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General Syllabus for Third Cycle Studies in the subject Caring Science, in the area of Person-Centredness for Health and Well- Being

Area description

The area of the third cycle study programme is *Person-Centredness for Health and Well-Being*. Person-centredness entails taking the whole person into account, with her/his physical, social, psychological and existential needs, and where her/his unique perspective is ascribed the same value as the professional perspective. The area of Person-Centredness for Health and Well-Being stresses the importance of understanding the whole person - her/his unique needs, experiences and resources - and using this understanding to develop and offer support for health and well-being.

Person-centredness is characterised by a value system that takes into account four ethical principles: autonomy, dignity, integrity and vulnerability as an inherent aspect of human living conditions. Person-centredness is relevant throughout life, from prevention to palliation, and in the different contexts in which people act. The third-cycle study programme is based on a framework for person-centredness in which person-centredness is studied at the individual, organisational and societal level, and where the goals are health and well-being. Although person-centredness focuses on the individual and her/his life situation and relatives as the closest surrounding system, the professional and social skills of the staff, the organisation and values of the care, and society's attitudes and welfare systems are also central to person-centredness. Cooperation and participation are part of both person-centredness and person-centred research, and are therefore central elements of the area of Person-Centredness for Health and Well-Being.

Subject description

The subject of the third-cycle study programme is Caring Science, which at Kristianstad University means that the area of Person-Centredness for Health and Well-Being is studied within the context of healthcare and/or social care activities. Caring science entails the application of a holistic view of people to develop knowledge about care and caring that promotes health and well-being throughout the life cycle. The starting point for developing such knowledge is to understand how the individual perceives her/his life situation. Of particular interest are people who are in vulnerable situations in which their health is failing or their own resources are insufficient. Caring science is regarded as a profession-neutral subject that is relevant to various professionals working in healthcare and social care contexts.

The general qualifications for third-cycle studies at Kristianstad University in the subject of Caring Science in the area of Person-Centredness for Health and Well-Being

The third-cycle study programme in Caring Science at Kristianstad University is intended to prepare students for a career within and outside of academia. The third-cycle student shall develop broad and specialised knowledge within the subject area, as well as general abilities such as collaborating and working independently and applying a critical and reflective approach. Furthermore, the third-cycle student shall develop an understanding of the importance of researcher and research ethics and the role of science in society. The third-cycle student must also develop competence pertaining to research presentations and research communication at both the national and international level.

Outcomes for Degree of Licentiate

Knowledge and understanding

For a Degree of Licentiate, the third cycle student shall

- demonstrate knowledge and understanding in the subject Caring Science the field of Person-Centredness for Health and Well-Being including current specialist knowledge in a limited area of this field as well as specialised knowledge of research methodology in general and the methods of the specific field of research in particular, and
- demonstrate knowledge of methods that are specifically suitable for caring science research on a person-centred basis, i.e., research based on dialogue, empowerment and reflection (local outcome).

Competence and skills

For a Degree of Licentiate, the third cycle student shall

- demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake a limited piece of research and other qualified tasks within predetermined time frames in order to contribute to the formation of knowledge as well as to evaluate this work,
- demonstrate the ability in both national and international contexts to present and discuss research and research findings in speech and writing and in dialogue with the academic community and society in general, and
- demonstrate the skills required to participate autonomously in research and development work and to work autonomously in some other qualified capacity.

Judgement and approach

For a Degree of Licentiate, the third cycle student shall

- demonstrate the ability to make assessments of ethical aspects of his or her own research,
- demonstrate insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used,
- demonstrate the ability to identify the personal need for further knowledge and to take responsibility for his or her ongoing learning, and
- be able to critically reflect on and value ethical aspects of research with a specific focus on, and respect for, research challenges related to participatory involvement (local outcome).

Outcomes for Degree of Doctor

Knowledge and understanding

For a Degree of Doctor, the third cycle student shall

- demonstrate broad knowledge and systematic understanding of the subject Caring Science the field of Person-Centredness for Health and Well-Being as well as advanced and up-to-date specialised knowledge in a limited area of this field,
- demonstrate familiarity with research methodology in general and the methods in the area of Person-Centredness for Health and Well-Being in particular, and
- demonstrate knowledge of methods that are specifically suitable for caring science research on a person-centred basis, i.e., research based on dialogue, empowerment and reflection (local outcome).

