

1. HUMANITIES, SOCIAL SCIENCES AND LAW

Course Unit 1.1.S1: Psychology, sociology, anthropology		
Semester: 1		Competence: 6
Lecture: 40 hours	Tutorial: 15 hours	Practicum: 20 hours
ECTS: 3		
Prerequisites		
None		
Objectives		
<p>Characterise the principal concepts in psychology, social psychology, Identify the stages of psychological, cognitive and psychomotor development, Explicate the unique nature of each individual's health experience, Identify the psychological characteristics that may influence the representation of health and illness in an individual or group of individuals, and the participation in care.</p>		
Content Elements		
<p>The major areas of psychology: cognitive psychology, psychopathology, social psychology, child psychology and psychophysiology development, The fundamental concepts of cognitive psychology: information processing, memory, attention, mental representation, reasoning, emotion theories and principles of communication (methods, circuits, channels, networks...) The fundamental concepts of analytical psychology: conscious, pre-conscious and unconscious, id, ego, superego, drive, defence mechanisms, object relations, intuition, emotions and sentiments, types of anxiety, attachment, desire, speech, needs, motivation... The development of the person and the personality: psychological, emotional, psychomotor, cognitive, language, psychosocial, nature and nurture, the normal and pathological... The concepts of social psychology: social being, social ties, affiliation, attachment, parentality, socialisation, social identity... Psychology and health: psychosomatic approach, schema and body image, quality of life, psychological distress, coping and defence mechanisms, resilience, vulnerability...</p>		
<p>Pedagogical Recommendations:</p> <p>This CU provides the student with the theoretical framework and reference points that allow him/her to connect his/her own observations and questions with organised knowledge.</p> <p>The training course includes the study of situations, work on representations, the concepts and their attributes, life stories, analyses of articles, books, etc...</p> <p>Concepts and knowledge will be reviewed and used in the integration units and all work subsequent to this unit.</p>	<p style="text-align: center;">Assessment methods</p> <p>Written work from a text with the identification of the concepts used by the author.</p> <p style="text-align: center;">Assessment criteria</p> <p>Accuracy in identifying the concepts.</p>	

Course Unit 1.1. S2: Psychology, sociology, anthropology		
Semester: 2		Competence: 6
Lecture: 25 hours	Tutorial: 10 hours	Practicum: 15 hours
ECTS: 2		
Prerequisites		
CU 1.1.S1. Psychology, sociology, anthropology		
Objectives		
<p>Characterise the principal concepts in sociology, anthropology and ethnology, Explore the signification of health in a context of cultural and social diversity, diversity of values and beliefs, Identify the psychological and social characteristics that may influence the representation of health and illness in an individual or group of individuals, and the participation in care. Explain the links between the demand of relations and communication in individuals and the psychological and social context, Develop an integrated view of the human being and his/her health.</p>		
Content Elements		
<p>The major areas of sociology: societies, social relations, groups...</p> <p>The fundamental concepts of sociology: culture, role and status, group dynamics, family dynamics, parental and social roles, authority, power, hierarchy, conflicts, leader, communication networks, alliance, affiliation...</p> <p>The fundamental concepts of anthropology and ethnology: group, culture, family, institution, religion, rituals, myths and beliefs, representations of health and disease...</p> <p>The doctor-patient relationship and its aspects: education, cooperation, autonomy, dependence, "<i>bienveillance</i>" (to take good of), mothering...</p> <p>The dynamics in care relationships: alliance, transference and counter-transference, distance, proximity, aggression, conflict, violence in the care, abuse...</p>		
<p>Pedagogical Recommendations:</p> <p>This CU is an extension of CU 1.1 S1. Psychology, sociology, anthropology and enables the student to use these notions in the assessment of clinical situations. Theoretical frameworks will be explored in-depth and the student will be able to pursue his/her own research based on the concepts or keywords. Examples will be developed in order to contextualise knowledge.</p>	<p style="text-align: center;">Assessment methods</p> <p>Written work of a situation analysis with the mobilisation of the concepts.</p> <p style="text-align: center;">Assessment criteria</p> <p>Relevance of the analysis. Relevance in the use of the concepts.</p>	

Course Unit 1.2.S2: Public health and health economics		
Semester: 2		Competence: 5
Lecture: 20 hours	Tutorial: 15 hours	Practicum: 15 hours
ECTS: 2		
Prerequisites		
None		
Objectives		
<p>Identify the organisation of the health policy and care services. Define the major principles of health economics in France and worldwide. Understand the concepts of public and community health.</p>		
Content Elements		
<p>Public Health: Public health and community health concepts: prevention, promotion of health, indicators, determinants... Health in the world: international bodies, priority concerns, charters... The organisation of public health policies in France: structures, national planning (national public health plan, <i>PNSP</i>), regional (regional public health plan <i>PRSP</i>), priority actions... The organisation of public and private provision and care systems (healthcare facilities, medical-social institutions, networks, community medicine, continuity of care, healthcare professionals...) The organisation of public health surveillance (agencies, state services...) Healthcare pathways: access, proximity, monitoring and continuity, primary, secondary and tertiary prevention. Healthcare networks: intervention in the city, links with social partners (teachers, educators, justice), sharing of resources with medical-social establishments.</p> <p>Epidemiology: distribution, frequency, severity of disease states.</p> <p>Health Economics: The health budget, consumption, national expenditure, cost control... The role of the state, citizens, the market. The financing of health in a global context.</p>		
<p>Pedagogical Recommendations:</p> <p>This first approach seeks to make students aware of his/her role in public health. It allows the student to place themselves in the organised environment of healthcare provisions in France. It helps them understand the importance and the role of the various organisations and management models of health services across the health and care services.</p> <p>The elements of this CU will be completed in CU 1.2. S3, and incorporated whenever required under subsequent CU's.</p>	<p style="text-align: center;">Assessment criteria and methods</p> <p>Written knowledge evaluation.</p> <p style="text-align: center;">Assessment criteria</p> <p>Accuracy of knowledge.</p>	

Course Unit 1.2.S3: Public health and health economics		
Semester: 3		Competence: 5
Lecture: 20 hours	Tutorial: 20 hours	Practicum: 35 hours
ECTS: 3		
Prerequisites		
CU 1.2.S2 Public health and health economics		
Objectives		
<p>Identify the priority health problems of a group or population on a national and regional level, in connection with the determinants of health, Use the methods and tools in public health, including statistics, Identify and explain the healthcare funding modes in France, Identify the financing terms and conditions in nursing care within structures and the private sector.</p>		
Content Elements		
<p>Public Health: The major public health problems, particularly those related to the environment and sustainable development, The organisation of prevention (vaccinations, school health, occupational health, prison health, mental health...) Mental health policy, the psychiatric service, the principles of segmentation, The process and tools in public health (needs, demands, factors, means, resources...) The tools in demography and epidemiology (populations, surveys, indicators, statistics...) The assessment of the policies and actions in public health.</p> <p>Health Economics: Healthcare funding, interventions, activity, payers, reimbursement... Social security and private health insurance, sickness, accident at work, occupational diseases, family... The budget and funding of healthcare facilities and health professionals in the private sector Funding, reimbursement of nursing care.</p>		
<p>Pedagogical Recommendations:</p> <p>This CU aims to provide the student with the means to identify and analyse the health problems of an individual or group of individuals. The integration of statistical, epidemiological and demographical tools will be used by the student throughout the training course and will allow them to be active and responsive in data reading situations in the healthcare field.</p> <p>In connection with the EU 1.2.S2, this CU provides the student with a critical view of the accessibility of care services, the role of users in the healthcare system, and the role of the different professionals in the health management of citizens.</p> <p>This CU develops the awareness of the links between the social, political and care aspects of the nursing profession. It provides the student with the opportunity to concretely contribute to a public health study with educational accompaniment and supervision.</p>	<p>Assessment methods</p> <p>Group writing: population study with identification of health needs.</p> <p>Assessment criteria</p> <ul style="list-style-type: none"> - coherence in the use of the public health process, - reliability of information used, - accuracy of the identification of healthcare needs, - relevance in the use of the tools. 	

Course Unit 1.3 S1: Law, ethics, deontology		
Semester: 1		Competence: 7
Lecture: 20 hours	Tutorial: 20 hours	Practicum: 10 hours
ECTS: 2		
Prerequisites		
None		
Objectives		
<p>Characterise the philosophical concepts of the human being and the corresponding current thinking, Compare the philosophical concepts of the human being at work in contemporary social issues, Distinguish between legal, moral and ethical notions, Identify the values of the nursing profession, integrate the elements of professional rules and clarify the relation with the practice, Clarify the concept of professional liability, Cite the fundamental rights of the patients and the implication of such rights in professional practice.</p>		
Content Elements		
<p>The concepts in philosophy and ethics:</p> <ul style="list-style-type: none"> - man, freedom, humanity, alterity, dignity, vulnerability, social identity, recognition... - ethics, morals, deontology, accountability, alterity, dilemma, conflict, consensus... - respect, integrity, commitment, given word, helplessness... - standards, values... <p>The professional practice and liability (code of public health, uncodified texts...).</p> <p>Human Rights, in particular those of children, the elderly, the person living with disabilities. (Charters, national and international texts...).</p> <p>Patients' Rights, particularly in mental health and psychiatry, duty of care, hospitalisation and treatment without consent, restriction of freedoms, protection regime for persons with disabilities (minors, adults under guardianship...).</p> <p>Confidentiality and professional secrecy (access to documents, information transmission, and response to third parties...).</p>		
<p>Pedagogical Recommendations:</p> <p>This unit aims to provide the student with solid foundations in the field of values and human rights and the means to broaden them. The student must simultaneously question his/her own system of values and be able to recognise that of others based on the references used. The student must learn to distinguish that which pertains to law, deontology, morals and ethics, and situate his/her actions by including them in the context of a society supporting humanist values. The student must understand the importance of the references and the meaning of his/her actions, the need to take a step back and reflect, particularly within the team, to act more effectively. In an effort to place the students into a questioning process, the training course will alternate between current knowledge, research work and documentary study, and interactive methods with students.</p>	<p>Assessment methods</p> <p>Written evaluation.</p> <p>Assessment criteria</p> <p>Accuracy of knowledge. Relevance in the use of notions.</p>	

Course Unit 1.3.S4: Law, ethics, deontology		
Semester: 4		Competence: 7.
Lecture: 30 hours	Tutorial: 20 hours	Practicum: 25 hours
ECTS: 3		
Prerequisites		
CU 1.3.S1		
Objectives		
<p>Apply ethical principles in care situations posing a dilemma Use reasoning and ethical questioning in a professional context, Assess the impact of the notion of professional liability.</p>		
Content Elements		
<p>The basic principles of public and private law in France (jurisdictions, public service...) Liability (civil, criminal, administrative, professional), Theoretical approaches and decision-making processes for the study of ethical situations, The analysis approach of an ethical issue in multi-professional teams.</p>		
<p>Pedagogical Recommendations:</p> <p>Students are progressively placed in situations that require them to use their knowledge of the rights of individuals and patients, the use of the rules of deontology and an analysis and ethical positioning approach. Students must integrate the importance of team reflection in the analysis and selection of actions in line with ethical principles. They must be capable of presenting and defending the issues they perceive as ethical to a group. Instructors will use current and practised caregiving situations in conjunction with the relevant professionals.</p>	<p>Assessment methods</p> <p>Written work of the analysis of a care situation posing ethical questions carried out in small groups.</p> <p>Assessment criteria</p> <p>Relevance of the analysis and questioning, Use of concepts and knowledge.</p>	

