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SEMESTER 6

**NURSING PRO-
GRAMME**

**UNIVERSITY COLLEGE COPEN-
HAGEN**

Valid for the spring semester 2023

THEME:
Independent nursing practice

Semester description for the Bachelor's Degree Programme of Nursing

Department of Nursing and Nutrition

University College Copenhagen

Semester 6

Curriculum 2019

Valid for the spring semester 2023

This semester description has been drawn up in close collaboration between representatives of the Capital Region's hospitals and psychiatric units, as well as the Region's local authorities, the UCC Nursing programme and Deaconess University College.

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1.0 The theme for the semester

Semester theme: *Independent nursing practice* covers independent clinical decision-making and clinical management in nursing, in collaboration with the patient/citizen and their relatives, in stable, acute and/or complex care and treatment.

The focus is on the ability, independently and critically, to assess and provide nursing care involving patients/citizens and across professions, sectors and institutions in the health service.

Semester 6 consists of a clinical training course. The clinical training takes place at health service sites in the Capital Region. Based on knowledge acquired in previous semesters, the students become increasingly independent in their nursing practice. During Semester 6, students practice clinical decision-making and clinical management, and incorporate the results of national and international research into their work. The semester culminates in an internal clinical exam.

2.0 Objectives for learning outcomes

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

Knowledge:

Students can:

- understand and reflect on clinical nursing's theories, methods and knowledge base
- understand and reflect on their own practice, as well as their profession's duties and responsibilities, in an organisational, administrative and social perspective, and in the context of the health service as a whole

Skills

Students can:

- independently search for, assess and integrate the results of national/international research into the provision and justification of nursing care.

Competencies

Students can:

- independently organise, evaluate, adjust and document coherent care and treatment in collaboration with patients/citizens across professions, sectors and organisations in the health service as a whole
- independently make clinical decisions in interaction with citizens/patients and their relatives in stable, acute and/or complex care and treatment
- independently combine and apply knowledge of human anatomy, physiology and pathology as part of clinical decision-making and leadership
- provide and critically assess clinical management of care and treatment in interaction with citizens/patients, relatives and other professionals in the health service as a whole
- independently enter into interprofessional and intersectoral teamwork and support the patient/citizen and their relatives on the basis of a holistic perspective

- engage empathetically, ethically and reflectively in dialogue-based communication and relations with citizens, patients and relatives, as well as interprofessional partners
- independently help patients/citizens in stable, acute and complex care and their relatives to master their situations, in terms of health promotion, preventative measures, rehabilitation and palliative care and treatment
- critically assess and handle medicine, and, under supervision, prescribe medicine in stable, acute and complex care and treatment
- independently work with technologies in the planning, provision and development of nursing
- critically assess and apply practice-, development- and research-based knowledge
- assure and enhance the quality of nursing with the involvement of citizens/patients and their relatives, taking account of patient safety
- independently help promote innovative processes and play a part in innovation, development and research.

3.0 Semester structure

Semester 6 consists of a clinical training course corresponding to 30 ECTS credits.

WEEK																				SPRING 2020																					
6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	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	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT	CT

CT = Clinical training

ECTS

Clinical training: 30 ECTS.

Subject areas	Clinical ECTS
Health science subjects Nursing, Technology (understanding and use) in nursing, Quality assurance and enhancement (documentation) in nursing, Pharmacology, Pathology, Theory of science, Research methodology (and innovation)	19
Natural science subjects Anatomy/physiology, Microbiology	4
Humanities subjects Communications, Psychology, Pedagogy	2
Social sciences Organisation, Management and Law, Sociology, Health Policy, Economics	5

Three requirements apply to the final clinical exam in Semester 6:

1. Compulsory participation in clinical training
2. Completion of *Joint Classes in Communication*
3. Completion of Part II of the Logbook for Dispensing Medicine.

