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Institutional part of curriculum Bachelor of Science in Nursing

4th semester
Hjørring - Aalborg - Thisted



University College of Northern Denmark

Content 4th semester

1.1	Content	3
1.2	Goals for learning outcome	3
1.2.1	Goals for learning outcome - knowledge	3
1.2.2	Goals for learning outcome - skills	3
1.2.3	Goals for learning outcome - competencies	4
1.3	Goals for learning outcome – work placement (clinical training).....	4
1.3.1	Goals for learning outcome - skills	4
1.3.2	Goals for learning outcome - competencies	5
1.3.3	Goals for learning outcome distributed according to elective ECTS points	5
1.3.4	Goals for learning outcome distributed according to interprofessional ECTS points.....	5
1.4	Interprofessional elements at 4th semester	6
1.5	Prerequisites for participation in internal theoretical examination at 4th semester	6
1.5.1	Fixed study activities	6
1.5.2	Attendance	7
1.5.3	Approval of literature in the individual study plan from the work placement (clinical training).....	7
1.5.4	Consequences if prerequisites are not met	8
1.6	Organisation of the examination and extent of ECTS points	8
1.6.1	Examination.....	8
1.7	Evaluation criteria	8
1.8	Registration for examination, re-examination, alternative examination etc.....	8

4th semester

1.1 Content

Theme 4: Situation-specific communication in interaction with patients and citizens, relatives and professionals in and across sectors

The theme is focused on situation-specific communication, counselling and education in interaction with patients/citizens and relatives in professional and interprofessional practice.

The focus is to achieve knowledge of the impact of individual, social and cultural conditions on the experiences and reactions to health challenges and links between diseases of patients/citizens as well as skills in and competencies to take responsibility for situation-specific communication and pedagogical interventions.

1.2 Goals for learning outcome

1.2.1 Goals for learning outcome - knowledge

At the end of the semester, the student is able to:

- Reflect on forms of knowledge to systematically observe, diagnose, communicate, assess, prioritise, manage, coordinate, evaluate, document and adjust nursing care for patients and citizens at individual, group and national level
- Reflect on knowledge of individual, religious and ethical conditions' influence on peoples' experiences and reactions in connection with healthcare challenges as well as the links between diseases
- Reflect on knowledge of targeted pedagogical and communicative interventions in both direct and digital contexts involving the patient, citizen and relatives with respect for diversity
- Reflect on the values, theories, concepts and methods of nursing
- Reflect on the profession's use of technology in care, treatment and quality assurance
- Explain the targets set for citizens and patients and is able to participate in interprofessional and intersectoral collaboration on these
- Reflect on dilemmas and selected ethical issues in the field of nursing
- Reflect on the use of communication theories and methods and is able to reflect on the communicative significance in relation to dialogue and forging of relationships
- Reflect on selected theories on the psychological development, reactions and states of crisis in human beings.

1.2.2 Goals for learning outcome - skills

At the end of the semester, the student is able to:

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- Apply and justify clinical decision-making based on various forms of knowledge in interaction with patients and citizens to systematically observe, diagnose, assess, prioritise, manage, coordinate, evaluate, document and adjust nursing care at individual, group and national level
 - Apply and justify nursing interventions in relation to patients' and citizens' experiences with and reactions to healthcare challenges and links between diseases in interaction with patient and citizen, relatives and health professionals in and across sectors
 - Perform and justify clinical management of patient and citizen care and treatment in collaboration with fellow nurses and interprofessional teams considering quality assurance
 - Perform and reflect on guidance and education of patients and citizens, colleagues and prospective students
 - Apply and justify ethical insight into care and treatment based on existing codes and legislation
 - Apply and reflect on technologies in the provision and development of nursing, care and treatment
 - Apply and reflect on situation-specific communication, guidance and advice in interaction with the patient and citizen in nursing and interprofessional practice
 - Master interprofessional and intersectoral collaboration in a range of citizen and patient pathways and contexts
 - Master relevant study and working methods both to search for, assess and interpret empirical evidence, theory and research methods and to initiate innovation, development and research work.

1.2.3 Goals for learning outcome - competencies

At the end of the semester, the student is able to:

- Manage and assume responsibility for technology relevant for the profession
- Manage and assume responsibility for quality assurance and quality enhancement
- Demonstrate responsibility and keep up-to-date by identifying and understanding own learning processes and development needs.

