CURRICULUM

ACADEMIC YEAR 2003-2004

Bachelor's Degree Programme in Nursing

Østfold University College

Faculty of Health and Social Studies

Last revised: 26 June 2003

Introduction

The bachelor's degree programme in nursing is offered either as a 3-year full-time study or a 4-year part-time study. The curriculum complies with the national General Plan and Regulations for the 3-year Training Programme in Nursing dated 7 January 2000, the Universities and Colleges Act laid down 12 May 1995, and Østfold University College's examination regulations of 1 November 2002.

The degree programme has a total credit allocation of 180 ECTS credits (European Credit Transfer System).

Estimated workload for the students is 80 hours per 3 ECTS credits. Required course reading is estimated at approximately 200 pages per 3 ECTS credits or a total of 12,000 pages.

Main and minor subjects in the nursing programme

Stipulated in the General Plan of 7 January 2000

1 The theoretical and scientific basis of nursing, including practical training,	**33 ECTS credits**
1A History, tradition and professional ethics	9 ECTS credits
1B Nursing theory, academic study and research	9 ECTS credits
1C Theory of science and research methods	6 ECTS credits*
1D Ethics	9 ECTS credits*
2 Nursing theory and practice, including practical training	**72 ECTS credits**
2A The role and tasks of nurses in specialist health services	36 ECTS credits
2B The role and tasks of nurses in municipal health services	36 ECTS credits
3 Medicine and natural science, including practical training	**45 ECTS credits**
3A Anatomy, physiology and biochemistry	12 ECTS credits
3B General pathology, pathology and pharmacology	24 ECTS credits
3C Microbiology, infectious diseases and hygiene	9 ECTS credits
4 Social sciences, including practical training	**30 ECTS credits**
4A Psychology and educational theory	9 ECTS credits
4B Communication, interaction and conflict management	6 ECTS credits*
4C Sociology and social anthropology	6 ECTS credits
4D Political science, health and social policy including relevant legislation and legal authority	9 ECTS credits*

*described in Chapter 5 of the General Plan

Practical training

Practical training is allocated 90 of the total 180 ECTS credits, which represents a workload corresponding to 60 weeks. 50 weeks take place in the work placement institution and are related to patients and their families, and 10 weeks are used for proficiency training and for preparation for and reflection on the work placement periods.

Fields and duration

A: Skills, preparation and reflection	**10 weeks**
B: Work placement involving patients and next of kin	**50 weeks**
• Specialist health services: Clinical training in medical or surgical wards, a minimum of The medical or surgical training must each have an extent of at least 6 weeks	16 weeks
• Municipal health services: Nursing services in municipal health services and care, a minimum of	12 weeks

- Specialist or municipal services:
  Practical training in the first year of study, a minimum of 4 weeks
  Practical training pertaining to mental health work, at least 8 weeks
  Other types of work placement related to B, a minimum of 10 weeks

Main and minor subjects in the nursing programme

Curriculum at the Faculty of Health and Social Studies, Østfold University College

	Total ECTS credits	**1st year ECTS credits**	**2nd year ECTS credits**	**3rd year ECTS credits**
1 The theoretical and scientific basis of nursing	**33**			
1A: History, tradition and professional ethics	9	2.25	3	3.75
1B: Nursing theory, academic study and research	9	1.875	4.875	2.25
1C: Theory of science and research methods	6	2.5		3.5
1D: Ethics	9	5.625	1.5	1.875
2 Nursing theory and practice	**72**			
2A: The role and tasks of nurses in specialist services	36	7.625	10	18.375
2B: The role and tasks of nurses in municipal health services	36	10	9	17
3 Medicine and natural science	**45**			
3A: Anatomy, physiology and biochemistry	12	10	2	
3B: General pathology, pathology and pharmacology	24	1.75	17.875	4.375
3C: Microbiology, infectious diseases and hygiene	9	4.125	2	2.875
4 Social sciences	**30**			
4A: Psychology and educational theory	9	3.75	4	1.25
4B: Communication, interaction and conflict management	6	5.25	0.75	
4C: Sociology and social anthropology	6	2.25	2	1.75
4D: Political science, health and social policy including relevant legislation and legal authority	9	3	3	3
Total	**180**	60	60	60

Practical training

1st year of study

Health promotion and preventive work	5 weeks
Work placement in nursing homes/institutions (including laboratory and PSH*)	10 weeks

2nd year of study

Work placement with mental health work (including PSH*)	11 weeks
Work placement in medical or surgical wards (including laboratory and PSH*)	11 weeks

3rd year of study

Practical training with home-based care	12 weeks
Work placement in medical or surgical wards	11 weeks

*Skills training studies located to university college premises

The ethical basis

The professional ethic of nursing is built on Christian and humanistic culture. This cultural heritage is closely linked with four concepts that are central to the training as well as to the profession:

The human being

A human being is unique, with a value in itself. The human being is an entity comprising a physical, a mental, a social and a spiritual dimension, and the totality is more than the sum of the dimensions, which are mutually dependent. Humans are naturally active with huge potentials for growth and development. Also, human beings are free to make their own choices and act independently, thus being responsible for the consequences. Humans are in constant interaction with their environment and must be understood in the light of the social and cultural context which they are a part of.

