ALEXANDER TECHNOLOGICAL EDUCATIONAL INSTITUTE OF THESSALONIKI, GREECE

DEPARTMENT OF NURSING
School of Health and Welfare Professions

STUDY GUIDE

THESSALONIKI
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PREFACE

Greetings from the Head of the Department of Nursing

WELCOME TO STUDY IN OUR T.E.I., DEPARTMENT OF NURSING, THESSALONIKI, GREECE

Congratulations on your offer of a place at the Alexander Technological Educational Institute of Thessaloniki (A.T.E.I.), Greece. We are delighted that you are planning to join us this academic session in the Department of Nursing.

We have produced this guide in order to prepare for your studies at the A.T.E.I. and to help you adjust to life in Greece. Please read the information carefully and bring the booklet with you to refer to throughout your staying here. It also provides information on our 4 year Nursing Undergraduate Program, which is both challenging and rewarding. Our academic staff constitutes a body of full-fledged professionals and active researchers. Their basic concern is to work closely with their students and educate high proficiency nurses. We all encourage you to assume responsibility for your own learning and it is expected of you to contribute to the future development of the Department with your evaluations and views. For more detailed information visit our web-site (www.nurse.teithe.gr).

We look forward to welcoming you to our Department of Nursing at A.T.E.I. very soon.

Best wishes,

President of Department of Nursing
Dr. Lamprini Kourkouta
Professor of Nursing
THESSALONIKI, PAST AND PRESENT

The city of Thessaloniki, where the Alexander Technological Educational Institute is located, is a cosmopolitan metropolis where ancient and Modern Greek history and culture meet with Europe and Asia. The city was founded in 316 B.C. by Kassandros, the king of Macedonia and was named Thessaloniki, in honour of his wife who was the daughter of Philip II and a half sister of Alexander the Great.

The city used to be a trading meeting point of the east and the west for centuries. During the 2300 years of continuous existence, Thessaloniki gained economic, strategic and administrative importance. In its long history, Thessaloniki was invaded and conquered by numerous enemies and various nationalities that left traces of their civilization and their culture in the city. Byzantine churches, Roman buildings, Moslem monuments, Walls, archaeological material from different historical periods still exist and bring back memories from a variety of cultures and languages.

The visitor today can visit:

• The white Tower, the symbol of the city, Museum of the city’s History and Civilization, built as a defense work in the 16th century
• Numerous Byzantine churches all over the historical center of the city
• The archaeological Museum of Thessaloniki where the important findings from the Royal Tombs of Vergina are on display together with artifacts from Archaic to Roman Times
• The Museum of Byzantine Culture, the Folklore-life and Ethnological Museum of Macedonia and Thrace, the Museum of Modern Art, the Jewish Museum, Photography and Cinema Museum, Museum of the Balkan/Macedonian wars, etc.

Two big important universities function in the city:

• The Aristotle University of Thessaloniki, the largest and second oldest university of Greece, founded in 1925
Thessaloniki is a modern and interesting city with a multicultural character. The numerous festivals, conferences, theaters and other events throughout the year together with the various performances at the recently completed Hall of Music, contribute much to the city’s commercial and economic development which is further enriched by the annual Trade Fair of Thessaloniki.

Living in Thessaloniki is fun and any international student would not feel out of place.

**CLIMATE**

In Greece you will experience all four seasons. Thessaloniki or Salonica is by the sea side and so weather is far more humid. This feels colder in winter than it truly is, as temperatures can drop to around 10 °C during the day and there is snowfall in January or February. You can enjoy winter activities in the surrounding mountains or skiing in nearby northern regions. But, as a coast region Salonica has the benefit of location in summer time. Temperature can heat over +35 °C and you can have all see sports to enjoy. Overall, the climate is a mild Mediterranean one and you will love travelling inland or around islands.
Anyone driving in Greece must have a current valid driving license. You must be covered by insurance and the vehicle must have valid road tax. You should also make sure that you know the Greek Highway Code.

National transport networks run from 6:00 in the morning till midnight. Bus 52 takes you from the railroad station to TEI.
THE GREEK ACTS CONCERNING THE TECHNOLOGICAL EDUCATIONAL INSTITUTES (T.E.I.)

The Technological Educational Institutes, were established in 1983, under Parliamentary Act 1404/83 “Structure and functions of Technological Educational Institutes (T.E.I.)”. They are independent, self-governed legal entities, supervised by the Minister of Education, Life Long Learning and Religion. They are mainly concerned with the assimilation and application of scientific, technological, artistic or any other form of knowledge and skills in the various professions and they constitute an autonomous, individual entity in the educational system. In 2001 (under Act 2916/2001) all Technological Educational Institutes were established as Higher Education Institutes along with the Universities, in compliance with the Bologna declaration. According to Act 3549/2007 Higher Education in Greece consists of two parallel sections:

- The University section comprising all Universities, Polytechnic Schools and the Athens School of Fine Arts
- The technological section comprising all Technological Educational Institutes and the Higher School of Pedagogy & Technological Education.


The Alexander T.E.I. of Thessaloniki is located near the town of Sindos, at a distance of seventeen km from the Thessaloniki city center (Thessaloniki is the second capital city in Greece).
The Alexander TEI of Thessaloniki is one of the oldest and largest Technological Educational Institutes in Greece. It provides courses in 23 fields of undergraduate studies to approximately 28,000 students, and has achieved to promote its name and reputation as an Educational Institute of high quality in Greece. It comprises five faculties each of them including two to six departments and three branches-departments located in three different towns near-by Thessaloniki.

The members of the A.T.E.I. community are: Professors, Associate Professors, Assistant Professors, Clinical Lecturers, Part-time educational staff (according to the needs of the Institute per year), technical support staff for lab work, administrative staff and around 28,000 students.

MISSION OF THE A.T.E.I.

According to the founding law and the contemporary technological demands, the mission of the A.T.E.I. is to:
• Produce and disseminate knowledge through research and education and to promote arts and culture
• Properly respond to the social, cultural, educational and developmental needs of society with dedication to the principles of sustainable development and social cohesion
• Contribute to preparing responsible citizens and qualified graduates in various professional fields
• Provide students with the best theoretical background and practical experience and skills in a broad range of scientific fields and professions
• Create an environment favourable for research, engaging students and graduates in research programs concerning various issues of applied technology and applied sciences, through co-operation with other researchers in Greece and abroad
• Keep an interactive relationship with the relevant productive units and the established fields of economy as well as with Universities and other Institutions in Greece and abroad.

GOVERNANCE BODIES

Executive head:
• President and three Vice-Presidents
Decision making/Academic bodies
• Assembly (President, Vice-Presidents, Heads of Faculties and Departments, and representatives of staff and students)
• Academic Council (President, 3 Vice-Presidents, 5 Heads of Faculties, 1 representative of students and the Registrar-Manager) – Manager-Registrar

STUDENTS’ WELFARE

The A.T.E.I. offers to students:
• I.K.Y. scholarships by the State Foundation for Scholarships awarded for the best students
• Access to interest-free loans depending on their finances and their academic performance
• Free books (through http://www.eudoxus.gr) and notes
• Accommodation to the two students’ Halls (one at the A.T.E.I. premises, the other one in the city centre is currently under construction). For information about the A.T.E.I. dormitory call (+30) 2310-013 144 @ 013 677 or fax 013 178

• Meals at the two restaurants (one at the T.E.I. premises, the other in the city centre). Two meals are provided daily throughout the week, except from holidays, provided the students have the relevant card (2310-013 126).

• Free and full medical and hospital care. There is also a First Aid Clinic on campus (+30) 2310-013 122

• Postponement of army service till graduation

• Reduced fares for all transportation means.

CENTRE OF FOREIGN LANGUAGES AND PHYSICAL EDUCATION

Foreign Languages

The Centre of Foreign Languages at A.T.E.I. is responsible for teaching foreign languages to students of all the departments. Five foreign languages are taught: English, French, German, Italian and Russian. According to the Programme of Studies of each Department the foreign languages are compulsory, compulsory elective or optional. The aim of the foreign language courses is the teaching of terminology specific for each Department (ESP).

Physical Education

The sports activities belong to the Centre of Foreign Languages and Physical Education and offer the students the possibility to participate in various sports and physical activities. The objective is to help the students develop physical and emotional abilities and to make them adopt a more healthy and active attitude.

The programme includes training in sports such as football, basketball, volleyball, swimming, sailing, winter ski, shooting, archery, martial arts, folk dances, aerobics and track and field sports.

There are internal championships among the different Departments of the T.E.I. organized in most sport teams during the academic year. Teams of different sports participate in all National Student Championship Events organized by the Greek Athletic Committee of Higher Education.

Modules for Erasmus Students

Greek Language Teaching Course

Important task of the teaching staff of the centre is the teaching and promotion of the Greek language as a foreign language to the foreign Socrates-Erasmus students. Apart from the Greek language, the course includes information in matters of Greek culture, civilization, history, politics and way of life in Greece. At the end of the semester an educational visit takes place to Archaeological sites and museums in Thessaloniki and Northern Greece.

Five courses are taught in English language by a member of the staff of the Centre of Foreign Languages, as part of the curriculum of the Department of Marketing and Advertising. These courses are: Introduction to Marketing, Marketing, Advertising, Marketing Communications and Multicultural Management.
All Erasmus students of all the Departments may attend these courses and get 2 ECTS credits for each course.

CAREER SERVICES OFFICE

The Career Services Office was established in 1997. It links education with the labour market. With this service our Institute aims at the continuous exchange of information between the A.T.E.I. and the socio-economic environment and records the needs of the market and the ability and skills of the students and the graduates.

The Career Service Office:

- Delivers detailed information about:
  - Vacancies and offered jobs
  - Postgraduate studies and scholarships in Greece or abroad
  - Educational seminars
- Organises various events and Career Days for the different Departments of the Institute
- Provides Career Counselling services to a large number of graduates every year
- Organises workshops on CV writing, interview skills and the job-search strategies.

Location: Building of health and welfare professions (Σ.Ε.Υ.Π. 1st floor)
Office Hours: 8:00 am – 2:00 pm on weekdays
Tel: (+30) 2310-013 480
Fax: (+30) 2310-013 482
E-mail: career@admin.itoteithe.gr

STUDENT DISABILITIES OFFICE

The Students disabilities office of A.T.E.I. was founded in 2006 in order to provide educational, technological and psychological support and services to students who have documented disability. The office has created a number of basic infrastructure to provide for accessible buildings and an accessible environment around the campus.

The office employees collect all the data about the registered students with disabilities and contact them in order to set an appointment and talk about their problems and needs throughout the academic semester. Moreover, the office organizes different events, tours and visits. Students with different disabilities can exercise during a gymnastics course that takes place twice a week. Finally, the office has an organized support group of volunteer students who actively help their fellow students.

