



**Karolinska
Institutet**

Course syllabus for

Foundation of Nursing Care in Health and Illness, 24 credits

Vårdandets grunder i hälsa och ohälsa, 24 hp

This course syllabus is valid from spring 2019.

Please note that the course syllabus is available in the following versions:

Spring2018 , Autumn2018 , Spring2019 , Spring2020 , Spring2021 , Autumn2021 , Spring2022 , Autumn2022 , Spring2025

Course code	1SJ021
Course name	Foundation of Nursing Care in Health and Illness
Credits	24 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Nursing
Level	G1 - First cycle 1
Grading scale	Pass, Fail
Department	Department of Neurobiology, Care Sciences and Society
Participating institutions	<ul style="list-style-type: none">• Department of Laboratory Medicine
Decided by	Utbildningsnämnden NVS
Decision date	2017-10-25
Revised by	Education committee NVS
Last revision	2018-11-01
Course syllabus valid from	Spring 2019

Specific entry requirements

Admission to semester 2:

Part 1: Research methodology, 3 credits and completed field studies in the course Nurse's profession and nursing as science (1SJ010) as well as Component 3: Clinical skills in the course Anatomy and physiology (1SJ019).

A student who has failed his or her clinical placement or its equivalent due to serious deficiencies in knowledge, skills or attitudes such that patient safety or patients' trust in health care or community care has been jeopardised, is qualified for a new clinical placement only when the student's individual action plan has been completed.

Objectives

The course's general aim is that students acquire and develop knowledge of essential nursing skills, evidence-based nursing, nursing theories and nursing concepts in order to be able to identify, assess, plan and meet the nursing needs of individuals. The student should also be able to reflect on ethical issues, patient and family participation, the implications of technology for nursing care, and care of patients on equal terms. Additional aims are that student should acquire knowledge in pharmacology and microbiology in order to be able to plan and implement nursing that ensures patient safety.

Part 1: Basic hygiene, microbiology and immunology

Knowledge and understanding *On completion of the course, the student should be able to:*

- describe microorganisms and their living conditions, structures and basic functions
- use basic concepts in immunology to explain the immune system's nonspecific and specific defences
- explain basic hygiene principles in healthcare and how infection and disease transmission can be prevented in different (care) environments

Skills and ability *On completion of the course, the student should be able to:*

- explain and apply basic hygiene principles in order to ensure patient safety as well as suggest improved hygiene procedures where needed
- explain and apply principles of common microbiological testing

Judgement ability and approach *On completion of the course, the student should be able to:*

- identify future knowledge needs in order to develop competence in the fields of hygiene, microbiology and immunology.

Part 2: Pharmacology and drug processing

Knowledge and understanding *On completion of the course, the student should be able to:*

- explain the preparation and administration of pharmaceutical drugs
- explain how pharmaceutical drugs are absorbed, metabolized and secreted from body
- explain how pharmaceutical drugs work in the body explain how pharmaceutical drugs work at the level of the cell, organ and whole person
- understand how factors including age and organ function influence dosage and choice of pharmaceutical drugs
- explain the risks of treatment with pharmaceuticals and how pharmaceutical-related problems arise and should be treated
- describe the regulatory frameworks that regulate the handling of pharmaceutical drugs
- explain how to conduct pharmacological testing for the concentration or pharmaceutical drugs and their effects

Skills and ability *On completion of the course, the student should be able to:*

- acquire relevant information about different drugs and its handling

Judgement ability and approach *On completion of the course, the student should be able to:*

- analyse and discuss the risks and quality aspects of different methods for handling, treating with and testing for pharmaceutical drugs to ensure patient safety

Part 3: Nursing responsibilities in health and illness

Knowledge and understanding *On completion of the course, the student should be able to:*

- explain how the nursing process constitutes a basis for nursing care

- explain methods and reasons for health promotion in nursing
- understand and explain the laws and regulations regarding patient safety as well as patient and family rights to participation and care on an equal footing