Surroundings

People's surroundings are the conditions, events and influences that surround them and have an effect on their development and behaviour. People's choices and opportunities are influenced by the surroundings. People's health is determined by an interaction of personal factors and factors in their surroundings.

Health

Health is a holistic phenomenon with an objective aspect linked to people's functional level and a subjective aspect linked to their perception of health and well-being. Health may be understood as the ability to cope with the stress and strain one is subjected to in everyday life. Thus, health is a continuous development process in which humans actively use their resources and possibilities. There are large cultural variations in people's perceptions of health.

Nursing

Nursing is a health service provided to individuals, families, groups and communities. Nursing means helping people cover their basic needs when their own resources – i.e. their knowledge, strength or will – are insufficient. Nursing builds on people's own perception of their life situation and is carried out in an interpersonal situation. Care is the core of nursing. The main goal of nursing is to promote health and nurses have preventive, treatment oriented, alleviating and rehabilitating functions. Additionally, nurses carry out leadership functions involving professional development and teaching as well as administrative duties. Nurses are also responsible for their own professional development.

Main goals

The basic training aims to educate independent, responsible and patient-oriented nurses with the will and capacity to develop a conscious and reflective attitude to their profession.

After having completed their training, the students will have the competence to

- provide nursing tasks built on humanistic ethics;

- have a clear nursing identity based on the tradition and values of the nursing profession, on the tasks of the nurse and the knowledge and methods of the nursing profession;
- be aware of their own ability and will to provide care;
- meet patients, clients and their next of kin with respect, empathy and moral integrity;
- communicate and interact effectively with patients, clients, next of kin and colleagues;
- provide proper nursing to people of all ages suffering from illness or injury, to those with acute or chronic illness and to the disabled, patients in rehabilitation, and persons facing the last phase of life;
- act effectively based on an integration of theoretical and empirical knowledge of nursing;
- plan, implement, document, and evaluate measures based on patients' needs and conditions by applying knowledge acquired from different fields such as nursing, the humanities, medicine, natural sciences and social sciences, and complying with laws and regulations;
- teach and instruct patients, next of kin, students and colleagues based on their individual needs and qualifications;
- apply principles of organisation and leadership and possess administrative knowledge;
- have a critical and analytical attitude to nursing and health services and participate constructively in developing the services;
- understand the structure and tasks of the health services and apply relevant laws and regulations;
- understand the importance of interdisciplinary cooperation with other professions to further health and quality of life for patients;
- take on the responsibility of trying to change social conditions that influence people's health;
- be responsible for their own professional and personal development after having completed the basic training.

Professional and educational fundamentals

Professional competence

The professional competence of graduated nurses can be seen as the sum of knowledge, attitude and skills. This competence comprises theoretical competence, practical competence, learning competence, social competence, and ethical competence. Nurses possessing this competence are able to act independently, professionally and ethically in nursing situations (General Plan: 31).

To develop such professional insight and operational competence, an integration of knowledge and understanding from the four central subjects of the study programme is needed (General Plan: 36).

The training furthers students' awareness of this integration by organising the curriculum into teaching blocks with different focus, into which the subjects of the programme are integrated. The integration philosophy is also evident in the various mandatory assignments, in the examinations, and in the organisation of the practical training.

Learning and teaching philosophy

The basic training is meant to lay a foundation for a lifelong learning process. The process of learning takes time and is an individual process when students encounter the learning material. This presupposes that students are active learners; thus, the training focuses on student activity and a methodology stimulating self-study and interaction. There are several types of goals: knowledge aims, proficiency aims and attitude aims. To reach these aims, the teaching methodology varies. The principle of problem-based learning is the basis for the choice of methods. The methods comprise, inter alia, ICT-based teaching, group work, seminars, written assignments and supervised practical training. In different ways these methods aim to challenge the students' values, attitudes, emotions, knowledge, intellectual capacity, creativity and interaction: important elements in nursing competence.

Assessment across the curriculum is considered an important part of the study. Assessment is organised as theoretical and practical assignments, examinations, portfolio assessment, work placement assessment etc.

Learning, and applying what has been learnt, is a time-consuming process. Frequent feedback and evaluation will help students work more structured throughout the whole academic year. By distributing the work more evenly we believe that students will achieve a better learning output and place more focus on a continuous learning process instead of reading for exams. Tutorials, individual and in basis groups, will further support and challenge students in their learning process.

Study methods in the theoretical training

Each theory week throughout the study programme will on average have

- 10 hours of lectures
- 1 hour of basis group instruction
- 5 hours of basis group work / presentation / seminars

For full-time students a normal workload is 37.5 to 40 hours per week. For part-time students the theory period workload is estimated at about 30 hours per week.

The principle of problem-based learning is the basis of the organisation of theory periods. This methodology presupposes active studies throughout the entire study programme. In each of the theory periods students are given mandatory assignments based on specific requirements. The assignments are compiled in the students' portfolios and will in some cases count as a part of the examination.

