

	UČNI NAČRT PREDMETA/COURSE SYLLABUS
Predmet	Teorije in razvoj zdravstvene nege
Course title	Theories and the Development of Nursing Care

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Vzgoja in menedžment v zdravstvu/2. stopnja	Ni smeri študija	I. letnik	I.
<i>Education and Management in Health Care / 2nd Cycle</i>	No study field	I st year	I st

Vrsta predmeta/Course type

obvezni/obligatory

Univerzitetna koda predmeta/University course code

VMZ I UN 2

Predavanja Lectures	Seminar Seminar	Sem. vaje Tutorial	Lab. vaje Laboratory work	Teren. vaje Field work	Samost. delo Individ. work	ECTS
30		30			180	8

Nosilec predmeta/Lecturer:

izr. prof. dr. Bojana Filej

Jeziki/
Languages:

Predavanja/Lectures:

slovenski/Slovenian

Vaje/Tutorial:

slovenski/Slovenian

Pogoji za vključitev v delo oz. za opravljanje študijskih obveznosti:

Prerequisites:

Vpis v prvi letnik študijskega programa.

The prerequisite for inclusion is enrolment in the first year of study.

Vsebina:

Content (Syllabus outline):

<ul style="list-style-type: none"> • <i>Dejavniki na mikro nivoju</i> (izobraževanje, raziskovanje, vodenje in management, delovni pogoji, zakonodja) <i>in makro nivoju</i> (demografski kazalniki in epidemiologija, okolje, politični, socialni in kulturni dejavniki, ekonomski viri), ki vplivajo na razvoj zdravstvene nege. • <i>Značilnosti globalnega okolja</i> (prednosti, slabosti, izzivi, priložnosti) in vpliv na zdravstveno nego. • <i>Pacient v globalnem okolju.</i> 	<ul style="list-style-type: none"> • <i>Factors on micro level</i> (education, research, leadership and management, working conditions, legislation) <i>and macro level</i> (demographic indicators and epidemiology, environment, political, social and cultural factors, economic resources) that influence on development of nursing care. • <i>Characteristics of the global environment</i> (strengths, weaknesses, opportunities, threats) and influence on nursing care.
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<ul style="list-style-type: none"> • Pomen znanja za razvoj zdravstvene nege (vrste znanja, strukturna hierarhija znanja, znanost zdravstvene nege, na dokazih podprta zdravstvena nega). • <i>Metaparadigma, koncepti metaparadigme</i> (človek, okolje, zdravje, zdravstvene nega). • <i>Filozofija, konceptualni modeli, teorije, empirični kazalci.</i> • <i>Delitev teorij po vsebini in obsegu.</i> • <i>Vzroki različnosti teorij v zdravstveni negi.</i> • <i>Teorija Florence Nightingale, Model medosebnih odnosov Hildegard Peplau, Teorija Virginije Henderson, Teorija Marthe Rogers, Konceptualni model življenja Nancy Roper, Teorija samooskrbe Dorothee Orem, Roper-Logan-Tierney model, Teorija Jean Watson, Teorija transkulturne zdravstvene nege Medeleine Leininger, Adaptacijski model Calliste Roy, Teorija Ernestine Wiedenbach.</i> • <i>Uporaba teorij v praksi.</i> • <i>Sodobni koncepti v zdravstveni negi: holizem, opolnomočenje, transkulturnost, integralna oskrba, k pacientu usmerjena zdravstvena nega, zdravstvena pismenost.</i> 	<ul style="list-style-type: none"> • <i>A patient in a global environment.</i> • <i>The importance of knowledge for the development of nursing care (types of knowledge, structural hierarchy of knowledge, nursing science, evidence-based nursing care).</i> • <i>Metaparadigma, concepts of metaparadigma (person, environment, health, nursing care).</i> • <i>Philosophy, conceptual models, theories, empirical indicators.</i> • <i>Division of theories by content and scope.</i> • <i>The causes of the diversity of theories in nursing.</i> • <i>Florence Nightingale environmental model, Hildegard Peplau's interpersonal relations in nursing model, Virginia Henderson's theory, Martha Rogers's theory, Conceptual model of life by Nancy Roper, Dorothea Orem self-care theory, Roper-Logan-Tierney model, Jean Watson's theory of transpersonal caring, Medeleine Leininger's theory of culture care diversity and universality, Callista Roy adaptation model, Ernestine Wiedenbach's theory.</i> • <i>Applying theories in practice.</i> • <i>Modern concepts in nursing: holism, empowerment, transculturality, integral care, patient-oriented nursing care, health literacy.</i>
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Temeljna literatura in viri/Readings:

Temeljna literatura/Basic literature

- Babnik, K., Štemberger Kolnik, T. in Bratuž, A. (2013). Zdravstvena pismenost: stanje koncepta in nadaljnji razvoj z vključevanjem zdravstvene nege. *Obzornik zdravstvene nege*, 47(1): 62-73.
- George, J. B. (2011). *Nursing theories: the base for professional nursing practice* (6th ed.). New Jersey: Pearson.
- Hajdinjak, A. in Meglič, R. (2017). *Sodobna zdravstvena nega* (2. dopolnjena izd.). Ljubljana: Zdravstvena fakulteta.
- McKenna, H. P., Pajnikihar, M. in Murphy, F. A. (2014). *Fundamentals of nursing models, theories and practice* (2nd ed.). Wiley Blackwell.
- Virginia, H. (1998). *Osnovna načela zdravstvene nege*. Ljubljana: Zbornica zdravstvene nege Slovenije.
- Watson, J. (2012). *Human caring science: a theory of nursing* (2nd ed.). Jones & Bartlett Learning International.