2. BIOLOGICAL AND MEDICAL SCIENCE

Course Unit 2.1.S1: Fundamental biology		
Semester: 1		Competence: 4
Lecture: 20 hours	Tutorial: 5 hours	Practicum: 0 hours
ECTS: 1		
Prerequisites		
None		
Objectives		
<p>Identify living organisms and their characteristics, Develop an overview of the levels of organisation from the cell to the organism, Understand the basic knowledge of cellular and molecular biology, Understand the relation between biological knowledge and the concepts of homeostasis, illness, or therapeutics.</p>		
Content Elements		
<p>Molecules constitutive of life and their function in biological balances or imbalances:</p> <ul style="list-style-type: none"> - oxygen, water, hydrogen peroxide, carbon, chlorine, sulphur, nitrogen, ammonia, nitric acid, nitrates, nitrites, phosphates, sodium, potassium, magnesium, calcium, mercury, - trace minerals, enzymes, - nutriments, carbohydrates, protids, proteins, lipids. <p>The cell:</p> <ul style="list-style-type: none"> - the cell cycle, cell differentiation and the notion of tissue types and cell structures, inter cellular communication, receivers and mediators - cell life and the function of excitable cells (nervous and muscular), the action of the neuron and transmission, synapses, muscle contraction. 		
<p>Pedagogical Recommendations:</p> <p>This unit provides students with a scientific basis which they will build upon in future training courses. The instructors adapt to the level of the students and encourage them to establish links between this unit and the professional situations they will encounter in their future profession.</p>	<p>Assessment methods</p> <p>Written knowledge evaluation.</p> <p>Assessment criteria</p> <p>Accuracy of knowledge.</p>	

Course Unit 2.2.S1: Life cycles and key functions		
Semester: 1		Competence: 4
Lecture: 45 hours	Tutorial: 15 hours	Practicum: 15 hours
ECTS: 3		
Prerequisites		
None		
Objectives		
<p>Develop an integrated view of the functioning of the human organism to deduce the impact of certain disturbances on the internal equilibrium, Describe the levels of organisation in the human organism and their connections, Demonstrate how the key functions of the organism meet the biological needs of sustaining life, Describe health throughout the cycles of life and the development of the human being, Explore the meaning of transitions experienced by individuals during their growth and evolution.</p>		
Content Elements		
<p>Concepts: chronobiology, lifestyles, growth, metabolism, nutrient, thermogenesis, thermolysis. Homeostasis: - regulation of pH, temperature, blood sugar, serum calcium, thyroid hormones, vitamin D, - mineral balance, liquids, ions, electrolytes, osmolarity, acid/base balance, pHmetry. Integrative biology and the organisation of the living organism through endocrine, immune and nervous systems. The organisation of the human body: chemical, cellular, tissue, organic and systemic. The key functions, anatomical and physiological aspects: respiratory, digestive, cardiac, elimination, reproduction, motor, sensory. The interaction and interdependence of systems The stages of life, from birth to death, changing and evolving systems. The molecular basis for the organisation of the human genome The essential bases of the concept of heredity Genetic information and its conservation, distinction between prokaryotes and eukaryotes, The transmission of genetic information and the synthesis of proteins.</p>		
<p>Pedagogical Recommendations:</p> <p>This unit provides students with the fundamental knowledge that they will use throughout their training course. It is important to provide them with the means of finding information concerning this field which remains fairly comprehensive and will be explored in-depth during the study of the pathophysiological process. It also ensures that the student uses a specific and adapted vocabulary to situate elements of the body and describe human functioning. The instructors adapt to the level of the students and encourage them to establish links between this unit and the professional situations they will encounter in their future profession.</p>	<p>Assessment methods</p> <p>Written knowledge evaluation.</p> <p>Assessment criteria</p> <p>Accuracy of knowledge.</p>	

Course Unit 2.3.S2: Health, illness, disability, accidents of life,		
Semester: 2		Competence: 1
Lecture: 15 hours	Tutorial: 15 hours	Practicum: 20 hours
ECTS: 2		
Prerequisites		
None		
Objectives		
<p>Integrate the concepts of health, illness, disability, accidents of life, pain, Develop an integrated view of the human being during periods of health, illness, disability, accidents of life, Explore the major explanatory systems of health, disease and disability (external agent, behaviour, genetics,...) and the links with the representations of the individuals, Explore the notions of risk, danger, violence... Explore the notions of chronic illness and its specificities, Identify the elements of the classification of disabilities and explain the elements of support for individuals with disabilities.</p>		
Content Elements		
<p>The concepts on health, well-being, quality of life, illness, accident, disability, pain, The notions of risk, danger, violence, and their relation with health, The issues related to the announcement of the disability or illness, The social representation of disability and illness. Systemic approach to the study of the illness and the management of interdisciplinary care.</p> <p>Chronic illness</p> <ul style="list-style-type: none"> - Concept of chronicity, characteristics, adaptation to long-term illness, impact on the quality of life, - Chronicity and evolution: linear, flare-ups, with and without treatment, remission, - Risks, chronicity incidents , - Chronic pain and suffering, - Support notions, networks, entourage, caregivers. <p>Disability</p> <ul style="list-style-type: none"> - Disability Classification (impairment, disability, disadvantage...) - Consequences of a disability on life functions and the life plan, risk and disability, - Disability and social care support, regulations, rights, costs. - Notions of rehabilitation, reintegration, rehabilitation. - Psychological disability in personal, professional and social life, social caregiving, rehabilitation care, - Means and aids for the disability, home automation. 		
<p>Pedagogical Recommendations:</p> <p>This unit provides knowledge elements concerning the concepts and relations between the notions outlined. Examples (reading, relation of experiences, etc.) and situations will be highlighted with the students who will establish links between the scientific explanations of illness, disability or accident and the representations that affected individuals and their families may have. Students will understand the need for the further exploration of any health issue, in its biological and social aspects.</p>	<p>Assessment methods</p> <p>Written knowledge evaluation.</p> <p>Assessment criteria</p> <p>Accuracy of knowledge. Use of concepts.</p>	

Course Unit 2.4.S1: Traumatic processes		
Semester: 1		Competence: 4
Lecture: 30 hours	Tutorial: 10 hours	Practicum: 10 hours
ECTS: 2		
Prerequisites		
Objectives		
<p>Explain the notion of the pathophysiological process, Characterise the principles of symptomatology, Explore the notion of the physical traumatic process, Explain the occurrence of traumatic pathologies, Identify the signs, complications, risks, documented trauma treatments.</p>		
Content Elements		
<p>The traumatic process and the various types of trauma: by cause, by organ, by domain, The onset mechanisms of traumas, Traumatic shock and its consequences: contusion wound, hematoma, sprain, fracture, dislocation... Trauma by organ: skeleton and joints, skin lesions, head trauma, spinal trauma, chest trauma, abdominal-pelvic trauma, Trauma by domain: road, sports, psychological, Polytrauma Emergency traumatology.</p> <p><u>Pathologies or health issues studied during training are listed below, others may be added</u></p> <p>Head trauma, Hip and femoral head fractures, Polytraumas, Fractures of a limb, Wounds of the abdomen, Amputation of a limb.</p>		
<p>Pedagogical Recommendations:</p> <p>Anatomy and physiology are studied and related to the traumatic process. The processes are explained in their mechanisms, their impacts, their complications, their interferences. The pathologies are processed as a whole: epidemiology, pathophysiology, symptomatology, etiology, therapeutics, complications, evolution, and always linked to the affected individuals and populations. Instruction is based on examples and practical situations and students are encouraged to research the topics discussed. The list of pathologies considered compulsory covers the whole course; certain pathologies may be addressed in other CU's. The connection to prescription regulations are defined and examined in-depth in CU 2.11.S1, CU 2.11.S.3 and CU 2.11.S5 Pharmacology and therapeutics.</p>	<p>Assessment methods</p> <p>Written knowledge evaluation.</p> <p>Assessment criteria</p> <p>Accuracy of knowledge. Accuracy in the understanding of physiopathologic mechanisms.</p>	

Course Unit 2.5.S3: Inflammatory and infectious processes		
Semester: 3		Competence: 4
Lecture: 30 hours	Tutorial: 10 hours	Practicum: 10 hours
ECTS: 2		
Prerequisites		
CU 2.10.S1 Infectiology, hygiene, CU 2.1.S1 Fundamental biology.		
Objectives		
<p>Explain the pathophysiological mechanisms of infection and inflammation, Explain the principles of immunology, Describe the signs, risks, complications, and treatment of the pathologies studied, Explain the links between pathological processes and the means of prevention and protection.</p>		
Content Elements		
<p>Infectious pathologies in humans, emerging/re-emerging infections, hospital-acquired infection (HAI) or nosocomial infection... The means and modes of detection of an infectious agent in the host: laboratory tests, sampling, clinical signs of infection... The prevention of infections: the notion of immunity, serums, vaccines, appropriate behaviour, The evolution factors of infectious diseases around the world: population displacement, access to vaccinations, connections between infectious diseases and population sociology, international prevention and protection measures, endemic diseases, pandemics, The treatment of infections: isolation, eviction, conditioning, antibiotic treatment, anti-inflammatory drugs, The connections between infectious agents and pathological processes, health problems or pathologies and their treatments, Mandatory traceability in the field of infectious diseases: declaration, role of healthcare actors and structures.</p> <p><u>The pathologies or health issues considered during the training course are listed below, others may be added:</u></p> <p>HIV, AIDS, hepatitis HBV and HCV, Community-Acquired Infections: respiratory, urinary, meningitis, osteoarticular, skin, septicemia... Re-emerging pathologies: tuberculosis... Influenza.</p>		
<p>Pedagogical Recommendations:</p> <p>The instructors encourage students to explore in-depth the causes and consequences of pathological processes in relation to their knowledge of the pathogens and their modes of action. The processes are explained in their mechanisms, their impacts, their complications, their interferences. The pathologies are processed as a whole: epidemiology, pathophysiology, symptomatology, etiology, therapeutics, complications, evolution, and always linked to the affected individuals and populations. Instruction is based on examples and practical situations and students are encouraged to research the topics discussed.</p> <p>The list of pathologies considered compulsory covers the whole course; certain pathologies may be addressed in other CU.</p> <p>The connection to prescription regulations are defined and examined in-depth in CU 2.11.S1, CU 2.11.S.3 and CU 2.11.S5 Pharmacology and therapeutics.</p>	<p>Assessment methods</p> <p>Written knowledge evaluation</p> <p>Assessment criteria</p> <p>Accuracy of knowledge</p>	