The following study activity requirements also apply:

- Four student interviews, including drawing up individual study plans.
- Drawing up a bibliography
- Participation in learning activities that transcend sectors/institutions

4.0 Clinical training

Semester 6 is a clinical semester. The teaching during this semester takes place at the clinical training site. 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.

4.1 Forms of teaching

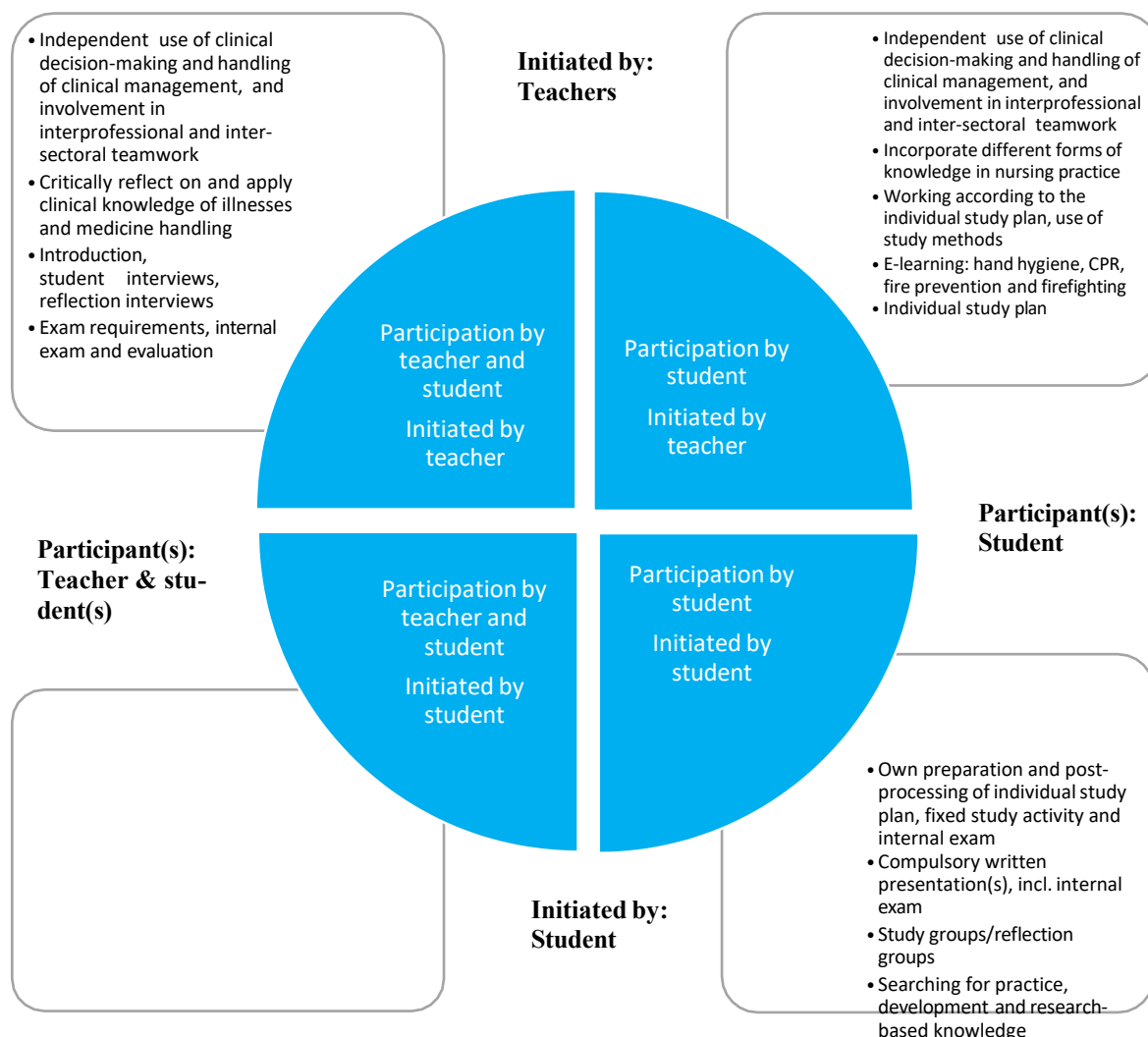
The clinical training includes:

- bedside training
- before, during and after supervision
- reflection forums
- skills training
- simulation-based teaching/training.