Competence and skills

For a Degree of Doctor, the third cycle student shall

- demonstrate the capacity for scholarly analysis and synthesis, as well as to review and assess new and complex phenomena, issues and situations autonomously and critically,
- demonstrate the ability to identify and formulate issues with scholarly precision critically, autonomously and creatively, and to plan and use appropriate methods to undertake research and other qualified tasks within predetermined time frames and to review and evaluate such work,
- demonstrate through a thesis the ability to make a significant contribution to the formation of knowledge through his or her research in the subject Caring Science in the area of Person-Centredness for Health and Well-Being,
- demonstrate the ability in both national and international contexts to present and discuss research and research findings authoritatively in speech and writing in the subject Caring Science, in the area of Person-Centredness for Health and Well-Being, in dialogue with the academic community and society in general,
- demonstrate the ability to identify the need for further knowledge,
- demonstrate the capacity to contribute to social development and support the learning of others both through research and education and in some other qualified professional capacity, and
- demonstrate the ability to independently plan, and with adequate methods carry out, studies entailing participatory involvement (local outcome).

Judgement and approach

For a Degree of Doctor, the third cycle student shall:

- demonstrate intellectual autonomy and disciplinary rectitude as well as the ability to make assessments of research ethics,
- demonstrate specialised insight into the possibilities and limitations of research, its role in society and the responsibility of the individual for how it is used, and
- be able to critically reflect on and evaluate ethical aspects of research with a specific focus on, and respect for, research challenges related to participatory involvement (local outcome).

Entry requirements

General entry requirements

A person meets the general entry requirements for third-cycle courses and study programmes if he or she:

1. has been awarded a second-cycle qualification
2. has satisfied the requirements for courses comprising at least 240 credits of
3. which at least 60 credits were awarded in the second-cycle, or has acquired substantially equivalent knowledge in some other way in Sweden or abroad.

The higher education institution may permit an exemption from the general entry requirements for an individual applicant, if there are special grounds (*The Higher Education Ordinance*, Chapter 7, § 39).

Specific entry requirements

To fulfil the specific entry requirements for admission to third-cycle studies in the subject Caring Science, the applicant must have earned at least 90 credits with a health science specialisation of relevance to caring science, or in other ways within or outside Sweden acquired essentially equivalent knowledge (cf. *The Higher Education Ordinance*, Chapter 7, § 40)

Selection and funding

The selection of applicants who meet the eligibility requirements shall take into account their ability to benefit from the third-cycle study programme in question (*The Higher Education Ordinance*, Chapter 7, § 41). Rules for selection and funding are set out in Kristianstad University's Admissions Regulations for Third-Cycle Studies.

Scope and content of the education

A Degree of Licentiate comprises 120 credits, of which 35 credits are third-cycle courses. Of these 35 credits, 30 credits are compulsory courses, while 5 credits are elective. 85 credits consist of an independent research project that is presented in the form of a licentiate thesis.

A Degree of Doctor in Caring Science comprises 240 credits, of which 60 credits consist of third cycle courses. Of these 60 credits, 40 credits consist of compulsory courses while 20 credits are elective. 180 credits consist of an independent research project that is presented in the form of a doctoral thesis.

Deviations from compulsory courses may be made if there are special reasons. In these cases, deviations must be approved by the Director of Third Cycle Studies and justified in the individual study plan (ISP).

A third-cycle student admitted to third cycle studies for a Degree of Doctor may, if the third-cycle student so wishes, attain a Degree of Licentiate as an intermediate target.

Courses

Compulsory courses for a Degree of Licentiate (30 credits):

- Introduction to Research Studies, 2.5 credits
- Person-Centredness and Person-Centred Research, 7.5 credits
- Phenomena, Concepts and Theories in Caring Sciences, 5 credits
- Theory of Science, 7.5 credits
- Study Design with Introduction to Qualitative and Quantitative Methods, 5 credits
- Learning and Progression in Research Studies, 2.5 credits

Elective courses for third-cycle students admitted to the third cycle programme for a degree of licentiate comprise 5 credits, which means that in addition to the compulsory courses, the third-cycle student, in consultation with her/his supervisor, chooses either a course in qualitative research methods or applied statistics.

Compulsory Courses for a Degree of Doctor (40 credits):

- Introduction to Research Studies, 2.5 credits
- Person-Centredness and Person-Centred Research, 7.5 credits
- Phenomena, Concepts and Theories in Caring Sciences, 5 credits
- Theory of Science, 7.5 credits
- Study Design with Introduction to Qualitative and Quantitative Methods, 5 credits
- Learning and Progression in Research Studies, 2.5 credits
- Qualitative Research Methods, 5 credits
- Applied Statistics, 5 credits

Elective courses for third-cycle students admitted to the third cycle programme for a degree of doctor comprise 20 credits, which gives third-cycle students, in consultation with their supervisors, the space to choose additional methodological or subject courses of specific relevance for their own thesis.

Licentiate thesis

For a Degree of Licentiate at Kristianstad University, it is required that the third-cycle student have produced a “compilation thesis” which is a compilation of

scientific work with a reasoning and summarising introductory chapter, the so-called framework. Two scientific articles are normally required, of which at least one must have been accepted for publication in a reputable, peer-reviewed journal. In exceptional cases, the thesis may be written in the form of a monograph, but this should be specifically stated and justified upon admission to the third-cycle study programme.