Priporočena literatura/Recommended literature:

- Frampton, S. B. in Charmel, P. A. (2009). *Putting patients first. Best practices in patient centered care* (2nd ed). Jossey-Bass.
- Montgomery Dossey, B. in Keegan, L. (2013). *Holistic nursing. A handbook for practice* (6th ed.). Jones & Bartlett Learning International.
- Aktualni članki.

Cilji in kompetence:

Učna enota prispeva predvsem k razvoju naslednjih splošnih in specifičnih kompetenc:

- seznanjenost z zdravstveno nego kot humanistično znanostjo,
- sposobnost planiranja, izvajanja, nadziranja, koordinacije in vrednotenja zdravstvene nege,
- sposobnost sinteze konceptov filozofije, teorije in raziskave, uporabljenih pri razvijanju in testiranju znanja iz zdravstvene nege,
- možnost raziskovanja v zdravstveni negi in zdravstveni dejavnosti in sposobnost za organiziranje in vodenje razvojnega dela v zdravstveni negi,
- zavedanje o pomenu promocije zdravja in vloge zdravstvene nege pri odločanju za zdrav način življenja,
- usposobljenost za organiziranje in vodenje službe zdravstvene nege in drugih zdravstvenih sistemov.

Objectives and competences:

The learning unit mainly contributes to the development of the following general and specific competences:

- familiarity with nursing care as a humanistic science,
- the ability of planning, implementation, monitoring, coordination and evaluation of nursing care,
- the ability to synthesise the concepts of philosophy, theory and research, used in developing and testing of nursing care knowledge,
- possibility of research in nursing care and healthcare activities and ability to organise and conduct the development work in nursing care,
- awareness of the importance of promotion of health and the role of nursing care in deciding for a healthy lifestyle,
- being qualified for organising and managing nursing care services and other healthcare systems.

Predvideni študijski rezultati:**Znanje in razumevanje:****Študent/študentka:**

- razume sodobno teorijo in praktične pristope na področju zdravstvene nege, izobraževanja za zdravje, organizacije in vodenja ter raziskovanja v zdravstveni negi,
- razlikuje termine teorija, model, koncept,
- pozna razvoj in vsebino nekaterih pomembnih teorij, modelov in konceptov zdravstvene nege,
- kritično vrednoti omenjene teorije, modele in koncepte,
- ve, kako se te teorije, modeli in koncepti lahko uporabijo v praksi zdravstvene nege,

Intended learning outcomes:**Knowledge and understanding:****Students:**

- understand the modern theory and practical approaches in the field of nursing care, education for health, organisation and management and research in nursing care,
- differ between the terms: theory, model, concept,
- know the development and content of some of the major theories, models and concepts of nursing care,
- critically evaluate the mentioned theories, models and concepts,

<ul style="list-style-type: none"> • zna razložiti potrebo po teoretični osnovi za prakso zdravstvene nege. 	<ul style="list-style-type: none"> • know how to use these theories, models and concepts in the practice of nursing care, • know how to explain the need of a theoretical basis for the practice of nursing care.
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Metode poučevanja in učenja:

Learning and teaching methods:

<ul style="list-style-type: none"> • <i>predavanja</i> z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov), • <i>seminarske vaje</i>: priprava, predstavitev in uspešen zagovor projektne/raziskovalne naloge (reševanje problemov, študije primera, kritično presojanje, diskusija, refleksija izkušenj, vrednotenje, projektno delo, timsko delo), • <i>konzultacije</i>, • <i>izpit</i>. 	<ul style="list-style-type: none"> • <i>lectures</i> with active student participation (explanation, discussion, questions, examples, problem solving); • <i>tutorial</i>: preparation, presentation and a successful defence of a project paper (problem solving, case studies with discussion, methods of critical thinking, reflection of experience, evaluating, project work, team work). • <i>consultations</i>, • <i>exam</i>.
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Delež (v %)

Weight (in %)

Načini ocenjevanja:

Assessment:

<p>Način:</p> <ul style="list-style-type: none"> • izpit • izdelava, predstavitev in zagovor projektne/raziskovalne naloge <p>Ocenjevalna lestvica: ECTS.</p>	<p>60 %</p> <p>40 %</p>	<p>Types:</p> <ul style="list-style-type: none"> • exam • preparation, presentation and defence of the project/research paper <p>Grading scheme: ECTS.</p>
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