kristóf Nádasdi M.Sc. László Kardos Ph.D.
Assistant Lecturer	Ms. Barbara Paulikné Varga M.Sc. Ms. Kitti Nádasdiné Tóth M.Sc. József Gergő Szöllősi M.Sc. Róbert Bata M.Sc.
Senior Program Coordinator	László Csaba Tilki B.Sc. Ms. Gabriella Helmeczi M.Sc. Chau Minh Nguyen M.Sc. Ms. Judit Molnár B.Sc.

### **Department of Methodology and Prevention for Health Visitors**

Associate Professor, Head of Department	Ms. Renáta Jávorné Erdei Ph.D.
Assistant Professor	Ms. Andrea Enyedy Ph.D. Ms. Ágota Moravcsikné Korniyicki Ph.D.
Assistant Lecturer	Ms. Ágota Barabás M.Sc. Ms. Viktória Pázmány M.Sc.
Master Lecturer	Ms. Emese Ágotai M.Sc. Ms. Dorottya Jádi M.Sc.
Senior Program Coordinator	Ms. Nikoletta Kruták B.Sc. Ms. Orsolya Kiss B.Sc.

### **Department of Nursing and Midwifery**

College Associate Professor, Head of Department	Ms. Ildikó Rákóczi Ph.D.
Associate Professor	Ms. Adrienn Ujváriné Siket Ph.D. habil.

College Associate Professor	László Szerafin Ph.D.
Assistant Professor	Ms. Krisztina Gebriné Éles Ph.D. Ms. Brigitta Hanuferné Horváth Ph.D.
Assistant Lecturer	Ms. Anita Barth M.Sc. Ms. Istvánné Radó Sándor M.Sc. Ms. Viktória Törő M.Sc. Ms. Anita Molnárné Grestyák M.Sc. Ms. Gyöngyi Major M.Sc.
Master Lecturer	Pál Jávor M.Sc. Ms. Mária Egriné Farkas M.Sc. Ms. Edit Kovácsné Fehér M.Sc. Ms. Szilvia Harkály M.Sc.

### **Department of Integrative Health Sciences**

Full Professor, Head of Department	Attila Sárváry Ph.D.
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College Associate Professor	Péter Attila Szabó Ph.D.
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	Ms. Evelin Kovács M.Sc.
	Ms. Eszter Vargáné Faludi M.D.
Research Fellow	Ms. Beáta Bartháné Tóth Ph.D.
Master Lecturer	Ms. Magdolna Gondáné Molnár M.D. Tamás Gergő Harsányi M.D.
Senior Program Coordinator	Ms. Jenifer Pataki B.Sc.

### **Department of Physiotherapy**

Associate Professor, Head of Department	Ms. Ilona Balajti Veres Ph.D.
Assistant Professor	Balázs Lukács Ph.D.
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	Ms. Éva Anett Csuhai M.Sc.
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	Ms. Krisztina Kecskeméti-Berki M.Sc.
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	Ms. Boglárka Pappné Vincze M.Sc.
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	Ms. Andrea Gergyel-Hajdu M.Sc.
	Ms. Blanka Besenyei B.Sc.

## **INSTITUTE OF SOCIAL STUDIES**

Head of Institute	Ms. Anita Rusinné Fedor Ph.D. Habil.
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### **Department of Gerontology**

Scientific Advisor, Head of Department	Ms. Marianna Móre Ph.D. Habil.
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### **Department of Psychology**

Full Professor, Head of Department Ms. Edina Molnár Ph.D.  
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Assistant Lecturer Ms. Csilla Tatai M.A.  
Master Lecturer Ms. Márta Ráczné Kárpáti M.A.  
Master Teacher János Kovács M.A.

### **Department of Social Sciences and Social Work**

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Full Professor Ms. Anita Rusinné Fedor Ph.D. habil.  
Associate Professor György Jóna Ph.D. Habil.  
Ms. Katalin Szoboszlai Ph.D. Habil.  
College Associate Professor László Sipos Ph.D.  
Assistant Professor Ms. Sarolta Mádi Ph.D.  
Assistant Lecturer Ms. Petra Vámosiné Balla M.Sc.  
Ms. Rita Zakor-Broda M.Sc.  
Ms. Anikó Panna Tóth Ph.D.  
Invited Lecturer Mihály Fónai Csc.  
Ms. Katalin Papp Ph.D.  
Endre Máthé Ph.D.

### **DIVISION OF FOREIGN LANGUAGE**

Language teacher Ms. Ildikó Biskuné Orosz Tóth M.A.  
Ms. Lászlóné Deák M.A.

Ms. Ilona Kovács M.A.

Ms. Márta Sivadó M.A.

Ms. Ágnes Tilki M.A.

## **CHAPTER 7 CALENDAR**

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OPENING CEREMONY: 4th September 2022

### 1st SEMESTER

REGISTRATION PERIOD: 1st September - 18th September 2022

Year	Course	Examination Period
1st year 2nd year	5th September - 16th December 2022 (15 weeks)	19th December 2022- 12th February 2023 (6 weeks)

### 2nd SEMESTER

REGISTRATION PERIOD: 1st February – 19th February 2023

Year	Course	Examination Period
1st year 2nd year	13th February – 26th May 2023 (15 weeks)	30th May - 7th July 2023 (6 weeks)

## CHAPTER 8

### ACADEMIC PROGRAM FOR CREDIT SYSTEM

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In September, 2003, the introduction of the credit system became compulsory in every Hungarian university, including the University of Debrecen. The aim of the credit system is to ensure that the students' achievements can be properly and objectively evaluated both quantitatively and qualitatively.

A credit is a relative index of cumulative work invested in a compulsory, required elective or optional subject listed in the curriculum. The credit value of a course is based upon the number of lectures, seminars and practical classes of the given subject that should be attended or participated in (so called „contact hours”), and upon the amount of work required for studying and preparing for the examination(s) (in the library or at home). Together with the credit(s) assigned to a particular subject (quantitative index), students are given grades (qualitative index) on passing an exam/course/class. The credit system that has been introduced in Hungary is in perfect harmony with the European Credit Transfer System (ECTS). The introduction of the ECTS promotes student mobility, facilitates more organization of student' exchange programs aimed at further education in foreign institutions, and allows recognition of the students' work, studies and achievements completed in various foreign departments by the mother institution.

Credit-based training is flexible. It provides students with a wider range of choice, enables them to make progress at an individual pace, and it also offers students a chance to study the compulsory or required subjects at a different university, even abroad. Owing to the flexible credit accumulation system, the term „repetition of a year” does not make sense any longer.

It should be noted, however, that students do not enjoy perfect freedom in the credit system either, as the system does not allow students to randomly include subjects in their curriculum or mix modules. Since knowledge is based on previous knowledge, it is imperative that the departments clearly and thoroughly lay down the requirements to be met before students start studying a subject.

*The general principles of the credit system are the following:*

According to the credit regulations, students should obtain an average of 30 credits in each semester. The criterion of obtaining 1 credit is to spend some 30 hours (including both contact and noncontact hours) studying the given subject. Credit(s) can only be obtained if students pass the exam on the given subject. Students accumulate the required amount of credits by passing exams on compulsory, required elective and optional subjects. Completion of every single compulsory credit course is one of the essential prerequisites of getting a degree. Courses belonging to the required elective courses are closely related to the basic subjects, but the information provided here is more detailed, and includes material not dealt within the frame of the compulsory courses. Students do not need to take all required elective courses, but they should select some of them wisely to accumulate the predetermined amount of credits from this pool. Finally, a certain amount of credits should be obtained by selecting from the optional courses, which are usually not closely related to the basic (and thus mandatory) subjects, but they offer a different type of knowledge.

Students can be given their degree if, having met other criteria as well, they have collected 120 credits during their studies. Considering the recommended curriculum, this can be achieved in four years.

The pilot curricula show the recommended pacing of compulsory courses. If these courses are carefully supplemented with credits obtained from the necessary number of required elective and optional courses, students can successfully accumulate the credits required for their degree within 4 semesters.

The diploma work is worth 20 credits.

Internship (supervised practices) in the final year is compulsory.

Regulations concerning the training of students in the credit system prescribe a minimum amount of credits for certain periods as outlined in the Regulations of Training and Examination (RTE).

## Schedule - Full Time Program

Semester	Code	Subject	Type of assesment	Credit	Pre-requirement	Type	Lecture	Seminar	Practical	Field Practice
1	EKAT-221-01N-L-EN	General Principles of Health Care and Nursing I.	ESE	1	-	C	14	0	0	
1	EKAT-221-01N-P-EN	General Principles of Health Care and Nursing I. Practice	AW5	1		C	0	0	14	
1	EKEE-102-00N-EN	Biophysics, Imaging Diagnostic Techniques and Technical Basics	ESE	2	-	C	14	0	0	
1	EKEE-137-00N-EN	Biochemistry	ESE	3	-	C	28	0	0	
1	EKPT-152-01N-EN	Theoretical Psychology I.	ESE	2	-	C	28	0	0	
1	EKKE-107-01N-EN	First-aid Application I.	AW5	2	-	C	14	0	14	
1	EKEE-150-00N-EN	Basic Studies in Biology	ESE	3		C	28	14	0	
1	EKEE-146-01N-EN	Functional Anatomy I.	ESE	3	-	C	14	14	14	
1	EKIC-133-01N-EN	Hungarian Language I.	SIGN	2	-	Cr	0	0	56	
1	EKEI-172-01N-EN	Health Informatics I.	AW5	3	-	C	0	0	28	
1	EKTT-389-01N-EN	Law in Health Sciences Training I.	AW3	1	-	C	14	0	0	
1	EKIC-132-01N-EN	Latin I.	AW5	2	-	C	0	0	28	
1	EKAT-224-00N-EN	Occupational, Fire and Injury Protection	AW2	1	-	C	14	0	0	
1	EKTT-390-01N-EN	Physical Education I.	AW2	1	-	C	0	0	28	
1		Required elective courses		2		RE	28	0	0	
1		Optional Courses		1		Op	14	0	0	
		<b>Summary</b>		<b>29</b>			<b>224</b>	<b>28</b>	<b>182</b>	<b>0</b>
2	EKAT-221-02N-EN	General Principles of Health Care and Nursing II.	AW5	3	General Principles of Health Care and Nursing I. and General Principles of Health Care and Nursing I.Practice	C	14	0	28	
2	EKVM-199-01N-EN	Health Development I. (Pedagogy and Health pedagogy)	ESE	2	-	C	14	0	0	
2	EKPT-152-02N-EN	Theoretical Psychology II.	ESE	2	Theoretical Psychology I.	C	28	0	0	
2	EKEE-148-01N-EN	Physiology-Pathophysiology I.	ESE	3	Basic Studies in Biology	C	28	14	0	
2	EKEE-146-02N-EN	Functional Anatomy II.	ESE	5	-	C	28	28	0	
2	EKIC-133-02N-EN	Hungarian Language II.	SIGN	0	Hungarian Language I.	Cr	0	0	56	
2	EKTT-389-02N-EN	Law in Health Sciences Training II.	ESE	1	-	C	14	0	0	

Semester	Code	Subject	Type of assessment	Credit	Pre-requirement	Type	Lecture	Seminar	Practical	Field Practice
2	EKAT-115-01N-Cr-EN	Clinical Practice I.	AW5	1	General Principles of Health Care and Nursing I. and General Principles of Health Care and Nursing I.Practice	C	0	0	0	80
2	EKEI-172-02N-EN	Health Informatics II.	AW5	2	-	C	0	0	14	
2	EKTT-390-02N-EN	Physical Education II.	AW2	1	-	C	0	0	28	
2		Required elective courses		4		RE	14	0	0	
2		Optional Courses		5		Op	28	0	0	
		<b>Summary</b>		<b>28</b>			<b>168</b>	<b>42</b>	<b>126</b>	<b>80</b>
3	EKAT-221-04N-EN	General Principles of Health Care and Nursing IV.	AW5	3	General Principles of Health Care and Nursing II.	C	14	0	28	
3	EKAT-221-05N-EN	General Principles of Health Care and Nursing V.	AW5	3	General Principles of Health Care and Nursing II.	C	14	0	28	
3	EKAT-225-01N-EN	Internal Medicine I. (Propaedeutics)	AW5	2	Physiology- Pathophysiology I., Functional Anatomy II.	C	0	0	14	
3	EKEE-148-02N-EN	Physiology- Pathophysiology II.	ESE	4	Physiology- Pathophysiology I., Functional Anatomy II.	C	28	14	0	
3	EKEI-257-00N-EN	General Economic and Management Studies	ESE	2	-	C	14	0	0	
3	EKEE-152-01N-EN	Pharmacology I.	ESE	2	Physiology- Pathophysiology I., Biochemistry	C	28	0	0	
3	EKIC-133-03N-EN	Hungarian Language III.	SIGN	0	Hungarian Language II.	Cr	0	0	56	
3	EKKE-199-01N-EN	Basics of Research Methods I.	AW3	2	Health Informatics II.	C	14	0	14	
3	EKVM-200-01N-EN	Preventive Medicine and Public Health I.	ESE	4	-	C	42	0	0	
3	EKVM-199-02N-EN	Health Development II.	AW5	3	-	C	14	0	14	
3	EKEE-149-01N-EN	Microbiology I.	ESE	2	Basic Studies in Biology, Biochemistry	C	14	0	0	
3	EKEE-145-01N-EN	Pathology I.	ESE	2	Basic Studies in Biology, Functional Anatomy I.	C	14	0	0	
3		Required elective courses		3		RE	0	0	28	
3		Optional Courses		2		Op	28	0	0	
		<b>Summary</b>		<b>34</b>			<b>224</b>	<b>14</b>	<b>168</b>	<b>0</b>
4	EKAT-225-02N-EN	Internal Medicine II.	ESE	3	Internal Medicine I., Pharmacology I., Physiology- Pathophysiology II.	C	28	0	0	
4	EKTT-114-00N-EN	Gerontology	ESE	2	-	C	28	0	0	
4	EKVM-246-01N-EN	Paediatrics I.	ESE	2	Physiology- Pathophysiology II., Pharmacology I.	C	14	0	0	
4	EKEE-152-02N-EN	Pharmacology II.	ESE	1	Pharmacology I.	C	14	0	0	
4	EKPT-190-02N-EN	Skill Development II. (Communication training)	AW5	1	-	C	0	0	28	



Semester	Code	Subject	Type of assessment	Credit	Pre-requirement	Type	Lecture	Seminar	Practical	Field Practice
4	EKAT-115-02N-EN	Clinical Practice II.	AW5	3	General Principles of Health Care and Nursing V.	C	0	0	0	120
4	EKAT-115-03N-EN	Clinical Practice III.	AW5	3	Clinical Practice I.	C	0	0	0	120
4	EKAT-178-01N-EN	Surgery I.	ESE	3	Physiology- Pathophysiology II., Pharmacology I.	C	28	0	0	
4	EKAT-227-01N-EN	Professional Care I.	ESE	3	General Principles of Health Care and Nursing II.	C	14	0	14	
4	EKAT-227-02N-EN	Professional Care II.	ESE	2	General Principles of Health Care and Nursing II.	C	14	0	14	
4	EKAT-227-03N-EN	Professional Care III.	ESE	2	General Principles of Health Care and Nursing II.	C	28	0	0	
4		Required elective courses		2		RE	28	0	0	
4		Optional Courses		2		Op	14	0	0	
		<b>Summary</b>		<b>29</b>			<b>210</b>	<b>0</b>	<b>56</b>	<b>240</b>
5	EKAT-225-03N-EN	Internal Medicine III.	ESE	2	Internal Medicine II.	C	14	0	0	
5	EKAT-228-00-EN	Internal Medicine and Nursing	<i>FE</i>	1	Internal Medicine III., Professional Care V.	C	0	0	0	
5	EKVM-246-04N-EN	Paediatrics IV.	ESE	2	Paediatrics I.	C	14	0	0	
5	EKAT-115-04N-EN	Clinical Practice IV.	AW5	4	Clinical Practice III.	C	0	0	0	120
5	EKAT-230-01N-EN	Surgery Professional Care I.	AW5	2	-	C	7	0	0	32
5	EKAT-230-02N-EN	Surgery Professional Care II.	AW5	2	-	C	7	0	0	32
5	EKAT-230-03N-EN	Surgery Professional Care III.	AW5	2	-	C	7	0	0	32
5	EKAT-230-04N-EN	Surgery Professional Care IV.	AW5	2	-	C	7	0	0	32
5	EKAT-226-01N-EN	Psychiatry I. (Addictology)	ESE	2	-	C	14	0	0	
5	EKAT-178-02N-EN	Surgery II.	ESE	2	Surgery I.	C	14	0	0	
5	EKAT-229-00-EN	Surgery and Nursing	<i>FE</i>	1	Surgery II..., Professional Care IV.	C	0	0	0	
5	EKAT-227-04N-EN	Professional Care IV.	ESE	2	Professional Care I.	C	14	0	14	
5	EKAT-227-05N-EN	Professional Care V.	ESE	2	Professional Care II.	C	14	0	14	
5	EKVM-243-02N-EN	Dietetics II.	AW5	2	-	C	14	0	0	
5		Required elective courses		2		RE	14	0	0	
5		Optional Courses		1		Op	14	0	0	
		<b>Summary</b>		<b>31</b>			<b>154</b>	<b>0</b>	<b>28</b>	<b>248</b>
6	EKAT-115-05N-EN	Clinical Practice V.	AW5	4	Clinical Practice IV.	C	0	0	0	80
6	EKAT-115-06N-EN	Clinical Practice VI.	AW5	4	Clinical Practice III.	C	0	0	0	80
6	EKAT-185-01N-EN	Neurology I.	ESE	2	Physiology- Pathophysiology II., Pharmacology I.	C	14	0	0	
6	EKVM-147-04N-EN	Gynecology IV.	ESE	1	Physiology- Pathophysiology II., Pharmacology I.	C	14	0	0	

Semester	Code	Subject	Type of assesment	Credit	Pre-requirement	Type	Lecture	Seminar	Practical	Field Practice
6	EKAT-226-02N-EN	Psychiatry II.	ESE	2	Physiology-Pathophysiology II., Pharmacology I.	C	14	0	0	
6	EKAT-227-06N-EN	Professional Care VI.	ESE	3	General Principles of Health Care and Nursing V.	C	28	0	0	
6	EKAT-227-07N-EN	Professional Care VII.	ESE	3	General Principles of Health Care and Nursing II.	C	28	0	0	
6	EKAT-231-06N-EN	Obstetrics VI.	ESE	1	Physiology-Pathophysiology II., Pharmacology I.	C	14	0	0	
6	EKKE-122-00N-EN	Transcultural Nursing	AW3	2	-	C	14	0	0	
6	EKAT-187-01N-EN	Thesis I.	AW5	2		C	0	0	10	
6		Required elective courses		6		RE	28	0	28	32
6		Optional Courses		1		Op	14	0	0	
		<b>Summary</b>		<b>31</b>			<b>168</b>	<b>0</b>	<b>38</b>	<b>192</b>
7	EKSO-137-02N-EN	Anaesthesiology and Intensive Care II.	ESE	3	Internal Medicine II.	C	14	0	28	
7	EKAT-115-08N-EN	Clinical Practice VIII.	AW5	4	Clinical Practice V.	C	0	0	0	120
7	EKAT-115-09N-EN	Clinical Practice IX.	AW5	3	Clinical Practice V.	C	0	0	0	80
7	EKAT-121-00N-EN	Community Medication	ESE	2	Internal Medicine III.	C	28	0	0	
7	EKSO-157-01N-EN	Oxiology and Emergency Patient Care I.	AW5	4	General Principles of Health Care and Nursing V.	C	28	0	28	
7	EKKE-115-02N-EN	Rehabilitation II.	AW5	3	General Principles of Health Care and Nursing V.	C	14	0	0	40
7	EKAT-227-08N-EN	Professional Care VIII.	ESE	3	Gerontology	C	28	0	0	
7	EKAT-227-09N-EN	Professional Care IX.	ESE	3	General Principles of Health Care and Nursing V.	C	28	0	0	
7	EKAT-187-02N-EN	Thesis II.	AW5	3	Thesis I.	C	0	0	10	
7		Required elective courses		1		RE	14	0	0	32
7		Optional Courses		2		Op	28	0	0	
		<b>Summary</b>		<b>31</b>			<b>182</b>	<b>0</b>	<b>66</b>	<b>272</b>
8	EKAT-122-00N-EN	Clinical Practice	AW5	12	Clinical Practice IX.	C	0	0	0	300
8	EKAT-187-03N-EN	Thesis III.	AW5	15	Thesis II.	C	0	0	5	
		<b>Summary</b>		<b>27</b>			<b>0</b>	<b>0</b>	<b>5</b>	<b>300</b>
		<b>Total</b>		<b>209</b>			<b>1330</b>	<b>98</b>	<b>638</b>	<b>1332</b>

## Required elective courses

Semester	Code	Subject	Type of assesment	Credit	Pre-requirement	Type	Lecture	Seminar	Practical	Clinical Practice
1	EKTT-289-00N-EN	Sociology of Health	ESE	2	-	RE	28	0	0	

Semester	Code	Subject	Type of assessment	Credit	Pre-requirement	Type	Lecture	Seminar	Practical	Clinical Practice
2	EKVM-243-01N-EN	Dietetics I.	ESE	2	-	RE	28	0	0	
2	EKAT-221-03N-EN	General Principles of Health Care and Nursing III. (Nature and ethics of nursing profession)	ESE	2	-	RE	14	0	0	
1	EKAT-222-00N-EN	Basics of Physiotherapy	ESE	2	-	RE	28	0	0	
2	EKIC-132-02N-EN	Latin II.	AW5	2	Latin I.	RE	0	0	14	
3	EKTT-392-03N-EN	Society- and Social Politics III.	AW5	3	-	RE	0	0	28	
3	EKPT-152-03N-EN	Theoretical Psychology III. (Social-psychology)	ESE	2	Theoretical Psychology I.	RE	28	0	0	
4	EKPT-180-01N-EN	Clinical Psychology I. (Health psychology)	AW3	2	Theoretical Psychology I.	RE	28	0	0	
4	EKVM-200-02N-EN	Preventive Medicine and Public Health II.	ESE	2	-	RE	14	0	0	
5	EKPT-180-02N-EN	Clinical Psychology II. (Nurse psychology)	AW3	2	Theoretical Psychology II.	RE	14	0	0	
6	EKVM-199-03N-EN	Health Development III.	AW5	2	Health Development II.	RE	14	0	14	
6	EKKE-199-02N-EN	Basics of Research Methods II.	AW5	3	-	RE	14	0	14	
6	EKAT-115-07N-EN	Clinical Practice VII.	AW5	3	General Principles of Health Care and Nursing V.	RE	0	0	0	32
7	EKEI-258-00N-EN	Nursing Leadership and Management Studies	ESE	1	-	RE	14	0	0	32
		<b>Summary</b>		<b>30</b>			<b>224</b>	<b>0</b>	<b>70</b>	<b>64</b>

**Type of assessment means:**

ESE: End of Semester Examination (ESE)

AW5: Term mark/ Assessment of work (5-grade)

AW3: Term mark/Assessment of work (3-grade)

SIG: signature

**Type of subject:**

C= Compulsory subject:

RE= Required elective courses

OP= Optinal courses /Freely choosen courses

## CHAPTER 9

### ACADEMIC PROGRAM FOR THE 1ST YEAR

<b>Subject: Basic studies in biology</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 64-36%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and seminar. Number of lessons: 28+14 in a semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Elearning system.	
<p><b>Type of assessment: ESE</b></p> <p><b>Requirements:</b> Mid-year study requirements and their assessment method:</p> <p>Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination. Passing the mid-examinations for the course is required. In case of failure of a midexam, a single retake is possible.</p> <p>Conditions for obtaining a signature: Successful completion of midexams is required. Participation in the seminars is compulsory.</p> <p>End-semester examination requirements: obtaining a signature.</p> <p><b>Testing, evaluation</b> End-semester examination (ESE)</p> <p>The students must take an end-term written test. The test consists of multiple choice questions.</p> <p>Final written exam will be graded as follows:</p> <p>Percentage (%) Grade 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)</p>	
<b>Semester: 1</b>	

**Pre-requirement: -**

**Content:**

lecture

- 1-2. Introduction, Biology, Study of life
- 3-4. Bioelements, Water
- 5-6. Carbohydrates, Lipids
- 7-8. Amino acids and proteins, Nucleotides and nucleic acids
- 9-10. Cell, Cell organelles
- 11-12. Cell division
- 13-14. Human development, Prenatal and postnatal development
- 15-16. Membrane function, DNA replication
- 17-18. Transcription, Protein synthesis
- 19-20. Chromosome structure, Sex chromosomes
- 21-22. Structural chromosomal abnormalities, Numerical chromosomal abnormalities
- 23-24. Mutations, Monogenic and multifactorial inheritance
- 25-26. AD, AR disorders, X-linked disorders
- 27-28. Teratology, teratogens

Seminar

- 1-2. Alive or not alive, Characteristics of living organisms
- 3-4. Body fluids and solutions, Colloidal solution
- 5-6. Oogenesis, spermatogenesis
- 7-8. midexam 1.
- 9-10. Introduction to genetics
- 11-12. midexam 2.
- 13-14. Possibility to re-midexam

**Compulsory and recommended literature**

1. Valerie C. Scanlon, Tina Sanders: Essentials of Anatomy and Physiology, F.A. Davis Company, Philadelphia
2. Ian Peate, Muralitharan Nair: Fundamentals of Anatomy and Physiology for Nursing and Healthcare Students, Wiley Blackwell
3. Watson R: Anatomy and physiology for nurses. Publisher: Bailliere Tindall; 13 edition, 2011. ISBN-13: 978-0702059803

**Name of course leader: Mónika Judit Molnár, PhD**

**Course lecturer(s):**

**Mónika Judit Molnár, PhD, Tóth Ágnes, PhD**

<b>Subject: Biochemistry</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 67%-33%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture. Number of lessons: 28+0 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<p><b>Type of assessment: ESE</b></p> <p><b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Testing, evaluation</b></p> <p>The students must take an end-term written test. The test consists of multiple choice questions.</p> <p>Final written exam will be graded as follows:</p> <p>Percentage (%) Grade  0-59 fail (1)  60-69 pass (2)  70-79 satisfactory (3)  80-89 good (4)  90-100 excellent (5)</p>	
<b>Semester: 1</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
2 hour theory/week: <ol style="list-style-type: none"> <li>1. Introduction</li> <li>2. General characteristics of the metabolic processes.</li> <li>3. Enzyme I.</li> <li>4. Enzyme II.</li> <li>5. Intermediate metabolism of carbohydrates I.</li> </ol>

6. Intermediate metabolism of carbohydrates II.
7. Intermediate metabolism of carbohydrates III.
8. Intermediate metabolism of carbohydrates IV.
9. Intermediate metabolism of lipids I.
10. Intermediate metabolism of lipids II.
11. Biochemistry of the mitochondria: citric acid cycle,
12. Biochemistry of the mitochondria: electron transport chain, oxidative phosphorylation.
- 13-14. Nitrogen metabolism I.
- 15-16. Nitrogen metabolism II.
- 17-18. Biochemistry of nutrition
- 19-20. Biochemistry of liver I.
- 21-22. Biochemistry of liver II.
- 23-24. Biochemistry of blood
- 25-26. Biochemistry of the nervous system I.
- 27-28. Biochemistry of the nervous system II.

#### Compulsory and recommended literature

1. Jeremy M. Berg et al. : Biochemistry [New York]: W. H. Freeman and Company, [2015], ISBN 978-1-4641-2610-9
2. Papachristodoulou, Despo: Biochemistry and molecular biology. - Oxford: Oxford University Press, [2014] ISBN 978-0-19-960949-9
3. Ferrier, Denise R.: Biochemistry. - Philadelphia : Wolters Kluwer Health/Lippincott Williams & Wilkins, [2014] ISBN 978-1-4511-7562-2

**Name of course leader: Mónika Judit Molnár PhD**

**Course lecturer(s): Mónika Judit Molnár, PhD  
Zsolt Sarang, PhD**

<b>Subject: Biophysics, Imaging Diagnostic Techniques and Technical Basics</b>	<b>Credit:2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of lessons: 14+0 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: ESE</b>	
<b>Requirements</b>	
Attendance at lectures is recommended, since the material covered in the lectures will be on the examination.	
<b>Testing, evaluation</b>	
The students must sit for a mindterm and an end-term written test. The test consists of multiple choice questions.	
Final written exam will be graded as follows:	
Percentage (%) Grade	
0-59 fail (1)	
60-69 pass (2)	
70-79 satisfactory (3)	
80-89 good (4)	
90-100 excellent (5)	
<b>Semester: 1</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Introduction, Atomic physics.</li> <li>2. Generation and properties of X-ray.</li> <li>3. Nuclear physics, radioactive isotopes.</li> </ol>



4. Basic principles of nuclear medicine. Application of nuclear radiation.
5. Medical imaging methods I.: X-ray radiography.
6. Medical imaging methods II: computer tomography (CT).
7. Medical imaging methods III. : SPECT, PET.
8. Magnetic properties of the nucleus. MRI.
9. Ultrasonic imaging. Characteristics of ultrasound. Production and detection of ultrasound.
10. Transport processes I.: Diffusion, Brownian motion. Osmosis related practice.
11. Transport processes II.
12. Biophysics of pulmonary function and biophysics of circulation.
13. Biophysics of cell membranes and membrane models.
14. Bioelectric phenomena. Related practices: ECG.

#### Compulsory and recommended literature

1. Medical Biophysics (Damjanovich S, Fidy J, Szöllősi J editors)  
Medicina Press, 2009.
2. An Introduction to Biophysics (with medical orientation) (Györgyi Rontó and Imre Tarján editors) Akadémiai Kiadó, Budapest.
3. Hyperphysics website <http://hyperphysics.phy-astr.gsu.edu/hbase/hframe.html>

**Name of course leader: Zsuzsanna Pályiné Krekk PhD**

**Course lecturer(s): Zsuzsanna Pályiné Krekk PhD**

<b>Subject: First-aid Application I.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 50-50%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and practice. Number of lessons: 14+14 in the given semester.	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: AW5</b>	
<b>Requirements:</b>	
Condition of signing the Lecture book: Attendance at lectures is highly recommended and at practices is compulsory.	
The current knowledge of students will be tested once each semester driving a written test.	
The results of the midterm tests and practical examination will be averaged for evaluation of the term mark (AW5).	
<b>Semester: 1</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Definition of “first aid”; first aid levels; timer factor; behavior of first responder in the field; the emergency call.</li> <li>2. Unconsciousness; airway obstruction; airway opening maneuvers I.</li> <li>3. Unconsciousness; airway obstruction; airway opening maneuvers II.</li> <li>4. Death as a process; determining of clinical death; the different oxygen demand of the brain depending on age; establishing unconsciousness or death; assessment of vital signs; assessment of breathing, circulation, pupils and muscle tone I.</li> <li>5. Death as a process; determining of clinical death; the different oxygen demand of the brain depending on age; establishing unconsciousness or death; assessment of vital signs; assessment of breathing, circulation, pupils and muscle tone II.</li> <li>6. Death as a process; determining of clinical death; the different oxygen demand of the brain depending on age; establishing unconsciousness or death; assessment of vital signs; assessment of breathing, circulation, pupils and muscle tone III.</li> </ol>

7. Reanimation on the spot – organization problems; the theory of CPR; complications during the CPR; effect, results and success during CPR I.
8. Reanimation on the spot – organization problems; the theory of CPR; complications during the CPR; effect, results and success during CPR II.
9. Reanimation on the spot – organization problems; the theory of CPR; complications during the CPR; effect, results and success during CPR III.
10. Burning; first aid in burning diseases; shock I.
11. Burning; first aid in burning diseases; shock II.
12. Burning; first aid in burning diseases; shock III.
13. Consultation, evaluation of the course.
14. Consultation, evaluation of the course.

**Practical:**

1. AVPU, ABCDE approachment I.
2. AVPU, ABCDE approachment II.
3. Recognition of unconsciousness, recovery position, airway management.
4. Practicing the ventilation I.
5. Practicing the ventilation II.
6. Complex CPR training, usage of AED I.
7. Complex CPR training, usage of AED II.
8. Written test.
9. Types of bleeding, bleeding control, hypovolaemic shock, Trendelenburg position.
10. Distortions and extended soft-tissue injuries, bandage for fixation with special triangle, stifneck, dessault bandage, fixation of finger and hand fractures, usage of splint I.
11. Distortions and extended soft-tissue injuries, bandage for fixation with special triangle, stifneck, dessault bandage, fixation of finger and hand fractures, usage of splint II.
12. Basic trauma care I.
13. Basic trauma care II.
14. Consultation, practical exam.

**Compulsory and recommended literature**

1. First Aid Manual. revised 10th edition for 2016 St John Ambulance and the British Red Cross, UK ISBN: 9780241241233
2. First Aid for Babies and Children Fast. Publisher: Penguin UK (1 Oktober 2012) ISBN-10: 1409379124 ISBN-13: 978-1409379126

**Name of course leader: György Tóth MSc**

**Course lecturer(s): György Tóth MSc**

<b>Subject: Functional Anatomy I.</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 64-36%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture, seminar, practice. Number of lessons: 14+14+14 in a semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Elearning system.	
<p><b>Type of assessment: ESE</b></p> <p><b>Requirements:</b> Mid-year study requirements and their assessment method:</p> <p>Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination. Passing the mid-examinations for the course is required. In case of failure of a midexam, a single retake is possible.</p> <p>Conditions for obtaining a signature: Successful completion of midexams is required. Participation in the practices is compulsory.</p> <p>End-semester examination requirements: obtaining a signature.</p> <p><b>Testing, evaluation</b> End-semester examination (ESE)</p> <p>The students must take an end-term written test. The test consists of multiple choice questions.</p> <p>Final written exam will be graded as follows:</p> <p>Percentage (%) Grade 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)</p>	
<b>Semester: 1</b>	
<b>Pre-requirement: -</b>	

**Content:****lecture**

1. Introduction
2. Subject and history of anatomy
3. Levels of organization of the human body
4. Main parts of the human body, planes, directions, anatomical nomenclature
5. General histology
6. General osteology
7. General arthrology
8. Specific bones and joints
9. General myology
10. Major muscles
11. Anatomy of cardiovascular system I.
12. Anatomy of cardiovascular system II.
13. Anatomy of hemodinamic system I.
14. Anatomy of hemodinamic system II.

**Seminar**

- 1-2. Anatomical nomenclature, planes, directions
- 3-4. Midexam 1.
- 5-6. Anatomy of the head, neck and trunk
- 7-8. Anatomy of extremities
- 9-10. Midexam 2.
- 11-12. Cardiovascular and hemodinamic system
- 13-14. Midexam 3.

**Practice**

- 1-2. Nomenclature practice
- 3-4. Planes, directions practice
- 5-6. Skull practice
- 7-8. Trunk practice
- 9-10. Upper limb practice
- 11-12. Lower limb practice
- 13-14. Cardiovascular practice

**Compulsory and recommended literature**

1. Valerie C. Scanlon, Tina Sanders: Essentials of Anatomy and Physiology, F.A. Davis Company, Philadelphia
2. Ian Peate, Muralitharan Nair: Fundamentals of Anatomy and Physiology for Nursing and Healthcare Students, Wiley Blackwell

3. Watson R: Anatomy and physiology for nurses. Publisher: Bailliere Tindall; 13 edition, 2011. ISBN-13: 978-0702059803
4. Moore, Keith L.: Clinically oriented anatomy. - Philadelphia, ...[etc.] : Williams and Wilkins, 1999. ISBN 0 683 06141 0
5. Agur, Anne M. R.: Grant's atlas of anatomy. - Baltimore : Williams & Wilkins, 1991. ISBN 0 683 09429 7
6. Solomon, Eldra Pearl: Human Anatomy & Physiology. - Worth [etc.]: Saunders College Publishing, 1990. – ISBN 0-03-011914-6

**Name of course leader: Mónika Judit Molnár, PhD**

**Course lecturer(s): Róbert Ferenc Széll, MD**

<b>Subject: Functional Anatomy II.</b>	<b>Credit: 5</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training":	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and seminar. Number of lessons: 28+28 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<p><b>Type of assessment: ESE</b></p> <p><b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Testing, evaluation</b></p> <p>The students must sit for an end-term written test. The test consists of multiple choice questions.</p> <p>Final written exam will be graded as follows:</p> <p>Percentage (%) Grade  0-59 fail (1)  60-69 pass (2)  70-79 satisfactory (3)  80-89 good (4)  90-100 excellent (5)</p>	
<b>Semester: 2</b>	
<b>Pre-requirement:</b>	

<p><b>Content:</b></p> <p>Lecture:</p> <ol style="list-style-type: none"> <li>1. Anatomy of the heart. Anatomy of the circulatory system.</li> <li>2. Blood. Lymph, anatomy of the lymphatic system.</li> <li>3. General viscerology. Airways, nasal cavity and the paranasal sinuses.</li> <li>4. The larynx and the trachea. The lungs and the pleura. The mediastinum.</li> <li>5. Digestive system. Introduction. Parts of the gastrointestinal tract. The oral cavity.</li> <li>6. The pharynx. The esophagus. The stomach. Parts of the stomach, structure of the gastric wall, glands, circulation.</li> <li>7. The small and the large intestines (parts, structure, function). The liver, the gallbladder, biliary</li> </ol>
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tree. The pancreas. Unpaired branches of the abdominal aorta.