The office is open Monday-Friday from 8:00–15:00. For more information visit www.amea.teithe.gr or call (+30) 2310-791 465 or e-mail us at amea@admin.teithe.gr
INTERNATIONAL ACTIVITIES AND CO-OPERATIONS

The SOCRATES/ERASMUS Programme

After the acquisition of the Erasmus University Charter –E.U.C.– from the European Community, the A.T.E.I. actively joined these programmes and we co-operate with numerous European Educational Institutes in the following Erasmus activities:

- Student Mobility-SM-Exchange of students for a period of 3 to 12 months which is considered as time spent at the student’s home Institute
- Teaching-staff mobility-TS-for short-term teaching visits
- Organisation of Mobility-OM- which organizes and promotes mobility such as:
  - Visits for preparation or control of the mobility of the Erasmus Students
  - Production and distribution of information material about the activities of Erasmus mobility
  - Preparation, supervision and evaluation of student and teaching staff mobility
- Preparatory visits (PV) to European Educational Institutes for new co-operations
- A European System of Transferring Academic Credits (ECTS)
- Intensive Programmes (IP)
- New Curriculum Development Projects (PROG/MOD)
- Thematic Networks-University Programs of mutual interest.

Location: Building of ΣΕΥΠ, 2nd floor
Tel: (+30) 2310-013 479
Fax: (+30) 2310-013 149 or 152
E-mail: erasmus@teithe.gr
Website: http://www.erasmus.teithe.gr

The Leonardo da Vinci Programme

The Leonardo da Vinci is a program of the European Union that was created to support the actions of the country-members in promoting the collaboration between them. Within the framework of this program the T.E.I. of Thessaloniki collaborates with different enterprises of the country members of the European Unit and implements projects concerning the movement of our students to other European countries for their compulsory Practical Training at the end of their studies.

Though this program the students have the opportunities to obtain a high level professional experience, to come in contact with a different cultural environment, to collaborate with people of different nationalities, to improve their foreign language competence and to learn different methods of management and new business activities. The financial support of the program covers the expenses of the students for transportation, accommodation, language-cultural preparation and insurance. The exact amount of money for each student depends on the host country and is authorized by the National Agency.
THE ERASMUS MUNDUS PROGRAM

Erasmus Mundus is a co-operation and mobility programme in the field of higher education that aims to enhance the quality of European higher education and to promote dialogue and understanding between people and cultures through co-operation with Third-Countries. In addition, it contributes to the development of human resources and the international co-operation capacity of Higher education institutions in Third Countries by increasing mobility between the European Union and these countries.

The Erasmus Mundus programme provides support to:

- **Higher education** institutions that wish to implement joint programmes at postgraduate level or to set-up inter-institutional co-operation partnerships between universities from Europe and targeted Third-Countries
- **Individual students, researchers and university staff** who wish to spend a study/research/teaching period in the context of one of the above mentioned joint programmes or co-operation partnerships
- **Any organisation active in the field of higher education** that wishes to develop projects aimed at enhancing the attractiveness, profile, visibility and image of European higher education worldwide.

A.T.E.I. is addressed to Lot 6 (previously 5) that consists of Armenia, Georgia and Azerbaijan, while the EU partners and associates are from Greece, Portugal, Italy, Belgium, Latvia, the United Kingdom and Bulgaria (a total of 10 countries, 19 partner universities and 25 associates). The project provides opportunities of mobility to students (undergraduate and master), researchers (doctorate and post-doctorate) and staff (academic/administrative). Priority is given on an impartial distribution of available positions to students with special needs and with socio-economical problems (without parents, divorced or ill parents, very low income, etc.), through a transparent selection process making use of a weight coefficient according to the category each candidate belongs to.

FACULTIES AND DEPARTMENTS

*Alexander TEI of Thessaloniki*
- School of Agricultural Technology
- School of Business Administration and Economics
- School of Food Technology and Nutrition
- School of Health and Welfare Professions
  - Department of Aesthetics and Cosmetology
  - Department of Early Childhood Care and Education
  - Department of Medical Laboratory Study
  - Department of Midwifery
  - Department of Nursing
  - Department of Physiotherapy
- School of Technological Applications

**Branches**
- **BRANCH OF KILKIS**
  Department of Clothing Design & Technology
- **BRANCH OF MOYDANIA**
  Department of Fisheries & Aquaculture Technology
- **BRANCH OF KATERINI**
  Department of Standardization and Transportation of Products-Logistics
THE DEPARTMENT OF NURSING

PRESENTATION OF THE DEPARTMENT

The Department of Nursing is one of the six departments of the School of Health and Welfare Professions (ΣΕΥΠ) A.T.E.I. of Thessaloniki. The Department was established in 1973 under the auspices of post-secondary technological education (KATEE). In 1984, it was upgraded and included into the higher education system (T.E.I.). Finally, according to Law 2916/2001, all A.T.E.I. departments are part of the official Greek tertiary education system (A.T.E.I.).

From 1997 to 2010, over 5000 students have graduated and approximately 1500 are actively studying at the Department.

The Department of Nursing A.T.E.I., is sharing rooms within a 2-storey building with the Departments of Aesthetics and Cosmetology, Physiotherapy and Medical Laboratory Studies. A.T.E.I. campus is situated in the suburb of Sindos, Thessaloniki, roughly 17 km from the centre of city centre. Public transport (bus 52 and train) is available.

Further information of the Department can be found at http://www.nurse.teithe.gr and through that you can find all the available links related to the Department.

SECRETARIAT OF THE DEPARTMENT

The administrative task of the department is supported by the secretariat. It receipts all incoming correspondence that abides by the department protocol. It handles and dispatches all correspondence with the other TEI Schools and Departments, or with that of the public and the private domain. It is responsible for taking care of the department’s archives and all student records as well as all matters concerning the functional state of its personnel and
students by setting forth all necessary actions. To facilitate students, the secretariat is open all week days from 10:00–12:00 am.
Dimitrios Iakovidis, secretary, (+30) 2310-013 500
Prodromidis Konstantinos, Head of student issues

REGISTRATION-ADMISSION REQUIREMENTS

Each year approximately 260 graduate of secondary education are admitted to our department through Panhellenic Entrance Exams. The Department also accepts transfer students from other TEI’s, graduates from Greek Universities and other Institutions (Police and Navy Academies). Finally a number of people with Greek (but living abroad) or other nationalities are accepted to study Nursing at our TEI.

A number of documents are required (application form, photos, ID or passport, birth certificate, a certified copy of high school diploma as well as registration letter etc.). The registration procedure takes place in the beginning of the semester. After your registration, you can collect your student ID number along with passwords and codes. All new and returning students are required to register themselves in the secretariat and on-line at http://pithia.teithe.gr/unisstudent/before the start of each semester. After they have made a provisional choice of modules, they can modify it in two weeks time. If they have not been accepted onto modules (registered), they will not be able to take part in the final exams. It should be noted that students can not select a course for which they have not successfully completed the prerequisite course(s).

ADMINISTRATION OF THE DEPARTMENT

The administration is carried out by the Head of the Department along with the two decision bodies of the Department:

a. The general Assembly: It consists of all permanent faculty members of the Department (at least 40% of the total number of the academic staff members) and student representatives.

b. The Council of the Department: It consists of the Head of the Department, the 3 sector (course unit leader) and 1 student representative. According to the subjects of the agenda, a representative of the technical support staff can be called to voice concerns on lab matters and to participate without voting. It should be mentioned that all the above faculty members are elected. The Head of the Department is elected every 3 years while the sector leaders are elected each year by faculty members, representatives of the administrative staff and student representatives. Minutes in both bodies are kept by the Head of the secretariat of the Department.

Three sectors (course units) function in the Department:

1. The sector of basic science-clinical laboratories.
2. The sector of humanities and social sciences.
3. The sector of nursing specialties.

FACULTY MEMBERS

The Department has more than 1500 students and 14 faculty members. For other than Nursing courses, the Department can draw on the faculty of the other A.T.E.I. departments.
THE ROLE OF THE ACADEMIC ADVISOR

Apart from the fact that there is one permanent member of the faculty responsible for each of the eight semesters of the program, in the beginning of each semester, two members of the academic staff are responsible for all first-year students as well as for any other student problems that might occur. More specifically, the academic advisor guides and helps the students in:

- Understanding the study programme as well as the organizational structure of this Technological Institute
- Overcoming any difficulties they encounter during their studies and improve their academic performance
- Planning their personal programme
- Organizing their studies effectively.

AIMS AND OBJECTIVES OF THE DEPARTMENT

The department's aims and objectives are presented in the Governmental Act Law/Publication (Ruling YPEPTH E5/652 FEK B’ number 99/24.02.1984).

Nursing is a humanitarian scientific branch, but also a specialized art that addresses the individual, family and community, within the broad spectrum of health and illness. Nursing involves the ability to provide appropriate care for people with acute and chronic illnesses, both at home and in hospital and to play a vital role in health promotion and disease prevention. Children’s nurses work closely with both children and their families helping parents in the care of the children, providing care and support for the whole family. Finally, adults’ nurses possess an advanced body of knowledge and skills to deal with the physical and psychological problems of illness, to work with individuals in a diverse range of contexts including hospitals, community or residential settings, rehabilitation centres and mental health institutions and care services.
Consequently, the Nursing Department aims at promoting the development and transmission of scientific knowledge and skills which are included in the application of the nursing science through theoretical teaching, laboratory, clinical practice and applied research. The modern nurse requires a wide range of therapeutic and communication skills together with the ability to assess a situation and select the most suitable nursing response based upon up to date information and evidence based research. Nurses are accountable members of multi-disciplinary health care teams and they act as an advocate for the patients interests.

The aim of the Department is to provide students with a complete training leading to a professional career. After their graduation they are ready to work both in the community and hospital sector, offering services to institutions and organizations in all levels of health and care provision.

**ACTIVITIES OF THE DEPARTMENT**

The mission statement of the Department includes:

- Collaboration with nursing and other health care institutions
- Conducting research programmes
- Provision of updated scientific knowledge
- Organization of seminars and educational meetings for graduate students within the context of continuing education and life-long learning. Recently, it organized the first International Congress of Nursing Education, Research and Clinical Practice (15–17 October 2009) in Thessaloniki, with exceptional success
- Finally, the Department maintains bilateral collaboration with Universities and other tertiary institutions as well as Health Care Organization Services from abroad as to promote its graduates' professional establishment and future career. In particular, it has participated in the COMMET, Leonardo da Vinci and Erasmus European Educational programs, including Erasmus Mundus. It also has had collaborated with University Hospitals in the USA (Deborah Hospital, New Jersey, USA) over a ten year period, a program which has been offered to the Department by the AHEPANS association.

