

Curriculum for Licensed practical nurses

Introduction

This curriculum for licensed practical nurses describes the organisation and content of the program. The introduction refers to their role in health care organisations, the requirements for competence and knowledge as well as the rationale for the program. The learning objectives and evaluation is explained as well as the theoretical base and vocational training.

Finally the final objectives of the curriculum are introduced. The requirements for competence are clarified in each subject. Upper secondary schools which provide curriculum for licensed practical nurses describe in greater detail the final objectives in the school curricula.

Licensed practical nurses work in hospitals, nursing homes, health care centres and in other health care facilities. They are supervised by, and responsible to, the RN who is in charge of the facility, department or unit.

Licensed practical nurses provide general and special nursing care to patients according to education and skill. Licensed practical nurses assist patients in the activities of daily living (ADL), participate in observing patients condition and report to supervisor, participate in observing the well being of patients and nursing outcomes, record common observations in nursing log, prevent complications of bed rest such as pressure sores and assist in patient habilitation and rehabilitation. The title of licensed practical nurses is certified in accordance with regulations published by the Ministry of Health and Social Security.

The profession requires that the students have obtained;

- considerable knowledge in health related subjects
- competence in communication
- ethical knowledge
- considerable knowledge and competence in nursing subjects
- insight into the organisation of the health care and the role of licensed practical nurses
- professional ambition and competence in their work
- basic knowledge in Icelandic, mathematics, English and Danish

Admission requirements

Admission requirements are based on results from national final examinations and school examinations. Students who have completed studies in a compulsory school have the right to embark on studies in an upper secondary school provided they fulfil requirements for guiding grades in key subjects.

Curriculum design

The curriculum consists of 120 credits. 86 credits of theoretical studies, 3 credits of clinical studies in school, 15 credits of clinical workplace training and 16 weeks of practical training in health care institutions, evaluated as 16 credits. Upper secondary schools can integrate theoretical studies and vocational studies when students have finished the first theoretical and clinical workplace training course

according to this curriculum. Thus practical training can be implemented parallel to theoretical studies or as a specialised practical training semester during the course of the studies.

Theoretical studies are divided into general subjects (25 credits) and specialised subjects (64 credits). Of those 64 units there are 40 credits in special health care subjects and 24 credits in the speciality subjects of the curriculum. Course descriptions for general subjects can be found in the Curriculum Guide for Upper Secondary Schools, from 1999.

Clinical workplace training

Clinical workplace training is organised as 15 credits of training at health care institutions under the supervision of a licensed practical nurse (clinical instructor) and the nursing department manager. The objectives of clinical workplace training are to prepare students for their work, further the skills they have acquired in the school environment and help them accept responsibility and independence in their work. Students are required to use a log book or an apprentice handbook.

The student's training is reported in the handbook during the training period. Study projects are described and the student's competence and skill is evaluated as well as the progress of the studies. At the onset of clinical workplace training the student is required to write down personal objectives which will serve as the guiding light in his or her communication with clinical instructor, colleagues and patients. Student and clinical instructor are responsible for the fulfilment of reporting in the apprentice handbook during the clinical training which serves as an evaluation of the course.

Clinical workplace training is organised according to final objectives of the curriculum. Health care facilities who accept students for workplace clinical training are required to abide by those objectives. The department manager of the licensed practical nursing program organises workplace clinical training, supervises it and evaluates the students in cooperation with the clinical instructor at the end of the training period.

Practical training in health care institutions

Practical training takes place in health care institutions for the duration of 16 weeks. Following the first course of clinical workplace training, schools can organise practical training in health care institutions according to school curriculum guide. The objectives of the practical training in health care institutions is to help students acquire skills and proficiency in their profession, adapt to the customs and pace of the relevant workplace such as shift schedules and gain opportunity to enhance their knowledge and skills in nursing.

At the onset of the training period the student clarifies his/her objectives in cooperation with the nursing department manager. The department manager, the student and the department manager of the registered nursing assistant program evaluate the set objectives at the end of the training period.