1.3 Goals for learning outcome – work placement (clinical training)

Goals for learning outcome concerning clinical, elective and interprofessional ECTS points are selected on the basis of the learning outcome above.

1.3.1 Goals for learning outcome - skills

At the end of the semester, the student is able to:

- Apply and justify clinical decision-making based on various forms of knowledge in interaction with patients and citizens to systematically observe, diagnose, assess, prioritise, manage, coordinate, evaluate, document and adjust nursing care at individual, group and national level

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- Apply and justify nursing interventions in relation to patient and citizen experiences and reactions to health challenges and links between diseases in interaction with patient, citizen, relatives and professionals within and across sectors
 - Perform and justify clinical management of patient and citizen care and treatment in collaboration with fellow nurses and interprofessional teams considering quality assurance
 - Perform and reflect on guidance and education of patient, citizen, relatives, colleagues and prospective students
 - Apply and justify ethical insight into care and treatment based on existing codes and legislation
 - Apply and reflect on technologies in the provision and development of nursing, care and treatment
 - Apply and reflect on situation-specific communication, guidance and advice in interaction with the patient and citizen in nursing and interprofessional practice
 - Master interprofessional and intersectoral collaboration in a range of citizen and patient pathways and contexts
 - Master relevant study and working methods both to search for, assess and interpret empirical evidence, theory and research methods and to initiate innovation, development and research work.

1.3.2 Goals for learning outcome - competencies

At the end of the semester, the student is able to:

- Manage and assume responsibility for profession relevant technology, including information and communication technology in the relevant context
- Manage and assume responsibility for quality assurance and quality enhancement
- Demonstrate responsibility and keep up-to-date by identifying and understanding own learning processes and developmental needs.

1.3.3 Goals for learning outcome distributed according to elective ECTS points

At the end of the work placement (clinical training), the student is able to:

- Perform and reflect on counselling and education of patients and citizens, relatives, colleagues and prospective students.

1.3.4 Goals for learning outcome distributed according to interprofessional ECTS points

At the end of the work placement (clinical training), the student has:

- Knowledge of and is able to understand and explain the goals of citizens and patients and is able to enter into interprofessional and cross-sectoral collaboration about this

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- Knowledge of methods and standards for quality assurance, patient safety and quality enhancement and is able to explain how they are used
 - Knowledge of and is able to explain own professional practice and own professional tasks and responsibilities in an organisational, administrative and society perspective in the whole health service system
 - Knowledge of and is able to understand innovation as a method to change practice.

1.4 Interprofessional elements at 4th semester³

The interprofessional elements are focused on elaborating and strengthening of own professional practice as well as own professional tasks and responsibilities as prerequisites for entering into an interprofessional and cross-sector collaboration about the patient's/citizen's goals and pathway.

1.5 Prerequisites for participation in internal theoretical examination at 4th semester

Below the prerequisites are stated for the final examination at the 4th semester:

1.5.1 Fixed study activities

There is a fixed study activity in connection with the work placement (clinical training), which is a prerequisite for participation in the examination at the 4th semester. See semester description for the 4th semester.

The fixed study activity is individual and a part of the student's clinical education at the 4th semester. The activity takes place at the work placement site (clinical training site) within the last two weeks of the work placement (clinical training) period.

The purpose of the fixed study activity at the 4th semester is that the student applies, justifies, reflects and evaluates a situation-specific communication in interaction with a patient/citizen/resident and possibly including the relatives.

The situation-specific communication consists of one or more communication exercises in the work placement (clinical training) period lasting 10 minutes based on the Calgary-Cambridgeguide.

The fixed study activity consists of three parts: 1) An exercise in situation-specific communication lasting 10 minutes, 2) a study day and 3) discussion between the student, the clinical counsellor and the attached lecturer.

The discussion takes place via Lync and lasts 60 minutes. Prior to the discussion, the student has handed in a written assignment (max. 3600 characters) using Praktikportalen at 09.00 am two weeks before part three of the fixed study activity.

The timing of the study activity will be published at the individual part of Praktikportalen for each student no later than two weeks before the semester starts. The study activity is set up at the student's activity plan at Praktikportalen and must be approved by a lecturer from the educational institution when the study activity has been completed.

³ For studerende på overgangsordning henvises også til bilag 1.

1.5.2 Attendance

It is a general expectation that students participate in the theoretical and clinical education.

