

## People

The subject of people is by its nature interdisciplinary taking in content from philosophy, sociology, health care sciences, religion and social sciences. This deals with cultural, ethical and social patterns that permeate people's lives.

### Aim of the subject

Teaching in the subject of people should aim at helping students develop knowledge of people and their life patterns based on social, cultural and existential aspects concerning health, ill-health and functional impairments. It should contribute to students developing the ability to meet, communicate and cooperate with people in different situations. Based on ethics as a starting point, issues such as the value of human beings and views of human beings that can be linked to the professional area are covered in the teaching.

Teaching should contribute to students developing knowledge of being able to work with patients and users from different cultures both in Sweden and in other countries.

Teaching should give students the opportunity to develop the ability to search for, critically examine, assess and use information from different sources.

### Teaching in the subject of people should give students the opportunities to develop the following:

- 1) Knowledge of different cultures and outlooks on life, and how people are affected by their culture.
- 2) Knowledge of health and social care from international perspectives.
- 3) Knowledge of the importance of norms, values and ideals in health and social care.
- 4) Knowledge of ethical concepts and guidelines, and also about value conflicts in the area.
- 5) The ability to understand, interpret and assess aesthetic and existential issues.
- 6) The ability to communicate with and meet people in different social and cultural contexts.

### Courses in the subject

- Ethics and human living conditions, 100 credits.
- International work, 100 credits, which builds on the course, ethics and human living conditions, and the course, health and social care 2.

## Ethics and human living conditions

The course, ethics and human living conditions, covers points 1 and 3–6 under the heading Aim of the subject.

### Core content

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

- Different cultures, their forms of expression and cultural patterns, as well as the importance of culture for human values.
- Religious and non-religious views of humanity.
- The impact of cultures and beliefs on health, illness, functional impairment, quality of life, treatment, health care, and life and death.
- Norms, values and ideals in health and social care.
- Key ethical concepts and guidelines for health and social care, as well as value conflicts in the area, such as patients' and users' rights to self-determination in relation to the staff's need for a good working environment, and the right to a dignified death.
- How social and generational differences, as well as gender aspects relating to justice, sexuality, norms and deviations, affect communication with patients and users and their reception.
- Carer's own attitude and role when dealing with patients and users.

### Knowledge requirements

#### Grade E

Students describe **in basic terms** some different cultural patterns, and discuss **in basic terms** how people are influenced by their culture. In addition, students describe **in basic terms** some different views on human beings, and also health, ill-health, functional impairment, quality of life, treatment, health and social care, and life and death.

Students give an account **in basic terms** of the importance of norms, values and ideals in health and social care. In their reports, students use **with some certainty** key ethical concepts. In addition, students discuss **in basic terms** ethical guidelines and conflicts of value in the area. In their discussions, students evaluate in **simple** assessments different viewpoints on ethical and existential issues.

Students communicate with and meet people in different social and cultural contexts. Students do this **in consultation** with the supervisor. In addition, students evaluate in **simple** assessments their own approaches when meeting patients and users.

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** some different cultural patterns, and discuss **in detail** how people are influenced by their culture. In addition, students describe **in detail** some different views on human beings, and also health, ill-health, functional impairment, quality of life, treatment, health and social care, and life and death.

Students give an account **in detail** of the importance of norms, values and ideals in health and social care. In their reports, students use **with some certainty** key ethical concepts. In addition, students discuss **in basic terms** ethical guidelines and value conflicts in the area. In their discussions, students evaluate in **simple** assessments different viewpoints on ethical and existential issues.

Students communicate with and meet people in different social and cultural contexts. Students do this **after consultation** with the supervisor. In addition, students evaluate in **balanced** assessments their own approaches to meetings with patients and users.

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** some different cultural patterns, and discuss **in detail and in a balanced way** how people are influenced by their culture. In addition, students describe **in detail and in a balanced way** some different views on human beings, health, ill-health, functional impairment, quality of life, treatment, health and social care, and life and death.

Students give an account **in detail and in a balanced way** of the importance of norms, values and ideals in health and social care. In their reports, students use **with certainty** key ethical concepts. In addition, students discuss **in detail and in a balanced way** ethical guidelines and conflicts of value in the area. In their discussions, students evaluate in **balanced** assessments different viewpoints on ethical and existential questions.

Students communicate with and meet people in different social and cultural contexts. Students do this **after consultation** with the supervisor. In addition, students evaluate in **balanced** assessments their own approaches to meetings with patients and users, **and also make proposals on how their own approaches can be developed**.

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

## International work

The course, international work, covers points 1–6 under the heading Aim of the subject, with special emphasis on point 2.

### Core content

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

- Health and social care in different countries and how cultures affect views of health, ill-health, functional impairment, medical treatment, health and social care, and life and death.
- Organisation of health and social care in different countries. Personnel categories and training.
- Norms and values in health and social care in different countries.
- Health problems caused by e.g. infectious diseases, drought, war and disasters.
- International agreements.
- Aid agencies and relief work.
- Key ethical guidelines for health and social care in different countries and value conflicts.
- Social and gender aspects of health and well-being in different countries.
- Carer's own attitude and role when dealing with patients and users, as well as with health care systems in different countries.

## Knowledge requirements

### Grade E

Students describe **in basic terms** health and social care in some countries, and also how culture, norms and values affect health and social care. In addition, students make **simple** comparisons with care in Sweden.

Students describe **in basic terms** some health problems from an international perspective. Students also give an account **in basic terms** of international agreements and development aid. In addition, students discuss **in basic terms** value conflicts in health and social care in some countries. In their discussions, students evaluate in **simple** assessments different viewpoints on these issues. In their discussions, students use **with some certainty** key ethical concepts.

Students communicate with and meet people in different social and cultural contexts. Students do this **in consultation** with the supervisor. In addition, students evaluate in **simple** assessments their own approaches when meeting patients and users.

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** health and social care in some countries, and also how culture, norms and values affect health and social care. In addition, students make **detailed** comparisons with care in Sweden.

Students describe **in detail** some health problems from an international perspective. Students also give an account **in detail** of international agreements and development aid. In addition, students discuss **in detail** conflicts of value in health and social care in some countries. In their discussions, students evaluate in **simple** assessments different viewpoints on these issues. In their discussions, students use **with some certainty** key ethical concepts.

Students communicate with and meet people in different social and cultural contexts. Students do this **after consultation** with the supervisor. In addition, students evaluate in **balanced** assessments their own approaches to meetings with patients and users.

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** health and social care in some countries, and also how culture, norms and values affect health and social care. In addition, students **in detail and in a balanced way** make comparisons with care in Sweden.

Students describe **in detail and in a balanced way** some health problems from an international perspective. Students also give an account **in detail and in a balanced way** of international agreements and work with development aid. In addition, students discuss **in detail and in a balanced way** conflicts of value in health and social care in some countries. In their discussions, students evaluate in **balanced** assessments different viewpoints on these issues. In their discussions, students use **with some certainty** key ethical concepts.

Students communicate with and meet people in different social and cultural contexts. Students do this **after consultation** with the supervisor. In addition, students evaluate in **balanced** assessments their own approaches to meetings with patients and users, **and also make proposals on how their own approaches can be developed.**

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