As a preparation for the complex professional life that students will encounter, it is important to integrate different academic fields in the teaching of theory as well as in examinations.

Study methods in the practical training

In order to enhance students' practical learning a number of educational tools are used to make work placement effective, structured and supervised. These methods are the following:

Students' objectives

Students plan their work placement objectives and make them concrete in cooperation with the placement supervisor and the course instructor. The objectives should guide students in their practical work, and should be based on students' strong and less strong characteristics and on experience and evaluation in previous placement periods. The objectives must be realistic and lie within the framework given by the Faculty's objectives, the possibilities or limitations of the work placement institution, and the duration of the placement period.

Weekly plan

The weekly plan outlines a student's work. It concretises the work situations in that particular week and also the student's objectives, responsibilities and resource needs. The plan is evaluated each week.

Reflection notes

Students describe and reflect on work placement situations, continually and on the same day the actual situation happened. The description should comprise what happened and the student's reactions to it, and it should conclude with reflections in retrospect: what has been learnt and what can be used in new situations. Reflection notes are tools to help students learn effectively and can also be used as a basis for tutorials.

Planned tutorials with work placement supervisor

The work placement supervisor should schedule weekly tutorials with the student. The student is responsible for preparing for the tutorials and ask for guidance whenever it should be relevant.

Three-party talks

These are interviews meant for guidance and facilitation and consist of three parties: the student, the work placement supervisor, and the course instructor.

Clinical instruction

Clinical instruction means that the work placement supervisor and possibly the teacher are present when the student carries out various types of tasks in direct contact with patients. This instruction is often combined with talks before and after the tasks have been carried out.

Reflection groups / Group tutorials

Practical nursing requires continuous professional and personal development. Based on the belief that people develop through dialogue, tutorials are considered a valuable tool in the effort to maintain and further develop quality in the nursing profession.

Work placement assessment

Assessment is a mandatory and continuous part of work placement supervision. Students are assessed continuously through all placement periods and receive a result twice: once around mid-period and once at the end of the placement period. The student, the work placement

supervisor, and the teacher participate in both talks. The student evaluates his/her own performance, and the work placement supervisor and possibly other nurses in the placement institution give their evaluation of the student's professional and personal development related to the chosen criteria that must be fulfilled to pass the practical training (described for each individual placement period). The teacher carries the main responsibility for assessment of the students in compliance with the objectives set up by the Faculty and the students themselves. The result is given as a Pass or Fail.

Practical skills training in the university college

Students are required to attend sessions at the Faculty for a number of whole days during the work placement period. Additionally, each period concludes with a so-called PSH day (practical skills training on faculty premises) with lectures and seminars concerning topics that are relevant for that particular work placement period, and with students gathering in reflection groups.

For a further description of work methods and practical training, please see the students' work placement portfolio.

Assessment of the supervised practical training

The following is valid for all supervised work placement periods.

1. Each work placement period is concluded with an assessment related to the objectives set up for that training period. The result is based on continuous assessment and the student's documentation in his/her portfolio. The result transcript together with a description of what has been assessed is signed by the student, the work placement supervisor and the teacher. The student receives a copy of the written assessment.

2. The work placement supervisor and/or the teacher are entitled to award a Fail or to raise doubt whether the practical training should receive a Pass.

3. If there is doubt whether the practical training should be approved, the student shall be notified in writing halfway through the period or no later than 3 weeks before the end of the placement period. The written notification should specify what the student does not master and what requirements must be fulfilled if the student is to pass the work placement. A copy of the notification is sent to the Faculty Dean of Studies within one week after the student has been notified.

4. If there is doubt whether a Pass can be given, the course instructor must take the case to the Work Placement Committee of the nursing programme. The committee includes the dean of studies, the course instructor and the work placement supervisor. The committee should agree on a date for a final evaluation to assess whether the specifications have been met.

5. If a student has not performed adequately in the work placement tasks or if absence has been above the permitted minimum, the student will be given a Fail for the work placement.

6 If a student's behaviour has been blameworthy during the practical training he or she may be banned from the study for a period of up to three years. See the Universities and Colleges Act §42.2.

7 A Fail assessment may not be appealed unless factual errors have been made. This also means that the basis for assessment cannot be challenged. If a claim of formal errors is put forward, §15 in the Examination Regulations for Østfold University College is valid. The Complaints Commission of Østfold University College is the administrative appeal body.

See also §11 in Examination Regulations for Østfold University College, laid down 25 September 2000.