Skills and ability *On completion of the course, the student should be able to:*

- maintain systematic medical records of nursing care
- search for, critically evaluate and summarize scientific studies of health promotion that can be applied in evidence-based nursing care
- plan, carry out, lead, and evaluate peer learning

Judgement ability and approach *On completion of the course, the student should be able to:*

- analyse the relationship between ethical values and health promotion nursing strategies
- analyse and critically review the meaning of healthcare for all on equal terms
- reflect on dignified nursing at transitions and at life's end
- reflect on the implications of technologically-mediated nursing

Module 4: Clinically integrated learning: clinical skills

Knowledge and understanding *On completion of the course, the student should be able to:*

- explain the importance of following evidence-based guidelines, laws and regulations in connection with examination, testing and treatment of patients

Skills and ability *On completion of the course, the student should be able to:*

- apply clinical proficiencies with proper consideration of patient safety and patient autonomy and participation

Judgement ability and approach *On completion of the course, the student should be able to:*

- reflect on patient participation and the need for respecting patient integrity in connection with examination, testing and treatment

Part 5: Clinically integrated learning: placement

Knowledge and understanding *On completion of the course, the student should be able to:*

- Explain the reasons for person-oriented nursing
- Explain the importance of interprofessional teams for care that ensures patient safety

Skills and ability *On completion of the course, the student should be able to:*

- apply the nursing process and person-oriented nursing in patient care
- apply nursing methods in accordance with ethical principles, evidence-based nursing and patient safety guidelines
- demonstrate the ability to communicate in speech and writing in the context of nursing care
- apply medical technology in way that ensures patient safety
- adapt the nursing environment for health promotion and person-oriented nursing

Judgement ability and approach *On completion of the course, the student should be able to:*

- identify and analyse ethical values and dilemmas in nursing

Content

Course include five components:

Part 1: Basic hygiene, microbiology and immunology

Part 2: Pharmacology and pharmaceutical drug processing

Part 3: Nursing responsibility in health and illness

Module 4: Clinically integrated learning: Clinical skills

Part 5: Clinically integrated learning: placement

Foundations in microbiology, immunology and hygiene, 3.0 hp

Grading scale: GU

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Pharmacology and medication, 3.0 hp

Grading scale: GU

Nursing care in Health and illness, 8.0 hp

Grading scale: GU

Clinical skills, 1.0 hp

Grading scale: GU

Clinical placement, 9.0 hp

Grading scale: GU

Teaching methods

The course's components are integrated in order to support students' self-directed and collaborative learning and to train students in a scientific approach based on active knowledge acquisition, problem-solving and critical reflection.

The teaching is based on a problem-oriented and collaborative approach to learning in which the tasks provide opportunities for students to take active responsibility for their learning. Teaching methods include lectures, seminars, workshops, project work, group assignments, laboratory sessions, study of scientific literature, proficiency training and clinical placements. Participation in seminars, group assignments, laboratory sessions, proficiency training and the clinical placement is compulsory.

The course director assesses if and if so how a student can compensate for absence from a compulsory course activity. Until the student has participated in the compulsory parts (or compensated any absence with assigned tasks in accordance with instructions from the course director) the final study results can not be reported. Absence from a mandatory course activity could mean that the student can not make up for the missed activity until the next time the course is offered.

Distance learning uses IT and is based on independent and collaborative learning. Different course activities include individual study assignments, project work, work in groups, virtual discussions, seminars, workshops, lectures and student portfolios. Teaching support is given via IT-based learning management system. The number of physical course meetings on campus is limited to at most 2 days per 7.5 credits.

The 6-week clinical placements are at workplaces of relevance to the course's focus on health and illness. The course includes about 40 hours/week (full-time studies) of which approximately 32

hours/week are in clinical settings where the student will receive individual or group advising. The clinical placements can involve daytime, evening, night and weekend hours, and even occasionally take place on holidays. Student are not allowed to shorten the clinical placement.

Examination

Part 1: be assessed through an individual written examination.

Part 2: be assessed through an individual written examination.

Part 3: be assessed individually and in pairs through written examinations.

