

# KP

SEMESTER 2

**NURSING PROGRAMME**

**UNIVERSITY COLLEGE  
COPENHAGEN**

Valid for the spring semester 2023

Theme:

**Clinical decision-making in stable and  
complex care and treatment**

## **Semester description for the Bachelor's Degree Programme in Nursing**

Department of Nursing and Nutrition

University College Copenhagen

### **Semester 2**

Curriculum 2019

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

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## 1. The theme for the semester: Clinical decision-making in stable and complex care and treatment

The theme covers clinical decision-making by nurses, working with the patient/citizen(s) and their relatives, and deploying practice-, development- and research-based knowledge.

The focus is on acquiring knowledge and skills in setting targets, intervening, evaluating, and adjusting interventions in stable and complex care and treatment.

Semester 2 revolves around clinical decision-making and builds on what the students learned in Semester 1. Students continue to gain experience of basic clinical nursing by making clinical decisions relating to individual patients/citizens in stable and complex care and treatment. This complexity may be due to the patient/citizen facing multiple health challenges, including multi-morbidity.

The clinical training and theoretical instruction during the semester help the students to further develop their professional identity.

The students also continue to work on their own learning processes and development needs, the objective being that they learn to structure and organise them.

## 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:*

- reflect on selected areas of scientific theory and research methodology, including research ethics
- reflect on the importance of interprofessional and intersectoral teamwork in various forms of patient/citizen care
- understand health technology.

### **Skills**

*Students can*

- explain, combine and apply knowledge of selected elements of human anatomy, physiology, biochemistry, microbiology, nutrition, pathology and general pharmacology when advocating nursing interventions
- use and evaluate selected clinical methods in the systematic collection and documentation of data relating to the individual patient/citizen
- use selected ICT tools and welfare technologies
- conduct searches for, summarise and apply selected national/international research literature related to the theme for the semester

- apply selected elements of preventative care, health-promotion work, rehabilitation and palliative care along with the patient/citizen(s) and their relatives, and articulate the intentions behind these measures and targets for dealing with selected health challenges.

### Competencies

*Students can:*

- establish relationships and work with the patient/citizen(s) and their relatives in an empathetic, ethical and reflective manner in selected areas of stable and complex care and treatment
- provide basic clinical nursing care based on clinical decision-making in relation to individual 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(s) and their relatives
- structure and organise their own learning processes and development needs.

## 3. Semester structure

The semester starts with eight weeks of clinical training, followed by 12 weeks of theoretical instruction, and ends with an external exam.

WEEK no.																					Spring 2020									
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26										
CT	CT	CT	CT	CT	CT	CT	CT	TI	TI	TI	TI	TI	TI	TI	TI	TI	TI	TI	E	E										

*TI = theoretical instruction, CT = clinical training, E = exam*

### ECTS

Theoretical instruction: 18

Clinical training: 12 (of which interprofessional elements: 2)

Subject areas	ECTS Theory	ECTS Clinical
<b>Health Sciences</b> Nursing, nutrition, ergonomics, pharmacology, public health, pathology, scientific theory and research methodology	11	10
<b>Natural Sciences</b> Anatomy and physiology, microbiology	5	2
<b>Humanities</b> Pedagogy/communication/psychology, philosophy/ethics	2	

The semester ends with an exam covering the overall objectives for learning outcomes, corresponding to 30 ECTS.

In order to sit the exam, students must meet the following three requirements:

- 1) The compulsory attendance requirement for clinical training
- 2) The compulsory attendance requirement for theoretical instruction
- 3) The approval requirement for clinical training, which focuses on skills in clinical decision-making.

### **3.1. Sub-theme 1: Clinical decision-making in relation to patients and citizens with chronic conditions**

In this sub-theme, the students engage with patients/citizens with chronic conditions from a range of different perspectives, including what it is like to live with one. They build on what they learned about preventative measures and health promotion in Semester 1.

Diabetes is used as an example of a chronic condition. The teaching focuses on how nurses care for patients/citizens with diabetes, including working, forming relationships and communicating with them. Students draw on knowledge of general patient care, including interprofessional and intersectoral teamwork, which informs their clinical decision-making in relation to the care and treatment of patients/citizens with diabetes.

This work involves the observation, collection and processing of clinically relevant qualitative and quantitative data about patients/citizens with diabetes. The students acquire competencies in identifying health challenges related to late-stage complications with diabetes, e.g. circulatory problems and neuropathy, including health-promotion measures, prevention and treatment. They also acquire knowledge about the patient/citizen's reactions to diabetes, e.g. their experience of diabetes-related distress and the day-to-day impact of the condition.

