



SEMESTER 4

**NURSING
PROGRAMME
KØBENHAVNS
PROFESSIONSHØJSKOLE (KP)**

Valid for the Autumn Semester 2021

Theme:

**Clinical management of patient and
citizen care**

Semester description for the Bachelor's Degree Programme of Nursing

Department of Nursing and Nutrition

Københavns Professionshøjskole (KP)

Semester 4

Curriculum 2019

This semester description has been drawn up in close collaboration between KP and its clinical partners.

Heads of programme responsible for Semester 4

Merete Brædder, KP Hillerød

Susan Ptak Rasmussen, KP Nørrebro

Semester coordinators for Semester 4

Sasha Reinhardt, KP Hillerød

Karen Tind Nielsen, KP Nørrebro

Ulla Gars Jensen, KP Nørrebro

Last updated 17 June 2021

1. Contents.

1. THE THEME FOR THE SEMESTER: CLINICAL MANAGEMENT OF PATIENT AND CITIZEN CARE	4
2. OBJECTIVES FOR LEARNING OUTCOMES	4
3. SEMESTER STRUCTURE	5
3.1 The optional elements	6
3.2 Interprofessional Teamwork – interdisciplinary innovation	7
3.3 Sub-theme: Clinical management and health inequality in a nursing context	7
4. CLINICAL TRAINING	8
4.1 Content of the clinical training.....	8
4.2 Frameworks for clinical training	9
4.3 Study activity requirements for clinical training	9
4.3.1 Study activity requirement 1: Student interviews and individual study plans	9
4.3.2 Study activity requirement 2: Reflection	9
4.4. Requirements for working with children, as per the EU Directive on the recognition of professional qualifications in practice	9
4.5 Exam requirements for the clinical training	10
4.5.1 Compulsory attendance	10
4.5.2 Logbook for Dispensing Medicine	10
5. STUDY ACTIVITIES RELATED TO THE THEORETICAL TEACHING	10
5.1 Forms of teaching and working.....	10
5.2 Study activity requirements for the theoretical teaching	11
5.2.1 Study activities in relation to the optional element	11
5.2.2 Study activity as part of the sub-theme <i>Clinical management and health inequalities in a clinical nursing context</i>	11
5.3 Feedback	12
5.4 Course evaluation	12
6. THE STUDY ACTIVITY MODEL	12
7. EXAM REQUIREMENTS	12
7.1 Compulsory attendance at clinical training.....	13
7.2 <i>Logbook for Dispensing Medicine</i> as part of clinical training	13
7.3 Compulsory exercises as part of the theoretical teaching	13
7.4 Compulsory exercises in relation to the optional element	13
8. EXAM	14

1. The theme for the semester: Clinical management of patient and citizen care

The theme covers patient/citizen care across the health service's professions, institutions and sectors.

Students will acquire knowledge and skills in the clinical management of the care and treatment of the patient/citizen in relation to the individual's life situation, health challenges and disease correlations.

Clinical management is a key concept throughout Semester 4. Students will engage with this concept in community, group and individual contexts (at macro-, meso- and micro- levels). The semester begins with a joint theoretical presentation on clinical management.

2. Objectives for learning outcomes

By the end of the semester, students are expected to have achieved the objectives for learning outcomes listed below.

Knowledge

Students can:

- demonstrate knowledge of and reflect on the organisation of the healthcare system in relation to patient/citizen care, as well as intersectoral and interprofessional collaboration
- demonstrate knowledge of innovation processes with patient/citizen involvement.

Skills

Students can:

- apply knowledge of and reflect on professional nursing values and different cultural, political, economic and societal perspectives in the provision of nursing care
- apply and evaluate knowledge of health promotion, illness prevention, rehabilitation and palliation in selected situations with patients/citizens and relatives

- reflect on and take into account the significance of individual, social, cultural, international and ethical factors in the life situation of the citizen/patient and their relatives as a precondition of clinical management
- apply and evaluate clinical guidelines, and reflect on quality-assurance and -enhancement in nursing
- reflect on and apply knowledge of clinical management in relation to interprofessional and intersectoral collaboration in different care settings involving patients/citizens and relatives, at individual, group and community levels
- apply knowledge of innovation, development and research work.

