

	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
Zdravstvena nega / 2. stopnja	Ni smeri študija	1. letnik	1.
Nursing Care / 2 nd Cycle	No study field	1 st year	1 st

Vrsta predmeta/Course type obvezni/obligatory

Univerzitetna koda predmeta/University course code 2ZN 1 UN2

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

Nosilec predmeta/Lecturer: doc. dr. Ljiljana Leskovic
Učni načrt pripravila izr. prof. dr. Bojana Filej

Jeziki/ Predavanja/Lectures: slovenski/Slovenian
Languages: **Vaje/Tutorial:** slovenski/Slovenian

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

Vsebina:	Content (Syllabus outline):
<ul style="list-style-type: none"> <i>Dejavniki na mikro nivoju</i> (izobraževanje, raziskovanje, vodenje in management, delovni pogoji, zakonodaja) <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 the 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 the development of nursing care. <i>Characteristics of the global environment</i> (strengths, weaknesses, opportunities, threats) and influence on nursing care.

<ul style="list-style-type: none"> • <i>Pomen znanja za razvoj zdravstvene nege</i> (vrste znanja, strukturna hierarhija znanja, znanost zdravstvene nege, na dokazih podprta zdravstvena nega). • <i>Metaparadigma, koncepti metaparadigme</i> (človek, okolje, zdravje, zdravstvena 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:</i> holizem, opolnomočenje, transkulturnost, integralna oskrba, k pacientu usmerjena zdravstvena nega, zdravstvena pismenost. 	<ul style="list-style-type: none"> • <i>The patient in the global environment.</i> • <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). • <i>Metaparadigm, concepts of metaparadigm</i> (person, environment, health, nursing care). • <i>Philosophy, conceptual models, theories, empirical indicators.</i> • <i>Division of theories by content and scope.</i> • <i>Causes of the diversity of theories in nursing care.</i> • <i>Florence Nightingale's theory, Hildegard Peplau's interpersonal relations model, Virginia Henderson's theory, Martha Rogers's theory, conceptual model of life by Nancy Roper, Dorothea Orem's self-care theory, Roper-Logan-Tierney model, Jean Watson's theory, Medeleine Leininger's theory of transcultural nursing care, Callista Roy's adaptation model, Ernestine Wiedenbach's theory.</i> • <i>Applying theories into practice.</i> • <i>Modern concepts in nursing care:</i> holism, empowerment, transculturality, integral care, patient-oriented nursing care, health literacy.
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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., Pajnkihar, 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.

Priporočljiva 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:*Cilji:*

Študenta:

- usposobiti za uporabo teorij in drugih sodobnih konceptov v zdravstveni negi za celostno in k pacientu usmerjeno obravnavo.

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

- seznanjenost z zdravstveno nego kot znanstveno disciplino, ki temelji na različnih teoretičnih osnovah,
- sposobnost razumevanja različnih sodobnih konceptov v zdravstveni negi in sposobnost prenosa v prakso,
- sposobnost sinteze konceptov metaparadigme za holistično obravnavo pacienta,
- razumevanje teorije medkulturnosti za ohranjanje integritete posameznika.

Objectives and competences:*Objectives:*

To qualify students to:

- use the theories and other modern concepts in nursing care for a holistic and patient-oriented treatment.

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

- familiarity with nursing care as a science discipline based on various theoretical foundations,
- the ability to understand various modern concepts in nursing and the ability to transfer them into practice,
- the ability to synthesize the concepts of metaparadigm for holistic treatment of a patient,
- understanding the theory of interculturality in order to maintain the integrity of an individual.

Predvideni študijski rezultati:*Študent/študentka:*

- se zaveda pomena znanja in na dokazih podprte zdravstvene nege za kakovostno izvajanje prakse,
- razlikuje termine teorija, model, koncept,
- pozna razvoj in vsebino nekaterih pomembnih teorij, modelov in konceptov zdravstvene nege,
- kritično vrednoti teorije, modele in koncepte,
- ve, kako se teorije, modeli in koncepti lahko uporabijo v praksi zdravstvene nege,
- zna razložiti potrebo po teoretični osnovi za prakso zdravstvene nege,

Intended learning outcomes:*Students:*

- are aware of the importance of knowledge and evidence-based nursing care for quality implementation of practice,
- 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 theories, models and concepts,
- know how to use theories, models and concepts in the nursing practice,
- know how to explain the need for the theoretical basis for the nursing practice,

<ul style="list-style-type: none"> • spozna najnovejše sodobne koncepte v zdravstveni negi. 	<ul style="list-style-type: none"> • get to know the latest modern concepts in 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, • <i>konzultacije</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/research paper, • <i>consultations</i>.
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Načini ocenjevanja:

Delež (v %)

Weight (in %)

Assessment:

<p>Načini:</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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