8. Portal venous system. Portocaval anastomoses. The peritoneum.
9. The urinary tract. Macroscopic and microscopic structure of the kidneys. The ureter, the urinary bladder, the urethra.
10. The general structure of genital organs. Female reproductive system. Internal female genital organs (the ovary, the Fallopian tube, the uterus). External genitals.
11. Suspending and support apparatus of the uterus. The menstrual cycle. The breast.
12. Male reproductive system. Internal male genital organs (the testis, the epididymis, spermatic cord, ductus deferens, the prostate, seminal vesicle). External male genitals (penis, scrotum).
13. Topography of the male and female lesser pelvis. The perineum (pelvic floor anatomy).
14. The endocrine system. Hormonal regulation, feedback mechanism. The pituitary gland. The hypothalamo-hypophyseal system.
15. The thyroid gland, the parathyroid gland, the adrenal gland. The pineal gland. The pancreas. Hormonal functions of the male and female genitals.
16. The nervous system. Nerve tissue. Synapse. Glial cells. Divisions of the nervous system.
17. Cross section of the spinal cord, sensory and motor function. Spinal cord reflexes.
18. Elementary reflex. Withdrawal and proprioceptive reflex. Brainstem, reticular formation.
19. The cerebellum. Structure and function. The diencephalon. The hypothalamo-hypophyseal system.
20. The cerebrum. Cerebral hemispheres. Surface of the hemispheres. Lobes of the cerebrum. Cerebral cortex. Subcortical nuclei.
21. Subcortical white matter. Ventricles of the brain. Circulation of the cerebrospinal fluid.
22. Meninges of the brain and spinal cord. Circulation in the central nervous system. The blood-brain barrier.
23. Peripheral nervous system. Spinal nerves and plexuses.
24. Cranial nerves. Cranial nuclei, functions. Ascending, descending pathways. Motor systems and tracts.
25. Sensory pathways, ascending tracts. Limbic system. Monoaminergic system.
26. Vegetative nervous system. Components, centers, functions. Vegetative reflex.
27. Sensory organs. The visual organ. The auditory and vestibular organ.
28. The olfactory organ. The organ of taste. The skin. Structure of the skin. The skin as a sensory organ.

**Practical:**

- 1-2. General viscerology, anatomy of the respiratory system.
- 3-4. Anatomy of the digestive system (upper and middle part)
- 5-6. Anatomy of the digestive system (lower part, digestive glands)
- 7-8. Anatomy of the urinary system.
- 9-10. Female genital organs.
- 11-12. Male genital organs.
- 13-14. Anatomy of the neuroendocrine system.
- 15-16. Introduction to the nervous system.
- 17-18. Anatomy of the spinal cord. Spinal cord reflexes.
- 19-20. Anatomy of the brainstem, cerebellum and diencephalon. Structure of the cerebrum. Cerebral cortex. Subcortical nuclei.



21-22. Subcortical white matter. Circulation of the cerebrospinal fluid. Blood supply of the brain. Meninges of the brain and spinal cord.  
23-24. Ascending and descending pathways. Monoaminergic system. Limbic system.  
25-26. Peripheral nervous system (cranial nerves, spinal nerves). Vegetative nervous system, vegetative reflex.  
27-28. Anatomy of the sensory organs.

Compulsory and recommended literature

**Name of course leader: Mónika Judit Molnár, PhD**

**Course lecturer(s): Tamás Gergő Harsányi MD**

<b>Subject: General Principles of Health Care and Nursing I. Lecture</b>	<b>Credit: 1</b>
Course classification: <b>compulsory</b>	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 46-54% )	
<p>Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and seminar</p> <p>Number of lessons: 14 in the given semester</p> <p>Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system. Simulation skills practice, individual and group education.</p>	
<p><b>Type of assessment: AW5</b></p> <p><b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Rules of signature:</b> Each student must prepare an essay about a topic related to nursing process.</p> <p><b>Testing, evaluation</b></p> <p>The students must sit for an end-term written test. The test consists of multiple choice questions. Final written exam will be graded as follows: Percentage (%) Grade 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)</p> <p>The students must sit for an end-term the practice exam. The average of the written exam and practical exam grade gives the final grade.</p> <p><b>Requirements to get the Lecturer's signature:</b> to be present at 66% of the lectures proved by registration</p> <p><b>Requirements to get the practical grade:</b> Successful completion of the skill room test.</p>	

Successful completion of the Moodle Test (60%)  
**Pre-requisite of exam:** to get the Lecturer's signature  
**Methods of exam:** written and oral

**Semester:**  
1<sup>st</sup> semester:

**Pre-requirements:**  
none

**Content:**

Lecture:

1. The conceptual system of care. Definition of caring. Philosophy and mission of nursing. The scenes, components and grades of care.
2. Personal and material conditions of inpatient care. The legal regulation of nursing, nursing jobs. The caring theories and description of some care models. Definition of care science. The model and concepts of the theory.
3. Model of caring. Short brief of some caring models. The aim, quality, scenes, components and stages of nursing; trends and philosophy in nursing; nursing models.
4. The caring process and its phases, the effective caring documentation. Admission of nursing history. Assessment of the situation. Nursing diagnostic process. Caring diagnosis.
5. Planning of care – Caring plan. The implementation of the care plan - the implementation (execution). Evaluation of the care.
6. The effective care documentation. Questions of the nursing documentation.
7. The basic human needs and their satisfaction.
8. Measurement of substantial human needs; planning, implementation. Measurement of substantial human needs; evaluation and documentation of nursing activity. Needs for sleep and rest. Characteristics of the therapeutic environment, the effects of different bed types, bed situations, postures, amenities, mobilization tools and procedures, the range of indications and the course of construction.
9. Monitoring the patients, cardinal symptoms. The caring process and its phases, the effective caring documentation.
10. Indication of the measurement of vital parameters, procedure for evaluating interventions and results (including the determination of arterial blood pressure by cape and core temperature, fever types, breath rate sample types, heart rate and quals, heart rate deficit, non-invasive measurement of arterial blood pressure). Physical fever relief procedures, pain assessment.
11. Hygiene patient care, elements of meeting hygiene needs (including tools, procedures

and indications).

12. Decubitus prevention. Prevention of pressure ulcer, type, degrees of formation. Care for wounds that are difficult to heal.
13. Need for movement. Satisfaction of nutritional needs. Higher needs.
14. Loss, death, grief, dealing with the dying and his family, the time of death, the mourning. Care for the dying and the care of the dead.

**Compulsory and recommended literature:**

1. Katalin Papp Dr., Adrienn Dr. Siket Ujváriné (2014): General principles of health care and nursing. University of Debrecen Faculty of Health, [https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2010\\_0020\\_apolas\\_angol/index.html](https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2010_0020_apolas_angol/index.html)
2. András Oláh (2012): Textbook of Nursing Science. Medicina Könykiadó Zrt.
3. [https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061\\_apolastudomany-angol/adatok.html](https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061_apolastudomany-angol/adatok.html)
4. Potter, P. A.: Fundamentals of nursing. – 7th. edition. – St. Louis: Mosby, 2009. ISBN 978-0-323-4828-6
5. Alan, Pearson: Nursing models for practice. – 3nd. edition. – Edinburgh: Butterworth-Heinemann, 2005. ISBN 0-7506-5442-2
6. Wilkinson, J. M.: Fundamentals of Nursing, - Philadelphia: F. A. Davis Company, 2007. 1. köt. ISBN 0-8036-1197-8 2. köt. ISBN 0-8036-1198-6 3. köt. ISBN 0-8036-1473-X
7. Jarvis, C.: Student Laboratory Manual for Physical Examination & Health Assessment. 6th edition. Saunders, 2011. ISBN: 1-4377-1445-5.
8. Jarvis, C.: Physical Examination and Health Assessment. 6th. Saunders, 2011. ISBN: 1-4377-0151-5.
9. Perry, A. G., Potter, P. A., Ostendorf, W.: Clinical Nursing Skills and Techniques. 8th. Mosby, 2014. ISBN: 978-0323083836.

**Name of course leader: Katalin Papp PhD, Anita Barth RN**

**Course lecturer(s): Anita Barth RN**

<b>Subject: General Principles of Health Care and Nursing I. Practice</b>	<b>Credit: 1</b>
Course classification: <b>compulsory</b>	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 46-54% )	
<p>Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and seminar</p> <p>Number of lessons: 14 in the given semester</p> <p>Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system. Simulation skills practice, individual and group education.</p>	
<p><b>Type of assessment: AW5</b></p> <p><b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Rules of signature:</b> Each student must prepare an essay about a topic related to nursing process.</p> <p><b>Testing, evaluation</b></p> <p>The students must sit for an end-term written test. The test consists of multiple choice questions. Final written exam will be graded as follows: Percentage (%) Grade 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)</p> <p>The students must sit for an end-term the practice exam. The average of the written exam and practical exam grade gives the final grade.</p> <p><b>Requirements to get the Lecturer's signature:</b> to be present at 66% of the lectures proved by registration</p> <p><b>Requirements to get the practical grade:</b> Successful completion of the skill room test.</p>	

Successful completion of the Moodle Test (60%)  
**Pre-requisite of exam:** to get the Lecturer's signature  
**Methods of exam:** written and oral

**Semester:**  
1<sup>st</sup> semester:

**Pre-requirements:**  
none

**Content:**

Practical:

1. The conceptual system of care. Definition of caring. Philosophy and mission of nursing. The scenes, components and grades of care. Practical application of all these during skill room exercises.
2. Personal and material conditions of inpatient care. The legal regulation of nursing, nursing jobs. The caring theories and description of some care models. Definition of care science. The model and concepts of the theory. Practical application of all these during skill room exercises.
3. Model of caring. Short brief of some caring models. The aim, quality, scenes, components and stages of nursing; trends and philosophy in nursing; nursing models. Practical application of all these during skill room exercises.
4. The caring process and its phases, the effective caring documentation. Admission of nursing history. Assessment of the situation. Nursing diagnostic process. Caring diagnosis. Practical application of all these during skill room exercises.
5. Planning of care – Caring plan. The implementation of the care plan - the implementation (execution). Evaluation of the care. Practical application of all these during skill room exercises.
6. The effective care documentation. Questions of the nursing documentation. Practical application of all these during skill room exercises.
7. The basic human needs and their satisfaction. Practical application of all these during skill room exercises.
8. Measurement of substantial human needs; planning, implementation. Measurement of substantial human needs; evaluation and documentation of nursing activity. Needs for sleep and rest. Characteristics of the therapeutic environment, the effects of different bed types, bed situations, postures, amenities, mobilization tools and procedures, the range of indications and the course of construction. Practical

application of all these during skill room exercises.

9. Monitoring the patients, cardinal symptoms. The caring process and its phases, the effective caring documentation. Practical application of all these during skill room exercises.
10. Indication of the measurement of vital parameters, procedure for evaluating interventions and results (including the determination of arterial blood pressure by cape and core temperature, fever types, breath rate sample types, heart rate and quals, heart rate deficit, non-invasive measurement of arterial blood pressure). Physical fever relief procedures, pain assessment. Practical application of all these during skill room exercises.
11. Hygiene patient care, elements of meeting hygiene needs (including tools, procedures and indications). Practical application of all these during skill room exercises.
12. Decubitus prevention. Prevention of pressure ulcer, type, degrees of formation. Care for wounds that are difficult to heal. Practical application of all these during skill room exercises.
13. Need for movement. Satisfaction of nutritional needs. Higher needs. Practical application of all these during skill room exercises.
14. Loss, death, grief, dealing with the dying and his family, the time of death, the mourning. Care for the dying and the care of the dead. Practical application of all these during skill room exercises.

Compulsory and recommended literature:

10. Katalin Papp Dr., Adrienn Dr. Siket Ujváriné (2014): General principles of health care and nursing. University of Debrecen Faculty of Health, [https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2010\\_0020\\_apolas\\_angol/index.html](https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2010_0020_apolas_angol/index.html)
11. András Oláh (2012): Textbook of Nursing Science. Medicina Könykiadó Zrt.
12. [https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061\\_apolastudomany-angol/adatok.html](https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061_apolastudomany-angol/adatok.html)
13. Potter, P. A.: Fundamentals of nursing. – 7th. edition. – St. Louis: Mosby, 2009. ISBN 978-0-323-4828-6
14. Alan, Pearson: Nursing models for practice. – 3nd. edition. – Edinburgh: Butterworth-Heinemann, 2005. ISBN 0-7506-5442-2
15. Wilkinson, J. M.: Fundamentals of Nursing, - Philadelphia: F. A. Davis Company, 2007. 1. köt. ISBN 0-8036-1197-8 2. köt. ISBN 0-8036-1198-6 3. köt. ISBN 0-8036-1473-X
16. Jarvis, C.: Student Laboratory Manual for Physical Examination & Health Assessment. 6th edition. Saunders, 2011. ISBN: 1-4377-1445-5.
17. Jarvis, C.: Physical Examination and Health Assessment. 6th. Saunders, 2011. ISBN: 1-4377-0151-5.

**18.** Perry, A. G., Potter, P. A., Ostendorf, W.: Clinical Nursing Skills and Techniques. 8th. Mosby, 2014. ISBN: 978-0323083836.

**Name of course leader: Katalin Papp PhD, Anita Barth RN**

**Course lecturer(s): Anita Barth RN**



<b>Subject: General Principles of Health Care and Nursing II.</b>	<b>Credit:3</b>
Course classification: <b>compulsory</b>	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 46-54% )	
<p>Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and seminar</p> <p>Number of lessons: 14+28 in the given semester</p> <p>Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system. Simulation skills practice, individual and group education.</p>	
<p><b>Type of assessment: AW5</b></p> <p><b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Rules of signature:</b> Each student must prepare an essay about a topic related to nursing process.</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. The test consists of multiple choice questions. Final written exam will be graded as follows: Percentage (%) Grade 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)</p> <p>The students must sit for an end-term the practice exam. The average of the written exam and practical exam grade given the final grade.</p> <p><b>Requirements to get the Lecturer's signature:</b> to be present at 66% of the lectures proved by registration</p> <p><b>Requirements to get the practical grade:</b> Successful completion of the skill room test Successful completion of the Moodle Test (60%)</p>	

**Pre-requisite of exam:** to get the Lecturer's signature

**Methods of exam:** written and oral

**Semester:**

2<sup>nd</sup> semester

**Pre-requirements:**

General Principles of Health Care and Nursing I. Practice

**Content:**

Lecture:

1. Concepts of asepsis-antisepsis, nosocomial surveillance, the essence and process of separate waste collection. Perform and perform work processes in accordance with the rules of asepsis-antisepsis and nosocomial surveillance and the rules for the separate collection of waste, and to carry out tasks related to the management of hygiene needs (tools and procedures applicable in the institution).
2. Preparation, drug absorption, drug dosing tasks, intracutaneous, subcutaneous, intramuscular, location, angle of injection of intravenous injections;, choice of necessary device system, and injection. The purpose of intracutaneous, subcutaneous, intramuscular, intravenous injection, possible injection sites, angle of administration, necessary device system, course of administration.
3. Independent choice of the means of venous blood collection, execution of the procedure and evaluation of the results obtained. Indication of the range of blood, blood glucose measurement, and OGTT testing, device system and execution.
4. Indications, objectives, means of infusion therapy Preparation and execution of infusion therapy, calculation, adjustment, adjustment, use of infusion pumps, secondary pressurised infusion therapy, carrying out canning and blood collection, use of EDA canning, independent hydration to initiate hydration by intravenously with a solution of physiological composition.
5. Performance of survey tasks related to infusion therapy, vein insurance, evaluation of the data obtained, decision on the need for hypodermoclysis, the need for peripheral vein insurance (short, midline), location and means of puncture. How patient monitoring monitors are used.
6. Indications, contraindications and dangers of oxygen therapy, means of oxygen therapy and inhalation therapy.
7. The main blood group systems, the course of the implementation of the compatibility tests, the main blood products, the preparation and execution and monitoring tasks related to transfusion therapy.

8. Possible complications of transfusion therapy and related nursing tasks (blood grouping, biological test, blood product administration, patient monitoring, urgent complications interventions, documentation tasks) and the use of preoperative, postoperative and intraoperative blood-saving techniques.
9. Urine collection, sampling, forms, indications, means system, course of execution, bladder fullness test, forms of urinary incontinence, indication and implementation of related diagnostic tests, prevention strategies, health development tasks, methods of treatment and applicable aids.
10. Use of urinary-sampling-testing procedures, examination of bladder fullness, indication and execution of diagnostic tests for diagnosis, development and use of urinary incontinence prevention strategies, carrying out health development tasks.
11. Ordering the means of urinary incontinence treatment, catheterization of male and female clients, carrying out interventions, caring for the catheter, ordering and performing the insertion and removal tasks, teaching self-catheterization and bladder training, nurturing urostoma and suprapubic catheter, independently prescribing the incontinence aids. Indications of catheterization of the male and female client, the course of the procedure and the care tasks of the catheter, the care of the urostoma and the suprapubic catheter, and the patient education tasks in connection with self catheterization and bladder training.
12. Forms, indications of fecal sampling and fecal blood tests, their means and execution, symptoms of fecal incontinence, diarrhoea, obstipation, therapeutic and care options (anal utensils, skybalum removal, enemas, skin care, drug therapy) and the course of their use.
13. In the case of fecal sampling, the imposition of fecal blood tests, fecal incontinence, diarrhoea, obstipation, it is independently decided on the necessary therapy (anal devices, skybalum removal, forms of enemas, medicated), as well as the ability to carry out appropriate interventions, to perform skin care tasks.
14. Observation of cough sputum discharge, characteristic sputum. Sending sputum for examination. Observation of vomit.

**Practical:**

1. Concepts of asepsis-antisepsis, nosocomial surveillance, the essence and process of separate waste collection. Perform and perform work processes in accordance with the rules of asepsis-antisepsis and nosocomial surveillance and the rules for the separate collection of waste, and to carry out tasks related to the management of hygiene needs (tools and procedures applicable in the institution). The practical application of these tasks.
2. Preparation, drug absorption, drug dosing tasks, intracutaneous, subcutaneous, intramuscular, location, angle of injection of intravenous injections;, choice of

necessary device system, and injection. The purpose of intracutaneous, subcutaneous, intramuscular, intravenous injection, possible injection sites, angle of administration, necessary device system, course of administration. The practical application of these tasks.

3. Independent choice of the means of venous blood collection, execution of the procedure and evaluation of the results obtained. Indication of the range of blood, blood glucose measurement, and OGTT testing, device system and execution. The practical application of these tasks.
4. Indications, objectives, means of infusion therapy Preparation and execution of infusion therapy, calculation, adjustment, adjustment, use of infusion pumps, secondary pressurised infusion therapy, carrying out cannula and blood collection, use of EDA cannula, independent hydration to initiate hydration by intravenously with a solution of physiological composition. The practical application of these tasks.
5. Performance of survey tasks related to infusion therapy, vein insurance, evaluation of the data obtained, decision on the need for hypodermoclysis, the need for peripheral vein insurance (short, midline), location and means of puncture. How patient monitoring monitors are used. The practical application of these tasks.
6. Indications, contraindications and dangers of oxygen therapy, means of oxygen therapy and inhalation therapy. The practical application of these tasks.
7. The main blood group systems, the course of the implementation of the compatibility tests, the main blood products, the preparation and execution and monitoring tasks related to transfusion therapy. The practical application of these tasks.
8. Possible complications of transfusion therapy and related nursing tasks (blood grouping, biological test, blood product administration, patient monitoring, urgent complications interventions, documentation tasks) and the use of preoperative, postoperative and intraoperative blood-saving techniques. The practical application of these tasks.
9. Urine collection, sampling, forms, indications, means system, course of execution, bladder fullness test, forms of urinary incontinence, indication and implementation of related diagnostic tests, prevention strategies, health development tasks, methods of treatment and applicable aids. The practical application of these tasks.
10. Use of urinary-sampling-testing procedures, examination of bladder fullness, indication and execution of diagnostic tests for diagnosis, development and use of urinary incontinence prevention strategies, carrying out health development tasks. The practical application of these tasks.
11. Ordering the means of urinary incontinence treatment, catheterization of male and female clients, carrying out interventions, caring for the catheter, ordering and performing the insertion and removal tasks, teaching self-catheterization and bladder training, nurturing urostoma and suprapubic catheter, independently prescribing the

incontinence aids. Indications of catheterization of the male and female client, the course of the procedure and the care tasks of the catheter, the care of the urostoma and the suprapubic catheter, and the patient education tasks in connection with self catheterization and bladder training. The practical application of these tasks.

12. Forms, indications of fecal sampling and fecal blood tests, their means and execution, symptoms of fecal incontinence, diarrhoea, obstipatio, therapeutic and care options (anal utensils, skybalum removal, enemas, skin care, drug therapy) and the course of their use. The practical application of these tasks.
13. In the case of fecal sampling, the imposition of fecal blood tests, fecal incontinence, diarrhoea, obstipatio, it is independently decided on the necessary therapy (anal devices, skybalum removal, forms of enemas, medicated), as well as the ability to carry out appropriate interventions, to perform skin care tasks. The practical application of these tasks.
14. Observation of cough sputum discharge, characteristic sputum. Sending sputum for examination. Observation of vomit. The practical application of these tasks.

#### Compulsory and recommended literature

1. Katalin Papp Dr., Adrienn Dr. Siket Ujváriné (2014): General principles of health care and nursing. University of Debrecen Faculty of Health, [https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2010\\_0020\\_apolas\\_angol/index.html](https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2010_0020_apolas_angol/index.html)
2. András Oláh (2012): Textbook of Nursing Science. Medicina Könykiadó Zrt.
3. [https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061\\_apolastudomany-angol/adatok.html](https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061_apolastudomany-angol/adatok.html)
4. Potter, P. A.: Fundamentals of nursing. – 7th. edition. – St. Louis: Mosby, 2009. ISBN 978-0-323-4828-6
5. Alan, Pearson: Nursing models for practice. – 3nd. edition. – Edinburgh: Butterworth-Heinemann, 2005. ISBN 0-7506-5442-2
6. Wilkinson, J. M.: Fundamentals of Nursing, - Philadelphia: F. A. Davis Company, 2007. 1. köt. ISBN 0-8036-1197-8 2. köt. ISBN 0-8036-1198-6 3. köt. ISBN 0-8036-1473-X
7. Jarvis, C.: Student Laboratory Manual for Physical Examination & Health Assessment. 6th edition. Saunders, 2011. ISBN: 1-4377-1445-5.
8. Jarvis, C.: Physical Examination and Health Assessment. 6th. Saunders, 2011. ISBN: 1-4377-0151-5.
9. Perry, A. G., Potter, P. A., Ostendorf, W.: Clinical Nursing Skills and Techniques. 8th. Mosby, 2014. ISBN: 978-0323083836.

**Name of course leader: Anita Barth RN**

**Course lecturer(s): Katalin Papp PhD, Anita Barth RN**

<b>Subject: Health Development I.</b> (Pedagogy, health education pedagogy)	<b>Credit:2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 57%-43%)	
<p>Method or presentation and number of classes (lecture, seminar, field practice) type of subject: lecture and seminar. lecture</p> <p>Number of lessons: 14 in the given semester</p> <p>Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.</p>	
<p><b>Type of assessment: ESE</b></p> <p><b>Requirements</b></p> <p>Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination. <b>Rules of signature:</b> the students must be present at the seminars</p> <p>Attending lectures.</p> <p><b>Testing, evaluation</b></p> <p>The students must sit for an end-term written test. The test consists of multiple choice questions.</p> <p>Final written exam will be graded as follows:</p> <p>The practical grade is given by the zh mark of merit, as well as the performance of the exercises, the individual health plan presented and submitted in writing by the student, and the evaluation of the Community Health Promotion Programme.</p> <p>Percentage (%) Grade 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)</p>	
<b>Semester:</b>	

2 <sup>nd</sup> semester
<b>Pre-requirement:</b> none
<b>Content:</b> Lecture: <ol style="list-style-type: none"> <li>1. The concept, the basic problem, subject matter, criteria and function of the pedagogy and health pedagogy. Division of pedagogy and health pedagogy, its auxiliary sciences, frontier sciences and interdisciplinary relations.</li> <li>2. Change in the concept of education, content of education, process, educational effects. The purpose of education is to think about the purpose of education. The purpose of education today. Values and value orientation in parenting.</li> <li>3. Needs system. The need for education for the individual and for society. The question of upbringing, the factors determining the development of personality, talent, ability, talent. Positions on the question of upbringing, the role of man in his own development.</li> <li>4. Personality development, individualization, socialization. Pedagogical questions of family education. Types of family education. Forms of co-education.</li> <li>5. The role, personality, driving style of the teacher model. The importance of student and expectations, empathy in foster care. Characteristics of educational solutions.</li> <li>6. Conflicts in the pedagogical process. Conflict management solutions.</li> <li>7. Educational tasks in health care. Learning organization tasks: motivating, activating, strengthening.</li> <li>8. The course of education: motivation, collection, processing, organizing-recording, application-exercise, control-management.</li> <li>9. Methods of education: lecture, explanation, student lectures, discussion, discussion, demonstration, project method, cooperative teaching methods, simulation, role-playing, game.</li> <li>10. Means and material conditions of education. Organisational framework and forms of education. Ways of organising and working in education: frontal work, individual work, couples learning, teamwork.</li> <li>11. Pedagogical evaluation, functions, problem of benchmark, evaluation process.</li> <li>12. Conceptual definition and history of patient education. Areas and goals of patient education.</li> <li>13. Theories and models underpinning patient education</li> <li>14. Steps to effective patient education.</li> </ol>
Compulsory and recommended literature



1. Gene E. Hall, Linda F. Quinn, Donna M. Gollnick (2015): Introduction to Teaching: Making a Difference in Student Learning. SAGE Publications, ISBN 1483365026, 9781483365022.
2. Cottrell, Randall R., Girvan, James T., McKenzie, James F., Seabert, Denise (2017). Principles and Foundations of Health Promotion and Education. Pearson, ISBN-13: 978-0134517650.
3. Clark, Carolyne Chamber, Paraska, K. Karen (2012): Health promotion for nurses. A practical guide. Jones & Bartlett Learning, ISBN-13: 978-1449686673.
4. Glanz, K., Rimer, B., Viswanath, K.: Health Behavior and Health Education: Theory, Research, and Practice. 4th edition. Jossey-Bass, 2008. ISBN: 0-7879-9614-9.
5. Modeste, N., Tamayose, T., Marshak, H.H.: Dictionary of Public Health Promotion and Education: Terms and Concepts. 2nd edition. Jossey-Bass, 2004. ISBN: 0-7879-6919-2.
6. Ewles & Simnett's Promoting Health: A Practical Guide, 7e Paperback, 2017

**Name of course leader: Anikó Gyulai PhD**

**Course lecturer(s): Anikó Gyulai PhD, Anita Barth RN**

<b>Subject: Health informatics I.</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": practical 100%	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of exercises: 28 in the given semester (for correspondence students 10) Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Theoretical, practical and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: AW5</b>	
<b>Requirements:</b> Participation in the exercises is mandatory. The absence must be justified and made up at a later date. Students must create files (based on a given pattern) to demonstrate the ability to manage programs. These tasks will be evaluated. Percentage (%) Grade: 0-59 fail (1); 60-69 pass (2); 70-79 satisfactory (3); 80-89 good (4); 90-100 excellent (5).	
<b>Semester: I.</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Computer systems: hardware, software, and connectivity. Elements of a computer lab system. Defining information systems and the major components of computer systems. Basic terminology related to hardware, software, and connectivity. Main categories of computer software. Software installation. Component of PCs, functions and operation of peripheral units. Electronic data storage (concepts of data, file, directory). Computer viruses. Basics of healthcare informatics and information systems. Defining healthcare informatics using the concepts of data, information, knowledge. Types of healthcare data and the integration of these data. Types and levels of computer-related personnel. Structure of health care. Data in health care.</li> <li>2. Basics of Windows. The computer and its operating system environment. Windows operating system environment. The graphical user interface. Terminal interface. Manipulating windows and managing the desktop. Basic concepts of file and disk management. Data files, types of and connection between data storing files, operation with data files, directory structure. Software applications: common tasks. Standards to applications running in the Windows environment. Performing common tasks such as creating, opening, closing, saving, finding, and printing files, and cut, copy, paste</li> </ol>

functions. Creating a PDF file. Compress and unzip a file. Concepts and function of operation systems. The online help. Printing.

3. Introduction to word processing. Common terms related to word processing. MS Office 2013 ribbon and its tabs, groups, and commands. Editing, formatting, saving, printing documents; creation of header, footer and footnotes. Create, format, edit, save, and print Microsoft Word 2013 documents. Preparation of table of content and index. Cross-reference, hyperlink. Creation of table. Styles and templates. Insertion of pictures, objects, into document. Operations in big documents I.
4. Introduction to word processing. Common terms related to word processing. MS Office 2013 ribbon and its tabs, groups, and commands. Editing, formatting, saving, printing documents; creation of header, footer and footnotes. Create, format, edit, save, and print Microsoft Word 2013 documents. Preparation of table of content and index. Cross-reference, hyperlink. Creation of table. Styles and templates. Insertion of pictures, objects, into document. Operations in big documents II.
5. Introduction to word processing. Common terms related to word processing. MS Office 2013 ribbon and its tabs, groups, and commands. Editing, formatting, saving, printing documents; creation of header, footer and footnotes. Create, format, edit, save, and print Microsoft Word 2013 documents. Preparation of table of content and index. Cross-reference, hyperlink. Creation of table. Styles and templates. Insertion of pictures, objects, into document. Operations in big documents III.
6. Introduction to presentation graphics. Basic terminology related to presentation graphics. Develop quality PowerPoint 2013 and poster presentations. Presentation preparation. Designing and formatting slides and adding notes. Editing equations, diagrams, tables I.
7. Introduction to presentation graphics. Basic terminology related to presentation graphics. Develop quality PowerPoint 2013 and poster presentations. Presentation preparation. Designing and formatting slides and adding notes. Editing equations, diagrams, tables II.
8. Introduction to spreadsheet I. Using the spreadsheet in general as well as for healthcare applications. Basic terminology related to spreadsheets. Designing sheets. Data preparation. Entering data, calculations, functions.  
Introduction to spreadsheet II. Selected functions for using Excel. Preparation of diagrams. Formatting tables, diagrams, inserting them into Word documents.
9. Introduction to spreadsheet I. Using the spreadsheet in general as well as for healthcare applications. Basic terminology related to spreadsheets. Designing sheets. Data preparation. Entering data, calculations, functions.  
Introduction to spreadsheet II. Selected functions for using Excel. Preparation of diagrams. Formatting tables, diagrams, inserting them into Word documents.
10. Introduction to spreadsheet I. Using the spreadsheet in general as well as for healthcare applications. Basic terminology related to spreadsheets. Designing sheets. Data preparation. Entering data, calculations, functions.

Introduction to spreadsheet II. Selected functions for using Excel. Preparation of diagrams. Formatting tables, diagrams, inserting them into Word documents.

11. Using the World Wide Web. Basic terminology related to Internet and the World Wide Web. The components of a World Wide Web address. The hardware and software components needed to connect to the Internet. Using browsers. The Web page creation process and the healthcare professional's role in it. Computer-assisted communication. The computer communication modalities: email, electronic discussion groups, bulletin boards, chat rooms, blogs, online social networking communities, and Internet conferencing. Sending email messages and attachments. Security threats when using email I.
12. Using the World Wide Web. Basic terminology related to Internet and the World Wide Web. The components of a World Wide Web address. The hardware and software components needed to connect to the Internet. Using browsers. The Web page creation process and the healthcare professional's role in it. Computer-assisted communication. The computer communication modalities: email, electronic discussion groups, bulletin boards, chat rooms, blogs, online social networking communities, and Internet conferencing. Sending email messages and attachments. Security threats when using email II.
13. Distance education: a student perspective. The self-assessment of readiness for learning in a distance education environment. Appropriate learning skills for success in a distance learning course. Information: access, evaluation, and use. Concepts and terms that can be used to search for information. Search strategies to locate and access information from published literature, "grey literature," and Internet resources. Evaluating the quality of information obtained from a variety of sources.
14. General principles for documenting information resources. Performing database searches using logical operators (Boolean), in a manner that reflects understanding of medical language, terminology and the relationships among medical terms and concepts. Library catalogues: search methods and related online services. Medline (PubMed) and other relevant bibliographic databases. Privacy, confidentiality, security, and integrity of electronic data.

#### Compulsory and recommended literature

1. Computer architecture tutorials in PDF: <https://www.computer-pdf.com/architecture/>
2. Microsoft Office – Word tutorials in PDF: <https://www.computer-pdf.com/office/word/>
3. Microsoft Office – Excel tutorials in PDF: <https://www.computer-pdf.com/office/excel/>
4. Microsoft Office – PowerPoint tutorials in PDF: <https://www.computer-pdf.com/office/powerpoint/>

**Name of course leader: Péter Takács PhD**

**Course lecturer(s): Péter Takács PhD**

<b>Subject: Health informatics II.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": practical 100%	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of exercises: 14 in the given semester (for correspondence students 5) Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Theoretical, practical and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: AW5</b>	
<b>Requirements:</b> Participation in the exercises is mandatory. The absence must be justified and made up at a later date. Students must create files (based on a given pattern) to demonstrate the ability to manage programs. These tasks will be evaluated. Percentage (%) Grade: 0-59 fail (1); 60-69 pass (2); 70-79 satisfactory (3); 80-89 good (4); 90-100 excellent (5).	
<b>Semester: III.</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Repetition from the previous semester: Using the spreadsheet in general as well as for healthcare applications. Basic terminology related to spreadsheets. Designing sheets. Data preparation. Entering data, calculations, functions. Selected functions for using Excel. Preparation of diagrams. Formatting tables, diagrams, inserting them into Word documents.</li> <li>2. Applied statistics, preparation of reports. Introduction to statistics and levels of measurement. Presenting the data. Descriptive statistics, probability and measures of central tendency. Excel exercises I.</li> <li>3. Applied statistics, preparation of reports. Introduction to statistics and levels of measurement. Presenting the data. Descriptive statistics, probability and measures of central tendency. Excel exercises II.</li> <li>4. Evaluating measurement tools. Sampling methods. Generating the research idea. Sample size, effect size, and power. Chi square. Student t-test. Analysis of variance (ANOVA). Correlation coefficients. Relative risk, odds ratio, and attributable risk epidemiology. Practice article. I.</li> <li>5. Evaluating measurement tools. Sampling methods. Generating the research idea. Sample size, effect size, and power. Chi square. Student t-test. Analysis of variance (ANOVA).</li> </ol>

Correlation coefficients. Relative risk, odds ratio, and attributable risk epidemiology. Practice article. II.

6. Evaluating measurement tools. Sampling methods. Generating the research idea. Sample size, effect size, and power. Chi square. Student t-test. Analysis of variance (ANOVA). Correlation coefficients. Relative risk, odds ratio, and attributable risk epidemiology. Practice article. III.
7. Basic terminology related to cryptography. Threats to privacy, confidentiality, security, and integrity of data stored in electronic systems. Effective procedures for protecting data, software, and hardware. Principles for protecting healthcare information. Healthcare security issues related to the Internet and the role of healthcare providers in protecting patient data. PGP.

