

SJSE14, Process Oriented Nursing from a Life Cycle Perspective, 19 credits

*Processorienterad omvårdnad i ett livscykelperspektiv, 19
högskolepoäng*
First Cycle / Grundnivå

Details of approval

The syllabus was approved by Board of Health Sciences Education on 2014-10-02 to be valid from 2015-01-19, spring semester 2015.

General Information

The course is included as a compulsory component in the Bachelor of Science programme in Nursing comprising 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 components may be in English.

Main field of studies

Nursing

*Depth of study relative to the degree
requirements*

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

- identify age-adapted health information based on the sexual and reproductive health, and development and rights of people

- justify and critically assess nursing, and propose health promotion interventions for children and adolescents
- use research and different theories to provide systematic and structured explanations of how growth and development can be assessed in children from birth to adolescence
- justify health promotion interventions throughout the life cycle
- compare policy documents for healthcare and nursing of children, adults and the elderly, and argue for the nurse's obligation to report and its applications
- discuss differences between risk use and abuse, and effects of risk use on health
- identify research areas and theories within gerontology
- describe normal physiological and psychosocial aging
- identify the most common risk factors, diseases and causes of death of the elderly
- specify nursing diagnoses, aims and interventions related to the health of elderly individuals, and to the family's health from a life-cycle perspective
- identify nursing diagnoses related to terminal care, dying and the mourning process of loved ones, and argue for relevant nursing interventions

Competence and skills

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

- participate in the health promotion and preventive work of maternal and paediatric care
- participate in the prevention of disease and in treatment interventions, and perform pain analysis
- independently observe and identify risk factors in people's normal state of health and propose appropriate nursing interventions
- independently communicate with and approach adults and elderly individuals based on their needs and situations

Judgement and approach

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

- reflect on factors that affect health
- reflect on ethical principles in connection with health promotion
- reflect on human crises and crisis development from a life-cycle perspective

Course content

Health promotion and disease prevention

Growth and development

Sexual and reproductive health

Gerontology

Geriatric care

Drugs and the elderly

Risk use and abuse

Mourning processes

Policy documents

Clinical training in primary care:

- Primary care centre
- Paediatric care
- Maternal care

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 work, peer review, skills training, seminars and lectures. Absence from compulsory learning activities can be compensated for by other 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 and the student must be graded (Pass/Fail) prematurely. 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 assessed component. 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 assessed component. 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.

For a pass on the course, the student must have passed all the assessed components.

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)

Subcourses in SJSE14, Process Oriented Nursing from a Life Cycle Perspective

Applies from V15

1401 Reproductive and Sexual Health, 1,5 hp

Grading scale: Fail, Pass

Individual written exam.

1402 Children's Health and Ill Health, 2,0 hp

Grading scale: Fail, Pass

Individual written exam.

1403 Health and Ill Health in Grown-Ups, 3,5 hp

Grading scale: Fail, Pass

Oral and written examination in groups including individual assessment.

1404 Crisis and Crisis Process, 1,0 hp

Grading scale: Fail, Pass

1405 Health and Ill Health in the Elderly, 3,5 hp

Grading scale: Fail, Pass

Individual written exam.

1406 Clinical Training in Primary, Maternal and Pediatric Care, 7,5 hp

Grading scale: Fail, Pass

Individual formative assessment according to established criteria (form) including oral review (clinical training) and individual written examination.

Compulsory learning activities are specified in the textbook.