

Bachelor's Degree Programme of Nursing (Ministerial Order 804 of 17/6 2016)

Distribution of subject areas/ECTS points during the first two years of the programme, including subjects/courses equivalent to at least 5 ECTS points.

Subject areas		ECTS points
Nursing science subjects, total		89
Nursing	52	
Disease pathology	10	
Pharmacology	7	
(Science and) research methodology	7	
Public health	5	
Natural science subjects, total		18
Anatomy and physiology/biochemistry	13	
Microbiology	5	
Humanities subjects, total		8
Pedagogics/communication/psychology	6	
Social science subjects, total		5
Organisation/leadership and law	5	
Total		120

*Subject areas must be equivalent to a total of 120 ECTS points.

Theory and clinical education/placements during the first two years of the programme

Theory and clinical education/placements	ECTS points*
Theory	75
Clinical education/placements	45
Total	120

*Theory and clinical education/placements must be equivalent to 120 ECTS points.

Examination during the first two years of the programme

- 1 semester – internal examination
- 2 semester – external examination
- 3 semester – two internal examinations
- 4 semester – internal examination

Themes during the first two years of the programme

	Name of themes and description	ECTS points*
Theme 1	<p>Observation and assessment of health challenges and disease patterns in patients and citizens</p> <p>This theme is focused on observing, identifying, analysing and assessing the health challenges and disease patterns within the nursing field and profession among patients/citizens.</p> <p>The focus is <i>to acquire knowledge of and skills in</i> systematisation of knowledge, planning, performing and assessing nursing interventions in collaboration with patients/citizens.</p>	30
Theme 2	<p>Clinical decision-making in stable and complex care and treatment pathways</p> <p>This theme is focused on clinical decision-making within the nursing field and profession in collaboration with the patient/citizen and relatives based on knowledge from clinical practice, development and research.</p> <p>The focus is <i>to acquire knowledge of and skills in</i> setting goals, Intervening, evaluating and adjusting interventions in stable and complex care and treatment pathways.</p>	30
Theme 3	<p>Clinical leadership in patient and citizen pathways</p> <p>This theme is focused on patient/citizen pathways across healthcare professions, institutions and sectors.</p> <p>The focus is <i>to acquire knowledge of and skills in</i> clinical leadership in treatment and care of patients/citizens related to the individual's life situation, health challenges and disease pattern.</p>	30
Theme 4	<p>Situational communication in collaboration with patients and citizens, relatives and professionals within and across sectors</p> <p>This theme is focused on situational communication, counselling and education in collaboration with the patients/citizens and relatives in</p>	

professional and inter-professional practice.

The focus is *to acquire knowledge of* the impact of individual, social and cultural conditions in patients'/citizens' experiences with and reactions to health challenges and disease patterns *as well as skills in and competences to take responsibility* in situational communication and pedagogical interventions.

Total

120

*Themes for the first two years must be equivalent to 120 ECTS points.

Credit transfer

Students who have completed their second year at another educational institution within the same education programme are entitled to credit transfer without individual assessment if they transfer to another educational institution.

Please, consult rules on credit transfer in the current ministerial order.

Please, consult the current curriculum, section on internationalisation, concerning credit transfer in connection with exchange stays abroad.

Bachelor project requirements

The bachelor project at the Bachelor's Degree Programme of Nursing includes 5 clinical ECTS points. The bachelor project consists of a written and oral part and can be made individually or in groups, mono- or inter-professionally.

The problem of the bachelor project must be approved by the educational institution.

The bachelor project must demonstrate the student's ability to work with a clinical nursing problem including relevant theory and method.

The working method of the bachelor project must facilitate different methodological approaches inspired by both the research process and the study method in the professional field. The student must include results from development and research work as well as research-based literature relevant to the problem.

Objectives for learning outcome completed after the first two years of the programme

The taxonomic area for learning outcome completed after the first two years of the programme is indicated in this way: The taxonomic level which **has been achieved** is marked in bold, while the taxonomic level marked in italics **has not been achieved**.

Learning outcome - knowledge

1. Has **knowledge of** and **is able to reflect** on the human anatomy, physiology and pathophysiology; has **knowledge of** and **is able to reflect** on pharmacology, medicine administration, framework prescription and delegation.
2. Has **knowledge of** and is able to **reflect on** types of knowledge to systematically observe, diagnose, communicate, assess, prioritise, lead, coordinate, evaluate, document and adjust nursing to patients and citizens at individual, group and society level.
3. Has **knowledge of** and is able to **reflect on knowledge of** individual, social, cultural, international and ethical impacts on humans' experiences and reactions to health challenges and disease patterns.
4. Is able to **understand and reflect on** targeted pedagogical and communication interventions in direct and digital contexts involving patients, citizens and relatives respecting differences.
5. Has **knowledge of** and *is able to reflect on* clinical leadership and clinical decision-making on the basis of knowledge from practice, development and research within and across professions, sectors, institutions and in the home of the patient/citizen
6. Has **knowledge of and is able to reflect on** the organisation, distribution of responsibilities and functions of the healthcare system between sectors based on legal, ethical and societal conditions.
7. Has **knowledge of and is able to reflect on** the values, theories, concepts and methods of the nursing profession.
8. Has **knowledge of and is able to reflect on** prevention, health promotion, rehabilitation and palliation.
9. Has **knowledge of and is able to reflect on** the use of technology in care, treatment and quality assurance within the nursing profession.
10. Has **knowledge of and is able to understand** and *reflect on* the goals of the patient and citizen and can enter into an inter-professional and cross-sectorial collaboration about this.
11. *Is able to reflect on dilemmas and ethical problems within nursing.*
12. *Has knowledge of and is able to understand innovation as a method to change practice and has knowledge of implementation methods in relation to specific target groups.*