The sub-theme also covers ethical issues regarding patients/citizens with lifestyle-related conditions, including how different conceptions of human nature inform these perspectives.

The sub-theme also addresses sleep and rest, both generally and in relation to patients/citizens with diabetes.

Students acquire knowledge of hormones, including metabolic effects and sex hormones, as well as knowledge of type 1 and 2 diabetes, autoimmunity, obesity, diets for obese and diabetic people, and pharmacology related to all of the above. They apply and combine this knowledge in support of clinical decisions about nursing care for patients/citizens with diabetes.

In order to develop skills in conducting searches for, summarising and using selected national/international research literature, students are introduced to the nursing and health database CINAHL, and learn to apply knowledge from it to support their clinical decision-making.

Students are introduced to the concept and use of medical technology, including its practical application in nursing care for diabetic patients, e.g. monitoring blood glucose and injection techniques.

### **3.2. Sub-theme 2: Clinical decision-making in palliative care and rehabilitation**

As part of this sub-theme, students work with rehabilitation and palliative care for patients/citizens with chronic obstructive pulmonary disease (COPD), and with clinical decision-making in relation to patients/citizens with COPD, patients experiencing pain and elderly patients/citizens.

Topics covered include nursing care for patients/citizens with COPD and phenomena such as anxiety and distress. Students acquire knowledge of rehabilitation for patients/citizens with COPD, as well as skills in rehabilitation related to selected health challenges faced by these patients/citizens.

They continue to work on the collection and assessment of clinical data in relation to patients/citizens with COPD, as well as on argumentation in support of selected methods of data acquisition and evaluation.

The classes cover encounters with seriously ill patients/citizens and their relatives, as well as palliative issues related to severe illness.

The students also acquire knowledge of COPD, nutrition (including diets for people with small appetites) and knowledge of pharmacology related to the sub-theme. They apply and combine this knowledge to argue in support of clinical decisions regarding patients/citizens with COPD at varying degrees of severity.

The students also build on their existing understanding of medical technologies and their practical application in nursing care for patients/citizens with COPD, e.g. telemedicine, saturation monitoring and oxygenation.

The students acquire knowledge of the musculoskeletal system and related conditions, e.g. osteoarthritis and osteoporosis.

The sub-theme also covers the normal ageing process, death, and associated ethical considerations.

It also includes teaching in parts of the nervous system, as well the care of patients/citizens who are experiencing pain.

The students will continue to conduct searches of international and national research knowledge via CINAHL, summarise it, and apply it in their clinical decision-making processes in relation to the health challenges covered by this sub-theme.

## **4. Clinical training**

The clinical training element of Semester 2 lasts eight weeks. It is an integral part of the semester as a whole, and is designed to help students achieve the overall objectives for learning outcomes.

#### **4.1. Content of the clinical training**

During the clinical training, the students enter into professional relationships with patients/citizens, and also take into account the perspectives of their relatives. The students use observation and clinical methods for the systematic collection of data about the patients/citizens, and also draw on the knowledge of other health professionals.

Based on their own holistic presentations, the students analyse the data and work with the patients/citizens and their relatives to provide basic clinical nursing based on clinical decision-making.

They also reflect on intersectoral and interprofessional teamwork, including their own role in it. The students work on structuring and prioritising their nursing interventions as part of the care of the individual patient/citizen. They use the documentation system at the clinical training site to document their nursing interventions.

#### **4.2. Frameworks for clinical training**

The clinical training takes place in approved sites run by local authorities and hospitals, and is based on somatic nursing for patients/citizens in stable and complex care and treatment.

As a rule, students are assigned to the same site in semesters 1 and 2.

The average number of hours of clinical training per week is 30. See point 4.5 for the exam requirements for the clinical training.

Students and their clinical supervisors/lecturers are jointly responsible for the clinical training. During the clinical training, students participate in planned, targeted teaching and supervision, in order to acquire knowledge, skills and competencies related to the semester's objectives for learning outcomes.

A lecturer from University College Copenhagen 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. Students are welcome to contact the lecturer when necessary.

#### **4.3. Preparations for the clinical training**

At the clinical training site, students are introduced to:

- the frameworks, terms and learning opportunities at the site concerned
- the use of individual study plans and the *Logbook for Dispensing Medicine*
- the study activity requirements, and how to comply with them
- the clinical training site's online patient/citizen journals.