Within the *Erasmus* context students have the opportunity to spend a part of their studies (clinical training experience and attendance of theoretical modules) in European Union countries. The collaborating Institutions are the following:

- Universidad Cardenal Herrera (CEU) – Spain
- Universidad de Jaen, Spain
- NOVIA University of Applied Sciences, Vaasa – Finland
- Kemi-Tornio University of Applied Sciences, Kemi – Finland.

**Clinical placement training**

The students of the 8th semester can undertake their practical placement experience at public hospitals as well as in the private domain.

As part of the *Erasmus program*, students have the opportunity to spend part of their internship in countries of the European Union in order to:
• Learn the host language
• Acquire a familiarity with different cultures
• Be exposed to a broad European dimension in their education through other educational methodologies and cultural influences.
• Explore the academic environment and potential work opportunities for postgraduate studies and employment abroad.
• Achieve extra mobility for 3–12 months, apart from studying, in order to work at health care institutions and organizations. Students of our Department have been placed in Finland, Portugal, Sweden, Germany and Belgium and have worked at the following educational and health care institutes:
  – Universidad de Granada Spain
  – Kemi-Tornio University of Applied Sciences, Kemi – Finland
  – ESEBB (Escola Superior de Enfermagem de Bissaya Barreto) – Portugal
  – HENaC Haute Ecole Namuroise Catholique – Belgium
  – Klinikzentrum Muelengrund Germany.

RESEARCH CO-OPERATIONS
In Greece and Abroad

Members of our department collaborate with many academic institutions and the Department is expanding its European perspective, by being involved in many European projects. It collaborates with 11 academic institutions from 8 European countries.

FACILITIES AND LIBRARIES

Every student has access to computer pools equipped with modern technology. But of course, it is also possible to log in from home via modem. An individual e-mail account is automatically generated as soon a student is enrolled.

Students have access from news magazines to scientific journals and brand new literature of their science through the library (www.lib.teithe.gr) and the ΣΕΥΠ library [tel: (+30) 2310-013 473, fax: (+30) 2310-013 472]. Work hours: Monday–Friday 8:30–17:00. They can use the VPN (Virtual Private Network) of A.T.E.I.

OUR EDUCATIONAL PHILOSOPHY

The aim of our program is to prepare students as knowledgeable and competent nurses by taking account of changes in health care needs and provision. The program is based on the fundamental belief that the learning process will be more effective if a student formulates the links between theoretical concepts and practical experience.

The philosophy of the teaching process incorporates a variety of learning methods, including problem-based learning, evidence-based research, critical incident/case analysis, reflection on practice etc. The role of the professor is that of a resource and facilitator of the learning process. Students are encouraged to discuss their experiences and engage in a question-process as well as to reflect on their own experiences and assume responsibility for their own learning.

Each course of the study program is based on units distributed on the basis of the ECTS (European Credits Transfer System or European System for Transferring of Academic Units).

Audio and visual aids are used to support theory and demonstrate nursing techniques in the laboratories along with text books, notes and articles.

Evaluation method

In theoretical modules, optional tests and papers can be asked, but the basic assessment is with a final written examination. The written final exam is the main mode of student assessment and it can be in the form of essays or/multiple choice questions. Laboratory assessment is done via on-going skill assessment (application) and final oral exams. In special circumstances, (e.g. students with learning or other disabilities) there is the possibility of oral examination by the tutor and another colleague. Furthermore students are under continuous assessment in their clinical practice and in their final practice placement training.

Grading System

The final grade point average of all courses will be recorded on the degree, according to the following classification scheme.

Excellent: 8,5–10   Very good: 7–8,4   Good: 5–6,9   Fail: 0–4,9

CURRICULUM-ORGANIZATION OF STUDIES

As of the academic year 2010 the Department has applied a new curriculum with the duration of eight semesters (4 years) which follows the guidelines of WHO and EU.

The academic program is divided into semesters with the winter semester beginning in September and the summer semester beginning in March.

The Department offers 48 courses in total, out of which, 39 mandatory and 12 electives and 3 obligatorily free choices. The graduate has to successfully attend 36 mandatory courses and 3 electives. Fourteen of the 39 courses have clinical classes that take place in the laboratories of the Department as well as at the clinical places of Health Centers and Hospitals in the broader area of Thessaloniki (see more in clinical training). During the 8th semester, students have their final practical training (see more in practical placement) in selected clinical areas, receiving a small grant, and they also work on their final thesis.
CLINICAL PLACEMENT TRAINING

The clinical training aims: to inform students about the structure and operation of different units in the health services, to familiarize students with different work agencies and to apply the theoretical knowledge they have acquired to the problem areas of their field. Thus, students from the 2nd semester of their studies undertake their clinical training in hospitals and other health and welfare services. More specifically, they visit in the:

2nd semester: hospital out patient clinics, day health centers for the care of the elderly, schools for children with special abilities.

3rd semester: internal medicine clinics and surgical departments in public hospitals.

4th semester: cardiology and orthopedics departments.

5th semester: pediatric and pediatric surgery dept.

6th semester: ICU and psychiatric depts.

7th semester: health clinics, emergency rooms and preventive medicine centers.

PRACTICE PLACEMENT TRAINING–FINAL THESIS

According to the founding law framework of T.E.I. (N. 1404/83), the clinical practice placement of students is an integral part of their studies. So, in a period of six months, students follow and implement methods and techniques they have acquired during the past seven semesters, in accordance with the curriculum of the Department.

The internship-practice is conducted in two periods, starting October 1st and April 1st each year. All students, after the 7th semester, if they have passed successfully all courses of specialty and 2/3 of the total syllabus’ courses, are obliged to conduct a 6-month internship in an actual working conditions in the private or public, tertiary health care setting.

The Placement Committee of our department consisting of three staff members serves only to coordinate activities related to the practice. A few days before the practice-internship, the student submits to this committee a statement of placement preference. If the student meets the above requirements, his application is accepted. He is then included in the list of student trainees, and is informed for placement availability by various employment agencies, as well as for his obligations and employment rights and the overall progression of his practice-internship. The process concludes with the acceptance and official agreement by signing a contract between the student, the work Institution and the A.T.E.I. The student’s evaluation is described and listed in his Practical Training Record Book, which is regularly updated by the student, his supervisor and the institution of employment. The Head of the Nursing Department and internship supervisors prepare and inform the practicing students for their work duties and evaluate their work so that the whole experience contributes productively towards upgrading the quality of the institution of the practice-internship scheme at the A.T.E.I.

The monitoring of each student is performed both by the agency’s and TEITH’s supervisor. The A.T.E.I.’s supervisor regularly visits the area of practice of the student whom he monitors and prepares monthly progress report. By the end of the training-practice the supervisor signs the certificate of completion of this internship. In the training-practice booklet, which is in the form of a calendar, each week the student marks the wards visited and skills
acquired, as well as a brief description of duties in the work-place. The training supervisor signs the booklet after being informed by the agency’s supervisor. Unjustified absences or regulation violations of a particular work-place as well as work unrelated to his practice duties, may lead to interruption of the traineeship.

The student in this final semester also works on his/her final thesis which is focused on studying important issues pertaining to Nursing. This thesis can be done as a small research project or a thorough literature review on different nursing subjects.

**CURRICULUM–COURSE STRUCTURE**

All of the taught courses have been classified in the following groups:

**Basic Science Division (BSD)**

1. ANATOMY I
2. ANATOMY II
3. PHYSIOLOGY I
4. PHYSIOLOGY II
5. PHARMACOLOGY
6. INTERNAL MEDICINE I
7. INTERNAL MEDICINE II
8. MICROBIOLOGY
9. SURGERY I
10. SURGERY II
11. BIOSTATISTICS
12. EPIDEMIOLOGY
13. BIOLOGY/GENETICS

**Basic Nursing Division (BND)**

1. INTRODUCTION TO NURSING SCIENCE
2. FUNDAMENTALS OF NURSING SCIENCE
3. NURSING DIAGNOSTICS AND SEMIOLOGY
4. RESEARCH METHODOLOGY IN NURSING
5. NURSING THEORIES
6. QUALITY ASSURANCE IN NURSING PRACTICE
7. NUTRITION & SPECIAL DIETS
8. HOSPITAL INFECTIONS
9. WOMEN’S HEALTH/MATERNITY NURSING
10. NURSING REHABILITATION OF PATIENTS WITH CHRONIC DISEASES AND NEUROLOGICAL DISORDERS
11. NURSING ADMINISTRATIONS/HEALTH CARE MANAGEMENT
12. SEMINARS IN NURSING/WRITING AN ACADEMIC ESSAY
13. CARDIOLOGY NURSING
Nursing Specialties Division (NSD)
1. SURGICAL NURSING I
2. INTERNAL NURSING I
3. SURGICAL NURSING II
4. INTERNAL NURSING II
5. PEDIATRIC NURSING
6. MENTAL HEALTH NURSING
7. EMERGENCY NURSING/ICU
8. COMMUNITY NURSING I/HEALTH PROMOTION
9. COMMUNITY NURSING II
10. GERODOLOGICAL NURSING
11. ONCOLOGY NURSING

Humanities and Social Division (HSD)
1. HEALTH PSYCHOLOGY
2. HEALTH SOCIOLOGY
3. DEVELOPMENTAL HEALTH PSYCHOLOGY
4. HEALTH ECONOMICS
5. LAW AND ETHICS IN NURSING SCIENCE
6. HEALTH INFORMATICS
7. TEACHING METHODS IN NURSING
8. ENGLISH-TERMINOLOGY
9. NURSING HISTORY
10. PUBLIC HEALTH
11. MENTAL HEALTH NURSING FOR CHILDREN AND ADOLESCENTS/ COUNSELING NURSING

There is a prerequisite course system which the Department considers that facilitates a gradually stepping up learning process.

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8th semester

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For more information on course description and objectives visit our website:
http://www.nurse.teithe.gr

COURSES DESCRIPTION
1st SEMESTER
INTRODUCTION TO NURSING SCIENCE

Module aims
Students will acquire the necessary knowledge that will help in the psychosocial approach and education of patients as biopsychosocial being. With the conclusion of the lab students will be able to apply the communication skills taught, in nursing history data collection. They will be able to plan care according to Nursing Process. They will practice taking and documenting vital signs in the chart.