13. Has **knowledge of and is able to reflect on** use of communication theories and methods and **is able to understand** the importance of communication in dialogues and in establishing relations.
14. *Has knowledge of methods and standards for quality assurance, patient safety and quality development and is able to reflect on their use.*
15. *Has knowledge of and is able to reflect on own performance of the profession as well as own professional tasks and responsibilities in an organisational, administrative and societal perspective to be an actor within the whole healthcare system.*
16. *Has knowledge of priorities of professional efforts within the frames and conditions of the healthcare system.*
17. *Has knowledge of and is able to reflect on theory of science, research methodology and models for evaluation, quality assurance and quality development and relate this knowledge to research and development tasks in the practising of the profession.*

Learning outcome – skills

1. **Apply, assess and communicate** clinical decision-making based on different types of knowledge in collaboration with patients and citizens to systematically observe, diagnose, assess, prioritise, lead, coordinate, evaluate, document and adjust nursing at individual, group and society level.
2. **Apply, assess and communicate** nursing interventions in stable, acute and complex care and treatment pathways as well as in prevention, rehabilitation and palliation pathways.
3. **Apply, assess and communicate** medicine administration as well as prescribe medicine within a delegated framework.
4. **Apply** and *assess* clinical leadership of care and treatment pathways of patients and citizens in collaboration with professionals and inter-professionally considering quality assurance.
5. **Apply** and *assess* counselling and education of patients and citizens, relative, colleagues and students.
6. *Assess and communicate cultural, international and ethical insight into nursing and treatment on the basis of current codes and legislation.*
7. **Apply and assess** situational communication, counselling and guidance in collaboration with patients and citizens in a professional and inter-professional practice.

8. **Cope with** inter-professional and cross-sectorial collaboration in different citizen and patient pathways and other connections.
9. **Apply** and *assess* technologies in the performance and development of nursing, care and treatment.
10. **Apply**, *assess* and **argue for** methods and described standards for quality assurance and quality development and
11. **cope with** relevant study and working methods to identify, *assess and interpret* data, theory and research methods as well as initiate and **participate in** innovation, development and research work.

Learning outcome – competences

1. *Independently organise, assess, adjust and document nursing and treatment pathways in collaboration with the patient and citizen across professions, sectors and institutions in the healthcare system.*
2. *Independently take responsibility for managing clinical decision-making and prescribing medicine within a delegated framework in stable, acute and complex pathways involving patient, relatives and other professionals.*
3. *Enter into empathic, ethical and reflective nursing situations and patient/citizen situations influenced by different cultural, professional, political, economical and societal perspectives as well as intervene within the framework of national and international codes and legislation.*
4. *Independently manage and support patients, citizens and relatives in coping with the individual's life situation concerning nursing, care and treatment in challenging health issues and disease patterns in rehabilitation, palliation, health promotion and disease prevention.*
5. *Independently manage clinical leadership and ensure and develop quality to support patients' and citizens' experiences of a coherent healthcare system as well as in the patient's or citizen's home.*
6. *Manage and integrate national and international practice, development and research knowledge in the argumentation for and reflection on nursing.*
7. *Independently manage technologies in the performance and development of nursing, care and treatment.*

8. *Independently take responsibility for and apply pedagogical interventions in counselling and education of and in the communication with patients, citizens, relatives and professionals.*
9. *Independently participate in situational communication situations in different contexts, including equal, dialogue-based and value-creating relations with citizens, patients, relatives and inter-professional collaborators.*
10. *Independently enter into inter-professional and cross-sectorial collaboration on the basis of a holistic perspective supporting the citizen and the patient in being a central and active part of the individual pathway.*
11. **Manage and assume** responsibility for technology relevant for the profession, including information and communication technology in the relevant context.
12. **Manage and assume responsibility for** quality assurance and quality development.
13. *Manage and assume responsibility for identifying, assessing and interpreting data, theory and research methods as well as participate in innovation, development and research activities and*
14. **demonstrate responsibility and keep up-dated professionally** based on an understanding and identification of own learning processes and development needs.