Distribution of teaching blocks

1st year of study

Autumn semester

Block 1 Introduction 2 weeks	Block 1.1 Joint Block A: Communication, interaction and conflict management 4 weeks	Block 1.2 Society and the individual 9 weeks including 4 weeks of observation placement with project	Block 1.3 Basic nursing theory 4 weeks

Spring semester

Block 1.4 Joint Block B: Ethics 3 weeks	Block 1.3 continues Basic nursing 16 weeks, including 5 weeks of theory, 3 weeks of PSH* and 240 hours of practical training	Examination period 2 weeks

2nd year of study

Autumn semester

Block 2.1 The role and tasks of nurses in specialist health services 7 weeks of theory	Examination period 1 week	Block 2.2: Nursing patients with somatic diseases 12 weeks, including 5 weeks of theory, 3 weeks of PSH* and 4 weeks of practical training Block 2.3: Nursing psychiatric patients 12 weeks, including 5 weeks of theory, 2 weeks of PSH* and 5 weeks of practical training

Spring semester

Block 2.2 continues 4 weeks of practical training Block 2.3 continues 4 weeks of practical training	Block 2.3 Nursing psychiatric patients 15 weeks, including 4 weeks of theory, 2 weeks of PSH*, and 9 weeks of practical training	Examination period 1 week

	Block 2.2 Nursing patients with somatic diseases 15 weeks, including 4 weeks of theory, 3 weeks of PSH*, and 8 weeks of practical training	

3rd year of study

Autumn semester

Block 3.1 Joint Block C: Theory of science and research methods 3 weeks	Block 3.2 Nursing patients with somatic diseases 13 weeks, including 2 weeks of theory, 1 week of PSH*, and 10 weeks of practical training Block 3.3 Home-based nursing 15 weeks, including 2 weeks of theory, 1 week of PSH*, and 10 weeks of practical training	Block 3.4 Society and the individual 3 weeks	Examination period 1 week

Spring semester

Block 3.5 "On the threshold" 2 weeks	Block 3.3 Home-based nursing 13 weeks, including 2 weeks of theory, 1 week of PSH*, and 10 weeks of practical training Block 3.2 Nursing patients with acute and chronic diseases 13 weeks, including 2 weeks of theory, 1 week of PSH*, and 10 weeks of practical training Examination	Block 3.5 "On the threshold" including final examination in nursing theory 8 weeks

*PSH includes proficiency training, preparation for work placement and reflection after the training period.

Tests and examinations arranged throughout the nursing curriculum

Passing tests

The following passing tests (tests that students must pass to be allowed to proceed to the next year of study) are arranged:

Practical test in basic nursing skills	1st year
Practical test in nursing skills	2nd year
Test in medication estimate	2nd year
Test in pharmacology	2nd year

To receive a Pass in the medication estimate test 100% of the answers must be correct.
To receive a Pass in the pharmacology test 80% of the answers must be correct.

The result is given as either a Pass or a Fail.

For each theme three tests are arranged per academic year, which means that students may re-sit twice if they failed in the first test.

Examinations

Examination in the theoretical and scientific basis of nursing, main subjects 1 and 2 (4-hour examination plus portfolio)	1st year of study
Examination in medicine and natural science, minor subjects 3A and 4C (4-hour examination plus portfolio)	1st year of study
Examination in social sciences, minor subjects 4A, 4B and 4C (home examination, 1 week)	2nd year of study
Examination in nursing theory, medicine and natural science, main subjects 1, 2 and 3	2nd year of study
Examination in social sciences, minor subject 4D (home examination, 3 days)	3rd year of study
Examination in nursing theory, medicine and natural science, main subjects 1, 2 and 3	3rd year of study
Final assessment in nursing theory, main subjects 1, 2, 3, and 4 (dissertation)	3rd year of study

Each examination is arranged twice per academic year (one ordinary and one re-sit).

Examinations are assessed using the following scale:

A – Excellent
Outstanding performance; well above average and showing a significant degree of independence.

B – Very good
Very good performance; above average and showing ability for independence

C – Good
Average performance; generally sound work that is adequate in most respects.

D – Satisfactory
The performance is below average and shows a number of significant shortcomings.

E – Sufficient
The performance meets minimum requirements.

F – Failed
The performance does not meet minimum requirements.

Work placements in the nursing curriculum

Clinical training of basic nursing skills	8 weeks	240 hours	1st year
Project organised work placement related to health promotion and preventive measures	4 weeks	120 hours	1st year
Clinical training in somatic hospital	8 weeks	240 hours	2nd year
Clinical training of psychiatric care	9 weeks	270 hours	2nd year
Clinical training in somatic hospital	10 weeks	300 hours	3rd year
Clinical training of home-based nursing	10 weeks	300 hours	3rd year

Description of teaching blocks

1st year of study

Autumn semester

Block 1.0 Introduction
3 ECTS credits

Objectives
Students should
- know the most important framework such as the student's handbook, semester catalogue, facilities and staff;
- be familiar with the role of the nurse in today's health services;
- be familiar with the philosophy of the nursing training regarding knowledge, learning, and teaching.

Theoretical content
2B: The role and tasks of the nurse in specialist and municipal health services
- The role of the nurse

3A: Anatomy, physiology and biochemistry
- First aid in exercise laboratory
- Moving patients

3C: Microbiology, infectious diseases and hygiene

- The place of hygiene in the nursing training programme

4A: Psychology and educational theory

- The place of psychology and educational theory in the training programme

Block 1.1 Communication, interaction and conflict management (Joint Block A)
6 ECTS credits

Block 1.2 Society and the individual
13.5 ECTS credits

Objectives
Students should

- understand the values that nursing is based on;
- possess knowledge about health promotion and preventive measures;
- understand the health promotion and preventive role of the nurse in relation to different target groups;
- be able to apply the knowledge acquired in nursing theory, social sciences, medicine and natural science.

