



## Course syllabus

Faculty of Health and Life Sciences  
Department of Health and Caring Sciences

1HÄ605 Hälsopromotion, 7,5 högskolepoäng  
Healthpromotion, 7.5 credits

### **Main field of study**

Health Science

### **Subject**

Nursing Science

### **Level**

First cycle

### **Progression**

G1F

### **Date of Ratification**

Approved 2024-03-04.

The course syllabus is valid from autumn semester 2024.

### **Prerequisites**

Clinical Nursing in theory and practice I, 7.5 credits

Professional nursing care –person-centered and safe care, 7.5 credits  
as well as an additional 15 credits in Caring or Health Science

Anatomy and physiology I, 7.5 credits

Anatomy and physiology II, 7.5 credits

as well as an additional 7.5 credits in Medical Science, including 1 credit drug  
calculation

### **Objectives**

After completing the course, the student should be able to:

*Knowledge and understanding*

- A.1 explain basic concepts and theories in health promotion relevant to the nurse's professional practice
- A.2 identify conditions in society that affect the health of children and adults
- A.3 explain health-promoting care for children and adults who are victims of violence
- A.4 describe the nurse's role and the team's importance and responsibility in enhancing public health in society

#### *Competence and skills*

- B.1 plan, conduct, instruct, and evaluate health-promoting conversations
- B.2 apply evidence-based methods and procedures within the nurse's area of competence
- B.3 adopt a professional approach towards individuals and their loved ones in care encounters
- B.4 apply laws, statutes, and national guidelines for health-promoting care
- B.5 identify, assess, and document the need for health-promoting interventions

#### *Judgement and approach*

- C.1 assess conversations as a form of communication to promote health
- C.2 evaluate the application of laws, statutes, and national guidelines in relation to health-promoting care
- C.3 discuss the application of e-health in health-promoting care.

### Content

- Health-promoting concepts
- Health promotion – from an individual and a societal perspective
- Human vulnerability and exposure
- Reflection as learning support
- Evidence-based and safe care
- Basic hygiene procedures
- Evidence-based methods
- Informatics: medical records documentation and e-health
- Communication, conversational method, and health-promoting conversations
- Collaboration in teams

### Type of Instruction

- Lectures
- Individual work
- Teamwork
- Mentoring (teacher/student; student/student)
- Seminar
- Work-based learning (WBL)

The teaching methods create conditions for the students to take an active responsibility for their learning. Instruction will be partly delivered via a learning platform. The course includes WBL to develop skills, abilities, and approaches. Performing health-promoting care at a learning unit – a health centre or other comparable facility – is mandatory.

## Examination

The course is assessed with the grades Fail (U) or Pass (G).

The course is assessed through work-based learning and an individual written exam. To achieve a passing grade for the course as a whole, this grade is required for the course's two examination elements. The final course grade is issued only when both examination elements have been passed. The grading criteria for the course are specified for each examination element and form the basis for grading.

Resit examination is offered in accordance with Linnaeus University's Local regulations for courses and examination at the first- and second-cycle levels. In the event that a student with a disability is entitled to special study support, the examiner will decide on adapted or alternative examination arrangements.

## Objectives achievement

The examination of the course is divided as follows:

Module 2401 Clinical training 5.0 credits with the grading system UG

Module 2402 Written exam 2.5 credits with the grading system UG

The examination elements are linked to the course objectives in the following ways:

Module 2401 links to the course objectives: A.2, A.3, A.4, B.1, B.2, B.3, B.4, B.5, C.1, C.2, C.3

Module 2402 links to the course objectives: A.1, A.2, A.3, B.4, B.5, C.1, C.2

## Course Evaluation

Course evaluation should be conducted during or shortly after the course. The results and analysis should be promptly communicated to those who have taken the course. Students participating in the next course instance should be informed of the results of the previous course evaluation and any improvements that have been made, no later than at the start of the course.

## Overlap

The course cannot be included in a degree along with the following course/courses of which the content fully, or partly, corresponds to the content of this course: 2VÅ612, 7.5 credits. 2VÅ611, 7.5 credits. 2VÅ610, 7.5 credits.

## Other Information

Work-based learning opportunities are limited to two instances. If a student discontinues their WBL on their own initiative, an early assessment is made by the teachers from the university, and the WBL module is recorded in Ladok as Fail. The student is entitled to one (1) additional WBL period as part of the course.

If the healthcare authority determines that the student displays such serious deficiencies in knowledge, skills, or behaviour that there is a risk to patient safety, it may be decided, effective immediately, that the student must not continue their WBL at the relevant workplace. The examiner and the student will set up an individual action plan with the aim of resolving the identified deficiencies.

## Required Reading and Additional Study Material

Björvell, C. (the latest edition). *Sjuksköterskans journalföring och informationshantering – en praktisk handbok*. Studentlitteratur. (245 pp.)

Folkhälsomyndigheten. (the latest edition) *Folkhälsans utveckling – årsrapport*. (22 pp.)

Heimer, G., Björck, A., Albért, U., & Haraldsdotter, Y. (Eds.). (the latest edition) *Våldsutsatta kvinnor: samhällets ansvar*. (4 ed.). Studentlitteratur. (in selection, 50 pp.)

Leksell, J., & Lepp, M. (Eds.) (the latest edition) *Vårdpedagogik vårdens Kärnkompetenser från ett pedagogiskt perspektiv*. Liber. (in selection, 50 pp.)

Murdaugh, CL., Parsons, MA., Pender, NJ., & Larsson, C. (the latest edition) *Sjuksköterskans hälsofrämjande arbete*, Studentlitteratur. (328 pp.)

Holm Ivarsson, B. (the latest edition) *MI – Motiverande samtal: praktisk handbok för hälso- och sjukvården*. Gothia kompetens. (112 pp.)

Socialstyrelsen. (the latest edition) *Nationella riktlinjer för prevention och behandling vid ohälsosamma levnadsvanor*. (79 pp.)

Vårdhandboken (the latest edition). [www.vardhandboken.se](http://www.vardhandboken.se)

Research articles (45–60 pp.) and health science perspectives in different art forms such as film.