



Faculty of Health, Science and Technology  
Nursing Science

## Syllabus

### Health promotion and preventive care in public health nursing

**Course Code:** KMA315

**Course Title:** Health promotion and preventive care in public health nursing  
*Hälsofrämjande och förebyggande omvårdnad, allmänmedicin och folkhälsa*

**Credits:** 15

**Degree Level:** Master's level

**Progressive Specialisation:** Second cycle, has only first-cycle course/s as entry requirements (A1N)

#### Major Field of Study:

#### Course Approval

The syllabus was approved by the Faculty of Health, Science and Technology 2025-02-10, and is valid from the Autumn semester 2025 at Karlstad University.

#### Prerequisites

Nursing licence issued by the National Board of Health and Welfare and a nursing degree of at least 180 ECTS credits (including a degree project of at least 15 ECTS credits) or a Bachelor degree in nursing, plus at least 24 months full-time work experience as a licensed nurse, plus upper secondary level Swedish 3 or Swedish as a second language 3 and English 6 or A, or equivalent

#### Learning Outcomes

Upon completion of the course, students should be able to:

1. give an account of and reflect upon the profession of the public health nurse,
2. identify and apply selected qualitative methods in nursing research, and assess them with

regard to trustworthiness,

3. explain the relation of different science paradigms to research questions and problems, and their significance for selecting methods for research in nursing,
4. give an account of common medical conditions encountered in primary care, their specific nursing care and medical treatment,
5. give an account of common psychiatric conditions encountered in primary care, their specific nursing care and medical treatment
6. reflect upon central concepts in public health and epidemiology at local, national, and global levels in relation to sustainable development,
7. give an account of and reflect upon the health-promoting and preventive aspects of public health nursing from individual, group, and societal perspectives,
8. identify health problems, risk behaviour, and risk environments and independently plan and lead health-promoting counselling,
9. identify and apply pedagogical methods for health-promoting and preventive care,
10. describe and apply interview methods in health-promoting counselling,
11. give an account of health examinations and vaccinations and arguments for vaccinations on the basis of current legislation,
12. conduct assessment interviews with and provide counselling and support to individuals of all ages and cultural backgrounds in different contexts based on the nursing process,\*
13. establish a care relationship with the patient,\*
14. assess the needs for and plan and conduct health examinations and vaccinations for various age groups,\*
15. plan and apply different treatment principles at a health care clinic,\*
16. explain the role of the public health nurse in the interprofessional health care team at a health care clinic,\*
17. explain the organisation and cooperation between care providers in connection with major accidents and disasters,\*
18. give an account of and apply laws and regulations for disease control,\* and
19. demonstrate professional conduct in the primary health care clinic.\*

\* Learning outcomes assessed during the clinical placement

### **Content**

Nursing (5 ECTS cr) and Medical Science (10 ECTS cr) are integrated in this course, which is delivered both on campus and digitally. Instruction is in the form of lectures, individual assignments, group work, seminars, and clinical placement (VFU) over a period of four weeks (32 hours/week).

Scientific theory, including research paradigms and methodology, is studied with an emphasis on research questions, problem formulations, and research design in relation to nursing. The course explores commonly used qualitative research methods, their similarities and differences, strengths and limitations. It also includes in-depth study of qualitative data collection techniques such as sampling, interviews, focus groups, and observations. Students assess the trustworthiness of qualitative research based on credibility, transferability, dependability, and confirmability. An interview with a practicing district nurse is conducted using qualitative data collection, followed by analysis and reporting. In connection with the interview, students deepen their understanding of the role of the district nurse from a competence and professional ethics perspective. Common medical and psychiatric conditions within primary care are also studied.

Epidemiology is explored through theoretical foundations and key concepts, as well as the determinants of health. Public health, health equity, global health, and both international and national public health goals are examined in relation to societal development and sustainability for future generations. Health promotion is studied through planned, systematic efforts aimed at promoting health and preventing disease at the societal, group,

and individual levels. Risk factors for ill health and premature death are addressed, along with protective factors that promote well-being and quality of life, viewed from existential, physical, psychological, cultural, and social perspectives.