Course Unit 2.6.S2: Psychopathological processes		
Semester: 2		Competence: 4
Lecture: 30 hours	Tutorial: 10 hours	Practicum: 10 hours
ECTS: 2		
Prerequisites		
CU 1.1S.1; psychology, sociology, anthropology		
Objectives		
<p>Describe the analytical models of psychological disorders</p> <p>Describe the onset mechanisms of mental health problems and psychiatric pathologies</p> <p>Identify the signs, decompensation modes, complications, risks, treatment of mental health problems or pathologies studied</p>		
Content Elements		
<p>Analysis models of psychological disorders: psychoanalytic, humanistic, systemic, phenomenological, cognitive, neurobiological ...</p> <p>Therapeutic models of psychological disorders: psychotherapies, cognitive techniques, behaviourist, and psychosocial rehabilitation.</p> <p>From normal to pathological: notions of equilibrium, regulation of intra-psychic tensions, healthy and dysfunctional defensive organisation, decompensation, crisis and emergency, social exclusion.</p> <p>Structure of the personality and their specific decompensation mode: neuroses, psychoses, limit states (borderline), perverse narcissistic organisations.</p> <p>Developmental disorders:</p> <ul style="list-style-type: none"> - psychoemotional: dysfunctions, disharmony, behavioural disorders, relational disorders (fusion, anaclitic...) identity and self-esteem disorders, notion of resilience, - cognitive, learning... <p>Contributing factors: environmental (family background, life events, stress, separation, grief, emotional deprivation...), biological, genetic, hereditary, ischemic, infectious, traumatic, toxic, degenerative.</p> <p>Symptomatology:</p> <p>Function and meaning of the symptom, Symptoms manifest in relation to reality, to another, to oneself, Anxiety and anguish: normal, pathological, notion of crisis, emergency, defences, somatisations, post-traumatic pathological progression, Aggression, psychomotricity instability, acting out, Inhibition, withdrawal, isolation, loss of contact with reality, regression, Affective disorders : sadness, crying, suicidal ideation, depreciation, devaluation, mood swings and hypomania, guilt, Delusional disorders, hallucinations, dissociation... Disorientation, confusion, Behavioural disorders (dietary, social...) Fatigue, sleep disturbances, somatic complaints, Character disorders, Dependence, apragmatism.</p> <p>Elements of care management: care system, care plan, therapeutic environment, temporality, scaffolding and capacity, and nursing approach (from the care relationship to the therapeutic relation) in relation to the singularity of each individual, reflexive attitude towards its practice and attitudes.</p>		

<p><i>Pedagogical Recommendations:</i></p> <p>This first CU in this domain provides basic knowledge that is studied in relation with the situations targeted by the instructors.</p> <p>The processes are explained in their mechanisms, their impacts, their complications, their interferences. The pathologies are processed as a whole: epidemiology, psychopathology, pathophysiology, symptomatology, etiology, therapeutics, complications, evolution, and always linked to the affected individuals and populations. Instruction is based on examples and practical situations and students are encouraged to research the topics discussed. This unit leads students to the progressive construction of a professional behaviour adapted to the individuals concerned.</p> <p>Psychiatric pathologies are cited in CU 2.6.S.5 but may be discussed here and in other CU's, in accordance with the breakdown of units considered appropriate by the instructors.</p> <p>The connection to prescription regulations are defined and examined in-depth in CU 2.11.S1, CU 2.11.S.3 and CU 2.11.S5 Pharmacology and therapeutics.</p>	<p><i>Assessment methods</i></p> <p>Written knowledge evaluation.</p> <p><i>Assessment criteria</i></p> <p>Accuracy of knowledge.</p>
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Course Unit 2.6.S5: Psychopathological processes		
Semester: 5		Competence: 4
Lecture: 30 hours	Tutorial: 10 hours	Practicum: 10 hours
ECTS: 2		
Prerequisites		
CU 2.6.S2 Psychopathology processes		
Objectives		
Integrate the necessary knowledge to build a therapeutic relationship and provide care for individuals with mental health issues or psychiatric pathologies, Develop personal questioning skills and attitudes relating to the professional practice in psychiatry and mental health.		
Content Elements		
<u>The pathologies below should be addressed during the training course:</u>		
In adults:		
Psychoses: schizophrenia, acute delirium, paranoia, puerperal psychosis, persistent delusional disorder, Addictive behaviour, Mood disorders:: manic episode, bipolar affective disorder, depressive episode, recurrent depressive disorder, Neurotic disorders: anxiety, obsessive compulsive disorders, phobic disorders, somatoform and dissociative disorders, reactions to a stressor agent , Personality and behavioural disorders: borderline states, antisocial behaviour, psychopathy, perversions, Risks of suicide, Eating disorders, Dementia process, memory impairment, disorientation in time and space, character and behaviour disorders, depression, confusion, hallucination, delirium. Impact on the family.		
In children:		
Early relational disorders, autism, Emotional and intellectual development disorders, behavioural disorders, Disharmony development disorders, Depressive disorders in infants, children, adolescents, Disorders in adolescents, acting out, Phobic disorders.		
The treatment:		
The segmentation system, the various relational therapies and psychotherapies, therapy in everyday life, institutional therapy Psychological disorders and disabilities in personal, professional and social life, social care, rehabilitation care, The analysis of practical work (personal and in teams), reflective attitude towards its practice with the acceptance and implementation of its attitudes, emotional movements and countertransference		

<p><i>Pedagogical Recommendations:</i></p> <p>This CU completes CU 2.6.S2. It focuses on psychiatric pathologies. The student must make connections between the knowledge acquired here and how to build professional relationships with individuals suffering from these pathologies. The analytical framework provides hindsight and the necessary reflection.</p> <p>The processes are explained in their mechanisms, their impacts, their complications, their interferences. The pathologies are processed as a whole: epidemiology, pathophysiology, symptomatology, etiology, therapeutics, complications, evolution, and always linked to the affected individuals and populations. Instruction is based on examples and practical situations and students are encouraged to research the topics discussed.</p> <p>The list of pathologies considered compulsory covers the whole course; certain pathologies may be addressed in other CU.</p> <p>The connection to prescription regulations are defined and examined in-depth in CU 2.11.S1, CU 2.11.S.3 and CU 2.11.S5 Pharmacology and therapeutics.</p>	<p><i>Assessment methods</i></p> <p>Written knowledge evaluation.</p> <p><i>Assessment criteria</i></p> <p>Accuracy of knowledge.</p>
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Course Unit 2.7.S4: Organ failure and degenerative processes		
Semester: 4		Competence: 4
Lecture: 30 hours	Tutorial: 10 hours	Practicum: 10 hours
ECTS: 2		
Prerequisites		
CU 2.1.S1 Fundamental biology; CU 2.2.S1 Life cycles and key functions.		
Objectives		
Explain the pathophysiological mechanism of the degeneration of an organ or failure of a system, Describe the signs, risks, complications, and treatment of the pathologies studied, Develop an integrated view of the care of the elderly.		
Content Elements		
Hydroelectric or acid-base imbalances, altered structures and functions, The onset mechanisms, study of the signs and clinical parameters, impacts, complications of pathological processes linked to the degeneration or failure, The links between pathological processes, health problems or pathologies and their treatments.		
<u>Pathologies or health issues studied during the training course are listed below, others may be added</u>		
Impairment of the senses: deafness, vision (cataract, glaucoma)... Main causes and consequences of hearing loss, Main causes and consequences of visual deficits, Rheumatism and degenerative joint disease, Renal failure, Heart failure, arterial, venous, Pulmonary failure, Diabetes, Alzheimer, Main neurological deficit pathologies: multiple sclerosis, amyotrophic lateral sclerosis, Main cutaneous disorders: pressure ulcers, varicose ulcers, burns.		
Pedagogical Recommendations: Anatomy and physiology are brought into relation with organic and degenerative failures that concern the systems being studied. The processes are explained in their mechanisms, their impacts, their complications, their interferences. The pathologies are processed as a whole: epidemiology, pathophysiology, symptomatology, etiology, therapeutics, complications, evolution, and always linked to the affected individuals and populations. Instruction is based on examples and practical situations and students are encouraged to research the topics discussed. The list of pathologies considered compulsory covers the whole course; certain pathologies may be addressed in other CU. The connection to prescription regulations are defined and examined in-depth in CU 2.11.S1, CU 2.11.S.3 and CU 2.11.S5 Pharmacology and therapeutics.	Assessment methods Written knowledge evaluation Assessment criteria Accuracy of knowledge	

Course Unit 2.8.S3: Obstructive process		
Semester: 3		Competence: 4
Lecture: 30 hours	Tutorial: 10 hours	Practicum: 10 hours
ECTS: 2		
Prerequisites		
CU 2.2.S1 Life cycles and key functions; CU 2.3.S2 Health, illness, disability, accidents of life.		
Objectives		
Explain the pathophysiological mechanisms of obstruction, Describe the signs, risks, complications, and treatment of the pathologies studied,		
Content Elements		
Anatomy and physiology of the cardiovascular, brain and nervous systems, Pathological process of arterial and venous vascular obstruction.		
Anatomy and physiology of the digestive and renal systems, Obstruction pathological processes in digestive and renal systems,		
The processes are explained in their mechanisms, their impacts, their complications, their interferences.		
<u>Pathologies or health issues studied during the training course are listed below, others may be added</u>		
Stroke, Myocardial infarction, Renal, hepatic lithiasis, Intestinal obstruction, Chronic obstructive pulmonary disease (COPD), acute pulmonary oedema, Phlebitis, pulmonary embolism, Asthma.		
Pedagogical Recommendations: Anatomy and physiology are brought into relation with the tumoural processes that concern the systems being studied. The processes are explained in their mechanisms, their impacts, their complications, their interferences. The pathologies are processed as a whole: epidemiology, pathophysiology, symptomatology, etiology, therapeutics, complications, evolution, and always linked to the affected individuals and populations. Instruction is based on examples and practical situations and students are encouraged to research the topics discussed. The list of pathologies considered compulsory covers the whole course; certain pathologies may be addressed in other CU. The connection to prescription regulations are defined and examined in-depth in CU 2.11.S1, CU 2.11.S.3 and CU 2.11.S5 Pharmacology and therapeutics.	Assessment methods Written knowledge evaluation. Assessment criteria Accuracy of knowledge.	

Course Unit 2.9.S5: Tumoural processes		
Semester: 5		Competence: 4
Lecture: 30 hours	Tutorial: 10 hours	Practicum: 10 hours
ECTS: 2		
Prerequisites		
CU 2.1.S1 Fundamental biology; CU 2.2.S1 Life cycles and key functions.		
Objectives		
Explain the pathophysiological mechanisms of benign and malignant tumours, Describe the signs, risks, complications, and treatment of the pathologies studied, Develop an integrated view of the care to be provided to cancer sufferers.		
Content Elements		
Mechanism of carcinogenesis, Characteristics of malignant and benign tumours, Tumour classification, Epidemiology Prevention and detection of malignant tumours, Treatments.		
<u>The compulsory pathologies or health issues considered during the training course are listed below, others may be added:</u>		
Benign tumours: gynaecological, prostate adenoma, Bronchopulmonary cancer, Breast cancer, Prostate cancer, Colon cancer, Hemopathy.		
Pedagogical Recommendations: Anatomy and physiology are brought into relation with the tumoural processes that concern the systems studied. The processes are explained in their mechanisms, their impacts, their complications, their interferences. The pathologies are processed as a whole: epidemiology, pathophysiology, symptomatology, etiology, therapeutics, complications, evolution, and always linked to the affected individuals and populations. Instruction is based on examples and practical situations and students are encouraged to research the topics discussed. The list of pathologies considered compulsory covers the whole course; certain pathologies may be addressed in other CU's. The connection to prescription regulations are defined and examined in-depth in CU 2.11.S1, CU 2.11.S.3 and CU 2.11.S5 Pharmacology and therapeutics.	Assessment methods Written knowledge evaluation. Assessment criteria Accuracy of knowledge.	

