



**LUND**  
UNIVERSITY

Faculty of Medicine

## **SJSF15, Person-centered Care and Patient Learning in Relation to Symptoms and Signs of Illness, 26.5 credits**

*Personcentrerad vård och lärande vid symtom och tecken på ohälsa,  
26,5 högskolepoäng  
First Cycle / Grundnivå*

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### **Details of approval**

The syllabus is an old version, approved by Board of Health Sciences Education on 2014-03-20 and was valid from 2014-09-01, autumn semester 2014.

### **General Information**

The course is included as a compulsory component of the Bachelor of Science programme in Nursing comprising 180 credits. The course complies with the guidelines of the Higher Education Ordinance (SFS 1993:100 with later amendments). The course integrates theory with seven weeks of clinical training.

*Language of instruction:* Swedish  
Some components may be in English.

#### *Main field of studies*

Nursing Science

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#### *Depth of study relative to the degree requirements*

G1N, First cycle, has only upper-secondary level entry requirements

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### **Learning outcomes**

#### **Knowledge and understanding**

On completion of the course, the students shall be able to

- systematically describe how discomfort is expressed and is manifested as a symptom and how this affects the daily lives of people of different ages

- explain the relationship between symptoms and signs and how the daily lives of people may be affected by the pathophysiology, diagnosis and treatment of acute and long-term diseases
- explain how the daily life of an individual with an acute or long-term disease may be affected by his or her age, gender, situation or environment
- identify patients' nursing diagnoses with regard to somatic care and treatment and argue for relevant nursing interventions
- account for the statutory obligations and rights to take part of patient data within a care unit
- compare different teaching approaches from the perspective of views of people and knowledge
- compare the implications and consequences of the concepts of compliance, adherence and concordance for the approach of the nurse and the patient's learning
- identify signs and related factors of the nursing diagnosis of insufficient knowledge and plan for teaching interventions
- compare different teaching methods to promote patients' learning at different ages

### **Competence and skills**

On completion of the course, the students shall be able to

- establish trusting relationships in nursing and communicate with patients, families and members in the patient care team in an empathetic and respectful way
- systematically analyse and critically assess symptoms of individuals on the basis of pathophysiological processes, diagnosis and treatment through dialogue, observation and physical examination
- adapt evidence-based and targeted nursing methods based on the patient's nursing diagnoses related to pathophysiology and treatment
- identify risks and obstacles to health in the close nursing environment and plan and document evidence-based strategies adapted to the needs and age of the individual to maintain his or her safety
- keep a record of nursing diagnoses, aims and measures of relevance to somatic care
- calculate, prepare and administer drugs
- prepare, carry out and evaluate person-centred nursing and mediate technical interventions based on technical and hygienic directives and statutes governing patient safety
- carry out and evaluate teaching dialogues
- carry out and evaluate pain analyses and plan for pain treatment
- perform the nurse's function as a leader in nursing interventions together with patients, families and care teams

### **Judgement and approach**

On completion of the course, the students shall be able to

- reflect on the norms and values underpinning interpretations of symptoms and signs and on how they affect nursing interventions
- explain how the patient's dignity and integrity are preserved in different nursing interventions

## Course content

Person-centred care  
 Pathophysiology, diagnosis and treatment  
 Pre- and postoperative nursing  
 Pain and pain treatment  
 Wound treatment  
 Nursing environment  
 Patient safety  
 Steering documents  
 Basic medical record-keeping  
 Process-oriented nursing  
 Person-centred learning  
 Didactics and patient teaching  
 Healthcare ethics

Process-oriented nursing within somatic hospital care

Clinical training

## Course design

The teaching and learning activities are designed so as to enable students to develop a specialised understanding and are characterised by an active search for knowledge, problem solving, reflection and critical analysis. Among the work methods used are independent study, group exercises, peer review, skills training, seminars and lectures. Absence from compulsory learning activities may require alternative learning activities.

Clinical training comprises 32 hours a week on average and may take place all times of the day all days of the week. It includes organised supervision and skills training.

## Assessment

Clinical training is assessed individually and in accordance with a standardised form.

One opportunity for clinical training is arranged for each time the course is offered. Students who fail to pass at the first opportunity will be offered a second opportunity for clinical training. There are only two opportunities for clinical training. A student who fails the clinical training twice must discontinue his or her studies.

Students who interrupt their clinical training prematurely, i. e. when 40 percent or more of the total course period has elapsed, shall be graded (Pass/Fail) and will have lost an opportunity for clinical training.

The clinical training must be discontinued if the student commits serious errors during clinical training because of gaps in knowledge or skill. This means that the student

fails the component and has lost one opportunity for clinical training. An individual plan will be drawn up for the student. Clinical training may only be resumed when the student has demonstrated that the shortcomings have been remedied.

Theoretical components: One examination and two opportunities to retake the examination are arranged for each subject examined. Students who do not achieve a pass on any of these occasions will be able to retake the examination on a later occasion. There are six opportunities for re-examination of each subject examined. A student who has failed an examination six times must discontinue his or her studies.. A student who has failed an examination on a course twice is entitled to request that another examiner be appointed by the programme director.

At re-examination, individual examination may replace group examination.

*Subcourses that are part of this course can be found in an appendix at the end of this document.*

## **Grades**

Marking scale: Fail, Pass.

## **Entry requirements**

General and courses corresponding to the following Swedish Upper Secondary School Programs: Mathematics B, Science B, and Civics A. (Biology A+Chemistry A+Physics A equals Science A+B)

## Subcourses in SJSF15, Person-centered Care and Patient Learning in Relation to Symptoms and Signs of Illness

Applies from H15

- 1405 Person-Centered care, Diagnostics and Treatment, 9,0 hp  
Grading scale: Fail, Pass
- 1406 Pre- and Postoperative Nursing, 3,0 hp  
Grading scale: Fail, Pass
- 1407 Personcentrerat lärande, 4,0 hp  
Grading scale: Fail, Pass
- 1408 Hospital-Based Somatic Care and Clinical Care Ethics, 10,5 hp  
Grading scale: Fail, Pass

Applies from V14

- 1401 Person-Centered care, Diagnostics and Treatment, 9,0 hp  
Grading scale: Fail, Pass  
Written individual exam.
- 1402 Pre- and Postoperative Nursing, 3,0 hp  
Grading scale: Fail, Pass  
Written exam and oral exam in groups with individual assessment- peer review.
- 1403 Person-Centered Learning, 4,0 hp  
Grading scale: Fail, Pass  
Written exam and oral exam in groups with individual assessment- peer review.
- 1404 Hospital-Based Somatic Care and Clinical Care Ethics, 10,5 hp  
Grading scale: Fail, Pass  
Formative and summative individual assessment based on established criteria in an assessment form.