

ACADEMIC STANDARD FOR THE DISCIPLINE

“Nursing care for neurological patients”

1. Objective of the Course

The course “Nursing Care for Neurological Patients” is an integral part of specialized nursing care, introducing students to nursing care for neurological patients and their families.

The training in “Nursing Care for Neurological Patients” aims to familiarize nursing students with:

- acquiring the elements that enable the planning of healthcare for neurological patients;
- learning to distinguish the scientific structures that define human responses to health and illness;
- facilitating the communication process as a therapeutic tool;
- the main requirements and rules in the provision of patient care;
- planning in healthcare;
- the professional competencies of the nurse;
- the methods and techniques applied in scientific research.

The objective is aligned with:

- the mission and concept of the university;
- the scope and credit rating of the course (according to the ECTS system), as indicated in the curriculum;
- the qualification profile of the specialty;
- the educational degree (bachelor’s degree).

The objective is consistent with the significance and chronological position of the course “Nursing Care for Neurological Patients” within the specialty “Nursing” in the curriculum.

The university’s priority objectives, such as the development of students’ personal qualities, encouragement of initiative, establishment of habits for lifelong self-education and independent learning, and the acquisition of key competencies and skills, are reflected in the course content, which is aligned with these objectives.

2. Course Content

The topics and hours allocated for lectures and practical exercises are arranged chronologically so that each subsequent lecture and its related exercises build upon previously studied material and concepts.

Main objectives of the course:

At the end of the training, students should have acquired a system of professional knowledge, skills, and competencies for:

- supporting the process of mastering material related to the specialized care of neurological patients who have difficulties communicating with healthcare personnel;
- improving their specialized medical culture and mastering specific medical terminology;
- developing clinical thinking and an appropriate approach in planning and implementing nursing care;
- motivating and establishing an optimal model of communication with the patient and their relatives;
- measuring, examining, and recording the main vital signs;
- performing hygienic care procedures for the patient;
- providing general patient care;
- establishing a nursing diagnosis and developing an individual nursing care plan.

3. Prerequisites

Students must possess specific professional knowledge and skills and be able to apply clinical thinking based on interdisciplinary connections from the courses preceding “Nursing Care for Neurological Patients” in the curriculum, while also building upon the knowledge acquired during previous academic years.

4. Academic Resources

The academic staff of the Department of Nursing Care includes 3 habilitated lecturers: two Professors in Professional Field 7.1 Medicine, Scientific Specialty “Social Medicine and Organization of Healthcare and Pharmacy”, and one Associate Professor in Professional Field 7.4 Public Health, Scientific Specialty “Health Care Management”. All three habilitated lecturers hold a specialty qualification in “Medical Pedagogy”, and two of them have a second specialty qualification in “Public Health”.

The non-habilitated academic staff consists of 15 lecturers:

- 4 Chief Assistants holding a PhD degree in Professional Field 7.4 Public Health, Scientific Specialty “Health Care Management”, and one in Professional Field 7.1 Medicine, Scientific Specialty “Social Medicine and Organization of Healthcare and Pharmacy”;
- two Assistant Lecturers, one of whom is an independent doctoral candidate;
- two Senior Lecturers and 6 Lecturers.

The lecturers in the Department have acquired the following specialties: “Public Health” – 14 lecturers; “Medical Pedagogy” – 4 lecturers; “Primary Health Care” – 3 lecturers; “Hospital Hygiene, Prevention and Infection Control” – 2 lecturers.

The lecture course is delivered by three habilitated lecturers. Up to 30% of the lectures are assigned to non-habilitated lecturers holding the educational and scientific degree “Doctor” (PhD).

Practical exercises and educational (clinical) practice are conducted by Chief Assistants, Assistant Lecturers, Senior Lecturers, and Lecturers with a basic educational qualification in the specialty “Nurse” and a master’s degree in “Health Care Management”.

5. Material Resources

For the lectures in “Philosophy and Introduction to Nursing Care. Theoretical Foundations, Including Person-Centered Care Theories” and all courses in “Specialized Nursing Care”, the auditoriums and teaching rooms of the Medical College and the Medical University are used according to schedule.

For the practical training sessions, the Department of Nursing Care has 8 specialized educational and practical training rooms (each with an area of 50 sq. m), each equipped with 15 workstations. They are supplied with teaching materials, modern full-body or torso mannequins, models of individual body parts, new medical devices, consumables, instruments, and other educational resources.

Each student has an individual workstation and access to all available consumables and teaching materials.

6. Lecture-Based Teaching

The Department carries out educational and teaching activities in disciplines for students enrolled in the following specialties and degree programs:

- ✓ **Bachelor’s degree:** “Nursing”, including foreign-language instruction; “Physician Assistant”; “Health Care Management”;
- ✓ **Professional bachelor’s degree:** “Medical Laboratory Assistant”, “Radiology Laboratory Assistant”, “Medical Cosmetics”, “Rehabilitator”, “Medical Optician”;

- ✓ **Master's degree:** “Health Care Management”, “Nursing Care for Patients with Rare and Socially Significant Diseases”, “Public Health and Health Management”, “Pharmaceutical Business Management”, “Management of Medico-Social Activities and Public Health”.

