



HÖGSKOLAN I GÄVLE

PROGRAMME SYLLABUS

FIRST CYCLE

THE NURSING PROGRAMME

Programme Code: VGSJK

Established by the Board of Humanities, Care and
Social Sciences 2006-10-26

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Programme Syllabus

**Degree of Bachelor of Science in
Nursing, 180 HE credits**

(Sjuksköterskeprogrammet)

**This programme syllabus applies to students admitted to the autumn
semester of 2009 or later.**

THE NURSING PROGRAMME

at Högskolan i Gävle

1. General Arrangements

The nursing programme constitutes 180 HE credits and is based on the general guidelines for higher education according to the Higher Education Act (SFS 1992:1434), the Higher Education Ordinance (SFS 1993:100), the EC directives (77/452-453, 2005/36) and the EEA agreement (DS 1992:34). The nursing programme is a first-cycle programme and provides qualifications to apply for professional status qualification as a nurse at The National Board of Health and Welfare. The nursing programme may constitute the first step towards second-cycle and third-cycle programmes in caring science/nursing.

The nursing programme is divided into 13 courses and the teaching is given on campus or as a campus-based distance education. Both theoretical and clinical education is included in the programme, where the clinical education is located in different health care organisations within Gävleborg County.

2 Expected Learning Outcomes

The contents, length and level of the programme are regulated by the following documents which guarantee that completed education meets the competence requirements set in order for professional status qualification in nursing to be awarded, the entry requirements for continued academic studies and EU's requirements on the member states for working as a nurse.

2.1 Expected Learning Outcomes According to the Higher Education Act¹

First-cycle courses and study programmes should develop the knowledge the pupils acquire on national or specially designed programmes in the upper-secondary school or equivalent knowledge. However, the government may make exceptions regarding programmes in fine, applied and performing arts.

First-cycle studies should develop the students'

- ability to make independent and critical assessments,
- the ability to independently discern, formulate and solve problems and
- to be prepared to address changes in the working life.

Within the field of the education, the students should, in addition to knowledge and skills, develop the ability

- to search and evaluate knowledge on an academic level,
- follow the knowledge development and
- exchange knowledge also with individuals without expertise in the area.

¹ Chapter 1, section 7, 8 (SFS 1992:1434)

2.2 Expected Learning Outcomes According to the Higher Education Ordinance, Appendix 2

According to the Higher Education Ordinance SFS 1993:100 appendix 2, Degree of Bachelor of Science in Nursing, the student should demonstrate the knowledge and abilities required for qualifying as a nurse.

Students should also demonstrate the knowledge and abilities required for a bachelor's degree according to the Higher Education Ordinance, appendix 2.

Knowledge and Understanding

For a degree in nursing, the student should

- demonstrate knowledge of the academic basis of the field and knowledge of current research and development, and knowledge of the relationship between science and best practice and the importance of the relationship for exercising the profession,
- demonstrate knowledge of planning, management and coordination of health care
- demonstrate knowledge of relations in society that affect the health of children, women and men, and
- demonstrate knowledge of relevant ordinances.

Skills and Abilities

For a degree in nursing, the student should

- demonstrate the ability to independently, and in collaboration with the patient and kindred, identify care needs, establish a care plan and provide care and treatment,
- demonstrate the ability to handle drugs in an adequate way and be able to inform the patient about the effects of drugs and adverse drug reactions,
- demonstrate the ability to identify the need of and carry out health promotion and preventive work,
- demonstrate the ability to initiate method improvement and quality assurance,
- demonstrate the ability to apply the own expertise in order to handle different situations, phenomena and issues based on the need of individuals and groups,
- demonstrate the ability to inform and teach different groups and to carry out supervising assignments,
- demonstrate the ability to account for and discuss measures and treatment results with concerned parties, orally and in writing, and in accordance with relevant ordinances document these,
- demonstrate the ability to work in teams and cooperate with other occupational groups, and
- demonstrate the ability to critically review, assess and use relevant information and to discuss new facts, phenomena and issues with different target groups and thereby contribute to the development of the profession and activities.

Judgement and Approach

For a degree in nursing, the student should

- demonstrate self-knowledge and empathy,
- demonstrate the ability to make care assessments with an overall view on man, based on relevant scientific, social and ethical aspects and with special consideration to human rights,
- show a professional attitude towards patients and kindred, and
- demonstrate the ability to identify the own need of additional knowledge and to continuously develop the own skills.

2.3 EC Directives

The EEA agreement (DS 1992:34) are directives approved by the EC (the European Communities' council) (77/452-453, 90/658, 2005/36) for mutual recognition of certificates of professional competence for nurses with responsibility for general health care within the connected member states.

Higher education qualification awarded within the member states guarantees that the individuals in question during their studies have acquired

- sufficient knowledge of the sciences that the general health care is based on, including sufficient understanding of the anatomy, physiological functions and behaviour of healthy and ill people, and the correlation between human health conditions and the physical and social environment
- sufficient knowledge of the nature and ethics of the profession, and the general principles of health care
- sufficient clinical experience; this experience, which should be chosen in regard to its educational value, should be acquired under supervision of educated medical personnel and where there is enough educated personnel and equipment to meet the requirements for patient care
- ability to take part in the practical education of medical personnel and experience in cooperating with such staff
- experience in cooperating with representatives for other professions in the health care sector.