The preparatory work may include a range of activities designed to ensure that students achieve the best possible learning outcomes from the clinical training, e.g. an introduction to Semester 2



at the clinical training site, simulation-based teaching, skills training, and other activities that support the clinical training.

#### **4.4. Study activity requirements for clinical training**

A number of study activity requirements apply to clinical training. Students plan and conduct these activities along with their clinical lecturers/supervisors.

Any students who fail to comply with the study activity requirements must meet with their clinical supervisor/lecturer to discuss the activities concerned. The programme consultant/head of clinical programme also attends this meeting, and future study activities are discussed.

##### **4.4.1. Student interviews**

The point of student interviews is to enable students to work with their clinical supervisor/lecturer to draw up a process that will guarantee good learning outcomes.

The interviews are held between students and their clinical supervisor/lecturer, and may also involve a lecturer from the educational institution.

A minimum of three student interviews are held in Semester 2. The first one is held within the first two weeks. They are conducted either individually or in groups.

##### **4.4.2. Individual study plan**

Work continues on the individual study plan drawn up in Semester 1, a compulsory development tool that students draw up following the initial interview. The individual study plan is uploaded to the Practice Portal no later than two working days after the interview.

The students agree with their clinical supervisor/lecturer how to implement the individual study plan, which describes the clinical training in Semester 2, in a way that enables them to achieve the objectives for learning outcomes for the semester.

The students are welcome to base their own study plan on the *general study plan*, which sets out the options at the clinical training site concerned.

The individual study plan forms the basis for each student's teaching and learning, and as such must be updated regularly during the clinical training.

##### **4.4.3. Logbook for Dispensing Medicine**

*Logbook for Dispensing Medicine* is a study and documentation tool that students use throughout the study programme. It specifies what students need to do in Semester 2. *Logbook for Dispensing Medicine* and *Documentation Sheet 2 for Semester 2* are available on the Practice Portal.

#### **4.4.4. Requirements for working with children, as per the EU Directive on the recognition of professional qualifications**

Students whose clinical training is under the auspices of a local authority must have an approved study activity requirement that concerns children. This must include clinical participation in health visiting and a digital learning process. See Appendix 1.

#### **4.5. Exam requirements for the clinical training**

The clinical training covers two of the semester's three exam requirements (see also Section 8). Read more about the two requirements below.

##### **4.5.1. Compulsory attendance**

Attendance is compulsory during the clinical training, and corresponds to an average of 30 hours per week. Students must meet this requirement to sit the exam. The clinical supervisors/lecturers must register the students' attendance on the Practice Portal. See *Rammer og Krav i klinisk undervisning på sygeplejerskeuddannelsen* (Frameworks and requirements for clinical training on the Bachelor's Degree Programme in Nursing): <http://kurh.dk/retningslinjer>.

##### **4.5.2. Data acquisition, outline, reflection and dispensing medicine**

The purpose of this exam requirement is to demonstrate the ability to present academic argumentation in support of clinical decision-making. The objective is for the students, via this activity, to perform nursing interventions based on clinical decision-making related to individual patients/citizens in stable and complex care and treatment, and to justify the clinical decision-making by drawing on practice-, development- and research-based knowledge.

The exam requirement is in three parts. Part 1 consists of systematic data acquisition. In Part 2, the data is processed and forms the basis for a written outline. The outline then provides the background for Part 3, which is a reflection forum involving the individual student, the clinical supervisor/lecturer, fellow students and a lecturer from the educational institution.

##### Part 1: Systematic data acquisition

Working with their clinical supervisors, the students select a patient/citizen.

They participate in the patient/citizen's care along with a nurse or their clinical supervisor.

The students spend a day:

- collecting data on the patient/citizen. Based on this, they must identify and analyse nursing problems that are relevant to the patient/citizen's health challenges and disease correlations
- setting goals and making academically justified nursing interventions, including dispensing medicine, based on the nursing problems identified and on the theory covered

by the semester theme and incorporating for practice-, development- and research-based knowledge.

### Part 2: Writing the outline

Based on Part 1 – the data acquisition, the nursing problems and appropriate interventions – the students write a outline. This forms the basis for the oral presentation in the reflection forum.

The purpose is to make clear how the oral presentation will be structured and organised in order to achieve the aim of the study activity, i.e. to show that the students are capable of presenting academic arguments and making clinical decisions.

They must also present a bibliography of literature related to the theme for Semester 2.

The outline includes the following:

- Presentation of the patient
- Clinical nursing problems
- The selection and analysis of a problem
- Academic arguments for the nursing interventions
- Items for academic discussion.