The Department also provides specialization training in “Public Health”.

Lectures are prepared and delivered in the form of multimedia presentations. The scope and format of lecture delivery are determined by the lead lecturer.

7. Educational and Practical Training

Educational and practical training sessions are conducted in groups within a simulated environment (close to the hospital setting). Methodological guidelines, manuals, and tests are provided for practical exercises.

The lecturer demonstrates nursing procedures and activities necessary for developing professional skills for work in a hospital environment. Individual and group assignments are assigned. Priority is given to teamwork and team discussions. The student's preparation, as well as the knowledge and skills acquired during the practical exercise, are assessed.

8. Seminar Exercises

The lecturer preliminarily defines the objective of the seminar session, and students are assigned topics for independent extracurricular work. Mandatory and supplementary literature related to the topics is recommended, and methodological guidelines are provided regarding the observations/experiments to be carried out and the materials to be prepared. Students may work both individually and in groups. During the seminar exercise, a discussion is conducted with all students, and each presenting group defends its position on the topic.

9. Information Resources. Main Literature. Websites

The lecturer has developed lectures and practical exercises for the discipline. The Department of Nursing Care also provides students with tests and other educational materials.

A list of required and recommended literature is provided for the discipline and for each of its components (lectures and practical exercises). Internet resources, both international and national, are also recommended as sources where suitable materials for student preparation can be found.

LITERATURE:

1. Andonova, S. *Diagnosis and Treatment of Acute Stroke – A Practical Guide*. STENO, Varna, 2015.
2. Atanasova, P., Georgieva, D., Chompalov, K. *Neurology. Neurologically Based Communication Disorders*. Smilkov Publishing House, Blagoevgrad, 2023.

3. Vodenicharov, Ts.; S. Popova. *Medical Ethics*. Open Society Foundation Publishing House, Sofia, 2003.
4. Deleva, N., Dimitrov, I., Genev, P., Kaprelyan, A., Ivanov, B. *Brain Tumors*. Aktualna Meditsina, Varna, 2011.
5. Dimitrov, Z. I. *Dementias and Mild Cognitive Disorders. Neuroepidemiological and Diagnostic Aspects*. Aktualna Meditsina, Varna, 2010.
6. Eguruze, K., Vasileva, V., Borisova, S. *Nursing Care for Neurological Patients. Textbook for Students in the Professional Field "Health Care", Educational and Qualification Degree "Bachelor"*. Varna, Medical University of Varna, 2017. 139 p.
7. Kaprelyan, A. *Epilepsy. Contemporary Diagnosis and Treatment*. Helix Press, Varna, 2013, 134 p.
8. Krasteva, N. *Nursing Care – Theories and Concepts*. Plovdiv, 2006.
9. Milanov, I. (Ed.) *Neurology*. Medicina i Fizkultura, Sofia, 2012, 1080 p.
10. Milanov, I. *Parkinsonian Syndromes*. STENO, Varna, 2005, 214 p.
11. Milanov, I. *Multiple Sclerosis and Autoimmune Demyelinating Diseases of the Central Nervous System*. Medicina i Fizkultura, Sofia, 2014, 319 p.
12. Milanov, I. *Acquired Neuropathies*. Medicina i Fizkultura, Sofia, 2013, 368 p.
13. Milanov, I., Bozhinova, V. *Pharmacotherapeutic Guide for the Treatment of Neurological Diseases*. Bulgarian Society of Neurology, Sofia, 2024.
14. Popova, S.; N. Krasteva; K. Yurukova. *Communication Skills and Autonomous Functions in Nursing*. Plovdiv, 2001.
15. Tityanova, E. (Ed.) *Textbook of Nervous Diseases. General Neurology*. St. Kliment Ohridski University Press, Sofia, 2015, 269 p.
16. Tarnev, I., Traykov, L., Kaprelyan, A., Bozhinova, V. et al. *Textbook of Neurology – Second Revised and Expanded Edition*. STENO, 2021.
17. Hristova, I. *Nursing Care for Neurological Patients*. MEDIATECH-Pleven, 2020.
18. Shotekov, P. *Neurology – Third Fundamentally Revised Edition*. ARSO, Sofia, 2024.

RECOMMENDED LITERATURE:

1. Angelova, K. *Emergency Conditions in Neurology – A Guide for Health Care Professionals*. Pleven, 2022.

2. Bozhinov, P., Bozhinova, S., Tzekov, S., Kalpachki, R. *Epilepsy, Pregnancy and Child Development*. Art Tracer, Varna, 2016.
3. Zahariev, Z., Viteva, E. *Atlas of Electroencephalography in Adults – From Normality to Pathology*. SEK (Actavis), Sofia, 2015, 372 p.
4. Ivanov, B. *Non-Motor Symptoms in Parkinson's Disease*. Aktualna Meditsina, Varna, 2012.
5. Ishpekova, B., Milanov, I., Hristova, L. *Clinical Electromyography*. 2nd edition, Unison Art Ltd., Sofia, 2011, 546 p.
6. Milanov, I. *Movement Disorders*. Medicina i Fizkultura, Sofia, 2007, 240 p.
7. Milanov, I. *Back Pain*. 2nd edition, Medicina i Fizkultura, Sofia, 2010, 179 p.
8. Milanov, I. *Pain*. Medicina i Fizkultura, Sofia, 2016, 463 p.
9. Traykov, L. *Early Diagnosis of Dementia in Degenerative Diseases*. Sofia, 2012, 223 p.
10. Tzekov, S., Bozhinov, P., Tzekov, T., Arabadzhieva, D. et al. *Short Manual for Training in Clinical Electroencephalography*. Art Tracer, Varna, 2017.

