

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

<b>Študijski program in stopnja</b> Study programme and level	<b>Študijska smer</b> Study field	<b>Letnik</b> Academic year	<b>Semester</b> Semester
Vzgoja in menedžment v zdravstvu/2. stopnja <i>Education and Management in Health Care / 2<sup>nd</sup> Cycle</i>	Ni smeri študija No study field	1. letnik 1 <sup>st</sup> year	1. 1 <sup>st</sup>

**Vrsta predmeta/Course type**

obvezni/obligatory

**Univerzitetna koda predmeta/University course code**

VMZ 1 UN 2

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

**Nosilec predmeta/Lecturer:**

doc. dr. Ljiljana Leskovic  
Učni načrt pripravila 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:**

<ul style="list-style-type: none"> <li>Vpis v prvi letnik študijskega programa.</li> <li>Študent mora pred izpitom pripraviti in predstaviti ter zagovarjati projektno/raziskovalno nalogo.</li> </ul>	<ul style="list-style-type: none"> <li>A prerequisite for inclusion is enrolment in the first year of study.</li> <li>Student has to prepare, present and defend a project/research paper before the exam.</li> </ul>
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**Vsebina:**

**Content (Syllabus outline):**

<ul style="list-style-type: none"> <li><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.</li> <li><i>Značilnosti globalnega okolja</i> (prednosti, slabosti, izzivi, priložnosti) in vpliv na zdravstveno nego.</li> <li><i>Pacient v globalnem okolju.</i></li> </ul>	<ul style="list-style-type: none"> <li><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.</li> <li><i>Characteristics of the global environment</i> (strengths, weaknesses, opportunities, threats) and influence on nursing care.</li> </ul>
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<ul style="list-style-type: none"> <li>• <i>Pomen znanja za razvoj zdravstvene nege</i> (vrste znanja, strukturna hierarhija znanja, znanost zdravstvene nege, na dokazih podprta zdravstvena nega).</li> <li>• <i>Metaparadigma, koncepti metaparadigme</i> (človek, okolje, zdravje, zdravstvene nega).</li> <li>• <i>Filozofija, konceptualni modeli, teorije, empirični kazalci.</i></li> <li>• <i>Delitev teorij po vsebini in obsegu.</i></li> <li>• <i>Vzroki različnosti teorij v zdravstveni negi.</i></li> <li>• <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></li> <li>• <i>Uporaba teorij v praksi.</i></li> <li>• <i>Sodobni koncepti v zdravstveni negi:</i> holizem, opolnomočenje, transkulturnost, integralna oskrba, k pacientu usmerjena zdravstvena nega, zdravstvena pismenost.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>A patient in a global environment.</i></li> <li>• <i>The importance of knowledge for the development of nursing care</i> (types of knowledge, structural hierarchy of knowledge, nursing science, evidence-based nursing care).</li> <li>• <i>Metaparadigma, concepts of metaparadigma</i> (person, environment, health, nursing care).</li> <li>• <i>Philosophy, conceptual models, theories, empirical indicators.</i></li> <li>• <i>Division of theories by content and scope.</i></li> <li>• <i>The causes of the diversity of theories in nursing.</i></li> <li>• <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></li> <li>• <i>Applying theories in practice.</i></li> <li>• <i>Modern concepts in nursing:</i> holism, empowerment, transculturality, integral care, patient-oriented nursing care, health literacy.</li> </ul>
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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 (6<sup>th</sup> ed.)*. New Jersey: Pearson.
- Hajdinjak, A. in Meglič, R. (2017). *Sodobna zdravstvena nega (2. dopolnjena izd.)*. Ljubljana: Zdravstvena fakulteta.
- McKenna, H. P., Pajnkihar, M. in Murphy, F. A. (2014). *Fundamentals of nursing models, theories and practice (2<sup>nd</sup> 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 (2<sup>nd</sup> 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 (2<sup>nd</sup> ed.)*. Jossey-Bass.
- Montgomery Dossey, B. in Keegan, L. (2013). *Holistic nursing. A handbook for practice (6<sup>th</sup> 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:****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,

**Intended learning outcomes:****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"> <li>• ve, kako se te teorije, modeli in koncepti lahko uporabijo v praksi zdravstvene nege,</li> <li>• zna razložiti potrebo po teoretični osnovi za prakso zdravstvene nege.</li> </ul>	<ul style="list-style-type: none"> <li>• know how to use these theories, models and concepts in the practice of nursing care,</li> <li>• know how to explain the need of a theoretical basis for the practice of nursing care.</li> </ul>
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**Metode poučevanja in učenja:**

**Learning and teaching methods:**

<ul style="list-style-type: none"> <li>• <i>predavanja</i> z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov),</li> <li>• <i>seminarske vaje</i>: priprava, predstavitev in uspešen zagovor projektne/raziskovalne naloge,</li> <li>• <i>konzultacije</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>lectures</i> with active student participation (explanation, discussion, questions, examples, problem solving);</li> <li>• <i>tutorial</i>: preparation, presentation and a successful defence of a project/research paper,</li> <li>• <i>consultations</i>.</li> </ul>
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**Načini ocenjevanja:**

Delež (v %)

Weight (in %)

**Assessment:**

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