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SEMESTER 5

**NURSING PRO-
GRAMME**

**UNIVERSITY COLLEGE COPEN-
HAGEN**

Valid for the spring semester 2023

Theme A:

Acute and critical nursing care and treatment in interaction with citizens, patients and relatives

Theme B:

Interprofessional and intersectoral contexts

Semester description for the Bachelor's Degree Programme of Nursing

Department of Nursing and Nutrition

University College Copenhagen

Semester 5

Curriculum 2019

Valid for the spring semester 2023

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

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1.0 The two themes for the semester

Theme A: Acute and critical nursing care and treatment in interaction with citizens, patients and relatives

The theme covers patients, citizens and relatives in acute and critical care and treatment – and potentially acute and critical care and treatment – and consists of two sub-themes. The purpose is to develop knowledge, skills and competencies in relation to patients' and citizens' experiences, reactions, conditions and actions in connection with acute and critical illness and imminent death. The focus is on interventions related to clinical decision-making and clinical leadership, in interaction with patients, citizens and relatives, as well as other professionals.

Theme B: Interprofessional teamwork

The theme covers the competencies required to work together in interprofessional and/or intersectoral teams on a joint task. Students work in teams with students from other programmes at University College Copenhagen on a real-life challenge/case, and learn to deploy their knowledge and skills. [The interprofessional element is described here](#)

2.0 Objectives for learning outcomes

At the end of each of theme, students are expected to have achieved the objectives for learning outcomes listed below.

2.1 Theme A: Acute and critical nursing care and treatment in interaction with citizens, patients and relatives

Knowledge

Students can:

- understand and reflect on the significance of individual, social and cultural factors for the experience, reactions and actions of citizens, patients and relatives in the event of acute and critical illness
- understand organisational, administrative and social perspectives in relation to the health service as a whole.

Skills

Students can:

- reflect on and incorporate people's experiences of and reactions to selected physiological, psychological, social and spiritual/existential health challenges and dilemmas in acute and critical care and treatment
- argue for, assess and prioritise dilemmas in acute and critical care and treatment in relation to legal and ethical perspectives
- evaluate and apply knowledge of pathology, anatomy, physiology and pharmacology in acute and critical care and treatment.

Competencies

Students can:

- take responsibility for and master clinical decision-making and clinical leadership in acute and critical – and potentially acute and critical – care and treatment situations, based on good knowledge of practice, development and research, as well as information obtained from the patient/citizen
- communicate empathetically, ethically and reflectively in interaction with the citizen/patient, their relatives and professionals in acute and critical situations
- use selected information, communication and welfare technology in acute and critical care and treatment
- independently evaluate and apply clinical guidelines and reflect on clinical methods and quality assurance, with a focus on patient safety and developments in nursing
- assume joint responsibility for and master the handling of medicines, and, within a framework of delegation, prescribe medicine in selected acute and complex care and treatment situations.

2.2 Theme B: Interprofessional teamwork

Knowledge

Students can:

- based on theory, reflect on their own and other professions' roles and responsibilities in work with and concerning the citizen
- based on theory, reflect on the legal frameworks for and ethical aspects of the teamwork with and concerning the citizen
- based on theory, reflect on communicative and relational aspects of the teamwork with and concerning the citizen.

Skills

Students can:

- use communication tools to promote dialogue with other professions and the citizen
- master working as part of a team in a targeted and respectful manner.

Competencies

Students can:

- take part in interprofessional teamwork in a manner that respects and acknowledges their own and other people's professional responsibilities
- draw on their own professional skills in order to take responsibility for interprofessional teamwork.

3.0 Semester structure

The semester starts with Theme A, which consists of 6 weeks of theoretical instruction and 6 weeks of clinical training, and concludes with an external, oral and individual exam.

Theme B is a six-week interprofessional theoretical course that concludes with an internal group exam ([see the description](#)).

Spring 2020:

	THEME A:												THEME B:								
Uge	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
For-løb 1	CT	CT	CT	CT	CT	CT	TI	TI	TI	TI	TI	TI	E	E	IT	IT	IT	IT	IT	IT	E
For-løb 2	TI	TI	TI	TI	TI	TI	CT	CT	CT	CT	CT	CT	E	E	IT	IT	IT	IT	IT	IT	E

CT: Clinical training. TI: Theoretical instruction. IT: Interprofessional teamwork. E: Exam.

ECTS

Theoretical instruction: 21 ECTS – of which interprofessional elements: 10 ECTS

Clinical training: 9 ECTS

Subject areas	ECTS Theory	ECTS Clinical
Health Sciences Nursing, pharmacology, pathology, theory of science, research methodology and innovation	12	7
Natural Sciences Anatomy and physiology, microbiology	2	1
Humanities Pedagogics/communication/psychology, philosophy/ethics	4	1
Social Sciences Organisation, management and law	3	

There are two exams during the semester.