#### Compulsory and recommended literature

1. Microsoft Office – Excel tutorials in PDF: <https://www.computer-pdf.com/office/excel/>
2. Microsoft Office – PowerPoint tutorials in PDF: <https://www.computer-pdf.com/office/powerpoint/>
3. Smith PF: Types of Data, Descriptive Statistics, and Statistical Tests for Nominal Data. <https://www.accp.com/docs/bookstore/biosampl.pdf>
4. Marshall E: The Statistics Tutor's Quick Guide to Commonly Used Statistical Tests. <http://www.statstutor.ac.uk/resources/uploaded/tutorsquickguidetostatistics.pdf>

**Name of course leader: Péter Takács PhD**

**Course lecturer(s): Péter Takács PhD**

<b>Subject: Hungarian as a Foreign Language I.</b>	<b>Credit: 0</b>
Course classification: <b>criterium</b>	
The theoretical or practical character of the subject, "character of the training": <b>practical</b>	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: seminar (100%) and 56 hours in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: blended learning; situations in practice	
<b>Type of assessment: AWLS (Assessment for Work for the Lecturer's Signature</b>	
<b>Semester:</b> 1 <sup>st</sup> year 1 <sup>st</sup> semester	
<b>Pre-requirement:</b> none	

<p><b>Content:</b></p> <p>The aim of the subject is to introduce foreign students the most common situations of everyday life which will help them to get by in Hungary. Their speaking and understanding skills will be developed by vocabulary teaching and listening tasks. Their reading and writing skills will be developed by teaching the basics of Hungarian grammar, as well as reading and writing worksheets.</p> <p><b>14-week description</b></p> <p>Lecture:</p> <ol style="list-style-type: none"> <li>1. Greetings, the alphabet, numbers 0-20, colours, everyday expressions, countries and nationalities</li> <li>2. Numbers 21-29, names of places, the days of the week, numbers 30-100, the time, <i>hány óra van?</i></li> <li>3. Adjectives and adverbs,</li> <li>4. Verbs expressing activities 1</li> <li>5. Simple sentences</li> <li>6. Times of day, <i>hány órakor?</i>, numbers from 1000 to one million</li> <li>7. Verbs expressing activities 2, everyday expressions, ordinal numbers</li> <li>8. Revision One; Oral and Written mid-term test</li> <li>9. Everyday objects, food and drink, adverbs of frequency</li> <li>10. Food, drink, fruit, vegetables, the menu, ordering in a restaurant, shopping in the market, the uses of <i>tessék</i></li> <li>11. The weather, the seasons and months, clothes</li> <li>12. Body parts, aches, accessories, jobs, places</li> </ol>
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13. Personal details and filling in a form, family relations
14. 14<sup>th</sup> Revision Two; Oral and Written End-of-term test

Compulsory and recommended literature

1. Gerő Ildikó-Kovács Judit: Színesen magyarul. 2017
2. Simple Hungarian Dialogues Summaries 1  
Elementary Kiadó: Ish Nyelviskola ISBN: 9789638891297

**Name of course leader: Ágnes Tilki MA**

**Course lecturer(s): Ildikó Tóth Orosz Biskuné MA and Ágnes Tilki MA**

<b>Subject: Hungarian as a Foreign Language II.</b>	<b>Credit: 0</b>
Course classification: <b>criterium</b>	
The theoretical or practical character of the subject, "character of the training": <b>practical</b>	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: seminar (100%) and 56 hours in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: blended learning; situations in practice	
<b>Type of assessment: AWLS (Assessment for Work for the Lecturer's Signature)</b>	
<b>Semester:</b> 1 <sup>st</sup> year 2 <sup>nd</sup> semester	
<b>Pre-requirement:</b> Hungarian as a Foreign Language I	

<b>Content:</b>
The aim of the subject is to introduce foreign students the most common situations of everyday life which will help them to get by in Hungary. Their speaking and understanding skills will be developed by vocabulary teaching and listening tasks. Their reading and writing skills will be developed by teaching the basics of Hungarian grammar, reading and writing worksheets. Some medical English will be introduced, too.
<b>14-week description:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. What do you remember?; want to; would like to; please.</li> <li>2. Daily routine; Good and bad habits.</li> <li>3. My body; pains.</li> <li>4. At the doctor; signs and symptoms.</li> <li>5. Instruction; Imperative; formal and informal.</li> <li>6. At the chemist's; medicines.</li> <li>7. Verbs in past 1; administration of medicines.</li> <li>8. Revision One; Oral and Written mid-term test.</li> <li>9. Verbs in past 2; What did you do yesterday?</li> <li>10. Childhood diseases; minor health problem.</li> <li>11. Common diseases; major health problem.</li> <li>12. At the hospital; departments; specialists.</li> <li>13. Verbs in Future; What will happen.</li> <li>14. Revision Two; Oral and Written End-of-term test.</li> </ol>
Compulsory and recommended literature

1. Győrffy Erzsébet, Ph.D.: Hogy s mint? I. 2013.
2. Fodor Marianna-Rozman Katalin: Beszélek magyarul?! I. 2017. ISBN: 978-963-12-7760-9.
3. Simple Hungarian Dialogues Summaries 1 Elementary. Ish Nyelviskola ISBN: 9789638891297.
4. Simple Hungarian Dialogues Summaries 2 Pre-Intermediate. Ish Nyelviskola ISBN: 9789638895509.

**Name of course leader: Ágnes Tilki MA**

**Course lecturer(s): Ildikó Tóth Orosz Biskuné MA and Ágnes Tilki MA**

<b>Subject: Latin I.</b>	<b>Credit: 2</b>
<b>Course classification: compulsory</b>	
The theoretical or practical character of the subject, "character of the training": <b>practical</b>	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: <b>Seminar. Number of lessons: 28 in the given semester</b>	
<b>Type of assessment: ESE</b>	
<b>Requirements</b>	
<b>Attendance at seminars is mandatory. A maximum of three absences is allowed.</b>	
<b>Signature</b>	
<b>In order for all students to actively participate in the classes, they must successfully complete three indoor dissertations.</b>	
<b>Evaluation</b>	
<b>Indoor dissertations are classified as follows:</b>	
<b>Percentage (%) grade</b>	
<b>0-59 errors (1)</b>	
<b>60-69 step (2)</b>	
<b>70-79 satisfactory (3)</b>	
<b>80-89 good (4)</b>	
<b>90-100 excellent (5)</b>	
<b>Semester: 1</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
Week 1 - The Latin alphabet, pronunciation and spelling rules, reading exercises.
Week 2 - Basic grammatical concepts: dictionary form of the noun, possessive case, conjugation root
Week 3 - First declination
Week 4 - The possessive structures: forming and translating; the anatomical planes and directions
Week 5 - Types of Adjectives; Adjective + Noun /Noun + Adjective structures; parts of the human body
Week 6 - Written Test One

Week 7 - Second declination

Week 8 - The conjugation of adjectives with three endings

Week 9 - The bones of the human body: the skull, trunk and limbs

Week 10 - Written Test Two; introduction of the third declination; division by roots

Week 11 - The formation of adjectives and their conjugation

Week 12 - Compound adjectives; the joints of the body

Week 13 Cardinal numbers, Roman numerals; the muscles of the body

Week 14 Written Test Three and offering the end-of-semester practical mark

Compulsory and recommended literature

Compulsory :

László Répás – Basic of Medical Terminology I. Latin and Greek Origins, Debrecen, 2017

Recommended:

Erzsébet Belák PhD – Medical Latin, Semmelweis Kiadó (Budapest), 2005

**Name of course leader: Kovács Ilona**

**Course lecturer(s): Kovács Ilona**

<b>Subject: Law in Health Sciences Training I.</b>	<b>Credit: 1</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical (100%)	
Method or presentation and number of classes (lecture, seminar, practice, field training) type of subject: lecture and seminar. Number of lessons: 14 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: AW3</b>	
<b>Requirements</b>	
Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
Signature, testing, evaluation: Each student must prepare a short essay about a topic which is given in the lectures. The final grade differs about the quality of the essay, the grade of the used literature and the sufficient of citation.	
<b>Semester: 1</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Health law basic: definitions, legal methods, etc.</li> <li>2. The health care systems of Europe and the USA (in general).</li> <li>3. Sources of law and their hierarchy.</li> <li>4. Issues of European Union law.</li> <li>5. Health policy in Europe: EU health strategies, effects of the EU rules on health care systems I.</li> <li>6. Health policy in Europe: EU health strategies, effects of the EU rules on health care systems II.</li> <li>7. Fundamental civic rights and liabilities, the field of international law.</li> <li>8. Rights to health and health services.</li> <li>9. Health policy principles, health care legislation and administration.</li> </ol>

10. Health care financing and delivery, health insurance regulation, managed care regulations.
11. The nature of medical practice I (principles of bioethics, physician-patient relationship, education and licensing, duty-to-treat, informed consent, management of medical information).
12. The nature of medical practice II (principles of bioethics, physician-patient relationship, education and licensing, duty-to-treat, informed consent, management of medical information).
13. Medical liability, malpractice litigation, general principles of compensation.
14. Summarising the legislation.

Compulsory and recommended literature

1. 1. Scott C. Burris, Micah L. Berman, Matthew S. Penn, Tara Ramanathan Holiday: The New Public Health Law: A Transdisciplinary Approach to Practice and Advocacy, Oxford University Press, 2018., 336.
2. Andre den Exter (Editor): International Health Law & Ethics: Basic Documents (3rd Revised Edition) Revised Edition, Maklu Publishers, 2015.
3. 3. Andre den Exter (Editor): European Health Law Maklu Publishers; 2017.

**Name of course leader: Henriett Rab LLD, PhD**

**Course lecturer(s): Henriett Rab LLD, PhD**

**Subject: Law in Health Sciences Training II.**

**Credit: 1**

Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical (100%)	
Method or presentation and number of classes (lecture, seminar, practice, field training) type of subject: lecture and seminar. Number of lessons: 14 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: ESE</b>	
<b>Requirements</b>	
Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
Signature, testing, evaluation: Each student must prepare a short essay about a topic which is given in the lectures. The theme of the essay is about some kind of practical analysis. The final grade differs about the quality of the essay, the grade of the used literature and the sufficient of citation.	
<b>Semester: 2</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Public health law I. (organization of public health services, public health challenges: vital statistics, environmental and collective issues, infectious disease control, food sanitation, health promotion, occupational health).</li> <li>2. Public health law II. (organization of public health services, public health challenges: vital statistics, environmental and collective issues, infectious disease control, food sanitation, health promotion, occupational health).</li> <li>3. Public health law III. (organization of public health services, public health challenges: vital statistics, environmental and collective issues, infectious disease control, food sanitation, health promotion, occupational health).</li> <li>4. Specific themes I. part 1. (jurisdiction practice in theoretical): patients rights in detail, the right to human dignity, right to self-determination, the right to medical confidentiality.</li> <li>5. Specific themes I. part 2. (jurisdiction practice in theoretical): patients rights in detail, the right to human dignity, right to self-determination, the right to medical confidentiality.</li> </ol>



6. Specific themes I. part 3. (jurisdiction practice in theoretical): patients rights in detail, the right to human dignity, right to self-determination, the right to medical confidentiality.
7. Specific themes II. part 1. (jurisdiction practice in theoretical): the right to health care vs. right to refuse benefits (and its legal background).
8. Specific themes II. part 2. (jurisdiction practice in theoretical): the right to health care vs. right to refuse benefits (and its legal background).
9. Specific themes II. part 3 (jurisdiction practice in theoretical): the right to health care vs. right to refuse benefits (and its legal background).
10. Specific themes III. part 1. (jurisdiction practice in theoretical): legal aspects of abortion, transplantation, euthanasia.
11. Specific themes III. part 2. (jurisdiction practice in theoretical): legal aspects of abortion, transplantation, euthanasia.
12. Specific themes III. part 3. (jurisdiction practice in theoretical): legal aspects of abortion, transplantation, euthanasia.
13. Summarising the legislation.
14. Summarising the legislation.

#### Compulsory and recommended literature

1. 1. Scott C. Burris, Micah L. Berman, Matthew S. Penn, Tara Ramanathan Holiday: The New Public Health Law: A Transdisciplinary Approach to Practice and Advocacy, Oxford University Press, 2018., 336.
2. Andre den Exter (Editor): International Health Law & Ethics: Basic Documents (3rd Revised Edition) Revised Edition, Maklu Publishers, 2015.
3. 3. Andre den Exter (Editor): European Health Law Maklu Publishers; 2017.

**Name of course leader: Henriett Rab LLD, PhD**

**Course lecturer(s): Henriett Rab LLD, PhD**

<b>Subject: Occupational, Fire and Injury Protection</b>	<b>Credit: 1</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical (Credit 100%)	
Method or presentation and number of classes (lecture, seminar, practice, field training) type of subject: lecture and seminar. Number of lessons: 14 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: SIG</b>	
<b>Requirements</b>	
Attendance at lectures is highly recommended, since the material covered in the lectures will be on the oral evaluation.	
<b>Rules of signature</b>	
The students must sit for an oral evaluation.	
<b>Semester: 1</b>	
<b>Pre-requirement:</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Fundamentals of occupational health and safety.</li> <li>2. The legal framework for the regulation of health and safety.</li> <li>3. Health and safety management system. Plan-Do-Check-Act.</li> <li>4. Workplace hazards and risk control.</li> <li>5. Musculoskeletal hazards and risk control I.</li> <li>6. Musculoskeletal hazards and risk control II.</li> <li>7. Work equipment hazards and risk control.</li> <li>8. Electrical safety.</li> <li>9. Fire safety.</li> <li>10. Chemical and biological health hazards and risk control I.</li> <li>11. Chemical and biological health hazards and risk control II.</li> <li>12. Physical and psychological health hazards and risk control I.</li> <li>13. Physical and psychological health hazards and risk control II.</li> </ol>

**14. Course evaluation. Evaluation of the students.**

**Compulsory and recommended literature**

1. Phil Hughes and Ed Ferrett (2016). Introduction to health and safety at work : for the NEBOSH national general certificate in occupational health and safety. Sixth edition. Routledge. ISBN: 978-1-315-85789-3 (ebk).  
<https://www.pdfdrive.com/introduction-to-health-and-safety-at-work-for-the-nebosh-national-general-certificate-in-occupational-health-and-safety-d158403617.html>

**Name of course leader: Attila Sárváry MD, PhD**

**Course lecturer(s): József Legoza MD**

<b>Subject: Physiology-Pathophysiology I</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 66-34%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and seminar. Number of lessons: 28+14 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<p><b>Type of assessment: ESE</b></p> <p><b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Testing, evaluation</b></p> <p>The students must sit for an end-term written test. The test consists of multiple choice questions.</p> <p>Final written exam will be graded as follows:</p> <p>Percentage (%) Grade  0-59 fail (1)  60-69 pass (2)  70-79 satisfactory (3)  80-89 good (4)  90-100 excellent (5)</p>	
<b>Semester: 2</b>	
<b>Pre-requirement: Basic Studies in Biology</b>	

<b>Content:</b>
<p>2 hour theory/week:</p> <ol style="list-style-type: none"> <li>1. Introduction, relations with other subjects in medicine.</li> <li>2. Fundamentals of cell physiology I.</li> <li>3. Fundamentals of cell physiology II.</li> <li>4. Functional significance of membranes.</li> </ol>

5. Membrane potential, action potential.
6. Basics of muscle physiology.
7. Characteristics of specific muscle types.
8. Fluid compartments in the human body. The concept and importance of homeostasis.
9. Blood as circulating body fluid. Components and functions of blood. The regulated pH stability of blood.
10. Blood types and transfusion.
11. Basics of immunology.
12. Structure and general functions of the circulatory system. Characteristics of cardiac function (pacemaking, conduction, cardiac cycle, pump function).
13. Regulation of cardiac function. Basics of ECG.
14. Characteristics of circulatory system: arterial, venous and lymphatic circulation. Components of arterial blood pressure, regulation of blood pressure and blood distribution.

1 hour seminar/week

1. Introduction, relations with other subjects in medicine.
2. Fundamentals of cell physiology I.
3. Fundamentals of cell physiology II.
4. Functional significance of membranes.
5. Membrane potential, action potential.
6. Basics of muscle physiology.
7. Characteristics of specific muscle types.
8. Fluid compartments in the human body. The concept and importance of homeostasis.
9. Blood as circulating body fluid. Components and functions of blood. The regulated pH stability of blood.
10. Blood types and transfusion.
11. Basics of immunology.
12. Structure and general functions of the circulatory system. Characteristics of cardiac function (pacemaking, conduction, cardiac cycle, pump function).
13. Regulation of cardiac function. Basics of ECG.
14. Characteristics of circulatory system: arterial, venous and lymphatic circulation. Components of arterial blood pressure, regulation of blood pressure and blood distribution.

Compulsory and recommended literature

1. Costanzo, Linda S.: Physiology. - Philadelphia : Wolters Kluwer, 2019 ISBN 9781975106690
2. Netter's essential physiology. - Philadelphia : Saunders/Elsevier, [2016], cop. 2016 ISBN 978-0-323-35819-4
3. Marsha L. Conroy: Atlas of Pathophysiology. - Lippincott Williams & Wilkins, 2010 ISBN 978-1-60547-152-5

**Name of course leader:**

**Beatrix Dienes Hermann-né PhD**

**Course lecturer(s): Róbert Ferenc Széll, MD**

<b>Subject: Theoretical Psychology I.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and number of lessons: 28 in the given semester Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment:</b> ESE <b>Requirements:</b> Attendance on lectures are highly recommended. The current knowledge of students will be evaluated in a written exam based upon the lecture topics.	
<b>Semester:</b> I.	
<b>Pre-requirement:</b> no	

<b>Content:</b>
Lecture: <ol style="list-style-type: none"> <li>1. The subject of psychology. The history of psychology and the major perspectives in psychology. The basic research and applied areas of psychology.</li> <li>2. The psychological methods of data acquisition and data processing, the basic principles of research ethics. Information processing: perception, apperception.</li> <li>3. Basic processes of human learning. The practical issues of learning. Motivation: drives, needs, instinct. Emotions.</li> <li>4. Introduction to personality psychology: concept of personality in psychology. Perspectives on personality psychology.</li> <li>5. Dispositional models of personality: Types, traits, dimensions in personality theories. Typology of Hippocrates, Eysenk and the Big Five personality traits.</li> <li>6. Theories of needs and motives. Inheritance, evolution and personality.</li> <li>7. Psychoanalysis: structural model. Psychoanalysis: topographical model.</li> <li>8. Psychosexual development of psychoanalysis. Self-defense mechanisms.</li> <li>9. Psychosocial theories: attachment (Bolwby's) theory.</li> <li>10. Humanistic psychology I. (Theory of Rogers).</li> <li>11. Humanistic psychology II. (Theory of Maslow).</li> <li>12. Behaviourism and social learning theories.</li> <li>13. Transactional analysis I. (The structure of personality).</li> <li>14. Transactional analysis II. (Types of transactions and games).</li> </ol>
Compulsory and recommended literature

Compulsory literature

Nolen-Hoeksma, S., Fredrickson, B.L., Loftus, G.R., and Wagenaar, W.A., 2009, Atkinson and & Hilgard's: Introduction to psychology, 15th Edition. Cengage Learning, EMEA.  
Carver, C. S., Scheier, M. F., 2011, Perspectives on Personality. Pearson; 7 edition.  
Smith E.R., Mackie, D.M., Claypool, H.M., 2015, Social Psychology. Psychology Press.  
Aronson, E., 2007, The Social Animal, Palgrave Macmillan, 10th revised Edition.  
Peter Mitchell , By (author) Fenja Ziegler, 2012 : Fundamentals of Developmental Psychology.  
Taylor & Francis Ltd. Hove, United Kingdom

Recommended literature

Forgas, J.P., 1986, Interpersonal behaviour. The Psychology of Social Interaction. Pergamon.  
Stewart, I., Joines, V., TA Today, 2012, A New Introduction to Transactional Analysis 2nd Revised edition.  
Berne, E., 2016, *Games People Play: The Psychology of Human Relationships. Penguin Life*  
Harris, T.A., 2012, *I'm Ok, You're OK, Arrow Books.*

**Name of course leader: Andrea Sárváry PhD**

**Course lecturer(s): Andrea Sárváry PhD, Bernadett Mohácsi PhD, János Kovács MA**



<b>Subject: Theoretical Psychology II.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and number of lessons: 28 in the given semester Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment:</b> ESE <b>Requirements:</b> Attendance on lectures are highly recommended. The current knowledge of students will be evaluated in a written exam based upon the lecture topics.	
<b>Semester:</b> II..	
<b>Pre-requirement:</b> Theoretical Psychology I.	

<b>Content:</b>
Lecture: <ol style="list-style-type: none"> <li>1. The object and purpose of developmental psychology.</li> <li>2. Pregnancy, birth, psychology of birth.</li> <li>3. Early mother-child relationship, socialization.</li> <li>4. The psychology of neonatal.</li> <li>5. Infancy.</li> <li>6. Psychology of early childhood (1-3 year old children).</li> <li>7. Psychology of preschool (3-6 year old children) period.</li> <li>8. Psychology of school-aged (7-14 year old children) period.</li> <li>9. Psychology of adolescence.</li> <li>10. Psychology of young age.</li> <li>11. Psychology of adulthood.</li> <li>12. Psychology of elderly.</li> <li>13. E. Erikson's development theory.</li> <li>14. Differences in the rate of development.</li> </ol>
Compulsory and recommended literature
Compulsory literature Nolen-Hoeksema, S., Fredrickson, B.L., Loftus, G.R., and Wagenaar, W.A., 2009, Atkinson and & Hilgard's: Introduction to psychology, 15th Edition. Cengage Learning, EMEA. Carver, C. S., Scheier, M. F., 2011, Perspectives on Personality. Pearson; 7 edition. Smith E.R., Mackie, D.M., Claypool, H.M., 2015, Social Psychology. Psychology Press.

Aronson, E., 2007, *The Social Animal*, Palgrave Macmillan, 10th revised Edition.  
Peter Mitchell, By (author) Fenja Ziegler, 2012: *Fundamentals of Developmental Psychology*.  
Taylor & Francis Ltd. Hove, United Kingdom

Recommended literature

Forgas, J.P., 1986, *Interpersonal behaviour. The Psychology of Social Interaction*. Pergamon.  
Stewart, I., Joines, V., *TA Today*, 2012, *A New Introduction to Transactional Analysis* 2nd  
Revised edition.

Berne, E., 2016, *Games People Play: The Psychology of Human Relationships*. *Penguin Life*  
Harris, T.A., 2012, *I'm Ok, You're OK*, *Arrow Books*.

**Name of course leader: Andrea Sárváry PhD**

**Course lecturer(s): Andrea Sárváry PhD, Bernadett Mohácsi PhD, János Kovács MA**

## CHAPTER 10

### ACADEMIC PROGRAM FOR THE 2ND YEAR

<b>Subject: Basics of Research Methods I.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical 100%	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of exercises: 14 in the given semester (for correspondence students 5) Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Theoretical and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: Report (passed, failed)</b>	
<b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the evaluation. Each student must prepare an essay (Research Draft) about a topic chosen from a topic list.	
<b>Semester: III.</b>	
<b>Pre-requirement: Health Informatics II.</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. The foundations of scientific cognition. Research and methodology, concepts, research purpose, objects. Types of scientific research (basic-applied, empirical-theoretical, laboratory-field, quantitative-qualitative, hypothesis generation - hypothesis testing).</li> <li>2. Specificity of medical research. The process of scientific research – 4+1 boxes model.</li> <li>3. Bibliography and information gathering. Library. Sources and methods of data collection. Traditional search, computer databases (Current Contents, MEDLINE, etc.). Problems, working hypothesis. Data gathering, observation, measurement.</li> <li>4. Analysis of research results, interpretation. Methods and processes in biostatistics. Descriptive statistics. Inferential statistics (confidence intervals, statistical tests, chi square-test, Fisher-test. Student t-test. Analysis of variance (ANOVA). Correlation coefficients. Relative risk, odds ratio. I.</li> <li>5. Analysis of research results, interpretation. Methods and processes in biostatistics. Descriptive statistics. Inferential statistics (confidence intervals, statistical tests, chi square-test, Fisher-test. Student t-test. Analysis of variance (ANOVA). Correlation coefficients. Relative risk, odds ratio. II.</li> <li>6. Analysis of research results, interpretation. Methods and processes in biostatistics. Descriptive statistics. Inferential statistics (confidence intervals, statistical tests, chi square-test, Fisher-test. Student t-test. Analysis of variance (ANOVA). Correlation coefficients. Relative risk, odds ratio. III.</li> </ol>

7. Preparing graphs, posters, lectures. Rules and regulations of scientific communication and writing. IMRaD. Practice article. Scientific tenders and projects. The principles and ethics of scientific inquiry.

**Compulsory and recommended literature**

1. András Oláh: Textbook of Nursing Science. Medicina Könykiadó Zrt. Budapest, 2012. Chapter 6. and 7. Accessible: [https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061\\_apolastudomany-angol/adatok.html](https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061_apolastudomany-angol/adatok.html)
2. Imre Boncz: Introduction to research methodology. PTE – ETK, Pécs, 2015.
3. Pongrác Ács: Data analysis in practice. PTE – ETK, Pécs, 2015.
4. Michael J. Crawley: Statistics: An introduction using R. John Wiley & Sons, Ltd., 2015. (ISBN 1118941098), <http://www.bio.ic.ac.uk/research/crawley/statistics/>
5. Benjamin Yakir: Introduction to Statistical Thinking (With R, Without Calculus). The Hebrew University, 2011. Accessible: <http://pluto.huji.ac.il/~msby/StatThink/index.html>

**Name of course leader: Péter Takács PhD**

**Course lecturer(s): Péter Takács PhD**

<b>Subject: General Economic and Management Studies</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical (Credit 100%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: 14 lectures in the semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lecture presentations and additional materials will be available in the Moodle system.	
<b>Type of assessment: written examination</b>	
<b>Requirements</b>	
Attendance at lectures is highly recommended.	
<b>Signature</b>	
Based on attendance statistics.	
<b>Testing, evaluation</b>	
The students have to prepare for an end-term written test. The test consists multiple choice questions, right-false decisions, calculative tasks, theoretic descriptions and graphic tasks.	
Final written exam will be graded as follows:	
Percentage (%) (Grade)	
0-59 fail (1)	
60-69 pass (2)	
70-79 satisfactory (3)	
80-89 good (4)	
90-100 excellent (5)	
<b>Semester: III.</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
<i>Macro- and microeconomics and management</i>
Lecture:

1. Definition of Economics, history of Economics. Micro- and macroeconomics. Natural resources, production factors. Key participants in national economies. Supply and demand; competitive advantage. Macrobalance. Aggregation. Marshal-cross.
2. GDP and assessing GDP. Differences in GDP and GNP. Products market. Labour market.
3. History and role of money, payment methods. Financial market. Trade and trade balance.
4. Unemployment. Inflation. State. Economic development. Rational decision. Needs. Goods and products. Customer behavior.
5. Normal products, products with special demand. Health as special product. GDP share of Healthcare.
6. Enterprise in microeconomics. Output. Cost, revenue, profit relations. Fix and variable costs, Total costs. Cost curves.
7. Taxes and tariffs. The monopoly and other market structures. Wealth of taxpayers.
8. The entrepreneur. The enterprise. The company. The interest groups. Economic environment.
9. Organisational forms of enterprises. Private forms and partnerships. Company strategy. Business planning. Mission.
10. Marketing. Marketingstrategy (product, pricing, placing, promotion).
11. Investment and Innovation. Human Resource.
12. Balance sheet.
13. Quality management.
14. Financing in health. Different international approaches.

**Compulsory and recommended literature**

- Brealey, R. – Myers, S.: Principles of Corporate Finance (8th edition)
- P. A. Samuelson – W. D. Nordhaus: Economics. 19th edition (International) McGraw-Hill

**Name of course leader: Levente Varga PhD**

**Course lecturer(s): Levente Varga PhD**

<b>Subject: General Principles of Health Care and Nursing IV.</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 46-54%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and practice. Number of lessons: full time program 14+28 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: lectures and supplementary materials will be available in the Moodle system	
<p><b>Type of assessment: AW5</b></p> <p><b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination. To perform the practical knowledge in the practical room</p> <p><b>Signature</b> Attendance at the lectures according to the LER (learning and exam rule)</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. The test consists of multiple-choice questions. Final written exam will be graded as follows:</p> <p>Percentage (%) Grade 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)</p>	
<b>Semester: 3</b>	
<b>Pre-requirement:</b> General Principles of Health Care and Nursing II.	

<b>Content:</b>
<p>Lecture:</p> <ol style="list-style-type: none"> <li>1. Indication range of measurement of vital parameters, procedure for evaluating interventions and results obtained (including skin and core temperature, fever types, respiratory rate sample types.</li> <li>2. Oxygen saturation, venous and arterial / capillary sampling blood gas parameters, heart rate and qualities, pulse deficiency, capillary resaturation time, non-invasive measurement,</li> </ol>

and in case of invasive measurement through arterial and central venous cannula determination of venous blood pressure).

3. The basic elements of the physical condition survey, the physical, laboratory and modern imaging examinations used in the diagnosis of diseases, their application possibilities, indications.
4. Construction techniques, limitations of the individual tests, correct evaluation of the parameters obtained during the tests, interpretation of the differences.
5. The various standard scales for assessing condition and the procedure for applying these scales.
6. Complex physical patient examination, anamnesis, implementation of patient examination algorithms, application of consciousness assessment scales, evaluation of the results of some laboratory and picture-imaging examinations, detection of state and parameter changes and appropriate action.
7. Ordering and performing the Allen test, carotid massage, Valsalva maneuver, and Doppler flow examination of the limbs.
8. Symptoms of malnutrition, the range of indications for artificial nutrition, forms, methods and means of artificial enteral (gastric and small intestine) and parenteral nutrition.
9. Types of formula.
10. Procedure for the use of the nasogastric Sengstaken-Blakemore, Linton tube, and certain postpyloric tubes, and tasks related to the care of the tubes.
11. Indication scope, equipment system and procedure of gastric lavage.
12. The equipment and procedure of different punctures, the scope and indication of abdomen-puncture and emergency detection, the course of nursing tasks after different punctures, the essence of the operation of different types of suction devices and their application.
13. Assistance in case of punctures, as well as independent abdominal puncture on medical orders, emergency detection in acute situations, performance of post-puncture care tasks, use of various suction devices.
14. Application of sampling.

**Practical:**

1. Indication range of measurement of vital parameters, procedure for evaluation of interventions and results obtained (including practical application of skin and core temperature, fever types, respiratory rate sample types).
2. Oxygen saturation, venous and arterial / capillary sampling blood gas parameters, heart rate and qualities, pulse deficiency, capillary resaturation time, non-invasive measurement and in case of invasive measurement via arterial and central venous cannula determination of venous blood pressure) their practical application.
3. The basic elements, application possibilities, indications and practical application of physical condition assessment, physical, laboratory and modern picture-imaging examinations used in the diagnosis of diseases.



4. Construction techniques, limitations of the individual tests, correct evaluation of the parameters obtained during the tests, interpretation of the differences, practical application.
5. The different scales of condition assessment and the process of applying these scales in practice.
6. Complex physical patient examination, anamnesis, implementation of patient examination algorithms, application of consciousness assessment scales, evaluation of the results of some laboratory and picture-imaging examinations, detection of state and parameter changes and appropriate action, their practical application.
7. Ordering and carrying out the Allen test, the carotid massage, the Valsalva maneuver and the Doppler flow examination of the limbs, their practical application.
8. Symptoms of malnutrition, the range of indications for artificial nutrition, forms, methods, devices, and practical application of artificial enteral (gastric and small intestine) and parenteral nutrition.
9. Practical tasks related to nutrition.
10. The process of using the nasogastric Sengstaken-Blakemore, Linton tube, and certain postpyloric tubes, and the tasks related to the care of the tubes, their practical application.
11. Indication range of gastric lavage, device system and its implementation process, practical application.
12. The equipment and procedure of the different punctures, the indication range of the abdomen-puncture and emergency detection and the course of the implementation, the tasks of the specialist nurses after the different punctures, the essence of the operation of the different types of suction devices and their application in practice.
13. Assistance in case of punctures, as well as independent abdominal puncture on medical orders, emergency detention in acute situations, performance of post-puncture nursing tasks, application of various suction devices in practice.
14. Application of sampling in practice.

#### Compulsory and recommended literature

1. Katalin Papp Dr., Adrienn Dr. Siket Ujváriné (2014): General principles of health care and nursing. University of Debrecen Faculty of Health, [https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2010\\_0020\\_apolas\\_angol/index.html](https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2010_0020_apolas_angol/index.html)
2. András Oláh (2012): Textbook of Nursing Science. Medicina Könykiadó Zrt. [https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061\\_apolastudomany-angol/adatok.html](https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061_apolastudomany-angol/adatok.html)
3. Potter, P. A.: Fundamentals of nursing. – 7th. edition. – St. Louis: Mosby, 2009. ISBN 978-0-323-4828-6
4. Alan, Pearson: Nursing models for practice. – 3nd. edition. – Edinburgh: Butterworth-Heinemann, 2005. ISBN 0-7506-5442-2
5. Wilkinson, J. M.: Fundamentals of Nursing, - Philadelphia: F. A. Davis Company, 2007. 1. köt. ISBN 0-8036-1197-8 2. köt. ISBN 0-8036-1198-6 3. köt. ISBN 0-8036-1473-X

<b>Name of course leader: Anita Barth RN</b>
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<b>Course lecturer(s): Katalin Papp PhD</b>
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<b>Subject: General Principles of Health Care and Nursing V.</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 46-54%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and practice. Number of lessons: full time program 14+28 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: lectures and supplementary materials will be available in the Moodle system	
<p><b>Type of assessment: AW5</b></p> <p><b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination. To perform the practical knowledge in the practical room</p> <p><b>Signature</b> Attendance at the lectures according to the LER (learning and exam rule)</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. The test consists of multiple choice questions. Final written exam will be graded as follows:</p> <p>Percentage (%) Grade 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)</p>	
<b>Semester: 3</b>	
<b>Pre-requirement:</b> General Principles of Health Care and Nursing II.	

<p><b>Content:</b></p> <p>Lecture:</p> <ol style="list-style-type: none"> <li>1. Establishing a healthy lifestyle, health awareness, individual and social responsibility.</li> <li>2. Survey of health counselling activities.</li> <li>3. Development of health counselling activities.</li> <li>4. Implementation of health counselling activities.</li> <li>5. Indication range of screening tests (cervical cancer screening).</li> </ol>
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6. Indication scope of screening tests (breast examination).
7. Indication range of screening tests (prostate examination - RDV, some laboratory tests).
8. The procedure for carrying out the screening tests and the procedure for evaluating the test results obtained.
9. Patient education tasks related to the care of acute and chronic diseases.
10. Characteristics of the structure of effective patient education. Patient education tasks at all levels of care.
11. Principles for individual and group education of clients and their relatives.
12. Pedagogical knowledge, methods related to his / her field, individual and group client, patient education tasks according to the client's age, social status, intellectual and emotional ability, illness.
13. Types of enterostomas, scope of indication. Measurement of the possible location of the stoma, care tasks of existing stomas (Koch reservoir treatment, stoma irrigation, enema, fistula-drain treatment).
14. Stoma-related aids.

**Practical:**

1. Establishing a healthy lifestyle, discussing health awareness, individual and social responsibility in practice.
2. Assess health counselling activities in practice.
3. Health counselling activities in practice.
4. Implementation of health counselling activities during practice.
5. Implementation of the indication range of screening tests (cervical cancer screening) during the practice.
6. Implementation of the indication scope of screening tests (breast examination) during the practice.
7. Indication range of screening tests (prostate examination - RDV, some laboratory tests), implementation during practice.
8. The process of carrying out the screening tests and the process of evaluating the obtained test results during the practice.
9. Application of patient education tasks related to the care of acute and chronic diseases in practice.
10. Characteristics of the structure of effective patient education. Patient education tasks at all levels of care, applied during practice.
11. Apply the principles of individual and group education of clients and their relatives in practice.
12. Pedagogical knowledge, methods related to his / her field, individual and group client, patient education tasks according to the client's age, social status, intellectual and emotional ability, illness, their application in practice.
13. Types of enterostomas, scope of indication. Measurement of the possible location of the stoma, care tasks of existing stomas (Koch reservoir treatment, stoma irrigation, enema, fistula-drain treatment), application during the practice.

**14. The use of aids related to stoma in its implementation during practice.**

**Compulsory and recommended literature**

1. Katalin Papp Dr., Adrienn Dr. Siket Ujváriné (2014): General principles of health care and nursing. University of Debrecen Faculty of Health  
[https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2010\\_0020\\_apolas\\_angol/index.html](https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2010_0020_apolas_angol/index.html)
2. András Oláh (2012): Textbook of Nursing Science. Medicina Könykiadó Zrt.  
[https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061\\_apolastudomany-angol/adatok.html](https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061_apolastudomany-angol/adatok.html).
3. Potter, P. A.: Fundamentals of nursing. – 7th. edition. – St. Louis: Mosby, 2009. ISBN 978-0-323-4828-6.
4. Alan, Pearson: Nursing models for practice. – 3nd. edition. – Edinburgh: Butterworth-Heinemann, 2005. ISBN 0-7506-5442-2.
5. Wilkinson, J. M.: Fundamentals of Nursing, - Philadelphia: F. A. Davis Company, 2007. 1. köt. ISBN 0-8036-1197-8 2. köt. ISBN 0-8036-1198-6 3. köt. ISBN 0-8036-1473-X

**Name of course leader: Anita Barth RN**

**Course lecturer(s): Katalin Papp PhD**

<b>Subject: Gerontology</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical (Credits 100%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of lessons: 28 theory	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: ESE</b>	
<b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Testing, evaluation</b>  The students must sit for an end-term written test. The test consists of multiple choice-questions.  Final written exam will be graded as follows:  Percentage (%) Grade 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)	
<b>Semester: 4.</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
Lecture: <ol style="list-style-type: none"> <li>1. Basic principles of gerontology.</li> <li>2. Gerontology in the mirror of statistics I: aging of population.</li> <li>3. Gerontology in the mirror of statistics II: basic trends in mortality.</li> <li>4. Main disciplines and framework of gerontology.</li> <li>5. Biogerontology: basics.</li> <li>6. Biogerontology: theories of aging.</li> <li>7. Biogerontology: experimental gerontology.</li> </ol>

8. Biogerontology: aging and diseases.
9. Geriatrics: Changes in elderly, diseases and treatment of diseases I.
10. Geriatrics: Changes in elderly, diseases and treatment of diseases II.
11. Social gerontology: gerontopsychology.
12. Social gerontology: social-political aspects of aging.
13. Prevention and aging.
14. Possibilities in reduction of aging.