Theoretical content
1A: The history, tradition and ethics of nursing

- History of nursing
- Development of medicine and its role in health care
- Nursing theory as a part of our history and tradition
- Health, illness, quality of life, mastering, basic needs, resources, environment/surroundings, nursing
- Different approaches to and components of the concept of value

1B: The theoretical and scientific basis of nursing, academic development and research

- Florence Nightingale and Virginia Henderson: their philosophy of human beings, environment and society
- ICT in health services

1C: Theory of science and research methods

- General requirements to formulating problems
- Knowledge of various forms of collecting data and reporting

2A + B: The role and tasks of the nurse in specialist and municipal health services

- Society, surroundings, lifestyle and individual factors that further or impair the health of individuals or groups
- The role of the nurse in interdisciplinary cooperation

3A: Anatomy, physiology and biochemistry

- Reproduction and sexual physiology

3B: General pathology, pathology and pharmacology

- Various perspectives on and causes of illness
    - Epidemiology, heredity and cancer

3C: Microbiology, infectious diseases and hygiene

- Interaction between people, environment and community hygiene

4A: Psychology and educational theory

- Applying psychology and educational theory in preventive nursing

4C: Sociology and social anthropology

- Key concepts of role theory
- Culture and health

4D: Political science, health and social policy

- The growth of the welfare state
- The relationship between social development, social conditions, and individual health and social problems
- Priorities and goals for the health service
- Obligation of confidentiality

Work placement observation with project, 4 weeks
Focus: Health, environment, society. The project is an integrated part of Block 1.2.

Block 1.3 Basic nursing theory
6 ECTS credits

Objectives
Students should

- acquire knowledge about basic human needs;
- acquire knowledge about the way age and illness influence a person's need for nursing;
- apply the knowledge learnt - the basis of nursing, social sciences, medicine and natural science – when observing patients and carrying out nursing tasks;
- have the necessary nursing skills to be able to attend to basic human needs;
- be able to support a person's resources;
- show respect for human worth and way of life;
- be able to understand patients' situation when they are in need of long-term or lasting care;
- understand how important it is that persons who are terminally ill get their physical, mental, social and spiritual needs attended to;
- acquire knowledge about the nursing process and nursing documentation.

Content
See below.

Spring semester

Block 1.4 Ethics (Joint Block B)
4.5 ECTS credits

Block 1.3 Basic nursing theory, continued
25.5 ECTS credits

Theoretical content
1A: History, tradition and ethics

- Care and altruism

1B: The theoretical and scientific basis of nursing, academic development, and research
The process of nursing and patient journals:

- The process of nursing focusing on data collection, nursing problems and goals
- Oral reporting
- The history of documentation
- Documentation from an ethical, professional and legal perspective

2A + B: The role and tasks of the nurse in specialist and municipal health services
Focus is on basic human needs such as

- being clean and proper;
- air;
- circulation;
- proper nutrition;
- excretion;
- constant bodily temperature;
- activity;
- rest and sleep;
- being with others, and also being alone;
- developing and maintaining one's identity;
- feeling secure.

In case of illness there is a danger that basic needs may not be fulfilled, especially for categories such as

- patients in need of long-term care and nursing (people with apoplexia cerebri);
- patients with age dementia;
- dying patients.

3A: Anatomy, physiology and biochemistry
Anatomy and physiology

- Cells, tissue and organs
- The nervous system
- The senses
- The endocrine system
- The skeleton
- The muscles

- The circulatory system
- The blood and the resistance system of the body
- The respiratory system
- The digestive system
- Temperature regulation
- The kidneys and the urinary tracts

Biochemistry

- Proteins
- Carbohydrates
- Lipids
- Nucleic acid
- Protein synthesis
- Enzymes

3B: General pathology, pathology and pharmacology

- The immune system
- Infections
- Circulatory trouble

3C: Microbiology, infectious diseases and hygiene

Microbiology and infectious diseases:

- Infectious matters
- Normal flora
- The immune system
- Test taking and sending
- Laboratory methods
- Patients exposed to infections
- Some infectious diseases
- Urinary tract infections
- Respiratory infections

Hygiene:

- The chain of infection
- Infection prevention
- Hand hygiene and personal hygiene
- Clean and unclean
- Disinfection and sterilisation
- Hygiene in nursing homes

4A: Psychology and educational theory

- The situation of the nursing home patient seen from a psychological and educational angle.

4C: Sociology and social anthropology

- Social systems – networks
- Total institutions – institutionalisation and depersonalisation.

4D: Political science, health and social policy

- The Municipal Health Services Act, including regulations related to quality in the health and care services
- The Patient Rights Act and the Health Care Workers Act
- Requirements for health personnel

Practical skills studies on university college premises (PSH)
PSH comprises proficiency training, preparation for work placement, and reflection after finished work placement. All practical training is mandatory. PSH before and during a period of work placement is seen as one unit. Absence due to illness must not exceed 10 per cent of the unit.