Competencies

Students can:

- perform clinical management based on clinical decision-making in relation to patients/citizens in stable and complex care and treatment, and justify this by drawing on practice-, development- and research-based knowledge, as well as information from the patient/citizen and their relatives.
- establish and enter into relationships and engage in professional communication with patients/citizens and their relatives in difficult and conflictual situations, and support the patient/citizen and their relatives in coping with the individual's life situation.

3. Semester structure

The semester begins with a six-week optional element. This is followed by a two-week interprofessional element, three weeks of theoretical teaching and ten weeks of clinical training in the primary local authority area (60% of students from the year group) or in somatic care (40% of students from the year group). The internal exam is completed towards the end of the semester.

2021 Course Outline

Autumn 2021																					
Week	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	1	2	3	4
Rul 1	VE	VE	VE	VE	VE	VE	TV	TV	TI	TI	TI	CT	E	E							

VE: Optional element, TV: Interprofessional weeks T: Theoretical sub-theme K: Clinic (primary/hospital), incl., internal clinical exam

ECTS

Theoretical instruction 15 ECTS, of which:

- optional elements 10 ECTS
- interprofessional elements 3 ECTS

Clinical training: 15 ECTS

- of which interprofessional elements: 2 ECTS

Subject areas	ECTS Theory	ECTS Clinical training
Health Sciences Nursing, Pharmacology, Pathology, Scientific Theory and Research Methodology (Innovation), Public Health	11	14
Natural Sciences Anatomy/Physiology	0	1
Social Sciences Organisation, Management and Law	4	0

The semester concludes with an internal clinical oral exam covering the overall objectives for learning outcomes for the semester.

Three requirements apply to the semester exam:

- 1) Meeting the attendance criteria for clinical teaching
- 2) Meeting the attendance criteria for exercises during theoretical instruction
- 3) Completion and documentation of Part One of the *Logbook for Dispensing Medicine*, as part of the clinical teaching element.

3.1 The optional elements

For the optional element, students work together on topical health themes in society, specifically in relation to the clinical management of patient/citizen care. They choose between eight optional elements related to the theme for the semester. The optional elements have different didactic approaches, as specified in the descriptions of them.

The organisation of the elective elements includes the following points related to clinical management:

- Quality assurance and enhancement in nursing (e.g. clinical guidelines)
- Difficult situations and conflicts
- Information, communication or welfare technologies

- The three types of knowledge (patient/citizen, empirical, and research-based) that inform clinical decision-making.

The optional element concludes in Week 6. Study activity and exam requirements apply throughout the six-week optional element.

Before the semester starts, students must choose one of the optional elements listed below:

- Diversity in experiences of old age
- Digital nursing in an unequal society
- Family, relatives and networks
- Clinical management in a global and local perspective
- Cultural encounters and interculturality in health care
- Perspectives in relation to drugs and addiction
- Complex nursing in the local health care system
- Perspectives on vulnerability, sensitivity and fragility.

3.2 Interprofessional Teamwork – interdisciplinary innovation

Interprofessional Teamwork is proscribed to 3 ECTS, lasts two weeks and runs twice a year during the second year of study, in weeks 7 and 8 of the semester. It involves students from seven health-science professional bachelor programmes.

Interprofessional Teamwork brings together teams of six students from different health-science professional bachelor programmes to develop competencies in innovation-based projects that transcend professions and sectors.

[For a more detailed description, please refer to the course description on KP Intra.](#)

3.3 Sub-theme: Clinical management and health inequality in a nursing context

Students practise clinical management and gain experience in organising nursing care for individual patients/citizens, based on knowledge of how social factors influence health and disease correlations.