Module outline (THEORY)
- Introduction to Nursing Science: definitions-aims of nursing. Nursing in health and sickness
- Factors affecting health. Promoting wellbeing in health and sickness
- Basic human needs: individual, family, community. Individual defence mechanisms
- Communication process, types of communication, factors influencing
- Communication in Nursing Process, factors that promote positive communication. Development of therapeutic skills and communication techniques
- Physical examination, vital signs. Practice
- Study and documentation of vital signs chart. Practice
- Nursing Process: stages of Nursing Process, documentation, characteristics of Nursing Process
- Nursing assessment, methods of data collection (observation, interview, nursing history)
- Nursing Diagnosis: Statement, Validation and Documentation of Nursing Diagnosis
- Recording of Nursing Care Plan
- Evaluation by written exams.

Module outline (LAB)
- Basic human needs: individual, family, community. Individual defence mechanisms. Sleep questionnaire
- Communication process, types of communication, factors affecting it. Communication in Nursing Process, factors promoting positive communication. Development of therapeutic skills and communication techniques
- Physical examination, vital signs. Practice
- Study and documentation of vital signs chart. Practice
- Nursing Process: stages of Nursing Process, documentation, characteristics of Nursing Process
- Nursing assessment, methods of data collection (observation, interview, nursing history)
- Nursing Diagnosis: Statement, Validation and Documentation of Nursing Diagnosis
- Recording of Nursing Care Plan
- Evaluation of nursing process
- Principles of asepsis-antisepsis, sterilisation. Evaluation of lab
- Evaluation by written exams.

ANATOMY I

Module aims
- To familiarize students with human body anatomy, tissues and organs and their interactions. Students can combine the knowledge provided and apply it to the live human being (healthy and ill).

Module outline (THEORY)
- Human cell structure
- Tissues of the human body
- Organs and systems of the human body. Introduction
- Respiratory system
- Circulatory system
- Gastrointestinal system
- Urinary system
- Genital system
Students use models, charts, pictures, power point presentations in order to understand the morphology, place and interaction between organs and systems.

**Evaluation** by written exams.

**PHYSIOLOGY I**

**Module aims**

The aim of the module is for nursing students to acquire knowledge of the normal function of human body and its systems.

Students should be capable to describe the normal mechanisms of human body organs and systems.

**Module outline**

Composition and normal function of human body cells and systems are described:

- Human cell
- Fluids interaction
- Blood and Heamatology
- Respiratory system
- Urinary system – Acid-Base Balance

**Evaluation** by written exams.

**BIOLOGY-GENETICS**

**Module aims**

The module aims at making students capable to understand the principles of Biology and basic biological mechanisms, to understand the basic principles of genetics and the basic principles of molecular biology.

**Module outline**

**General Biology**

- Basic characteristics of living beings
- Life and energy in living beings
- Principles of genetics, Evolution
- Classification of living beings. Relationship between animals and plants
- Adaptation, study of various ecosystems

**Molecular Biology**

- Basic principles of Molecular Biology
- Genetic code. DNA structure
- Proteins composition, genes
- DNA, genetic therapies

**Genetics**

- Basic principles of genetics
- Heredity rules, gene and atom, gene and population
DEVELOPMENTAL PSYCHOLOGY

Module aims
Students will be able to understand human behaviour through the different developmental phases, as well as the biophysical and psychosocial problems of developing human being. Special attention will be given to the management of child psychological problems during hospitalisation and during illness.

Module outline
- Developmental psychology study subject, developmental model for the evaluation of health and sickness
- Developmental periods within health psychology, theories for human evolution
- Infant to adolescent: psychomotor, cognitive, moral and psychosocial development
- Formation of health perceptions. Connection of health with human cognitive maturity
- Psychological preparation of child for hospitalisation
- Pain in children. Painful medical examinations in children and adolescents
- Chronic disease and children – psychological problems and their management
- Child Diabetes Mellitus and quality of life
- Malignancy in children
- Child and death
- Psychological reactions of adults and geriatric patients during illness. Prevention and health promotion programs
- Pregnancy and maternity psychology. Parental crisis, motherhood, fatherhood
- Pregnancy and post-partum depression. Genetics guidance and counselling.

Evaluation by written exams.

MICROBIOLOGY

Module aims
To introduce nursing students to the general knowledge and study techniques of microorganisms. Students will acquire:
- General knowledge for the application of lab techniques in order to cultivate, isolate and identify microorganisms
- Ability to use microbiology lab equipment and to apply special techniques that are required.

Module outline
- General microbiology knowledge
- Classification and description of cells
• Classification and description of pathogens, microorganisms, fungus, viruses
• Factors affecting microorganisms
• Antimicrobial substances and their mode of action
• Sterilisation, cultivations, types of grow materials
• Microscope
• Microorganisms and human body, transmission ways and sources of contamination

Evaluation by written exams.

HEALTH SOCIOLOGY

Module aims

To help students to understand the social characteristics of illness, the experience to be ill, the dynamics within the health system and the limitations and restrictions of professional care. Critical thinking, through study, can reinforce nurses self-knowledge in order to provide modern and without discriminations human-centred care. This way nursing profession, that require privacy, discretion and close personal contact with the patients, is approached from the sociological point of view, acceptation of social groups interaction.

Module outline

• Introduction to Health Sociology, sociology and health, sociology in illness, in health services, in therapeutics, in quality of life, in bioethics
• Illness sociology, health and illness, basic meanings. Health attitudes and beliefs
• Inequality and differences in health, income inequality and life expectancy, health inequality, health service inequality, stressful life facts, stress and illness
• Health service sociology, health services in society, hospital-business dilemmas, leadership and management
• Communication and quality of care, medical file and health care file
• Sociology of therapeutics, sociological roles in therapeutic relations between doctor-patient, and nurse-patient
• Sociology of Quality of Life, health and quality of life, social indicators of quality of life, limitations of patients quality of life
• Quality of life in patients with cancer, HIV, heart problems, Alzheimer’s disease, renal problems
• Sociology of bioethics, basic principles of bioethics, informed consent
• Free decision making, concealing of truth, privacy and medical confidentiality
• Euthanasia and helped suicide, experimental medical research, palliative care, therapeutic vanity
• Organ transplantation, assisted reproduction, cloning
• Contrast of interest between medical roles, dilemmas in resources distribution and therapeutic effectiveness

Evaluation by written exams.
2nd SEMESTER

ANATOMY II

Module aims
To teach students the basic principles of human anatomy, composition, shape, size and position of tissues and organs, as well as their topographical and functional relation. The aim is to understand the knowledge provided so that he/she can expand them and combine the knowledge of anatomy to the live healthy and ill person which is the final recipient of all this knowledge.

Module outline
• Nervous system
• Sensory organs
• Endocrine glands
• Endothylial system
• Anatomy terms

Evaluation by written exams.

PHYSIOLOGY II

Module aims
Students are taught the normal function in cell level (muscular, neural, heart cell) as well as the combined function of human organs and system.

Module outline
• Physiology of neural and muscular cell
• Physiology of heart muscle
• Neural system (central and peripheral)
• Peptic system – nutrition- metabolism
• Endocrine glands (thyroid, parathyroid, pancreas, adrenals, reproduction)

Evaluation by written exams.

FUNDAMENTALS OF NURSING SCIENCE

Module aims
To enable students to evaluate patients’ basic needs and problems, to plan indivualised nursing care and to apply nursing processes evaluating their outcomes.

In the lab students will be taught how to perform nursing skills and to evaluate their outcomes. Through lab exercises they will be able to help restore their patients’ health.

Module outline
• Hospital: purpose and function of a modern hospital, types of hospitals, nursing unit, wards, outpatients clinic, patients’ environment
• Aseptic technique and sterilisation
• Preventive, therapeutic, supportive measures – pressure sores
• Nursing interventions in fever, in bowel disruption, enema, protective measures
• Nursing Process in surgical patients: pre and post-operative care
• Post-operative complications from circulatory, gastrointestinal, respiratory and urinary system
• Surgical wound, general principles of wound healing, infection prevention
• General principles of drug administration
• Apply mechanisms to protect nurses during nursing care
  Evaluation by written exams.

Lab outline
• Bed making with one and two nurses, fever reducing measures, application of cold and warmth
• Bed making with patient on the side
• Bed making with the patient facing up
• Personal hygiene, bed bath, mouth wash
• Bed making of surgical bed, pre-operative care
• Evaluation and basic nursing care for the operated patient
• Sterilisation process, pressure sores
• Surgical wound
• Cold and warm application
• Nursing interventions in bowel disruption, putting a gas tube, suppositories, enema
  Evaluation by oral exams/practice.

COMMUNITY NURSING I/HEALTH PROMOTION
Module aims
To help students understand community nursing, as well as the role and interventions of community nurse. Students should be able to understand the meaning of prevention and health promotion, and to acquire the necessary knowledge in order to be able to inform and teach families or groups in the community.

Module outline
• Introduction, definitions (health, community)
• Prevention
• Nursing theories that are seen in community nursing
• Health promotion
• Environment and health
• Assessment of patients needs in the community
• Violence in the community (child and elder)
• Accessibility of secondary and tertiary care
• Nursing interventions in the community, co-operation with other health-care professionals
  Evaluation by written exams and essay.
PATHOLOGY I

Module aims
The aim of this module is for nursing students to acquire knowledge of diseases of various human body systems.

Students will be taught:
• Basic pathogenesis of disease and transmission ways
• Modern diagnostics
• Complications
• Therapeutic approach, preventive and protective measures
• Modern way of living problems and how they interact with human diseases

Module outline
• Introductory meanings and definitions
• Blood diseases: anaemias, leukaemias
• Gastrointestinal system diseases: peptic ulcer, Gastro-oesophagus rebound, pancreatitis, gall blander problems, hepatitis, liver cyrosis
• Respiratory tract diseases: asthma, chronic pulmonary disease
• Infectious diseases: transmission, protection, diagnostic approach, management. Main infectious diseases in the Greek population
• Most common neoplasies

Evaluation by written exams.

PHARMACOLOGY

Module aims
To make clear the basic principles of safe and effective drug administration in clinical setting. By the end of the module the student will know the basic drugs for the most common diseases; he/she will be familiar with medications effects, side-effects and interactions with other drugs. The student will have the ability to spot side-effects according to patients’ clinical status.

Module outline
• Introductory meanings and definitions
• Medications effect mechanisms on human body
• Pharmacokinetics, drug administration routes
• Side-effects
• Development of medications
• Factors affecting safety and effectiveness of drugs
• Drug counteraction
• Drugs that affect Autonomy Nervous System
• Drugs that affect Central Nervous System
• Drugs that affect Cardiovascular system
• Drugs that affect other human body systems
• Chemotherapeutic drugs
• Anti-inflammatory Drugs and ormones

Evaluation by written exams.