#### Compulsory and recommended literature

1. Semsei (2014): Introduction to Gerontology. Book Series of Faculty of Health, No 20, University of Debrecen. University Press, Debrecen, Hungary. (ISBN:978 963 318 406 6)
2. Semsei (2014): Lectures in Gerontology. Book Series of Faculty of Health, No 21, University of Debrecen. University Press, Debrecen, Hungary. (ISBN: 978 963 318 418 9)
3. Semsei (2017): Basic Course on Gerontology. Globe Edit. ISBN 978-3-639-85273-8.
4. Semsei (2010): Gerontology booklet (slides of the lectures) (<http://gscce-efk.hu>)
5. R. H. Robnett, W. C. Chop (2009): Gerontology for the Health Care Professional, 2<sup>nd</sup> edition. Jones & Bartlett Publishers.

**Name of course leader: Imre Semsei DSc, PhD**

**Course lecturer(s): Imre Semsei DSc, PhD**

<b>Subject: Health Development II.</b> (Principals of health development)	<b>Credit:3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 57%-43%)	
<p>Method or presentation and number of classes (lecture, seminar, field practice) type of subject: lecture and seminar. lecture and seminar</p> <p>Number of lessons: 14+14 in the given semester</p> <p>Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.</p>	
<p><b>Type of assessment: AW5</b></p> <p><b>Requirements</b></p> <p>Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Rules of signature:</b> the students must be present at the seminars</p> <p>Conditions for obtaining a signature: Active participation in exercises. Prepare a health plan and poster for the pre-selected topic working in a team. Also, hold a 10-minute health promotion session on the selected topic, team work. The condition for signature is continued, active participation in practical work and the performance of exercises.</p> <p>Conditions for obtaining a practical grade: Participation in the lectures is recommended, participation in exercises is mandatory, the replacement of absenteeism is made on the basis of the tSD. The theoretical material is based on mid-year accountability or the performance of exercises.</p> <p><b>Testing, evaluation</b></p> <p>The students must sit for an end-term written test. The test consists of multiple choice questions.</p> <p>Final written exam will be graded as follows:</p> <p>The practical grade is given by the zh mark of merit, as well as the performance of the exercises, the individual health plan presented and submitted in writing by the student, and the evaluation of the Community Health Promotion Programme.</p>	



Percentage (%) Grade

0-59 fail (1)

60-69 pass (2)

70-79 satisfactory (3)

80-89 good (4)

90-100 excellent (5)

**Semester:**

3<sup>rd</sup> semester:

**Pre-requirement:**

none

**Content:**

Lecture:

1. The concept of health. Interpretation of health, concepts of health, individual factors.
2. Dimensions of health, health models.
3. Health determinants. Socio-economic factors, lifestyle factors, effect on health status.
4. Goals and real values in health promotion, philosophical approach.
5. Development of health promotion, conceptual system, basic documents (Alma-Ata Declaration, Ottawa Charter, Jakarta Declaration, Health for All).
6. Institutions and representatives of health promotion.
7. Activities of health promotion: State policy for health. Steps to create a favourable environment. Reorganisation of health services.
8. Develop individual skills and skills. It's a matter of principle of health education. The concept, objectives, tasks and general requirements of health education.
9. Community health promotion. The concept of community in health promotion. Principles of community-based health promotion work. Presentation of model community health promotion programs (eg North Karelia Project).
10. Community stage program, project cycle, general and specific goals of projects.
11. Theoretical background of the individual health plan I.
12. Theoretical background of the individual health plan I.
13. Steps and significance of health plan preparation (individual, community). Preparation work, tasks, opportunities for health counselling I.
14. Steps and significance of health plan preparation (individual, community). Preparation work, tasks, opportunities for health counselling II.

Practical:

1. The concept of health and health determinants.

During the exercise, students will be asked what it means to be "healthy" according to the group (at community level) and for themselves (on an individual level). To do this, a practical task will be carried out individually, which will be evaluated in groups I.

2. The concept of health and health determinants.

We define the dimensions of health through a practical task that leads students to an

understanding of the concept of holistic health. We review the characteristics of each of the most frequently referenced health models by performing a practical task. Then we will jointly determine the health determinants II.

**3. Credible sources of information on health promotion practice.**

Perform a practical task to sensitize the student's access to national and international databases and websites that he or she can collect and read in the course of his later work on health promotion. Purpose: to learn how to judge the authenticity of the materials you read in the field of health promotion work (Computer practice: databases, review of websites, evaluation of articles).

**4. Evaluation and use of health promoting substances.**

In the exercise, we summarise the main types of the most common educational and educational aids used in health promotion, revealing their advantages and limitations by individual and population target groups. We review the criteria for producing effective presentations, written material, good health promotion presentations. Purpose: to learn how to judge the authenticity of printed materials in the field of health promotion work I.

**5. Evaluation and use of health promoting substances.**

Critical reading aspects in health promotion. Individual and group processing of tasks related to the readability of texts, comprehensible spelling, and visual representation of statistical data II.

**6. Making health products.**

In the exercise, students learn the essence of the making of poster, poster material and their practical use I.

**7. Making health products.**

In the exercise, students learn the essence of the making of poster, poster material and their practical use II.

**8. Successful/effective health(s) communication.**

During the exercise, students learn the characteristics of effective communication. We review the results of the current and most recent health communication survey, interpret and evaluate them as a group task. We collect the characteristics of effective health communication I.

**9. Successful/effective health(s) communication.**

During the exercise, students learn the characteristics of effective communication. We review the results of the current and most recent health communication survey, interpret and evaluate them as a group task. We collect the characteristics of effective health communication II.

**10. Individual health assessment studies. Learn about standard questionnaires and how to use them. Practical implementation of health advice based on case descriptions I.**

**11. Individual health assessment studies. Learn about standard questionnaires and how to use them. Practical implementation of health advice based on case descriptions II.**

**12. Accountability, presentation, evaluation and correction of the 10-minute lecture and poster made by the students I.**

13. Accountability, presentation, evaluation and correction of the 10-minute lecture and poster made by the students II.
14. Accountability, presentation, evaluation and correction of the 10-minute lecture and poster made by the students III.

Compulsory and recommended literature

1. Gene E. Hall, Linda F. Quinn, Donna M. Gollnick (2015): Introduction to Teaching: Making a Difference in Student Learning. SAGE Publications, ISBN 1483365026, 9781483365022.
2. Cottrell, Randall R., Girvan, James T., McKenzie, James F., Seabert, Denise (2017). Principles and Foundations of Health Promotion and Education. Pearson, ISBN-13: 978-0134517650.
3. Clark, Carolyne Chamber, Paraska, K. Karen (2012): Health promotion for nurses. A practical guide. Jones & Bartlett Learning, ISBN-13: 978-1449686673.
4. Snelling, A.M.: Introduction to Health Promotion. 1st edition. Jossey-Bass, 2014. ISBN: 1-1184-5529-0.
5. Ewles & Simnett's Promoting Health: a Practical Guide, 7e Paperback, 2017

**Name of course leader: Anikó Gyulai PhD**

**Course lecturer(s): Anikó Gyulai PhD, Anita Barth RN**

<b>Subject: Hungarian as a Foreign Language III.</b>	<b>Credit: 0</b>
Course classification: <b>criterium</b>	
The theoretical or practical character of the subject, "character of the training": <b>practical</b>	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: seminar (100%) and 56 hours in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: blended learning; situations in practice	
<b>Type of assessment: AWLS (Assessment for Work for the Lecturer's Signature)</b>	
<b>Semester: 2<sup>nd</sup> year 1<sup>st</sup> semesters</b>	
<b>Pre-requirement: Hungarian as a Foreign Language II</b>	

<b>Content:</b>
The aim of the subject is to introduce foreign students the most common situations in health care setting which will help them to do their practice in hospitals. Their speaking and understanding skills will be developed by vocabulary teaching and listening tasks.
<b>14-week description</b>
Lecture:
<ol style="list-style-type: none"> <li>1. The responsibilities of a nurse.</li> <li>2. The responsibilities of a nurse.</li> <li>3. How to communicate with patients.</li> <li>4. Hospital admission.</li> <li>5. History taking; medical records.</li> <li>6. Medical equipment and devices.</li> <li>7. First aid.</li> <li>8. Revision One; Oral and Written mid-term test.</li> <li>9. Skeletal and muscular systems and related diseases.</li> <li>10. : Respiratory system and related diseases.</li> <li>11. Circulatory system and related diseases.</li> <li>12. Digestive system and related diseases.</li> <li>13. Reproductive system and related diseases.</li> <li>14. Revision Two; Oral and Written End-of-term test.</li> </ol>
<b>Compulsory and recommended literature</b>
<ol style="list-style-type: none"> <li>1. Gyórfy Erzsébet, Ph.D.: Hogy s mint? I. 2013.</li> <li>2. Marschalkó Gabriella, Zatik János: Tessék mondani! (szülészet nőgyógyászat). Debreceni Egyetemi Kiadó, 2010. <a href="https://dea.lib.unideb.hu/dea/handle/2437/121336">https://dea.lib.unideb.hu/dea/handle/2437/121336</a></li> <li>3. Paragh György, Hajnal Judit: Tessék mondani! Segédkönyv a belgyógyászati anamnézis felvételéhez. <a href="https://dea.lib.unideb.hu/dea/handle/2437/283068">https://dea.lib.unideb.hu/dea/handle/2437/283068</a></li> </ol>

**4. Simple Hungarian Dialogues Summaries 2 Pre-Intermediate.**  
Kiadó: Ish Nyelviskola ISBN: 9789638895509

**Name of course leader: Ágnes Tilki MA**

**Course lecturer(s): Ildikó Tóth Orosz Biskuné MA and Ágnes Tilki MA**

<b>Subject: Internal Medicine I.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": 100% practice	
Method or presentation and number of classes (lecture, seminar, field training) type of subject:  Number of lessons: 14 practicals	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment:</b> AW5 <b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Semester: 3.</b>	
<b>Pre-requirement:</b> Physiology-Pathophysiology I.; Functional Anatomy II.	

<b>Content:</b>
<p>Practical:</p> <ol style="list-style-type: none"> <li>1. The main steps of an internal medical examination (personal data, types of anamnesis, physical examinations: observation, palpation, percussion, and auscultation) I.</li> <li>2. The main steps of an internal medical examination (personal data, types of anamnesis, physical examinations: observation, palpation, percussion, and auscultation) II.</li> <li>3. Introducing imaging (RTG, UH, CT, MRI, endoscopic tests) and other important tests for basic laboratory (blood, blood sugar, electrolytes, liver function, kidney function, urine general + sediment) I.</li> <li>4. Introducing imaging (RTG, UH, CT, MRI, endoscopic tests) and other important tests for basic laboratory (blood, blood sugar, electrolytes, liver function, kidney function, urine general + sediment) II.</li> <li>5. Concept and meaning of consilium. Diagnosis. The structure and parts of the final report, the structure of the epicrisis I.</li> <li>6. Concept and meaning of consilium. Diagnosis. The structure and parts of the final report, the structure of the epicrisis II.</li> <li>7. Examination of skin, mucous membranes and lymph nodes. Mumps, chest (heart, lung) examination.</li> <li>8. Abdominal examination (gastrointestinal system, liver, spleen).</li> </ol>

9. Urinary tract and external genital examination.
10. Examination of arteries and veins. Examination of the movement organs.
11. Examination of the nervous system. Blood pressure measurement, pulse and respiration (pulse and respiratory types).
12. Types of temperature. Calculation of body mass index, abdominal circumference and abdominal / hip ratio, their significance.
13. Exercise of anamnesis, practice of patient examination, filling of patient records I.
14. Exercise of anamnesis, practice of patient examination, filling of patient records II.

Compulsory and recommended literature

**Compulsory and recommended literature**

1. McPhee, S.J., Papadakis, M.A., Tierney, L.M., Jr. (editors): Current Medical Diagnosis and Treatment, 46<sup>th</sup> edition. Lange Medical Books/McGraw-Hill, 2007
2. Fauci A. S., Braunwald E., Kasper D. L., Hauser S. L., Longo D. L., Jameson J. L., Loscalzo J.: Harrison's Principles of Internal Medicine, 20<sup>th</sup> Edition, McGraw-Hill Medical; 2018. New York.

**Name of course leader: László Szerafin MD, PhD**

**Course lecturer(s): Anna Szöllősi RN**

<b>Subject: Internal Medicine II.</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": 100% theory	
Method or presentation and number of classes (lecture, seminar, field training) type of subject:  Number of lessons: 28 lectures  Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment:</b> ESE <b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Semester: 4.</b>	
<b>Pre-requirement:</b> Internal Medicine I.; Pharmacology I.; Physiology-Pathophysiology II.	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Internal medical examination, physical examination, laboratory and other examinations.</li> <li>2. Cardiovascular diseases: Angina pectoris, myocardial infarct; emergency treatment of myocardial infarct.</li> <li>3. Arterial and venous thrombosis; pulmonary embolism; disorders of the cardiac valves; diseases of the endocardium, myocardium and pericardium.</li> <li>4. Disorders of the impulse generation and conduction in the heart. Disorders of the impulse generation and conduction in the heart; atrial fibrillation; ventricular fibrillation.</li> <li>5. Reasons, diagnosis and treatment of hypertension; emergency supply in hypertension crisis.</li> <li>6. Physical and instrumental examinations in the respiratory diseases; infections of the upper airways; pneumonia; bronchitis; bronchial asthma; emphysema; chronic obstructive pulmonary diseases; respiratory insufficiency; pulmonary tumours; tuberculosis, pleural diseases.</li> <li>7. Diseases of the oral cavity, the oesophagus (GERD, achalasia, tumours) and the stomach (gastritis, ulcer, tumour).</li> <li>8. Intestinal diseases (IBD, malabsorption, ileitis terminalis, ulcerative colitis, tumours).</li> <li>9. Jaundice; hepatic inflammations; cirrhosis hepatis; abscess and tumours in the liver parenchymal disorders in the liver; diseases of the gall bladder and hepatic ducts.</li> </ol>



10. Gallstone; peritonitis; acute and chronic pancreatitis; pancreatic tumours; Pathologic leanness and obesity; hyperlipidaemias; pathogenesis and complications of arteriosclerosis.
11. Diseases of the neuroendocrine systems: hyper-and hypothyroidism, tumours in the thyroid gland; diseases of the adrenal medulla and cortex: pheochromocytoma; Addison-disease, morbus Cohn, morbus Cushing.
12. Diabetes mellitus type 1 and type 2; Complications of diabetes mellitus; hyper- and hypoglycaemic coma; later complications in diabetes mellitus. Deficiency diseases: hypo- and avitaminoses.
13. Diseases of the neuroendocrine system: diseases of the hypophysis; diseases of the parathyroid gland: hyperparathyroidism.
14. Nephrology: bacterial infections of the urogenital system; acute and chronic renal insufficiency; dialysis; renal diseases with immunopathogenic origin; glomerulonephritis. Internal medicine relations of the diseases of movement system: rachitis; osteoporosis; osteoarthritis Congenital bone and connective tissue diseases; myopathia; seronegative arthritis.

Compulsory and recommended literature

**Compulsory and recommended literature**

1. McPhee, S.J., Papadakis, M.A., Tierney, L.M., Jr. (editors): Current Medical Diagnosis and Treatment, 46<sup>th</sup> edition. Lange Medical Books/McGraw-Hill, 2007
2. Fauci A. S., Braunwald E., Kasper D. L., Hauser S. L., Longo D. L., Jameson J. L., Loscalzo J.: Harrison's Principles of Internal Medicine, 20<sup>th</sup> Edition, McGraw-Hill Medical; 2018. New York.

**Name of course leader: László Szerafin MD, PhD**

**Course lecturer(s): Anna Szöllősi RN**

<b>Subject: Microbiology I.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 50-50%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and seminar. Number of lessons: <b>14+0</b> in the given semester.	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: ESE</b>	
<b>Requirements</b>	
Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Testing, evaluation</b>	
The students must sit for an end-term written test. The test consists of multiple choice questions.	
Final written exam will be graded as follows:	
Percentage (%) Grade	
0-59 fail (1)	
60-69 pass (2)	
70-79 satisfactory (3)	
80-89 good (4)	
90-100 excellent (5)	
<b>Semester: 3</b>	
<b>Pre-requirement: Basic Studies in Biology, Biochemistry</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. The subject, division and brief history of microbiology. Microorganisms that cause major historical epidemics.</li> <li>2. General bacteriology, properties of bacteria, growth, culture, detection, Gram staining. Aerobic and anaerobic bacteria. Pathogen penetration, gates of infection. The course and stages of the infection. Toxins.</li> <li>3. Detailed bacteriology 1. Gram-positive cocci. Micrococcaceae: Staphylococcus, streptococcus, enterococcus. Gram-positive spore-forming rods. (Clostridia, Bacilli)</li> </ol>

Gram positive non-spore-forming rods and other bacteria (*Listeria*, *Corynebacterium*, *Actinomyces*, *Lactobacillus*)

4. Detailed bacteriology 2. Gram negative cocci: *Neisseria gonorrhoeae*, *Neisseria meningitidis*. Gram-negative facultative anaerobic rods (*Enterobacteriaceae*. *Escherichia* group, *Klebsiella* group, *Salmonella* group, *Shigella*, *Proteus* group. *Yersinia* Group. Gram-negative polar ciliated rods (*Vibrio cholerae*) Gram-negative spiral and bent bacteria (*Campylobacter*. *Helicobacter pylori*)
5. Detailed bacteriology 3. Gram negative non-fermenting bacteria (*Pseudomonas*, *Moraxella*, *Acinetobacter*) Gram negative aerobic rods and coccobacilli (*Brucella*, *Bordetella*, *Francisella*, *Haemophilus*) Other Gram negative bacteria (*Legionella*, *Bartonella*, *Chlamydia*)
6. Detailed bacteriology 4. Bacteria not stained according to Gram: *Mycobacteria*, *Spirochaetes* (*Treponema pallidum*, *Borrelia*, *Leptospira*) Obligatory intracellular pathogens (*Chlamydia*, *Rickettsia*)
7. Nosocomial infections, multidrug-resistant pathogens
8. General virology. The concept, characterization, structure and classification of viruses. Detection methods, viral serological tests. Virus resistance. Human tumors and viruses. Detailed virology 1. DNA viruses (*herpesviruses*, *adenoviruses*, *hepadnaviruses*, *parvoviruses*, *poxviruses*, *polyomaviruses*, *papillomaviruses*)
9. Detailed virology 2. RNA viruses 1. *Reoviruses*, *togaviruses*, *flaviviruses*, *coronaviruses*, *paramyxoviruses*, *Rhabdoviruses*
10. Detailed virology 3. RNA viruses 2. *Philoviruses*, *orthomyxoviruses*, *bunyaviruses*, *arenaviruses*, *picornaviruses*, *caliciviruses*, *rhinoviruses*, *astroviruses*, *hepevirus*, *retroviruses*
11. Mycology. General characteristics of fungi. Major fungal infections (*dermatomycoses*, *Candida*, *Aspergillus*, *Cryptococcus*, *Pneumocystis*)
12. Worms, protozoa. General properties, properties of major pathogens. Morphology, pathogenesis, detection methods, therapy.
13. Sterilization and disinfection. Antibiotics and their mechanism of action.
14. Defending the human body against microbes. Vaccinations, vaccination calendar.

#### Compulsory and recommended literature

1. Curriculum delivered at lectures
2. Levinson, Warren Medical microbiology & immunology : examination & board review / Warren Levinson. - 8. ed.. - New York [et al.] : Lange Medical Books/McGraw Hill, [2004], cop. 2004. - x, 644 p. : ill. ; 24 cm
3. Humphreys, Hilary Problem-orientated clinical microbiology and infection / by Hilary Humphreys and William L. Irving ; with a foreword by C.A. (Tony) Hart. - 2nd ed.. - Oxford ; New York : Oxford University Press, 2004. - xviii, 379 p. : ill. ; 24 cm

<b>Name of course leader: Zsigmond Kósa PhD</b>
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<b>Course lecturer(s): Viktória Kamarási MD</b>
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<b>Subject: Paediatrics I.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 100-0%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture. Number of lessons: 14 in the given semester.	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: ESE</b>	
<b>Requirements</b>	
Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Testing, evaluation</b>	
The students must sit for an end-term written test. The test consists of multiple choice questions.	
Final written exam will be graded as follows:	
Percentage (%) Grade	
0-59 fail (1)	
60-69 pass (2)	
70-79 satisfactory (3)	
80-89 good (4)	
90-100 excellent (5)	
<b>Semester: 4</b>	
<b>Pre-requirement: Physiology – pathophysiology II, Pharmacology I</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Pediatric cardiology – congenital heart diseases.</li> <li>2. Diseases of the respiratory system (main symptoms of respiratory diseases, bronchitis, pneumonia).</li> <li>3. Diseases of the gastrointestinal system (ulcerative colitis, morbus Chron, celiac disease).</li> <li>4. Allergic diseases (bronchial asthma, allergic rhinitis, atopic dermatitis).</li> </ol>

5. Most important neoplastic diseases in childhood (Wilms tumour, leukemia diseases, brain neoplasms).
6. Hematopoietic system diseases.
7. Diseases of the nervous system (epilepsy, meningitis, encephalitis).
8. Diseases of the endocrine system (diabetes mellitus, thyroid glands disorders).
9. Renal disorders (nephrotic syndrome, nephritis).
10. Dermal disorders in childhood.
11. Infectious diseases (chickenpox, scarlatina, infectious mononucleotide).
12. Infectious diseases II. (enteral infections).
13. Most important diseases of newborns and praeterm infants (RDS, hyperbilirubinemia disorder).
14. Child and newborn resuscitation.

Compulsory and recommended literature

1. Nelson essentials of pediatrics / [edited by] Richard E. Behrman, Robert M. Kliegman.. - 4th ed.. - Philadelphia : W.B. Saunders Co., c2002.. - xiv, 958 p. : ill. (some col.) ; 26 cm.

**Name of course leader: Éva Nemes**

**Course lecturer(s): Viktória Kamarási MD**

<b>Subject: Pharmacology I.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of lessons: 28+0 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: ESE</b>	
<b>Requirements</b>	
Attendance at lectures is recommended, since the material covered in the lectures will be on the examination.	
<b>Testing, evaluation</b>	
The students must sit for an end-term written test. The test consists of multiple-choice questions.	
Final written exam will be graded as follows:	
Percentage (%) Grade	
0-59 fail (1)	
60-69 pass (2)	
70-79 satisfactory (3)	
80-89 good (4)	
90-100 excellent (5)	
<b>Semester: 3</b>	
<b>Pre-requirement:</b> Biochemistry; Physiology-Pathophysiology I.	

<p><b>Content:</b></p> <p>Lecture:</p> <ol style="list-style-type: none"> <li>1. Definition of drug, legal environment, medicine supply system, basic concepts of quality assurance, relationship between the pharmacologist and doctor/ health care worker, order and usage of drugs.</li> <li>2. Basic concepts related to the effects of medicines: receptor, absorption, effect, side-effect, interaction, synergism, antagonism, drug addiction and drug dosage.</li> <li>3. Central nervous system: antidepressants, antiepileptics, antiparkinsonian drugs, antipsychotics, narcotics, analgesics, sedatives.</li> </ol>
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4. Autonomic nervous system: parasympathomimetics, drugs acting on cholinergic and adrenergic receptors, smooth muscle relaxants, adrenergic neurons drugs.
5. Respiratory system and muscles: local anesthetics: antiasthmatics, drugs for striated muscles, smooth muscle relaxants.
6. Cardiovascular pharmacology.
7. Secretion: antidiuretics.
8. Hemopoiesis: anticoagulants, drugs of hemopoiesis.
9. Gastrointestinal system: ulcus doudenii, ulcus pepticum, appetizers, pharmacology of biliary and digestion, antireflux, laxatives, emetics, antiemetics, motility enhancers.
10. Pharmacology of endocrine system.
11. Metabolism: drugs for diabetes mellitus, vitamins, anabolic, anti-absorption.
12. Inflammation: inflammatories, antiallergics, steroids and non-steroidal anti-inflammatories.
13. Pharmacology of live pathogens: disinfectants, anthelmintic, antibiotics, anti-tuberculosis drugs, parasite drugs, antitumor agents.
14. Pharmacology of skin and sense organs.

#### Compulsory and recommended literature

1. Trevor, A. J., Katzung B. G., Masters S. B. (eds): Katzung & Trevor's Pharmacology: Examination & Board Review, McGraw Hill, Publication Date: October 9, 2012 | ISBN-10: 0071789235 | ISBN-13: 978-0071789233 | Edition: 10
2. Katzung, B. G. (ed.): Basic and Clinical Pharmacology, McGraw Hill, Publication Date: Feb 07, 2012 | ISBN-10: 0071764011 | ISBN-13: 978-0071764018 | Edition: 12

**Name of course leader: Róbert Pórszász PhD**

**Course lecturer(s): Róbert Pórszász PhD**



<b>Subject: Pathology I.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credits: 50-50%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of lessons: 14+0 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment: ESE</b>	
<b>Requirements</b>	
Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Testing, evaluation</b>	
The students must sit for an end-term written test.	
Final written exam will be graded as follows:	
Percentage (%) Grade	
0-59 fail (1)	
60-69 pass (2)	
70-79 satisfactory (3)	
80-89 good (4)	
90-100 excellent (5)	
<b>Semester: 3rd semester</b>	
<b>Pre-requirement: Basic Studies in Biology, Functional Anatomy I.</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. The general definition of pathology; Definitions (diagnostic pathology, surgical pathology, anatomical pathology, molecular pathology).</li> <li>2. Different levels of abnormality, causes of diseases, pathomechanism, effects and complications.</li> <li>3. Cell injury, cell death, and adaptations.</li> <li>4. Inflammation: macro- and microscopic features.</li> </ol>

5. Tissue regeneration, reparative reactions; fibrosis and scar formation.
6. Fluid and haemodynamic disorders. Haemorrhage, thrombosis, embolism.
7. Anaemic (pale) and haemorrhagic (red) infarction. Cardiovascular and cerebrovascular disorders.
8. Immune pathology I.
9. Immune pathology II.
10. Definition of general infection, infectious diseases (bacterial, viral, prion, protozoan, worm infection).
11. Pathology of neoplasia; molecular oncology.
12. Benign and malignant tumors; macro- and microscopic features; metastasis.
13. Genetic and pediatric diseases.
14. Environmental and nutritional diseases.

**Compulsory and recommended literature**

1. Richard N Mitchell, Vinay Kumar, Abul K Abbas, Jon C. Aster: Pocket companion to Robbins and Cotran Pathologic Basis of Diseases. Elsevier, 2016, ISBN 9781455754168  
Kumar V, Abbas AK, Aster JC (Ed.). Robbins basic pathology. Philadelphia, PA : Elsevier, [2018]. ISBN 9780323353175

**Name of course leader: Gergő Harsányi MD**

**Course lecturer(s): Gergő Harsányi MD**

<b>Subject: Pharmacology II.</b>	<b>Credit: 1</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of lessons: 14+0 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: ESE</b>	
<b>Requirements</b>	
Attendance at lectures is recommended, since the material covered in the lectures will be on the examination.	
<b>Testing, evaluation</b>	
The students must sit for an end-term written test. The test consists of multiple choice questions.	
Final written exam will be graded as follows:	
Percentage (%) Grade	
0-59 fail (1)	
60-69 pass (2)	
70-79 satisfactory (3)	
80-89 good (4)	
90-100 excellent (5)	
<b>Semester: 4</b>	
<b>Pre-requirement:</b> Pharmacology I.	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Ordering, takeover, storing, maintenance and control of drugs.</li> <li>2. Handling of hazardous materials, emergency preparedness and response.</li> <li>3. Drug dosage, classes of drugs.</li> <li>4. Kinetics of drugs, interactions, side-effects.</li> <li>5. Drug addiction, dependency and toxicity.</li> <li>6. Central nervous system: antidepressants, antiepileptics, antiparkinsonian drugs, antipsychotics, narcotics, sedatives, painkillers and antipyretics.</li> </ol>

7. Autonomic nervous system: smooth muscle relaxants, local anesthetics, muscle relaxants. Respiratory system: antiasthmatics, antitussives, expectorants, respiratory stimulants and medical gases.
8. Cardiovascular pharmacology: antianginal, hemopoiesis, vasodilators and anticoagulants.
9. Drugs for blood pressure, diuretics, antidiuretics, salt and fluid resuscitation, rehydration. Gastrointestinal system: ulcus doudenii, ulcus pepticum, appetitezers, pharmacology of biliary and digestion, antireflux, laxatives, emetics, antiemetics, motility enhancers.
10. Pharmacology of endocrine system. Inflammation: steroids and non-steroidal anti-inflammatories.
11. Pharmacology of live pathogens: disinfectants, antibiotics and parasite drugs.
12. Antitumor agents and immunobiological agents.
13. Nutrition products, serums.
14. Dermatological and ophthalmic preparations.

#### Compulsory and recommended literature

1. Trevor, A. J., Katzung B. G., Masters S. B. (eds): Katzung & Trevor's Pharmacology: Examination & Board Review, McGraw Hill, Publication Date: October 9, 2012 | ISBN-10: 0071789235 | ISBN-13: 978-0071789233 | Edition: 10
2. Katzung, B. G. (ed.): Basic and Clinical Pharmacology, McGraw Hill, Publication Date: Feb 07, 2012 | ISBN-10: 0071764011 | ISBN-13: 978-0071764018 | Edition: 12

**Name of course leader: Róbert Pórszász PhD**

**Course lecturer(s): Róbert Pórszász PhD**

<b>Subject: Physiology-Pathophysiology II.</b>	<b>Credit: 4</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 66-34%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and seminar. Number of lessons: 28+14 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<p><b>Type of assessment: ESE</b></p> <p><b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Testing, evaluation</b></p> <p>The students must sit for an end-term written test. The test consists of multiple choice questions.</p> <p>Final written exam will be graded as follows:</p> <p>Percentage (%) Grade  0-59 fail (1)  60-69 pass (2)  70-79 satisfactory (3)  80-89 good (4)  90-100 excellent (5)</p>	
<b>Semester: 3</b>	
<b>Pre-requirement: Physiology-Pathophysiology I., Functional Anatomy II.</b>	

<b>Content:</b>
Lecture: <ol style="list-style-type: none"> <li>1. Respiratory system.</li> <li>2. Pathophysiology of respiratory system.</li> <li>3. GI tract.</li> <li>4. Nutrition, hepar and pancreas.</li> <li>5. Metabolism. Hormones of pancreatic islets. Metabolic effects of extra-pancreatic hormones.</li> <li>6. GI pathophysiology.</li> <li>7. Urinary system.</li> <li>8. Regulation of homeostatic parameters.</li> <li>9. Endocrine system, hypothalamo-hypophyseal system. Adrenal cortex. Thyroid hormones.</li> </ol>

10. Endocrine regulation of reproductive functions.
11. Gonadal and genital system.
12. Nervous system, general aspects.
13. Nervous system, motoric and sensory function, somatic and autonomic function.
14. Special sense organs.

Practical:

1. Respiratory system.
2. Pathophysiology of respiratory system.
3. GI tract.
4. Nutrition, hepar and pancreas.
5. Metabolism. Hormones of pancreatic islets. Metabolic effects of extra-pancreatic hormones.
6. GI pathophysiology.
7. Urinary system.
8. Regulation of homeostatic parameters.
9. Endocrine system, hypothalamo-hypophyseal system. Adrenal cortex. Thyroid hormones.
10. Endocrine regulation of reproductive functions.
11. Gonadal and genital system.
12. Nervous system, general aspects.
13. Nervous system, motoric and sensory function, somatic and autonomic function.
14. Special sense organs.

Compulsory and recommended literature

1. Costanzo, Linda S.: Physiology. - Philadelphia : Wolters Kluwer, 2019 ISBN 9781975106690
2. Netter's essential physiology. - Philadelphia : Saunders/Elsevier, [2016], cop. 2016 ISBN 978-0-323-35819-4
3. Marsha L. Conroy: Atlas of Pathophysiology. - Lippincott Williams & Wilkins, 2010 ISBN 978-1-60547-152-5

**Name of course leader: Beatrix Dienes Hermann-né PhD**

**Course lecturer(s): Beatrix Dienes Hermann-né PhD**

<b>Subject: Preventive Medicine and Public Health I.</b>	<b>Credit: 4</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical (Credit 100%)	
Method or presentation and number of classes (lecture, seminar, practice, field training) type of subject: lecture and seminar. Number of lessons: 42+0 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: ESE</b>	
<b>Requirements</b>	
Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Signature</b>	
Active participation during the lectures is the requirement of the signature.	
<b>Testing, evaluation</b>	
The students have opportunity to sit for 3 mid-term tests or an end-term written test. The test consists of multiple choice questions. Three mid-term tests and the end semester test covering the topics of lectures. The mark of the mid-term tests will be determined by calculating the average percentage values of the three tests. Thus the student may get full exemption from the final exam in case (s) he passed all three mid-term tests and chooses to take the average result of the mid-term tests rather than sitting a final exam. The student can only pass the exam if the result of all three mid-term test is at least a "pass (2)". Students should declare till a given deadline whether or not they accept the average mid-term test result otherwise the result will be cancelled.	
Mid-term test and final written exam will be graded as follows:	
Percentage (%) Grade	
0-59 fail (1)	
60-69 pass (2)	
70-79 satisfactory (3)	
80-89 good (4)	
90-100 excellent (5)	
<b>Semester: 3</b>	
<b>Pre-requirement: -</b>	

**Content:**

### Theory:

1<sup>st</sup> week: Lecture: 1. History of medicine, preventive medicine and public health, the main fields of preventive medicine public health. 2-3. Health status of the world population and the population of OECD countries.

2<sup>nd</sup> week: Lecture: The organization and tasks of WHO. The main data basis of public health (European Health Information system, GLOBOCAN). 3. Basics of occupational safety and health.

3<sup>rd</sup> week: Lecture: 1-2. Introduction to nutritional health. Malnutrition and obesity. Diet related diseases. Role of nutrition in the developing of cardiovascular and cancer diseases. 3. Toxins occurring in food.

4<sup>th</sup> week: Lecture: 1. Fundamentals of demography and epidemiology. 2-3. Main indices and measures of mortality and morbidity (incidence, prevalence).

5<sup>th</sup> week: Lecture: 1. Descriptive and analytical epidemiology. 2-3. Secondary prevention: screenings. Criteria of screening introduction.

6<sup>th</sup> week: Lecture: 1. Mid-term exam I. 2-3. Introduction to epidemiology of non-communicable diseases. Main causes of mortality in the developing and developed countries. Prevention strategies of non-communicable diseases.

7<sup>th</sup> week: Lecture: 1. Epidemiology of smoking and alcohol consumption. 2-3. Epidemiology and control of cardiovascular diseases.

8<sup>th</sup> week: Lecture: 1-2. Epidemiology and control of malignant neoplasms. 3. Epidemiology of main metabolic diseases (diabetes mellitus, obesity).

9<sup>th</sup> week: Lecture: 1. Epidemiology and control of chronic obstructive pulmonary diseases (chronic bronchitis, emphysema, bronchial asthma). 2. Epidemiology of psychiatric diseases (depression, schizophrenia, dementia (Alzheimer's disease)). 3. Epidemiology of accidents, musculoskeletal diseases and osteoporosis.

10<sup>th</sup> week: Lecture: 1. Mid-term exam II. 2-3. Introduction to communicable diseases. Definitions and general epidemiology of communicable diseases.

11<sup>th</sup> week: Lecture: 1-2. Prevention of communicable diseases. Disinfection and sterilization. 3. Principles of immunization.

12<sup>th</sup> week: Lecture: 1-2. Epidemiology of respiratory infectious diseases (flu, TB, bacterial meningitis, SARS-CoV-2 (COVID-19)). 3. Epidemiology of gastrointestinal infectious diseases (salmonellosis, dysentery, gastrointestinal viruses).

13<sup>th</sup> week: Lecture: 1. Epidemiology of sexual transmitted diseases (syphilis, gonorrhoea, non-gonorrhoeal urethritis, HPV). 2. Epidemiology of HIV/AIDS. 3. Epidemiology of hepatitis A, B, C.

14<sup>th</sup> week: Lecture: Mid-term exam III.1-2. Epidemiology of zoonosis (lyssa, Lyme disease, tick born encephalitis). 3. Epidemiology of nosocomial infectious.

### Compulsory and recommended literature

1. Maxey-Rosenau-Last: Public Health and Preventive Medicine (2007). McGraw-Hill Education, Fifteenth Edition, ISBN-13: 978-0071441988.
2. Hawker J, Begg N, Reintjes R et al. (2019). Communicable Disease Control and Health Protection Handbook, 4th Edition. Wiley-Blackwell, ISBN: 978-1-119-32804-9.
3. [www.who.int](http://www.who.int)
4. [www.euro.who.int](http://www.euro.who.int)
5. <https://gco.iarc.fr/today/home>



<b>Name of course leader: Attila Sárváry MD, PhD</b>
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<b>Course lecturer(s): Attila Sárváry MD, PhD</b>
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<b>Subject: Professional Care I.</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 61-39%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and practice. Number of lessons: full time program 14+14 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: lectures and supplementary materials will be available in the Moodle system	
<p><b>Type of assessment: ESE</b></p> <p><b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination. The student must prepare a nursing process during the clinical practice period from a chosen surgical patient.</p> <p><b>Signature</b> To present a written form of a nursing process. Attendance at the lectures according to the LER (learning and exam rule)</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. The test consists of multiple-choice questions. Final written exam will be graded as follows:</p> <p>Percentage (%) Grade 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)</p>	
<b>Semester: 4</b>	
<b>Pre-requirement:</b> General Principles of Health Care and Nursing II.	

