



UČNI NAČRT PREDMETA / COURSE SYLLABUS

Predmet:	SODOBNE TEORIJE ZDRAVSTVENE NEGE ZA IMPLEMENTACIJO V POUČEVANJE, RAZISKOVANJE IN PRAKSO
Course title:	CONTEMPORARY THEORIES OF NURSING CARE FOR IMPLEMENTATION IN EDUCATION, RESEARCH AND PRACTICE

Študijski program in stopnja Study programme and level	Študijska smer Study field	Letnik Academic year	Semester Semester
Zdravstvena nega 2. stopnja	/	1.	1.
Nursing Care master's study programme	/	1.	1.

Vrsta predmeta / Course type: Obvezni predmet / Compulsory subject

Univerzitetna koda predmeta / University course code: OP-MAG-1/1

Predavanja Lectures	Seminar Seminar	Vaje Tutorial	Klinične vaje Clinical practice	Druge oblike študija Other study forms	Samost. delo Individ. work	ECTS
40	20	/	/	/	120	6

Nosilec predmeta / Lecturer: prof. dr. Olga Rikkiönen / Prof. Olga Rikkiönen, RN, PhD
doc. dr. Tamara Štemberger Kolnik / Assist. Prof. Tamara Štemberger Kolnik, RN, PhD

Jeziki / Languages: Predavanja / Lectures: Angleški jezik / English language
Slovenski jezik / Slovene language
Vaje / Tutorial: Slovenski jezik / Slovene language

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

• Ni pogojev.

• There are no conditions.

Vsebina (Oris učnega načrta):

- Koncept napredne zdravstvene nege (definicije, integrativni model napredne prakse zdravstvene nege).
- Vidiki napredne in avtonomne zdravstvene nege (strokovni in zakonodajni, odgovornost - komu, kako).
- Ključne kompetence napredne zdravstvene nege (neposredna zdravstvena nega, holistična in terapevtska zdravstvena nega).
- Pomen napredne zdravstvene nege v izobraževanju, praksi, raziskovanju.
- Vloga medicinske sestre z naprednimi znanji (coaching, svetovanje, vodenje, sodelovanje, strategije za uspešno in učinkovito

Content (Syllabus outline):

- The concept of advanced nursing (definitions, integrative model of advanced nursing practice).
- Aspects of advanced and autonomous nursing (professional and legislative, accountability - to whom, how).
- Key competences of advanced nursing (direct care, holistic and therapeutic nursing care).
- Importance of advanced nursing in education, practice, research.
- The role of the advanced nurse (coaching, counseling, leadership, cooperation, strategies for effective and efficient co-operation).
- Interprofessional work in advanced /



<p>sodelovanje).</p> <ul style="list-style-type: none">• Medprofesionalno delo v napredni/avtonomni zdravstveni negi.• Teorije zdravstvene nege; definicije, razvoj teorij, ovrednotenje teorij ter njihova uporaba pri raziskovalnem in kliničnem delu.• Splošno uporabljane teorije in modelov zdravstvene nege.• Koristi teorij zdravstvene nege za na dokazih podprto zdravstveno nego.• Kratka zgodovina razvoja teorij zdravstvene nege in njihove hierarhije.• Teorije zdravstvene nege usmerjene v pacienta, družino in skupnost.• <u>Modeli zdravstvene nege:</u><ul style="list-style-type: none">- Ohranitveni model,- Model samooskrbe,- Prilagoditveni model,- Neumanov sistemski model- Model vedenjskega sistema• <u>Teorije zdravstvene nege:</u><ul style="list-style-type: none">- Model promocije zdravja,- Teorija medkulturne zdravstvene nege,• Soglasna bioetična teorija.• Kritično razmišljanje, racionalni model odločanja.	<p>autonomous nursing care.</p> <ul style="list-style-type: none">• Critical thinking, rational model of decision-making.• Generally used nursing theories and models.• Benefits of nursing theories to evidence based nursing.• Short history of development of nursing theories and their hierarchy.• <u>Nursing Models:</u><ul style="list-style-type: none">- The Conservation model,- Self-care deficit Theory of nursing ,- Adaptation model,- Neuman system model- Behavioral system model• Nursing Theories:<ul style="list-style-type: none">- Health promotion model,- Culture care Theory of Diversity and Universality,- Symphonological bioethical theory.• Evidence based nursing and decision making.
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Temeljni viri in literatura / Textbooks:

<ul style="list-style-type: none">• Blair, K.A. & Michaelene, P. J. (2015). <i>Advanced Practice Nursing: Core Concepts for Professional Role Development</i>. 5th ed. New York: Springer Publishing Company, LLC, Print.• Falcó-Pegueroles, A., Rodríguez-Martín, D., Ramos-Pozón, S. & Zuriguel-Pérez, E. (2021). Critical thinking in nursing clinical practice, education and research: From attitudes to virtue. <i>Nursing philosophy : an international journal for healthcare professionals</i>, 22(1), e12332. https://doi.org/10.1111/nup.12332• Florczak, K.L. (2020). New Knowledge for the Profession: Case for Using Nursing Theory. <i>Nursing science quarterly</i>, 33(3), 203. https://doi.org/10.1177/0894318420920622• Hassmiller, S. B. & Pulcini. J. (2020). <i>Advanced Practice Nursing Leadership: A Global Perspective</i>. Ed. S.B. Hassmiller & Pulcini. J.(1st ed.) Cham: Springer International Publishing, Web.• Leininger, M. (2002). Culture care theory: a major contribution to advance transcultural nursing knowledge and practices. <i>Journal of transcultural nursing : official journal of the Transcultural Nursing Society</i>, 13(3), 189–201. https://doi.org/10.1177/10459602013003005• McFarland, M. R., & Wehbe-Alamah, H. B. (2019). Leininger's Theory of Culture Care Diversity and Universality: An Overview with a Historical Retrospective and a View toward the Future. <i>Journal of transcultural nursing : official journal of the Transcultural Nursing Society</i>, 30(6), 540–557. https://doi.org/10.1177/1043659619867134• McFarland, M.R. & Wehbe-Alamah, H.B. (2019). <i>The Theory of Culture Care Diversity and Universality</i>. Book chapter. Available at: http://samples.jbpub.com/9781284026627/mcfarland_ch01_sample.pdf• Mckenna, H.P., Pajnikihar, M. & Murphy F.A., (2014). <i>Fundamentals of Nursing Models, Theories and Practice</i>. 2nd ed. Oxford: John Wiley & Sons, Ltd.• Myrick, K.M., Karosas, L.M. & O'Connell, S.S.C. (2021). <i>Advanced Health Assessment and Differential Diagnosis: Essentials for Clinical Practice</i>. Springer Publishing Company.• Smith, M.C. & Parker, M.E., (2015). <i>Nursing Theories & Nursing Practice</i>. 4th ed. Philadelphia Pa: Davis, Print.• Younas, A., & Quennell, S. (2019). Usefulness of nursing theory-guided practice: an integrative review. <i>Scandinavian journal of caring sciences</i>, 33(3), 540–555. https://doi.org/10.1111/scs.12670

Cilji:

Objectives:



Študente/ke:

- seznaniti s konceptom napredne zdravstvene nege.
- spodbuditi za izvajanje napredne in avtonomne zdravstvene nege v praksi.
- spodbujati k uporabi teorij zdravstvene nege za reševanje problemov in zadovoljevanje potreb pacientov.
- usposobiti za prepoznavanje zanesljivosti in koristnosti teorij zdravstvene nege v praksi,
- naučiti ključnih teorij za izvajanje napredne zdravstvene nege ter raziskovanja

Students

- To acquaint students with the concept of advanced nursing.
- To encourage students for the implementation of advanced and autonomous nursing practice.
- The students encourage to solve patients problems and needs.
- Train to recognize reliability and usefulness of nursing theory in practice
- Learn key theories for the practice of advanced nursing and for the research

Predvideni študijski rezultati:

Znanje in razumevanje:

Študent bo sposoben:

- razumeti pomen napredne zdravstvene nege za avtonomnost profesije,
- delovanja v timu,
- upoštevanja medprofesionalno sodelovanje, izvajanja zdravstvene nege na dokazih.
- analizirati in ovrednotiti teorije zdravstvene nege in njihovo povezavo z modeli zdravstvene nege
- izbrati zanesljive in uporabne teorije, glede na pacientove potrebe
- aplikacija teorij zdravstvene nege za poučevanje in raziskovanje v zdravstveni negi

Intended learning outcomes:

Knowledge and understanding:

The students will be able to:

- understand the importance of advanced nursing for the autonomy of profession, to work in team,
- observance of the interprofessional cooperation,
- implementation of evidence based nursing.
- analyze and evaluate nursing theories and their relationships with the models.
- select reliable and useful nursing theories according to patient needs
- apply nursing theories for education and nursing research

Metode poučevanja in učenja:

- Predavanja,
- Skupinsko delo
- Seminarji
- Individulano delo

Learning and teaching methods:

- Lectures,
- Group work
- Seminars
- Individual work

Načini ocenjevanja:

Delež (v %) /

Percentage
(%)

Assessment:

Percentage (in %)

- 80 % prisotnost na obveznih seminarjskih vajah.
- Oddan in uspešno opravljen zagovor seminarjske naloge. Opravljene obveznosti iz seminarjske naloge so predpogoj za pristop k izpitu.
- Pisni izpit
- Ocenjevalna lestvica ECTS: nezadostno (1-5), zadostno 6, dobro 7, prav dobro 8), prav dobro 9, odlično 10.