Module 4: be assessed by clinical examinations.

Part 5: An individual clinical examination takes place during the clinical placement, where the different intended learning outcomes are assessed. Continuous assessment of student performance will take place. Students will be assessed halfway through and at the end of their clinical placements. Student performance in the clinical placement is assessed on the basis of reporting from the clinical supervisor according to an established evaluation form for clinical placement. If a student is at risk of failure the teacher and clinical supervisor should establish a written plan for the remainder of the placement no later than halfway through the clinical placement.

To pass the course a student must demonstrate completion of all the course learning outcomes which entails a passing grade in course components 1-5 as well as active participation in compulsory course activities.

Student who do not pass the regular examination are entitled to re-sit the examination on five more occasions. A student who has not achieved a passing grade after taking the examination three times can take parts of the course or the whole course again. Being able to retake all or parts of the course is subject to availability.

If a student has failed six examinations no additional examination is given.

Submission of a blank exam is counted as examination. If a student has registered for an examination it is counted as an examination, even if the student has not participated. An examination that has been opened via the learning management system counts as an examination session even if the examination is not submitted.

Examinations that are submitted late will not be accepted. Students who have not submitted on time are referred to the next examination session.

The clinical placement can be repeated once.

The examiner may with immediate effect end a student's clinical placement, or the equivalent, if the student demonstrates such serious deficiencies in knowledge, skills or attitudes that patient safety or patient confidence in healthcare is at risk. If a student's clinical placement is ended by the course examiner then the student has failed this course component and used up his or her first (of two) possibilities to complete the clinical placement. In such cases, an individual action plan should be established, describing all activities and examinations that are required before the student is given one more, final clinical placement opportunity.

Transitional provisions

If the course has ceased, changed considerably in content, or substantially changed its reading list, the student may take three additional tests (excluding regular test) on the earlier contents or the previous literature for up to one year after the course changes have been made.

Other directives

The course evaluation will be conducted according to the guidelines that are established by the Board of

Literature and other teaching aids

Att förebygga vårdrelaterade infektioner : ett kunskapsunderlag

Stockholm : Socialstyrelsen, 2006 - 461 s.

LIBRIS-ID:10646754

URL: [Länk](#)

Melhus, Åsa

Klinisk mikrobiologi för sjuksköterskor

2., [oförändr.] uppl. : Lund : Studentlitteratur, 2013 - 413 s.

ISBN:9789144095844 LIBRIS-ID:14715361

[Library search](#)

Simonsen, Terje; Aarbakke, Jarle; Hasselström, Jan

Illustrerad farmakologi. : 1 Principer och tillämpningar

4. [uppdaterade] utg., varav den tredje på svenska : Stockholm : Natur & Kultur, 2016 - 276 s.

ISBN:9789127142374 LIBRIS-ID:17414557

[Library search](#)

Socialstyrelsens föreskrifter och allmänna råd (SOSFS 2000:1) om läkemedelshantering i hälso- och sjukvården

URL: www.socialstyrelsen.se

Andersson, Lars

Åldrande, åldersordning, ålderism

Jönson, Håkan

1. uppl. : Norrköping : Nationella institutet för forskning om äldre och åldrande, Institutionen för samhälls- och välfärdsstudier, Linköpings universitet, 2009 - 242 s.

LIBRIS-ID:11936041

URL: [Fulltext från Linköping University Electronic Press](#)

Omvårdnadens grunder : hälsa och ohälsa

Edberg, Anna-Karin; Wijk, Helle

2. uppl. : Lund : Studentlitteratur, 2014 - 812 s.

ISBN:9789144083551 LIBRIS-ID:16610836

[Library search](#)

Ehnfors, Margareta; Ehrenberg, Anna; Thorell-Ekstrand, Ingrid

Nya VIPS-boken : välbefinnande, integritet, prevention, säkerhet

2. uppl. : Lund : Studentlitteratur, 2013 - 235 s.