<p><b>Content:</b></p> <p>Lecture:</p> <ol style="list-style-type: none"> <li>1. Introduction to the special nursing of the surgery I.</li> <li>2. Introduction to the special nursing of the surgery II.</li> <li>3. Nursing task by the bleeding attenuation I.</li> <li>4. Nursing task by the bleeding attenuation II.</li> </ol>
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5. Special nursing task / implementations by the thrombosis and emboli – individual needs.
6. Nursing tasks in the safe physical environment.
7. Special nursing tasks with tumour patients – individual needs I.
8. Special nursing tasks with tumour patients – individual needs II.
9. Special nursing tasks by the burn patients. To care the shock-patient, nursing tasks I.
10. Special nursing tasks by the burn patients. To care the shock-patient, nursing tasks II.
11. Special nursing tasks in the traumatological unit I.
12. Special nursing tasks in the traumatological unit II.
13. Professional protocols before and after the operation I.
14. Professional protocols before and after the operation II.

**Practical:**

1. Admission of the patients, preparation of the nursing process I.
2. Admission of the patients, preparation of the nursing process II.
3. Types and materials of wound-care I.
4. Types and materials of wound-care II.
5. Types and materials of wound-care III.
6. Types and materials of wound-care IV.
7. Wound-care, materials, drain-management I.
8. Wound-care, materials, drain-management II.
9. Practicing of blood taking technics I.
10. Practicing of blood taking technics II.
11. Safe technic for stabile vanes, oxygen-therapy I.
12. Safe technic for stabile vanes, oxygen-therapy II.
13. Nursing implementations before the operation, and in the post-operation period I.
14. Nursing implementations before the operation, and in the post-operation period II.

**Compulsory and recommended literature**

1. Joyce M. Black, Jane Hokanson Hawks: Medical-Surgical Nursing: clinical Management for Positive Outcomes. – 8. th. edition. – St. Louis: Saunders Elsevier, 2009. 1. köt. ISBN 978-1-4160-3641-8, 2. köt. ISBN 978-1-4160-3641-8 Össz. köt. ISBN 978-4160-4687-5
2. Alan, Pearson: Nursing models for practice. – 3nd. edition. – Edinburgh: Butterworth-Heinemann, 2005. ISBN 0-7506-5442-2
3. Potter, P. A.: Fundamentals of nursing. – 7th. edition. – St. Louis: Mosby, 2009. ISBN 978-0-323-4828-6
4. Sheila Payne, Jane Seymour (ed.by): Palliative Care Nursing: principles and Evidence for Practice. – Maidenhead: Open University Press, 2004. ISBN 0-335-21243-3

**Name of course leader: Katalin Papp PhD**

<b>Course lecturer(s): Katalin Papp PhD</b>	
<b>Subject: Professional Care II.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 61-39%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and practice. Number of lessons: full time program 14+14 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: lectures and supplementary materials will be available in the Moodle system	
<b>Type of assessment: ESSE written / oral exam</b>	
<b>Requirements</b>	
Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination. The student must prepare a nursing process during the clinical practice period from a chosen internal medicine patient.	
<b>Signature</b>	
To present a written form of a nursing process.	
Attendance at the lectures according to the LER (learning and exam rule)	
<b>Testing, evaluation</b>	
The students must sit for an end-term written test. The test consists of multiple choice questions.	
Final written exam will be graded as follows:	
Percentage (%) Grade	
0-59 fail (1)	
60-69 pass (2)	
70-79 satisfactory (3)	
80-89 good (4)	
90-100 excellent (5)	
<b>Semester: 4</b>	
<b>Pre-requirement:</b> General Principles of Health Care and Nursing II.	

<b>Content:</b>
Lecture:

1. Internal medicine anamnesis, diagnosis, patient's investigation, nursing tasks during the observation I.
2. Internal medicine anamnesis, diagnosis, patient's investigation, nursing tasks during the observation II.
3. Circulatory system diseases. Special nursing needs, preparation of the nursing process I.
4. Circulatory system diseases. Special nursing needs, preparation of the nursing process II.
5. Respiratory system diseases. Special nursing tasks, preparation of nursing process I.
6. Respiratory system diseases. Special nursing tasks, preparation of nursing process II.
7. Digestive system diseases. Special nursing tasks. Needs assessment, preparation of the nursing plan I.
8. Digestive system diseases. Special nursing tasks. Needs assessment, preparation of the nursing plan II.
9. Liver-choler-pancreas diseases. Special nursing tasks, life-style advices I.
10. Liver-choler-pancreas diseases. Special nursing tasks, life-style advices II.
11. Neuro-endocrin system diseases. Special nursing tasks. Preparation of the nursing process I.
12. Neuro-endocrin system diseases. Special nursing tasks. Preparation of the nursing process II.
13. Diabetes mellitus, special nursing tasks. Patient-education, self-injection education I.
14. Diabetes mellitus, special nursing tasks. Patient-education, self-injection education II.

**Practical:**

1. Admission and discharge of the internal medicine patients.
2. Special nursing tasks by the cardiovascular disease patents I.
3. Special nursing tasks by the cardiovascular disease patents II.
4. Special nursing tasks by the respiratory system disease patents I.
5. Special nursing tasks by the respiratory system disease patents II.
6. Special nursing tasks by the digestive system disease patents I.
7. Special nursing tasks by the digestive system disease patents II.
8. Feeding with tube, nursing of the bleeding patients.
9. Special nursing tasks by the liver disease patents. Nursing tasks by the diagnostic examination and therapeutic implementations. Preparation of the nursing process I.
10. Special nursing tasks by the liver disease patents. Nursing tasks by the diagnostic examination and therapeutic implementations. Preparation of the nursing process II.
11. Special nursing tasks by the metabolism problem patents. Laboratory tests. Insulin injection, patient-education I.
12. Special nursing tasks by the metabolism problem patents. Laboratory tests. Insulin injection, patient-education II.
13. Special nursing tasks by the neuro-endocrin system disease patents. Nursing tasks by the diagnostic examination and therapeutic implementations. Preparation of the nursing process I.

**14.** Special nursing tasks by the neuro-endocrin system disease patents. Nursing tasks by the diagnostic examination and therapeutic implementations. Preparation of the nursing process II.

**Compulsory and recommended literature**

- 1.** Joyce M. Black, Jane Hokanson Hawks: Medical-Surgical Nursing: clinical Management for Positive Outcomes. – 8. th. edition. – St. Louis: Saunders Elsevier, 2009. 1. köt. ISBN 978-1-4160-3641-8, 2. köt. ISBN 978-1-4160-3641-8 Össz. köt. ISBN 978-4160-4687-5
- 2.** Alan, Pearson: Nursing models for practice. – 3nd. edition. – Edinburgh: Butterworth-Heinemann, 2005. ISBN 0-7506-5442-2
- 3.** Potter, P. A.: Fundamentals of nursing. – 7th. edition. – St. Louis: Mosby, 2009. ISBN 978-0-323-4828-6
- 4.** Sheila Payne, Jane Seymour (ed.by): Palliative Care Nursing: principles and Evidence for Practice. – Maidenhead: Open University Press, 2004. ISBN 0-335-21243-3

**Name of course leader: Katalin Papp PhD**

**Course lecturer(s): Katalin Papp PhD**

<b>Subject: Professional Care III.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical 100%.	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture. Number of lessons: full time program 28 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: lectures and supplementary materials will be available in the Moodle system	
<p><b>Type of assessment: ESSE written / oral exam</b></p> <p><b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination. The student must prepare a nursing process during the clinical practice period from a chosen child patient.</p> <p><b>Signature</b> To present a written form of a nursing process. Attendance at the lectures according to the LER (learning and exam rule)</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. The test consists of multiple choice questions. Final written exam will be graded as follows:</p> <p>Percentage (%) Grade 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)</p>	
<b>Semester: 4</b>	
<b>Pre-requirement:</b> General Principles of Health Care and Nursing II.	

<b>Content:</b>
Lecture: <ol style="list-style-type: none"> <li>1. Paediatric department. Special equipments in the paediatric nursing.</li> <li>2. Neonatal nursing. Child development assessment and evaluation.</li> <li>3. Assessment and measuring of the body-parts. Hygiene needs.</li> <li>4. Nutrition needs. Moving development.</li> <li>5. Disable child care. Fever reducing technic. Caring of child with high temperature.</li> </ol>

6. Unconscious child's care. Convulse child's care.
7. Medication on the paediatric department.
8. Nursing of the respiration system disease child. Nursing of the circulatory system disease child.
9. Nursing of the urological disease child.
10. Nursing of the moving system disease child. Dermatological care.
11. Nursing of the diabetic mellitus sick child. Nursing of the ear-nose-larynx disease child.
12. Nursing of the hormonal disease child. Tuberculin-tests.
13. Nursing of the digestive system disease child. Nursing of the neurological disease child.
14. Nursing of the dehydrated child. Samples for the laboratory examinations.

#### Compulsory and recommended literature

1. Joyce M. Black, Jane Hokanson Hawks: Medical-Surgical Nursing: clinical Management for Positive Outcomes. – 8. th. edition. – St. Louis: Saunders Elsevier, 2009. 1. köt. ISBN 978-1-4160-3641-8, 2. köt. ISBN 978-1-4160-3641-8 Össz. köt. ISBN 978-4160-4687-5
2. Alan, Pearson: Nursing models for practice. – 3nd. edition. – Edinburgh: Butterworth-Heinemann, 2005. ISBN 0-7506-5442-2
3. Potter, P. A.: Fundamentals of nursing. – 7th. edition. – St. Louis: Mosby, 2009. ISBN 978-0-323-4828-6
4. Sheila Payne, Jane Seymour (ed.by): Palliative Care Nursing: principles and Evidence for Practice. – Maidenhead: Open University Press, 2004. ISBN 0-335-21243-3

**Name of course leader: Katalin Papp PhD**

**Course lecturer(s): Katalin Papp PhD**



<b>Subject: Skill Development II.</b>	<b>Credit: 1</b>
Course classification: criterion condition	
The theoretical or practical character of the subject, "character of the training": practical	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: seminar and number of lessons: 28 in the given semester Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment: SIGN</b> <b>Requirements:</b> Attendance and active participation on seminars are compulsory for getting signature.	
<b>Semester: IV.</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
Lecture: <ol style="list-style-type: none"> <li>1. Elements of communication: verbal and non-verbal communication.</li> <li>2. General aspects of patient-nurse communication.</li> <li>3. "Empathy lab": the congruent message, and active listening I.</li> <li>4. "Empaty lab": the congruent message, and active listening II.</li> <li>5. The different types of communication style I.: the aggressive style.</li> <li>6. The different types of communication style II.: the passive style.</li> <li>7. The different types of communication style III.: the assertive style.</li> <li>8. Professional communication with patients having different communication styles.</li> <li>9. Communication with "difficult" patient I.</li> <li>10. Communication with "difficult" patient II.</li> <li>11. Communication with sick children.</li> <li>12. Communication with old patients.</li> <li>13. Communication with alcohol and drug dependent patients.</li> <li>14. Summary.</li> </ol>
Compulsory and recommended literature
Balzer-Riley, J., 2018. Communication in Nursing 9 th Revised edition. Elsevier
McCabe, C., timmins, F., 2006, Communication Skills for Nursing Practice. Palgrave Macmillan.

<b>Name of course leader: Bernadett Mohácsi PhD</b>
<b>Course lecturer(s): Bernadett Mohácsi PhD</b>

<b>Subject: Surgery I.</b>	<b>Credit: 3</b>										
Course classification: compulsory											
The theoretical or practical character of the subject, "character of the training": theoretical (Credit 100 %)											
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture. Number of lessons 28											
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.											
<p><b>Type of assessment:</b> ESE</p> <p><b>Requirements</b></p> <p>Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Signature</b></p> <p>Active participation during the lectures is the requirement of the signature.</p> <p><b>Testing, evaluation</b></p> <p>The students must sit for an end-term written test. Final written exam will be graded as follows:</p> <p>Percentage (%) Grade:</p> <table> <tr> <td>0-59</td> <td>fail (1)</td> </tr> <tr> <td>60-69</td> <td>pass (2)</td> </tr> <tr> <td>70-79</td> <td>satisfactory (3)</td> </tr> <tr> <td>80-89</td> <td>good (4)</td> </tr> <tr> <td>90-100</td> <td>excellent (5)</td> </tr> </table>		0-59	fail (1)	60-69	pass (2)	70-79	satisfactory (3)	80-89	good (4)	90-100	excellent (5)
0-59	fail (1)										
60-69	pass (2)										
70-79	satisfactory (3)										
80-89	good (4)										
90-100	excellent (5)										
<b>Semester: 4</b>											
<b>Pre-requirement:</b> Physiology-Pathophysiology II. and Pharmacology I.											

<p><b>Content:</b></p> <p>Lecture:</p> <ol style="list-style-type: none"> <li>1. The history and development of surgery – famous surgeons, directions of development, Deontology. Various surgical examination methods.</li> <li>2. Pathological aspects of surgical interventions. Pre-operation duties, organizing, consultations and the legal aspects of operations.</li> <li>3. Operations. Scrubbing up, materials, tools needed for the operations, sewing materials and isolation.</li> <li>4. Wounds. Asepsis, antisepsis, surgical infections, sepsis and the role of antibiotics in surgery.</li> <li>5. Chest surgery. Breast surgery.</li> <li>6. Heart surgery in general. The basics of vascular surgery.</li> </ol>
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7. Surgical diseases of the stomach and the surgery of small intestines. The surgery of large intestine and anorectum.
8. The surgery of the liver, gall bladder and bile duct. Pancreas, the surgery of the spleen.
9. Endocrine surgery. Surgical oncology.
10. Hernia. Plastic surgery.
11. Gastrointestinal bleeding. Drains, catheters, their functioning, venous intervention in surgery, in case of deficient functioning, the treatment of disorders.
12. Acute abdominal diseases. Differential diagnostics of acute abdominal disorders.
13. Post-operative complications and their treatments. Complications of the abdominal cavity, abdominal-bowel movement disorders, liver diseases, complications of urine secretion and post-operative fever.
14. Minimal invasive surgery. One-day surgery. Transplant surgery.

#### Compulsory and recommended literature

1. Hinkle JL, Cheever KH: Brunner & Suddarth's Textbook of Medical-Surgical Nursing. Publisher: Lippincott Williams and Wilkins; Fourteenth, International Edition, 1-Volume edition, 2017. ISBN-13: 978-1496355133.
2. Wéber Gy, Lantos J et al: Basic surgical technics. Textbook. University of Pécs, 2008.  
<http://semmelweis.hu/mutettan/files/2017/02/BASIC-SURGICAL-TECHNIQUES.pdf>
3. The University of Capetown: General Surgery Textbook for Undergraduates.  
<https://vula.uct.ac.za/access/content/group/9c29ba04-b1ee-49b9-8c85-9a468b556ce2/Open%20access%20textbook%20of%20general%20surgery/content.html>

**Name of course leader: István Turcsányi MD, PhD**

**Course lecturer(s): Erzsébet Ványolos RN, PhD, Anita Barth RN**

## CHAPTER 10

### ACADEMIC PROGRAM FOR THE 3RD YEAR

<b>Subject: Dietetics II.</b>	<b>Credit: 2</b>
Course classification: elective and compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical (Credits 100%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: <b>Dietetics II.</b> Number of lessons: 14 theory	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment: AW 5</b> <b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Semester: 5.</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
<ol style="list-style-type: none"> <li>1. Basic diet in health care institutions.</li> <li>2. Kitchen techniques in dietetics.</li> <li>3. Diet for patients with diseases of gall bladder, liver and pancreas I.</li> <li>4. Diet for patients with diseases of gall bladder, liver and pancreas II.</li> <li>5. Diet for diabetic patients I.</li> <li>6. Diet for diabetic patients II.</li> <li>7. Dietary rules for surgery patients, elderly patients.</li> <li>8. Diets in the cases of locomotor's and cardiovascular diseases.</li> <li>9. Healthy diet and food safety I.</li> <li>10. Healthy diet and food safety II.</li> <li>11. Allergies to foods, the epidemiology and prevention of food intolerance I.</li> <li>12. Allergies to foods, the epidemiology and prevention of food intolerance II.</li> <li>13. Cancer and diet.</li> <li>14. The WHO's dietary program.</li> </ol>
Compulsory and recommended literature
<ol style="list-style-type: none"> <li>1. Julius Friedenwald, John Ruhräh: Dietetics for Nurses, Fairfax Throckmorton Proudfit,</li> </ol>

2012

2. Goff L, Dyson P (Eds.) (2015): Advanced Nutrition and Dietetics in Diabetes. Wiley-Blackwell, ISBN-13: 978-0470670927.

3. Charney P (2015): Academy of Nutrition and Dietetics Pocket Guide to Nutrition Assessment. Academy of Nutrition and Dietetics; 3 edition, ISBN-13: 978-0880914895.

4. Barker HM: Nutrition and Dietetics for Health Care. 10th Edition. Publisher: Churchill Livingstone, 2002. ISBN-13: 978-0443070211

**Name of course leader: Attila Sárváry PhD**

**Course lecturer(s):**

<b>Subject: Gynecology IV.</b>	<b>Credit:1</b>
<b>Course classification:</b> Compulsory	
<b>The theoretical or practical character of the subject, "character of the training":</b> theoretical (100%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Lecture; Number of lessons: 14 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: ESE</b>	
<b>Requirements</b>	
<b>Prerequisite of signature</b> The attendance at lectures is recommended.	
<b>Testing, evaluation</b>	
The students must sit for an end-term written test.	
Final written exam will be graded as follows:	
Percentage (%) Grade	
0-59 fail (1)	
60-69 pass (2)	
70-79 satisfactory (3)	
80-89 good (4)	
90-100 excellent (5)	
<b>Semester: VI.</b>	
<b>Pre-requirement:</b> Physiology-pathophysiology II, Pharmacology I.	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Gynecology history of patients. Examination. Cancer screening.</li> <li>2. Ovary and endometrial cycle. Haemorrhage.</li> <li>3. Dysfunctions of female genital: dysmenorrhoea, endometriosis, PMS.</li> <li>4. Life stages of women's organism.</li> <li>5. Sterility, infertility. Assisted reproductive techniques.</li> <li>6. Demographic changes in Hungary and all over the world.</li> <li>7. Family planning. Contraception. Abortion. <i>IUD</i>. Sterilization.</li> <li>8. Menopause and HRT.</li> </ol>

9. Subsidence of the uterus, prolapse and incontinence.
10. Ectopic pregnancy.
11. Sexually transmitted diseases.
12. Lower and upper genital tract disorders.
13. Basic concepts of oncology. Malignant tumours, chemotherapy.
14. Indications-contraindications for *gynaecological* surgery. Examination, information. Preparation, wound management and wound healing.

**Compulsory and recommended literature:**

1. Casanova R: Beckmann and Ling's Obstetrics and Gynecology. Publisher: Wolters Kluwer, 2018. ISBN: 9781496353092.
2. Gynaecology by ten teachers / ed. by Stuart Campbell, Ash Monga. - 17. ed. - New York : Oxford University Press, [2000]
3. [http://www.freebookcentre.net/medical\\_books\\_download/Medical-Complications-of-Pregnancy.html](http://www.freebookcentre.net/medical_books_download/Medical-Complications-of-Pregnancy.html)
4. [http://www.freebookcentre.net/medical\\_books\\_download/Textbook-of-Urogynaecology-\(PDF-220P\).html](http://www.freebookcentre.net/medical_books_download/Textbook-of-Urogynaecology-(PDF-220P).html)
5. [http://www.freebookcentre.net/medical\\_books\\_download/Operational-Obstetrics--Gynecology.html](http://www.freebookcentre.net/medical_books_download/Operational-Obstetrics--Gynecology.html)

**Name of course leader: László Birinyi MD, PhD**

**Course lecturer(s): László Birinyi MD, PhD**

<b>Subject: Internal Medicine III.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": 100% theory	
Method or presentation and number of classes (lecture, seminar, field training) type of subject:  Number of lessons: 14 lectures  Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment:</b> <b>Internal medicine I.: ESE</b>  <b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Semester: 5.</b>	
<b>Pre-requirement:</b>  Internal Medicine II.	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Immunology: the parts of immune-system; allergic diseases; immunodeficiency, physical and instrumental examinations in the autoimmune diseases; systemic autoimmune diseases (SLE, RA and others). I.</li> <li>2. Immunology: the parts of immune-system; allergic diseases; immunodeficiency, physical and instrumental examinations in the autoimmune diseases; systemic autoimmune diseases (SLE, RA and others). II.</li> <li>3. Hematology: Anaemias, (iron deficiency-, megaloblastic, anaemia of chronic diseases); thrombocytopenias; consumptional coagulopathies DIC, TTP/HUS, HELLP-syndrome); agranulocytosis; Congenital and acquired coagulopathias. I.</li> <li>4. Hematology: Anaemias, (iron deficiency-, megaloblastic, anaemia of chronic diseases); thrombocytopenias; consumptional coagulopathies DIC, TTP/HUS, HELLP-syndrome); agranulocytosis; Congenital and acquired coagulopathias. II.</li> <li>5. Thrombophilia (congenital and acquired). Anaemia aplastica; myelodysplastic syndrome; acute leukemias. I.</li> <li>6. Thrombophilia (congenital and acquired). Anaemia aplastica; myelodysplastic syndrome; acute leukemias. II.</li> </ol>



7. Chronic myeloproliferative diseases: chronic myeloid leukaemia; polycythaemia vera; essential thrombocythaemia; myelofibrosis. Chronic lymphocytic leukaemia; multiple myeloma. I.
8. Chronic myeloproliferative diseases: chronic myeloid leukaemia; polycythaemia vera; essential thrombocythaemia; myelofibrosis. Chronic lymphocytic leukaemia; multiple myeloma. II.
9. Hodgkin's lymphoma; non-Hodgkin's lymphomas. I.
10. Hodgkin's lymphoma; non-Hodgkin's lymphomas. II.
11. Physical and laboratory examinations in the infectious diseases; viral and bacterial infections; epidemiology of infectious diseases; treatment; prevention. I.
12. Physical and laboratory examinations in the infectious diseases; viral and bacterial infections; epidemiology of infectious diseases; treatment; prevention. II.
13. Oncology: precancerous states; epidemiology, diagnostics, treatment and prevention in malignant diseases. I.
14. Oncology: precancerous states; epidemiology, diagnostics, treatment and prevention in malignant diseases. II.

#### Compulsory and recommended literature

##### **Compulsory and recommended literature**

1. McPhee, S.J., Papadakis, M.A., Tierney, L.M., Jr. (editors): Current Medical Diagnosis and Treatment, 46<sup>th</sup> edition. Lange Medical Books/McGraw-Hill, 2007
2. Fauci A. S., Braunwald E., Kasper D. L., Hauser S. L., Longo D. L., Jameson J. L., Loscalzo J.: Harrison's Principles of Internal Medicine, 20<sup>th</sup> Edition, McGraw-Hill Medical; 2018. New York.

**Name of course leader: László Szerafin MD, PhD**

**Course lecturer(s): Anna Szöllősi RN**

<b>Subject: Neurology I.</b>	<b>Credit:2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": 100 % theoretical	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of lessons: Full time: 14 th. Part time: 5 th. in semester Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment: colloquium</b> <b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Semester: 6</b>	
<b>Pre-requirement:</b> Physiology-pathophysiology II., Pharmacology I.	

<b>Content:</b>
Lecture: <ol style="list-style-type: none"> <li>1. The definition and area of neurology, signs and complaints, anamnesis.</li> <li>2. Neurological examination.</li> <li>3. Lobar, cerebellaris and spinal symptoms. Speech and mind disorders.</li> <li>4. Brain death.</li> <li>5. Pains; headache, facial pains, facial nerve paralysis.</li> <li>6. Cerebrovascular diseases.</li> <li>7. Epilepsy.</li> <li>8. Brain tumour. Hydrocephalus.</li> <li>9. Traumatic injuries to the nervous system.</li> <li>10. Diseases of extrapyramidal system.</li> <li>11. Inflammatory diseases of the nervous system. Sclerosis multiplex.</li> <li>12. Spinal cord diseases.</li> <li>13. Traumatic injury to peripheral nervous system. Polyneuropathy.</li> <li>14. Neuromuscular diseases.</li> </ol>
Compulsory and recommended literature

1. Joanne V. Hickey: The Clinical Practice of Neurological and Neurosurgical Nursing Eighth Edition, Publisher: LWW, 2019. ISBN-13: 978-1975100674 .
2. Ryan D: Handbook of Neuroscience Nursing: Care of the Adult Neurosurgical Patient. Publisher: Thieme, 2019. ISBN-13: 978-1626233782

**Name of course leader: Judit Zsuga Gesztelyiné PhD**

**Course lecturer(s): Judit Zsuga Gesztelyiné PhD**

<b>Subject: Obstetrics VI.</b>	<b>Credit: 1</b>
<b>Course classification:</b> compulsory	
<b>The theoretical or practical character of the subject, "character of the training":</b> theoretical 100%	
<b>Method or presentation and number of classes (lecture, seminar, field training) type of subject:</b> lecture, number of lessons: 14 in the given semester	
<b>Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:</b> Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment:</b> ESE	
<p><b>Requirements:</b></p> <p><b>Prerequisite of signature</b> The attendance at lectures is recommended.</p> <p><b>Prerequisite of examination:</b> Signature.</p> <p><b>Testing, evaluation</b></p> <p>The students must sit for an end-term written test.</p> <p>Final written exam will be graded as follows:</p> <p>Percentage (%) Grade  0-59 fail (1)  60-69 pass (2)  70-79 satisfactory (3)  80-89 good (4)  90-100 excellent (5)</p>	
<b>Semester:</b> VI.	
<b>Pre-requirement:</b> Physiology-pathophysiology II, Pharmacology I.	

<p><b>Content:</b></p> <p>Lecture:</p> <ol style="list-style-type: none"> <li>1. History of obstetrics.</li> <li>2. Anatomy of female genital and their functions.</li> <li>3. Genitival basic concepts.</li> <li>4. Conception and contraception.</li> <li>5. Normal pregnancy.</li> <li>6. Normal delivery.</li> </ol>
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7. Pregnancy counselling.
8. Pathologic pregnancy.
9. Pathologic delivery.
10. Caesarean section and its complications.
11. Development disorders of genitals.
12. Inflammatory diseases. Normal vagina flora.
13. Infertility and family planning.
14. Menopause, bleeding disorders. Gynecology tumors.

#### **Compulsory and recommended literature**

1. Casanova R: Beckmann and Ling's Obstetrics and Gynecology. Publisher: Wolters Kluwer, 2018. ISBN: 9781496353092.
2. Obstetrics by ten teachers / ed. by Philip N. Baker. - 18. ed. - London : Edward Arnold ; 2006
3. [http://www.freebookcentre.net/medical\\_books\\_download/Operational-Obstetrics--Gynecology.html](http://www.freebookcentre.net/medical_books_download/Operational-Obstetrics--Gynecology.html)
4. [http://www.freebookcentre.net/medical\\_books\\_download/Pregnancy-A-to-Z-\(PDF-42P\).html](http://www.freebookcentre.net/medical_books_download/Pregnancy-A-to-Z-(PDF-42P).html)

**Name of course leader: : László Birinyi MD, PhD**

**Course lecturer(s): László Birinyi MD, PhD**

<b>Subject: Paediatrics IV.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 100-0%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture. Number of lessons: 14 in the given semester.	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: ESE</b>	
<b>Requirements</b>	
Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Testing, evaluation</b>	
The students must sit for an end-term written test. The test consists of multiple choice questions.	
Final written exam will be graded as follows:	
Percentage (%) Grade	
0-59 fail (1)	
60-69 pass (2)	
70-79 satisfactory (3)	
80-89 good (4)	
90-100 excellent (5)	
<b>Semester: 5</b>	
<b>Pre-requirement: Pediatrics I.</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. First care of newborn and praeterm infants, their most important diseases (MAS, perinatal infections, NEC, ROP, BPD).</li> <li>2. Pediatric cardiology – inflammatory diseases of the heart, childhood hypertension, cardiac arrhythmias, cardiac failure).</li> <li>3. Diseases of the respiratory system (main symptoms of respiratory diseases, congenital malformations of respiratory tract, croup syndrome, bronchiolitis, PTX, wheezing, foreign body aspiration).</li> </ol>

4. Diseases of the gastrointestinal system (pyloric stenosis, ulcers, cystic fibrosis, reflux disease in childhood, Hirschprung's disease, cow's milk protein allergy).
5. Nutrition of newborns and infants.
6. Psychiatric disorders in childhood.
7. Hematopoietic system diseases.
8. Diseases of the nervous system (epileptic seizures, febrile seizures, asphyxia, cerebral paresis, hydrocephalus).
9. Diseases of the endocrine system (diabetes mellitus, thyroid glands disorders, overweight in childhood).
10. Renal disorders (congenital malformations, infectious disorders, nephrolithiasis, Schönlein-Henoch disease).
11. Special pediatric disorders (SIDS, management of high fever).
12. Infectious diseases I. (immunization, tonsillitis, pharyngitis, enteral infections).
13. Infectious diseases II. (tuberculosis, HIV, hepatitis, herpes infections).
14. Consultation, headlines.

**Compulsory and recommended literature**

1. Nelson essentials of pediatrics / [edited by] Richard E. Behrman, Robert M. Kliegman.. - 4th ed.. - Philadelphia : W.B. Saunders Co., c2002.. - xiv, 958 p. : ill. (some col.) ; 26 cm.

**Name of course leader: Éva Nemes MD, PhD**

**Course lecturer(s): Viktória Kamarási MD**

<b>Subject: Professional Care IV.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 61-39%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and practice. Number of lessons: full time program 14+14 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: lectures and supplementary materials will be available in the Moodle system	
<p><b>Type of assessment: ESE</b></p> <p><b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination. The student must prepare a nursing process during the clinical practice period from a chosen surgical patient.</p> <p><b>Signature</b> To present a written form of a nursing process. Attendance at the lectures according to the LER (learning and exam rule)</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. The test consists of multiple-choice questions.</p> <p>Final written exam will be graded as follows:</p> <p>Percentage (%) Grade  0-59 fail (1)  60-69 pass (2)  70-79 satisfactory (3)  80-89 good (4)  90-100 excellent (5)</p>	
<b>Semester: 5</b>	
<b>Pre-requirement:</b> Professionals Care I.	

<b>Content:</b>
Lecture: <ol style="list-style-type: none"> <li>1. Special nursing task by the abdomen operated patients, individual needs I.</li> <li>2. Special nursing task by the abdomen operated patients, individual needs II.</li> <li>3. Special nursing task by the angiology surgical patients I.</li> <li>4. Special nursing task by the angiology surgical patients II.</li> <li>5. Special nursing task by the ophthalmologic operated patients I.</li> </ol>



6. Special nursing task by the ophthalmologic operated patients II.
7. Special nursing task by the otho-pharyngeal-laryngeal operated patients I.
8. Special nursing task by the otho-pharyngeal-laryngeal operated patients II.
9. Special nursing task by the urological operated patients I.
10. Special nursing task by the urological operated patients II.
11. Special nursing task by the cervix operated patients I.
12. Special nursing task by the cervix operated patients II.
13. Special nursing task by the chest and heart operated patients I.
14. Special nursing task by the chest and heart operated patients II.

Practical:

1. Special bandages, wounds on the different part of the body I.
2. Special bandages, wounds on the different part of the body II.
3. Special bandages, wounds on the different part of the body III.
4. Special bandages, wounds on the different part of the body IV.
5. Nursing tasks by the special diagnostic methods I.
6. Nursing tasks by the special diagnostic methods II.
7. Stoma-therapy, special nursing task by stoma care I.
8. Stoma-therapy, special nursing task by stoma care II.
9. Special nursing tasks by the surgical patients I.
10. Special nursing tasks by the surgical patients II.
11. Professional practical visit in the Debrecen Surgical Heart Operation Clinic I.
12. Professional practical visit in the Debrecen Surgical Heart Operation Clinic II.
13. Professional practical visit in the Debrecen Surgical Heart Operation Clinic III.
14. Professional practical visit in the Debrecen Surgical Heart Operation Clinic IV.

Compulsory and recommended literature

1. Joyce M. Black, Jane Hokanson Hawks: Medical-Surgical Nursing: clinical Management for Positive Outcomes. – 8. th. edition. – St. Louis: Saunders Elsevier, 2009. 1. köt. ISBN 978-1-4160-3641-8, 2. köt. ISBN 978-1-4160-3641-8 Össz. köt. ISBN 978-4160-4687-5
2. Alan, Pearson: Nursing models for practice. – 3nd. edition. – Edinburgh: Butterworth-Heinemann, 2005. ISBN 0-7506-5442-2
3. Potter, P. A.: Fundamentals of nursing. – 7th. edition. – St. Louis: Mosby, 2009. ISBN 978-0-323-4828-6
4. Sheila Payne, Jane Seymour (ed.by): Palliative Care Nursing: principles and Evidence for Practice. – Maidenhead: Open University Press, 2004. ISBN 0-335-21243-3

**Name of course leader: Katalin Papp PhD**

**Course lecturer(s): Katalin Papp PhD**

<b>Subject: Professional Care V.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": 50% theory - 50% practice	
Method or presentation and number of classes (lecture, seminar, field training) type of subject:  14 lectures / 14 practicals	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment:</b> ESE	
<b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Semester:</b> 5	
<b>Pre-requirement:</b> Professional Care II.	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Immune-system disease and special nursing tasks I..</li> <li>2. Immune-system disease and special nursing tasks II.</li> <li>3. Hematology diseases and special nursing tasks I.</li> <li>4. Hematology diseases and special nursing tasks II.</li> <li>5. Anaemia, Trombophilia and special nursing tasks I.</li> <li>6. Anaemia, Trombophilia and special nursing tasks II.</li> <li>7. Acute and chronic leukaemia and special nursing tasks I.</li> <li>8. Acute and chronic leukaemia and special nursing tasks II.</li> <li>9. Hodgkin's lymphoma; non-Hodgkin's lymphomas diseases I.</li> <li>10. Hodgkin's lymphoma; non-Hodgkin's lymphomas diseases II.</li> <li>11. Infections diseases and special nursing tasks I.</li> <li>12. Infections diseases and special nursing tasks II.</li> <li>13. Malignant diseases and special nursing tasks. Prevention in malignant diseases I.</li> <li>14. Malignant diseases and special nursing tasks. Prevention in malignant diseases II.</li> </ol>
Practical:
<ol style="list-style-type: none"> <li>1. Special nursing care of patients with immune-system disease. Planning of nursing process I.</li> </ol>

2. Special nursing care of patients with immune-system disease. Planning of nursing process II.
3. Special nursing care of patients with hematology disease. Planning of nursing process I.
4. Special nursing care of patients with hematology disease. Planning of nursing process II.
5. Special nursing tasks of patients with anaemia, trombophilia. Planning of nursing process I.
6. Special nursing tasks of patients with anaemia, trombophilia. Planning of nursing process II.
7. Special nursing care of patienty with leukaemia. Preparation of nursing process I.
8. Special nursing care of patienty with leukaemia. Preparation of nursing process II.
9. Special nursing care of patients with Hodgkin's lymphoma; non-Hodgkin's lymphomas  
Planning of nursing process I.
10. Special nursing care of patients with Hodgkin's lymphoma; non-Hodgkin's lymphomas  
Planning of nursing process II.
11. Special nursing care of patients with infectious diseases. Planning of nursing process I.
12. Special nursing care of patients with infectious diseases. Planning of nursing process II.
13. Special nursing care of oncology patients. Planning of nursing process I.
14. Special nursing care of oncology patients. Planning of nursing process II.

#### Compulsory and recommended literature

1. Joyce M. Black, Jane Hokanson Hawks: Medical-Surgical Nursing: clinical Management for Positive Outcomes. – 8. th. edition. – St. Louis: Saunders Elsevier, 2009. 1. köt. ISBN 978-1-4160-3641-8, 2. köt. ISBN 978-1-4160-3641-8 Össz. köt. ISBN 978-4160-4687-5
2. Alan, Pearson: Nursing models for practice. – 3nd. edition. – Edinburgh: Butterworth-Heinemann, 2005. ISBN 0-7506-5442-2
3. Potter, P. A.: Fundamentals of nursing. – 7th. edition. – St. Louis: Mosby, 2009. ISBN 978-0-323-4828-6
4. Sheila Payne, Jane Seymour (ed.by): Palliative Care Nursing: principles and Evidence for Practice. – Maidenhead: Open University Press, 2004. ISBN 0-335-21243-3

**Name of course leader: Papp Katalin PhD**

**Course lecturer(s): Papp Katalin PhD**

<b>Subject: Professional Care VI.</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": 100 % theoretical	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of lessons: Full time: 28 theory Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment: colloquium</b> <b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination	
<b>Semester: 6</b>	
<b>Pre-requirement:</b> General Principles of Health Care and Nursing V.	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. The history of the psychiatric nursing. Psychiatric examinations.</li> <li>2. The pathomechanism of psychiatric diseases. Affective disorders.</li> <li>3. The definition, type and symptoms of Schizophrenia. Nursing needs of schizophrenia. Cognitive disorders. The definition of dementia, the process and nursing of dementia patient.</li> <li>4. Alcoholic psychoses, delirium, special nursing tasks in these cases. Personality disorders.</li> <li>5. Paranoid disorders. Anxiety problems. Panic syndromes.</li> <li>6. OCD. Eating disorders.</li> <li>7. Sleeping problems. Psychiatric medication and side-effects of the medications. Psychotherapeutic methods, supervision.</li> <li>8. The definition and subject of the neurology. The anamnesis admission, diagnostic methods.</li> <li>9. Examinations, e.g. EEG, CT, MRI, etc. Liquor examination. Cranial and spinal injuries.</li> <li>10. Increase in intracranial pressure. Nursing needs of patients with brain cancer.</li> <li>11. Infectious diseases of the neurological system, their symptoms and the nursing process in these cases. Sclerosis multiplex. Developing a long-term nursing plan.</li> <li>12. The risk factors of stroke. Developing a long-term nursing plan. Parkinson syndrome.</li> </ol>

**13.** The definition and the type and symptoms of the epilepsies.

Polyneuropathy.