Course Unit 2.10.S1: Infectiology, hygiene		
Semester: 1		Competence: 3
Lecture: 20 hours	Tutorial: 20 hours	Practicum: 10 hours
ECTS: 2		
Prerequisites		
None		
Objectives		
Describe the action mechanisms of infectious agents, Identify the hygiene rules used in healthcare facilities and set out arguments for their use.		
Content Elements		
<p>Infectious agents: Bacteria, viruses, fungi, parasites, unconventional transmissible agents, Microbial ecology, The action mechanisms of infectious agents on the human organism: the infectious agent-host relationship, modes of transmission, sensitivity factors, the notion of resistance.</p> <p>The overall structure of the immune system: Lymphocytes and their modes of action, The action of the immune system, autoimmunity, allergies, immune disorders, feto-maternal compatibility.</p> <p>Care associated infections: epidemics, iatrogenic epidemics, cost of infections, social impact...</p> <p>The rules of hygiene: hospital hygiene, hand hygiene, professional clothing, clean and dirty circuits in care institutions.</p> <p>The means to fight against infection:</p> <ul style="list-style-type: none"> - Pre-disinfection, cleaning, disinfection, decontamination, sterilisation, - Standard precautions and additional precautions, protective isolation, - Hygiene protocols, - domestic or community working rules. 		
<p>Pedagogical Recommendations:</p> <p>This unit aims to link the scientific understanding of infectious diseases with hygiene measures in the given care. Understand the mechanisms of infection, which will be reviewed in CU 2.5.S.3 in relation to inflammatory and infectious processes, provide a structured approach to infectious transmissions and ways to overcome them. This CU is studied during the first semester to provide the student with the necessary rules of hygiene upon arrival in practical training. The connection to prescription regulations are defined and examined in-depth in CU 2.11.S1, CU 2.11.S.3 and CU 2.11.S5 Pharmacology and therapeutics.</p>	<p>Assessment methods</p> <p>Individual written analysis of a situation encountered during practical training.</p> <p>Assessment criteria</p> <p>Identification of hygiene rules, Relevance of argumentation in their use.</p>	

Course Unit 2.11.S1: Pharmacology and therapeutics		
Semester: 1		Competence: 4
Lecture: 35 hours	Tutorial: 10 hours	Practicum: 5 hours
ECTS: 2		
Prerequisites		
CU 2.1.S1 Fundamental biology.		
Objectives		
Cite the action mechanisms of absorption and the elimination of medication, Identify the notions of dosage, dilution, preparation. Explain the risks and dangers in the administration of medication.		
Content Elements		
Pharmacology: The principles of chemistry relevant to pharmacology, Pharmacokinetics, route of administration, absorption, transformation, distribution, elimination, Pharmacodynamics, mechanisms of action, side effects, medication interactions (synergism, potentiation, antagonism) The pharmaceutical forms, solids, liquids, galenics for parenteral use or cutaneous or transmucosal administration, forms in experimentation, The dosages, formulations, dilutions, solvents and solutes, The risks and dangers of the medication, the recommendations.		
Pedagogical Recommendations: The CU is the first of a three CU cycle focused on pharmacology, it aims to provide students with the necessary bases from the outset of the first semester so that they are aware of the risks and dangers of administering medication. The elements of this CU will be completed in CU 2.11.S2 and CU 2.11.S5.	Assessment methods Written knowledge evaluation. Assessment criteria Accuracy of knowledge. Understanding of the mechanisms.	

Course Unit 2.11.S3: Pharmacology and therapeutics		
Semester: 3		Competence: 4
Lecture: 15 hours	Tutorial: 5 hours	Practicum: 5 hours
ECTS: 1		
Prerequisites		
CU 2.11.S1 Pharmacology and therapeutics.		
Objectives		
Identify the therapeutic families, their means of action and their interactions, Explain the risks and dangers in medication interactions. Cite the precautions of the medication for specific populations.		
Content Elements		
Pharmacology:		
The therapeutic families and medication interactions, antibiotic therapy, cancer chemotherapy, psychotropic, anticoagulants, anti-inflammatories, analgesics, anaesthetics iatrogenic effects, intoxication... Toxicology and drug dependence, Medicines in children, Dispensing medication among the elderly.		
Pedagogical Recommendations: This CU completes CU 2.11.S1. It focuses on the knowledge of therapeutic families and the effects of medication. Students will be able use situations seen during practical training and learn to ask the right questions concerning the use of therapeutic and medication. The content of this course will be reviewed and placed in relation during work on the inflammatory, infectious, degenerative tumour, obstructive processes	Assessment methods Written knowledge evaluation. Assessment criteria Accuracy of knowledge. Understanding of the mechanisms.	

Course Unit 2.11.S5: Pharmacology and therapeutics		
Semester: 5		Competence: 4
Lecture: 30 hours	Tutorial: 10 hours	Practicum: 10 hours
ECTS: 2		
Prerequisites		
CU 2.11.S1 and 2.11.S3 Pharmacology and therapeutics.		
Objectives		
Identify the elements of the medical prescription and the nurse's recommendations and assess the risks, Describe the different non-medication treatments and their modes of action, Explain the rules and procedures for the administration of medication and identify major risks, Substantiate the results of dosage calculations.		
Content Elements		
Nursing responsibility in pharmacotherapy, The medical prescription, The nurses prescription, Regulations concerning medications, lists, narcotics... The medication circuit, preparation, dispensing, packaging, storage, conservation, collaboration with the care assistant, child care auxiliary and mental healthcare auxiliary... Other therapeutic methods (principles, modalities of treatment, risks...): Surgery, psychotherapy, counselling, radiation therapy, physical therapy, medical devices... The marketing of medicines and medical devices, clinical trials, generics.		
Pedagogical Recommendations: This CU seeks to target knowledge and reflection on the nurse's responsibility in the medication circuit and the prescription and administration of therapeutics. At this stage, students have to create links between what they have learned on the subject and what they experience during practical training. They can work on situations encountered. The instructors carry out case studies with the students.	Assessment methods Written knowledge evaluation. Assessment criteria Accuracy of knowledge and results, Understanding of the mechanisms. Relevance of the analysis in the dose calculations, Rigour of critical thinking.	

3. FUNDAMENTAL NURSING SCIENCE AND TECHNIQUES AND METHODS

Course Unit 3.1.S1: Clinical nurse reasoning and approach		
Semester: 1		Competence: 1
Lecture: 15 hours	Tutorial: 25 hours	Practicum: 10 hours
ECTS: 2		
Prerequisites		
None		
Objectives		
<p>Identify actual and potential problems of an individual or a group of individuals in a health or care situation,</p> <p>Identify the models of intervention in nursing care,</p> <p>Understand the reasoning methods suitable to the assessment of caregiving situations.</p>		
Content Elements		
<p>Exploration of the notions of: concept, paradigm, theory, model, school of thought...</p> <p>Fundamental concepts of the caregiving approach: man, health, illness, care, dependency, autonomy, humanism,</p> <p>The history and anthropology of care practices and medicine (time, place, culture, and care), care theories...</p> <p>Clinical models,</p> <p>The clinical and diagnostic reasoning methods: the hypothetical-deductive model, hypothesis, anticipation...</p> <p>The mental operations of clinical reasoning: questioning, observation, perceptive intuition, induction, deduction, creativity, critical thinking...</p> <p>Clinical judgement,</p> <p>The nursing clinical approach: signs and symptoms, risks, physical and psychological human reactions, problems treated collaboratively, nursing diagnosis, monitoring and evaluation...</p>		
<p>Pedagogical Recommendations:</p> <p>The knowledge discussed places the care practice in its historical and cultural context and clarifies the thought process behind the study of health situations and care treatment experienced by individuals.</p> <p>The instructors develop educational methods that engage intellectual operations of clinical reasoning: questioning, observation, induction, deduction, critical thinking.</p> <p>Hypotheses and clinical judgement are studied with the students by adapting them to different types of clinical situations.</p>	<p>Assessment methods</p> <p>Written work of the analysis of a clinical situation carried out in small groups.</p> <p>Assessment criteria</p> <p>Relevance of the analysis, Clarity of the presentation.</p>	

Course Unit 3.1.S2: Clinical nurse reasoning and approach		
Semester: 2		Competence: 1
Lecture: 5 hours	Tutorial: 25 hours	Practicum: 20 hours
ECTS: 2		
Prerequisites		
CU 3.1.S1 Clinical nursing reasoning and approach.		
Objectives		
Develop a reflective approach enabling a reasoned decision, Develop the capacity for the critical analysis of the modes of care interventions.		
Content Elements		
The collection of clinical data: clinical examination, reading the signs, use of tools... Methods and tools for measuring autonomy, Problematisation and problem solving method, Care plans (homogeneous groups of patients) and clinical pathways, The links between clinical judgement, the intervention plan and the assessment of results (formalised in the care plan), The use of knowledge, approach and tools among targeted populations, Written and oral transmissions: targeted transmissions, patient care records, planning...		
<p>Pedagogical Recommendations:</p> <p>From the outset of the training course this unit helps the student develop a professional foundation built on reflection and questioning. The student will understand the necessity of using reliable knowledge, a structured method and implementing actions and gestures in the context of a relationship with the patient based on humanity and respect. The student will be able to construct professional responses to offer the care recipient and clarify them. The student is able to identify the principles used during caregiving and measure the impacts and consequences on how the individual lives his/her health situation.</p>	<p>Assessment methods</p> <p>Individual written analysis of a clinical situation.</p> <p>Assessment criteria</p> <p>Relevance of questioning, Coherence between the information gathered and the clinical reasoning used, Coherence between inventoried hypotheses and analysis, Quality of the argumentation, Accuracy of knowledge employed.</p>	

Course Unit 3.2.S.2: Nursing care plan		
Semester: 2		Competence: 2
Lecture: 5 hours	Tutorial: 15 hours	Practicum: 5 hours
ECTS: 1		
Prerequisites		
CU 3.1.S1 Clinical nursing reasoning and approach.		
Objectives		
Develop a care plan based on the diagnosis of the clinical situation as part of a multi-professional team.		
Content Elements		
<p>The structure of a care plan: individual focused care objectives, procedure plan, results, adjustments, The context of the multi-professional team in the development and monitoring of the care plan for a patient or group of patients, The harmonisation between the care plan and the life plan, Procedures and care protocols, Nurse autonomy in the care plan and the monitoring process, Recommendations on good practices.</p>		
<p>Pedagogical Recommendations:</p> <p>The student is accompanied in the development of a care plan. The student is involved in the hands-on operation of building this plan based on contextual elements.</p>	<p>Assessment methods</p> <p>Starting from the analysis of a clinical situation, development of substantiated hypotheses of a care plan.</p> <p>Assessment criteria</p> <p>Coherence of the plan development process with the elements of the situation and clinical reasoning, Relevance of the contents of the plan and care planning, Consideration of multi-professionalism in care plan.</p>	

Course Unit 3.2.S.3: Nursing care plan		
Semester: 3		Competence: 2
Lecture: 5 hours	Tutorial: 15 hours	Practicum: 5 hours
ECTS: 2		
Prerequisites		
<p>CU 3.1.S1 Clinical nursing reasoning and approach. CU 3.2.S2 Nursing care plan,</p>		
Objectives		
<p>Negotiate a care plan, Develop the conditions for implementing and monitoring the care plan as part of a multi-professional team.</p>		
Content Elements		
<p>Negotiation as part of the care plan and care contract, therapeutic alliance and temporality, The continuity of the care plan between the different care facilities, Planning tools and legislation in force: patient care records, clinical pathways... Care traceability, patient care records, transmissions...</p>		
<p>Pedagogical Recommendations:</p> <p>The student is accompanied in the development of a care plan. The student is involved in the hands-on operation of building this plan based on contextual elements.</p> <p>This CU is built around multi-professionalism ;</p> <p>Negotiation situations are simulated and/or studied using training materials or real situations.</p>	<p>Assessment methods</p> <p>Development of a care plan with the research of negotiation elements carried out in small groups.</p> <p>Assessment criteria</p> <p>Consideration of multi-professionalism.</p> <p>Relevance of the presentation of negotiation elements, Precision in the traceability elements of the plan.</p>	