Program of study

The objective of vocational education at upper secondary schools is to enhance the professional competence of the labour market. This is acquired by giving the students opportunity to further the skills they have acquired in the school environment and to learn new techniques and methods.

The curriculum is intended to further the student's skills and proficiency in order to meet the standards of the health care service relating to accuracy, accountability and professional practice and to prepare students to work as licensed practical nurses in health care settings. Special attention is given to train

students in real situations where instructions, work descriptions and work methods are set. Students are also trained to address work where unforeseen situations rely on knowledge, imaginative skills, communication skills and analytical knowledge. In the teaching process it is important to take into account the educational needs of the profession and it is advised that schools cooperate with health care facilities accordingly. The importance of introducing and applying information technology in teaching is stressed in the Icelandic National Curriculum Guide for upper secondary schools. It is permitted to evaluate studies in information technology at upper secondary schools that has been completed at other educational levels.

Evaluation

The purpose of evaluation is to determine to what extent students have met the objectives of a given subject. Evaluation can take place in various ways yet shall as a rule be in line with the scope of teaching in the relevant subject. Evaluation is useful in teaching; it is used as a means of providing feedback to the teacher in order to address objectives, lesson plans and teaching methods. Evaluation is also an important way of providing feedback to the student.

Types of evaluation:

- Cumulative assessment
- Participation in class and written tests
- Written examinations
- Narrative records
- Performance in vocational practice
- Self evaluation

Main objectives of the curriculum for licensed practical nurses

Upon graduation from an upper secondary school, students should be able to:

- Organise and prioritize their work according to nursing plan
- Assist clients with activities of daily living (ADL) and monitor their primary needs
- Instruct clients and their family regarding activities of daily living (ADL)
- Participate in observing clients well-being and inform supervisors
- Evaluate client's well-being and the outcome of nursing intervention
- Record common observations in nursing log

- Observe and prevent complications of immobility and bed rest
- Guide clients and their families regarding the relevance of preventive measures in daily life
- Assist and guide with habilitation and rehabilitation of clients
- Show good communication skills
- Present professionalism in their work and be able to adopt innovations

Curriculum guide for licensed practical nurses 120 credits

General subjects 25 credits

Icelandic	ÍSL 102 202	4 credits
Foreign languages	DAN ¹ 102 ENS 102 + 4 credits	8 credits
Mathematics	STÆ 102 + 2 credits	4 credits
Life skills	LKN 103	3 credits
Athletics	ÍÞR 101 111 201 211 + 2 credits	6 credits

Specialised subjects 64 credits

Sociology	FÉL 103	3 credits
Public health	HBF 103	3 credits
Nursing, theory	HJÚ 103 203 303 403 503	15 credits
Nursing, clinical	HJV 103	3 credits
Anatomy and physiology	LOL 103 203	6 credits
Ergonomics	LÍB 101	1 credits
Pharmacology	LYF 103	3 credits
Natural sciences	NÁT 103 123	6 credits
Nutrition	NÆR 103	3 credits
Communications	SAM 103	3 credits
Psychology	SÁL 103/123	3 credits
Ethics	SIÐ 102	2 credits
Pathology	SJÚ 103 203	6 credits
First Aid	SKY 101	1 credits
General microbiology	SÝK 103	3 credits
Information technology	UTN 103	3 credits

Clinical workplace training 15 credits

Practical training 16 weeks 16 credits

¹ Norwegian or Swedish.

Curriculum guide for licensed practical nurses, adult education 83 credits

(Adult education program for students with experience in Health Care Services)

The purpose of the program is to give unskilled people with experience in caring for patients the opportunity to acquire licensed practical nurses qualifications. Admission to the program is as follows:

The applicant should have reached 23 years of age and have a minimum of 5 years experience in care of elderly, sick or disabled. Are employed in such care and have a recommendation from his/her employer. In addition, applicant shall have completed work related subjects/courses on behalf of trade unions, local authorities or other parties with a minimum of 230-260 hours.