**14.** Types of dementia.

Myasthenia gravis. Special nursing tasks.

Compulsory and recommended literature

**1.** Papp K.: Geriatrics and its Nursing Principles. Digitális Tankönyvtár, 2014.

**Name of course leader: Katalin Papp PhD**

**Course lecturer(s): Katalin Papp PhD**

<b>Subject: Professional Care VII.</b>	<b>Credit: 3</b>
<b>Course classification:</b> compulsory	
<b>The theoretical or practical character of the subject, "character of the training":</b> theoretical: 100%	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture; number of lessons: 28 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment:</b> ESE	
<b>Requirements</b> <b>Prerequisite of signature</b> Attendance at lectures is highly recommended. <b>Prerequisite of examination</b> Signature <b>Type of examination</b> Written/Oral	
<b>Semester:</b> VI.	
<b>Pre-requirement:</b> General Principles of Health Care and Nursing II.	

**Content:**

Lecture:

1. Introduction of special nursing tasks of obstetrics – gynecology. Presentation of nursing process and document in respect of obstetrics – gynecology.
2. Nursing tasks than special diagnostic procedures: physical patient examination, exploration, colposcopic examinations, Papanicolau – test, Bethesda cytological evaluation, sampling of vaginal secretion.
3. Family planning, recognition of pregnancy (suspicion-, probability-, steady signs, pregnancy tests).
4. Concept and aim and organization and documenting of prenatal care; calculate of expected time of delivery.
5. Possibilities of examinations of foetus intra-uterin and presentation of nursing tasks.
6. Physiological childbirth – special nursing tasks in the treatment for woman in labor. Primary newborn care. Introduction of mature newbie.
7. Analgesic of obstetrics.
8. Special nursing tasks of treatment of mother after delivery, physiological puerperium.
9. Special nursing tasks of treatment of mother after delivery, abnormal puerperium.
10. Pregnancy finishing operations.

11. Abnormal and compromised pregnancy.
12. Complaint of gynecological patients and nursing tasks.
13. Surgical preparation in gynecology.
14. Surgical intervention in gynecology. Nursing of surgery patients.

**Compulsory and recommended literature:**

1. Papp K.: Geriatrics and its Nursing Principles. Digitális Tankönyvtár, 2014.  
[https://regi.tankonyvtar.hu/hu/tartalom/tamop412A/2010\\_0020\\_geriatria\\_angol/bibliography\\_for\\_the\\_teaching\\_material\\_in\\_english.html](https://regi.tankonyvtar.hu/hu/tartalom/tamop412A/2010_0020_geriatria_angol/bibliography_for_the_teaching_material_in_english.html)
1. Papp K.: Rehabilitation. Digitális Tankönyvtár, 2010.  
<https://dtk.tankonyvtar.hu/handle/123456789/3317>
2. Joyce M. Black, Jane Hokanson Hawks: Medical-Surgical Nursing: clinical Management for Positive Outcomes. – 8. th. edition. – St. Louis: Saunders Elsevier, 2009. 1. köt. ISBN 978-1-4160-3641-8, 2. köt. ISBN 978-1-4160-3641-8 Össz. köt. ISBN 978-4160-4687-5
3. Alan, Pearson: Nursing models for practice. – 3nd. edition. – Edinburgh: Butterworth-Heinemann, 2005. ISBN 0-7506-5442-2
4. Adrienn Siket Ujváriné, Nóra Szögi (2014): Community Nursing, Debreceni Egyetem Egészségügyi Kar, angol/magyar nyelven
5. Roberta Hunt: Introduction to Community Based Nursing Edition, Statement 5th edition ISBN10 1609136861, ISBN13 9781609136864, 07 Feb 2012

**Name of course leader: Katalin Papp PhD**

**Course lecturer(s): Katalin Papp PhD**

<b>Subject: Psychiatry I. (Addictology)</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": 100 % theoretical	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of lessons: 14+0 in a given semester Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment: ESE</b> <b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Semester: 5</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Science of addiction, its characteristics, types of addictions.</li> <li>2. Anomia theories, types of deviances.</li> <li>3. Risk factors (predictors) supporting the development of the drug-using behaviour: personality disorders and family factors.</li> <li>4. Risk factors (predictors) supporting the development of the drug-using behaviour: factors at school, peer groups, biogenetical predictors.</li> <li>5. Development of the drug-user behaviour, Clayton model, Kändel model. Drug career and recovery from drug use.</li> <li>6. Abnormalities related to drug consumption (abuse, dependency), intoxication and withdrawal symptoms.</li> <li>7. Types of drugs, symptoms of drug consumption and psychoactive substances.</li> <li>8. Examination criteria and grouping principles.</li> <li>9. Opiates, depressants, stimulants and hallucinogens.</li> <li>10. Levels and models of addiction. Strategic goals and methods of primary prevention.</li> <li>11. Specific, non-specific drug prevention and drug prevention at schools.</li> <li>12. Key principles and possibilities of therapy and rehabilitation. The most important therapeutic principles and goals.</li> <li>13. Relapse and prevention. The main steps of individual therapy. Aspects of health assessment, treatment plan, recognition of high-risk situations.</li> <li>14. Therapeutic models, individual psychotherapy, family and group therapy. Drug policy, regulations of drug consuming in Hungary and abroad.</li> </ol>
Compulsory and recommended literature



1. Rassol GH: Addiction for Nurses. Publisher: Wiley-Blackwell, 2010. ISBN-13: 978-1405187466. <https://onlinelibrary.wiley.com/doi/book/10.1002/9781444327816>.
2. Rastegar D: The American Society of Addiction Medicine Handbook of Addiction Medicine. Publisher: Oxford University Press; 1 edition, 2015. ISBN-13: 978-0190214647

**Name of course leader: Ede Ottó Frecska MD, PhD**

**Course lecturer(s): Csaba E Móri MD**

<b>Subject: Psychiatry II.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": 100 % theoretical	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of lessons: 14+0 in a given semester Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment: ESE</b> <b>Requirements</b>  Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Semester: 6</b>	
<b>Pre-requirement:</b> Physiology-pathophysiology II., Pharmacology I.	

<b>Content:</b>
Lecture: <ol style="list-style-type: none"> <li>1. Psychiatric examination. Trends in psychiatry.</li> <li>2. Laws ruling mental health care.</li> <li>3. Etiology of psychiatric disorders.</li> <li>4. Psychiatric treatment (medication therapy, somatic therapy, psychotherapy).</li> <li>5. Organic psycho-syndromes.</li> <li>6. Mental retardation, dementia.</li> <li>7. Depression, anxiety. Anxiety disorders. Maniac depressive psychosis.</li> <li>8. Schizophrenia. Paranoia.</li> <li>9. Concept of personality and its disorders.</li> <li>10. Neurosis. Psychopathic disorders.</li> <li>11. Alcoholism and alcohol psychosis.</li> <li>12. Narcomania.</li> <li>13. Gerontopsychiatry.</li> <li>14. Psychiatric problems related to pregnancy and childbirth.</li> </ol>
Compulsory and recommended literature

1. Keltner NL, Steele D: Psychiatric Nursing. Publisher: Mosby; 8 edition, 2018. ISBN-13: 978-0323479516
2. Azam M: Psychiatry. Publisher: Scion Publishing Ltd., 2016. ISBN13 (EAN): 9781907904813

**Name of course leader: Ede Ottó Frecska MD, PhD**

**Course lecturer(s): Csaba E Móri MD**

<b>Subject: Surgery II.</b>	<b>Credit: 2</b>										
Course classification: compulsory											
The theoretical or practical character of the subject, "character of the training": theoretical (Credit 100 %)											
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture. Number of lessons 14											
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.											
<p><b>Type of assessment:</b> ESE</p> <p><b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Signature</b> Active participation during the lectures is the requirement of the signature.</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. Final written exam will be graded as follows: Percentage (%) Grade:</p> <table border="0"> <tr> <td>0-59</td> <td>fail (1)</td> </tr> <tr> <td>60-69</td> <td>pass (2)</td> </tr> <tr> <td>70-79</td> <td>satisfactory (3)</td> </tr> <tr> <td>80-89</td> <td>good (4)</td> </tr> <tr> <td>90-100</td> <td>excellent (5)</td> </tr> </table>		0-59	fail (1)	60-69	pass (2)	70-79	satisfactory (3)	80-89	good (4)	90-100	excellent (5)
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80-89	good (4)										
90-100	excellent (5)										
<b>Semester: 5</b>											
<b>Pre-requirement:</b> Surgery I.											

<p><b>Content:</b></p> <p>Lecture:</p> <ol style="list-style-type: none"> <li>1. The types of bleeding and methods of haemostasis.</li> <li>2. Transfusion and blood types.</li> <li>3. Mechanical injuries, fractures, dislocations and sprains.</li> <li>4. The treatment of fractures, osteosynthesis and the symptoms and treatment of the most common types of fractures.</li> <li>5. Injuries of upper and lower extremities.</li> <li>6. The conservative and surgical treatment of hip injuries.</li> <li>7. Chest injuries, PTX HPTX rib fracture and suction treatment of the chest.</li> <li>8. Inner and opened abdominal injuries, rupture of the spleen.</li> <li>9. The treatment of unconscious patients, skull and spine injuries.</li> <li>10. Poli-trauma.</li> </ol>
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11. The treatment of traumatic shock.
12. Burns and frostbite.
13. Aftercare of accidents and rehabilitation.
14. Thrombosis-prophylaxis in emergency surgery.

Compulsory and recommended literature

1. Hinkle JL, Cheever KH: Brunner & Suddarth's Textbook of Medical-Surgical Nursing. Publisher: Lippincott Williams and Wilkins; Fourteenth, International Edition, 1-Volume edition, 2017. ISBN-13: 978-1496355133.
2. Wéber Gy, Lantos J et al: Basic surgical technics. Textbook. University of Pécs, 2008. <http://semmelweis.hu/mutettan/files/2017/02/BASIC-SURGICAL-TECHNIQUES.pdf>
3. The University of Capetown: General Surgery Textbook for Undergraduates. <https://vula.uct.ac.za/access/content/group/9c29ba04-b1ee-49b9-8c85-9a468b556ce2/Open%20access%20textbook%20of%20general%20surgery/content.html>

**Name of course leader: István Turcsányi MD, PhD**

**Course lecturer(s): Erzsébet Ványolos MD, PhD, Anita Barth RN**

<b>Subject: Surgery Professional Care I. (Dermatological Nursing)</b>	<b>Credit: 2</b>										
Course classification: compulsory											
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 25-75%)											
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and field training. Number of lessons 7+32 in the given semester											
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.											
<p><b>Type of assessment:</b> AW5</p> <p><b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Signature</b> Each student must attend the clinical practice.</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. Final written exam will be graded as follows: Percentage (%) Grade:</p> <table border="0"> <tr> <td>0-59</td> <td>fail (1)</td> </tr> <tr> <td>60-69</td> <td>pass (2)</td> </tr> <tr> <td>70-79</td> <td>satisfactory (3)</td> </tr> <tr> <td>80-89</td> <td>good (4)</td> </tr> <tr> <td>90-100</td> <td>excellent (5)</td> </tr> </table>		0-59	fail (1)	60-69	pass (2)	70-79	satisfactory (3)	80-89	good (4)	90-100	excellent (5)
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80-89	good (4)										
90-100	excellent (5)										
<b>Semester:</b> 5											
<b>Pre-requirement:</b> -											

<b>Content:</b>
Implementation of nursing process with patients suffering from diseases of the dermatological system. Making individual nursing plan for dermatological patients. Admission and pre-assessment of surgical patient, preparing the patient for operating theatre; preoperative/intraoperative/postoperative care, preparation of the recovery room, observation, wound and pain management. Implementing the nursing activities and every kind of nursing interventions applying practical basics, fundamental concepts, legal and ethical aspects of Dermatological Nursing.
Compulsory and recommended literature

**1. Dermatologic Nursing Essentials: A Core Curriculum Third Edition by Dr. Noreen Nicol PhD (Editor) ISBN-13: 978-1451188783 ISBN-10: 9781451188783**

**Name of course leader: Barth Anita RN**

**Course lecturer(s): Katalin Papp RN, PhD**

<b>Subject: Surgery Professional Care II. (Otorhinolaryngology Nursing)</b>	<b>Credit: 2</b>										
Course classification: compulsory											
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 25-75%)											
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and field training. Number of lessons 7+32 in the given semester											
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.											
<p><b>Type of assessment:</b> AW5</p> <p><b>Requirements</b></p> <p>Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Signature</b></p> <p>Each student must attend the clinical practice.</p> <p><b>Testing, evaluation</b></p> <p>The students must sit for an end-term written test. Final written exam will be graded as follows:</p> <p>Percentage (%) Grade:</p> <table> <tr> <td>0-59</td> <td>fail (1)</td> </tr> <tr> <td>60-69</td> <td>pass (2)</td> </tr> <tr> <td>70-79</td> <td>satisfactory (3)</td> </tr> <tr> <td>80-89</td> <td>good (4)</td> </tr> <tr> <td>90-100</td> <td>excellent (5)</td> </tr> </table>		0-59	fail (1)	60-69	pass (2)	70-79	satisfactory (3)	80-89	good (4)	90-100	excellent (5)
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80-89	good (4)										
90-100	excellent (5)										
<b>Semester:</b> 5											
<b>Pre-requirement:</b> -											

<b>Content:</b>
Implementation of nursing process with patients suffering from ear-nose-throat diseases. Making individual nursing plan for these patients. Admission and pre-assessment of surgical patient, preparing the patient for operating theatre; preoperative /intraoperative/ postoperative care, preparation of the recovery room, observation, wound and pain management. Implementing the nursing activities and every kind of nursing interventions applying practical basics, fundamental concepts, legal and ethical aspects of this nursing field.
Compulsory and recommended literature



**1. Saunders, William H.:Nursing care in eye, ear, nose, and throat disorders. Published by Mosby ISBN 10: 0801621135 ISBN 13: 9780801621130**

**Name of course leader: Barth Anita RN**

**Course lecturer(s): Katalin Papp RN, PhD**

<b>Subject: Surgery Professional Care III. (Ophthalmological Nursing)</b>	<b>Credit: 2</b>										
Course classification: compulsory											
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 25-75%)											
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and field training. Number of lessons 7+32 in the given semester											
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.											
<p><b>Type of assessment:</b> AW5</p> <p><b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Signature</b> Each student must attend the clinical practice.</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. Final written exam will be graded as follows: Percentage (%) Grade:</p> <table border="0"> <tr> <td>0-59</td> <td>fail (1)</td> </tr> <tr> <td>60-69</td> <td>pass (2)</td> </tr> <tr> <td>70-79</td> <td>satisfactory (3)</td> </tr> <tr> <td>80-89</td> <td>good (4)</td> </tr> <tr> <td>90-100</td> <td>excellent (5)</td> </tr> </table>		0-59	fail (1)	60-69	pass (2)	70-79	satisfactory (3)	80-89	good (4)	90-100	excellent (5)
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70-79	satisfactory (3)										
80-89	good (4)										
90-100	excellent (5)										
<b>Semester:</b> 5											
<b>Pre-requirement:</b> -											

<b>Content:</b>
Implementation of nursing process with patients suffering from ophthalmological diseases. Making individual nursing plan for ophthalmological patients. Admission and pre-assessment of surgical patient, preparing the patient for operating theatre; preoperative/intraoperative/postoperative care, preparation of the recovery room, observation, wound and pain management. Implementing nursing activities and every kind of nursing interventions applying practical basics, fundamental concepts, legal and ethical aspects of Ophthalmological Nursing.
Compulsory and recommended literature

**1. Mary E. Shaw, Agnes Lee , Rosalind Stollery: Ophthalmic Nursing Publisher: John Wiley and Sons Ltd ISBN10: 1405184299 ISBN13: 9781405184298**

**Name of course leader: Barth Anita RN**

**Course lecturer(s): Katalin Papp RN, PhD**

<b>Subject: Surgery Professional Care IV. (Urological Nursing)</b>	<b>Credit: 2</b>										
Course classification: compulsory											
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 25-75%)											
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and field training. Number of lessons 7+32 in the given semester											
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.											
<p><b>Type of assessment:</b> AW5</p> <p><b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Signature</b> Each student must attend the clinical practice.</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. Final written exam will be graded as follows: Percentage (%) Grade:</p> <table border="0"> <tr> <td>0-59</td> <td>fail (1)</td> </tr> <tr> <td>60-69</td> <td>pass (2)</td> </tr> <tr> <td>70-79</td> <td>satisfactory (3)</td> </tr> <tr> <td>80-89</td> <td>good (4)</td> </tr> <tr> <td>90-100</td> <td>excellent (5)</td> </tr> </table>		0-59	fail (1)	60-69	pass (2)	70-79	satisfactory (3)	80-89	good (4)	90-100	excellent (5)
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90-100	excellent (5)										
<b>Semester:</b> 5											
<b>Pre-requirement:</b> -											

<p><b>Content:</b></p> <p>Implementation of nursing process with patients suffering from diseases of the urological system. Making individual nursing plan of dermatological patients. Admission and pre-assessment of surgical patient, preparing the patient for operating theatre; preoperative/intraoperative/postoperative care, preparation of the recovery room, observation, wound and pain management. Implementing the nursing activities and every kind of nursing interventions applying practical basics, fundamental concepts, legal and ethical aspects of Urological Nursing.</p>
Compulsory and recommended literature

**1. Handbook of Urology (Lippincott nursing series) Paperback – 1 Jun 1984 by John James (Author) ISBN-13: 978-0063182875**

**Name of course leader: Barth Anita RN**

**Course lecturer(s): Katalin Papp RN, PhD**

<b>Subject: Thesis I.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": practical (Credit 100%)	
Method or presentation and number of classes (lecture, seminar, practice, field training) type of subject: practice. Number of lessons: 10 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: AW5</b>	
<b>Requirements</b>	
<b>Signature</b>	
Active participation during the lessons is the requirement of the signature.	
<b>Testing, evaluation</b>	
Consulting about and preparing the Thesis.	
<b>Semester: 6</b>	
<b>Pre-requirement:</b>	

<b>Content:</b>
The pre-requirements to start the subject called Thesis I are defined and need to be met as required in the Curriculum. Students first choose a topic and the topic leader, then work through the tasks and writing process, meet the requirements of Thesis I, go on with Thesis II and III, and submit the Thesis. Under the guidance and with the help of the topic leader students will get a deeper view into the process of scientific research. They make a research plan then implement the planned process.
Thesis I – PLANNING THE RESEARCH: <i>Choosing the topic, clarifying and recording the exact title:</i> Students, cooperating with the topic leader, must choose a topic that is interesting and relevant. <i>Making a research plan:</i> Students, under the guidance and in agreement with the topic leader, must make a research plan, which is an obligatory document, containing the objective of the research, methods, the research questions and the sources used. These help planning and having an overview of the preparation process. IMPLEMENTATION OF THE RESEARCH PLAN: in this semester, students must start to <i>collect and analyze relevant sources</i> in line with the objective of the research plan.
Compulsory and recommended literature
<b>Compulsory literature:</b>
1. Educational and Examination Rules of the University of Debrecen (Appendix 15) <a href="https://mad-hatter.it.unideb.hu/portal/displayDocument/id/3915540">https://mad-hatter.it.unideb.hu/portal/displayDocument/id/3915540</a>

2 General Order for Preparing the Degree Thesis / Diploma Thesis  
at the University of Debrecen Faculty of Health Sciences  
[https://etk.unideb.hu/sites/default/files/inline-files/Szakedolgozat\\_diplomamunka%20elk%C3%A9sz%C3%ADt%C3%A9s%C3%A9nek%20%C3%A1ltal%C3%A1nos%20rendje.pdf](https://etk.unideb.hu/sites/default/files/inline-files/Szakedolgozat_diplomamunka%20elk%C3%A9sz%C3%ADt%C3%A9s%C3%A9nek%20%C3%A1ltal%C3%A1nos%20rendje.pdf)

**Recommended literature:**

1. How to Write a Thesis by Umberto Eco  
<https://mitpress.mit.edu/9780262527132/how-to-write-a-thesis/>
2. Plagiarism Detection Software  
<https://lib.unideb.hu/en/plagiarism-detection-softwares>

**Name of course leader: Péter Takács, PhD**

**Course lecturer(s):**

<b>Subject: Transcultural Nursing</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical (Credit 100%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture. Number of lessons: full time program 14 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: lectures and supplementary materials will be available in the Moodle system	
<p><b>Type of assessment: AW5</b></p> <p><b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Signature</b> Attendance at the lectures according to the LER (learning and exam rule)</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. The test consists of multiple-choice questions. Final written exam will be graded as follows:</p> <p>Percentage (%) Grade  0-59 fail (1)  60-69 pass (2)  70-79 satisfactory (3)  80-89 good (4)  90-100 excellent (5)</p>	
<b>Semester: 6</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
Lecture: <ol style="list-style-type: none"> <li>1. How culture affects the individual and the family.</li> <li>2. Impact of socio-cultural background on views and habits related to health and illness.</li> <li>3. Comparison of basic concepts of traditional and modern views and practices related to health and disease I.</li> <li>4. Comparison of basic concepts of traditional and modern views and practices related to health and disease II.</li> </ol>



5. Health and disease views and habits of each ethnic group.
6. Assessing an individual's culture by taking into account their cultural traditions.
7. Nursing diagnoses based on the patient's ethno cultural background.
8. Determining nursing interventions appropriate to the patient's ethno cultural background.
9. Health and cultural habits of different ethnic groups (Jewish, Roma, Christian, Islamic, Jehovah).
10. Health and cultural habits of different ethnic groups (Jewish, Roma, Christian, Islamic, Jehovah).
11. Presentation of individual work, about the cultures studied.
12. The role of communication in the nurse-patient relationship.
13. Opportunities for the nurse to work in foreign cultures.
14. Similarities and differences between different cultures.

Compulsory and recommended literature

Papadopoulos I. (2006): Transcultural Health and Social Care. Imprint: Churchill Livingstone. ISBN 0-443-10131-0

**Name of course leader: Katalin Papp PhD**

**Course lecturer(s): Katalin Papp PhD**

## CHAPTER 10

### ACADEMIC PROGRAM FOR THE 4TH YEAR

<b>Subject: Anaesthesiology and Intensive Care II.</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 33-67%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of lessons: Full time: 14+28 in the given semester Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment: colloquium</b> <b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Semester: 7.</b>	
<b>Pre-requirement: Internal medicine II.</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. The physiology of respiration and circulation, review of anatomical and psychological knowledge focussing on anaesthesiology and intensive therapy.</li> <li>2. Anaesthesia in general, the conditions, methods, tools and medicines of the process of anaesthesiological care.</li> <li>3. The demand of intensive patient care, its process, tools, intensive therapeutic possibilities, pathological health conditions and diseases requiring intensive care.</li> <li>4. Respiratory insufficiency and its treatment, maintaining airways, oxygen-therapy, physiotherapy of the respiratory system, artificial respiration, diseases leading to respiratory insufficiency.</li> <li>5. The forms, causes and intensive therapy of circulatory insufficiency.</li> <li>6. Intensive therapy of metabolic-homeostasis secretory disorders endangering life.</li> <li>7. Damages of the nervous system, requiring intensive care and their treatment.</li> <li>8. Diseases of internal organs, their intensive care and their treatment.</li> <li>9. Intensive care of emergency cases, neurotrauma.</li> <li>10. Infections, SIRS, sepsis and their complications.</li> <li>11. Reanimation and reanimation in infancy.</li> <li>12. State of brain death, donation of organs.</li> <li>13. Anaesthesiology of delivery and Caesarian section.</li> <li>14. Complications after delivery and their intensive care.</li> </ol>

Compulsory and recommended literature

1. Erbay RH (edit.): Current Topics in Anesthesiology. Publisher: Intech Open, 2017. ISBN: 978-953-51-2918-9. <https://www.intechopen.com/books/current-topics-in-anesthesiology>
2. Erbay RH (edit.): Current Topics in Intensive Care Medicine. ISBN: 978-1-78923-709-2. <https://www.intechopen.com/books/current-topics-in-intensive-care-medicine>

**Name of course leader: Ákos István Fábián MD, PhD**

**Course lecturer(s): Ákos István Fábián MD, PhD**

<b>Subject: Community Medication</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical (Credit 100%)	
Method or presentation and number of classes (lecture, seminar, practice, field training) type of subject: lecture and seminar. Number of lessons: 28 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: ESE</b>	
<b>Requirements</b>	
Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Testing, evaluation</b>	
The students must sit for an end-term written test. The test consists of multiple choice questions.	
Final written exam will be graded as follows:	
Percentage (%) Grade	
0-59 fail (1)	
60-69 pass (2)	
70-79 satisfactory (3)	
80-89 good (4)	
90-100 excellent (5)	
<b>Semester: 7</b>	
<b>Pre-requirement: Internal medicine III.</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Concept of community health and community health nursing. Core public health functions. Roles of community health nurses.</li> <li>2. Basic structure and function of public health care system. Communicable disease control.</li> <li>3. Main screening programs for prevention of chronic diseases.</li> <li>4. Health promotion – health education. Planning and developing of community programs and services.</li> </ol>

5. The community as client. Theoretical basis of community/public health nursing. Applying the nurses process.
6. Global health and international community health.
7. The family as client. Working with families.
8. Promoting and protecting the health of aggregates with developmental needs: working with infants, toddlers, and preschool children.
9. Promoting and protecting the health of aggregates with developmental needs: Working with school-age children and adolescents.
10. Promoting and protecting the health of aggregates with developmental needs: working with adults and older adults.
11. Promoting and protecting the health of vulnerable populations: working with vulnerable people. Working with clients with disabilities and chronic patients.
12. Working with the homeless. Behavioral health in the community.
13. Public settings for community health nursing. Clients receiving home health and hospice care.
14. Reforms in primary health care systems. General Practitioner's praxis.

**Compulsory and recommended literature**

1. Allender JA, Rector C, Warner KD. Community and Public Health Nursing. 8th Edition, Wolter Kluwer Health/Lippincott Williams and Wilkins (2014).
2. McKenzie JF, Pinger RR, Seabert D (2016): An Introduction to Community & Public Health. Jones & Bartlett Learning; 9 edition. ISBN-13: 978-1284108415.

**Name of course leader: Attila Sárváry MD, PhD**

**Course lecturer(s): Attila Sárváry MD, PhD**

<b>Subject: Oxiology and Emergency Patient Care I.</b>	<b>Credit: 4</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 50-50%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and practice. Number of lessons: 28+28 in the given semester.	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system	
<b>Type of assessment: AW5</b>	
<b>Requirements:</b> Attendance at lectures is highly recommended and at practices is compulsory.	
<b>Signature:</b> Preparation of an submitted and accepted nursing process by the end of the semester.	
<b>Practical exam:</b> Performing emergency nursing tasks in connection with situational practice.	
<b>Semester: 7</b>	
<b>Pre-requirement: ) General principles of health care and nursing V.</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. The definition and characteristics of urgency, basic concepts, definitions.</li> <li>2. System, structure and levels of emergency care. Operational characteristics.</li> <li>3. Material and personal conditions of emergency care.</li> <li>4. Patient reception, first impressions, TRIAGE systems.</li> <li>5. The course of the ABCDE examination, age specialties.</li> <li>6. Assessment of airway patency, respiratory protection methods and interventions, the most common emergency diseases.</li> <li>7. Observation and examination of respiration, possibilities of ventilation in the prehospital framework among the most common emergency conditions.</li> <li>8. Circulatory monitoring, ECG preparation and baseline evaluation. Emergency care for the most common circulatory system diseases.</li> <li>9. Nervous system assessment, basic neurological examinations, emergency diseases.</li> <li>10. Trauma, polytrauma, principles of ITLS.</li> </ol>

11. Assessing and alleviating pain in emergency care.
12. The process and treatment of shock between pre-hospital and intrahospital framework.
13. The most common toxicological conditions in the emergency, the most common poisonings (fungal poisoning, acid-base poisoning, pesticide poisoning, gas poisoning, food poisoning, drug poisoning).
14. Internal medicine accidents.

**Practical:**

1. Disciplinary features of emergency care. Historical Overview. The task, features and functions of the emergency care department, the expectations of the emergency care department. A multidisciplinary relationship system in the emergency department. Legal and ethical background of emergency patient care.
2. Characterization of diseases requiring emergency care. Interpretation of urgency. Sudden onset, process-like, aggravating. Time Factor.
3. Assessment of the patient's vulnerability, diagnosis in oxiology. Group diagnosis: alarming symptoms, the most important manifestations of the insufficiency of vital functions, direct, indirect danger to life.
4. The role of triage care in emergency care: aspects of patient classification, functions, role, tasks, documentation, significance of teamwork.
5. Nursing duties to be performed during the care, placement, transfer, dismissal and relocation of the patient (operator, investor, intensive care unit). Nursing attitudes, other tasks: education (students, new employees), self-education, training, further training.
6. Special Aspects of Patient Observation in Emergency Care. Assess the patient's needs, prepare a short-term care plan. Respiratory monitoring, circulatory monitoring, acid-base balance, fluid balance, consciousness monitoring, special syndromes.
7. Keeping nursing documentation: nursing sheet, decursion sheet, observation sheet, medicine sheet, laboratory summary, standard care sheet.
8. Most common nursing diagnoses depending on the patient's needs.
9. Instrumental interventions in emergency care, nursing tasks: oxygen therapy, balloon ventilation, knowledge of the operation of a respirator, mechanical ventilation methods (arterial astrup sampling), preparation of intubation and extubation, complex resuscitation, ECG, blood pressure measurement (bloody - central venous pressure and bloodless), defibrillator operation, preparation of devices required for temporary pacemaker insertion, monitoring (ECG and respiration curve, saturation, temperature, core temperature, pulse), vein puncture (peripheral, central), tube feeding, infusions, pumps, drug administration, detoxification methods (gastric lavage, vomiting, dialysis), inhalation, blood glucose determination with D-cont. I.
10. Instrumental interventions in emergency care, nursing tasks: oxygen therapy, balloon ventilation, knowledge of the operation of a respirator, mechanical ventilation methods (arterial astrup sampling), preparation of intubation and extubation, complex resuscitation, ECG, blood pressure measurement (bloody - central venous pressure and bloodless), defibrillator operation, preparation of devices required for temporary pacemaker insertion,

monitoring (ECG and respiration curve, saturation, temperature, core temperature, pulse), vein puncture (peripheral, central), tube feeding, infusions, pumps, drug administration, detoxification methods (gastric lavage, vomiting, dialysis), inhalation, blood glucose determination with D-cont. II.

**11.** Bedside blood group determination, mini doppler examination, use of astrup machine, Troponin-T level determination, clock diuresis, punctures (abdomen, chest), tracheal cannula replacement, treatment of hypothermia.

**12.** Asepsis, adherence to antisepsis rules to avoid complications.

**13.** Modes of contact in nursing practice: with the patient, relatives, other health care workers, relationships between job groups, GPs, other medical staff. I.

**14.** Modes of contact in nursing practice: with the patient, relatives, other health care workers, relationships between job groups, GPs, other medical staff. II.

#### Compulsory and recommended literature

1. Manual of Emergency Medicine / Ed. by G. Richard Braen. - Lippincott Williams & Wilkins, 2011 (ISBN 9781608312498)
2. Emergency Medicine: Clinical Essentials / By: Adams, James. W B Saunders Company. (ISBN: 978-1-4377-3548-2, 978-1-4557-3394-1)

**Name of course leader: Zoltán Szabó MD, PhD**

**Course lecturer(s): György Pápai MD, PhD, György Tóth MSc**



<b>Subject: Professional Care IX.</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical (Credit 100%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture.	
Number of lessons: 28 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: ESE</b>	
<b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Rules of signature</b> Each student must prepare an essay about a community nursing process.	
<b>Testing, evaluation</b> The students must sit for an end-term written test. The test consists of multiple choice questions. Final written exam will be graded as follows:	
Percentage (%) Grade 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)	
<b>Semester: 7</b>	
<b>Pre-requirement: General Principles of Health Care and Nursing V</b>	

<p><b>Content:</b></p> <p>Lecture:</p> <ol style="list-style-type: none"> <li>1. Community- family health. The concept of community</li> <li>2. The difference between traditional and community medicine.</li> <li>3. Documents determining the development of primary care</li>   <li>4. Public health problems of the disadvantaged.</li> <li>5. Health promotion programmes at international level and in Hungary</li> </ol>
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6. Legislation on Community medicine and care — prescribing medicines, medical aids, public health care
7. Activities of a community nurse in primary care. The BSc nurse roles in prevention levels and in chronic care. (Diabetes, hypertonia COPD, oncology, mental problems etc.)
8. Primary care systems based on international outlook  
Current and future tasks of the graduate nurse in community care
9. Basic (minimum) equipment list for the general practitioner's office.  
Relations between the doctor and the nurse, operation of the primary care team, praxis community the new model questions
10. Level of care  
Housing nursing care. Basic care and specialised tasks in the context of home care
11. Home care  
Home care legislation. Nursing duties - self-responsibly.
12. Assessment of the patient's circumstances at home. Tools of care in home care  
Special nursing tasks
13. Communication with the patient, family  
Liaising with other professionals  
Patient education
14. Preparation of reports and statistics  
Documentation for home care

#### Compulsory and recommended literature

1. Alan, Pearson: Nursing models for practice. – 3nd. edition. – Edinburgh: Butterworth-Heinemann, 2005. ISBN 0-7506-5442-2
2. Adrienn Siket Ujváriné, Nóra Szögi (2014): Community Nursing, Debreceni Egyetem Egészségügyi Kar, angol/magyar nyelven
3. Roberta Hunt: Introduction to Community Based Nursing Edition, Statemenet 5th edition ISBN10 1609136861, ISBN13 9781609136864, 07 Feb 2012
4. Ewles & Simnett's Promoting Health: A Practical Guide, 7e Paperback, 2017
5. Building primary care:  
[http://www.euro.who.int/\\_data/assets/pdf\\_file/0011/277940/Building-primary-care-changing-Europe-case-studies.pdf](http://www.euro.who.int/_data/assets/pdf_file/0011/277940/Building-primary-care-changing-Europe-case-studies.pdf)ua=1.
6. Nurses in advanced roles in primary care: policy levers for implementation Claudia Bettina Maier 27 June 2016, OECD, Paris, Available from:  
<https://www.oecd.org/els/health-systems/Item-2a-Nurses-advanced-roles-Maier-University-Technology.pdf>

**Name of course leader: Katalin Papp PhD**

**Course lecturer(s): Katalin Papp PhD**

<b>Subject: Professional Care VIII.</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical 100%.	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and practice. Number of lessons: full time program 28 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: lectures and supplementary materials will be available in the Moodle system	
<p><b>Type of assessment: ESE</b></p> <p><b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination. The student must prepare a nursing process during the clinical practice period from a chosen geriatric and hospice patient.</p> <p><b>Signature</b> To present a written form of a nursing process. Attendance at the lectures according to the LER (learning and exam rule)</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. The test consists of multiple choice questions. Final written exam will be graded as follows:</p> <p>Percentage (%) Grade 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)</p>	
<b>Semester: 7</b>	
<b>Pre-requirement:</b> Gerontology	

<b>Content:</b>
<p>Lecture:</p> <ol style="list-style-type: none"> <li>1. Elderly medicine as an independent discipline. Concept, subject, scope. Aging socio-demographic data. Determining and dividing old age. Characteristics of successful and unsuccessful aging. The personal nature of the aging process. Chronological, biological, psychological age. Physiological aging, physiological changes.</li> <li>2. Gains and losses associated with old age, the social situation of the elderly, psychosocial</li> </ol>

changes. Active old age. Nursing psychological aspects. Importance of health promotion, healthy lifestyle, prevention in old age: nutrition, exercise, sleep and wakefulness cycle, sex life, drugs, hygiene needs.