Course Unit 3.3.S.3: Nursing roles in the organisation of work and inter-professionalism.		
Semester: 3		Competence: 9.
Lecture: 10 hours	Tutorial: 10 hours	Practicum: 5 hours
ECTS: 1		
Prerequisites		
<p>CU 1.3.S1 Law, ethics and deontology CU 3.2.S2 Nursing care plan,</p>		
Objectives		
<p>Characterise the principal concepts associated with the notions of work, Explore the notion of continuity of care in multi-professional contexts, Place the nursing profession in its history and its role today.</p>		
Content Elements		
<p>The concepts: cooperation, teamwork, delegation, professional autonomy, competences, inter or multi-professionalism ...</p> <p>Professional stance, professional identity, cooperation in the care provided, Healthcare networks and interdisciplinarity, Role, mission, functions and competencies of the nurse and healthcare professionals, History, organisation and performance of the nursing profession.</p>		
<p>Pedagogical Recommendations:</p> <p>The training course contributes to the acquisition by the student of a professional stance that allows him/her to build quality interprofessional exchanges. The study of the professional history and nursing role helps the student acquire a clear professional stance with the aim of building professional networks.</p>	<p>Assessment methods</p> <p>Group work presenting interdisciplinary procedures as part of the care plan.</p> <p>Assessment criteria</p> <p>Identification of the scope of intervention for the different participants of the care plan.</p>	

Course Unit 3.3.S.5: Nursing roles in the organisation of work and inter-professionalism.		
Semester: 5		Competence: 9.
Lecture: 10 hours	Tutorial: 20 hours	Practicum: 20 hours
ECTS: 2		
Prerequisites		
<p>CU I.3 S1, CU 1.3.S4 Law, ethics and deontology, CU 1.2.S3, CU 1.2 S4 Public health and health economics, CU 3.2. S2 and 3.2.S3 Nursing care plan, CU 3.3 S3 Nursing roles in the organisation of work and inter-professionalism.</p>		
Objectives		
<p>Identify the different working modes in the nursing profession, Describe the nursing activity and the organisational methods in accordance with working modes (private practice, association, local authority, etc.) Describe the conditions for collaboration and cooperation with the various healthcare actors in the fields of hygiene and social issues.</p>		
Content Elements		
<p>The nurse in the private sector: function, practice management, organisation, partnerships... The nurse in specific sectors: businesses, prisons, education, local authorities, humanitarian... Acting partners, in healthcare, social sector, education sector... The methods and tools of cooperation and collaboration between healthcare partners, Measuring the care load, Notions and ergonomic tools used in the function of care.</p>		
<p>Pedagogical Recommendations:</p> <p>The training course contributes to the acquisition by the student of a professional stance that allows him/her to build quality interprofessional exchanges.</p> <p>The study of the nursing role in various practice areas helps the student acquire a clear professional stance with the aim of building professional networks.</p> <p>The tools for measuring the care load provide the student with an objective vision of the nursing activity.</p>	<p>Assessment methods</p> <p>Written work of the critical analysis of a working mode in the profession in connection with the student's professional project.</p> <p>Assessment criteria</p> <p>Consideration of the scope of specific intervention in the support provided for the individual's care program.</p> <p>Identification of the specific competencies required</p>	

Course Unit 3.4.S.4: Introduction to the research process		
Semester: 4		Competence: 8
Lecture: 20 hours	Tutorial: 15 hours	Practicum: 15 hours
ECTS: 2		
Prerequisites		
CU 3.1.S1 and CU 3.1.S2 Clinical nursing reasoning and approach.		
Objectives		
Identify scientific resource materials in the field of care and health, Explain the use of quantitative and qualitative methods in the field of research, Explain the importance of a research initiative in the field of care and health, Analyse the results of a health and care research study and present argumentation on the tools used.		
Content Elements		
The foundations of research, the notion of paradigm... The research on human beings, issues, limitations, legal, ethical, The specific research methodologies, quantitative and qualitative, descriptive, experimental... The methodology and research tools, sampling, observations, hypotheses, variables... The analysis of search results (using evidence, Evidence Based Nursing...) The construction process of a study or professional working research, Using statistical methods, The presentation of research results.		
Pedagogical Recommendations: This unit focuses on an introduction to the research process and aims to position any research initiatives in the specific context of research in the world today. The student must understand the purpose of the research, the approaches used and should be able to read and use the research results. This training will serve the student in developing a more structured approach during the construction of his/her final year dissertation focusing on the study of a professional question.	Assessment methods Presentation of a research summary from the analysis of a research article Assessment criteria Identification of the stages of the research process Explanation of the methodology and tools used	

Course Unit 3.4.S.6: Introduction to the research process		
Semester: 6		Competence: 8.
Lecture: 20 hours	Tutorial: 10 hours	Practicum: 20 hours
ECTS: 2		
Prerequisites		
CU 3.4.S4 Introduction to the research process		
Objectives		
<p>Clarify the links between theory, research and developments in the nursing practice, Identify research organisation methods, Identify the elements of professional monitoring in the field of nursing research, Use the questioning of research for the realisation of a work of professional interest.</p>		
Content Elements		
<p>Nursing research in France and throughout the world (historical, scientific community, organisation, communication, results, publications...) The use of research findings on the nursing practice, Clinical research, state of play in France and in the world, Research laboratories, their role, their functioning, Research professions, The role of nurses in medical and clinical research, clinical trials... Peer review, The study of a professional issue and the use of a questioning approach.</p>		
<p>Pedagogical Recommendations:</p> <p>This unit is intended to complement CU 3.4.S4 by situating the position of nursing in scientific research. The student will be in a position to find up to date elements concerning the professional practice by their own means when required.</p> <p>The student will be able to pose a problem and construct specific questioning to explore a question.</p>	<p>Assessment methods</p> <p>Written work, final year dissertation</p> <p>Assessment criteria</p> <p>Definition of the subject of research, Interest of the subject for the profession, Coherence between the purpose of the study and the methods and tools, Wealth of documentary sources, Relevance of the analysis.</p>	

Course Unit 3.5.S.4: Management of healthcare professionals		
Semester: 4		Competence: 10
Lecture: 10 hours	Tutorial: 20 hours	Practicum: 20 hours
ECTS: 2		
Prerequisites		
CU 3.3.S3. Nursing roles, the organisation of work and inter-professionalism.		
Objectives		
<p>Organise information for a trainee or a new professional arriving in the service, structure or care practice,</p> <p>Supervise and evaluate the actions of professionals under the responsibility of the nurse,</p> <p>Formalise skills and knowledge in terms of advice, demonstrations, explanations, and commented analysis of the practice for trainees and health professionals under the nurse's responsibility.</p>		
Content Elements		
<p>The concepts: mentoring, training, supervision, coaching, delegation, checks, cooperation...</p> <p>Theories and processes of apprenticeship and assessment,</p> <p>Educational programs for the caregiver, childcare auxiliary, medico-psychological, and other professionals,</p> <p>Management contract, tutoring and conduct of a management project,</p> <p>Educational relationship and professional stance adapted to different types of assessment processes,</p> <p>Management and professional liability.</p>		
<p>Pedagogical Recommendations:</p> <p>Active methods are used.</p> <p>The student is placed in simulated conditions and/or the actual supervision of a person in care. The student will understand their role and the scope thereof both from the point of view of the pedagogy and the progression of individuals being supervised and from the point of view of their responsibilities and regulations in force.</p>	<p>Assessment methods</p> <p>Written or oral presentation of a managerial situation with the analysis of results against the objectives.</p> <p>Assessment criteria</p> <p>Relevance of the project in relation to the individual being supervised,</p> <p>Quality of the organisation,</p> <p>Quality of the content,</p> <p>Quality of the analysis of the learning results,</p> <p>Potential proposal for adjustment.</p>	

4. NURSING PROCEDURES SCIENCE AND TECHNIQUES

Course Unit 4.1.S1: Comfort and well-being care		
Semester: 1		Competence: 3
Lecture: 6 hours	Tutorial: 34 hours	Practicum: 10 hours
ECTS: 2		
Prerequisites		
None		
Objectives		
<p>Understand the fundamental concepts that will enable an integral view of the individual during the realisation of community care, Identify the singular nature of the experience of the individual in need of care when performing their daily care, Develop an attention to comfort and well-being for every individual, Carry out activities, hygiene and comfort care tailored to the needs and wishes of the individual or individuals and consistent with good practices.</p>		
Content Elements		
<p>Concepts of well-being in different contexts and cultures: dignity, modesty, privacy, Basic principles and values of nursing care: autonomy, dependence, confidentiality... Basic needs and expectations of the individual, Daily comfort care and well-being, General hygiene, Nutritional balance, Prevention of eschars, Rising and mobility support, Ergonomics in care, Good practices and safety in care.</p>		
<p><u>Pedagogical Recommendations:</u></p> <p>This CU corresponds to the knowledge instructed during the training course resulting in the caregiver's diploma.</p> <p>Teaching methods are active; the list of compulsorily care procedures corresponds to the role defined by the article of the Code of Public Health: R 4311-5.</p> <p>The content of this unit represents a level instructed in the first semester of the training course. This content will be reactivated throughout the training course.</p> <p>Comfort and well-being care are carried out during practical training and validated in the portfolio.</p>	<p><u>Assessment methods</u></p> <p>Written or oral reflection based on a testimonial of notions of dependence, privacy, modesty...</p> <p><u>Assessment criteria</u></p> <p>Understanding of the key elements of the situation. Mobilisation of the values and concepts in the reflection.</p>	

Course Unit 4.2.S2: Relational care		
Semester: 2		Competence: 6
Lecture: 3 hours	Tutorial: 15 hours	Practicum: 7 hours
ECTS: 1		
Prerequisites		
CU 1.1S.1 Psychology, sociology, anthropology		
Objectives		
Identify the elements used to communicate and conduct a relationship within a context of care.		
Content Elements		
<p>The concepts: relationship, communication, negotiation, mediation ...</p> <p>Communication through vocabulary, culture, language...</p> <p>Non-verbal communication,</p> <p>Touch in the care and in the therapeutic relationship.</p>		
<p>Pedagogical Recommendations:</p> <p>The level of this unit corresponds to the second semester of the training course. This content will be reactivated throughout the training course.</p> <p>Reflection on the professional stance in the doctor-patient relationship is performed.</p> <p>Professional behaviours are studied in-depth to help the students find a correct and acceptable position in their relationship with the individuals they care for.</p> <p>Relational care is carried out during the practical training and validated in the portfolio.</p>	<p>Assessment methods</p> <p>Written or oral reflection with the use of concepts.</p> <p>Assessment criteria</p> <p>Understanding of the dimensions and attributes of the concepts.</p>	