Students must complete PSH before and during work placement as a requirement to proceed in the study. If students have an absence of more than 10 per cent they must show that they have gained insight in the field taught during the absence. This is done either through a written assignment, a demonstration, an oral statement of specific skills, or in other ways.

Laboratory training (proficiency training) – 1.5 ECTS credits
- Working clothes
- Hand hygiene
- Work in the rinsing room
- Bed making
- Moving patients
    - in the bed;
    - between bed and chair;
    - using technical aids.
- Personal hygiene – the patient:
    - Washing the patient in bed
    - Feminine/masculine hygiene
    - Dressing and undressing
    - Hair wash while in bed
    - Dental care
    - Pedicure and manicure
    - Shaving, hairdressing, make-up
- Preventing and treating complications related to inactivity (wounds induced by pressure, thrombosis, emboli, pneumonia, muscular atrophy, reduced sense stimulation, constipation).
    - Positions in bed
    - Exercises
    - Skin care
- Observation of vital signs
    - Pulse
    - Blood pressure
    - Temperature
    - Respiration
- Elimination
    - Administering and removing bedpans and bottles
    - Administering enemas

    - Use of diapers and uridoms
- Nutrition
    - Serving food
    - Helping the patient eat – technical aids

At completion of the laboratory instruction the students are tested in practical nursing skills. They must receive a Pass before being permitted to proceed to the clinical training in basic nursing.

Mandatory assignments
In the course of the teaching block students will work with various assignments for their portfolios. The assignments are described in detail in the students' block books.

2nd year of study

Autumn semester

Block 2.1 The role and tasks of the nurse in specialist health services
10.5 ECTS credits

Objectives
Students should

- know how to set goals for the patient and plan nursing measures, and how this is documented in the patient's journal;
- be able to use the Internet to search for journal articles and other information;
- acquire knowledge about illness processes and treatment;
- be able to estimate medication.

Theoretical content
1B: The theoretical and scientific basis of nursing, academic study and research

- The nursing process and the patient journal:
    - documenting and evaluating nursing measures
    - searching for Internet articles

1D: Ethics

- Current ethical problems related to clinical studies; with special focus on power, force and control

2A: The role and tasks of the nurse in specialist health services
Focus is on:

- Hospitalisation and discharge from hospital
- Patients with heart diseases and circulation failure
- Patients with impaired lung functions
- Children and illness
- Patients with kidney diseases
- Various models for organising nursing services in an institution

3B: General pathology, pathology and pharmacology
Pathology:

- Fundamental illness mechanisms such as cancer
- Cardiovascular diseases
- Lung diseases
- Paediatrics
- Kidney diseases

Pharmacology, general and special, focusing on

- Medicines for immune suppression or cancer
- Medicines for heart and vascular diseases
- Medicines for respiratory diseases
- Anti microbial medicines

3C: Microbiology, infectious diseases and hygiene

- Dissemination of diseases in institutions
- Various infection regimes
- Hospital infections

4A: Psychology and educational theory

- The educational tasks of nurses in specialist services

4C: Sociology and social anthropology

- Illness from a sociological and social anthropological perspective
- Patient culture
- Sociology of the profession

Autumn and spring semesters

Block 2.2 Nursing patients with somatic diseases
22.5 ECTS credits distributed as follows: Theory 6 credits; PSH 4.5 credits; work placement 12 credits

Objectives
Students should

- acquire knowledge about the interaction between people, health, environment and nursing, and know how to apply this knowledge when nursing somatic patients;
- be able to feel empathy with how the patient and next of kin experience illness, and know what observations and measures are relevant in each case;
- be familiar with a number of central diseases.

Theoretical content
1B: The theoretical and scientific basis of nursing, academic study and research

- Callista Roy's nursing model, focusing in particular on stress and coping

2A: The role and tasks of the nurse in specialist services
Focus is placed on:

- Pre- and post-surgery nursing
- People with digestive trouble

- People with endocrine function trouble
- People with fractures and head injuries
- People with cancer
- People who are terminally ill
- People with severe burns
- Organising the nursing services in institutions and wards

3A: Anatomy, physiology and biochemistry
- Nutrition and proper food during illness, including tube feeding

3B: General pathology, pathology and pharmacology
Pathology:
- Stomach and bowel diseases
- Endocrinology
- Blood diseases
- Orthopaedics
- Cancer mammae
- Gynaecology

Pharmacology
- Medicines for diseases in the digestive organs
- Medicines for endocrine diseases
- Medicines for blood diseases
- Medicines with central and pain relieving effect

4A: Psychology and educational theory
- The nurse's educational tasks related to patients with acute or chronic somatic diseases

4D: Political science, health and social policy
- The health and social sector on municipal, regional and national levels
- Decision-making processes in the health and social sector
- The practitioners in the health and social service
- Total quality management, internal control and quality development
- The Specialist Health Services Act

Practical skills studies on university college premises (PSH)
All practical training periods are mandatory. PSH both before and during the work placement is seen as one unit. The maximum absence permitted for this unit is 10 per cent.

Students must have participated at PSH before and during work placement to be permitted to proceed with the study programme. If absence exceeds 10 per cent, students are required to submit an assignment showing that the necessary knowledge has been acquired.