3. Risk factors in old age, morbidity characteristics. Symptoms and course of the disease in old age. Rehabilitation. Specialties and principles of medication and therapy in old age. Polypragmasia, pharmacodynamics, compliance, patient information, home pharmacy control.
4. Special nursing tasks for the most common diseases of old age - immobilization syndrome, osteoarthritis, osteoporosis, imbalances, falls. Special nursing tasks for the most common diseases of old age - pneumonia, tuberculosis, pulmonary embolism, chronic bronchitis, emphysema.
5. Special nursing tasks for the most common diseases of old age - hypertension, arteriosclerosis, cardiac decompensation, peripheral vascular diseases. Special nursing tasks for the most common diseases of old age-pyelonephritis, diabetic nephropathy, uraemia, incontinence, retention.
6. Special nursing tasks for the most common diseases of old age - ulcer disease, constipation, incontinence alvi, acute pancreatitis, diabetes mellitus. Special nursing and care process: medical history, patient examination, levels of self-care, Katz-ADL index, Mini Mental Test, main aspects of observation.
7. Special nursing tasks related to changed needs, functional health problems (vision impairment, hearing loss, limited mobility). Assistance in meeting higher needs, problems affecting the quality of life of the elderly according to the WHO. Different levels and forms of old age care.
8. The concept, principles and approaches of hospice. Holistic care. International and domestic history of the hospice movement. Outstanding figures. Thanatology.
9. Stages of dying. The grief. Psychological leadership. Family support. Treatment of cancer patients and those in the terminal stage. Dying care.
10. Curative strategy, palliative strategy, characteristics and differences of terminal strategy. Types, division, ethical and legal aspects of euthanasia. Charter of the Dying.
11. Organizational forms and stages of hospice care. Peculiarities and financing of the international hospice movement. Experiences, current situation and future of the Hungarian hospice service.
12. Significance, structure, members of the multidisciplinary team, their tasks and training, further training. The role of volunteers. Case discussions, supervision. Preparation and implementation of hospice as a care model-care plan.
13. Special tasks of the nurse, meeting and arranging changed needs - physiological needs: oxygen supply, nutrition, mobilization, sleep, rest, elimination. Special tasks of the nurse, meeting changed needs, sorting-skin care, decubitus prevention, hygienic needs, comfort devices.
14. The special tasks of the nurse, the satisfaction of changed needs, settlement - the need for security, love and belonging, self-esteem, self-realization. Pain control of incurable patients and treatment of the most common and unpleasant complaints (dyspnoea, anorexia,

nausea, vomiting).

#### Compulsory and recommended literature

1. Papp K.: Geriatrics and its Nursing Principles. Digitális Tankönyvtár, 2014.  
[https://regi.tankonyvtar.hu/hu/tartalom/tamop412A/2010\\_0020\\_geriatria\\_angol/bibliography\\_for\\_the\\_teaching\\_material\\_in\\_english.html](https://regi.tankonyvtar.hu/hu/tartalom/tamop412A/2010_0020_geriatria_angol/bibliography_for_the_teaching_material_in_english.html).
2. Papp K.: Rehabilitation. Digitális Tankönyvtár, 2010.  
<https://dtk.tankonyvtar.hu/handle/123456789/3317>
3. Joyce M. Black, Jane Hokanson Hawks: Medical-Surgical Nursing: clinical Management for Positive Outcomes. – 8. th. edition. – St. Louis: Saunders Elsevier, 2009. 1. köt. ISBN 978-1-4160-3641-8, 2. köt. ISBN 978-1-4160-3641-8 Össz. köt. ISBN 978-4160-4687-5
4. Alan, Pearson: Nursing models for practice. – 3nd. edition. – Edinburgh: Butterworth-Heinemann, 2005. ISBN 0-7506-5442-2
5. Adrienn Siket Ujváriné, Nóra Szögi (2014): Community Nursing, Debreceni Egyetem Egészségügyi Kar, angol/magyar nyelven
6. Roberta Hunt: Introduction to Community Based Nursing Edition, Statement 5th edition ISBN10 1609136861, ISBN13 9781609136864, 07 Feb 2012

**Name of course leader: Katalin Papp PhD**

**Course lecturer(s): Katalin Papp PhD**

<b>Subject: Rehabilitation II.</b>	<b>Credit: 3</b>
<b>Course classification:</b> Compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit: 40-60%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture + field training; number of lessons: 14 + 40 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment:</b> ESE	
<b>Requirements:</b> Prerequisite of signature: Attendance at lectures is highly recommended. The attendance at practices is compulsory. Missed practicals should be made up after consultation with the tutor. Making of nursing process in the end of the given semester that is accepted by course lecturer.  Prerequisite of ESE: Active participation in the field trainings is recommended. Case report next to the bed. Performing and documenting of daily nursing duties.	
<b>Semester:</b> VII.	
<b>Pre-requirement:</b> General principles of health care and nursing V.	

<b>Content:</b> Lecture: <ol style="list-style-type: none"> <li>1. Introduction. The history of rehabilitation of medical.</li> <li>2. Qualifications of rehabilitation practitioners.</li> <li>3. The rehabilitation support tools.</li> <li>4. The survey of capabilities of patient.</li> <li>5. Rehabilitable states.</li> <li>6. Exercise therapy, physiotherapy.</li> <li>7. Speech therapy.</li> <li>8. Hydrotherapy.</li> <li>9. Climate therapy.</li> <li>10. Balneo therapy.</li> <li>11. Physiotherapy.</li> <li>12. Drug ambulance.</li> <li>13. Rehabilitation plane.</li> </ol>
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**14. Rehabilitation institutions.**

**I. Field training:**

The survey and satisfaction of needs of patients in the treatment of rehabilitation.

The performing of nursing tasks, writing documents.

Observation of special nursing tasks in the rehabilitation institution.

Survey of efficiency of nursing and rehabilitation.

**Compulsory and recommended literature:**

1. Mauk KL. Rehabilitation Nursing: A Contemporary Approach to Practice: A Contemporary Approach to Practice. Publisher: Jones & Bartlett Learning, 2011. ISBN-13: 978-1449634476.
2. Jester R (editor): Advancing Practice in Rehabilitation Nursing. Publisher: Blackwell Publishing, 2007. Print ISBN:9781405125086 |Online ISBN:9780470775028. <https://onlinelibrary.wiley.com/doi/book/10.1002/9780470775028>

**Name of course leader: Anita Barth RN**

**Course lecturer(s): Katalin Papp PhD**

<b>Subject: Thesis II.</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": practical (Credit 100%)	
Method or presentation and number of classes (lecture, seminar, practice, field training) type of subject: practice. Number of lessons: 10 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Supplementary and study materials will be available in the Moodle system.	
<b>Type of assessment: AW5</b>	
<b>Requirements:</b>	
<b>Signature</b>	
Active participation during the lessons is the requirement of the signature.	
<b>Testing, evaluation</b>	
Regular background work for the Thesis.	
<b>Semester: 7</b>	
<b>Pre-requirement: Thesis I.</b>	

<b>Content:</b>
The pre-requirements to start the subject called Thesis I are defined and need to be met as required in the Curriculum. Students first choose a topic and the topic leader, then work through the tasks and writing process, meet the requirements of Thesis I, go on with Thesis II and III, and submit the Thesis. Under the guidance and with the help of the topic leader students will get a deeper view into the process of scientific research. They make a research plan then implement the planned process.
Thesis II - GOING ON WITH THE IMPLEMENTATION OF THE RESEARCH PLAN: students must continue <i>collecting data</i> , record and clarify them, and prepare a database that makes analysis possible. <i>Analyzing data:</i> After collecting data, the students analyze data. The methods of analysis depend on the type of the research and the research questions. <i>Working on the details of the writing:</i> in this phase, the students must focus on working out the separate chapters of the Thesis, which include the Abstract, Introduction, the overview of the Bibliography, as well as writing about the methodology, outcomes and conclusion.
Compulsory and recommended literature
<b>Compulsory literature:</b>
1. Educational and Examination Rules of the University of Debrecen (Appendix 15) <a href="https://mad-hatter.it.unideb.hu/portal/displayDocument/id/3915540">https://mad-hatter.it.unideb.hu/portal/displayDocument/id/3915540</a>
2. General Order for Preparing the Degree Thesis / Diploma Thesis



at the University of Debrecen Faculty of Health Sciences

[https://etk.unideb.hu/sites/default/files/inline-files/Szakdolgozat\\_diplomamunka](https://etk.unideb.hu/sites/default/files/inline-files/Szakdolgozat_diplomamunka)

[%20elk%C3%A9sz%C3%ADt%C3%A9s%C3%A9nek%20%C3%A1ltal%C3%A1nos%20rendje.pdf](https://etk.unideb.hu/sites/default/files/inline-files/Szakdolgozat_diplomamunka%20elk%C3%A9sz%C3%ADt%C3%A9s%C3%A9nek%20%C3%A1ltal%C3%A1nos%20rendje.pdf)

**Recommended literature:**

1. How to Write a Thesis by Umberto Eco

<https://mitpress.mit.edu/9780262527132/how-to-write-a-thesis/>

2. Plagiarism Detection Software

<https://lib.unideb.hu/en/plagiarism-detection-softwares>

**Name of course leader: Péter Takács, PhD**

**Course lecturer(s):**

<b>Subject: Thesis III.</b>	<b>Credit: 15</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": practical (Credit 100%)	
Method or presentation and number of classes (lecture, seminar, practice, field training) type of subject: practice. Number of lessons: 5 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Study and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: AW5</b>	
<b>Requirements:</b>	
<b>Signature</b>	
Active participation during the lessons is the requirement of the signature.	
<b>Testing, evaluation</b>	
Consulting about and preparing the Thesis.	
<b>Semester: 8</b>	
<b>Pre-requirement: Thesis II.</b>	

<b>Content:</b>
The pre-requirements to start the subject called Thesis I are defined and need to be met as required in the Curriculum. Students first choose a topic and the topic leader, then work through the tasks and writing process, meet the requirements of Thesis I, go on with Thesis II and III, and submit the Thesis. Under the guidance and with the help of the topic leader students will get a deeper view into the process of scientific research. They make a research plan then implement the planned process. Thesis III – GOING ON WITH THE IMPLEMENTATION OF THE RESEARCH PLAN: <i>working out the details of writing the Thesis – continuation</i> . Students must correct mistakes and clarify their thought, and go on with their work. CLOSING THE IMPLEMENTATION OF THE RESEARCH PLAN, AND PREPARING ITS PUBLISHING FOR DEFENCE: After closing the Thesis and starting the steps of the necessary administrative process, the students must prepare for the oral presentation that is the Thesis Defense.
Compulsory and recommended literature
<b>Compulsory literature:</b>
2. Educational and Examination Rules of the University of Debrecen (Appendix 15) <a href="https://mad-hatter.it.unideb.hu/portal/displayDocument/id/3915540">https://mad-hatter.it.unideb.hu/portal/displayDocument/id/3915540</a>
3 General Order for Preparing the Degree Thesis / Diploma Thesis

at the University of Debrecen Faculty of Health Sciences

[https://etk.unideb.hu/sites/default/files/inline-files/Szakdolgozat\\_diplomamunka](https://etk.unideb.hu/sites/default/files/inline-files/Szakdolgozat_diplomamunka)

[%20elk%C3%A9sz%C3%ADt%C3%A9s%C3%A9nek%20%C3%A1ltal%C3%A1nos%20rendje.pdf](https://etk.unideb.hu/sites/default/files/inline-files/Szakdolgozat_diplomamunka%20elk%C3%A9sz%C3%ADt%C3%A9s%C3%A9nek%20%C3%A1ltal%C3%A1nos%20rendje.pdf)

**Recommended literature:**

3. How to Write a Thesis by Umberto Eco

<https://mitpress.mit.edu/9780262527132/how-to-write-a-thesis/>

4. Plagiarism Detection Software

<https://lib.unideb.hu/en/plagiarism-detection-softwares>

**Name of course leader: Péter Takács, PhD**

**Course lecturer(s):**

## CHAPTER 11 REQUIRED ELECTIVE COURSES

<b>Subject: Basics of Research Methods II.</b>	<b>Credit: 3</b>
Course classification: compulsory (optional)	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (credit 50-50%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of lectures and exercises: 14 + 14 in the given semester (for correspondence students 5 + 5) Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Theoretical, practical and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: AW5</b>	
<b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the evaluation. Students must create files (based on a given pattern) to demonstrate the ability to manage programs. These tasks will be evaluated. Percentage (%) Grade: 0-59 fail (1); 60-69 pass (2); 70-79 satisfactory (3); 80-89 good (4); 90-100 excellent (5).	
<b>Semester: VI.</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. Repetition from the previous semester: the characteristics of scientific research; research as a scientific process - research plan; Limitations of the scientific research process. The classification of research activities. The general features of modelling.</li> <li>2. Mathematical modelling. Statistical modeling, 4+1 boxes model. The special features of statistical modelling. Measuring levels and their importance. Decision-making processes, methodology selection. The research process for nursing and health problems. Stages of the research process, the relationship between problem-solving processes. The problem selection and formulation. The target population, statistical sampling, sample selection. Being representative. Data collection techniques. Data analysis – processes.</li> <li>3. Descriptive statistics - nominal, ordinal, interval and ratio level. Descriptive statistical calculations with software packages (Excel, R, etc. - on the basis of available licenses) I.</li> <li>4. Descriptive statistics - nominal, ordinal, interval and ratio level. Descriptive statistical calculations with software packages (Excel, R, etc. - on the basis of available licenses) II.</li> <li>5. Descriptive statistics - nominal, ordinal, interval and ratio level. Descriptive statistical calculations with software packages (Excel, R, etc. - on the basis of available licenses) III.</li> </ol>

6. Statistic analysis - Inferential Statistics. Statistical estimations, confidence intervals.
7. Hypothesis testing. Chi square-test, Fisher-test. Student t-test. Analysis of variance (ANOVA) I..
8. Hypothesis testing. Chi square-test, Fisher-test. Student t-test. Analysis of variance (ANOVA) II.
9. Hypothesis testing. Chi square-test, Fisher-test. Student t-test. Analysis of variance (ANOVA) III.
10. Hypothesis testing. Chi square-test, Fisher-test. Student t-test. Analysis of variance (ANOVA) IV.
11. Correlation coefficients. Regression.
12. Further procedures and methods. Relative risk, odds ratio. Logistic regression. Factor- and cluster analysis I.
13. Further procedures and methods. Relative risk, odds ratio. Logistic regression. Factor- and cluster analysis II.
14. Validity and reliability. The disclosure of the research results. Processing of existing resources, approaches to historical research, observational studies, features, analysis: primary and secondary data sources. Nursing science and nursing research - special characteristics. Selecting problem areas; aspects of the definition of research objectives and criteria for the choice of research methods. Conditions for the application of statistical methods. Research plans – projects – tenders.

#### Compulsory and recommended literature

1. András Oláh: Textbook of Nursing Science. Medicina Könykiadó Zrt. Budapest, 2012. Chapter 6. and 7. Accessible: [https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061\\_apolastudomany-angol/adatok.html](https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061_apolastudomany-angol/adatok.html)
2. Imre Boncz: Introduction to research methodology. PTE – ETK, Pécs, 2015.
3. Pongrác Ács: Data analysis in practice. PTE – ETK, Pécs, 2015.
4. Michael J. Crawley: Statistics: An introduction using R. John Wiley & Sons, Ltd., 2015. (ISBN 1118941098), <http://www.bio.ic.ac.uk/research/crawley/statistics/>
5. Benjamin Yakir: Introduction to Statistical Thinking (With R, Without Calculus). The Hebrew University, 2011. Accessible: <http://pluto.huji.ac.il/~msby/StatThink/index.html>

**Name of course leader: Péter Takács PhD**

**Course lecturer(s): Péter Takács PhD**

<b>Subject: Basics of Physiotherapy</b>	<b>Credit: 2</b>
<b>Course classification:</b> elective	
<b>The theoretical or practical character of the subject, "character of the training":</b> theoretical	
<b>Method or presentation and number of classes (lecture, seminar, field training) type of subject:</b> 14 lectures	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment:</b> ESE	
<b>a) RRequirements:</b> Attendance at lectures is highly recommended, since the topics in examination cover the lectured topics.	
<b>Evaluation:</b> At the end of the semester, in the exam period the students take a written exam.	
<b>Semester:</b> 1	
<b>Pre-requirement:</b> none	

<b>Content:</b>
<b>Educational objective</b> The aim of the course is to introduce students to the development and current stage of the movement therapy, as well as to show the role of physiotherapy in prevention, medical treatment and rehabilitation. The relationships between physiotherapy and co-professions are also discussed.
<b>Content</b> Lecture:
<ol style="list-style-type: none"> <li>1. Introduction to physiotherapy.</li> <li>2. History of physiotherapy from the ancient times to the end of 20<sup>th</sup> century.</li> <li>3. The spread and development of European trends in Hungary.</li> <li>4. The spread of physiotherapy in different clinical fields and its social trends.</li> <li>5. Connection between physiotherapy and other fields of movement therapy (adapted physical educators, conductors, somato-educators) – similarities and differences.</li> <li>6. The role of physiotherapy in prevention, medical treatment and rehabilitation I.</li> <li>7. The role of physiotherapy in prevention, medical treatment and rehabilitation II.</li> <li>8. Competences of physiotherapists in the preventive, curative and health care processes.</li> <li>9. National and international professional organisations in physiotherapy.</li> </ol>

10. Basic methods in physiotherapy I.
11. Basic methods in physiotherapy II.
12. Recording of movements, schematic drawings I.
13. Recording of movements, schematic drawings II.
14. Summary of the course.

Compulsory and recommended literature

Pagliarulo, M. A.: Introduction to Physical Therapy, 3<sup>rd</sup> edition, Mosby, 2006

Burnett, J.: Getting Into Physiotherapy Courses, 4<sup>th</sup> edition, Trotman Publishing, 2008

Olga Dreeben-Irimia: Introduction to Physical Therapy for Physical Therapist Assistants, Jones & Bartlett Publishers, 2010

**Name of course leader: Ilona Veres-Balajti PhD**

**Course lecturer(s): Ilona Veres-Balajti PhD**

<b>Subject: Clinical Psychology I.</b>	<b>Credit: 2</b>
Course classification: elective	
The theoretical or practical character of the subject, "character of the training": theoretical (Credit 100 %)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and number of lessons: 28 in the given semester	
<p><b>Type of assessment:</b> ESE</p> <p><b>Requirements:</b> Attendance and active participation at lectures are highly recommended.</p> <p><b>Signature</b> Active participation during the lectures is the requirement of the signature. Student should write an essay on health and illness - concepts, behaviors, habits in her/his own country or culture.</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. Final written exam will be graded as follows: Percentage (%) Grade: 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)</p>	
<b>Semester:</b> IV.	
<b>Pre-requirement:</b> Theoretical Psychology I.	

<p><b>Content:</b></p> <p>Lecture:</p> <ol style="list-style-type: none"> <li>1. The concept, history, reason and raison d'être of health psychology. Healing, helping roles, early medicine. Philosophies, religions and other sources, origins of our concepts, way of thinking in the 21<sup>st</sup> century.</li> <li>2. Psychopathology, clinical psychology, psychiatry, psychotherapy. The Budapest School of psychoanalysis, Michael Balint/Bálint Mihály. Health psychology. Concept, history, sources of health psychology. Mens sana in corpore sano – ancient Whole, wellness, well being. Roots in the history and main viewpoints of psychology.</li> <li>3. Biomedical model, biopsychosocial model. The aim, subject and methods of health psychology.</li> <li>4. What is health? Concepts, definitions. Health behaviour, health care behaviour. What do people do to protect their health? Demographic factors of health maintenance behaviour.</li> <li>5. "Simple little things of life": eat, drink, work, sex, sleep, dream... Stressful life of Prof Hans Selye/Selye János. What doesn't kill you makes you stronger!?! Convulsion. Psychosomatic disorders. Psychoneuroimmunology.</li> </ol>
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6. The concept of health maintenance, the health belief model (HBM). The Janis-Mann conflict theory. Illness behaviour. Patient role, illness advantage. Stages of chronic illnesses, psychological changes during chronic illnesses.
7. Knowledge test for controlling the students learning progress. (Consists of true/false; multiple choice; pairing).
8. Stages of chronic illnesses, psychological changes during chronic illnesses.
9. Coping strategies. Control and detected control. Loosing control. Learned helplessness. Social learning in health care. Social support, peer support. Their roles in coping with illness and in maintaining health.
10. Personality and health 1. Temperaments, characters, types from ancient China to Hans Eysenck.
11. Personality and health 2.. Type A, B, C personality. Health-protecting personality. Hardiness, resilience, coherence.
12. Pathologic illness behaviour, somatoform disorders. The analysis of pain from the perspective of health psychology. Terminal illness, thanatology issues. The phases of dying. Hospice. The psychology of loss, reactions grief reaction.
13. Communication in the curing process. Doctor-patient, nurse-patient relationships. Communication strategies and protocols. The “difficult” patient.
14. Wounded healer (CG Jung). The psychology of helping professions. Relationships as healing factors. Empathy, altruism. Burnout (Freudenberg, Maslach) syndrome.

#### Compulsory and recommended literature

Csabai, M.; Molnár, P. (2000): Health, Illness and Care. SpringMed, Budapest

Ogden, J. (2004) Health Psychology Textbook. McGraw-Hill

4th ed.:

<http://vct.qums.ac.ir/portal/file/?180462/Health-Psychology-A-Textbook-4th-edition.pdf>

3rd ed.:

<http://repository.umpwr.ac.id:8080/bitstream/handle/123456789/427/Health%20Psychology%20-%20A%20Textbook%2C%203rd%20ed.pdf?sequence=1&isAllowed=y>

**Name of course leader: Andrea Sárváry PhD**

**Course lecturer(s): Andrea Sárváry PhD**

<b>Subject: Clinical Psychology II. (Nurse Psychology)</b>	<b>Credit: 2</b>
Course classification: elective course	
The theoretical or practical character of the subject, "character of the training": theoretical	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and number of lessons: 14 in the given semester Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment:</b> ESE <b>Requirements:</b> Attendance on lectures are highly recommended. The current knowledge of students will be evaluated in a written exam based upon the lecture topics.	
<b>Semester:</b> 5	
<b>Pre-requirement:</b> Theoretical Psychology II.	

<b>Content:</b>
Lecture: The history of mental health, and the movement of mental hygiene in Hungary. Models of mental health and the holistic approach. The types of crises, course, risk factors and risk groups. The steps of the intervention, primary, secondary and tertiary prevention. The conception of stress and the stress management. The coping mechanism. Psychosomatic disorders, the trauma and the PTSD, trauma. Community trauma. Crisis intervention and other intervention options. The role of the family and community (peers, and school) in mental health. Mental hygiene at different ages, becoming adolescent, problems of the old age. The role of mental health in dying and bereavement processes (hospice). Religion and spirituality as mental health implications. Mental health in the workplace. The process of burnout, its recognition, and the options of intervention. The methods of mental health, for example health education, self-awareness, individual and group counseling methods.
Compulsory and recommended literature
<b>Compulsory literature</b> <ol style="list-style-type: none"> <li>Ogden, J. (2012). Health Psychology: A Textbook. (5th ed.). Maidenhead, UK: Open University Press. eISBN: 9780335243846   ISBN: 9780335243839</li> <li>Sarafino, E. P. (2008 or 2011). Health Psychology: Biopsychosocial Interactions. (6th or 7th edition). New York: Wiley.</li> <li>Csabai Márta, Molnár Péter(2000). Health, illness and care: a textbook of medical psychology. [Budapest] : Springer Orvosi Kiadó, 2000</li> <li>Snyder, James J.(1989). Health psychology and behavioral medicine. Englewood Cliffs: Prentice Hall, 1989.</li> </ol>

<b>Name of course leader: Andrea Sárváry PhD</b>
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<b>Course lecturer(s): János Kovács MA</b>
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<b>Subject: Dietetics I.</b>	<b>Credit: 2</b>
Course classification: elective	
The theoretical or practical character of the subject, "character of the training": theoretical (Credits 100%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: <b>Dietetics I.</b> Number of lessons: 28 theory	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment: AW3</b>	
<b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Semester: 2</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
<b>Dietetics I.</b>
<ol style="list-style-type: none"> <li>1. The basics and terminologies of dietetics.</li> <li>2. Nutrients, vitamins, minerals I.</li> <li>3. Nutrients, vitamins, minerals II.</li> <li>4. Nutrients, vitamins, minerals III.</li> <li>5. Nutrition and health.</li> <li>6. Eating habits of different EU populations and Hungarian people.</li> <li>7. National and international nutrition recommendations.</li> <li>8. Optimal nutrition. The aim of measuring and scaling up nutrition. Evaluating nutrition efficiency. The simplest way to measure nutrition I.</li> <li>9. Optimal nutrition. The aim of measuring and scaling up nutrition. Evaluating nutrition efficiency. The simplest way to measure nutrition II.</li> <li>10. Obesity. Undernourishment I.</li> <li>11. Obesity. Undernourishment II.</li> <li>12. Malnutrition and its forms and risk factors.</li> <li>13. Nutrition disorders; anorexia and bulimia nervosa.</li> </ol>
Compulsory and recommended literature
<ol style="list-style-type: none"> <li>1. Julius Friedenwald, John Ruhrah: Dietetics for Nurses, Fairfax Throckmorton Proudfit, 2012</li> </ol>

2. Goff L, Dyson P (Eds.) (2015): Advanced Nutrition and Dietetics in Diabetes. Wiley-Blackwell, ISBN-13: 978-0470670927.
3. Charney P (2015): Academy of Nutrition and Dietetics Pocket Guide to Nutrition Assessment. Academy of Nutrition and Dietetics; 3 edition, ISBN-13: 978-0880914895.
4. Barker HM: Nutrition and Dietetics for Health Care. 10th Edition. Publisher: Churchill Livingstone, 2002. ISBN-13: 978-0443070211

**Name of course leader: Attila Sárváry PhD**

**Course lecturer(s): Anikó Gyulai PhD**

<b>Subject: Nursing Leadership and Management Studies</b>	<b>Credit: 1</b>
Course classification: elective	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 55-45%)	
<p>Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and practice. Number of lessons: full time program 14 + 32 in the hospital in the hospital - in the given semester</p> <p>Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: lectures and supplementary materials will be available in the Moodle system</p>	
<p><b>Type of assessment: ESE</b></p> <p><b>Requirements</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Signature</b> Attendance at the lectures according to the LER (learning and exam rule)</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. The test consists of multiple-choice questions. Final written exam will be graded as follows:</p> <p>Percentage (%) Grade  0-59 fail (1)  60-69 pass (2)  70-79 satisfactory (3)  80-89 good (4)  90-100 excellent (5)</p>	
<b>Semester: 6</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
<p>Lecture:</p> <ol style="list-style-type: none"> <li>1. Types and forms of management theories.</li> <li>2. Management organization methods.</li> <li>3. Distinguishing between leadership and management; Types of management, management techniques.</li> <li>4. Getting to know the types of organizational atmosphere, Organizational culture.</li> </ol>

5. Structure of the organizational structure.
6. The structure of care systems.
7. The financing system of health services. The role of the nurse in cost savings.
8. Decision making in nursing, mastering the steps of the decision process.
9. Effective organization of care.
10. Motivate ourselves and others.
11. Quality assurance, quality management, quality development in healthcare.
12. Process control, protocols, standards.
13. Clinical audit, quality certification, accreditation.
14. BELLA- Accreditation of patient care providers for safe patient care.

#### Practice

- Government Office Public Health Institute (ANTSZ) to observe the county chief nurse's job, to prepare the analyzation of his/her job
- To observe the nurse leader job, to prepare the analyzation from his/her job in the In-patient institute
- To observe the nurse leader job, to prepare the analysation from his/her job in the Out-patient institute

#### Compulsory and recommended literature

1. Finkelman A: Leadership and Management for Nurses: Core Competencies for Quality Care. Publisher Pearson Education, 2015. ISBN13 9780134056982
2. Diane K. Whitehead, Sally A. Weiss, Ruth M. Tappen: Essentials of nursing leadership and management. F. A. Davis Company, 2010 (Fifth edition). ISBN 978-0-8036-2208-1.

**Name of course leader: Levente Varga PhD**

**Course lecturer(s): Katalin Papp PhD**

<b>Subject: General Principles of Health Care and Nursing III.</b>	<b>Credit: 2</b>
Course classification: <b>elective</b>	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 46-54% )	
<p>Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture</p> <p>Number of lessons: 14 in the given semester</p> <p>Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system. Simulation skills practice, individual and group education.</p>	
<p><b>Type of assessment: ESE</b></p> <p><b>Requirements:</b> Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Rules of signature:</b>  each student must prepare an essay about a topic about Thompson - modell (nursing ethics questions)</p> <p><b>Testing, evaluation</b> The students must sit for an end-term written test. The test consists of multiple choice questions. Final written exam will be graded as follows: Percentage (%) Grade 0-59 fail (1) 60-69 pass (2) 70-79 satisfactory (3) 80-89 good (4) 90-100 excellent (5)</p> <p><b>Requirements to get the Lecturer's signature:</b> to be present at 66% of the lectures proved by registration</p> <p><b>Requirements to get the practical grade:</b> Successful completion of the skill room test Successful completion of the Moodle Test (60%)</p> <p><b>Pre-requisite of exam:</b> to get the Lecturer's signature</p> <p><b>Methods of exam:</b> written and oral</p>	
<p><b>Semester:</b> 2<sup>st</sup> semester</p>	
<b>Pre-requirements:</b>	



none

### **Content:**

#### Lecture:

1. Basic ethical concepts, characteristics of ethical patient care, ethical problems in the health system in the domestic context and their possible solutions, alternatives.
2. The concepts of ethics, morality, moral. Ethics, ethical trends, grooming ethics. The concept of ethical value, the role of values in nursing practice. The fundamental values of professional nursing work (American Association of Nursing Colleges).
3. Bioethics, Medical Ethics and Principles. Ethical principles in care. The Hippocratic Oath. It's a nursing oath. Principles of health ethics. The concept of the code of ethics. Codes of conduct for care. A brief description of some codes of ethics.
4. Reasons for the establishment of ethics committees. The functions and committees of the Scientific Council for Health. Options for solving ethical problems.
5. Thompson - model based on the steps of professional ethical decision-making.
6. Forms of hospice patient care. Palliative care. The dying patient's charter. The legal background of hospice care.
7. Euthanasia, Organ transplantation. Abortus.
8. Ethical regulation of human research and experiments, International documents, Nuremberg Code (1947). Helsinki declaration of the World Medical Association.
9. Team work, responsibility, accountability, competency, The concept of the team, Characteristics of a well-functioning team.
10. Concepts and questions of liability and accountability. Questions about the responsibility of the nurse. The concept of autonomy. The concept, the questions of the profession of nurse. The feminine nature of nursing work. A management of childbearing and working hours.
11. The profession of nurse and the working environment. The question of competence. Etiquette in health care. Types of nurses. The concept of character.
12. Nurses' behavioural standards. Legislation on nursing, nursing jobs. Duties of nursing staff. Nursing jobs. Documentation under the Health Care Act. Confidentiality under the Health Care Act.
13. Motivations for applying for a nursing career. Human resource shortage among nurses, effects on the care system. Lack of social appreciation.
14. Develop a professional image in students. Publication's ethical questions. Strategies for achieving daily professional satisfaction, ageing health workers, pension issues, supply in nursing, causes of migration. Professional appearance, professional development.

#### Compulsory and recommended literature

1. Katalin Papp Dr., Adrienn Dr. Siket Ujváriné (2014): General principles of health care and nursing. University of Debrecen Faculty of Health, [https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2010\\_0020\\_apolas\\_angol/index.html](https://www.tankonyvtar.hu/hu/tartalom/tamop412A/2010_0020_apolas_angol/index.html)
2. András Oláh (2012): Textbook of Nursing Science. Medicina Könykiadó Zrt.

3. [https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061\\_apolastudomany-angol/adatok.html](https://www.tankonyvtar.hu/hu/tartalom/tamop425/0061_apolastudomany-angol/adatok.html)
4. Potter, P. A.: Fundamentals of nursing. – 7th. edition. – St. Louis: Mosby, 2009. ISBN 978-0-323-4828-6
5. Ian Thompson Kath Melia Kenneth Boyd Dorothy Horsburgh: Nursing Ethics, 5th Edition, eBook ISBN: 9780702059988, Paperback ISBN: 9780443101380, Churchill , Livingstone, 2006Glannon, W.: Biomedical Ethics. 1st. Oxford University Press, 2004. ISBN: 0-1951-4431-7.
6. Gabard, D. L. Martin, M. W.: Physical Therapy Ethics. 2nd edition. F.A. Davis Company, 2010. ISBN: 0-8036-1046-7.Holland, S.: Public Health Ethics. 2nd edition. Polity Press, 2014. ISBN: 0-7456-6219-6.
7. Benjamin, M., Curtis, J.: Ethics in Nursing: Cases, Principles, and Reasoning. 4th edition. Oxford UP, 2010. ISBN: 0-1953-8022-3.
8. Gigerenzer, G.: Reckoning With Risk.1st edition. Penguin Books, 2003. ISBN: 0-140-29786-3.

**Name of course leader: Anita Barth RN**

**Course lecturer(s): Katalin Papp PhD, Anita Barth RN**

<b>Subject: Health Development III.</b> (Practice of health development)	<b>Credit: 2</b>
Course classification: elective	
The theoretical or practical character of the subject, "character of the training": theoretical and practical (Credit 57%-43%)	
<p>Method or presentation and number of classes (lecture, seminar, field practice) type of subject: lecture and seminar. lecture and seminar</p> <p>Number of lessons:  14+14 in the given semester</p> <p>Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.</p>	
<p><b>Type of assessment:ESE</b></p> <p><b>Requirements</b></p> <p>Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.</p> <p><b>Rules of signature:</b> the students must be present at the seminars</p> <p>Conditions for obtaining a signature:</p> <p>Participation in the lectures is recommended, participation in exercises is mandatory, the replacement of absenteeism is made on the basis of the tSD. The condition for signature is continued, active participation in practical work and the fulfilment of the tasks required by the exercises. Continuous preparation, correction and referral of the individual health plan and the Community health promotion programme as set out in the theme, and submission in writing to the completed programme.</p> <p>Conditions for obtaining a practical grade: The students will give an account of their theoretical knowledge during the writing of a written local paper, which takes place in moodle system at the time agreed at the first hour of the semester. Individual student assignment: Based on what you have learned, develop and present an individual health plan and a community health promotion program at the beginning of the semester.</p>	

**Testing, evaluation**

The students must sit for an end-term written test. The test consists of multiple choice questions.

Final written exam will be graded as follows:

The practical grade is given by the zh mark of merit, as well as the performance of the exercises, the individual health plan presented and submitted in writing by the student, and the evaluation of the Community Health Promotion Programme.

Percentage (%) Grade

0-59 fail (1)

60-69 pass (2)

70-79 satisfactory (3)

80-89 good (4)

90-100 excellent (5)

**Semester:**

6<sup>th</sup> semester

**Pre-requirement:**

Health Development II.

**Content:**

Lecture:

1. Planning and evaluation of health promotion activities I.
2. Planning and evaluation of health promotion activities II.
3. Community based health promotion work, community development.
4. Individual health promotion. Models of behavioural change.
5. Encouraging behaviour change, motivational counselling.
6. Strategies to become self-awareness, clarify values and change attitudes.
7. Decision-making strategies. Behavioural change strategies.
8. Questions about risk personality.
9. Prevention of addictions: with particular reference to the prevention of smoking, alcohol consumption and drug use.
10. Theoretical, practical and methodological issues for the prevention of addictions at individual and Community level.
11. Prevention of cardiovascular disease. Theoretical, practical and methodological issues at individual and Community level.
12. Opportunities to develop good eating habits. Theoretical, practical and methodological issues at individual and Community level.
13. Prevention of cancers, oncological diseases. Theoretical, practical and methodological issues at individual and Community level.
14. The importance of regular exercise and physical activity in maintaining good health. Theoretical, practical and methodological issues at individual and Community level.

**Practice:**

The exercises will be developed in a group work based on theoretical knowledge, based on individual health plans and community-based health promotion programmes.

**1-4.** Steps to develop an individual health plan. Helping you make health decisions: Presentation and analysis of the Prochaska and Di Clemente models. Practice: Group work: a list of different health-related behaviours, discussing the steps to change behaviour scans based on the model. Develop individual skills, increase self-confidence, clarify values, and change alignment. In this connection, solve tasks individually and in groups. Strategies for decision-making and behaviour alcoves, learning them through individual and group tasks, and processing case studies.

**5-8.** Planning and evaluation of a community-based health promotion programme in practice. The theme, title, purpose, target group of the programmes. The conditions, organisational forms and circumstances of implementation. Tools and procedures that can be used to successfully achieve your goals. Planning of the final program, organizational implementation. Prepare an action plan.