Those who fulfill the above mentioned requirements shall be admitted to the program. The program consists of the following 83 credits.

28 hours are equivalent to 1 credit

Public Health	HBF 103	3 credits
Nursing, theory	HJÚ 103 203 303 403 503	15 credits
Nursing, clinical	HJV 103	3 credits
Anatomy and physiology	LOL 103 203	6 credits
Ergonomics	LÍB 101	1 credits
Pharmacology	LYF 103	3 credits
Nutrition	NÆR 103	3 credits
Psychology	SÁL 123	3 credits
Ethics	SIÐ 102	2 credits
Pathology	SJÚ 103 203	6 credits
First aid	SKY 101	1 credits
General microbiology	SÝK 103	3 credits
Information Technology	UTN 103	3 credits
Clinical workplace training *	VIN 105 205 305	15 credits
Practical training **	STÞ 108 208	16 credits

* Clinical workplace training is under the guidance of the teacher and nursing staff

** Practical training 16 weeks in/at at least two healthcare centers/institutions.

Subjects

General subjects

25 credits

ICELANDIC

ISL102 Icelandic I

Prerequisites: None.

Course description

The principles of writing. Literature; some of the shorter sagas, a modern novel and short stories; literary terms. Essays writing. Written examinations.

ISL 202 Icelandic II

Prerequisites: ISL102

Literature: One of the major sagas read carefully; a 20th century novel and an essay written on it. Grammar, vocabulary, idioms and punctuation. Written examinations.

Foreign languages

8 credits

Danish

DAN 102 Comprehension, expression, culture I

Prerequisites: None

Course description

In this course emphasis is placed on students being trained at understanding all ordinary spoken and written language of a general nature. There is emphasis on increasing the vocabulary and reading comprehension of students and on their receiving practice in oral and written expression. Students are trained in pronunciation and spelling and learn to apply the most common rules of grammar; also, they receive exercise in the use of helping tools and teaching programmes for their studies. Danish culture is introduced and interest is awakened in it.

DAN 202 Comprehension, expression, culture II

Prerequisites: DAN 102

Course description

The course emphasises students' being able to understand all normal spoken and written language of a general nature. Vocabulary and reading comprehension are emphasised so that students can express themselves freely both orally and in writing. Students are trained in pronunciation and spelling, and grammar and usage rules are practiced systematically. Moreover, students are trained in using various electronic helping tools, and there is an endeavour to introduce them to Danish culture.

ENGLISH

ENS 102 Reading, listening, grammar I

Prerequisites: None

Course description

Students are trained in the basic aspects of using the English language. There is emphasis on the students' reading varied texts and on systematic listening exercises as well as exercises in spoken English, for instance in connection with reading and listening material. Emphasis is placed on building up

a practical, active vocabulary. Written skills are trained through varied exercises which fit with the defined ability and items of language use that are objectives of this course. The basics of dictionary use are taught.

ENS 202 Reading, listening, grammar II

Prerequisites: ENS 102

Course description

In this course, independent approaches to work are required. Students are trained at reading texts of many sorts and working with a dictionary where suitable. Emphasis is placed on training speaking and on listening exercises. Efforts are made to construct and increase a practical vocabulary through assorted exercises in every area of ability. English spoken language is practiced, partly in association with reading and listening material. Disciplined sentence structure, more precise vocabulary, and organised presentation are required in the writing component of the course.

MATHEMATICS

STÆ 103 Equations, geometry and ratios

Prerequisites: none

Course description

A foundation is laid for such procedures in mathematics as precision in presentation, argumentation and the solution of assignments and problems. The main topics are in the field of geometry, but there is also a review of equations and numerical operations. A few concepts of Euclidian geometry and its role in Western civilisation are addressed, along with the system of coordinates and equations of straight lines. A many-sided approach is stressed for elucidating the principle of ratio.