The outline must be max. 2,400 characters with spaces (1 page) and be based on the educational institution's current legal guidelines (available on KURH: <http://kurh.dk/retningslinjer>). The outline and bibliography must be uploaded to the Practice Portal within three working days of completing Part 1.

### Part 3: Reflection Forum

Based on the written outline, the students must orally justify and reflect on selected nursing interventions related to the theme for the semester in a small forum consisting of fellow students, clinical lecturers/supervisors and a lecturer from the educational institution.

25 minutes are allocated per student: approx. ten minutes for presentation, and approx. 15 minutes for joint reflection.

Students who fail to comply with the exam requirement due to absence on the day but who have written a outline will be asked to submit written reflections on selected nursing interventions and dispensing of medicine. This document will be max. 7,200 characters, and must comply with *Formal requirements and general guidelines for writing assignments*.

## 5. Study activities in theoretical instruction

This section details the study activities in the theoretical instruction, the requirements for them and the expectations placed on students.

## **5.1. Forms of teaching and working**

In Semester 2, the teaching alternates between:

- team/classroom teaching with presentations, dialogue, group work and presentations
- teaching in small groups, where students study areas such as clinical decision-making in greater depth
- lectures by guest speakers for multiple teams/classes
- simulation-based teaching, in which the students develop skills geared towards clinical practice
- supervision in connection with writing assignments
- feedback and feedforward
- peer learning
- case work involving hypothetical cases about patients/citizens, with a view to clinical decision-making

## **5.2. Study activity requirements in theoretical instruction**

In Semester 2, two study activity requirements are stipulated for the theoretical instruction, the aim of which is to support learning. Students who fail to comply with these requirements must attend an interview with a lecturer to discuss the study activity concerned.

### **5.2.1. Pre-exam group assignments**

Groups of students write case-based assignments of max. 12,000 characters with spaces. The assignment must:

- identify current and potential nursing problems, based on the health challenges faced by the patients/citizens
- select one of the patients/citizens' health problems for further work, and account for the theoretical reasoning behind this selection
- analyse the selected nursing problem, based on the theory for the semester
- specify the objectives for the selected problem
- propose theoretically justified nursing interventions for the problem. In this section, students must include research-based knowledge drawn from e.g. clinical guidelines.

- include a proposal for the evaluation of objectives.

### **5.2.2. Simulation-based exercises**

Simulation-based exercises enable students to develop their instrumental skills and clinical decision-making in practice. The simulation exercises are related to the semester theme and sub-themes. The exercises are described in detail on IntraPol/itslearning.

Students whose clinical training is under the auspices of a local authority must also participate in a digital learning programme concerning work with children, culminating in three sessions of simulation-based teaching (see Appendix 1).