3rd SEMESTER
SURGICAL NURSING I (Theory and lab)

Module aims
With theoretical teaching students will be capable to apply nursing process on surgical patients, to assess patients’ needs and to plan and provide quality nursing care. Special emphasis will be given to nursing diagnosis, nursing interventions and their evaluation according to recent literature and evidence based nursing.

In the lab students will acquire knowledge and skills that will make them capable to provide nursing care in patients hospitalised in medical and surgical wards.

Module outline
• Introduction to surgical nursing: peri-operative stages, classification of surgical operations, post-operative complications
• Introduction to surgical nursing: students will practice on applying nursing care in a patient undergoing surgery
• Signs and symptoms, nursing interventions & diagnosis, evaluation of nursing care for the following:
  – Upper gastrointestinal system
  – Lower gastrointestinal system
  – Gall bladder and pancreas
  – Liver disorders
  – Upper respiratory system
  – Lower respiratory system
  – Adrenals
  – Acid-base imbalance
  – Burn diseases

Evaluation by written exams.

Lab outline
• Medications: general administration principles, administration routes, dosages
• Medication cardex, oral administration, eye and ear drops
• Drug administrations
• Subcutaeneous and endodemal injections
• Intramuscular injections
• Venepuncture, blood draw
• Intravascular solutions, administration speed
• Insertion of Levin tube, parenteral nutrition, oxygen administration
• Colostomy
• Urinary bladder catheterization
• Urinary bladder wash, specimens

**Evaluation** by oral exams.

**INTERNAL NURSING I (theory and lab)**

**Module aims**

With theoretical teaching students will acquire knowledge about medical problems of blood tissue, gastrointestinal and respiratory system, and patients with diabetes mellitus. Students at the end of the course will be able deliver holistic nursing care to the patient using information acquired from the patient and its environment. They can identify medical patients’ problems, to state nursing diagnosis, purposes of nursing care and to provide and assess the outcomes of care.

In the lab part of the module aims at making the student capable to develop skills, to understand special terminology, to apply appropriate methods and means during nursing care.

**Module outline**

• Nursing history in medical patient
• Nursing process
• Basic principles of physiology of blood, iron deficiency, malignant anaemia
• Aplastic anaemia, aemolytic anaemia, polycyttaemia
• Leukaemia, lemphoma
• Basic principles of anatomy and physiology of respiratory system: Nursing
• Clinical examination of a patient with respiratory system problems. Breathing
• Types, nursing role in diagnostic procedures and tests
• Pulmonary tuberculosis, professional pulmonary diseases
• Chronic Obstructive Pulmonary Disease (asthma, bronchitis, emphysema)
• Basic principles of anatomy and physiology of gastrointestinal system:
• Nursing clinical examination of a patient with gastrointestinal system
• Problems. Breathing types, nursing role in diagnostic procedures and tests
• Acute gastritis, chronic gastritis, peptic ulcer, complications
• Hepatitis, liver cyrosis
• Diabetes Mellitus
• Complications from Diabetes Mellitus
• Evaluation by written exams and a group essay in nursing history

**Lab module outline**

• Drugs: general principles of drug administration, administration routes, dosages
• Drug chart, oral administration, drops
• Drug preparation
• Subcutaneous, endodermal injections
• Intramuscular injections
• Intravenous injections, blood collection
• Types of intravenous solutions, administration flow
• Levin tube, TPN, oxygen administration
• Stomies – care of colostomy
• Urinary bladder catheterisation in male and female patient
• Urinary bladder wash and aseptic technique for specimen collection

Evaluation oral exams/practice.

SURGERY I

Module aims

The module aims to familiarizing students with the pathogenesis and surgical-therapeutic management of various surgical diseases of the respiratory, digestive, urinary, musculoskeletal and other systems and to understand changes on a surgical patient metabolism in order to provide appropriate nursing care.

Module outline
• Pre-operative preparation and assessment of patient
• Anaesthesiology elements
• Post-operative care, general post-operative complications, prevention & management
• Surgical diseases: tetanus, breast diseases, stomach diseases, duodenum diseases, complications of surgical operations
• Vein thrombosis, pulmonary embolism, prophylaxis
• Shock, types and management
• Large intestine & rectum diseases
• Pancreas and gall bladder diseases
• Acute appendicitis, peritonitis, ileums
• Cardiothoracic operations
• Burns

Evaluation by written exams.

PATHOLOGY II

Module aim

The aim of the module is for the students to acquire knowledge for the diseases of the human body and to be able to spot the pathologic states and the way that the professional approaches patients in order to diagnose and care for them. Students should be able to understand the various diseases of the human body system, know the meaning of new diagnostic and modern therapeutic techniques and know the basic principles of modern therapeutics.

Module outline
• Cardiovascular diseases, angina, myocardial infarction, heart failure, heart arrhythmias, Hypertension
• Endocrine glands diseases: diabetes mellitus, hypotheroidism, hypertheroidism, Cushing syndrome, adrenals deficiency
• Urinary tract diseases: Acute Renal Disease, Chronic Renal Disease, Glumerolonephritis, Nephrosic Disease
• Systemic Erythematous Lupus, Rheumatoid Arthritis
  Evaluation by written exams.

HEALTH PSYCHOLOGY

Module aims
To understand health as a multi-factorial and broader social phenomenon, as well as the psychosocial dimensions of chronic illness. Teaching of various chronic diseases is done through psychological theories and research that connect mental status with normal state. Psychological techniques and interventions are used in order to manage patients and their relatives.

Module outline
• Introduction to health psychology. Holistic approach of health
• Psychology attribution to health politics in the 21st century
• Health and personality. Health and illness with biological factors in personality
• Diagnostics attitudes and attitudes of prevention: meaning of health and health-care professionals
• Disease and stress. Disease conditions and psychological reactions of the patient
• Psychological theories and techniques in managing disease stress. Effectiveness of strategic approach and avoidance as defence mechanisms
• Communication between patient and health-care professional: coherence to medical orders, hospitalised patient
• Chronic diseases and psychological interventions, diabetes mellitus, asthma, rheumatoid arthritis
• Heart problems and psychosocial adaptation
• Cancer and quality of life
• Pain as a biopsychosocial approach
• Hospitalisation in ICU
• Patient and death
  Evaluation by written exams.

4th SEMESTER

SURGICAL NURSING II

Module aims
Provide knowledge on basic surgical nursing principles so that students can be able to apply nursing process (assess, plan and evaluate nursing interventions) on patients with surgical problems of cardiovascular, urinary and musculoskeletal system, as well as of the sensory organs.
Module outline

Assess, plan and evaluate nursing interventions and cope with complications from the below systems:

- **Urinary system:** pre and post-operative care for a patient with urinary problems. Acute and chronic renal disease (peritoneal dialysis, haemodialysis), transplantation, hypertrophy and prostatic cancer, urolithiasis
- **Musculoskeletal system:** pre and post-operative patient care for patients with musculoskeletal problems. Fractures, total hip/knee replacement, amputations
- **Nursing interventions:** pre and post-operative nursing care of patients with heart surgery, heart transplantation, thrombophlebitis and vein thrombosis
- **Nursing interventions:** pre and post-operative care for patients with hearing, seeing and speech problems. Nursing care in cataract, transplantation, glaucoma and eye tumors. Nursing care for patients with ear, nose and pharynx problems. Nursing care in larynx problems

Evaluation by written exams and essays.

INTERNAL NURSING II

Module aims

Enable students plan, provide and evaluate nursing care to patients with medical problems of the circulatory, urinary, musculoskeletal and sensory system. Students should be able to evaluate the health status of patients with medical problems that affect circulatory, urinary, musculoskeletal and sensory system, provide individualized nursing care to patients with diseases of the above systems, develop critical thinking in nursing diagnosis, prevention and managing of complications in co-operation with other members of the health-care team and plan educational and informational programs for patients with changed body image and to contribute to their rehabilitation after discharge.

Module outline

- **Introduction to medical nursing II**
- **Circulatory system:** Coronary disease, heart arrhythmias, cardiac arrest, microbial endocarditis, pericarditis, cognitive heart failure, acute pulmonary oedema, shock, diseases of heart valves. Vascular & aorta diseases, peripheral vascular diseases, hypertension
- **Urinary system:** renal disease (acute & chronic), acute glomerulonephritis, nephrotic syndrome, urolithiasis, renal tumors, prostate hypertrophy, prostate cancer
- **Musculoskeletal system:** Plaster application, fractures, hernias, neoplasias, osteomyelitis, osteoarthritis, osteoporosis, Paget disease, rheumatoid arthritis
- **Eye, hearing and speech diseases.** Eye problems such as blepharitis, barley, conjunctivitis, blindness. Ear problems such as otitis, Meniere disease, labyrinthitis, deafness, mute patients. Nose problems such as rhinitis, furuncle. Pharynx problems such as pharyngitis, tonsillitis. Larynx problems such as larynx oedema

Evaluation by written exams and essays.
HEALTH ECONOMICS

Module aims
To provide students with knowledge and skills that make them capable to understand the way the health-care services work, the way the expenses are formed, the way health-care is financed as well as the formation of health-care systems within the European Union and the United States of America.

Module outline
- Introduction in Health Economics, health as a gift
- Definitions and indexes, levels of health-care systems, the state's role
- Health-care Systems, special characteristics, types (liberal, Beveridge, Bismark)
- International experiences: Great Britain, France, Germany, USA
- Health costs, height and evolution of health costs, health costs in developed and developing world
- Factors affecting health costs, induced demand for health-care services
- Health market, offer and demand of health-care services, market mechanisms (decentralised and centralised system)
- Health insurance, insured dangers, benefits, costs, financing, social security system
- Health and insurance in Greece, financing of health-care systems (primary, secondary health-care), public health insurance, private health insurance
- Organising and management of health-care services, basic meanings, special needs of health-care services, basic managerial activities
- Programming health-care services, working positions, co-operation
- Efficiency and quality of health-care services, meanings and factors affecting, practices to improve efficiency

Evaluation by written exams.

BIOSTATISTICS

Module aims
To understand the basic statics in applied research within the biomedical sciences field. Students are taught descriptive and inferential statistics, statistical measurements and techniques, research methodology and basic sample techniques and organizing field research in biomedical studies. Finally, they are taught how to present the research results through tables and charts.

Module outline
- Introductory meanings
- Biometric research
- Biometric data collection (census, special research, sampling)
- Data analysis
- Presentation of results (tables, charts)
- Descriptive statistics (frequency distribution)
- Statistical analysis of qualitative characteristics
• Statistical analysis of qualitative characteristics
• Correlation, dependence
• Non parametric methods
• Elements of the theory of probabilities
• Experimental methodology and bioanalysis

Evaluation by written exams.