Besides shorter assignments, students are to prepare at least one cooperative project or brief essay, e.g. on geometry in a historical or cultural context.

STÆ 203 Algebra and functions

Prerequisites: STÆ 103

Course description

In this course the ground is prepared for understanding the system of real numbers and the concept of function, as well as for adequate algebraic skills. Several types of equations and inequations are treated, and algebra and decimal fractions are discussed in a historical perspective.

In addition to shorter exercises, students should finish at least one cooperative project or essay on material related to the content of the course, for example a historical subject.

ATHLETICS

ÍÞR 101 – Athletics 101

Prerequisites: none

Course description

In this course emphasis is placed on both the theoretical and practical aspects of warm-up and stamina. The importance of warm-up for physical training is explained, and exercises and games appropriate for general physical training, different sports and fitness programmes gone through. The physical reaction to warm-up is studied and the advantages of systematic warm-up. In this course stamina and exercises for increasing stamina are studied and how stamina can be built up and maintained. The difference between aerobic and anaerobic stamina training is examined, in addition to stamina training in general and in connection to specific sports. Students are also introduced to methods of measuring stamina.

LIFE SKILLS

LKN 103 – Life Skills

Prerequisite: None

Course description

The aims of the course are twofold: on the one hand, to assist the pupil in better understanding the programmes of study offered by the school, realising where they lead and appreciating the demands of possible subsequent schools or the labour market. In this course the pupil will also become acquainted with school routines and pupils' social activities, his/her supervisory teacher and the latter's role. On the other hand, emphasis is placed on strengthening pupils' solidarity, ability to express themselves and self-confidence, in order to be able to express their opinions and theories on a variety of issues and discuss them amongst themselves. Pupils can thus choose a variety of projects linked to the course theme and present them to their classmates using a variety of methods to communicate information. Thus, all pupils are not expected to deal with the same issues. The course could enlist the support of, for example, a pupil's supervisory teacher, the school guidance counsellor, school librarian, other pupils (in connection with peer education and school social activities), external parties, etc. However, one teacher should preferably bear chief responsibility for the course and look after its arrangement.

Specialised subjects

64 credits

FÉL 103 Sociology

Prerequisites: None.

Course description

In this beginner course the foundation of society is explored in the light of the social sciences. Emphasis is on student's understanding of the linkages between society and the life span of individuals. It is stressed that students gain knowledge of own environment in order to be able to participate in sociological discussions and to be able to present their own well grounded views both orally and in writing. The students look into the differences in attitudes and behaviors that affect individuals and emphasis is on understanding own society. The internal structures of the Icelandic society are discussed and compared to other societies. The effect of government policies and events on students life's are explored as well as the students effect on own society.

The subject is taught in lectures, discussions and projects. The students are encouraged to look for data at the internet as well as in communicating with others through the internet. It is stressed that students display initiative and independence in discussions. The projects are divided into individual and group projects and disciplined work methods are sought. Apart from traditional teaching material the internet is used as a means of information seeking.

HBF 103 Public Health

Prerequisites: None

Course description

Philosophy and historical development of public health is introduced. Challenges and research methods of public health are explored. The concepts health, diseases, internal and external environment. Students evaluate own health and health status. Students' understanding of the interplay between beliefs and environment in health maintenance and disease prevention is explored. The key to health in modern society and the aim of prevention is discussed. Different health and social conditions of individuals are discussed and their relation to libido and sex. Different values, attitudes and reactions to sex are discussed. Pregnancy and birth are discussed. Sexual maturation and the menopause are discussed.

Tobacco -, alcohol- and drug abuse and prevention is examined. Major categories of micro organisms are explored and students are introduced to disease prevention. Common diseases in modern society are discussed. Environmental health and safety and pollution control is explored. The most common accidents in modern society are introduced. Occupational health practice is discussed.