### **5.3. Feedback**

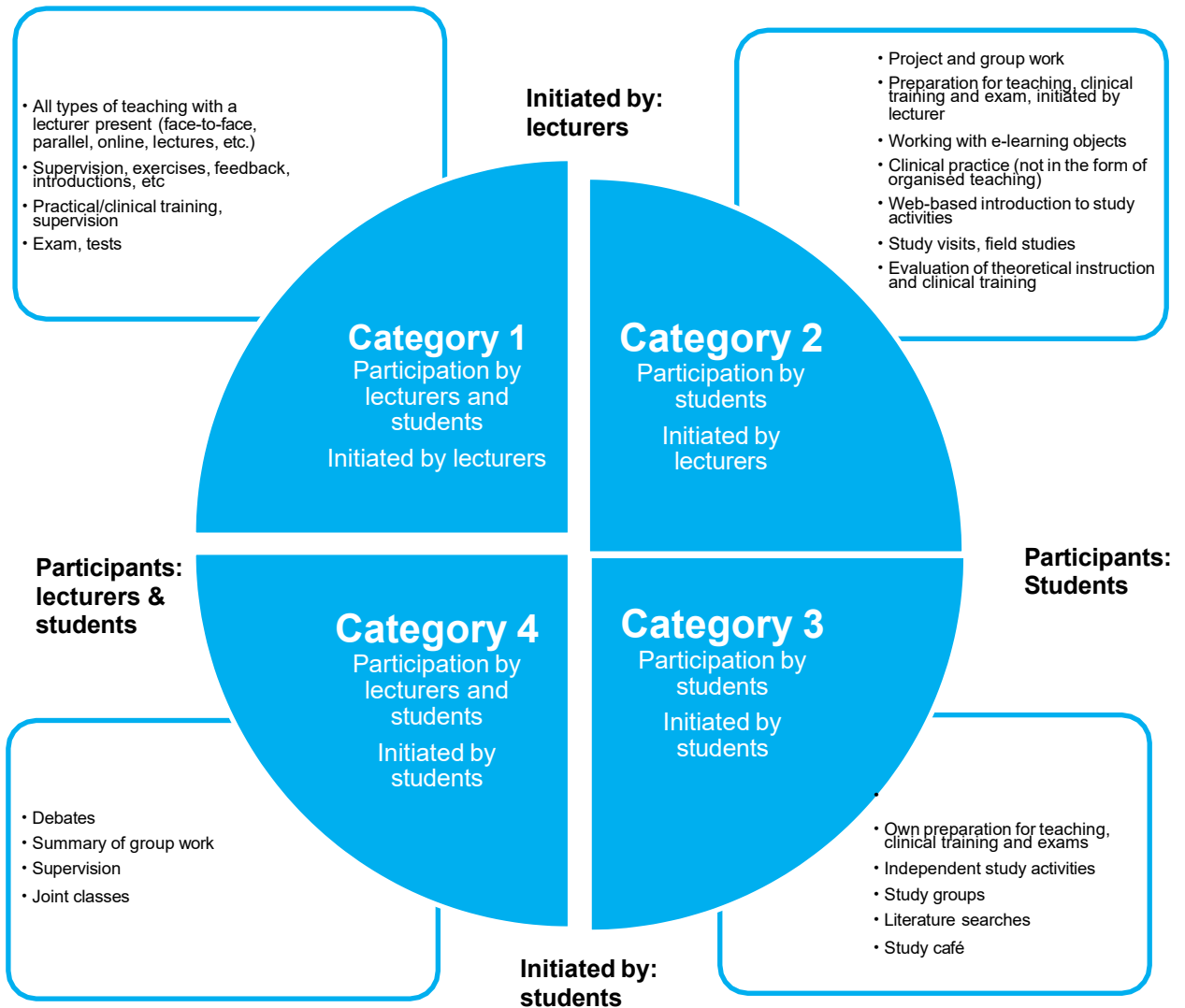
Feedback is an integral part of the semester's learning activities. It can be organised and given by fellow students (peer feedback), lecturers or clinical supervisors/lecturers.

### **5.4. Course evaluations**

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

## 6. The study-activity model

The nursing programme involves a high degree of study activity. Students are expected to spend an average of 41.25 hours per week on the programme. The model below shows how the various study activities are spread throughout the semester. It also shows the expectations placed on students and their input.



## 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 during the clinical training**

Students must meet this requirement to sit the exam. See *Rammer og Krav i klinisk undervisning på sygeplejerskeuddannelsen* (Frameworks and requirements for clinical training on the Bachelor's Degree Programme in Nursing): <http://kurh.dk/retningslinjer>.

## **7.2. Content of the theoretical instruction**

Compulsory attendance and participation applies to the classes and other planned learning activities specified in the lesson/study activity plans. Compliance with the compulsory attendance and participation requirement is monitored and assessed regularly, and a final score is calculated at the end of the semester. The compulsory attendance requirement for the theoretical instruction is 80%. It is also a requirement that students complete four compulsory learning activities. The compulsory learning activities are described on Intrapol/itslearning.

Complying with the compulsory participation and participation requirement is an exam requirement. Students who fail to meet this requirement will be offered alternative activities. Students who do not take part in the planned alternative activities will not be allowed to take the exam, and will be deemed to have used an exam attempt. Distance-learning students at KP Hillerød are exempt from this requirement.

## **7.3. Clinical training exercise: Data acquisition, outline and reflection**

It is a prerequisite for the exam that students complete the three parts of the exercise, as described in section 4.5.2: data acquisition, outline and reflection. This must be documented/approved by the clinical supervisor via the Practice Portal.

# **8. Exam**

The exam is external, individual, written and assessed on the 7-point scale. The exam is in two parts. In order to pass, students must achieve a minimum grade of 02 for each part. An overall grade is given. Each part is weighted 50%. The students are tested on the basis of the semester's overall objectives for learning outcomes, corresponding to 30 ECTS.

Part exam 1: Sit-in exam – multiple choice in all subject areas, clinical elements, no study aids

Part exam 2: Written assignment (48 hours) on case processing, in which the nursing process is used as a method for clinical decision-making

## **8.1. Frameworks**

- The external exam is held during the last two weeks of the semester.

