	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 / 2nd Cycle	No study field	1st year	1st

Vrsta predmeta/Course type	obvezni/obligatory
Univerzitetna koda predmeta/University course code	2ZN 1 UN2

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:	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:**
• Vpis v prvi letnik študijskega programa. • Študent mora pred izpitom pripraviti in predstaviti ter zagovarjati projektno/raziskovalno nalogo.	• 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):**
• *Dejavniki na mikro nivoju* (izobraževanje, raziskovanje, vodenje in management, delovni pogoji, zakonodaja) *in makro nivoju* (demografski kazalniki in epidemiologija, okolje, politični, socialni in kulturni dejavniki, ekonomski viri), ki vplivajo na razvoj zdravstvene nege. • *Značilnosti globalnega okolja* (prednosti, slabosti, izzivi, priložnosti) in vpliv na zdravstveno nego. • *Pacient v globalnem okolju.*	• *Factors on the micro level* (education, research, leadership and management, working conditions, legislation) *and macro level* (demographic indicators and epidemiology, environment, political, social and cultural factors, economic resources) that influence the development of nursing care. • *Characteristics of the global environment* (strengths, weaknesses, opportunities, threats) and influence on nursing care.

• *Pomen znanja za razvoj zdravstvene nege* (vrste znanja, strukturna hierarhija znanja, znanost zdravstvene nege, na dokazih podprta zdravstvena nega). • *Metaparadigma, koncepti metaparadigme* (človek, okolje, zdravje, zdravstvena nega). • *Filozofija, konceptualni modeli, teorije, empirični kazalci.* • *Delitev teorij po vsebini in obsegu.* • *Vzroki različnosti teorij v zdravstveni negi.* • *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.* • *Uporaba teorij v praksi.* • *Sodobni koncepti v zdravstveni negi:* holizem, opolnomočenje, transkulturnost, integralna oskrba, k pacientu usmerjena zdravstvena nega, zdravstvena pismenost.	• *The patient in the global environment.* • *The importance of knowledge for the development of nursing care* (types of knowledge, structural hierarchy of knowledge, nursing science, evidence-based nursing care). • *Metaparadigm, concepts of metaparadigm* (person, environment, health, nursing care). • *Philosophy, conceptual models, theories, empirical indicators.* • *Division of theories by content and scope.* • *Causes of the diversity of theories in nursing care.* • *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.* • *Applying theories into practice.* • *Modern concepts in nursing care:* holism, empowerment, transculturality, integral care, patient-oriented nursing care, health literacy.

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. (2014). *Nursing theories: the base for professional nursing practice (6th ed.).* New Jersey: Pearson.
- Hajdinjak, A. in Meglič, R. (2012). *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:	**Objectives and competences:**
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:* 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:	**Intended learning outcomes:**
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,	*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,

• spozna najnovejše sodobne koncepte v zdravstveni negi.	• get to know the latest modern concepts in nursing care.

Metode poučevanja in učenja:	Learning and teaching methods:
• *predavanja* z aktivno udeležbo študentov (razlaga, diskusija, vprašanja, primeri, reševanje problemov), • *seminarske vaje:* priprava, predstavitev in uspešen zagovor projektne/raziskovalne naloge, • *konzultacije.*	• *lectures* with active student participation (explanation, discussion, questions, examples, problem solving); • *tutorial:* preparation, presentation and a successful defence of a project/research paper, • *consultations.*

Načini ocenjevanja:	Delež (v %) Weight (in %)	Assessment:
Načini: • izpit • izdelava, predstavitev in zagovor projektne/raziskovalne naloge Ocenjevalna lestvica: ECTS.	 60 % 40 %	Types: • exam • preparation, presentation and defence of the project/research paper Grading scheme: ECTS.