Within the third-cycle study programme, the project plan, drafts of manuscripts and drafts of the framework shall be discussed at the regular and compulsory seminars for doctoral students at the Faculty of Health Science, in accordance with the *Guidelines for Seminars and Thesis Defence in Third-Cycle Studies in Person-Centredness for Health and Well-Being at Kristianstad University*.

The thesis is defended at a public licentiate seminar and is assessed by an examining committee with a grade of either “Pass” or “Fail”. The grading takes into account both the content and the defence of the thesis.

Doctoral thesis

For a Degree of Doctor at Kristianstad University, it is required that the third-cycle doctoral student have produced a “compilation thesis” which is a compilation of scientific work with a reasoning and summarising introductory chapter, the so-called framework. Four scientific articles are normally required, of which at least two must have been accepted for publication in a reputable, peer-reviewed journal. In exceptional cases, the doctoral thesis may be written in the form of a monograph, but this should be specifically stated and justified upon admission to the third-cycle study programme.

Within the third cycle study programme, the project plan, drafts of manuscripts and drafts of the framework shall be discussed at the regular and compulsory third-cycle student seminars at the Faculty of Health Science, in accordance with the *Guidelines for Seminars and Thesis Defence in Third Cycle Studies in Person-Centredness for Health and Well-Being at Kristianstad University*.

The thesis is defended at a public defence and is assessed by an examining committee with a grade of either “Pass” or “Fail”. The grading takes into account both the content and the defence of the thesis.

Supervision

At least two supervisors are appointed to each third-cycle student, of whom one is the main supervisor and one is an assistant supervisor. The prerequisites for supervision and supervisors are described in greater detail in the *Guidelines for Supervision of Doctoral Students Admitted to Third-Cycle Studies at Kristianstad University*.

Individual study plan

Shortly after her/his admission (within one month) an individual study plan for third-cycle studies (ISP) is established for the third-cycle student. The individual study plan contains the commitments and responsibilities of the university, supervisors and the third-cycle student, the timetable for work and studies, completed and planned courses, and a timetable for the implementation of the third-cycle student's project. The basis for this document is the outcomes for the third-cycle study programme. The individual study plan is established by the Committee for Third Cycle Studies.

The individual study plan must then be followed up and updated annually, in conversations between supervisors and the third-cycle student. The annual follow-ups are approved by the Director of Third-Cycle Studies, who is responsible for reviewing and archiving them. The Director of Third-Cycle Studies continuously reports on the follow-up of the individual study plans to the Committee for Third-Cycle Studies and reports back to the supervisors and third-cycle student if necessary.

The third-cycle student is responsible for following and within the set time fulfil the commitments that are determined in the individual study plan. The third-cycle student is also obliged to report to the Director of Third Cycle Studies any study-social circumstances that may affect the implementation of her/his studies.

Qualification

The Degree of Licentiate is achieved after the third-cycle student has completed a third cycle study programme consisting of 120 credits in the subject of Caring Science in the area of Person-Centredness for Health and Well-Being and has obtained the grade of "Pass" for the courses included in the study programme. Furthermore, the third-cycle student must have written, and defended a licentiate thesis at a public seminar, and received the grade of "Pass" from an examining committee. The third-cycle student then applies for her/his degree certificate to be issued.

The Degree of Doctor is achieved after the third-cycle student has completed a third-cycle study programme consisting of 240 credits in the subject of Caring Science in the area of Person-Centredness for Health and Well-Being, and has obtained the grade of "Pass" for the courses included in the study programme. Furthermore, the third-cycle student must have written, and defended a doctoral thesis at a public defence, and received the grade of "Pass" from an examining committee. The third-cycle student then applies for her/his degree certificate to be issued.

Other instructions

During her/his period of study, the third-cycle student must actively participate in seminar activities at the higher education institution.

The current provisions on third-cycle education are set out in:

- *The Higher Education Ordinance*, Chapter 5, “Employment of doctoral students, etc.”; Chapter 6, “Courses and study Programmes”, and Chapter 7, “Admission to courses and study programmes”; Annex 2, “System of Qualifications”.
- *Admission Regulations for Third-Cycle Studies at Kristianstad University* (Ref: 2020-114-386).
- *Local System of Qualifications – Kristianstad University* (Ref: 2016-114-579)
- *Guidelines for Seminars and Thesis Defence in Third-Cycle Studies in Person-Centredness for Health and Well-Being at Kristianstad University* (Ref: 2021-114-79)
- *Guidelines for Supervision of Doctoral Students Admitted to Third-Cycle Studies at Kristianstad University* (Ref: 2020-112-404)