EPIDEMIOLOGY

Module aims
To familiarise students with epidemiology meaning and practical implementation in health-care facilities. Furthermore, to enable students to contact a simple epidemiological research using epidemiological methods.

Module outline
• Definitions and field of interest of epidemiology
• Aims and usage of epidemiology, relation with preventive medicine
• Disease and diagnosis
• Specilisation, sensitivity, exercises
• Frequency of diseases
• Mortality and morbidity indexes
• Exercises
• Analytical and descriptive epidemiological research, types of population, sampling
• Stating and control of hypothesis
• Prospective research
• Retrospective research
• Authenticity of research data, main errors
• Exercises

Evaluation by written exams and optional essay.

SURGERY II

Module aims
The students should become familiar with the pathogenesis and surgical therapeutic management of various surgical illnesses of the urinary, musculoskeletal, central nervous system, as well as the patient with trauma, in order to provide best nursing care.

Module outline
• Orthopaedics: Musculoskeletal accidents, children problems, complications and management of bone fractures
• Neurosurgery: Central Nervous System accidents, epidural and subdural hematoma, cerebral oedema, spine accidents, Glasgow Coma Scale
• Urology: Urinary tract diseases, general and local symptoms, urinary tract physiology, urinary infections, diseases of kidneys and prostate
• Trauma patient: Priorities and management, thoracic problems, abdomen problems, skeletal problems. Nursing care

Evaluation by written exams.

5th SEMESTER
PAEDIATRIC NURSING

Module aims

Students should acquire the necessary knowledge and skills in order to be able to evaluate paediatric patients’ needs, to state and prioritise nursing diagnosis, to plan a nursing care plan, to apply nursing interventions and to evaluate the outcomes. During the course students are going to practice in nursing planning for paediatric patients, from newborn to adolescent, with various health problems according to nursing process. Students are going to be taught basic principles of obstetric nursing, such as conception, pregnancy, physiology and pathology of pregnancy, pre-conception tests, partum and complications. Assessment and management of pregnant, of a woman giving birth and during post-partum period.

In the lab students are going to acquire knowledge and skills necessary to care for children and newborns.

Module outline

• Child assessment
• Basic principles of paediatric nursing history according to physical examination
• Adjustment in the new life and assessment of the newborn
• Health problems in newborns
• Maternity Nursing – conception, pregnancy, pre-partum tests, partum, post-partum
• Respiratory system diseases in children
• Urinary system diseases in children
• Blood diseases in children
• Neurological diseases in children
• Children surgery – pre-operative and post-operative care, complications, assessment, interventions
• Child oncology nursing – application and complications of chemotherapy, nursing interventions in children with malignancies
• Diagnostic tests in children – sweat test, xylose test, lactose test, EEG, blood diagnostic tests
• Psychosocial problems in children – autism, dyslexia, schizophrenia, boulimia, depression

Evaluation by written exams.

Lab outline

• Drug administration – general principles
• Administration oral, rectum, inhalers, eye and ear drops
• Drug administration – dosages, intramuscular injection
• Parenteral drug administration – solutions
• Vital signs (arterial blood pressure, pulse, respirations, temperature), fever and its management
• Collecting specimens (culture of urine, blood, faeces, pharyngeal and nasal coating, trauma drainage, respiratory coating, sputum, collection 24h urine)
• Premature babies, incubator, caring for incubated babies
• Light therapy, exchange transfusion
• Maternal breast-feeding (preparation, position), power point presentation
• Artificial feeding
• Care for newborn, assessment and handling of the newborn, diagnostic and lab tests
• Baby wash, caring for the umbilical cord

Evaluation by oral exams/practice.

ONCOLOGY NURSING

Module aims
To enable students to provide holistic nursing care to patients with cancer.
Students should be able to understand the pathogenesis of cancer and the ways of cancer metastasis, the treatment modalities and the side effects of the therapies. Furthermore, the course will prepare students to effective manage the needs of cancer patients, to prioritize them, and to be able to assess their problems and the outcomes of nursing care provided.

Module outline
• Introductory meanings and definitions in Oncology Nursing
• Cancer and epidemiology
• Ways of metastasis
• Prevention and early diagnosis
• Surgical therapy – nursing care
• Chemotherapy – preparation of chemotherapeutic drugs
• Chemotherapy administration – side effects – nursing care
• Radiotherapy – side effects – nursing care
• Hormonal therapy – side effects – nursing care
• Safe handling of dangerous drugs
• Pain management in cancer patients
• Fatigue in cancer patients
• General principles of palliative care in terminally ill patients

Evaluation by written exams and essay.

LAW & ETHICS IN NURSING SCIENCE

Module aims
To enable students to understand the legislation that affects the nursing profession as well as nursing responsibility during nursing practice. To enable students to know special law in health-care (brain death, transplantation, patient right, mental health law). Furthermore, students can identify professional responsibility (liability, criminal liability, disciplinary action) and the law consequences caused by them.
Module outline

- Introductory law meanings, personality, protection of personality
- Patients personality and mental patients personality. Brain death, start and end of physical personality, transplantation law
- Liability, introduction to liability law, legal transaction, trot, legal responsibility & liability for damages
- Liability, conditions for liability, illegal behaviour, medical and nursing negligence, patient consent, fault, discrimination
- Consequences, compensation, discrimination, compensation due to death, due to damage in health, financial compensation due to moral damage or pain and suffering, reduction
- Liability of nurse, public and private sector, differences, liability towards patients, towards third party, towards employer
- Criminal liability introductory meaning, trot and offence, criminal sanctions
- Common crimes against life and health, manslaughter with consensus, euthanasia, manslaughter, exposure
- Body harm, discrimination, consequences, remove allocation, body harm by negligence, violation of professional secrecy
- Disciplinary action in public sector, disciplinary misconduct and disciplinary action, law 3252/2004 about Hellenic Regulatory Body of Nurses, disciplinary action in private sector
- Nursing ethics, predisposition, Code of Nursing Ethics, context, critical appraisal

Evaluation by written exams.

RESEARCH METHODOLOGY IN NURSING

Module aims

To give students basic knowledge on methodological planning and performing a research study in health-care settings. Students will be taught basic principles and the process of primary, secondary research and the differences between qualitative and quantitative research.

Module outline

- Introduction to research methodology in health-care settings
- Phenomena under investigation in health-care settings, research question, aims and purpose
- Research questions, variables in quantitative research and in qualitative research
- Descriptive and systematic literature review
- Similarities and differences between qualitative and quantitative research
- Research methodology: research plan, population and sample, sampling
- Moral issues in research
- Research tools (questionnaires, scales) and interview planning in qualitative research
- Research protocols
- Critical appraisal and evaluation of research and research protocols

Evaluation by written exams.
QUALITY ASSURANCE IN NURSING PRACTICE

Module aims
To familiarise students with the modern principles of organising and promoting quality of delivered services, high quality of working conditions and the health-care services’ role as protectors of environment and public health.

Module outline
- Quality in health-care services, historical evolution
- Introduction in Total Quality Management and use of quality tools
- Total Quality Management in nursing
- Standardisation and health-care products
- Nursing wards and facilities certification
- Quality in health-care settings
- Quality assurance system in health-care setting
- Quality hygiene and safety management in workplace
- Environmental management
- Quality awards and assessment of health systems
- Methods, techniques and quality tools in nursing
- Quality measurement from the customer point of view
- Patient satisfaction
  Evaluation by written exams.

NURSING REHABILITATION OF PATIENTS WITH CHRONIC DISEASES AND NEUROLOGICAL DISORDERS

Module aims
To enable students to provide holistic nursing rehabilitation care to patients with chronic health problems and to familiarise them with the principles, philosophy, theories and rehabilitation groups. Students will be able to understand nursing care of chronic patients and the places and equipment used in rehabilitation centre.

Module outline
- Definitions and aims of nursing rehabilitation, organising and working of rehabilitation centres
- Healthy family – self-care, chronic disease, handicap
- Health group, rehabilitation group, multi-professional team
- Rehabilitation aims
- Rehabilitation after Stroke
- Rehabilitation in permanent handicap after accidents, spinal cord injuries, paralysis
- Nursing rehabilitation in Health Centre, in family, in school, in health-care settings
  Evaluation by written exams.
NURSING THEORIES

Module aims

To help nursing students acquire knowledge about theories, the meaning of nursing theories in clinical practice. Students will be able to get information from the theories in order to be used in nursing research and management.

Module outline

- Introductory meanings of nursing theories, usage in nursing
- Meaning of theory in nursing, developing a theory
- Stages for developing a nursing theory
- F. Nightgale’s theory, theories based on human needs
- Orem’s theory
- Abdelah’s theory
- V. Henderson’s theory
- B. Newman’s theory
- M. Rogers’ theory
- C. Roy’s theory
- System frame and King’s theory
- Theories from the biomedical sciences (microbial theories, theories of immune functions, genetics theories
- Theories from the biomedical sciences (omeostasis, stress, adaptation, cancer theories)

Evaluation by written exams.

NUTRITION AND SPECIAL DIETS

Module aims

To offer students knowledge and skills on the dietary needs, the relationship between nutrition and development stages, and during pregnancy and various diseases.

Module outline

- General principles of nutrition, vitamins, elements
- Basic needs of the human body, food metabolism, body mass index
- Malnutrition, obesity
- Nutrition disorders
- Nutrition in pregnancy, breast feeding, newborn feeding
- Nutrition in childhood and adolescent
- Nutrition of the elderly
- Total parenteral and enteral nutrition
- Nutrition and diabetes mellitus
- Nutrition and cancer
- Nutrition and cardiovascular diseases
- Nutrition and renal problems
- Nutrition and pathology of gastrointestinal system

Evaluation by written exams.
6th SEMESTER
MENTAL HEALTH NURSING

Module aims
Help students provide holistic individualized nursing care to people with mental and neurological problems according to the principles of mental health nursing. Students will be able to participate in the preservation and promotion of mental health as well as the prevention of mental illness.

Module outline
• Theoretical principles of mental health nursing: mental health, mental illness, theoretical frame of mental health nursing
• Prevention of mental disorders
• The role of Mental Health Nurse in primary care and clinical care, therapeutic environment, holistic nursing care, perquisites of successful mental health nursing practice
• Nursing process in the care for mental patient in hospital and in the community, stages and characteristics of nursing process, nursing diagnosis, programming of nursing care
• Nursing Process in the care of mental ill patient in hospital and in the community, applying nursing care plan, evaluation of outcomes
• Nursing communication, therapeutic nursing communication, techniques of therapeutic communication, obstacles in communication, clinical interview, phases of the patient-nurse relations
• Tension, stress and psychological nursing intervention, nursing process in psychological crisis
• Nursing care for patients with schizophrenia, nursing role in drug administration
• Nursing care for patients with emotional disorders
• Nursing care for patients with depression, nursing care for suicidal patients
• Nursing care for patients with dementia
• Personality disorders, nutrition disorders
• Ethics in mental health nursing, research in mental health nursing

Evaluation by written exams and clinical case study.