Objectives of PSH
Students should
- have the necessary knowledge and skills to carry out nursing tasks accurately and properly;
- apply knowledge from different disciplines to understand illness as a complex phenomenon, and act properly;

- develop their ability to reflect on situations they have experienced in clinical training

Content of PSH
1B: The theoretical and scientific basis of nursing, academic study and research
- Nursing documentation from various types of training
- Personal commitment

2A: The role and tasks of the nurse in specialist services
(Taught with main subject 3B as thematic days or clinics)
- Cleaning stomas
- People with cancer
- How to deal with pain
- The role of the next of kin in patient care
- Clinical observations
- Nutrition
- Patients with coronary infarct or cardiac arrest

3A: Anatomy, physiology and biochemistry
- Dietetics

3B: General pathology, pathology and pharmacology

4A: Psychology and educational theory
- Professional guidance

Proficiency training (skills training) in laboratory
Content
- Wound treatment
- Intravenous infusions and transfusions
- Peripheral vein cannula
- Catheter
- Venturi tube
- Heart and lung first-aid
- Suction of respiratory passages
- Injections and measuring glucose
- Cleaning intravenous catheter

A test is given and must be passed before the student may proceed to work placement.

Block 2.3 Nursing psychiatric patients
22.5 ECTS credits, distributed as follows: Theory 6 credits; PSH 3 credits; work placement 13.5 credits

Objectives
Students should
- acquire knowledge about the effect of psychiatric diseases on a person's self-image and relations with the surroundings;

- apply knowledge from different disciplines when nursing patients with psychiatric diseases;
- be familiar with relevant legislation and its effects on professional nursing.

Theoretical content

1B: The theoretical and scientific basis of nursing, academic study and research

- Basic concepts, theories and models: J Travelbee's model of nursing focusing on communication and establishing interpersonal relations.

2A + B: The role and tasks of the nurse in specialist and municipal health services

- Milieu therapy
- Ego-strengthening nursing
- Dilemmas in the relationship between nurse and patient

3B: General pathology, pathology and pharmacology

- Mild neuroses, focusing on anxiety and depression
- Neuroses with a focus on borderline types
- Severe neuroses or psychoses with a focus on reactive psychoses, manic-depressive diseases and schizophrenia
- Eating disorders
- Medicines used for psychiatric diseases

4A: Psychology and educational theory

Psychology:

- Crisis as a basis of understanding experience and reaction to normal development
- Traumatic crisis due to acute illness or accident, chronic illness or death
- Crisis reactions and grief reactions
- Different theoretical views on psychological disorders and aberrations
- Treatment of psychological disorders or mental diseases

4D: Political science, health and social policy

- Development of Norwegian psychiatry
- Central health policy goals and measures
- Use of force in the treatment
- Legal protection
- Municipal Health Services Act

Work placement

Objectives

Students should

- acquire insight into mental illness;
- show respect for people with mental diseases and their next of kin;
- focus on people more than on the mental illness or the diagnosis;
- acquire knowledge about principles for ego-strengthening nursing and therapeutic use of the environment;
- be able to communicate effectively with people with various mental diseases;
- be familiar with legislation on which mental health work is based.

Content
1D: Ethics

- Encounters between people: a multicultural perspective.

2A: The role and tasks of the nurse in specialist health services

- Dilemmas in the relations between nurse and patient
- Ego-strengthening nursing
- Milieu therapy
- Child and adolescents with mental problems, who are in need of treatment and care, or nursing
- Suicidal people
- People with alcohol and drug problems (the double diagnosis syndrome)
- Sexual abuse
- Preparation for work placement, one day: clarifying expectations and discussing work tools such as objectives, weekly plans and reflection notes.

3B: General pathology, pathology and pharmacology

- Clinics with a focus on ego-weakness
- Pharmacology: psychotropic drugs
- Medicines as potential stimulants

4A: Psychology and educational theory
Educational theory:

- Reflection groups

4B: Communication, interaction and conflict management

- Receiving patients: establishing cooperation between nurse and patient
- The patient perspective: the patient's experience of being in need of treatment because of mental illness, and the encounter with the support system and the nurses. The perspective and needs of the patient's next of kin.

Mandatory assignments
During the first half of the work placement period in mental health work students are required to write an individual report describing a concrete situation with a patient. The report should focus on cooperation and interaction. Writing criteria will be stipulated. The assignment must receive a Pass before the work placement can be assessed with a Pass.

3rd year of study

Autumn semester

Block 3.1 Theory of science and research methods
4.5 ECTS credits

1C: Theory of science and research methods, 4.5 ECTS credits (Joint Block C)

Autumn and spring semesters

Block 3.2 Nursing patients with somatic diseases
19.5 ECTS credits, distributed as follows: Theory 3 credits; PSH 1.5 credits; work placement 15 credits

Objectives
Students should

- learn to meet each individual with respect and take their descriptions of symptoms and illness seriously;
- be able to apply theoretical and practical knowledge as a rationale for decisions;
- develop good communication skills.