Course Unit 4.2.S3: Relational care		
Semester: 3		Competence: 6
Lecture: 4 hours	Tutorial: 36 hours	Practicum: 10 hours
ECTS: 2		
Prerequisites		
<p>CU 1.1S.1 Psychology, sociology, anthropology CU 1.1S.2 Psychology, sociology, anthropology CU 4.2.S.2 Relational care</p>		
Objectives		
<p>Substantiate the foundations of trust and of the therapeutic alliance with a person, Conduct a nursing interview.</p>		
Content Elements		
<p>The helping relationship: attentiveness, attitudes, techniques... The nursing interviews: typology, conducting an interview, analysis of the interactions... The therapeutic alliance: expectations, needs, desires, request for care... Behavioural reactions and their manifestations: verbal and non-verbal clinical signs... The relationship tailored to specific situations: crisis, distress, grief, conflict, violence...</p>		
<p>Pedagogical Recommendations:</p> <p>The level of this course corresponds to the third semester of the training course. The content of this CU refers to CU 4.2.S2 and will be reactivated throughout the training course.</p> <p>The instructional methods are active (case studies, role playing ...). The student is placed in a position to conduct help and therapeutic interviews.</p> <p>Reflection on the professional stance in the doctor-patient relationship is performed.</p> <p>Professional behaviours are studied in-depth to help the students find a fair and acceptable position in their relationship with the individuals they care for.</p> <p>Relational care is carried out during the practical training and validated in the portfolio.</p>	<p style="text-align: center;">Assessment methods</p> <p>Placed in interview situations during the tutorials.</p> <p style="text-align: center;">Assessment criteria</p> <p>Involvement during the tutorials, Relevance and coherence during the nursing interview.</p>	

Course Unit 4.2.S5: Relational care		
Semester: 5		Competence: 6
Lecture: 0 hours	Tutorial: 20 hours	Practicum: 5 hours
ECTS: 1		
Prerequisites		
CU 1.1S.1; UE1.1S.2 Psychology sociology anthropology, CU 4.2.S2; CU 4.2.S3 Relational care.		
Objectives		
Adapt the modes of interaction and communication to the individual, the situation and the context.		
Content Elements		
The management of occupational stress, analysis of emotions, clinical attitudes and professional stances, The adaptation of modalities of communication to individuals and populations: children, elderly, contexts, The distance and proximity in the relationship, projection, identification, The establishment of helping communication, evaluation of results.		
<p>Pedagogical Recommendations:</p> <p>As part of the fifth semester this CU covers the content of CU 4.2.S1 and CU 4.2.S2 in more depth and contributes to the construction of a measured and stable professional position. Work on the representations, on the recognition of emotions and their use with professional distance that is required as well as the evaluation of the results of communication is essential.</p> <p>The students learn to personally position themselves in their professional communications and are able to adjust their positioning.</p> <p>Relational care is carried out during the practical training and validated in the portfolio.</p>	<p>Assessment methods</p> <p>Analysis of a relational situation.</p> <p>Assessment criteria</p> <p>Coherence between the relational modalities and the individual, the situations, the objectives of the care plan and the pathology.</p>	

Course Unit 4.3.S2: Emergency treatment		
Semester: 2		Competence: 4
Lecture: 6 hours	Tutorial: 15 hours	Practicum: 4 hours
ECTS: 1		
Prerequisites		
Objectives		
<p>Identify the nature of a medical urgency, Practise first response gestures pending the arrival of a medical team.</p>		
Content Elements		
<p>Management of life-threatening emergencies, Management of potential emergencies, Collective risks, Alert, Emergency treatment Emergency management.</p>		
<p>Pedagogical Recommendations:</p> <p>This unit is compliant with the Decree of the 3rd March 2006. It is carried out under the responsibility of the scientific director and teaching physician of an emergency treatment educational centre (CESU)</p>	<p style="text-align: center;">Assessment methods</p> <p>The certificate of training in gestures and emergency care will be issued at the end of the training course.</p> <p>Assessment criteria: complies with decree</p>	

Course Unit 4.3.S4: Emergency treatment		
Semester: 4		Competence: 4
Lecture: 3 hours	Tutorial: 18 hours	Practicum: 4 hours
ECTS: 1		
Prerequisites		
Objectives		
<p>The hierarchy of emergencies, Implement emergency care in a medical environment.</p>		
Content Elements		
<p>The hierarchy of actions in an emergency, The nursing process with one or more individuals in situations of emergency, Care techniques in critical care: intubation, ventilation, central venous catheters, measurement of central venous pressure, tracheal suctioning, insertion of gastric tubes, digestive aspirations, peritoneal dialysis, arterial sampling, gastric lavage, The crash cart, establishment, use, regulation, Monitoring of consciousness and alertness, neurological assessments, Medical treatments of the emergency, The management of the patient's pain in situations of emergency, The reception and support for families during a critical care situation, Emotion management in situations of urgent or critical care, stress, aggression, violence, The role of the SAMU SMUR CUMP, (<i>Emergency and urgent care services, specialist mobile emergency unit, Medical and psychological emergency unit</i>), The role of the nurse in the emergency department, Emergency care protocols.</p>		
<p>Pedagogical Recommendations:</p> <p>This CU aims to show students the invariants that exist in any emergency situation. Students learn how to quickly and calmly analyse any situation of crisis and emergency and prioritise their actions.</p> <p>Group work should provide awareness of their personal manner in how to address the question of urgency and thus progress.</p> <p>Students will be encouraged to reflect on these emergency and hierarchy notions in action in several situations during the training course.</p>	<p>Assessment methods</p> <p>Analysis of an emergency care situation, in small groups.</p> <p>Assessment criteria</p> <p>Relevance of the analysis of the situation, Coherence in the management, Compliance with good practice.</p>	

Course Unit 4.4.S2: Therapeutics and contribution to medical diagnosis

Semester: 2

Competence: 4

Lecture: 7 hours

Tutorial: 23 hours

Practicum: 20 hours

ECTS: 2

Prerequisites

CU 2.1.S1 Fundamental biology; CU 2.10.S1 Infectiology, hygiene; CU 2.11.S1 Pharmacology and therapeutics

Objectives

Implement actions for diagnostic and therapeutic purposes consistent with good practices,
Integrate the rules of supervision and monitoring of these therapeutic and diagnostic activities in compliance with the protocols,
Develop gestural and behavioural skills in relation to contexts, situations and activities.

Content Elements

The concept of asepsis,
The principles and rules of preparation, implementation and monitoring of care, acts and activities authorised by law,
The preparation of medical treatment,
The realisation of acts contributing to treatment or diagnosis conform to the authorised list,
The preparation of injections with dose calculations,
The implementation of activities prescribed by the nurses: influenza vaccination and medical devices.

Pedagogical Recommendations:

This CU is the first of three that contributes to the acquisition of technical skills. Care, acts or activities are taught progressively, in relation to their complexity and the development of the students' abilities.

They are encouraged to use the resources available and to ask questions of all key informants.

The acts and activities being taught comply with current legislation. Links are established between knowledge, rules and principles and technical gestures.

Care acts are graded on the student's portfolio and their realisation is validated during practical training.

Acts or activities in addition to those listed and within the limits of the regulations may also be taught.

Assessment methods

Dose calculations applied in simulated conditions.

Assessment criteria

Discipline in the reasoning of the calculation,
Accuracy in the results,
Ability, dexterity,
Respect hygiene, asepsis, and ergonomics.

Course Unit 4.4.S4: Therapeutics and contribution to medical diagnosis

Semester: 4

Competence: 4

Lecture: 6 hours

Tutorial: 34 hours

Practicum: 10 hours

ECTS: 2

Prerequisites

CU 2.1.S1 Fundamental biology; CU 2.10.S1 Infectiology, hygiene; CU 2.11.S1 Pharmacology and therapeutics
CU 4.4.S2 Therapeutics and contribution to medical diagnosis

Objectives

Implement actions for diagnostic and therapeutic purposes consistent with good practices,
Integrate the rules of supervision and monitoring of these therapeutic and diagnostic activities in compliance with the protocols,
Develop gestural and behavioural skills in relation to contexts, situations and activities.

Content Elements

The principles and rules of preparation, implementation and monitoring of care, acts and activities authorised by law,
The preparation of medical treatment,
The realisation of acts contributing to treatment or diagnosis conform with regulations
Blood transfusions, precautions, risks,
Socio-therapeutic and socio-educational activities, acts referred to as psychotherapy, therapeutic mediation
The means of isolation, restraint, and the therapeutic setting.

Pedagogical Recommendations:

This CU is the second of three that contributes to the acquisition of technical skills.

Care, acts or activities are taught progressively, in relation to their complexity and the development of the students' abilities. They are encouraged to use the resources available and to ask questions of all key informants.

The acts and activities being taught comply with current legislation. Links are established between knowledge, rules and principles and technical gestures.

Care acts are graded on the student's portfolio and their realisation is validated during practical training.

Acts or activities in addition to those listed and within the limits of the regulations may also be taught.

Assessment methods

Blood transfusions in simulated situations.

Assessment criteria

Ability, dexterity,
Respect hygiene, asepsis, and ergonomics.
Coherence in the organisation,
Reasoning and correctness in the implementation,
Theoretical knowledge in connection with the actions.

Course Unit 4.4.S5: Therapeutics and contribution to medical diagnosis

Semester: 5

Competence: 4

Lecture: 6 hours

Tutorial: 34 hours

Practicum: 10 hours

ECTS: 2

Prerequisites

CU 2.1.S1 Fundamental biology; CU 2.10.S1 Infectiology, hygiene; CU 2.11.S1 Pharmacology and therapeutics
CU 4.4.S2 and CU 4.4.S4 Therapeutics and contribution to medical diagnosis.

Objectives

Implement actions for diagnostic and therapeutic purposes consistent with good practices,
Ensure the surveillance and monitoring of therapeutic and diagnostic activities in accordance with protocols.

Content Elements

The principles and rules of preparation, implementation and monitoring of care, acts and activities authorised by law,
The preparation of medical treatment,
The realisation of acts contributing to treatment or diagnosis conform to the authorised list,
Implantable venous access devices.

Pedagogical Recommendations

This CU is the last of three that contributes to the acquisition of technical skills. Care, acts or activities are taught progressively, in relation to their complexity and the development of the students' abilities.

Care acts are graded on the student's portfolio and their realisation is validated during practical training.

Acts or activities in addition to those listed and within the limits of the regulations may also be taught.

Assessment methods

Injection in implantable venous access devices in simulated situations.

Assessment criteria

Ability, dexterity,
Respect hygiene, asepsis, and ergonomics.
Coherence in the organisation,
Reasoning and correctness in the implementation,
Theoretical knowledge in connection with the actions.

