

## Health and social care

The subject health and social care has its foundations in practical work, but also in scientific subject areas such as the healthcare sciences and social work. The subject covers health and social care from a holistic perspective, where people's total life situation is the focal point rather than sickness or functional impairment.

### Aim of the subject

Teaching in the subject of health and social care should aim at students developing knowledge of working close to patients and users in health and medical care, as well as together with the social services. Teaching should give students the opportunity to develop the ability to plan, carry out and assess tasks in health and social care.

By means of teaching, students should be given the opportunity to develop their ability to carry out tasks in professional ways i.e. ethically, aesthetically, hygienically, ergonomically, health promoting, rehabilitative, habilitative and pedagogically. Teaching should also contribute to students developing an empirical approach, and also taking responsibility for patients and users and carrying out different tasks.

Teaching should develop students' knowledge of the working environment, safety and ergonomics to reduce the risk of injury for patients and users, as well as staff. The course covers use of medical and other technical equipment, and also information technology.

### Teaching in the subject of health and social care should give students the opportunities to develop the following:

- 1) Knowledge of theories and key concepts in health and social care.
- 2) Knowledge of how infections and their dissemination can be prevented.
- 3) Knowledge of normal ageing, physically, mentally and socially.
- 4) Knowledge of health and social care in the terminal stages of life and post-death arrangements.
- 5) The ability to plan and carry out tasks in health and social care and also assess their own work. Knowledge of tasks in health and social care where delegation is required.
- 6) The ability to use technical equipment and aids, and also use information technology for information, communication and documentation.
- 7) The ability to communicate and cooperate with others, and also work in accordance with the preferences and requirements of individuals for support and help in relation to aid assessment or health care planning.
- 8) Knowledge of the working environment, and also about laws and other regulations on the working environment.

- 9) Knowledge of laws and other regulations in the health and social care area, and also about the organisation and responsibility areas in health and social care, and the social services.
- 10) Knowledge of the history and development of health and social care, and the social services.

### **Courses in the subject**

- Health and social care 1, 200 credits.
- Health and social care 2, 150 credits, which builds on the course, health and social care 1.

## Health and social care 1

The course, health and social care 1, covers points 1–3, 5–7 and 10 under the heading Aim of the subject. The course covers basic knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Key concepts, e.g. health and social care, nursing and social work.
- Hygiene, e.g. preventing infection and the spread of infection through hygienic routines.
- Normal ageing, physically, mentally and socially.
- Ethical approaches in health and social care, and the social services.
- How tasks are carried out in an aesthetic way.
- Personal care, e.g. personal hygiene, oral care, diet and liquids, meals situations, rest and sleep, elimination and clothing, and also complications in long-term bed care.
- Social and social pedagogical tasks e.g. in the form of dialogue, contact and activation.
- Services in the household e.g. washing, cleaning, buying, preparing and handling food.
- Technical medical data, e.g. blood pressure, pulse rate, temperature, urine samples and simple wound dressing.
- Administrative tasks, such as ordering medical supplies and planning timetables.
- Working posture and transfer.
- Confidentiality in health and social care.
- Technical and other aids.
- Use of computers and managing information securely.
- Communication, reception, attitudes, sensory stimulation and cooperation. Aesthetic and cultural expressions in the form of e.g. music, dance, art and literature.
- Historical development in the area.

### Knowledge requirements

#### Grade E

Students describe **in basic terms** the meaning of key concepts in health and social care. Students also give an account **in basic terms** of how infections and their dissemination can be prevented. In addition, students describe **in basic terms** what characterises normal ageing.

Students carry out in familiar situations and **in consultation** with the supervisor tasks in health and social care in ethical, aesthetic, hygienic and ergonomic ways. In their work, students **after consultation** with the supervisor handle apparatuses and technical aids, and also use **in consultation** with the supervisor information technology for information, communication and documentation in ways safe for patients. Students adapt **with some certainty** their communication to recipients and cooperate with others. In addition, students focus **after consultation** with the supervisor on the needs and conditions of the individual.

Students give an account **in basic terms** of health and social care, and the history and development of the social services.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### **Grade D**

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

### **Grade C**

Students describe **in detail** the meaning of key concepts in health and social care. Students also give an account **in detail** of how infections and their dissemination can be prevented. In addition, students describe **in detail** what characterises normal ageing.

Students carry out in familiar situations and **after consultation** with the supervisor tasks in health and social care in ethical, aesthetic, hygienic and ergonomic ways. In their work, students **after consultation** with the supervisor handle apparatuses and technical aids, and also use **after consultation** with the supervisor information technology for information, communication and documentation in ways safe for patients. Students adapt **with some certainty** their communication to recipients and cooperate with others. In addition, students focus **after consultation** with the supervisor on the needs and conditions of the individual.

Students give an account **in detail** of the history and development of health and social care, and the social services.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

### **Grade B**

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

### **Grade A**

Students describe **in detail and in a balanced way** the meaning of key concepts in health and social care. Students also give an account **in detail and in a balanced way** of how infections and their dissemination can be prevented. In addition, students describe **in detail and in a balanced way** what characterises normal ageing.

Students carry out in familiar situations and **after consultation** with the supervisor tasks in health and social care in ethical, aesthetic, hygienic and ergonomic ways, **and adapt where necessary**

**their actions in consultation with the supervisor.** In their work, students **after consultation** with the supervisor handle apparatuses and technical aids, and also use **after consultation** with the supervisor information technology for information, communication and documentation in ways safe for patients. Students adapt **with certainty** their communication to recipients and cooperate with others. In addition, students focus **after consultation** with the supervisor on the needs and conditions of the individual.

