

SJSB44, Health and Ill Health from a Life Cycle Perspective, 18.5 credits

Hälsa och ohälsa i ett livscykelperspektiv, 18,5 högskolepoäng
First Cycle / Grundnivå

Details of approval

The syllabus was approved by The Nursing, Radiography, and Reproductive, Perinatal and Sexual Health Programmes Board on 2020-10-28 and was last revised on 2024-03-06 (STYR 2024/142). The revised syllabus comes into effect 2024-03-06 and is valid from the autumn semester 2024.

General information

The course is included as a compulsory component in the Nursing Programme, 180 credits, and complies with the guidelines of the Higher Education Ordinance (SFS 1993:100 with later amendments). The course integrates theory with five weeks of clinical training.

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

<i>Main field of study</i>	<i>Specialisation</i>
Nursing	G1N, First cycle, has only upper-secondary level entry requirements

Learning outcomes

Knowledge and understanding

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

- give an account of normal pregnancy and childbirth
- give an account of reproductive and sexual health with respect to abortion, contraception and sexually transmitted diseases
- explain factors of importance for children's normal development and growth
- explain factors of importance for children's health and ill-health

- give an account of common problems and symptoms among otherwise healthy children and propose relevant nursing measures
- justify disease prevention measures in accordance with relevant regulatory documents
- explain the importance of lifestyle habits for adults' health and ill-health
- give an account of relevant statutes regarding a nurse's legal duty to report
- describe theories in gerontology
- describe the normal human physiological and psychosocial aging process
- give an account of common diseases and health problems of the elderly and justify preventive and treatment measures.

Competence and skills

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

- participate in disease prevention and treatment in accordance with the different stages of the nursing process
- independently communicate and interact with adults and elderly people based on a professional approach
- apply a professional approach, cooperation, thoroughness and judgement in nursing procedures
- identify signs of mental illness, and support and guide people who show such signs to appropriate care.

Judgement and approach

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

- reflect on ethical principles in connection with disease prevention and health promotion work
- reflect on grief and grieving processes in connection with the end of life
- reflect on how violence in close relationships can be a problem at the individual and societal levels.

Course content

Health promotion and disease prevention work

Children's development and growth

Sexual and reproductive health

Gerontology

Geriatric care

A nurse's legal duty to report

Ethics

Clinical training in primary healthcare

Violence in close relationships

Signs of mental illness

Course design

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

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

The course comprises 40 hours per week of full-time studies, of which clinical training (VFU) constitutes an average of 32 hours with compulsory attendance. Clinical training may be scheduled during the day, evening or night on 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 lawful 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 exam and two retakes are organised for each exam/component. Students who do not achieve a grade of Pass on any 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.

In the case of a retake, an individual assessment may replace a group assessment.

Assessed components:

(2301) Reproductive and Sexual Health, 1 credit*Forms of assessment:*

Individual written exam (synchronous*)

(2302) Child Health and Ill-Health, 2 credits*Forms of assessment:*

Individual written exam (synchronous*)

(2303) Adult Health and Ill-Health, 3.5 credits*Forms of assessment:*

Individual written assignment

Compulsory learning activity:

Health promotion work

(2304) Elderly Health and Ill-Health, 4.5 credits*Forms of assessment:*

Individual written exam (synchronous*)

Compulsory learning activity:

Grief and the grieving process

(2305) Primary, Maternal and Child Healthcare, 7.5 credits*Forms of assessment:*

Oral individual review of clinical training

(2306) Professional Development II, 0.5 credits*Forms of assessment:*

Written individual assignment.

Compulsory learning activity:

Mental Health First Aid

*Synchronous means that all students are present at the same time, where appropriate in the same place – an invigilated exam, for example. The exam may be digital.

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 grade of Pass for the course requires that all exams/components are passed and all compulsory learning activities are completed.

Entry requirements

General and courses corresponding to the following Swedish Upper Secondary School Programs: Mathematics 2, Science 2, and Social Studies 1b/1a1+1a2. (Biology 1+Chemistry 1+Physics 1a/1b1+1b2 equals Science 1+2)

Further information

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

Transition rules

Passed exams/components in SJSG14 Health and Ill-Health from a Life-Cycle Perspective, 19 credits, VGSSK Nursing Programme, have equivalent content and can, after an application has been granted, be included for credit transfer according to below:

- 1801 Reproductive and Sexual Health, 1 credit
(corresponds to SJSB44 2001 Reproductive and Sexual Health, 1 credit)
- 1802 Child Health and Ill-Health, 2 credits
(corresponds to SJSB44 2002 Child Health and Ill-Health, 2.0 credits)
- 1803 Adult Health and Ill-Health, 3.5 credits
(corresponds to SJSB44 2003 Adult Health and Ill-Health, 3 credits)
- 1804 Elderly Health and Ill-Health, 5.0 credits
(corresponds to SJSB44 2004 Elderly Health and Ill-Health, 4.5 credits)
- 1805 Primary, Maternal and Child Healthcare, 7.5 credits
(corresponds to SJSB44 2005 Primary, Maternal and Child Healthcare, 7.5 credits)

Passed exams/components in SJSE13, Profession, Ethics and Supervision I, 2 credits, VGSSK Nursing Programme, can, after an application has been granted, be included for credit transfer according to below:

- 1806 Profession, Ethics and Supervision I:2, 1 credit, and completed compulsory learning activity in SJSB44 2006, Mental Health First aid
(corresponds to SJSB44 2006 Professional Development II, 0.5 credits)