HJÚ 103 Introduction to nursing

Prerequisites: None

Course description

In this course history and theoretical foundations of nursing are introduced. The fundamentals of nursing care are discussed. Spiritual, physical and social needs of clients are introduced. Changes in bodily functions and appropriate nursing care is explored and discussed. The importance of sharing of information in nursing is discussed. Laws on patients' rights are introduced.

HJÚ 203 Gerontological nursing

Prerequisites: HJÚ 103, HJV 103

Course description

In this course the status of the elderly in society is explored. Health legislation and law on social services are introduced. Attitudes towards elderly people and aging are explored. The main theories on aging are introduced and discussed. The effects on theories on aging on services rendered by government are introduced. Main spiritual, social and physical changes following the aging process are examined. Public health and the quality of life of the elderly are examined. Main nursing problems of the elderly and appropriate nursing care is explored and discussed. Violence against the elderly is discussed. The purpose and use of the RAI (Resident Assessment Instrument) is introduced and standard nursing diagnoses relating to the elderly. End of life care is discussed and related to ethics in nursing. Cultural practices at the end of life are discussed.

HJÚ 303 - Medical nursing

Prerequisites: HJÚ 203

Course description

In this course emphasis is placed on emergency nursing care, nursing of chronically ill patients, and the nursing care of the terminally ill. The ideas of PBM (problem based) are fundamental for this course. Cancer, the main side effects of cancer treatment and appropriate nursing care, supervision and observation is explored and discussed. The treatment, management and nursing care of clients with chronic diseases such as pulmonary-, immune- allergic-, heart-, urinary-, digestive-, and neurological diseases as well as infectious diseases is introduced. Acute conditions and relevant nursing care is introduced. Emphasis is on the importance of standard nursing registration, observation and monitoring of clients. The importance of good communication with other staff members, clients and their family is stressed. Laboratory investigations as a means of diagnosing are introduced. Infection prevention is recollected and different types of therapeutic isolation discussed. Ideas about grief and loss are presented and discussed in concurrence with their utilization in nursing the chronically ill. Nursing theories are utilized to explain the theoretical foundation of nursing. The most common disabilities are defined. Cultural differences regarding beliefs on health and disease are examined.

HJÚ 403 - Surgical nursing

Prerequisites: HJÚ 303

Course description

In this course the emphasis is on pre- and postoperative nursing care of patients. The nursing care of patients following trauma is explored. Conditions that can lead to loss of a body part are discussed and ideas regarding changed self-image are examined. Common pre- and post- operative laboratory tests are discussed. Preparation of patients for various tests and surgery is examined.

HJÚ 503 - Family and community health nursing

Prerequisites: HJÚ 403

Course description

In this course the emphasis is on holism. Concepts and theoretical foundation of family nursing is discussed. Family developmental theories are explored and the needs and tasks of family members at different developmental levels. Concepts and theories related to child birth are introduced. The conceptual framework of health promotion is introduced and nursing assignments related to family- and community health nursing. Pregnancy, childbirth and the development of children and adolescents are discussed. The effect of violence in families is discussed. Nursing of children is explored and the effect of disease on family development and family earning. The conceptual framework of psychiatric nursing is introduced. Common psychiatric diseases their treatment, prevention and rehabilitation are discussed with emphasis on family centered nursing care.

HJV 103 - Nursing, clinical

Prerequisites: HJÚ 103

Course description

This course is intended to connect theoretical knowledge to practical implementation. The patient's environment is explored. Private needs of patients are discussed and ways to accommodate them. The complications of bed rest are discussed and explored. Students learn how to measure and record vital signs. The procedures for sampling (urine, blood, stool, spit etc.) are discussed and exercised. Finally the procedures for preparing patients for surgery are discussed.