10. Continuous Assessment

Lecturers monitor students' progress throughout the semester. Ongoing assessment is conducted through tests or continuous assessment tasks. Students are provided in a timely manner with information and explanations regarding the assessment results, which support their further preparation. Didactic tests for assessment and evaluation have been developed.

11. Independent Preparation and Extracurricular Student Work

Independent work is supervised by the lecturer. The lecturer guides the student both in the use of literature sources and in the methods for mastering them when preparing a paper or presentation on a topic selected by the student or assigned by the lecturer.

12. Cooperation Between Lecturers and Students

Cooperation is expressed through:

- The lecturer's commitment to the student and their prior preparation, including current difficulties in mastering the material;
- The use of office hours for consultations;
- The involvement of students in research teams, scientific tasks, projects, and other academic activities.

13. Examinations

Theoretical examination at the end of the 4th semester; comprehensive state examination.

14. Assessment Standards

The standard for the final assessment includes the following components: the student's overall attitude toward the discipline studied during the semester, including participation in discussions, completion of practical tasks, and expression of personal opinions regarding examples from practice.

- **Excellent (6)** – awarded for independently demonstrated logical thinking, independent and correct performance of practical tasks, additional key knowledge and skills; excellent knowledge of the study material; presence of creative thinking and good language culture in presentation.
- **Very Good (5)** – awarded for well-mastered key and additional knowledge, as well as practical skills; meaningful and correct understanding of the material; demonstrated good skills in applying acquired knowledge in practice; adequate use of scientific concepts from the studied field; and good language culture.
- **Good (4)** – awarded for acquired additional knowledge and good knowledge of the material, but without the ability to develop acquired knowledge into independent thinking; mastered practical skills; relatively good language culture, but with inaccuracies in the use of various concepts and terms.
- **Satisfactory (3)** – awarded for mere reproduction of knowledge with omission of essential elements and key concepts related to the topic; uncertainty in performing practical tasks; lack of readiness for independent application of acquired knowledge and independent performance of procedures; poor language culture with numerous errors.
- **Fail (2)** – awarded for insufficient knowledge and serious errors made during the performance of a specific procedure, which cannot serve as a basis for subsequent levels of education.

During the first lecture, students are informed about the requirements for the upcoming examination at the end of the first semester.

15. Formation of the Final Grade

The final grade determines the extent to which the student has achieved the educational objectives established at the beginning of the course. It is single component and includes:

Grade from a theoretical written examination in the 4th semester.

The components involved in the formation of the grade and the significance coefficients for each discipline are determined by the Academic Council upon adoption of the present academic standard for the discipline.

16. Documentation, Storage of Results, and Control of Assessment Activities

Assessed students have the right and obligation to be informed about the regulations, procedures, and results of the assessment process, and to submit claims and complaints in cases of non-compliance with the present rules.

- The student's right referred to in the previous item applies in cases of established technical omissions or errors (for example, in the calculation or recording of grades), as well as in cases of serious discrepancies between the actual demonstrated knowledge, skills, and competencies and the final grade received.
- Corrections of grades in the cases referred to in the previous paragraph are permitted in the student record book, examination protocol, or registration in the main academic register only by the course coordinator.
- Any disputes and claims by students shall be submitted in writing to the assessment team, which must provide a reasoned response by the end of the following working day.
- Established and proven cases of serious violation of students' rights during the assessment of their knowledge, skills, and competencies shall be submitted through a written complaint to the Vice-Rector for Academic Affairs.

Examination materials are stored, and students are provided with the opportunity to review them and the grounds for assessment according to procedures announced in advance. The period during which students are granted access to examination materials and results shall not exceed 5 (five) working days after the examination date.

The course description for the discipline "Nursing Care for Neurological Patients" is provided to students at the beginning of the training. This is in accordance with the Higher Education Act, Art. 56, para. 1: "Lecturers are obliged to develop and publicly announce in an appropriate manner a description of the lecture course they teach, including titles and sequence of the topics in the curriculum, recommended literature, methods of grade formation, and forms of assessment of knowledge and skills."

The Academic Standard for the discipline "Nursing Care for Neurological Patients" was adopted and approved at a Regular Meeting of the Department Council of the Department of Nursing Care, Faculty of Public Health, Medical University of Plovdiv, by Protocol No. 2 of 09.03.2026.

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