The exam in Theme A is an external oral exam held at the end of the theme.

The exam in Theme B is an internal oral group exam held at the end of the theme.

Exam requirements for the semester exam on Theme A:

1. Compulsory attendance during the clinical instruction
2. Compulsory attendance at key exercises during the theoretical instruction

The rest of the semester description refers exclusively to Theme A.

4.0 Content of Theme A for Semester 5

In relation to the overall theme for the semester: During Semester 5, *Acute and critical nursing care and treatment in interaction with citizens, patients and relatives*, students work on two sub-themes – 1: *Acute nursing care and early detection of critical illness* and 2: *Nursing care for patients/citizens with critical and life-threatening conditions, and working with their relatives*.

In both sub-themes, students acquire competencies in assuming joint responsibility for and mastering clinical decision-making and clinical leadership in acute and critical – and potentially acute and critical – care and treatment situations, based on professional practice.

The focus is on pharmacology for the selected patient groups, including handling medicines and calculating dosage. Students work on handling medicine and polypharmacy in selected acute and complex care and treatment situations.

The focus is on co-ordination, teamwork and patient-centred care for patients with multimorbidity and also on involving their relatives.

Students independently evaluate and apply clinical guidelines and reflect on clinical methods and quality assurance, with a focus on patient safety and developments in nursing that create value for the patient. Students learn about the frameworks for the health services, with a particular focus on the profession's duties and responsibilities in an organisational and administrative perspective.

They develop their communication skills in order to communicate empathetically and thoughtfully in interaction with citizens, patients, relatives and other professionals in acute, critical and life-threatening situations.

4.1 Sub-theme 1: Acute nursing care and early detection of critical illness

Students work with clinical decision-making and clinical management, and learn to justify, prioritise and implement acute interventions, including methods for the early detection of acute and critical illness. The focus is on complex situations and selected acute and critical conditions. Students work on the following, based on their knowledge of subjects such as anatomy, physiology and microbiology:

- patients with acute cardiovascular problems, e.g. acute coronary syndrome, which may cause left ventricular heart failure, pulmonary oedema and cardiogenic shock
- patients with acute abdominal problems that could develop into hypovolemic shock, ileus, etc.
- patients with organic delirium that could develop into acute psychosis.

4.2 Sub-theme 2: Nursing care for patients and citizens with critical and life-threatening conditions, and working with their relatives

The students work with clinical decision-making and management, and learn to justify, prioritise and implement interventions by providing care and being a comforting and soothing presence.

The focus is on complex situations and selected acute and critical conditions. Students work on the following, based on their knowledge of subjects such as anatomy, physiology and microbiology:

- patients with lung cancer
- patients with colorectal cancer
- patients with sepsis, septic shock and anaphylactic shock, and blood components in transfusions.

The focus is on grief and reactions to crises, as well as on citizens, patients and relatives' spiritual/existential questions about life-threatening conditions and death. Based on knowledge of citizens, patients and relatives' experiences of life-threatening illness and death, students learn to reflect on ethical dilemmas in acute and critical care and treatment.

5.0 Clinical training

The clinical training element of Semester 5 lasts 6 weeks. It is an integral part of the semester as a whole and is designed to help students achieve the semester's overall objectives for learning outcomes. The clinical training is based on what students have learned in previous clinical training. The training develops their clinical competencies and makes use of their knowledge of theory. The students learn by taking part in practical nursing interventions.

5.1 Content of the clinical training

During the clinical training, students participate in planned, targeted training and supervision in order to acquire and apply knowledge, skills and competencies related to the semester's objectives for learning outcomes.

The clinical training involves establishing professional relationships with patients/citizens and taking responsibility for mastering clinical decision-making and clinical management in situations where the patient/citizen is acutely and critically ill, or potentially acutely and critically ill.

In the patient/citizen situation, the students collate relevant data, analyse the situation, apply and evaluate clinical guidelines and clinical methods, and, under supervision, intervene in acute and critical, or potentially acute and critical, care and treatment. The intervention consists of interprofessional teamwork, which is discussed and documented, after which the ongoing care involves both patients and their relatives.

Students assume joint responsibility for and master the handling of medicine, and, under supervision, prescribe medicine in selected acute and complex care and treatment situations.

5.2 Frameworks for clinical teaching

The clinical training during Semester 5 takes place at approved sites in hospitals and local authorities in the Capital Region of Denmark. Students must participate in the clinical training for an average of 30 hours per week. See point 8 on exam requirements.

Students and their clinical supervisor/lecturer 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 UCC/UCD is attached to each individual clinical training site. On the Practice portal, students can see which lecturer is affiliated with their clinical training site. They can contact the lecturer if needed – read more in the document *Rammer og krav i klinisk undervisning på Sygeplejeuddannelsen* [Frameworks and requirements for clinical training on the Nursing programme].