Students work with theories, concepts and research results related to knowledge of:

- health inequalities within the population
- health promotion, illness prevention and rehabilitation/palliation
- organisation of the health service at regional and local authority level

- health competencies.

As part of the sub-theme, a study activity must be completed as part of the clinical training (see section 4.3.2).

4. Clinical training

The clinical training element takes 300 hours over a ten-week period. It is integral to the semester as a whole and is designed to help students achieve the overall objectives for learning outcomes. During the clinical training, students engage with clinical management based on clinical decision-making in relation to patients/citizens in a local authority or hospital setting.

A lecturer from KP/the Deaconess University College is affiliated with each individual clinical training site. A list of lecturers and the sites to which they are affiliated is available on the Practice Portal.

4.1 Content of the clinical training

The overall focus of this semester is on the development of knowledge, skills and competencies in the clinical management of the care and treatment of the patient/citizen in relation to the individual's life situation, health challenges and disease correlations. Clinical decision-making is a prerequisite for clinical management.

During the clinical teaching, students practise clinical decision-making and clinical management under supervision. The person with educational responsibility at each clinical training centre may vary – it may be a clinical lecturer, training consultant, clinical supervisor or another individual.

Students practise clinical decision-making and clinical management by:

- drawing on practice, development and research knowledge, as well as knowledge from the patient/citizen and their relatives, and systematically developing an overview of the organisational perspective,
- including planning and collaboration with the citizen/patient, their relatives, interprofessional partners and partners across sectors
- acquiring knowledge of their own professional competencies and those of interprofessional partners, and collaborating on approach and delegation
- being engaged and responding critically and innovatively to the patient/citizen's care.

4.2 Frameworks for clinical training

During clinical training, students learn by participating in, practising and performing nursing interventions alongside qualified health professionals. Students draw on what they have learned in previous semesters in order to develop their competencies and put their theoretical knowledge into practice.

The clinical training takes place at an approved clinical teaching location. The framework for the clinical training is described under “[Framework and Requirements](#)”.

4.3 Study activity requirements for clinical training

Two study activity requirements apply to clinical training, as described below. Students plan and conduct these activities along with their clinical supervisors.

4.3.1 Study activity requirement 1: Student interviews and individual study plans

Students attend three study interviews with their clinical supervisor. The interviews are either individual or in groups. The initial study interview takes place at the beginning of the course. Students should prepare for the interview and upload relevant documents to the Practice Portal (for more details, see “Framework and Requirements”). The second interview is a follow-up at the mid-point of the clinical training period. The third is held at the end of the training period and involves discussing the students’ learning outcomes from the clinical training and providing them with feedback.

4.3.2 Study activity requirement 2: Reflection

Around the mid-point of the clinical training period, students participate in a group-based joint reflection with their clinical supervisor and other students. Each student is allocated approximately 10 minutes for their contribution. The reflection can be conducted either locally or across departments, local authorities and sectors. Students have a free hand in terms of their approach to the reflection.

Drawing on the written materials from the study activity requirements related to the theoretical teaching (see section 5.2.2), students should reflect on:

- the ways in which the knowledge acquired through the theoretical study activity can be applied, and how it affects their clinical decision-making and clinical management.

4.4. Requirements for working with children, as per the EU Directive on the recognition of professional qualifications in practice

The course on working with children is for students who did not take it during Semester 2. It consists of two modules, which can be taken in any order:

- Module A is about health promotion and illness prevention for children and their families. Students spend three days in the Healthcare Clinic, among other activities.
- Module B focuses on sick children and paediatric nursing, including communication with children and their families. Among other requirements, students must participate in a virtual reflection exercise with the teacher and other students.