Theoretical content
1B: The theoretical and scientific basis of nursing, academic study and research

- Kari Marthinsen's model with special focus on care in relation to people who are seriously ill;
- suffering, hope and meaning related to people with acute, critical or chronic diseases.

2A: The role and tasks of the nurse in specialist health services

- Nursing people with rheumatic diseases
- Humour as therapy
- Alternative forms of pain relief
- The leadership function of nursing
    - Quality assurance of the service
    - Challenges for leaders

3B: General pathology, pathology and pharmacology

- Rheumatic diseases
- Skin diseases
- Infectious diseases
- Medicines for
    - Inflammatory and autoimmune diseases of the joints
    - Skin diseases

4D: Political science, health and social policy

- Reorganisation of the national health services into health enterprises
- Management and delegation in the health enterprises
- Legal responsibility in the health service

Practical skills studies on university college premises (PSH)
Content

- Preparing for work placement
- Correct use of medicines
- The evaluation stage in the nursing process
- Nursing clinics
- Leadership in nursing services

Mandatory assignment
A project is mandatory in the work placement period in the 5th semester.

Autumn and spring semesters

Block 3.3 Home-based nursing
19.5 ECTS credits, distributed as follows: Theory 3 credits; PSH 1.5 credits; work placement 15 credits

Objectives
Students should

- acquire knowledge about different patient groups in home-based services;
- experience the home of the patient as workplace and understand its importance for the relation between patient and nurse;
- acquire knowledge about the tasks of the nurse in home-based services;
- learn to take initiatives and carry out health promotion and preventive nursing;
- learn about cooperating partners, technical aids and supporting measures;
- be familiar with casework related to home-based services.

Theoretical content
1A: History, tradition and ethics

- Prioritising resources: ethical dilemmas
- The relationship between the need for care and allocation of resources

1B: The theoretical and scientific basis of nursing, academic study and research

- D. Orem's model of nursing with a special emphasis on failure to care for oneself, related to home-based patients in need of nursing.

2A: The role and tasks of the nurse in specialist health services
Nursing people with

- neurological diseases;
- ear, nose and throat infections;
- eye infections.

2B: The role and tasks of the nurse in municipal health services
People being nursed in their own homes:

- Patients in home-based services
- The home of the patient as an arena for nursing
- Working alone as a nurse in the patient's home
- The tasks of the nurse in home-based services
- Cooperating partners in home-based services

3B: General pathology, pathology and pharmacology

- Neurological diseases
- Ear, nose and throat infections
- Eye infections
- Medicines for neurological diseases

4C: Sociology and social anthropology
- Network and illness

4D: Political science, health and social policy
- The Public Administration Act and casework
- Technical aids and supporting measures

Practical skills training on university college premises (PSH)
Content
- Vein punction
- Patients who wish to die in their own homes
- People with age dementia living in their own homes
- People with mental diseases living in their own homes
- The cooperating partners of the home-based nursing service: individual plan
- The relationship between ideals and realities in home-based services

Mandatory assignment
Students carry out a project related to the 5th semester work placement.

Autumn semester

Block 3.4 Society and the individual
4.5 ECTS credits

Objectives
Students should
- develop an awareness of ethical dilemmas resulting from the progress of medicine;
- be able to apply ethical knowledge to make conscious choices in matters of priority;
- be aware of ethical dilemmas on a social level and their consequences for people's lives and welfare;
- be familiar with municipalities as the administrative level.

Theoretical content
1A: History, tradition and ethics
- Theory versus practical nursing
- Ethical dilemmas in the nursing process

1B: The theoretical and scientific basis of nursing, academic study and research
The process of nursing and the patient journal:
- EPJ (electronic patient journal)
- Interdisciplinary patient journal
- Challenges related to future patient journal administration
- The need for structured nursing documentation

4C: Sociology and social anthropology
- Power versus powerlessness in the roles as nurse and employee

- Changes in health institutions
- Organisations and organising: consequences for the health service

4D: Political science, health and social policy
- Municipalities as the administrative level
- Health and social priorities
- Public versus private care
- Professions and the bureaucracy

Spring semester

Block 3.5 On the threshold
12 ECTS credits

Objectives
Students should
- apply historical insight to evaluate today's health sector and nursing services;
- develop an ability to describe, reflect upon, evaluate and discuss topics related to nursing;
- be able to reflect on experiences from clinical training.

Theoretical content
1A: History, tradition and ethics
- The history of nursing in modern time
- Use of historical method to understand the past and to give direction for the future

1B: The theoretical and scientific basis of nursing, academic study and research
- Evidence-based nursing
- Classification systems in the nursing service
- The dissertation
- Brainstorming for ideas
- More about searching for articles on the Internet
- Writing a bibliography

1D: Ethics
- Ethics and values in nursing
- Research ethics

3B: General pathology, pathology and pharmacology
- The philosophy behind the different medical schools
- Alternative treatment and forms of pain relief

4A: Psychology and educational theory
- From student to nurse and supervisor

6 weeks and 9 ECTS credits are allocated to writing the dissertation.
Supervisor training (lasting two days) is arranged in the last week, including disaster exercise.