The professional or vocational education must include the subjects listed in the programme syllabus and include a three-year education or 4 600 hours of theory and clinical training.

2.4 Other Regulations

Act on Professional Activity in Public Health and Medical Care, SFS 1998:531

The regulations in this act apply to personnel active within health care. It is stated, for instance, that medical personnel should carry out their work in accordance with science and best practice.

- The National Board of Health and Welfare, February 2005. Description of competence for registered nurse²
The nurse's main fields are described here, namely:

² The National Board of Health and Welfare, February 2005, p 10

- The theory and practice of nursing
- Research, development and education
- Leadership

3 Description of the Programme

3.1 Main Fields of Study

The main fields of study within the nursing programme are Nursing, 127.5 HE credits and Medical Science, 52.5 HE credits. The main field of study is Nursing.

The progression of the programme is carried out through increased complexity in the course contents and increased independence for the student when acquiring knowledge. The education ends with an independent degree project and a clinical examination to clarify that the education results both in an academic and a professional qualification.

The first year of studies implies that the student should be able to identify, define and describe central phenomena within nursing and medical science and acquire an adequate conceptual framework. The studies should result in knowledge of the basics of patient care, and about the emergence of nursing, nationally and internationally. The student should practice a scientific approach and be able to identify and describe people's basic care needs.

The second year of studies implies that the student should integrate, organise and categorise central phenomena and describe relationships between different phenomena in nursing. The studies should focus on and develop the knowledge of fields relevant to health care. Through applied studies, the student should practice identifying, assessing and addressing the care needs of children, women and men in ill-health with emphasis on long-term illness, and be able to work from a preventive perspective.

The third year of studies imply that the student should be able to critically analyse, draw conclusions, evaluate and argue in a scientific way based on different phenomena within nursing. The student should practice to gradually and independently plan, carry out and evaluate nursing in complex nursing situations and to see how different cultures and societies influence people's health. The student should develop a problem-solving working method and develop readiness to act.

3.2 Teaching and Examination

3.2.1 Teaching

The educational view that the programme is based on is that all learning is an active dynamic process carried out in collaboration between teachers and students. All teaching and supervision should be based on the student taking own responsibility for studying and for active knowledge acquisition. The learning implies that the theoretical and practical knowledge elements included in the courses should be integrated as useful knowledge and skills in each individual. In that way, the student is given the opportunity of personal development, which is of great importance for the future profession and a lifelong learning.

The student should also practice readiness for change and the ability to review the own knowledge to be able to actively participate in the development and evaluation of the professional domain. Different teaching and working methods should train the student to actively search for knowledge, critical thinking and reflection, practice oral and written proficiencies and to be able to use scientific literature.

The teaching is given as lectures, method exercises, laboratory sessions, literature studies, written assignments and posters, seminars and study assignments, individually and in groups. In addition to lectures, teaching via video conferences and educational platforms e.g. Blackboard occurs.

3.2.2 Examination

The programme aims at a diversity of examination forms for the purpose of learning and control. The examination format is adapted to the expected learning outcomes of the course and is a review of the student's fulfilment of the expected learning outcomes of the course. Examination occurs in all courses and includes both theoretical and clinical training. The examination is included as part of developing and assuring quality and equivalence, nationally and internationally. Examination may occur in the form of individual written or oral tests, through examination assignments solved individually or in groups, through clinical examination and examination seminars and through assessing knowledge and skills that the student has acquired during the clinical training.

3.3 Clinical Training

Clinical training according to the EC directive is defined as the part of the education that takes place within or out of hospitals and other health care establishments under supervision of teachers that are nurses. The clinical training should constitute half of the total programme length. The teaching should promote a close cooperation between theoretical and clinical training. The theoretical studies contribute in giving structure to the clinical studies, while knowledge and experience from the clinical studies constitute the basis for processing and discussion in the theoretical part of the education. Clinical training consists of placement, where the student has access to a training place within different health care establishments, clinically aimed study assignments, field studies and method exercises of 90 HE credits. The teachers in the department are responsible for the placement, together with clinically active nurses. It is located to different establishments and includes medical, surgical, emergency, paediatric, psychiatric care, geriatric care, maternal health services and primary care.

3.4 Student Influence

Students have influence over the programme through student representatives in the academy council. Students' participation in the development of programmes and courses is encouraged. A forum where representatives from the professional life, teachers and students regularly meet in so-called business meetings.

Different forms of course and programme evaluations are applied where students participate. The outcome of these and proposed improvements are submitted to the concerned faculty programme director, teachers, management, students and other staff. An evaluation of the whole study programme is carried out at the end of the education.

3.5 Internationalisation

Students who want to carry out part of the study programme abroad may apply for this. During the latter part of the education, there are a limited number of positions for placement abroad. The Faculty of Health and Occupational Studies has signed agreements or developed cooperation with other higher education institutions and universities in Scandinavia, and with certain countries in Europe.