LOL 103 - Anatomy and Physiology

Prerequisites: NÁT 103

Course description

The course objectives are to provide students with fundamental knowledge of the structure and function of the human body. The main concepts in anatomy are explained with the appropriate Latin nomenclature, which is used throughout the course. The concept homeostasis is introduced and explained. Cell structure and function as well cell division is reviewed. Special emphasis is on cell membrane physiology. Histology is summarised, i.e. tissue classification and main characters of each class. Five of the body systems are overviewed: The structure of the integumentary system is discussed and the complex function of the skin. The structure and function of the skeletal system is discussed and the skeleton is studied thoroughly. The structure and function of the muscular system is overviewed and the action of various muscles and muscle groups is explored. The structure and function of neurons and the nervous system is explored. The structure and function of various sensory organs is identified. The structure and function of the endocrine system is explored.

LOL 203 - Anatomy and Physiology

Prerequisites: LOL 103

Course description

This course is in continuation with LOL103. Six of the body systems are overviewed. Latin nomenclature is used throughout the course. The composition of blood and its function are explained. The blood groups are explored and the process of blood-clotting. The anatomy and physiology of the heart is explained, as well as the anatomy and physiology of blood vessels. The regulation of blood pressure is explored. The structure and function of the lymphatic system is explained and the defense mechanism of the body. The function and structure of the respiratory system is explained. The function and structure of the digestive system is explained. The function and structure of urinary system and the kidneys is explained. Homeostasis of body fluids is explored. The function and structure of the reproductive system is explained. Fetal development and hormonal changes during pregnancy are discussed.

LÍB 101- Ergonomics

Prerequisites: None

Course description

This course examines the impact of work environment on the employee. The size and layout of the workspace, beds, chairs, tables and tools are explored in relation to occupational health.

The principles of good working technology are discussed and the effect of wrong techniques on the well-being of individuals. Various tools that can help individuals diminish strain and work related injuries are introduced. In the practical part of the course various tools are presented that can help students focus on correct lifting techniques, body movement and work techniques.

LYF 103 - Pharmacology

Prerequisites: LOL 203, SJÚ 203

Course description

This course is a mixture of general pharmacy, pharmacokinetics and pharmacodynamics. The main emphasis is on pharmacodynamics. The course covers drugs for the gastrointestinal tract, skin, central nervous system, cardiovascular system and anti-diabetic drugs. The history of Pharmacopoeia is explained and students receive training in how to search for drugs in The Icelandic Medicinal Product Information. The ATC-system is discussed as well as drug storage and expiration. The vocabulary of pharmacology is explained, such as, systematic effect, local effect, "first-pass" effect, biological half-life, therapeutic index and plasma concentration curves. Additionally the course covers pharmaceutical dosage forms.

NÁT 103 - Biology

Prerequisites:none

Course description

This basic course introduces the particular nature of biology as a science subject, its relationship to other subjects and the development and purpose of biological research in an Icelandic context. The course addresses various basic aspects of living nature, common characteristics of organisms, and processes which connect the life forms inside particular ecosystems. The structure and functions of the cell are discussed and its components are examined as regards composition and function. Also dealt with are the basics of genetics. Emphasising material and energy transport, the nature and activity of ecosystems are described, along with the importance of diversity within these systems and the effects of man. The course also covers the main classes of life forms, focusing on microorganisms and ideas about the origins of life on earth. The course stresses that students choose some specialised, varied projects that require the acquisition of information, field observation and nature study, besides processing and presenting the results in various ways. The projects shall have in common that they deal with the interaction of nature, technology and society; the interactive connection between nature and culture; and those factors or forces which mostly determine our treatment of nature and the earth's resources.

NÁT 123 - Physics and chemistry

Prerequisites:none

Course description

The course addresses subject matter on nature and modern technology in which some basic principles and theories of physics and chemistry are intertwined. The energy principle is the core of the course and its various aspects are related to technology in the Icelandic context. The intention is to cover all the topics listed in the course objectives, though elucidating them to varying degrees depending on the school's focal points and the students' fields of interest. Thus the student can increase his or her understanding considerably in chosen course topics, integrate his or her project with other NSC courses and other subjects, and even cooperate with parties outside the school system. Courses are to have in

common that they deal with the interrelationships among nature, technology and society; the mutual connections of nature and culture; and those factors or powers which are most decisive for our conduct in respect to nature and the earth's resources.