7.5.2.1 Attendance in theoretical education

The obligation to participate in *theoretical education* means:

- Active participation in finishing of case work

Active participation is a prerequisite for the student's participation in the final internal theoretical examination of the semester.

7.5.2.2 Compulsory attendance in work placement (clinical training)

Compulsory attendance in *clinical education* has an extent of 30 hours a week on average, which is documented by the clinical counsellor.

Attendance is a prerequisite for the student's participation in the final internal theoretical examination of the semester.

In case the student has more than 10% absence (three days) during work placement (clinical training), the student and the clinical counsellor make a plan for how to make up for the non-attendance. If this is not possible before the examination, the student has used one attempt to pass the examination. The non-attendance can be made up by suspending study days and/or weekends.

In case of more than 10% absence, documentation is needed.

The following are valid reasons for absence:

- Illness which can be documented by a sick note from the doctor paid by the student
- Public duty or student political work which can be documented.

The work placement (clinical training site) contacts the clinical coordinator who in collaboration with the student counsellor makes an individual assessment of the non-attendance to make an alternative plan or a new work placement (clinical training) period.

In case of non-attendance without valid documentation, the educational institution is notified. Non-attendance without a valid reason may lead to dismissal from the work placement site (clinical training site).

Rules of conduct for students at UCN apply during the work placement (clinical training).

1.5.3 Approval of literature in the individual study plan from the work placement (clinical training)

Generally, the literature in the individual study plan must be research-based. Fiction can be included to a minor extent if relevant. The literature is expected to comprise no less than 45 pages per week during work placement (clinical training) – a total of 270 pages.

The clinical counsellor approves the student's literature in the individual study plan concerning relevance and extent.

Approval of the literature is a prerequisite for participation in the final examination of the semester.

1.5.4 Consequences if prerequisites are not met

If one or more of the prerequisites are not met, the student cannot participate in the internal examination at the 4th semester. If one or more of the prerequisites are not met, the student has used one attempt to pass the examination.

1.6 Organisation of the examination and extent of ECTS points⁴

The 4th semester is finished by an internal, theoretical, written and individual examination in Danish with the use of aids and is evaluated according to the 7-point grading scale.

The examination is made digitally using WISEflow and lasts three hours. At the start of the examination the student is presented with a case (e.g. a film clip, information material to patients, video clip, patient narrative). Based on the case, the students describe, explain and justify their reflections in relation to relevant parts of the semester outcomes. The examination is related to the subject nursing, technology, philosophy, religion, ethics, communication, psychology, learning and pedagogics.

The examination comprises 30 ECTS.

1.6.1 Examination

The student is responsible for bringing a computer which can access the wireless network, WISEflow at the educational institution as well as headset/earphones.

In case of brief interruptions of the internet and/or WISEflow connection caused by the educational institution, the examination time is extended in accordance with the length of the interruption. In case of long-term interruptions of the internet/WISEflow connection caused by the educational institution, the examination is discontinued. The examination is cancelled and does not count as an attempt to pass the examination. A new examination is scheduled.

1.7 Evaluation criteria

Evaluation criteria are goals for learning outcome related to theoretical education, clinical education, elective ECTS and interprofessional ECTS for the 4th semester with the theme "Situation-specific communication in interaction with patients and citizens, relatives and professionals in and across sectors".

The evaluation is based on the student's written presentation. The evaluation is made by the examiner.

The evaluation results are communicated by UMS/Wiseflow in accordance with "Overview of examinations", see Pointer, the Nursing Programme at Campus Aalborg/Thisted and Hjørring.

1.8 Registration for examination, re-examination, alternative examination etc.

The student is automatically registered for participation in the first examination at the end of the semester.

⁴ For studerende på overgangsordning henvises også til bilag 1

The student is automatically registered for re-examination/alternative examination if the ordinary examination is not passed (either because of the grade, non-attendance or illness). The timing of re-examination/alternative examination appears at "Overview of examinations", see Pointer, the Nursing Programme at Campus Aalborg/Thisted and Hjørring.

Concerning non-attendance, re-examination etc., please see "Rules on examinations at UCN basic programmes" in Pointer.

Re-examination and alternative examination are similar to the ordinary examination. One lesson for oral feedback and feedforward is provided if the examination is not passed. Feedback and feedforward must take place no later than four weeks after the result of the examination, unless the examiner is on vacation.