5.3 Preparations for the clinical training

The preparations 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 the clinical training site, an introduction to patient/citizen categories, simulation-based teaching, skills training and other activities that underpin the clinical training.

5.4 Study activity requirements for clinical training

Four study activity requirements apply to clinical training on Semester 5. The requirements are designed to support the students' learning during clinical practice, including handling medicine and calculating dosage, with a focus on the use of methods of examination and argumentation in clinical decision-making and management in relation to the sub-themes.

5.4.1 Student interviews

The clinical supervisors hold interviews with the students. A minimum of two interviews per student are held during Semester 5. The first is held during the first two weeks of the semester. The study interviews are either conducted individually or in groups.

5.4.2 Individual study plan

The individual study plan is a compulsory collaborative tool that students draw up after the initial interview. The study plan is uploaded to the Practice Portal no later than two working days after the student interview. Along with clinical supervisors, students follow up on and continuously adjust their study plans in order to meet the objectives for the learning outcomes for the

semester. This process is based on the *general study plan*, which is part of the approved material for the clinical training site.

5.4.3 Medicine handling in selected acute and complex care and treatment situations

The study activity consists of:

- accounting for and handling selected medicines related to acute and critical nursing care
- advanced dosage calculation and handling of medicine.

During Semester 5, students document their clinical decision-making and clinical management in the *Logbook for Dispensing Medicine* (see Part 2) .

5.4.4 Clinical decision-making and clinical management and argumentation for the choice of methods and interventions

The study activity consists of three parts:

- Nursing interventions
- An individual written presentation
- Reflection forum.

Clinical supervisors/lecturers introduce the students to written presentations and supervise them. Students are offered a single guidance session, individually or in groups.

Nursing interventions

The students participate in situations, either individually or in groups, where they use or could have used clinical methods to prioritise nursing interventions.

An individual written presentation

The written presentation must include:

- a presentation of the patient/citizen's situation
- argumentation for the clinical methodology/methodologies and nursing interventions used
- a critical evaluation of the impact of the method(s) on clinical decision-making and clinical management, as well as how the methods help to improve quality and patient safety.

The written presentation must be based on *Formal requirements and general guidelines for writing assignments on the nursing programmes*. The assignment is 4,800–7,200 characters (including spaces, excluding bibliography). The written presentation must be uploaded to the Practice Portal no later than 12:00 two working days before the reflection forum. The presentation is written on study days.

Reflection forum.

The presentation is given at a reflection forum attended by the clinical supervisor/lecturer, fellow students and other professionals. The students start the forum by summarising the important points in the written paper. They then contextualise the presentation by referring to a research article. They then use pre-prepared questions to stimulate discussion and reflection. At the end of the forum, the other participants provide feedback. The forum lasts 30 minutes per student.

The forums are most effective when attended by large groups of students.

5.4.5 Documentation for study activities

The clinical supervisor/lecturer documents the completion of the study activity 1) in the *Logbook*; and 2) on the Practice Portal.

6.0 Study activities during the theoretical instruction

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

6.1 Forms of teaching and working

The students will work with a variety of forms of teaching and working, e.g. practical exercises, simulation-based teaching, classroom teaching, supervision in clinical practice, reflection exercises, lectures, group work, cluster teaching, case and project work, experiments and digital learning activities. Preparation for classes is an independent discipline, the details of which are described in the course plan.

6.2 Feedback

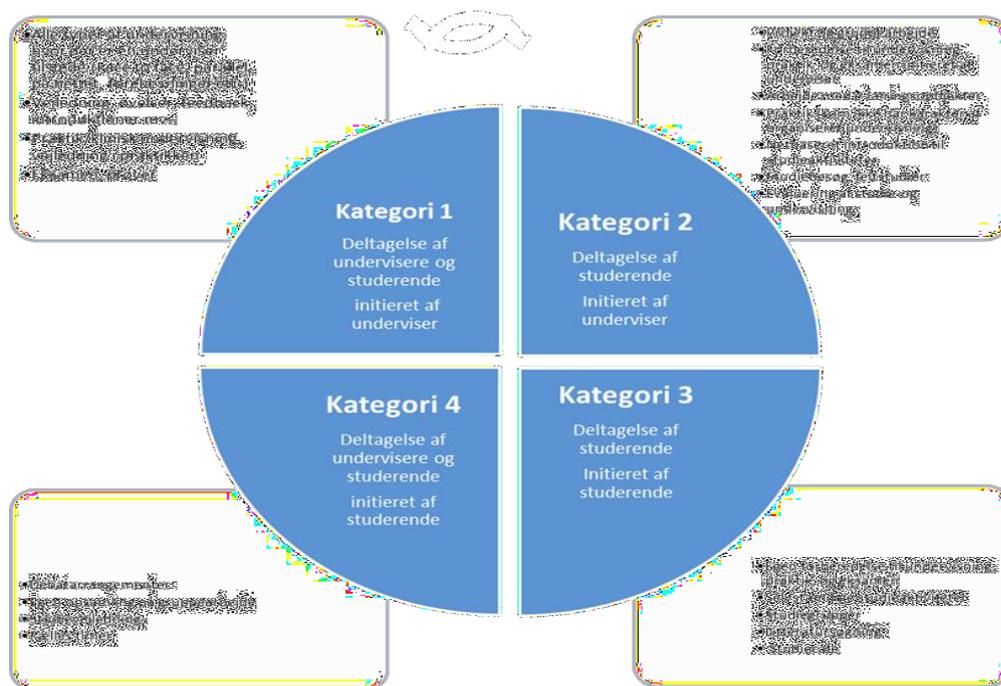
Feedback is an integral part of the semester's learning activities. It can be organised and given by fellow students (peer feedback), lecturers or clinical supervisors/lecturers.