NÆR 103 - Nutrition

Prerequisites:none

Course description

This course introduces the dietary goals published by the Ministry of Health in Iceland and the recommended daily intake. The nutrients carbohydrates, fats, proteins are addressed. The role of vitamins and minerals is explained. The food groups are discussed and students learn how to compose healthy meals based on nutritional content of food. Students learn how to calculate energy from meals based on recommended daily intake. Laws and regulations regarding food additives and labeling are explained. Students are trained in reading and analyzing nutritional information. The nutritional guidelines for people at various stages of life are discussed. The nutritional needs of patients are explored. Special diet and various dietary supplements are covered.

SAM 103- Communications

Prerequisites: SÁL 103/123

Course description

This course addresses the value of respect and prejudice in communication. The physical and mental reaction to stress is discussed and reviewed. Emphasis is on providing students with knowledge and skills in order to acquire self confidence and determination in communication. Body language is addressed and its effect on communication. Ways of communication among different ethnic groups are explored. The students are expected to examine the effect of non verbal communication. It is explained how active listening can improve communication. Finally the importance of good interviewing skills is explored. Students practice own interviewing skills.

SÁL 103 – General psychology

Prerequisites: None

Course description

The subject psychology is addressed historically, its methodology, trends and challenges. Research methodology is introduced and explored. Educational psychology is introduced, memory, techniques to increase memory, and various types of learning especially operant conditioning and cognitive theories. Special educational needs are introduced. Special attention is given to the utilisation of educational psychology in; communication and body language, behavioural modification, phobias. Students are introduced to psychological problem solving methods. The subject's f. ex. being conflict, resolution/irresolution, communication ability, anger management or other issues that teacher and student decide to examine. It is preferable that one third of the course is selected to solve practical projects. For example students can implement small studies and deliver reports.

SID 102 - Ethics

Prerequisites:None

Course description

In this course the main purpose of ethical discussion is presented. The student is trained to detect ethical issues and reach a conclusion. The main theories, concepts and objectives in ethics are presented as well as methodology. The protocol or work ethics within the health sector is explored and students gain insight into the various ethical issues (ethical problems) that may arise in the health sector. Ethical issues that are prominent are discussed.

SJÚ 103 - Pathology

Prerequisites: LOL 103, HBF 103

Course description

This course focuses on the health of the human body. Emphasis is on the understanding of the vocabulary that refers to disease and pathological conditions such as pathogenesis, symptoms, cause, diagnosis, criteria, individual variability, adaptation, substantiality, treatment, healing, mortality and prognosis. The factors that affect cellular mutilation and disease in humans such as environmental factors, chemical substances, infection, and nutritional deficit are explained. The endogen factors that affect cellular mutilation are discussed and tissue response to stress is explored. The symptoms and causes of common diseases of the skin the skeletal- and nervous systems are discussed, their causes, symptoms and treatment.

SJÚ 203 - Pathology

Prerequisites: SJÚ 103

Course description

This course explores physical and psychological health. Diseases of the endocrine-, cardiovascular-, respiratory-, digestive-, urinary-, and reproductive systems are discussed and explained. Common psychiatric diseases and psychiatric conditions are explained. The interplay between physical and psychological health is explored. The symptoms of disease are explained in conjunction with physiological changes that occur when body function is disrupted. Latin nomenclature is explained with reference to anatomy and physiology. Pathogenesis, symptoms, cause and treatment of various diseases are explored. The interplay between disease and the social function of individuals is discussed as well as the effect of disease on social status. The connection between lifestyle and disease development is discussed.