30 %

70 %

- 80% attendance at mandatory seminars.
- Submitted and successfully defended seminar work. Fulfilled obligations concerning seminar work are a prerequisite for the exam.
- Written exam.
- Grading scale ECTS: insufficient (1-5), satisfactory (6), good (7), very good (8), very good (9), and excellent (10).



Reference nosilca predmeta: / Lecturer's references:

prof. dr. Olga Riklikienė

1. Auyezkhankyzy D., Gulbiniene J., Riklikienė O. Application of kolcaba's theory of comfort in nursing practice // Астана медициналық журналы. – 2022. – № 2 (112). – С. <file:///C:/Users/User/Downloads/application-of-kolcaba-s-theory-of-comfort-in-nursing-practice.pdf>
2. Riklikienė, Olga; Tichelaar, Erna. Development of conceptual framework for introduction to the mentorship programme for qualified nurses // Nursing education, research, & practice. 2016, 6(2), 39-45.
3. Jurkūnienė, Rasa; Riklikienė, Olga. Assessment of quality of nursing care from patient perspective: essential component for quality improvement [In Lithuanian] // Socialinė sveikata = Social health. 2016, Nr. 1(5), 35-42.
4. Jurkūnienė R, Riklikienė O. Assessment of quality of nursing care from patient perspective: essential component for quality improvement. [In Lithuanian] Socialinė sveikata//Social health. 2016; 1(5):35-42. www.socialinisdarbas.lt/files/socialinisdarbaslt/SS_5.pdf
5. Kandrašovienė V., Grigaliūnienė V., Riklikienė O. The origin, expression and prevention of stress in the mental health nurses' profession. [In Lithuanian] http://www.socialinisdarbas.lt/files/socialinisdarbaslt/SS_41.pdf Socialinė sveikata//Social health. 2015;2(4): 1-39.
6. Supriekienė R., Riklikienė O. Optimizing the performance of nurses by implementing the Job demands-resources model. [In Lithuanian]. Slauga. Mokslas ir praktika//Nursing. Research and Practice. 2013, 4(196), 4-17.
7. Juozapavičienė, D., Riklikienė, O. Attitude change toward preventive colon cancer screening programs applying a Health Belief Model. [In Lithuanian] Slauga. Mokslas ir praktika//Nursing. Research and Practice. 2013;9:201.

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1. Ljubič, A. & Štemberger Kolnik, T. (2017). Prednosti metode Montessori pri obravnavi pacientov z demenco = The benefits of the Montessori Method in the treatment of patients with dementia. *Obzornik zdravstvene nege*; 51(1); pp. 75-88, DOI: 10.14528/snr.2017.51.1.117.
2. Ljubič, A. & Štemberger Kolnik, T. (2021). Models of care for people with dementia applied in practice. *Pielęgniartvo XXI wieku. Apr*; 20(2), pp. 13-21. DOI: 10.2478/pielxxiw-2021-0013.
3. Skok, I., Štemberger Kolnik, T. & Babnik, K. (2019). Zdravstvena pismenost in sladkorna bolezen: študija primera na skupini pacientov v specialistični ambulanti za zdravljenje sladkorne bolezni. *Obzornik zdravstvene nege*; 53(1), pp. 49-56, DOI: 10.14528/snr.2019.53.1.233.
4. Štemberger Kolnik, T., Hozjan, D. & Babnik, K. (2017). Health literacy and health related lifestyle among nursing students. *Pielęgniartvo XXI wieku*; 16(2), pp. 42-46. DOI: 10.1515/pielxxiw-2017-0017.
5. Žvanut, B., Burnik, M., Štemberger Kolnik, T. & Pucer, P. (2020). The applicability of COBIT processes representation structure for quality improvement in healthcare: a Delphi study. *International Society for Quality in Health Care*; 32(9), pp. 577-584. ISSN 1353-4505. DOI: 10.1093/intqhc/mzaa096.
6. Žvanut, B., Lovrić, R., Štemberger Kolnik, T., Šavle, M. & Pucer, P. (2018). A Slovenian version of the "clinical learning environment, supervision and nurse teacher scale (Cles + T)" and its comparison with the Croatian version. *Nurse education in practice*; 18(30), pp. 27-34. ISSN 1471-5953. <https://doi.org/10.1016/j.nepr.2018.02.009>.