Course Unit 4.5.S2: Nursing care and management of risks		
Semester: 2		Competence: 7
Lecture: 10 hours	Tutorial: 10 hours	Practicum: 5 hours
ECTS: 1		
Prerequisites		
CU 2.10.S1: Infectiology, hygiene		
Objectives		
Identify the main risks in the domain of the health of individuals and populations, Incorporate the notions of danger and risk in care situations, Identify the suitable measures to implement in a risk of infection situation.		
Content Elements		
The concepts: risk, risk factor, risk taking, safety and security needs, acceptability, threshold... Risk and safety in human activity, risk and health, The different types of risks in the field of health, risk and safety in health facilities, the risk linked to care... Hospital acquired infections, management and disposal of waste, the movement of people and equipment, antiseptics, asepsis, sterilisation, Risk and the environment, environmental health, Risk behaviours, the notion of crisis, actions of risk...		
<p>Pedagogical Recommendations</p> <p>This CU follows CU 2.10.S1 Infectiology, hygiene, it strengthens certain acquis concerning infectious risks, and above all it broadens the notion so that the student is well aware of the issues and impacts of the risk during the situations encountered.</p> <p>The student must address the question of safety in the care given in a systematic and serene manner and be aware of how to address a situation presenting the characteristics of an actual or potential risk.</p> <p>Not all risks will be addressed but the instructors will focus on certain examples and show the student how to transfer his/her questioning and his/her search for answers to other areas.</p>	<p style="text-align: center;">Assessment methods</p> <p>Written knowledge evaluation.</p> <p style="text-align: center;">Assessment criteria</p> <p>Accuracy in understanding the risks and/or hazards. Relevance of substantiated arguments concerning the measures to be taken according to the risk.</p>	

Course Unit 4.5.S4: Nursing care and management of risks		
Semester: 4		Competence: 7
Lecture: 10 hours	Tutorial: 10 hours	Practicum: 5 hours
ECTS: 1		
Prerequisites		
CU 4.5.S2 Nursing care and management of risks.		
Objectives		
Acquire a risk analysis method relating to professional practices.		
Content Elements		
<p>Risk management: objectives, specific methods of identification, analysis and treatment of risks. Multifactorial analysis of risk situations for individuals or groups of individuals, parameters, indicators. The vigilance and the implementation of means in healthcare facilities: materiovigilance, infection vigilance, haemovigilance...</p> <p>Risk management: critical incidents, reporting, analysis, results, modifications, obstacles.</p>		
<p>Pedagogical Recommendations</p> <p>This CU completes CU 4.6S.2 by focusing on the means of risk management.</p> <p>The student acquires a methodology to identify risks in a situation where several factors may be involved.</p> <p>Not all risks will be addressed but the instructors will focus on the identification and management of risks and show the student how to transfer his/her questioning and investigation method to other areas.</p> <p>The link will be made with CU 1.3.S2 and 1.3.S4. concerning legislation and professional responsibility for professional misconduct.</p>	<p>Assessment methods</p> <p>Analysis of a critical incident from an incident form.</p> <p>Assessment criteria</p> <p>Relevance of the analysis of the situation of identifying causes, relevance of questioning and possible solutions.</p>	

Course Unit 4.6.S3: Educational and preventive care		
Semester: 3		Competence: 5
Lecture: 4 hours	Tutorial: 21 hours	Practicum: 25 hours
ECTS: 2		
Prerequisites		
CU 1.2.S2 Public health and health economics		
Objectives		
Characterise the concepts, prevention, promotion of health, health education, therapeutic education... Analyse a therapeutic educational approach.		
Content Elements		
The concepts: education, prevention, health education, therapeutic education, learning process, Nursing care in prevention, education, help, in the individual and collective dimensions (small groups, community mass campaign...) Interdisciplinary educational approach (structure, healthcare network, private practices...) Individual and collective therapeutic education (approach, methods, principles, standards, criteria, results...)		
<p>Pedagogical Recommendations</p> <p>This CU is the first of two on this subject. It helps the student understand the concepts relative to education in general and therapeutic education in particular.</p> <p>This CU takes place in relation with the integration unit CU 5.4.S4.</p>	<p>Assessment methods</p> <p>Individual written analysis of an educational approach and the use of concepts.</p> <p>Assessment criteria</p> <p>Relevance in the use of concepts. Quality of the analyses.</p>	

Course Unit 4.6.S4: Educational and preventive care		
Semester: 4		Competences: 5
Lecture: 0 hours	Tutorial: 15 hours	Practicum: 35 hours
ECTS: 2		
Prerequisites		
CU 1.2.S2 Public health and health economics CU 4.6.S3 Educational and preventive care		
Objectives		
Develop an interdisciplinary therapeutic educational approach.		
Content Elements		
The notion of a contract in therapeutic education, Institutions specialised in healthcare education, The training of caregivers.		
Pedagogical Recommendations This CU completes CU 4.6.S3. This CU takes place in relation with the integration unit CU 5.3.S3. The student will have to structure an educational process and be able to adapt it to the health issue and the target population.	Assessment methods Individual or collective educational action, with a person or a group Assessment criteria Relevance of the choice of educational action in view of the situation, Relevance of the action, Adaptation of tools.	

Course Unit 4.7.S5: Palliative and end of life care		
Semester: 5		Competence: 4
Lecture: 10 hours	Tutorial: 20 hours	Practicum: 20 hours
ECTS: 2		
Prerequisites		
CU 1.1.S1 and CU 1.1S2: Psychology, sociology, anthropology; CU 4.2.S2 Relational care		
Objectives		
Identify the specific needs of an individual and his/her entourage in an end of life situation or situations of grief, denial, refusal, Conduct a communication approach for these situations, Develop knowledge and abilities aimed at the implementation of comfort and palliative care in an end of life situation.		
Content Elements		
The stages of end of life and bereavement, Pain and its assessment, suffering, Consideration of psychological, social and spiritual needs, Accompanying the individual and his/her family, Palliative, comfort, relationship and communication care, Palliative, analgesia, nutritional additives, medication, hydration treatments, The provisions of palliative care, The sentiments and emotions of caregivers accompanying end of life situations.		
<p>Pedagogical Recommendations</p> <p>This CU is based on the content of previous CU's; it focuses on end of life supportive and palliative care. The situational analysis enables the development of reflective practice and ethical questioning.</p> <p>It enables students to become aware of their own ways of professionally addressing and living the care receiver's end of life questions.</p>	<p>Assessment methods</p> <p>Preparation and drafting of a personal reflection on a situation (testimony, writing, video...) of palliative and/or end of life care</p> <p>Assessment criteria</p> <p>Quality of the reflection given to the situation, Identification of personal and professional values.</p>	

Course Unit 4.8.S6: Quality of care and assessment of practices		
Semester: 6		Competence: 7
Lecture: 30 hours	Tutorial: 20 hours	Practicum: 25 hours
ECTS: 3		
Prerequisites		
CU 4.5.S2 and CU 4.5.S4 Nursing care and management of risks		
Objectives		
<p>Acquire critical analysis tools to improve professional practice, Assess a professional practice under the principles of quality, safety, and satisfaction of the care receiver, Assess the application of traceability rules and regulations related to the entry and exit circuits of medical equipment and devices (sterilisation, inventory management, use, circulation...), Understand the functionality of the materials and equipment required for care and emergencies.</p>		
Content Elements		
<p>Indicators and quality criteria, The standards of good practice, procedures, protocols, guidelines, The quality analysis (approach, methods, tools, results, adaptation to care...) Certification of institutions and quality of care (procedures, self-assessments, audits...) The structures and quality development (agencies, policies, engagements, charters...) The assessment of professional practices, Care materials management and inventory in healthcare institutions and at home.</p>		
<p>Pedagogical Recommendations</p> <p>This CU refers to the content of CU 4 in its entirety</p> <p>The training course emphasises the analysis and evaluation of the professional practice approach and the use of measurement tools.</p>	<p style="text-align: center;">Assessment methods</p> <p>Individual written analysis of a professional practice.</p> <p style="text-align: center;">Assessment criteria</p> <p>Relevance in the critical analysis approach to a work situation</p>	

5. INTEGRATION OF KNOWLEDGE AND PROFESSIONAL NURSING STANCE

Course Unit 5.1.S1 Accompanying the individual in the daily care process		
Semester: 1		Competence: 3
Lecture: 0 hours	Tutorial: 35 hours	Practicum: 15 hours
ECTS: 2		
Prerequisites		
CU 2.10.S1 Infectiology, hygiene CU 4.1.S1 Comfort and well-being care		
Objectives		
<p>Assess the ability of the individual to perform activities of daily living and accompany him/her in the care, encouraging his/her participation and that of his/her entourage,</p> <p>Adapt the daily care to the individual's needs, taking into account his/her resources, impairments or disabilities,</p> <p>Assess, anticipate and prevent the risks associated with the reduction or loss of autonomy and impaired mobility,</p> <p>Adapt and secure the individual's environment,</p> <p>Identify the activities that contribute to mobilising the individual's resources to improve or maintain his/her physical and mental condition,</p> <p>Assess the evolution of the individual's ability to perform his/her care.</p>		
Content Elements		
<p>Study of professional situations relating to the elements of competence and knowledge developed in the course units of semester S1.</p>		
<p>Pedagogical Recommendations</p> <p>The situations studied are selected within the context of professional practice. They are linked to the expected objectives of the CU and correspond to the knowledge acquired or likely to be acquired by the student at this point of the training course.</p> <p>The instructor provides situational studies by presenting the facts of the situation and its context. The instructor raises questions with the student and guides him/her in the search for information which will enable him/her to act in the situation. Finally he/she works on the elements that will be transferable to other situations.</p> <p>The student will also present situations that mobilises his/her knowledge and allow him/her to acquire new knowledge. He/she proposes the implementation of actions or care and transposes the elements of his/her learning process in other situations mentioned by the instructor.</p> <p>During this course, the student measures what he/she lacks to acquire all the knowledge and know-how that may be acquired during practical training. The instructor helps make the connections in this analytical approach.</p>	<p>Assessment methods</p> <p>Written work of the analysis of a clinical situation carried out in small groups.</p> <p>Assessment criteria</p> <p>Relevance in the use of knowledge and concepts.</p> <p>Suitability of the proposed activities with the needs and wishes of the individual,</p> <p>Relevance in the identification of risks and suitability of the proposed prevention measures,</p> <p>Relevance of the arguments,</p>	

Course Unit 5.2.S.2 Assessment of a clinical situation		
Semester: 2		Competence: 1
Lecture: 0 hours	Tutorial: 20 hours	Practicum: 30 hours
2 ECTS		
Prerequisites		
CU3.1.S1 and CU 3.1.S2 Clinical nursing reasoning and approach; CU 2.3.S2 Health, illness, disability, accidents of life,		
Objectives		
Search for and select the information relevant to the care of the individual in compliance with the patient's rights (patient care records, care tools...) Analyse a situation of health and care and pose interpretative hypotheses, Develop a diagnostic clinical situation and/or a nursing diagnosis based on the reactions to the health problems of an individual, group or community and identify the necessary nursing interventions.		
Content Elements		
Study of professional situations relating to the elements of competence and knowledge developed in the course units of semesters S1 and S2.		
<p>Pedagogical Recommendations</p> <p>The situations studied are selected within the context of professional practice. They are linked to the expected objectives of the CU and correspond to the knowledge acquired or likely to be acquired by the student at this point of the training course.</p> <p>The instructor provides situational studies by presenting the facts of the situation and its context. It raises questions with the student and guides him/her in the search for information which will enable him/her to act in the situation. Finally he/she works on the elements that will be transferable to other situations.</p> <p>The student will also present situations that mobilises his/her knowledge and allow him/her to acquire new knowledge. He/she proposes the implementation of actions or care and transposes the elements of his/her learning process in other situations mentioned by the instructor.</p> <p>During this course, the student measures what he/she lacks to acquire all the knowledge and know-how that may be acquired during practical training. The instructor helps make connections in this analytical approach.</p>	<p>Assessment methods</p> <p>Oral presentation of the analysis of a clinical situation.</p> <p>Criteria and assessment methods</p> <p>Relevance and coherence of the information, Relevance of the analysis of the situation, Coherence in the reasoning, Relevance of the diagnosis of the situation.</p>	