SKY 101 - First Aid

Prerequisites: None

Course description

This course covers the reactions at the scene of an accident; inspection and evaluation. The theoretical base of cardiopulmonary resuscitation is discussed and students receive training in cardiopulmonary resuscitation. Students are taught how to deal with bleeding, shock, and respond to shock state. Various injuries and appropriate bandaging is explained and students receive training in applying various bandages. The main causes of fire, burn accidents and emergency care of burn accidents are explained. The main head, neck and spinal injuries are discussed as well as chest, abdominal and hip injuries. Bone, joint and muscle injuries are explained. The student is taught how to splint and immobilise injured extremities. Acute diseases, poisoning, bites and allergic reactions are discussed. The responses to frostbite and hypothermia are discussed as well as the first aid to hyperthermia. The rescue and transportation of individuals from casualty is discussed and trained.

SÝK 103 - General microbiology

Prerequisites: None

Course description

In this course the classification and pathogenicity of microbes is explored. The transmission of infection is discussed as well as the main categories of infectious diseases. The body's response to and general resistance to disease is examined, the immune system and the effect of immunodeficiency. Sanitary measures and preventive health practices are discussed. In laboratory, students are shown how bacteria are grown. The importance of hand wash is explained.

UTN 103 - Information Technology (IT)

Prerequisites: None

Course description

The objectives of this course are to exercise student's ability to collect information and resolve problems through the use of information systems. The course is intended for students in the first semester of secondary school. Computers and computer software is discussed and students taught how to convert, store, protect, process transmit and securely retrieve information. Students learn how to place information on school's internal net. The use of information technology in learning is explained. Ways of seeking information and the quality of information is discussed as well as the use of libraries and handbooks on the internet. The course can be taught in collaboration between IT teacher and a librarian.

VIN 105 - Clinical training; gerontological nursing

Prerequisites: HJV 103, HJU 203

Course description

Clinical nursing training in gerontological nursing takes place in geriatric nursing divisions or nursing homes. The training period is 15 eight hour shifts. Nursing teacher, clinical instructor and department manager are responsible for the training period. The student participates and is guided in clinical work at the department by the clinical instructor. At the onset of the training period the students sets personal and professional goals with the clinical training. During the clinical training period the student uses a log book or an apprentice handbook in which clinical training is recorded and monitored.

VIN 205 - Clinical training; medical surgical nursing

Prerequisites: VIN 105, HJU 303

Course description

Clinical nursing training takes place in internal medicine- and surgical units/departments. The training period is 15 eight hour shifts. Nursing teacher, clinical instructor and department manager are responsible for the training period. The student participates and is guided in clinical work at the department by the clinical instructor. At the onset of the training period the students sets personal and professional goals with the clinical training. During the clinical training period the student uses a log book or an apprentice handbook in which clinical training is recorded and monitored

VIN 305 - Clinical nursing training; special units

Prerequisites: VIN 205, HJU 503

Course description

Clinical nursing training takes place in special units such as; children's- women's -, rehabilitation- psychiatric departments or community health centers. The training period is 15 eight hour shifts. The student sets personal goals for the clinical nursing training. Nursing teacher, clinical instructor and department manager are responsible for the training period. The student organises their own work in collaboration with nursing teacher and clinical instructor. In the final thesis the student is supposed to integrate theoretical studies with practice and the emphasis is on holistic nursing practice. The subject of the final thesis is selected in collaboration with nursing teacher and clinical instructor.

STP 108, 208 - Practical training

16 credits

Prerequisites: Theoretical and clinical nursing courses

Course description

The practical training period is intended to help students acquire skills and proficiency in their profession. Practical training takes place in a health care facility or institution and the duration of the practicum is 16 weeks or 80 shifts. In this practical training course the student acquires proficiency to work as practical nurses under the guidance of experienced licensed practical nurses and nurses. It is permitted to divide

this training period into two or three periods but the training is supposed to be continuous and the minimal working percent 60%. When students have finished their VIN 105 (clinical training in gerontological nursing) they are allowed four weeks of the practical training, working at geriatric nursing divisions or in community health nursing of the elderly. The student is supposed to follow the rules and regulations that apply to faculty members at the health care facility where practical training takes place.