GERODOLOGICAL NURSING

Module aims
To provide students with knowledge in order to spot changes that come with age, to assess psychosomatic and social needs, health problems and symptoms in the elder population, to provide holistic and individualized nursing care to elder people and their families in hospital and in the community.

Module outline
• Population aging and complication: population aging in the health-care settings, demographic changes, nursing challenges, aims of geriatrics nursing
• Physiology of aging, theories of aging, changes caused by aging, changes in cardiovascular system, changes in urinary system, changes in respiratory system
Changes in gastrointestinal system, changes in blood and human immune system, changes in musculoskeletal and nervous system
Geriatrics nursing principles, nursing assessment of elder person, nursing process
Nursing history for the elder, elders and medications
Elder health problems, pain, sleep disorders, nursing interventions
Motor disorders, falls in the elders, low personal hygiene, pressure sores, nursing interventions
Malfunction of bowels and bladder, faeces and urine incontinence
Special medical disorders, nutrition problems, dehydration, nursing intervention
Respiratory infections, urinary tract infections, cancer in the elderly
Psychosocial problems in the elderly, loneliness, elders and confusion, depression in the elders, nursing interventions
Dementia in the elders, Alzheimer’s disease, nursing interventions
Ethical problems in elderly population

Evaluation by written exams.

EMERGENCY NURSING/INTENSIVE CARE SETTING (theory & lab)

Module aims

With theory students will acquire theoretical knowledge and will develop critical thinking in order to be able to assess and manage Emergency incidents. Furthermore, they will acquire knowledge and skills that will become handy in the operating theatre. In lab students will get knowledge and skills that will help them during nursing care in the Intensive Care Unit and Accidents & Emergencies Department. They will be able to use aseptic technique in the operating theatre or in nursing intervention needed.

Module outline

Introduction to emergency nursing, meaning and definitions
Assessment and management of patients with acute abdominal pain, nausea-vomiting, headache, fever
Assessment and management of seriously ill patient in the A & E department according to ABC resuscitation
Assessment and planning of care for patients with emergency respiratory problems (using nursing process)
Assessment and planning of care for patients with emergency neurological problems, coma, overdose, drug poisoning
Assessment and planning of care for patients with Acute Myocardial Infarction, Acute Pulmonary Oedema, Ventricular fibrillation
Assessment and planning of care for patients after car crash
Assessment and planning of care for patients with burns
Management of patients with diabetes mellitus emergencies
Assessment and management for patients with Shock
Monitoring in ICU, disorders in acid-base balance
Assessment and planning of care for patients with drowning
• Operating theatre environment and equipment, organising and managing an OR: staff, duties, rules and responsibilities. Anaesthesia: types of anaesthesia, classification of surgical operations, basic placements for the patient in OR, infection in the OR, dangers and accidents in the OR

Evaluation by written exams, as well as an essay.

Lab outline
• Central Venous Pressure, Invasive arterial blood pressure
• Blood gases and acid-base balance
• Mechanical ventilation
• Airway (mouth-pharyngial, nose-pharynx, laryngeal mask, tracheal tubes)
• Tracheotomy, management, suction
• Basic Life Support (BLS)
• ECG study
• Paracentesis
• Fracture stabilisation and move of injured person
• Protection measures from blood borne infectious diseases
• Pre-operative scrub
• Aseptic technique – scrub nurse preparation

Evaluation by oral exams/practice.

NURSING ADMINISTRATION – HEALTH CARE MANAGEMENT

Module aims
To provide basic knowledge of nursing management and effective leadership in nursing administration. To guide students in providing quality health-care services with the implementation of modern methods of nursing management and organisation. Special emphasis will be given to managing human resources, while with lab exercises students will be able to understand the demands of constant change in the health-care provision system in Greece and to apply knowledge within the health reform system.

Module outline
• Introduction to Health-care Management, types of health-care settings
• Nursing role in the modern health-care system
• Basic management theories as well as Nursing Administration
• Systems of Nursing Care Provision
• Management, coordination and administrative skills
• Ethics in nursing administration
• Planning, programming, decision making and problems solving
• Staffing and programming
• Human resources management
• Time management, duties assignment, group forming
• Communication in working environment, conflict management
Financial management in nursing administration
Change management in health-care settings
Evaluation by written exams.

NURSING DIAGNOSTICS AND SEMIOLOGY

Module aims
To offer the scientific knowledge and background information to students in order to be able to apply nursing history and principles of physical-clinical examination.

Module outline
- Nursing history I
- Nursing history II
- Physical examination and various techniques
- Vital signs
- Head and neck examination
- Chest and lung examination
- Cardiovascular system
- Breast and auxiliary lymph nodes
- Gastrointestinal system and abdomen examination
- Urinary system
- Musculoskeletal system
- Nervous system
- Skin, hear and nails
Evaluation by written exams.

HEALTH INFORMATICS

Module aims
To offer the scientific knowledge and background information to students in order to use medical and nursing applications health informatics through up to date computer systems.

Module outline
- Introductory meaning of Informatics
- Function computer systems
- Organizing a computer system
- Characteristics of central computer processors of main and secondary peripherals
- Health informatics, patients’ data bases
- Filing patients data
- Hospital computer systems
- Computer system analysis
Evaluation by written exams.
HISTORY OF NURSING SCIENCE

Module aims
- To help students understand the history of nursing in Greece and internationally, to learn about the historic facts in Greece and for the new data in nursing science.

Module outline
- Early nursing, ancient people
- Nursing in ancient eastern cultures (Chinese, Persian, Indian, Siamese, Mesopotamia, Judaea, Egypt)
- Nursing in ancient Greece (Crete, Homeric Era, Asklepeion, Hippocrates)
- Nursing in Byzantine Era
- Nursing in Arab culture
- Nursing in the West (Medieval, Renaissance, Enlightenment)
- Nursing in the New World
- Nursing during the 19th and 20th century, nursing personalities (F. Nightngale)
- Theories in nursing science, International Council of Nurses
- Nursing during war, Erick Dynan, International Red Cross
- New Greek Nursing Era: from the Fall of Constantinople to Greek Revolution of 1821, revolutionary years
- New Greek Nursing Era: from New Greek State to the Balkan Wars, 1st World War and 2nd World War
- From Greek Gorilla War to nowadays, Greek National Nurses Association, personalities of Greek Nursing, Greek Red Cross

Evaluation by written exams.

HOSPITAL INFECTIONS

Module aims
- The module aims at enabling students to understand the meaning of health and disease in connection with infections in hospital settings, and to apply this knowledge in the planning and delivery of nursing care and evaluation of the results. The module should offer students the appropriate theoretical knowledge about pathogenesis of infections, special ways of recording and monitoring hospital infections and the ways to prevent them.

Module outline
- Introductory meanings and definitions in nosocomial infections, usefulness in nursing
- Epidemiology of nosocomial infections, infection control programme
- Instruments to control nosocomial infections, recording of them
- Sterilisation – disinfection – antisepsis politics
- Hospital Linen policy
- Hand hygiene, handwash policy, disinfectants
- Urinary tract infections
• Hospital pneumonia
• Infections from vascular catheters, frequencies, vascular catheter infections’ definition, pathogenesis
• Infections from vascular catheters used for short time and long time
• Infections from total implanted vascular devices
• Infections in patients with cancer
• Infections in ICU

Evaluation by written exams.

7th SEMESTER
COMMUNITY NURSING II

Module aims
Enabling students to provide holistic preventive and therapeutic nursing care for people, families, various age groups in community within different context of health and illness circumstances.

Module outline
• Organising Primary Health-care Facilities
• Definition and aims of community nursing, ways to organise and manage it in Greece and the world, Greek reality
• Community nursing in Health Centres, with families, schools, work environment, athletic fields
• Health of children, adolescents, adults, elders
• Women’s health, men’s health, family health, elders’ health
• People with special needs health and other problematic groups
• Farmers and immigrants health
• Infectious diseases and Public Health
• Nursing at home
• Nurses’ role in Health Promotion
• Organising programmes of Health Promotion in all fields and groups in the community
• Nurse and the environment, epidemiological research in the community
• Nurses’ role in hygiene of living environment, schools and work environments

Evaluation by written exams and essay.

TEACHING METHODS IN NURSING

Module aims
To provide knowledge of Teaching Principles and Methods, as well as skills of planning and programming an innovative prototype microteaching session. Students should be able to describe the aim and nature of teaching nursing care, describe teaching methodologies, describe the techniques used within various teaching methods and plan and implement a prototype teaching process.
Module outline
- Meaning, definition and nature of teaching and learning. Factors affecting the teaching-learning process
- General aims of teaching, aims of nursing education
- Teaching process and planning of a teaching process
- Instructional prototypes, prototype of teaching in nursing
- Meaning and definition of teaching methods, factors affecting its choice, evolution of teaching process
- Definition, usage and techniques of oral presentation
- Definition, usage and techniques of discussion, teaching in small groups
- Meaning, definition, nature and technique of presentation. Teaching with questions
- Meaning, definition, nature and technique of clinical teaching, clinical practice in nursing education
- Planning and implementation of prototype teaching
- Psychoeducational teaching principles
- Teaching evaluation, evaluation tools, evaluation process in nursing
- Presentation from the students of prototype teaching methods in class

Evaluation by written exams and essay.

MENTAL HEALTH NURSING FOR CHILDREN AND ADOLESCENTS – COUNSELING NURSING

Module aims
For students to acquire the necessary knowledge and skills in order to evaluate the needs of the paediatric patient with mental health problems and are coming to various mental health settings. Students will learn the meaning of communication between children/adolescents and health-care professionals and will acquire knowledge necessary for effective approach and support to those patients and their families.

Module outline
- Definition of mental health and illness. Modern thoughts in mental health and healthcare settings. Mental reformation in child health facilities. Mental health nurse in closed and open health-care facilities
- Personality and mental theories. Critical appraisal of theoretical approaches and therapeutic interventions in children and adolescents
- Looking into the mental needs of children and adolescents. Scientific methods of documenting mental health in the community
- Nursing history, nursing diagnosis and planning of nursing care for children and adolescents with mental disease
- Speech problems and school skills. Developmental and attitude disorders.
• Mental health promotion and support in school community. Crisis interventions. Child and adolescent and death/mourning
• Rights of children and adolescents with mental health disorders. Law and involuntary hospitalisation, consent for hospitalisation, human rights
• Quality in Mental Health Settings. Evaluation criteria for mental health settings and quality indexes. Prototypes of quality in mental health facilities. Involuntary hospitalisation. Quality management
• Family and mental illness. Family role in mental disorders. Acceptance and understanding in mental illness. Mental health patients’ education. Burden of a family with mental health patient. Family psychotherapy, counselling.
• Introductory meanings and definitions in counselling, usage in mental health-care professions, theories in nursing and counselling psychology, nursing roles: counselling in health prevention/promotion and disease management
• Active learning skills in effective communication between patient and nurse, patients approach: first meeting, basic elements of professional appearance
• Specialised counselling and communication: intercultural patient specialties, communication with different age groups, management of different age groups, management of “difficult” emotions and patient/family responses, family approach for organ donation. Care for the health professional, burnout, support.