Supportive and advisory interview techniques, including handling difficult conversations, are practiced through roleplay and exercises based on motivational interviewing (MI). The leadership role of the district nurse is studied in terms of responsibilities and functions related to regulations and policy documents, work environment, personnel management, incident reporting, delegation, and diversity.

The role of the primary care nurse is studied during four weeks of clinical placement (VFU), where students are given the opportunity to apply both theoretical and practical knowledge. Students train to independently plan, conduct, and evaluate health assessments, reception services, telephone counseling, and vaccination services. The organisation of primary care and the responsibilities of health centres in major accidents and disasters are also explored. Additionally, the course addresses the transition to more accessible and locally-based care, as outlined in the agreement on Good and Close Care, including the use of welfare technology.

The role of the primary care nurse and collaboration within the interprofessional team is addressed. During the VFU, students develop professionally, practice independence, and cultivate a professional approach within the scope of that role. Students reflect on and demonstrate an understanding of respect for patient dignity, integrity, and autonomy, and display professional conduct characterised by insight, judgment, and competence. They also practice building therapeutic relationships with patients within the primary care context.

### **Reading List**

See separate document.

### **Examination**

Assessment is based on a written group report, a seminar, a seminar with situation roleplay, an individual net-based exam, and individual assessment of performance during the clinical placement.

Students who have not passed the regular course examination is offered the opportunity for reassessment on at least two occasions within one year of the original examination date. Students who have not passed their clinical placement (VFU) are offered reassessment on one occasion. Examinations that require the completion of the clinical placement will, as far as possible, be offered the next time that the course is given, but no later than within one year.

If students have a decision from Karlstad University entitling them to Targeted Study Support due to a documented disability, the examiner has the right to give such students an adapted examination or to examine them in a different manner.

### **Grades**

One of the grades Distinction (VG), Pass (G), or Fail (U) is awarded in the examination of the course.

### **Quality Assurance**

Follow-up relating to learning conditions and goal-fulfilment takes place both during and

upon completion of the course in order to ensure continuous improvement. Course evaluation is partly based on student views and experiences obtained in accordance with current regulations and partly on other data and documentation. Students will be informed of the result of the evaluation and of any measures to be taken.

### **Course Certificate**

A course certificate will be provided upon request.

### **Additional information**

The local regulations for studies at the Bachelor and Master levels at Karlstad University stipulate the obligations and rights of students and staff.

A student who, in the examiner's judgement, will fail to obtain a Pass grade for the practical placement component on the grounds of grave and unprofessional skills and conduct that may cause injury may be required to immediately discontinue the practical training. The discontinuation means that the examiner has failed the student. A student whose practical placement has been discontinued on the grounds of grave and unprofessional skills and conduct may not retake the practical placement until the examiner has ascertained that the student has the knowledge and skills required to re-take the practical placement. The decision must be submitted in writing and clearly state the grounds for the discontinuation. An individual study plan is then drawn up and approved for the student and specify the student's knowledge gaps and inadequate skills, the support offered to the student by the university, how the knowledge will be tested and when the first test will take place. The student has the right to two clinical placement periods to obtain a Pass grade.

As stipulated in the Higher Education Act Chapter 4, sect. 6, and SFS 2007: 989, a student who suffers from mental disorder, abuses alcohol or drugs, or has been guilty of a serious offence endangering others or valuable property can be expelled until further notice. In such a case, the Rector files a complaint to the Expulsion Board of Higher Education, which investigates the matter and makes a decision. A decision of expulsion shall always entail that the student must discontinue the education until further notice. The Expulsion Board of Higher Education is responsible for all Swedish higher education institutions.

Required course for the Specialist Nursing programme: Public health care