



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*

Details of approval

The syllabus is an old version, approved by Board of Health Sciences Education on 2014-03-20 and was last revised on 2016-05-19 by The Nursing, Radiography, and Reproductive, Perinatal and Sexual Health Programmes Board. The revised syllabus applied from 2016-05-19, autumn semester 2016.

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

*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

- systematically describe how discomfort is expressed and manifested as a symptom and how it affects the daily life of people of different ages
- explain the relationship between symptoms and signs and how the pathophysiology, diagnostics and treatment of acute and long-term diseases can affect an individual's daily life
- explain how an individual's age, gender, circumstances and environment can affect the conditions for an individual's daily life in a situation of acute or long-term disease
- identify patients' nursing diagnoses related to somatic care and treatment, and argue for relevant nursing interventions
- account for the statutory obligations and rights to access patient data in a care unit
- compare different teaching approaches with regard to the view of the human being and of knowledge
- compare the meaning and implications of the concepts of compliance, adherence and concordance with regard to the nurse's approach and the patients' learning,
- identify how the nursing diagnosis 'insufficient knowledge' is expressed and related to other factors, 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 a trusting care relationship and communicate with patients, their loved ones and members of the care team in an empathetic and respectful way
- systematically use conversations, observations and physical examinations to analyse and critically assess an individual's symptoms based on pathophysiological processes, diagnostics and treatment
- adapt evidence-based and criterion-referenced nursing methods based on the patient's nursing diagnoses related to pathophysiology and treatment
- identify risks and health obstacles in the point-of-care environment, and plan and document needs- and age-adapted and evidence-based strategies to maintain the individual's safety
- record nursing diagnoses, aims and interventions of relevance to somatic care
- calculate, prepare and administer drugs
- prepare, perform and evaluate person-centred nursing and medical engineering interventions based on technical and hygienic regulations and statutes about patient safety
- conduct and evaluate teaching conversations
- perform and evaluate pain analysis and plan for pain therapy
- perform the leading function of the nurse in nursing in interactions with patients, their loved ones and the care team

Judgement and approach

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

- reflect on norms and values that underlie interpretations of symptoms and signs and their impact on nursing
- justify 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 therapy

Wound treatment

Nursing environment

Patient safety

Policy 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 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.

If a student fails the clinical training of the course, a new opportunity for clinical training must be offered and completed before the clinical training of a following course may be commenced. An individual plan will be drawn up for the student.

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. A student who has failed an examination twice is entitled to request that another examiner be appointed by the programme director or equivalent. 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 2, Science 2, and Social Studies 1b/1a1+1a2. (Biology 1+Chemistry 1+Physics 1a/1b1+1b2 equals Science 1+2)

Further information

To be admitted to the course, students must satisfy the general (see programme syllabus) and specific admission requirements.

To be allowed to commence the clinical training of the course, the student must have passed the previous

clinical training component/course.

The courses are to be studied in the order they are offered.

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
Written individual exam. Additional compulsory learning activities (specified in the textbook).

- 1406 Pre- and Postoperative Nursing, 3,0 hp
Grading scale: Fail, Pass
Written examination and oral in groups including individual assessment.

- 1407 Personcentrerat lärande, 4,0 hp
Grading scale: Fail, Pass
Written examination and oral in groups including individual assessment.

- 1408 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.

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 examination and oral in groups including individual assessment- peer review.

- 1403 Person-Centered Learning, 4,0 hp
Grading scale: Fail, Pass
Written exam and oral exam in groups including 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.