For a full description of the course on working with children, including details of the study activity model, literature and the compulsory elements, [see the supplement to the semester description for semesters 2 and 4 at kurh.dk.](#)

4.5 Exam requirements for the clinical training

The following exam requirements apply to the clinical training:

4.4.1 Compulsory attendance

Attendance during clinical training is compulsory and corresponds to an average of 30 hours per week. Students must meet this requirement to sit the exam. The clinical supervisor is responsible for recording students' attendance via the Clinical Training Portal. For more details, see under "Frameworks and requirements for clinical training on the Bachelor's Degree Programme of Nursing": <http://kurh.dk/retningslinjer>.

4.4.2 Logbook for Dispensing Medicine

Students must fulfil the exam requirements for clinical training, which includes completing Part One of the *Logbook for Dispensing Medicine*. At the beginning of the clinical training period, students must upload previously approved documentation sheets. At the end of the clinical training period, students must upload documentation sheets relating to the entirety of Part One of the *Logbook for Dispensing Medicine* for approval by their clinical supervisor

5. Study activities related to the theoretical teaching

This section details the study activities and requirements in relation to the theoretical teaching, as well as the expectations placed on students.

5.1 Forms of teaching and working

During the teaching, students will encounter various pedagogical and didactic methods, such as class and sub-group presentations, lectures and case-based exercises.

The theoretical element of the semester involves a substantial amount of group work. Several of the ways of working will put the students' communication and knowledge-sharing skills in focus and provide opportunities for peer-to-peer feedback.

5.2 Study activity requirements for the theoretical teaching

Three study activity requirements relate to the theoretical teaching and are aimed at supporting the students' learning. Two relate to the optional element, while the third relates to the sub-theme of clinical management and health inequalities in a clinical nursing context. Students who fail to comply with the theoretical study activity requirements must attend an interview with a lecturer to discuss whether further learning support is required.

5.2.1. Study activities in relation to the optional element

Study activity requirement 1: At the beginning of the optional element, students participate in a reflection exercise focusing on clinical management. Participation in this exercise is compulsory.

Study activity requirement 2: Students must also participate in a compulsory simulation exercise.

For more details about the two study activities, see Itslearning.

5.2.2. Study activity as part of the sub-theme *Clinical management and health inequalities in a clinical nursing context*

Study activity requirement 3: As part of this sub-theme, students undertake a study activity focusing on the clinical site where they will be working by researching and describing the local or regional authority's:

- socio-demographic factors
- population health challenges
- health behaviour/lifestyle and living conditions
- health policies, strategies and initiatives
- if relevant, the significance of the cultural conditions for people's living situation.

Students must prepare a written report of 4,800 characters (incl. spaces) and upload it to Itslearning and the Clinical Training Portal. Submission and deadline details can be found on Itslearning. Students incorporate their work into their clinical period by agreement with their clinical supervisor. The report should be written in accordance with [Formal requirements and general guidelines for writing assignments](#).

5.3 Feedback

Feedback is an integral part of the semester’s learning activities. Feedback can be formulated and delivered by lecturers, clinical supervisors/lecturers or fellow students (peer-to-peer feedback). The compulsory study activities in particular require that students engage in ongoing dialogue with both their fellow students and lecturer, with a focus on the students’ learning process.

5.4 Course evaluation

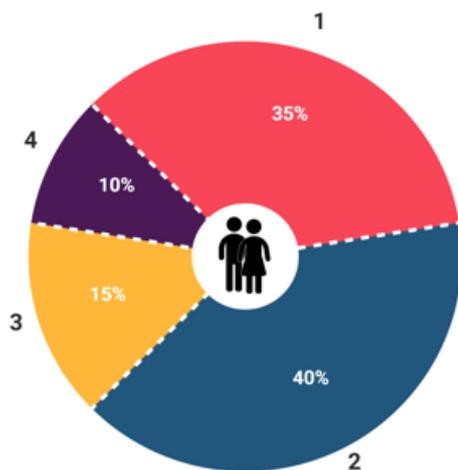
Students will be asked to evaluate both the theoretical instruction and the clinical training. The evaluations play a key role in improving the teaching, optimising learning processes and ensuring student well-being.

6. The study activity model

The study activity model shows the study activities in Semester 4, which are arranged so that students have an average of 41.25 hours of study activity per week.

