



Course syllabus

Faculty Board of Health, Social Work and Behavioral Sciences
School of Health and Caring Sciences

4VÅ120 Omvårdnad, barns och ungdomars hälsa och ohälsa, klinisk kurs, 15 högskolepoäng

Child health care nursing: Concepts theory and practice, 15 credits

Main field of study

Caring Science

Subject Group

Nursing Science

Level of classification

Second Level

Progression

A1N

Date of Ratification

Approved by the Board of the School of Health and Caring Sciences 2009-11-19

Revised 2012-07-09

The course syllabus is valid from autumn semester 2012

Prerequisites

Registered Nurse as well as 1-90 credits in Nursing.

Objectives

On completion of the course, students should, with a high level of independence, be able to:

- account for and apply development psychology theories within the professional field in relation to children and adolescents
- account theoretically for causes and treatment of ill-health in children from family and multicultural perspectives and apply these clinically
- see the connection between children and adolescents' physical, mental and social development, health situation and living conditions as well as carry out deeper impact analyses
- take responsibility for, manage and develop health-promotional work within child health care and school health services on individual, group and community levels
- hold an ethical discussion related to child health care nursing
- with a scientific and reflective attitude, account for and apply relevant laws, statutes and other policy documents

Content

The course includes the following elements:

- Development psychology
- Paediatrics
- Preventative work within child health care and school health services on individual, group and community levels
- Behavioural disorders and mental ill-health
- Multicultural nursing
- Public health on individual, group and community level
- Conventions, laws, statutes and advice that applies to children and adolescents
- Information technology

Type of Instruction

The clinical course comprises as many clinical studies as it does theoretical. Teaching is in the form of clinical studies under supervision, lectures, seminars and group work. Communication is also carried out via the Internet.

Examination

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

Examinations are carried out through written and oral assignments, both individually and as part of a group. Obligatory attendance is expected throughout the entire course, or parts of it, and this is specified in all schedules or study guidelines. Attendance, together with the results of the examination assignments, form the basis for grading. A resit examination is offered within six weeks (within the framework for regular study hours) and the number of examination opportunities is limited to five (Higher Education Ordinance 6 chap. § 21). The number of placement opportunities is limited to two.

Course Evaluation

Written/oral course evaluations are carried out regularly throughout the course. Course evaluations are compiled and archived in accordance with the rules of the school and are fed back to the students.

Required Reading and Additional Study Material

Angel, B. & Hjern, A. (2004). *Att möta flyktingar*. Lund: Studentlitteratur, (221 p).

Backman, J. (2008). *Rapporter och uppsatser*. Lund: Studentlitteratur, (213 p).

Bing, V. (2003). *Små, få och fattiga- om barn och folkhälsa*. Lund: Studentlitteratur, (311 p).

Bremberg, S. (2004). *Elevhälsa, teori och praktik*. Lund: Studentlitteratur, (269 p).

Harter, M. (2011). *Barn inom barnhälsovård*. Stockholm: KI, (20 p).

Hemlen Borge, A. (2005). *Resiliens- risk och sund utveckling*. Lund: Studentlitteratur, (184 p).

Karlsson, K. (2008). *Anknytning- om att tolka samspelet mellan föräldrar och små barn*. Stockholm: Gothia, (128 p).

Månsson E. M. & Enskär, K. (2008). *Pediatrisk vård och specifik omvårdnad*. Lund: Studentlitteratur, (369 p).

Nordgren, M. & Svensson, K. (2002). *Amningsboken*. Stockholm: Natur och Kultur, (50 p).

Svensk medicin (2005). *Varken barn eller vuxen- ungdomsmedicin i praktik*. Stockholm: Gothia, (131 p).

Wright, L. & Leahey, M. (latest edition). *Nurses and families: a guide to family assessment and intervention*. Philadelphia: F.A. Davis, (347 p, parts of).

Andersson, I. & Eijlertsson, G. (2009). *Folkhälsa som tvärvetenskap*. Lund: Studentlitteratur, (384 p).

Bergqvist, S. (2003). *Att möta barn i behov av särskilt stöd*. Stockholm: Liber, (248 p).

Clausson, E. (2008). *School health Nursing, Perceiving, recording and improving Schoolchildren's health*. Avhandling, Göteborg: Nordiska högskolan för folkhälsovetenskap, (67 p).

Faresjö, T. & Åkerlind, I. (2005). *Kan man vara sjuk och ändå ha hälsan? : frågor om liv, hälsa och etik i tvärvetenskaplig belysning*. Lund: Studentlitteratur, (258 p).

Hagelin, E., Megnsson, M. & Sundelin, C. (2007). *Barnhälsovård*. (Andra upplagan). Stockholm: Almqvist & Wiksell, (311 p).

Hwang, P. (2003). *Utvecklingspsykologi*. Stockholm: Natur och kultur, (280).

Jansson, A. (2000). *Sjuksköterska i primärvård med särskilt fokus på barnhälsovård*. Avhandling Lunds universitet, (59 p).

Möller, A. & Svensson, K. (2003). *Barn, familj och funktionshinder*. Stockholm: Liber förlag, (223 p).

Runesson, I. (2002). *Children's participation in decision-making in health care*. Avhandling Lunds universitet, (68 p).