**9-12.** Presentation and small group processing of individual health plans based on the work of students.

**13-14.** Presentation of community health promotion programmes based on the work of students.

**Compulsory and recommended literature**

1. Gene E. Hall, Linda F. Quinn, Donna M. Gollnick (2015): Introduction to Teaching: Making a Difference in Student Learning. SAGE Publications, ISBN 1483365026, 9781483365022.
2. Cottrell, Randall R., Girvan, James T., McKenzie, James F., Seabert, Denise (2017). Principles and Foundations of Health Promotion and Education. Pearson, ISBN-13: 978-0134517650.
3. Clark, Carolyne Chamber, Paraska, K. Karen (2012): Health promotion for nurses. A practical guide. Jones & Bartlett Learning, ISBN-13: 978-1449686673.
4. Snelling, A.M.: Introduction to Health Promotion. 1st edition. Jossey-Bass, 2014. ISBN: 1-1184-5529-0.
5. Ewles & Simnett's Promoting Health: A Practical Guide, 7e Paperback, 2017

**Name of course leader: Anikó Gyulai PhD**

**Course lecturer(s): Anikó Gyulai PhD, Anita Barth RN**

<b>Subject: Latin II.</b>	<b>Credit: 2</b>
Course classification: <b>required elective</b>	
The theoretical or practical character of the subject, "character of the training": <b>practical</b>	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: <b>seminar. Number of lessons: 14 in the given semester</b>	
<p><b>Type of assessment: ESE</b></p> <p>Requirements</p> <p>Attendance at seminars is mandatory. A maximum of three absences is allowed.</p> <p>Signature</p> <p>In order for all students to actively participate in the classes, they must successfully complete three indoor dissertations.</p> <p>Evaluation</p> <p>Indoor dissertations are classified as follows:</p> <p>Percentage (%) grade  0-59 errors (1)  60-69 step (2)  70-79 satisfactory (3)  80-89 good (4)  90-100 excellent (5)</p>	
<b>Semester: 2</b>	
<b>Pre-requirement: Latin I.</b>	

<b>Content:</b>
<p>Week 1 - Review of the first semester material</p> <p>Week 2 - Fourth and Fifth Declinations</p> <p>Week 3 - Summary of the Noun groups, exercises</p> <p>Week 4 - The comparatives and superlatives of Adjectives; exceptions</p> <p>Week 5 - The respiratory system</p> <p>Week 6 - Written Test One</p> <p>Week 7 - Forming the participium; the Verb</p> <p>Week 8 - Adjectives ending in -ing and -ed</p> <p>Week 9 - The digestive system</p> <p>Week 10 - Second Written Test</p> <p>Week 11 - The the urinary and genital systems;</p> <p>Week 12 - Word formation; Latin pre- and suffixes</p> <p>Week 13 - Greek pre- and suffixes, how to express inflammations and diseases</p>

Week 14 - Written Test Three and offering the end-of-semester practical mark

Compulsory and recommended literature

Compulsory :

László Répás – Basic of Medical Terminology I. Latin and Greek Origins, Debrecen, 2017

Recommended:

Erzsébet Belák PhD – Medical Latin, Semmelweis Kiadó (Budapest), 2005

**Name of course leader: Attila Sárváry PhD**

**Course lecturer(s): Deák Lászlóné MA, Ilona Kovács**

<b>Subject: Preventive Medicine and Public Health II.</b>	<b>Credit: 2</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": theoretical (Credit 100%)	
Method or presentation and number of classes (lecture, seminar, practice, field training) type of subject: lecture. Number of lessons: 14 in the given semester	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: ESE</b>	
<b>Requirements</b>	
Attendance at lectures is highly recommended, since the material covered in the lectures will be on the examination.	
<b>Testing, evaluation</b>	
The students must sit for an end-term written test. The test consists of multiple choice questions.	
Final written exam will be graded as follows:	
Percentage (%) Grade	
0-59 fail (1)	
60-69 pass (2)	
70-79 satisfactory (3)	
80-89 good (4)	
90-100 excellent (5)	
<b>Semester: 4</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
Lecture:
<ol style="list-style-type: none"> <li>1. (2 hours): Recognition of global natural problems. Principles and definitions of ecology. Organization of the wildlife in the biosphere, above species organization, adaptation ability of animals. Abiotic environmental factors: light, temperature, air, water, soil.</li> <li>2. (2 hours): Biotic environmental factors, interactions inside the species and between species, changes of the natural environment.</li> <li>3. (2 hours): Cycling of materials in ecosystem: cycling of C, H<sub>2</sub>O, N, P, energy flow in the ecosystem, food chains. Natural protection, environmental protection.</li> </ol>



4. (2 hours): Introduction into the environmental health, global environmental problems. Ozone depletion and global climate change.
5. (2 hours): Health effects of air pollution.
6. (2 hours): Health effects of water and soil pollution.
7. (2 hours): Health effects of radiation. Types of ionizing radiation, acute and chronic health effects.

**Compulsory and recommended literature**

1. Essentials of Environmental Health (2018). Jones & Bartlett Learning, 3rd edition, ISBN-13: 978-1284123975.

**Name of course leader: Attila Sárváry PhD**

**Course lecturer(s): Attila Sárváry PhD, Mónika Molnár PhD**

<b>Subject: Society- and Social Politics III.</b>	<b>Credit: 3</b>
Course classification: compulsory	
The theoretical or practical character of the subject, "character of the training": "theoretical and practical (Credit 80-20%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of lessons: 28	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: ppt study materials	
<b>Type of assessment:</b>	
Signature Active participation in lectures.	
Evaluation Students give a presentation on a pre-arranged topic, which they also present or write a test.	
<b>Semester: 3.</b>	
<b>Pre-requirement: -</b>	

<b>Content:</b>
The aim of the course is to know the different forms of social care and the current policy directions of social care in EU. Students will be able to interpret current social policy directions, plans and activities; to help clients in social interprofessional cooperation.
Lecture:
<ol style="list-style-type: none"> <li>1. Possibilities of conceptual definition of social policy, levels of approach, actors, factors influencing the level of care.</li> <li>2. Residential well-being - institutionalized well-being.</li> <li>3. Values affecting social policy - freedom, equality, solidarity, tolerance, justice.</li> <li>4. Ideologies influencing social policy - liberalism, conservatism, socialism.</li> <li>5. Principles and techniques in social policy I. - absolute - relative security, integration - segregation, prevention - correction, the issue of granting subsidies.</li> <li>6. Principles and techniques in social policy II. - universality - selectivity, the question of efficiency and effectiveness, funding, subsidiarity.</li> <li>7. Interpretation of social exclusion, inclusion.</li> <li>8. The concept, types, functions and operating mechanisms of the welfare state I.</li> <li>9. Inequalities in a health care.</li> <li>10. Sectoral social policies - health policy.</li> <li>11. Sectoral social policies - employment policy.</li> </ol>

12. Sectoral social policies - family policy.
13. Social policy in the European Union.
14. Reports from students' work.

**Compulsory and recommended literature**

1. Patricia Kennett, Noemi Lendvai-Bainton (2017): Handbook of European Social Policy. Edward Elgar Publishing. ISBN 978 1 78347 645 9
2. Caroline de la Porte, Elke Heins (2016): The Sovereign Debt Crisis, the EU and Welfare State Reform. Palgrave Macmillan. ISBN 978 1 137 58178 5
3. Ferenc Bódi, Gergely Fábíán, Mihály Fónai, Jorma Kurkinen, Thomas R. Lawson, Hannu Pietiläinen (2014): Access to Services in Rural Areas. Europaeischer Hochschulverlag. ISBN 978-3867418980

**Name of course leader: Anita R. Fedor PhD**

**Course lecturer(s): Anita R. Fedor PhD, György Jóna PhD**

<b>Subject: Sociology of Health</b>	<b>Credit: 2</b>
Course classification: elective-course unit	
The theoretical or practical character of the subject, "character of the training": (credit 70-30%)	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: Number of lessons: 28	
Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge: Lectures and supplementary materials will be available in the Moodle system.	
<b>Type of assessment: ESE</b>	
<b>Requirements</b>	
The students take part in oral exam and receive grade.	
Oral exam will be graded as follows:	
Percentage (%) Grade	
0-59 fail (1)	
60-69 pass (2)	
70-79 satisfactory (3)	
80-89 good (4)	
90-100 excellent (5)	
<b>Semester: 1</b>	
<b>Pre-requirement: -</b>	

<p><b>Content</b></p> <p>The students may learn more about the theory and methods of medical sociology, the subjective health status of the population. In addition, the students can find out the latest research results of “mainstream”. The course is based on a combination of seminars and lectures. I have the student thinking about medical sociology and we deal with the next themes:</p> <ul style="list-style-type: none"> <li>• Theoretical background of health of sociology and health in sociology,</li> <li>• Special methods of health of sociology,</li> <li>• The medicalisation and commercialisation effect on subjective health status,</li> <li>• Phenomenon of health cult, changes of illness structures, doctor-patient relationship.</li> </ul> <p>Active participation is required. If necessary, a second re-examination will be arranged at a later date.</p> <p>Lecture:</p> <ol style="list-style-type: none"> <li>1. Introduction to the medical sociology.</li> <li>2. Definitions of main categories of medical sociology.</li> <li>3. Theoretical underpinnings and empirical review of medical sociology.</li> <li>4. Methods of medical sociology. Quantitative and qualitative methods.</li> </ol>
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5. Theories of relations of patients and medical doctors.
6. Correlations of health status and social inequalities.
7. Links between religion and health condition.
8. Effects of social networking on health status.
9. Functions of deviant behavior in health at social level.
10. Effects of poverty and social exclusion on health conditions.
11. Social stress and health status.
12. Main factors of health at social level.
13. Main factors of illness at social level.
14. How to measure the health condition at social level?

**Compulsory and recommended literature**

MacDonald, R. and Shildrick, T. (2013), Youth and wellbeing: experiencing bereavement and ill health in marginalised young people's transitions. *Sociology of Health & Illness*, 35: 147–161.

Macdonald, S., Watt, G. and Macleod, U. (2013), In search of the cancer candidate: can lay epidemiology help?. *Sociology of Health & Illness*, 35: 575–591.

Wallenburg, I., Bont, A., Heineman, M.-J., Scheele, F. and Meurs, P. (2013), Learning to doctor: tinkering with visibility in residency training. *Sociology of Health & Illness*, 35: 544–559.

**Name of course leader: György Jóna PhD**

**Course lecturer(s): György Jóna PhD**

<b>Subject: Theoretical Psychology III.</b>	<b>Credit: 2</b>
Course classification: elective course	
The theoretical or practical character of the subject, "character of the training": theoretical	
Method or presentation and number of classes (lecture, seminar, field training) type of subject: lecture and number of lessons: 28 in the given semester Additional (specific) methods and features (if any) applicable to the transfer of the given knowledge:	
<b>Type of assessment:</b> ESE <b>Requirements:</b> Attendance on lectures are highly recommended. The current knowledge of students will be evaluated in a written exam based upon the lecture topics.	
<b>Semester:</b> 3	
<b>Pre-requirement:</b> Theoretical Psychology I.	

<b>Content:</b>
Lecture: <ol style="list-style-type: none"> <li>1. Introduction to Socialpsychology (Objects and short theory).</li> <li>2. Methods and fields of Socialpsychology.</li> <li>3. Social perception: Stereotypes and prejudice.</li> <li>4. Attitudes.</li> <li>5. Implied personality theories.</li> <li>6. Attribution theory.</li> <li>7. Prosocial and aggressive behaviour.</li> <li>8. Conflict and cooperation.</li> <li>9. Social Roles. Social influence. Summary.</li> <li>10. Human relationships.</li> <li>11. Theories of Attraction.</li> <li>12. Intimate relationships.</li> <li>13. Group and leadership.</li> <li>14. Social influence.</li> </ol>
Compulsory and recommended literature
Compulsory literature Nolen-Hoeksma, S., Fredrickson, B.L., Loftus, G.R., and Wagenaar, W.A., 2009, Atkinson and & Hilgard's: Introduction to psychology, 15th Edition. Cengage Learning, EMEA. Carver, C. S., Scheier, M. F., 2011, Perspectives on Personality. Pearson; 7 edition. Smith E.R., Mackie, D.M., Claypool, H.M., 2015, Social Psychology. Psychology Press. Aronson, E., 2007, The Social Animal, Palgrave Macmillan, 10th revised Edition. <u>Peter Mitchell</u> , By (author) <u>Fenja Ziegler</u> , 2012 : Fundamentals of Developmental Psychology. <u>Taylor &amp; Francis Ltd</u> . Hove, United Kingdom

Recommended literature

Forgas, J.P., 1986, Interpersonal behaviour. The Psychology of Social Interaction. Pergamon.

Stewart, I., Joines, V., TA Today, 2012, A New Introduction to Transactional Analysis 2nd Revised edition.

Berne, E., 2016, *Games People Play: The Psychology of Human Relationships*. Penguin Life

Harris, T.A., 2012, *I'm Ok, You're OK*, Arrow Books.

**Name of course leader: Andrea Sárváry PhD**

**Course lecturer(s): Andrea Sárváry PhD, Bernadett Mohácsi PhD, János Kovács MA**

## TITLES OF THESES

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1. Title: Measuring knowledge level and opinions about organ donation and transplantation
2. Title: Measuring health literacy
3. Title: Measuring quality of life in end-stage renal disease patients

**Tutor: Anita Barth**

1. Title: Social networking and health status.
2. Title: Actual questions of health economics.

**Tutor: György Jóna**

1. Title: Use of vaccines in a chosen country
2. Title: Wound management, wound care
3. Title: Levels of health care / services
4. Title: Examining the quality of life of the elderly

**Tutor: Katalin Papp**

1. Title: Epidemiology and prevention of non-communicable diseases (e.g. cardiovascular, cancer diseases) in a given country.
2. Title: Organization of the cancer screening programmes in a given country.
3. Title: Health behaviour of a given group (e.g. physicians, nurses, adolescents).
4. Title: Epidemiology and prevention of risk factors (e.g. smoking, alcohol consumption) in a given country.
5. Title: Survey of the health behaviour of a given group (e.g. physicians, nurses, adolescents).

**Tutor: Attila Sárváry**



# CHAPTER 13

## GENERAL ORDER FOR PREPARING THE DEGREE THESIS

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Decree of the Faculty Council 2016. (46/.)

### General Order for Preparing the Degree Thesis at the University of Debrecen Faculty of Health

#### Degree Thesis

The thesis, appropriate to the qualification, is related to the professional subjects and provides proof of the student's thorough knowledge of their professional field. It demonstrates that during their studies the student mastered the basics of library usage and literature research and can express and document his / her own independent opinion on a professional issue in an appropriate written form and then successfully orally defend it to a committee.

26. § of the Study and Examination Regulations of the University of Debrecen describes the general information related to the thesis. The detailed rules should be defined in the Faculty Thesis Regulations.

14. § in the Faculty Annex of Study and Examination Regulations of the University of Debrecen deals with the faculty specialties.

Subject to the contents of the above documents, the general order of writing the Degree Thesis in the Faculty of Health is as follows:

The general part of the qualification requirements for the given program or its specialization includes the preparation of the degree thesis. The main aims of the thesis are to acquire the ability to use the library and current methods on how to use literature, synthesize ideas based on the acquired knowledge, formulate independent and constructive opinions about the given topic, and to demonstrate the student's knowledge in Hungarian and international literature as well as the student's analytical and evaluation skills. Another objective is that the student shows his/her theoretical and methodological preparedness of the subjects included in the Bachelor and Master degree or in the postgraduate specialist training course.

II.1. The topic of the dissertation is to cover the current problem(s) of a discipline taught at the faculty.

II.2. When developing a thesis topic, the latest Hungarian literature on the subject and at least one foreign summary should be used, if the topic has international literature.

II.3. The length of the degree thesis should be **70.000 – 126.000** characters without space (**approximately 25-45 pages**). Title page, table of contents, bibliography, footnotes, and index are not included in the length of the degree thesis. It should be printed one-sided on **A4 size paper**, using the following settings:

*Margins:* inner, outer, upper and lower 2.5 cm; for binding splicing 0.5 cm, for binding 1 cm.

*Font:* Body Text: Times New Roman; titles, subheadings: Times New Roman or Arial Font

*Size:* BodyText: 12 points.

*Spacing:* single (1).

*Paragraph:* blocked, the first line is 1.25 cm indentation, automatic separation (separation zone 0.3 cm).

*Page numbering:* Arabic numerals, bottom, outside.

*Headings and subheadings:* bold and italic with 18, 16, 14-point letters, aligned to left, numeric, multi-level numbering.

*Footnotes:* 8-point italic, always on the link page.

The maximum length includes the tables and the bibliography in the text. Figures: if the length including figures exceeds the maximum length, they should be placed in an annex to the thesis with appropriate numbering and graphic signs, and therefore would not be counted as part of the thesis length.

#### II.4. General formatting requirements:

in the middle of the outer cover: Thesis

in the lower third of the outer cover: name of the student below  
the year of submission

at the top of the first inner cover: University of Debrecen Faculty of Health

in the middle of the first inner cover: title of thesis

in the lower right of the first inner cover: the name of the student,  
under it: the name of the degree program,  
under it: the year of the submission.

in the middle of the second inner cover: The thesis was written at the .....  
Department of University of Debrecen Faculty of Health

(Head of Department:.....)

Supervisor:..... (and his/her workplace, if not the lecturer of the department).

Further formal requirements for preparing theses are set out in Annex 1 (Recommended Structure of the Theses and the Requirements for Preparing References, Figures and Tables).

The bound thesis must be accompanied by a statement from the author attesting that the thesis is his / her own work. The Plagiarism Statement should be attached to the thesis before the Table of Contents (Appendix 2).

II.5. Two copies of the thesis are required: A bound copy and a digital copy. Students have to upload the digital PDF file into the Electronic Archive of the University of Debrecen to the following address: (DEA) a <http://dea.lib.unideb.hu/dea/handle/2437/85081>

II.6. If the student obtains special permission from of the head of department, he/she can write the thesis in English or German.

II.7. The content, structure, bibliography, and empirical methodology requirements of the degree

thesis and the general aspect of the evaluation should be published on the website of the Faculty (Institute) at the same time as the topics of the degree thesis are uploaded to the website.

III.1. In order to facilitate the selection of topics for students, the Departments prepare a degree thesis topic list that also contains the names of the supervisors. The theme list will be published in the Neptun system. Thesis topics are announced in accordance with training goals and practical needs. In addition to the announced topics, other topics can be selected with the approval of the head of the department. Thesis topics should be related to the subjects of major disciplines taught in the programs.

III.2. The final deadlines for publishing the topic list is 15th March and 15th October.

III.3. Work on the selected topic is assisted by a supervisor appointed by the head of the department who ensures that faculty requirements stated in II.7. have been met.

III.4. A student who is writing a thesis can use the library and its services at the University and at the Faculty. The student can use the Faculty's IT facilities on a special assignment.

III.5. The faculty does not provide special help to write the thesis, or in preparing figures and tables. The cost is borne by the student.

III.6. In special cases, based on a separate request, the Institute may support the preparation of the degree thesis from its available budget.

IV.1. Any topic listed on the Neptune system at the time based upon the academic program they are enrolled in as shown below:

- not later than the beginning of the 5th semester in the seven-semester Bachelor degree program,
- not later than the beginning of the 6th semester in the eight-semester Bachelor degree program,
- not later than the beginning of the 2nd semester in the Master's degree program,
- not later than the end of the 7th week of the semester in the postgraduate specialist training course.

**If the student chooses a topic of an external examiner (not announced by the department), he/she must submit a request to use this topic** (form can be found in the Neptun system). If approved, a copy of the thesis topic form should be printed out of the Neptun system. After having it signed by the supervisor, it must be submitted to the appropriate department / institute.

IV. 2. Modifying or changing the already selected thesis topic is possible in the Neptun system but must be completed prior to the following dates:

- before the end of the 6th semester in Bachelor degree program
- before the end of the 2nd semester in Master's degree program
- not later than the end of the 1st semester in the postgraduate specialist training course.

IV.3. While preparing the degree thesis the student should be in constant contact with his / her supervisor. The student is required to meet at least three times in consultation with his / her supervisor, And the meetings are confirmed by the internal supervisor in the Neptun system and by the signature of the external supervisor on the Thesis topic form (Appendix 3) printed from Neptune system. The supervisor guides and assesses (when the thesis is a subject in the curriculum) the student's work and instructs him/her how to prepare the final form of the degree thesis.

IV.4. The final deadlines for submitting the thesis is 15th November and 15th April. The thesis must be submitted to the Student Administration and Student Advisory Office in accordance with Section II.5. The student will receive a receipt showing proof the thesis was submitted. The internal supervisor allows permission for the student in Neptun system to submit the thesis. If there is an external supervisor, the thesis should be submitted together with the thesis topic form, which has been signed by the external supervisor to confirm that the thesis can be submitted.

IV.5. The deadline specified in IV.6 is final and the student may not submit the thesis after this deadline. Only in very special cases, with an application and the payment of a special procedure fee, the submission of the degree thesis can be extended for further 10 working days. If the student fails to meet these requirements, he/she cannot sit for the final examination, and must wait to complete the final exam in the next examination period.

IV.6. The evaluation of the thesis is organized by the competent institute.

The submitted theses will get the Institute ID. The faculty member assessing the thesis is appointed by the head of the department responsible for the thesis topic.

The evaluator should be an expert in the field of specialization (preferably with university or college degree and, in exceptional cases, with recognized professional competence of the given field). The evaluator must prepare a one-page long written assessment. The degree thesis shall be evaluated from grade 1 to grade 5. The supervisor and the evaluator cannot be the same person.

IV.7. The evaluation shall include

- the content elements of the thesis (theoretical or literary foundation, knowledge, interdisciplinary approach, logical structure, individual thinking, correctness of hypotheses, up to date data processing, etc.);
- practical applicability of the conclusions and suggestions of the thesis; research value of the thesis;
- and formal elements of the thesis (structure, proportions, design, style, nomenclature, spelling, descriptiveness, etc.).

IV.8. The evaluation is completed on the "Thesis Evaluation" form (Annex 4), which will be sent to the evaluator when the institute appoints him/her to be an evaluator. The Thesis Evaluation Form must be completed, signed and returned by the evaluator electronically in 1 original copy.

IV.9. The degree thesis can be defended if the evaluator marks the degree thesis at least satisfactory. If the evaluator marks the degree thesis as a 'fail', the head of the department responsible for the topic

appoints two new evaluators within 3 working days. The evaluation made by the new evaluators must be made within 3 working days. If one of the new evaluators accepts the degree thesis (marks the degree thesis 'satisfactory'), the degree thesis can be defended. If both of the evaluators mark the defence thesis as a 'fail' the student should rewrite the degree thesis or he/she should choose a new degree topic.

The defence of the thesis takes place in the presence of a committee of minimum 3 members - or where the defence of the thesis is the part of the final examination – in the presence of the final examination board. Its members can be: the head of the department or the vice head of the department, lecturers of the subject, the supervisor, lecturers of the institute/department, the person who is responsible for the degree course or his/her deputy or an invited lecturer of the University of Debrecen, a honorary professor or associate professor or professor or associate professor emeritus of the University of Debrecen, a member of the final examination committee defined in the Study and Examination Regulations.

The defense of the thesis is public. The institute must make the date of the defence of the degree theses public. The lecturers of department, the lecturers of the degree course, the supervisors and the students should be informed about the time and place of the defence. The thesis defense, with regard to the written evaluation, must be evaluated in a 1-5 grading system. A brief summary of the defence of the thesis should be prepared and signed by the members of the committee.

IV.10. After defending the thesis, the Institute sends a copy of the thesis to the faculty library, archives the electronic media, and sends the evaluation form and minutes to the Student Administration and Student Advisory Office.

IV. 11. The Institute organizing the final examinations ensures that the members of the final examination committee receive the theses and the related documents at the final exam. Members of the final examination committee may ask questions about the thesis in the final exam - if the defence of the degree thesis is not part of the final examination - the answers given by the student will not affect the grade of the degree thesis.

IV.12. The library is required to make an available list of the completed and defended theses on the Faculty's website by August 31st. It should contain the name of the author, the thesis title, the name of the department where the thesis was prepared and the name of the supervisor.

IV.13. A thesis or an individual SSA work can also be prepared within the work of the Scientific Students' Association (SSA). This work can qualify and be accepted as a thesis at the student's request.

IV.14. The process of accepting the work of the Scientific Students' Association as a thesis is contained in the Study and Examination Regulations of the Faculty of Health.

## **Annexes**

## Annex 1.

### The recommended structure of the theses and the requirements for preparing references, figures and tables

1. **Title:** It should be brief, clear to understand and should express the content
2. **Table of Contents:** List of chapters and subchapters with page numbers
3. **Introduction:** The introduction of the theoretical and practical significance of the topic, justification of the choice of topic, justification of the student's study and objectives.
4. **Review of literature:** Processing, analyzing and evaluating the literature closely related to the topic.
5. **Research methods / material:** If the degree thesis is built on individual, empirical data collection and research, the selected design and the method of conducting the study should be presented and justified here. If problems or unexpected obstacles have emerged during the implementation of the research they should also be included here.
6. **Results / Results and Discussion.** This chapter contains the analyses and detailed results of the research. It is important for a student to report the results accurately and transparently. They should be summarized in tables and illustrated in figures. The result and discussion parts may be included in the same section. In this case, the results should be explained and if possible compared with other research results.
7. **Conclusions and suggestions / Discussion.** This chapter should describe the key results, the most important conclusions drawn from the results, and it should make suggestions for their practical application and further development. If the title of the chapter is 'Discussion', conclusions should be drawn and suggestions should be made only after the explanation of the results and, if possible, after their comparison with other test results.
8. **Summary.** A brief description of the background of the topic, applied research methods, most important results and conclusions should be included. This section cannot be longer than one page.
9. **References.** This section should contain all the literature, legislation and documents, with a complete detailed bibliographic data, that were used to write the thesis. **The Bibliography cannot contain any reference that is not included in the dissertation.** The reference can be prepared in two ways.
10. **Annexes.** This part contains bigger charts, spreadsheets, photos, documents, etc., if placed in the body of the thesis would not be appropriate.

Depending on the topic, the student may use other structures with the permission of the supervisor. It is important to note that the titles shown above are not compulsory headings. Except for chapters

"Introduction" and "Summary", each chapter should get a decimal numbering (although it is not compulsory):

- the main chapters should be marked with number (1, 2, 3, etc.) with a full stop after them.
- Subsections are marked with two or three numbers (1.1, 1.2 or 1.1.1, 1.1.2, etc.), with a full stop after each number.

Heading titles beginning after the numbers must be started with a capital letter according to the rules of the Hungarian spelling rulings, but there is no full stop at the end of the title or the subtitle.

**Literature references can be prepared in two ways, however, two methods cannot be mixed.**

## I.

1. In the text of the thesis, a contextual reference or citation, should be placed at the end of the thought with the author's surname in capital letters, then the year of publication. It should be written as follows: (FERGE, 2002). For two authors, both of their surnames should be written e.g. (FERGE and GAZSÓ, 1998). For three or more authors, the exact name of the first author should be given followed by et al indicating more than two authors as shown: (FERGE et al., 2002). In each case, the full stop is not at the end of the sentence containing the reference, but after the reference in parentheses.
2. For a word for word quotation, the quoted text should be written between quotation marks and the page number must also be added after the colon after the year, e.g. (FERGE, 2002: 25).
3. In listing a number of similar facts, the authors in the brackets are separated by semicolons, eg: (FERGE, 2002; GAZSÓ, 2003).
4. For a reference to the same author's different work published in the same year: the name of the author, the years with "a", "b", "c", etc.

The literature list should be accurate and complete, it should meet Hungarian and internationally accepted forms. The names of the authors should be listed in alphabetical order without numbering. The list cannot contain any literature that the student has not used or referred in the text. Scientific and other titles of the authors (Dr. Prof. Habil., etc.) are not to be included. If there is no exact author of a work or publication, only the name of the institution is available, it should be listed accordingly, e.g. Publications of the Central Statistical Office and then it can be found under the letter P. This is the same for legal regulations as well, where the initial letter of the act indicates where to place it in the list. While compiling the literature, it is essential that the titles and the bibliographic items contain accurate and verifiable data that allow retrieval in the following way:

1. **For Books:** The surname(s) of the author(s) in capital letters, the first letter of the first name, the year of publication, colon, the title of the book, full stop, the name of the publisher, comma and the place of publication. E.g. :

ANDORKA R. (1997): Bevezetés a szociológiába. Osiris Kiadó, Budapest.

2. **For a chapter of a book:** The surname(s) of the author(s) in block capitals, the first letter of the first name, full stop, the date of the year of the publication in the brackets, colon, the title of the chapter, full stop, In:, the editor's name in block capitals, word 'editor' in parentheses, colon, the title of the volume, colon, publisher, comma, place of publication, full stop, page numbers, full stop. E.g .:

SCHMERTZ I. (2001): Statisztikai eljárások alkalmazása a társadalomtudományi kutatásokban. In: FÓNAI M., KERÜLŐ J., TAKÁCS P. (szerk.): Bevezetés az alkalmazott kutatómódszertanba. Pro Educatione Alapítvány, Nyíregyháza. 151-187.

3. For a **publication** in A journal, The surname(s) of the author(s) in capital letters, the first letter of the first name, full stop, the date of the year of the publication in brackets, colon, the title of the article, full stop, the title of the journal, comma, volume number or booklet number, full stop, page number, full stop. E.g .:

LAKI L. (2006): A generációs reprodukció néhány jellegzetessége a lemaradó térségekben. Esély, 2. 4-29.

When reference is made to several articles published by an author or authors in the same year, the corresponding alphabet letters are written after the year of publication.

If it is a foreign author, the above procedure must be applied, i.e. first the family name, not DAVID R(iesmand), but RIESMAN D.

In the case of a publication published in other periodicals, the above procedure must be followed; the rules should be followed for periodicals or for bookchapters.

For internet sources the exact address starting with www should be given. Internet literatures should be referred to in the text as follows: (http 1) or (www 1). Web links must be distinguished from other references.

***Formal examples of internet literature:***

<http://gtkk.de-efk.hu> (webpage of the Gerontológiai Tudományos Koordinációs Központ; Visited: 05. 2011.

## II.

In the text, at the end of the sentence or paragraph, referenced literature should be placed in parentheses according to the order of their appearance. For example, the health of the population in Hungary is very unfavorable (1). If the author refers to more than one source of literature, they must be separated by A comma (e.g (1, 2, 3)). The full stop at the end of the sentence is displayed after the link. One literature reference receives only one serial number if it is referenced later, you should use



the same serial number.

In the **Reference list**, the references appear with their numbering in the same order as they have appeared in the text (and not in the alphabetic order of the first authors). The formal requirements of the referenced literature and of web pages are the same as those described above, except that the web pages should not appear separately, but according to their numbers. In addition, in the name of the authors only the initials should be capital letters.

In the theses prepared for the Institute of Social Sciences, reference type I. can be accepted. Both type I. and type II. references can be accepted in the theses prepared for the Institute of Health Sciences. The number of literature references should not be less than 15 and more than 50.

If the thesis does not meet the above requirements issued by the department, for example: there are no references in the text, there are citations in the thesis but no references can be found for them, the reference list is largely incomplete, etc. the thesis will be evaluated as 'failed'. In this case, the Institute returns the thesis to the student who has to submit a corrected version before the upcoming final exam period.

### **Tables and figures**

1. Tables and figures should be numbered and titled, regardless of which part of the thesis they are in.
2. The tables and figures must be numbered separately.
3. Tables and figures in the text should be referred to with the appropriate serial number. For tables and figures taken from other literature or databases, the exact source should be given in parentheses at the bottom of the table, e.g.: (Source: Demographic Yearbook, 2004 KSH, Budapest, 2005 Source: Barkai L, Madácsy L: Risk Based among diabetic adolescents: the results of the first domestic study. Orv. Hetil., 2010, 42: 1742-1747.)

Annex 2.

**PLAGIARISM DECLARATION**

I, the undersigned ..... (Neptun code: .....) by signing this declaration declare that this thesis entitled ..... is my own work, while writing the thesis I followed the rules of the Copyright Act and the rules for preparing the thesis required by the university. I have only used the resources I have referred to in the Reference, or I have indicated next to the referred text and table.

I also declare that the requirements of working individually have been met while preparing the thesis, and I have not misled the supervisor in this regard.

By signing this declaration, I acknowledge that if it is found that I did not prepare this thesis, or if the copyright laws have been violated, the thesis will be graded as 'failed' and the institution will initiate disciplinary proceedings against me.

I also declare that neither the thesis nor any part of it has been submitted to another higher education institutions as a thesis / diploma work.

Nyíregyháza, .....

.....

student

Annex 3.

**Degree program:**.....

**THESIS TOPIC FORM**

I understand the regulations of the Study and Examination Regulations concerning the thesis, I am familiar with the general order of writing the thesis.

The thesis topic was selected (*circle one*)

a) by the suggestion of the ..... department

b) after a personal meeting

Name: \_\_\_\_\_ Neptun code: \_\_\_\_\_

Topic of the thesis: \_\_\_\_\_

Nyíregyháza, 20\_\_ year \_\_\_\_\_ month \_\_\_\_ day.

\_\_\_\_\_  
name of supervisor signature of supervisor

\_\_\_\_\_  
name of student signature of student

\_\_\_\_\_  
name of department head signature of department head

**E-mail address of the supervisor (only for an external supervisor):**

.....

**Submission deadline of the thesis:** 15th April / 15th November of the given year

Date of the consultation, signature of the supervisor:

1..... year ..... month ..... day .....supervisor

2..... year ..... month ..... day .....supervisor

3..... year ..... month ..... day .....supervisor

**I approve the submission of the thesis.***(Signature of the supervisor is necessary here before submitting the thesis!)*

20\_\_ year \_\_\_\_\_ month\_\_ day.

---

signature of the supervisor

**Annex 4.**

**THESIS EVALUATION FORM**

**Title of the thesis:**

**Name of the evaluator:**

**Registration number:**

**Identification number:**

**I. Topic selection**

Choice of topic and title selection

(Is it important from the point of view of science? Does it meet the author's abilities and possibilities?

Does the title and the given topic correspond to the content of the thesis?)

The research question (Is it new and important?)

5 points maximum

\_\_\_\_\_points awarded

**II. Methods and results**

Data collection and processing

(the method's degree of difficulty, its versatility, descriptiveness and adequacy, adequate sampling and / or the range of resources; credibility and structure of data, appropriateness of recording and processing the data;)

Presentation of the results (Is the presentation of results accurate, detailed, and clear?, - Is the documentation adequate and illustrative?)

60 points maximum

\_\_\_\_\_points awarded

**III. Meeting formal requirements**

Terminology:

(Consistent application of the concepts, appropriate for the conventions of the discipline required for the analysis.)

Structure: (Compliance with the required formal requirements, proportions of the chapters, logic of main divisions and subdivisions)

Style: (Appropriateness and flow of wording)

Typography: (Corrected / Uncorrected mistyping; corresponding accents in the text written by wordprocessing program)

10 points maximum

\_\_\_\_\_points awarded

**IV. Conclusions, suggestions**

Application of the results, reasoning:

(Interpretation of data and resources; logical consistency; critical reflections, correctness in the presentation of opinions; exploring coherence; new and coherent conclusions. Alternative explanations. Publishability and / or practical application; changes required to it.)

15 points maximum

\_\_\_\_\_points awarded

**V.References, bibliography, annexes**

(Correctness of content quotations, formal consistency in references and literature, connection between the annexes and the topic of the thesis, manageability of annexes, appropriate processing of the relevant Hungarian and foreign literature.)

10 points maximum  
\_\_\_\_\_points awarded

100 points total  
\_\_\_\_\_total points awarded

**Written justification of the evaluation for the points awarded in the evaluation**

(Neither stating the conditions making the evaluation possible nor the scoring evaluation is valid without the written justification.)

**Questions asked by the evaluator (at least one question is compulsory):**

1.

2.

**Grade (in points and by category): \_\_\_\_\_ points \_\_\_\_\_ category**

Date: .....

**Examination grade:**

**POINTS CATEGORY**

- 0–60 point fail (1)
- 61–70 point satisfactory (2)
- 71–80 point average (3)
- 81–90 point good (4)
- 91–100 point excellent (5)

..... signature of the evaluator

## **CHAPTER 14**

### **FRIGYES VERZÁR COLLEGE FOR ADVANCED STUDIES**

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Frigyes Verzár College for Advanced Studies To build a knowledge-based society, highly qualified professionals are necessary. In order to have committed, highly qualified professionals in Hungary, gifted and hard-working students should be supported.

*Colleges for advanced studies provide additional training in higher education. They are institutions with a special internal study system and self-government.* The Rules and Regulations of the Frigyes Verzár College for Advanced Studies in the University of Debrecen Faculty of Health continues the traditions of the Hungarian higher education and the basic principles laid down in the Magna Charta of the European Universities. The Frigyes Verzár College for Advanced Studies works with Hungarian and international institutions and organizations in order to fulfill the theory of Universitas by further developing and at the same time preserving the intellectual heritage of the Hungarian higher education. Its goal is to contribute to the development of the University of Debrecen and to the programs of the Faculty of Health with superior education and services and in both basic and applied sciences. The College for Advanced Studies is a centrally supported system organized by the University of Debrecen Faculty of Health in order to support talented students. It provides opportunities for students to get extra knowledge within their specific, area and circle of interest and, with assistance from the student support system they can conduct research. Frigyes Verzár College for Advanced Studies provides both general and specific courses to its members.

One of the goals of the Frigyes Verzár College for Advanced Studies is to develop an interdisciplinary program that helps to prepare open-minded, well prepared professionals who can communicate in foreign languages and can contribute to the development of their academic area.

*In addition to the centrally organized programs it supports many diverse professional initiatives of the students and assist educational, scientific and community life of its students with services and technical equipment.*

Frigyes Verzár College for Advanced Studies provides educational, research and artistic freedom to its each teacher and researcher as outlined within the framework of the laws, Organizational and Operational Rules and the internal Regulations of the College.

The Organizational and Operational Rules and the Regulations of the Frigyes Verzár College for Advanced Studies are the primary source of law in each field that is not regulated by any higher level law or by the Deed of Foundation.