Students give an account **in detail and in a balanced way** of the history and development of health and social care, and the social services.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.

## Health and social care 2

The course, health and social care 2, covers points 1, 4 and 5–9 under the heading Aim of the subject. The course covers advanced knowledge in the subject.

### Core content

*Teaching in the course should cover the following core content:*

- Processes in health and social care and related theories.
- Health and social care in the terminal stages of life.
- Rehabilitation and habilitation, and also pedagogical approaches.
- Health and medical care tasks, e.g. tube-feeding, suction of upper air passages, giving insulin, catheterization and how these tasks should be delegated.
- Health and social care for common sicknesses.
- Observation, treatment, checks and samples.
- Self-determination and integrity.
- Reporting and documentation.
- Aid assessment and planning health care.
- The importance of the physical and mental working environment for health and their own safety in accordance with laws and other regulations.
- Laws and other regulations governing health and social care, and the social services and responsibility and obligations of staff.
- The organisation of health and social care at national, regional and local levels.
- Social service measures for children and youth, families and the elderly.

### Knowledge requirements

#### Grade E

Students give an account **in basic terms** of theories in health and social care. In addition, students describe **in basic terms** health and social care in the terminal stages of life.

Students plan and carry out **in consultation** with the supervisor tasks in health and social care in an ethical, aesthetic, hygienic, ergonomic, health promoting, rehabilitative, habilitative and pedagogical way, and also take into account self-determination and integrity of patients and users. Students also give examples of tasks in health and medical care that require delegation. In

addition, students evaluate in **simple** assessments their own work, and also document and report **in consultation** with the supervisor the tasks performed.

In their work, students **after consultation** with the supervisor handle apparatuses and technical aids, and also use **in consultation** with the supervisor information technology for information, communication and documentation in ways safe for patients. Students adapt **with some certainty** their communication to recipients and cooperate with others. In addition, students focus **after consultation** with the supervisor on the individual person's wishes and requirements for support and help, and relate this to aid assessment or health care planning.

Students give **some** examples of factors that influence the working environment, and also follow **in consultation** with the supervisor relevant laws and other regulations about the working environment. Students also give an account **in basic terms** of relevant laws and other regulations in the area of health and social care. In addition, students describe **in basic terms** health and social care, and the organisation of the social services.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

## Grade D

Grade D means that the knowledge requirements for grade E and most of C are satisfied.

## Grade C

Students give an account **in detail** of theories in health and social care. In addition, students describe **in detail** health and social care in the terminal stages of life.

Students plan and carry out **after consultation** with the supervisor tasks in health and social care in ethical, aesthetic, hygienic, ergonomic, health promoting, rehabilitative, habilitative and pedagogical ways, and also take into account the self-determination and integrity of patients and users. Students also give examples of tasks in health and medical care that require delegation **and describe how this delegation is carried out**. In addition, students evaluate in **simple** assessments their own work, and also document and report **after consultation** with the supervisor the tasks performed.

In their work, students **after consultation** with the supervisor handle apparatuses and technical aids, and also use **after consultation** with the supervisor information technology for information, communication and documentation in ways safe for patients. Students adapt **with some certainty** their communication to recipients and cooperate with others. In addition, students focus **after consultation** with the supervisor on the individual person's wishes and requirements for support and help, and relate this to aid assessment or health care planning.

Students give **some** examples of factors that influence the working environment, and also follow **after consultation** with the supervisor relevant laws and other regulations about the working environment. Students also give an account **in detail** of relevant laws and other regulations in the area of health and social care. In addition, students describe **in detail** health and social care, and the organisation of the social services.

In consultation with the supervisor, students assess **with some certainty** their own ability and the requirements of the situation.

## Grade B

Grade B means that the knowledge requirements for grade C and most of A are satisfied.

## Grade A

Students give an account **in detail and in a balanced way** of theories in health and social care. In addition, students describe **in detail and in a balanced way** health and social care in the terminal stages of life.

Students plan and carry out **after consultation** with the supervisor tasks in health and social care in ethical, aesthetic, hygienic, ergonomic, health promoting, rehabilitative, habilitative and pedagogical ways, and also take into account the self-determination and integrity of patients and users. **Students adapt implementation in consultation with the supervisor.** Students also give examples of tasks in health and medical care that require delegation, **and also describe how this delegation is carried out, and how the tasks are performed.** In addition, students evaluate in **balanced** assessments their own work, and also document and report **after consultation** with the supervisor the tasks performed.

In their work, students **after consultation** with the supervisor handle apparatuses and technical aids, and also use **after consultation** with the supervisor information technology for information, communication and documentation in ways safe for patients. Students adapt **with certainty** their communication to recipients and cooperate with others. In addition, students focus **after consultation** with the supervisor on the individual person's wishes and requirements for support and help, and relate this to aid assessment or health care planning.

Students give **several** examples of factors that influence the working environment, and also follow **after consultation** with the supervisor relevant laws and other regulations about the working environment. Students also give an account **in detail and in a balanced way** of relevant laws and other regulations in the area of health and social care. In addition, students describe **in detail and in a balanced way** health and social care, and the organisation of the social services.

In consultation with the supervisor, students assess **with certainty** their own ability and the requirements of the situation.