3.6 Sustainable Development

Sustainable development implies promoting health and a good environment for the needs of present and future generations. In the programme courses, knowledge of health and quality of life are included for the purpose of promoting people's well-being and to raise awareness of the importance of the environment for the health of the own and future generations. One of the fields of the nurse is to identify the need of and carry out health promoting and preventive work.

3.7 Other Aspects

In the programme, the human being is highlighted from a physical, mental, social, spiritual and cultural perspective and gender equality is a recurring element in the course contents.

4. Courses within the Programme

F = First Cycle

Year 1.						
Period	Course Name	HE credits	Level	Main Field of Study	Clinical Training	
1:1	Course 1. Introduction to Nursing as a Science and Field.	7.5	F	Nursing	1.5 HE credits	
1:1-2	Course 2. Physiology and Anatomy.	15	F	Medical Science	3 HE credits	
1:2	Course 3. Microbiology and Pharmacology.	7.5	F	Medical Science	3 HE credits	
1:3-4	Course 4. Nursing Clinical Training. Communication, Relation, Health Care Ethics and Health.	30	F	Nursing	21 HE credits	
Year 2.						
Period	Course Name	HE credits	Level	Main Field of Study	Clinical Training	
2:1-2	Course 5. National Diseases and Long-term Illness from a	9	F	Medical Science	7.5 HE credits	

	Nursing and Medical Perspective	13.5		Nursing	
2:2	Course 6. Paediatrics, Gynaecology, Geriatrics and Pharmacology.	7.5	F	Medical Science	1.5 HE credits
2:3-4	Course 7. Nursing and Health Promotion Clinical Education in Primary Health Care, Geriatric Care and Psychiatric/paediatric/obstetric Care.	18	F	Nursing	22.5 HE credits
		4.5	F	Medical Science	
2:4	Course 8. Medicine, Surgery and Infection.	7.5	F	Medical Science	1.5 HE credits

Year 3.

Period	Course Name	HE credits	Level	Main Field of Study	Clinical Training
3:1	Course 9. Theories and Research Methods in Nursing. I	15	F	Nursing	4.5 HE credits
3:2	Course 10. Theories and Research Methods in Nursing. II	7.5	F	Nursing	3 HE credits
3:2	Course 11. Nursing of Acute Conditions/diseases and Trauma.	7.5	F	Nursing	4.5 HE credits
3:3	Course 12. Degree Project in Nursing.	15	F	Nursing	1.5 HE credits
3:4	Course 13. Application of Nursing as a Science and Field, Clinical Training.	13.5	F	Nursing	15 HE credits
		1.5	F	Medical Science	

All courses include clinical training (section 3.3) of 90 HE credits. Placement is included in courses 4, 7 and 13 (6, 22.5 respective 15 HE credits).

5. Entry Requirements

Those who fulfil the conditions for the general entry requirements for higher education first-cycle studies stated in the Higher Education Ordinance and also fulfil

the general entrance qualification F.1.1, are qualified to apply to the Nursing Programme. i.e.:

Subject	Course
Mathematics	B
Social Studies	A
Natural Sciences	B (or Fy A + Ke A + Bi A)

The grade for each of the above subjects should be at least Pass.

6 Grades

Grades are given for the courses included in the programme, according to current syllabus.

7 Examination Regulations

7.1 Title of Qualification

Degree of Bachelor of Science in Nursing
Sjuksköterskeexamen

Degree of Bachelor of Arts
Filosofie kandidatexamen

7.2 Qualification Criteria

The degree in nursing is achieved when the student has successfully completed required courses of 180 HE credits.

A bachelor's degree is achieved when the student has successfully completed required courses of 180 HE credits with certain specialisation decided by each higher education institution, including at least 90 HE credits of progressive specialisation in nursing.

For a bachelor's degree in nursing, the student should have successfully completed an individual assignment (degree project) within the framework of the required courses of at least 15 HE credits in the main field of study of the education.

7.3 Degree Certificates

Students who fulfil the requirements for higher education qualification should receive a degree certificate on request.

8. Further Instructions

8.1 Re-examination

Theoretical Education

Students who have not utilised or who have failed the regular examinations are given the opportunity of five additional examinations. Students who have failed three examinations (the regular examination and the following two examinations) are referred to study guidance.

Students who have failed two examinations have the right to another examiner.

Placement

Students who have failed placement have the right to go through another one within the concerned area of activity. Students who have failed placement are referred to study guidance.

8.2 Entry Requirements for Courses

The progression of the programme between the courses requires that certain prior knowledge has been acquired before the student may begin the course. In the syllabus, the requirements on prior knowledge in order to attend the current course are stated.

8.3 Approved Leave from Studies

The study guidance grants approved leave from studies based on the National Agency for Higher Education's regulations HSVFS 1999:1.

Approved leave from studies may be applied for after initiated programme studies and is granted for one or two semesters at a time. During approved leave from studies, the student may not be registered on programme courses.