6.3 Course evaluations

Students will be asked to evaluate both the theory classes and the clinical training. The evaluations play a key role in improving the teaching, providing the best possible learning situations and ensuring the students' well-being.

7.0 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 study activity model below shows how the various study activities are spread over Semester 5. The model clarifies the expectations placed on students and their input.



8.0 Exam requirements

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

8.1 Compulsory attendance during the clinical teaching

During the clinical training, attendance is compulsory 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 \(Frameworks and requirements for clinical training on the Bachelor's Degree Programme in Nursing\)](#):

8.2 Attendance at compulsory exercises during theoretical instruction

During Semester 5, attendance is compulsory for all exercises and related preparatory classes. IntraPol/ITs Learning lists the exercises concerned.

8.3 Replacement activities

Students who fail to comply with the requirement for compulsory attendance during the clinical training must, in collaboration with the clinical training site, arrange alternative activities that meet the requirement.

Students who fail to comply with the requirement for participation in compulsory exercises during the theory classes must agree with their lecturer how to proceed, and will be offered alternatives in the week before the exam.

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.

9.0 Exam

Students are tested on the semester's overall objectives for learning outcomes, which are prescribed to a total of 30 ECTS across two exams, one for each semester theme.

Exam A (20 ECTS): External, individual oral exam related to Theme A. The assessment is individual and according to the 7-point grading scale.

Exam B (10 ECTS): Internal, oral exam related to Theme B for groups of maximum 5–7 students. The assessment is individual and according to the 7-point grading scale.

Regarding the objectives for learning outcomes associated with Exam B, [see the description of the interprofessional element](#).

This semester description only covers external exam A.

9.1 Frameworks

- At the start of the semester, students are automatically registered for the semester exam. They may only withdraw from it in the event of documented illness or maternity/paternity leave, cf. the Exam Order no. 1500 2/12/2016, Part 3 and Order no. 1502 of 28/11/2017 on Examinations on Professionally Oriented Higher Education Programmes.
- Students must comply with all of the exam requirements for the semester.

Exam A:

- Students are assigned a case dealing with situations covered by the two sub-themes for the semester, which have been covered in both the clinical training and theory classes. The timetable for this is detailed on IntraPol/itslearning/Portalen.

- Students have access to the case, the name of the internal and external examiners and the timetable for the exam 24 hours before the oral exam begins. The procedure for access to the exam material is published on Wiseflow/Intrapol/itslearning/portal.

9.2 Criteria for Exam A

The oral exam tests students on Theme A's objectives for learning outcomes. The exam is individual and lasts 40 minutes, incl. grading.

The oral exam (25 minutes) is based on the oral presentation. Knowledge from previous semesters that supports the written and oral presentation may be incorporated into the exam where relevant.

The oral exam:

1. Oral presentation lasting max. 5 minutes, during which students expand on and explore in depth the clinical nursing problems that they have identified in the assigned case in relation to acute and critical illness and (if relevant) imminent death. The presentation must incorporate knowledge of practice, development and research, as well as information obtained from patients and citizens.
2. Actual exam 20 mins.
3. 15 mins. grading and feedback

It is a prerequisite for the oral exam that students submit a bibliography in triplicate, cf. *Formal requirements and general guidelines for writing assignments on the nursing programmes*.

9.3 Assessment criteria

The exam is assessed on the basis of theme A's overall objectives for the learning outcomes.

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

9.4 Feedback after the exam

The exam feedback focuses on the extent to which students have met the objectives for learning outcomes, and justifies the grade awarded. The focus is also on how students can improve their learning and performance in the future. The purpose of the feedback is to enhance learning processes and enable students to improve their learning.

9.5 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.

9.6 Complaints

Exam complaints and appeals must comply with the provisions in the Exam Order, part 10.

Information and guidance about complaints is available on the Intrapol/portal.