The Study Activity Model

4. semester
30 ECTS points



Category 1

The lecturer has primary responsibility for the study activities, and the students have co-responsibility through their preparation and participation. Participation by students and one or more lecturers.

Class teaching
Exercises
Presentations
Feedback and feedforward
Workshop
Clinic

Category 2

The lecturer has primary responsibility for defining the learning activities, and the students have primary responsibility for taking an active part in the planned study activities. Participation by students only.

Group work
Preparation, study-activity requirements and internal exams
Study interviews, logbook and dispensing medicine
Clinic

Category 3

Students have primary responsibility for the study activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students only.

Personal preparation
Searching for development- and research-based knowledge
Searching for literature
Personal preparation and reflection
Clinic

Category 4

Students have primary responsibility for the learning activities, and the lecturer has co-responsibility for ensuring appropriate settings for the activities. Participation by students and one or more lecturers.

Peer-to-peer feedback
Open supervision
Clinic

7. Exam requirements

Three requirements apply to the semester exam. Students who fail to comply with these requirements will not be allowed to sit the exam and will be deemed to have used an exam attempt.

7.1 Compulsory attendance at clinical training

Compulsory attendance at clinical training is described in more detail under section 4.5.1.

7.2 Logbook for Dispensing Medicine as part of clinical training

The requirements regarding the *Logbook for Dispensing Medicine* as part of clinical training are described in more detail in section 4.5.2.

7.3 Compulsory exercises as part of the theoretical teaching

The theoretical teaching includes compulsory exercises that form part of the optional and interdisciplinary innovation elements, under the sub-theme of *Clinical management and health inequalities in a clinical nursing context*. For more information about the compulsory exercises for the optional element, see section 7.4. For more information about the compulsory exercises in relation to the interprofessional element *Interdisciplinary innovation*, see the course description, section 3.2 The compulsory exercises in relation to the sub-theme *Clinical management and health inequalities in a clinical nursing context* will appear on Itslearning.

7.4 Compulsory exercises in relation to the optional element

The following applies to the optional element:

- Compulsory participation in peer-to-peer feedback
- Compulsory attendance at supervision meetings
- Submission of written assignment – see the section on the individual optional element on Itslearning
- Presentation and defence of assignment in Week 6 of the semester.

The frameworks that apply to each of the above are described under each optional element on Itslearning.

In the event of absence from compulsory exercises relating to the exam requirements for the optional element, students must carry out the replacement activities as set out below:

- Peer-to-peer feedback:

Students who are absent from peer-to-peer feedback that is subject to a compulsory participation requirement must arrange to submit written feedback to the class lecturer.

- Guidelines:

Students who are absent from a guidance session that is subject to a compulsory participation requirement must arrange to submit written reflections on the goal of the guidance to the class lecturer.

- Submission of written product:

Students who do not submit a written assignment as part of their group must submit an individual written product based on the same criteria.

- The presentation:

Students who are absent from the presentation in Week 6 must arrange with the class lecturer to upload a 6-minute video presentation in which they reflect on the group's work and build on the four points stipulated in section 3.2.

8. Exam

At the end of Semester 4, students must sit an individual internal clinical exam on the semester's overall objectives for the learning outcomes. The test is assessed according to the 7-point scale by two examiners – one from the educational institution and one from the clinical teaching site.

8.1 Frameworks

The exam consists of three parts and takes place during the final part of the clinical period. For parts one and two, students are entitled to one guidance session with a clinical supervisor. The guidance can take place individual or in a group. Immediately following Part One, students have two preparation days to complete Part Two. Although these days are counted as clinic days, students may do the work from home.

Part 1: The process

The clinical supervisor will select a patient/citizen situation that matches the framework for the semester's objectives for the learning outcomes. On the same day, students must plan and carry out an intervention (max. duration two hours), based on their own clinical leadership and with a focus on clinical skills and professional arguments. Before the intervention, students must write up an synopsis of their plan and discuss it with the clinical supervisor. The clinical supervisor must sign off on the synopsis before the intervention. The clinical supervisor acts as an observer during the intervention.