ISBN:9789144089287 LIBRIS-ID:14706368

[Library search](#)

Omvårdnadens grunder : ansvar och utveckling

Ehrenberg, Anna; Wallin, Lars; Edberg, Anna-Karin

2. uppl. : Lund : Studentlitteratur, 2014 - 539 s.

ISBN:9789144083544 LIBRIS-ID:16610857

[Library search](#)

Folkhälsorapport 2009

Stockholm : Socialstyrelsen, 2009 - 450 s.

ISBN:978-91-978065-8-9 LIBRIS-ID:11365103

URL: <http://www.socialstyrelsen.se/publikationer2009/2009-126-71>

[Library search](#)

Kommunikation : samtal och bemötande i vården

Fossum, Bjöörn

2. uppl. : Lund : Studentlitteratur, 2013 - 472 s.

ISBN:978-91-44-07007-0 LIBRIS-ID:13615449

[Library search](#)

Omvårdnadens grunder : perspektiv och förhållningssätt

Friberg, Febe; Öhlén, Joakim

2. uppl. : Lund : Studentlitteratur, 2014 - 631 s.

ISBN:9789144083537 LIBRIS-ID:16610835

[Library search](#)

Författningshandbok: för personal inom hälso- och sjukvården

Socialstyrelsen,

URL: [Länk](#)

Korp, Peter

Vad är hälsopromotion?

1. uppl. : Lund : Studentlitteratur, 2016 - 166 s.

ISBN:9789144093710 LIBRIS-ID:19423800

[Library search](#)

Praktiska grunder för omvårdnad

Kristoffersen, Nina Jahren

1. uppl. : Stockholm : Liber, 2016 - 590 s.

ISBN:978-91-47-11412-2 LIBRIS-ID:19451518

[Library search](#)

Sjuksköterskans kärnkompetenser

Leksell, Janeth; Lepp, Margret

1. uppl. : Stockholm : Liber, 2013 - 345 s.

ISBN:9789147105687 LIBRIS-ID:14613796

[Library search](#)

Lindh, Marion; Sahlqvist, Lena

Säker vård : att förebygga skador och felbehandlingar inom vård och omsorg

1. utg. : Stockholm : Natur & Kultur, 2012 - 334, [2]

ISBN:91-27-13093-2 (inb.) LIBRIS-ID:11926826

[Library search](#)

Oddy, Rosemary

Aktivitet vid demenssjukdom : en praktisk vägledning

1. uppl. : Stockholm : Liber, 2013 - 167 s.

ISBN:9789147114030 LIBRIS-ID:14677097

[Library search](#)

Pedagogik för sjuksköterskor

Sandberg, Håkan

Upplaga 1 : Lund : Studentlitteratur, 2017 - 359 sidor

ISBN:978-91-44-09395-6 LIBRIS-ID:20896350

[Library search](#)

Sandman, Lars; Kjellström, Sofia

Etikboken : etik för vårdande yrken

1. uppl. : Lund : Studentlitteratur, 2013 - 406 s.

ISBN:9789144059334 LIBRIS-ID:14667027

[Library search](#)

De 6 s:n : en modell för personcentrerad palliativ vård

Ternstedt, Britt-Marie; Henoch, Ingela; Österlind, Jane; Andershed, Birgitta

Andra upplagan : Lund : Studentlitteratur, [2017] - 300 sidor

ISBN:978-91-44-11604-4 LIBRIS-ID:21614037

[Library search](#)

Vårdhandboken

Inera AB,

URL: [Länk](#)

Vårdvetenskapliga begrepp i teori och praktik

Wiklund Gustin, Lena; Bergbom, Ingegerd

1. uppl. : Lund : Studentlitteratur, 2012 - 512 s.

ISBN:978-91-44-07104-6 LIBRIS-ID:12642778

[Library search](#)

Wiklund Gustin, Lena; Lindwall, Lillemor

Omvårdnadsteorier i klinisk praxis

1. utg. : Stockholm : Natur & kultur, 2012 - 343 s.

ISBN:9789127131828 (inb.) LIBRIS-ID:13603211

[Library search](#)