

## **AKTN42, Advanced Emergency Nursing II, 15 credits**

*Specifik omvårdnad med inriktning akutsjukvård II, 15 högskolepoäng*

**Second Cycle / Avancerad nivå**

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### **Details of approval**

The syllabus was approved by The Nursing, Radiography, and Reproductive, Perinatal and Sexual Health Programmes Board on 2021-03-22 and was last revised on 2023-11-28 (U 2023/974). The revised syllabus comes into effect 2023-11-28 and is valid from the spring semester 2024.

### **General information**

The course is a compulsory component of the Specialist Nursing Programme, Emergency Care, 60 credits. It includes clinical training amounting to 7.5 credits. The course complies with the guidelines of the Higher Education Ordinance (SFS 1993:100 with later amendments).

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

<i>Main field of study</i>	<i>Specialisation</i>
Medicine	A1N, Second cycle, has only first-cycle course/s as entry requirements
Nursing	A1N, Second cycle, has only first-cycle course/s as entry requirements

### **Learning outcomes**

#### **Knowledge and understanding**

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

- identify evidence and the need for improvement work in emergency care
- explain and analyse different roles and areas of responsibility in the team, including the professional role of the emergency nurse as regards management work and supervision

## Competence and skills

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

- independently carry out and organise the nursing process in collaboration with patients and their families based on the current care environment and adapt the pace of nursing based on the prevailing situation
- act based on principles in health care pedagogy in relation to co-workers, students, patients and patient families
- apply principles of disaster medicine in a team effort in the event of a serious event
- systematically lead and carry out work related to patient security and quality enhancement
- provide arguments for different perspectives related to leadership, organisation and improvement work in emergency care
- independently provide nursing and treatment in the event of failure of vital functions in patients of all ages, including in the final stage of life
- independently initiate, carry out, evaluate and document measures that support health in complex situations together with patients and their families

## Judgement and approach

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

- reflect on their own knowledge, skills and values, and analyse and evaluate their own contribution and continuously develop their own skills
- reflect on and analyse care situations based on ethical principles and approaches that protect the patient's safety, participation and integrity, with consideration of human rights.

## Course content

Pharmacology

Laws, statutes and safety regulations

Intrahospital transport

Medical technology including methods of measurement

Emergency equipment

Triage and assessment

Patient security (IVO, deviations)

Collaboration in teams and with other organisations

Nursing in the event of a serious event

CBRNE (Chemical, Biological, Radiation, Nuclear, Environmental)

Regional, national and international disaster preparedness

Improvement work

Evidence-based care Informatics

Management

*Method exercises:*

Inventory and prioritisation exercise

Workshop on caring for an acutely ill patient

## Course design

Various working methods are used: Individual work, group work, peer review, skills training, seminars and lectures.

Absence from compulsory learning activities can be compensated for by other learning activities.

Clinical training, on average, constitutes 32 hours per week full time that can be scheduled during the day, evening or night during all seven days of the week. No form of leave is granted during clinical training. Clinical training includes organised supervision and skills training.

A significant part of the course's learning components is carried out at a healthcare unit. One condition for students to be able to participate in such learning components is that the healthcare unit sees no formal obstacles to receiving the student. A healthcare unit can deny a student entry to a healthcare institution if it is deemed that patient safety or trust in the healthcare system is jeopardised or if there are any similar obstacles. A refusal may, for example, be based on the student having been convicted of certain crimes or having exhibited behaviour that threatens patient safety or trust in the healthcare system. This refusal results in the student being unable to participate in learning components conducted within the healthcare unit.

## Assessment

Assessment of clinical training is conducted individually based on a standardised form. The examiner may decide to fail a student during ongoing clinical training in cases where the student demonstrates such deficiencies with respect to knowledge, proficiency or approach that lead to an evident risk of injury or damage to individuals or property. An individual plan is to be drawn up for the student. Clinical training may only be resumed once the student has demonstrated that the deficiencies have been remedied.

One regular clinical training placement opportunity is organised for each student undergoing clinical training. Students who fail to obtain a grade of Pass in the first assessment will be offered a second clinical training placement opportunity with assessment. The number of clinical training placement opportunities is limited to two. A student who fails two assessments is not given another clinical training placement opportunity with assessment.

Clinical training that is prematurely discontinued by the student before completion without a valid excuse (supported by a certificate) will be assessed by the examiner as a grade of Fail, meaning that the clinical training placement opportunity is forfeited.

Theoretical components: All assessment is individual, based on established criteria. One regular assessment and two retakes are organised for each exam/component. Students who do not achieve a grade of Pass on one of these occasions will be offered additional opportunities for assessment. Students who receive a grade of Fail on two assessments may request a change of examiner.

Assessed components:

(2301) Clinical nursing in emergency care, 7.0 credits

*Forms of assessment:*

Oral individual review of clinical training

*Compulsory learning activities:*

Assessment of complex care needs

Reflections  
Auscultation assignment

(2302) Assessment and handling in emergency care, 0.5 credits

*Forms of assessment:*

Individual practical assignment

*Compulsory learning activities:*

Workshop on caring for an acutely ill patient

Individual practical application (OSCE)

2303 Leadership, Cooperation, Supervision and Organisation

*Forms of assessment:*

Individual written assignment

Individual oral assignment

(2304) Improvement work and informatics, 2.0 credits

*Forms of assessment:*

Individual written assignment

Individual oral assignment

(2305) Disaster medicine preparedness, 2.5 credits

*Forms of assessment:*

Individual written assignment

*Compulsory learning activity:*

Inventory and prioritisation exercise

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

## Grades

Grading scale includes the grades: Fail, Pass

A pass grade on the course requires a pass on all tests/components and completion of all compulsory learning activities.

## Entry requirements

- Swedish professional status qualification as a nurse and a nursing degree of at least 180 credits, including an independent assignment (degree project) worth 15 credits or the equivalent
- Approved level of proficiency in Swedish and English that corresponds to the general entry requirements at first-cycle level

## Further information

The courses are carried out in the order they are given.