

SJSC53, Process-oriented Clinical Nursing, 27 credits

Processorienterad klinisk omvårdnad, 27 högskolepoäng

First Cycle / Grundnivå

Details of approval

The syllabus was approved by The Nursing, Radiography, and Reproductive, Perinatal and Sexual Health Programmes Board on 2022-09-22 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 included as a compulsory component of the Bachelor of Science Programme in Nursing, 180 credits. The course integrates theory with 15 weeks of clinical training. 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.

Main field of study *Specialisation*

Nursing G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

Learning outcomes

Knowledge and understanding

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

- analyse circumstances in society that affect people's health
- follow relevant regulatory documents in relation to nursing measures
- account for the principles of disaster medicine both within and outside healthcare institutions

Competence and skills

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

- identify and analyse nursing problems and care needs, and carry out appropriate measures in relation to identified problems/needs
- plan, lead and coordinate nursing
- plan, prioritise, carry out and evaluate nursing measures informed by the available information, and document in accordance with current regulatory requirements
- carry out person-centred care in collaboration with patients and relatives
- safely handle medications and inform patients about the effects and side-effects of medications
- analyse needs for health promotion and preventive work and carry out the required actions
- inform and teach patients, relatives, students and care staff
- cooperate interprofessionally in a team
- initiate the treatment of individuals' acute life-threatening conditions
- participate in assessment and treatment of groups' acute care needs in mass casualty situations based on the healthcare organisation's principles for prioritisation and treatment
- carry out profession-specific assignments using professional expertise in a way that is person-centred and safeguards patient safety
- identify their own need for further knowledge and professional development
- apply their knowledge to manage different situations, phenomena and issues on the basis of individual and group needs.

Judgement and approach

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

- apply a professional approach towards patients and relatives
- reflect on the dilemmas/conflicts in nursing that can arise in relation to equal treatment
- reflect on the relationship between research and proven experience, and the significance of this relationship for professional practice
- reflect on the importance of various nursing levels for the patient in relation to context, flows and processes.

Course content

Hospital-based somatic care (clinical training)
 Home care/sheltered housing/LSS – support and service for persons with certain functional impairments – (clinical training)
 Somatic emergency care (clinical training)
 Interprofessional teamwork (clinical training)
 The core competencies of the nurse
 Disaster medicine
 Violence in close relationships
 Professional development

Course design

Among the methods used are independent study, group assignments, peer review, skills training, seminars and lectures.

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

Clinical training is, on average, 32 hours per week full-time and 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 may 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. An individual study plan is to be drawn up for the student.

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: 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) Clinical Somatic Nursing (Clinical Training), 12 credits

Forms of assessment:

Oral individual review of clinical training.

(2302) Home Care (Clinical Training), 4.5 credits*Forms of assessment:*

Individual written assignment (asynchronous**)

Minimum of 96 hours of clinical training.

(2303) Interprofessional Teamwork, 3 credits*Forms of assessment:*

Individual written assignment (asynchronous**)

Oral assignment in groups (asynchronous**).

Minimum of 64 hours of clinical training.

Compulsory learning activity:

Simulation.

(2304) Clinical Emergency Care (Clinical Training), 3 credits*Forms of assessment:*

Individual written assignment (asynchronous**)

Oral assignment in groups (asynchronous**).

Minimum of 64 hours of clinical training.

Compulsory learning activities:

Violence in close relationships.

(2305) Disaster Medicine, 1 credit*Forms of assessment:*

Oral assignment in groups (asynchronous**).

Compulsory learning activities:

Disaster medicine.

Oral and written assignment in groups (asynchronous**).

(2306) Somatic Nursing, 3 credits*Forms of assessment:*

Individual written exam (synchronous*)

(2307) Professional Development, 0.5 credits*Forms of assessment:*

Individual written assignment (asynchronous**)

Compulsory learning activities:

Core competencies.

*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.

**Asynchronous means that the exam may be carried out at different times and in different places – a take-home 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

For a grade of Pass on the course, the student must have passed all the assessed components.

Entry requirements

General entry requirements (OMR16/A14)

Passed courses:

SJSB40 Nursing Fundamentals (including 2 days of clinical training), 8 credits or equivalent

SJSB41 The Human Being – Biology and Health, 19.5 credits or equivalent

SJSG12 Technology and Methodology in Nursing I, 2.5 credits or equivalent

SJSD23 Theory of Science and Method, 7.5 credits or equivalent

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

SJSH12 Technology and Methodology in Nursing II, 2.5 credits or equivalent

SRJB61 Supervision I, 1.5 credits or equivalent

SJSC46/SJSD46 Person-Centred Care and Patient Learning in Relation to Symptoms and Signs of Illness,

26 credits or equivalent

SJSJ12 Technology and Methodology in Nursing III, 2.5 credits or equivalent

SRJB62 Supervision II, 1.5 credits or equivalent

SJSB52 (From semester 5)

Passed components:

2202 Symptoms and Signs of Serious Illness, 3 credits

Individual written exam

Compulsory learning activities:

Children with complex health conditions

Theme day with a focus on indirect or direct death criteria and

organ donation

2204 Medication Management III, 0.5 credits

Individual written exam

Further information

Transition rules

Passed exams/components in SJSD21 Process-Oriented Clinical Nursing, 25 credits, Nursing Programme, have equivalent content and can, after an application has been granted, be included in credit transfer according to below:

1501 Clinical Somatic Nursing (Clinical Training), 12 credits

(corresponds to SJSC53 Clinical Somatic Nursing (Clinical Training), 12 credits)

1502 Home Care (Clinical Training), 4.5 credits

(corresponds to SJSC53 Home Care (Clinical Training), 4.5 credits)

1503 Interprofessional Teamwork, 3 credits

(corresponds to SJSC53 Interprofessional Teamwork, 3 credits)

1504 Clinical Emergency Care (Clinical Training), 3 credits

(corresponds to SJSC53 Clinical Emergency Care (Clinical Training), 3 credits)

1505 Disaster Medicine, 1 credit

(corresponds to SJSC53 Disaster Medicine, 1 credit)

1506 Somatic Nursing, 1.5 credits

(corresponds to SJSC53 Somatic Nursing, 3 credits)