Course Unit 5.3.S3 Communication and project management		
Semester: 3		Competence: 2, 6
Lecture: 0 hours	Tutorial: 40 hours	Practicum: 60 hours
ECTS: 4		
Prerequisites		
<p>CU 1.1.S1 and CU 1.1.S2 Psychology, sociology, anthropology, CU 4.1.S2, S3 Relational care, CU 3.2.S2 and CU 3.2.S3 Nursing care plan, CU 4.6.S3 Educational and preventive care.</p>		
Objectives		
<p>Identify the specific needs of relation and communication in situations of distress, end of life, grief, denial, refusal of treatment, conflict and aggression, Define the conditions and modalities of communication conducive to the care response, taking into account the level of understanding of the individual.</p> <p>Develop a care plan in the context of multi-professionalism, Prioritise and plan objectives and care activities based on the parameters of the context and the urgency of the situation, Use nursing tools, Identify the risks associated with care situations and identify suitable preventive and/or corrective measures, Substantiate the care plan and the clinical approach.</p>		
Content Elements		
<p>Study of professional situations relating to the elements of competence and knowledge developed in the course units of semesters S1, S2 and S3.</p>		
<p>Pedagogical Recommendations:</p> <p>The situations studied are selected within the context of professional practice. They are in line with the expected objectives of the CU. The traceability and transmission of care tools used by nurses are studied and analysed. The instructor provides situational studies by presenting the facts of the situation and its context. The instructor raises questions with the student and guides him/her in the search for information which will enable him/her to act in the situation. The instructor works with elements that will be transferable to other situations. The student will also present situations that mobilises his/her knowledge and allow him/her to acquire new knowledge. He/she proposes the implementation of actions or care and transposes the elements of his/her learning process in other situations mentioned by the instructor. During this course, the student measures what he/she lacks to acquire all the knowledge and know-how that may be acquired during practical training. The instructor helps make connections in this analytical approach.</p>	<p>Assessment methods</p> <p>Individual written analysis of a care plan.</p> <p>Assessment criteria</p> <p>Relevance in the consideration of the context including the relational situation. Consistency in the prioritisation of the actions to be carried out Determination of the negotiation elements of the plan, Appropriateness in the use of care tools.</p>	

Course Unit 5.4.S4 Educational care and professional and trainee training		
Semester: 4		Competence: 5, 10
Lecture: 0 hours	Tutorial: 40 hours	Practicum: 60 hours
ECTS: 4		
Prerequisites		
<p>CU 1.3.S1 Law, ethics and deontology CU 3.5.S4 Management of healthcare professionals CU 4.6.S3 and CU 4.6.S4 Educational and preventive care CU 1.2. S2 CU 1.2.S3 Public health and health economics</p>		
Objectives		
<p>Organise and supervise the educational activities of the students, Assess the knowledge implemented by the trainees in connection with the objectives of the practical training, Caregiver educational program, childcare auxiliary, medico-psychological, and other professionals, Transfer his/her expertise and knowledge to the trainees and other healthcare professionals, Facilitate information sessions and reflections on the health and care of individuals.</p> <p>Devise advisory actions, promotion of health and prevention to meet the needs of targeted populations, Conduct an educational approach to health and prevention through individual and group educational activities, Devise, formalise and implement an therapeutic approach and educational project, Select and use techniques and educational tools.</p>		
Content Elements		
<p>Study of professional situations relating to the elements of competence and knowledge developed in the course units of semesters S1, S2, S3 and S4.</p>		
<p>Pedagogical Recommendations</p> <p>The situations studied are selected within the context of professional practice. They are linked to the expected objectives of the CU and correspond to the knowledge acquired or likely to be acquired by the student at this point of the training course.</p> <p>The instructor provides situational studies by presenting the facts of the situation and its context. It raises questions with the student and guides him/her in the search for information which will enable him/her to act in the situation. Finally the student works on the elements that will be transferable to other situations.</p> <p>The student will also present situations that mobilises his/her knowledge and allow him/her to acquire new knowledge. The student proposes the implementation of actions or care and transposes the elements of his/her learning process in other situations mentioned by the instructor.</p> <p>During this CU, the student measures what he/she is lacking to acquire all the knowledge and know-how that may be acquired during practical training. The instructor helps make connections in this analytical approach.</p>	<p>Assessment methods</p> <p>Presentation of an educational or preventive approach or a managerial situation with the analysis of results against objectives</p> <p>Assessment criteria</p> <p>Relevance of the choice of educational, prevention or supervision actions in relation to the situation. Adequacy of the methods and means envisaged with the objectives and expected results. Critical analysis of the results of the action.</p>	

Course Unit 5.5.S5 Implementation of therapeutics and care coordination		
Semester: 5		Competence: 4 and 9
Lecture: 0 hours	Tutorial: 40 hours	Practicum: 60 hours
ECTS: 4		
Prerequisites		
<p>CU 3.3.S3 and CU 3.3.S5 Nursing roles, work organisation and interprofessionalism, CU 2.4.S1, CU 2.5.S3, CU 2.6.S2 ; 2.6.S5 ; 2.7.S 4 ; 2.8.S3 ; CU 2.9.S5 ; Pathological processes, CU 4.4.S2 ; CU 4.4.S4 Therapeutics and contribution to medical diagnosis, CU 4.7.S5 Palliative and end of life care.</p>		
Objectives		
<p>Analyse the elements of the medical prescription, Organise the administration of medications according to the medical prescription, Initiate and adapt the administration of analgesics in the context of medical protocols, Prescribe medical devices according to the rules of good practice, Identify the risks associated with therapeutics and examinations and identify suitable preventive and/or corrective measures, Synthesise information to ensure traceability of the different tools used (patient care records, care summary, nurses' reports, transmissions...) Identify the actors involved with the individuals (health, social, medical and social, associative...) Organise interventions taking into consideration the limits of his/her professional field and responsibilities, Select information transmission tools adapted to the partners and situations and ensure its implementation and effectiveness, Establish and maintain links with actors, networks and structures involved with the individuals, Organise work across different modes of nursing practice, especially in the private sector.</p>		
Content Elements		
<p>Study of professional situations relating to the elements of competence and knowledge developed in the course units of semesters S1, S2, S3, S4, S5.</p>		
<p>Pedagogical Recommendations</p> <p>The situations studied are selected within the context of professional practice. They are linked to the expected objectives of the CU and correspond to the knowledge acquired or likely to be acquired by the student at this point of the training course.</p> <p>The instructor provides situational studies by presenting the facts of the situation and its context. It raises questions with the student and guides him/her in the search for information which will enable him/her to act in the situation. Finally the student works on the elements that will be transferable to other situations.</p> <p>The student will also present situations that mobilises his/her knowledge and allow him/her to acquire new knowledge. The student proposes the implementation of actions or care and transposes the elements of his/her learning process in other situations mentioned by the instructor.</p> <p>During this CU, the student measures what he/she is lacking to acquire all the knowledge and know-how that may be acquired during practical training. The instructor helps make connections in this analytical approach.</p>	<p>Assessment methods</p> <p>Written work on the implementation and organisation of a care plan in the context of multi-professionalism,</p> <p>Assessment criteria</p> <p>Reliability of the data used, Accuracy in the identification of abnormalities or risk, Relevance in the envisaged role of actors and their work together.</p>	

Course Unit 5.6.S6 Analyses of the quality and processing of scientific and business data		
Semester: 6		Competence: 7 and 8
Lecture: 0 hours	Tutorial: 40 hours	Practicum: 160 hours
ECTS: 8.		
Prerequisites		
<p>CU 4.5.S2 and CU 4.5.S4 Nursing care and management of risks CU 4.8.S6 Quality of care and assessment of practices CU 1.3.S1 Law, ethics and deontology CU 3.4.S4 and CU 3.4.S6 Introduction to the research process</p>		
Objectives		
<p>Formalise and explain the elements of his/her professional practice, Compare his/her practice to that of his/her peers and other professionals, Analyse his/her professional practice in terms of regulation, ethics, deontology, and the evolution of science and techniques Assess the application of traceability rules and regulations related to the entry and exit circuits of medical equipment and devices (sterilization, inventory management, waste circuits, circulation of people...) and identify all non-conform elements, Identify possible improvements and measures of adjustment in his/her practice.</p> <p>Identify a problem and formulate professional questioning, Identify documentary resources, research work and use updated databases, Use information in scientific and/or professional publications, Select methods and investigative tools appropriate to the subject matter and implement them, Write and present professional documents in view of oral and written communication.</p>		
Content Elements		
<p>Study of professional situations relating to the elements of competence and knowledge developed in the course units of semesters S1, S2, S3, S4, S5, S6.</p>		
<p>Pedagogical Recommendations</p> <p>The situations studied are selected in connection with the students work for their final year dissertation.</p> <p>The student must analyse a question relevant to the care, highlight the problem, explore and critically study it, formulate hypotheses or proposals for solutions or further exploration.</p>	<p>Assessment methods</p> <p>Written work, final year dissertation and oral argumentation on a subject of professional interest</p> <p>Assessment criteria</p> <p>Relevance of data retrieved Relevance in the study of the problem Clarity of the construction of the framework and the analytical approach Coherence in the conclusions of the analysis</p>	

Course Units 5.7 S5 and S6 Optional		
Semester: 5 and 6		Competence
Lecture: 0 hours	Tutorial: 20 hours	Practicum: 30 hours
ECTS: 2		
Prerequisites		
Objectives		
<p>In-depth study of the nursing function in a field of practice Reflect on the possible choices of orientation at the end of the training course.</p>		
Content Elements		
<p>Depending on the student's choice and the resources a teaching field is explored in greater detail, either through the services offered by the IFSI or through visits to places of work, interviews with key informants, guided and assessed work, etc.</p>		
<p>Pedagogical Recommendations</p> <p>This CU is divided into two parts on the same theme. Autonomy is left to the student to choose the subject of the in-depth study.</p> <p>IFSI may also propose projects in fields it deems relevant to the local health situation or needs of trainees or various places of exercise.</p> <p>Examples: private sector, care research, care for the elderly, individuals living with cancer...</p>	<p>Assessment methods</p> <p>Written or oral report of the elements detected in the optional module.</p> <p>Assessment criteria</p> <p>Personal implication</p>	

6. WORKING METHODS

Course Unit 6.1 Working methods		
Semester: 1		
Lecture: 0 hours	Tutorial: 25 hours	Practicum: 25 hours
ECTS: 2		
Prerequisites		
<p>Note taking. Working methods acquired up to baccalaureate including analysis, synthesis, and argumentation.</p>		
Objectives		
<p>Use information and communication technologies. Use methods to organise their work.</p>		
Content Elements		
<p>Methods of individual and group work, Introduction to basic computers skills and software (Word, Excel) Information retrieval: gathering and organisation of information, synopsis, online research, Written documents: review, report, final year dissertation, writing a professional article... The tools and means of communication and creativity.</p>		
<p>Pedagogical Recommendations</p> <p>This method CU helps the student develop personal methods to organise his/her work throughout the training course. The instructor will function in accordance with the students' needs. They must then acquire research capacities to find the information or the resources they require. Depending on the level, practical work in office technology, written expression, etc... is available.</p>	<p style="text-align: center;">Assessment methods</p> <p>Production of a synopsis with word processing software</p> <p style="text-align: center;">Assessment criteria</p> <p>Effectiveness of the result Respect the synopsis method Correct presentation</p>	

Course Unit 1.1.		
Semester: 1 to 6		
Lecture: 0 hours	Tutorial: 60 hours	Practicum: 190 hours
ECTS:10		
Prerequisites		
Objectives		
<p>Communicate in English in the health and care field Study and use of professional English language articles</p>		
Content Elements		
<p>Current professional vocabulary in the field of health and care English expression in the field of health and care Reading and translating professional papers Reading documents (forms, procedures...)</p>		
<p>Pedagogical Recommendations</p> <p>This CU aims to provide the student with working knowledge of the English language in the field of health and care.</p>	<p>Assessment methods</p> <p>S1: attendance and active participation S2: attendance and active participation S3: knowledge test on current professional vocabulary S4: written or oral translation into French of a professional article S4: presentation in English of a professional article S6: written abstract of final year dissertation</p> <p>Assessment criteria</p> <p>Accurate vocabulary</p>	