- Students are automatically registered for the exam at the start of the semester. They may only withdraw from it in the event of documented illness or maternity/paternity leave, cf. the Exam Order.
- Students must comply with all of the exam requirements for the semester.
- Students are offered an introduction to exams as part of their timetable.

## **8.2. Exam criteria**

### **Digital exam with invigilators**

- The exam questions cover all of the subject areas covered during the semester – anatomy and physiology, pathology, microbiology, nutrition, pharmacology and nursing – and all of the semester’s themes.
- It consists of approx. 60 questions in total. The questions typically take the form of multiple choice, chronological ordering, matching, etc.
- The exam is taken in WISEflow, without study aids and without any other internet access.
- It lasts 90 minutes and is taken at the educational institution.
- Students must bring their own computer with the battery fully charged. They are responsible for downloading in advance the programs that they need for the exam.

### **Written assignment**

The assignment is based on the case study assigned to the students, and must include the following:

- A short introduction
- Identification of current and potential nursing problems, based on the health challenges faced by the patients/citizens
- Selection of one of the patients/citizens’ health problems for further work, and an account of the theoretical reasoning behind this selection
- Analysis of the selected nursing problem based on theory covered primarily in Semester 2
- A specification of the objectives for the selected problem



- Theoretically justified nursing interventions for the selected nursing problem. In this section, students must include research-based knowledge drawn from e.g. clinical guidelines
- Proposal for evaluation of objectives
- A bibliography that reflects the use of literature primarily related to the sub-themes in Semester 2. All literature and other material used in the assignment must be cited.

The assignment must be max. 12,000 characters including spaces.

The assignment must be written in accordance with the current version of *Formal requirements and general guidelines for writing assignments*.

### **8.3. Assessment criteria**

Each part of the exam is weighted at 50% of the total assessment.

Digital exam with invigilators:

Grade 02 requires a minimum of 50% correct answers.

Written assignment:

The assignment is assessed on the basis of the overall objectives for learning outcomes in Semester 2.

The exam is assessed internally according to the 7-point grading scale, cf. Ministerial Order no. 114 of 03/02/2015.

### **8.4. Feedback after the exam**

All students are offered feedback on the assignment within one month of receiving their grades. It is the students' responsibility to take up this offer and arrange a time to receive feedback. Oral feedback is given either in person or in digital form.

The feedback focuses on the extent to which the students met the objectives for learning outcomes, and justifies 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.

## **8.5. Rules for make-up exams and resits**

In the event of illness, students must notify Student Services no later than on the day of the exam. They must submit medical documentation to Student Services no later than three working days after the exam. Once they are healthy again, students must contact Student Services to arrange a resit. Students with medical certificates are automatically registered for a resit.

Students who fail the exam are automatically registered for a resit.

## **8.6. Complaints**

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

## 9. Appendix 1: Compliance with EU requirements for working with children

In order to meet the EU Directive on the recognition of professional qualifications (with a focus on child care and paediatrics and maternity care), students must complete the following two modules before the end of Semester 4.

Module 1 is about the healthy child. Module 2 is about the sick child. Modules 1 and 2 are taken in either Semester 2 or 4, depending on when the students' clinic training in the primary sector takes place.

Teaching materials and relevant links are found on [Intrapol/itslearning](#)

**Module 1 focuses on the healthy child. Students work with various types of health-promoting interventions for infants and their family, as well as for children of school age.**

As part of their clinical training, students must follow a health visitor for three days. Before this, students must watch an introductory video about health visitors, which is accessed via the link on [Intrapol/itslearning](#).

The video provides insight into the work of health visitors, including current guidelines and legislation, as well as some advice and recommendations for the three days.

During the three days, students must complete and submit a digital reflection assignment in *Forms*.

The three days and the reflection assignment on “the healthy child” are prerequisites for meeting the clinical training requirement.

**Module 2 focuses on the sick child. Students work with care and communication in both family- and child-centred care.**

As part of the work on theory, students must complete two digital learning pathways and participate in simulations where they develop their communication skills and use their knowledge of working with children and families, as well as of anatomy and physiology, pathology and pharmacology.

The two digital learning pathways must be completed prior to the simulation. One focuses on anatomy and physiology, pathology and pharmacology and basic observations, based on a Pediatric Early Warning Score (PEWS) chart. The second focuses on family- and child-centred care, as well as the legal guidelines for paediatric nursing.

The digital pathways and the simulation training are prerequisites for meeting the theory requirement.