Evaluation is made by written exams and an essay about documenting a care plan or exercises of active listening.

SEMINARS IN NURSING/WRITING AN ACADEMIC ESSAY

Module aims

For students to understand the need of proper writing and structuring the final dissertation, as well as any other academic essay. The will be taught how to collect data and to organise and process the literature for such an essay. Students at the end of the course should be able to present skills in writing a nursing essay and to present a topic in a small group of classmates with the use of modern technology.

Module outline

• Development of an academic essay
• Instructions on how to write the final dissertation
• Evaluation criteria
• Ways to perform literature review
• Literature review with the use of electronic databases
• Writing references with Harvard system
• Writing references with Vancouver system
• Greek and foreign nursing scientific journals
• Writing an article and a prototype research project
• Presentation methods
• Presentation of a nursing topic in a group of students – Discussion, evaluation

Written paper, attendance and written evaluation.
CARDIOLOGY NURSING

Module aims
To provide students with specialised knowledge on the delivery of holistic and individualised nursing care to people with heart and vascular problems.

Module outline
• Nursing role in the Coronary Unit. Special invasive and non-invasive nursing interventions
• ECG
• Ischaemic heart disease: angina, myocardial infraction, patient assessment and nursing care plan, drug administration and basic categories, pain assessment
• Heart failure: types and pathophysiology, nursing care plan
• Shock: pathophysiology, therapeutic and nursing interventions
• Arrythmias: therapeutic and nursing interventions
• Pagemakers: types, nursing interventions
• By pass: peri-operative nursing care

Evaluation by written exams.

WOMEN’S HEALTH/MATERNITY NURSING

Module aims
Help students understand the physiology and problems of the woman’s reproductive system, as well as understand the physiology and pathology of pregnancy.

The module aims at making students able to report human sexuality, fertility, contraception, abortion, family planning, physiology and pathology of pregnancy and labor, to support with interventions women during physiologic labor, to care for the newborn and women during post partum period. To know the situations to have a healthy child and all the illnesses that affect female genital system and nursing interventions in primary, secondary and tertiary level of care.

Module outline
• Women reproductive system
• Dangers in reproductive age, infertility
• Nursing care in reproductive age, genetics, pregnancy, foetus development
• Anatomy and physiology of pregnancy, nursing care during pregnancy.
• Labour, foetus assessment, nursing care during labour
• Complications during labour
• Normal changes in mother during post-partum period, complications
• High risk pregnancy, risk factors during pregnancy
• Cognitive abnormalities, miscarriage
• Diseases of the women reproductive system, adolescent gynaecology, menopause

Evaluation by written exams.
PUBLIC HEALTH

Module aims
To provide students with specialised knowledge on contemporary public Health issues within the currently turbulent environment of health and care delivery. Also, to introduce students to the philosophy of Mass Population Health Risks and to provide the necessary knowledge and skills in order to plan, implement and evaluate programs of Health Promotion in various population groups.

Module outline
• Introduction to public health, history, classification of personal, public and social public health
• Natural environment (air, pressure, humidity, temperature, climate, pollution)
• Water and soil
• Personal hygiene
• Nutrition and digestion health
• Health and urban/non urban environment
• Food and water hygiene
• Garbage management, pollution (air, internal environment, water)
• Infectious factors
• Management and prevention of diseases, accidents

Evaluation by written exams.

FOREIGN LANGUAGE (TERMINOLOGY)

Module aims
To understand and practice nursing English terminology. Terminology is accompanied by verbal and non-verbal assignments. Grammar and syntax linguistic phenomena are in relation to various medical specialties (Evver & Hudges-Davies 1971).

Students should be able to understand readings of English literature concerning nursing practice, comprehend a scientific text and journal and report in written and oral language.

Module outline
The course teaches advanced nursing and medical terminology along with discussion of health issues, nursing and medical themes and authentic professional dialogues.

Evaluation by written exams.
PROFESSIONAL RIGHTS OF NURSES GRADUATING FROM TECHNOLOGICAL EDUCATIONAL INSTITUTIONS

1. A.T.E.I. graduates (includes anyone qualified as a nurse under the law 1579/85), hold the right to acquire all necessary training and skill pertaining to the entire human body.

2. Nurses have the right to work as professionals in all kinds of Health Services and Institutions, both at state and private ones, as independent practitioners covering all aspects of Nursing areas and specialties. More specifically, the nursing functions are:

2.1. Nursing functions delivered by their own initiative to cover the Health needs of the individual as a bio psycho social entity.

2.1.1. Nurses provide total and individualized nursing-care to patients of all ages suffering from all kinds of diseases. This includes all activities related to rest, sleep, mobility, breathing, nutrition, communication, teaching as well as preventing accidents and complications.

- Educating the patient and the family in self-care as well as coordinating services needed by the patient and preparing the family to continue this care at home
- Keeping detailed written records of the patient’s condition
- Caring for the chronic patient and his family
  - Providing care to the terminally sick patient and their family
  - Facilitating the communication between the patient and family
  - Working closely with all member of the health care team
  - Coordinating programs and undertaking activities and interventions for prevention of diseases, care of the sick and rehabilitation of the patient.

2.3. Nursing Interventions in emergencies when doctor is not present

- Providing first aids
- Application of agreed protocol of emergency activities in units of acute care.

2.4. Interventions after doctor’s prescription. The nurse is able to undertake the most complicated and scientific interventions related to the therapeutic programme of patients seen as they as they have all the necessary education and technical expertise mentioned below

- Giving medications from all routes
- Providing oxygen
- Perenteral feeding
- Pulmonary physiotherapy.

3. Nurses have the right to:

- Participate in helping the population to cover their health needs during disasters and emergencies
- Participate in all levels of decision making and policy related to health
- Cover all the spectrum of Nursing hierarchy, according to existing laws
• Define the criteria and standards of Nursing care in all aspects of practice
• Get involved in any new activity or intervention related to their profession, according to the provision of the law
• Cover all nursing specialties, when a specialist nurse is not available.

4. Nurses are also involved in Nursing Education and teaching, according to the provision of the law. They also have the right to get involved in research through which the Nursing profession will be promoted and continuously developed.

5. All nurses, defined above, are entitled to practice their profession as soon as they obtain their license of practice from the Ministry of Health.

HELENNIC NURSES ASSOCIATION “YGIAS THERAPENA”

The Hellenic Nurses Association (ESNE) was founded in 1923, and has had more than 80 years of multifunctional role for the improvement of Nursing at a National and International level. It became a member of the International Council of Nurses (International Council of Nurses, ICN) in 1929.

According to the constitutive aim of the Association, its main objective is focused on the:
• Improvement of Nursing as a science and art
• Consolidation of title and the work of Nurses
• Determination of special criteria of exercise of nursing work
• Representation of sector with free and discussed expression of opinions in subject matters that concern the nursing personnel
• Planning of health policy at a national and regional level
• Representation of this sector in the international nursing place and of other international organisms.
Moreover it aims at:

- The union and conformity of all Nurses at the nursing solidarity
- Mutual understanding, collaboration and problem confrontation
- The increase of nursing prestige
- Offering to the people a high level of nursing service.

The means used, by the Hellenic Nurses Association, to achieve these aims are:

- Organization of the annual Pan-Hellenic Nursing Congress in various parts of the country
- The quarter-monthly publication of the scientific magazine “NOSILEFTIKI” and the “NURSING BULLETIN”
- The maintenance of the web site www.esne.gr.

ESNE has the following sectors of special interest: Nursing Oncology, Anaesthesiological Nursing, Administration of Services of Health, Mental Health, Intensive Care Unit, Nursing Education, Mental Health.

ESNE has founded: Regional Departments all over Greece: such as those in “Edessa”, “Kavala”, “Patras”, “Thessalonici”, “Heraklion” of Crete, “Ioannina” and in “Alexandroupolis”.

Students can register as members of the ESNE by getting in touch with the association at the following address:

HELLENIC NURSES ASSOCIATION: “YGIAS THERAPENA”
2 Mesogion Ave.,
Tower Athens, G building
Athens 115.27
Tel: (+30) 210-77 02 861
FAX: (+30) 210-77 90 360
E-mail: esne@esne.gr

ENE

ENE is the Hellenic Regulatory Body of Nurses that exerts authoritative, administrative, educational and scientific competencies on the nursing profession. It was founded in 2004 and its main aim is the improvement and the development of Nursing as an independent and autonomous science and art in order to increase nursing prestige and to ensure a high level of nursing care and health in society.

Nurses have to get a license in order to practice the nursing profession at any health sector (hospital, community or in the academic or research sector).

It may be acquired through the web site www.enne.gr
SCIENTIFIC JOURNALS IN NURSING

1. **NOSILEFTIKI** is published by the “HELLENIC NURSES ASSOCIATION “YGIAS THERAPENA” (ESNE). This magazine is a scientific nursing source of information. It is a quarter-monthly magazine and its aim is at the promotion of Nursing science. It keeps nurses well-informed of all developments within the nursing science, specifically within the sector of Health. It also posts the progress of nurses within this field and their achievements. It may be bought through the website www.mednet.gr/iatrotek.

2. **TO VIMA TOU ASKLIPIOU** is published by the Nursing A’ of T.E.I. of Athens, and it aims at promoting health sciences in a multidisciplinary way. It may be bought through the website: www.vima-asklipiou.gr.

3. **Health Science Journal** is published by the Nursing Department of T.E.I. of Athens, and it focuses on major issues of public concern such as: health issues, major public problems on health, hospital issues. It also publishes comments made by the editorial Committee. It may be bought through the web site www.h.s.j.gr.

4. **Hellenic Journal of Nursing Science** is published by the “HELLENIC REGULATORY BODY OF NURSES” (ENE) which is a peer-reviewed, multi-disciplinary journal that is intended to promote Nursing Science in Greece.

   Research reports, analysis and discussion articles, reviews and clinical applications, and analytical case studies are presented on it. It may be bought through the web site www.enne.gr.