The observer role means that the clinical supervisor is present in the situation/situations, and is there as a person to whom tasks can be delegated. In the subsequent examination, the observer asks the students about their choices and priorities.

Synopsis:

- A brief description of the patient/citizen's relevant health challenges and disease correlations
- Current medication
- A description of the planned intervention(s).

The signed-off synopsis must be uploaded to the Clinical Training Portal on the day of the intervention and also attached as an appendix to the written product. The synopsis does not have to follow the formal requirements and general guidelines for written assignments but must meet the legal guidelines regarding anonymity.

Part 2: Processing

Students are then required to produce a written assignment based on Part One. The written product should be in academic language and amount to three standard pages, corresponding to max. 7,200 characters (incl. spaces). The assignment must be prepared in accordance with *Formal requirements and general guidelines for writing assignments on the nursing programmes* and *Legal guidelines for the collection of patient data for use in assignments and projects* www.kurh.dk

The written product must be uploaded to both the Clinical Training Portal and Wiseflow no later than 12 noon, three working days after the nursing intervention, and at least three working days before the exam.

The written product must include:

- A systematic description of and argumentation for the clinical decisions made, and how the students demonstrated clinical management in the intervention, including drawing on relevant practice, development and research knowledge, as well as knowledge from the citizen/patient and their relatives.
- Reflections on the intervention: ■ Did the students deviate from their planned intervention? Why or why not?
- What empirical knowledge have the intervention and the assignment contributed to the students' clinical management?

Part 3: Oral exam

The students' written products from parts one and two form the basis of the oral exam. During the oral exam, students may draw on knowledge from previous semesters, where relevant.

The oral exam lasts 40 minutes, including assessment:

- Students begin with an oral presentation lasting 5 minutes, which must cover quality assurance and quality enhancement, as well as proposals for development and innovation work.
- Students are then examined for 20 minutes based on parts one and two, as well as their oral presentation.
- 15 minutes are allocated for assessment and feedback.

The clinical supervisor and the teacher from the educational institution act as examiners and work closely together.

8.2 Assessment criteria

Based on their oral presentations and subsequent exams, the students are assessed in terms of the extent to which they have achieved the semester's overall objectives for learning outcomes: *knowledge, skills and competencies*. The written products from parts one and two and the oral exam are taken into account in this overall assessment. The exam is assessed according to the 7-point grading scale (BEK no. 114 of 03/02/2015).

8.3 Feedback

After the exam, students receive feedback that focuses on the extent to which they met the objectives for learning outcomes and justified the grade awarded. The focus is also on how students can improve their learning and performance. The purpose is to enhance learning processes and enable students to improve them.

8.4 Rules for make-up exams and resits

In the event of illness, students must notify the Study Service and their clinical teaching location on the day of the exam. They must submit medical documentation to Student Services no later than three working days after the exam.

A new exam will be held as soon as possible (see the current executive order on exams). Make-up exams/resits are subject to the same frameworks and conditions as ordinary exams, including supervision by the clinical supervisor. Based on the post-exam feedback, students decide whether to use the same written assignment for the resit/make-up exam, possibly in edited form, or produce a new one, possibly based on retaking parts one and two. The first resit is held at the same clinical training site as the

ordinary exam and, as far as possible, with the same examiners (the clinical supervisor and the teacher from the educational institution). Prior to the second resit (third attempt), we recommend that students contact the Student Counselling Centre with a view potentially to drawing up a new study plan. The second resit involves another lecturer from the educational institution. Make-up exams/resits are subject to the same frameworks and conditions as ordinary exams, including supervision by the clinical lecturer/supervisor.

8.5 Complaints

Exam complaints and appeals must comply with the provisions in the Exam Order, Part 10. Information and guidance about complaints is available on KP Intra.