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

4.2 The study-activity model

The study-activity model is a study tool for planning and organising study activity and amounting to 41.25 hours per week. It is a good idea to include the study activity model in the dialogue between students and clinical instructors/supervisors. This makes it easier to work together on the organisation of the clinical training for the semester, and helps to align expectations of what the students must do to meet the learning outcomes for the semester.



4.3 Content of the clinical training

During the clinical training, students engage independently in professional relationships with patients/citizens in complex and stable care. They work with the overall patient/citizen care package, and take part in intersectoral and interprofessional teamwork with patients/citizens and their relatives. They adopt a critically reflective approach to working with both healthcare professionals and patients/citizens and their relatives.

During the clinical training, students work with problems related to intersectoral processes, independent handling of medicine and interprofessional teamwork, e.g. with doctors.

The clinical training concludes with an exam designed to evaluate the students' competencies in independent clinical decision-making and clinical management in relation to a group of patients/citizens, depending on how the clinical training site concerned is organised.

4.4 Frameworks for clinical teaching

The clinical training in Semester 6 is designed to ensure that students achieve the semester's objectives for the learning outcomes. The training takes place at approved sites in the Capital Region's local authorities, psychiatric units or hospitals.

The clinical training sites expect students to conduct themselves in a committed, professional manner, and to be active participants in creating a stimulating learning environment. The students' commitment, preparation and attendance, of both classes and supervision sessions, are of critical importance for the quality of their learning.

During the clinical training, students are assigned a teacher from UCC. 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].

4.5 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.

At the start of the clinical training, the site ensures that students:

- are introduced to general frameworks and terms for the semester's clinical training, including the compulsory study activities and exam requirements
- study and discuss the clinical training site's frameworks, terms and learning opportunities
- are introduced to relevant laws, local guidelines and work processes, e.g. regarding confidentiality, uniforms, hygiene, etc.

Students are encouraged to upload all written material to the Practice Portal, including documentation of various types of e-learning, the *Logbook for Dispensing Medicine* and individual study plans, and to keep these documents together in one place. This helps to ensure progression in their learning and establish connections between the semesters.

4.6 Study activity requirements

There are three study activity requirements. The activities are planned and implemented in collaboration between the students and the clinical lecturers/supervisors.

4.6.1 Four student interviews, including drawing up individual study plans

A minimum of four planned student interviews must be held with students and their clinical teachers/supervisors. The study interviews are conducted either individually or in groups. Students must prepare for the interviews and must have uploaded the relevant documents to the Practice Portal. See [*Rammer og Krav i klinisk undervisning på sygeplejerskeuddannelsen \(Frameworks and requirements for clinical training on the Bachelor's Degree Programme in Nursing\)*](#):

The first student interview must be planned and held within the first two weeks. An individual study plan is then drawn up and uploaded to the Practice Portal no later than two working days after the interview. The individual study plan forms the basis for each student's learning, and must therefore be updated regularly during the clinical training. Read more about the individual study plan [*Rammer og Krav i klinisk undervisning på sygeplejerskeuddannelsen \(Frameworks and requirements for clinical training on the Bachelor's Degree Programme in Nursing\)*](#):

4.6.2 Drawing up a bibliography

Students draw up a list of relevant literature used during the semester. The bibliography must reflect the subjects in the clinical training during Semester 6. The selected literature must be relevant to the general and specific nursing care at the clinical training site. The selected literature must be based on practice, development and research-based knowledge.

The literature requirement is 40 pages per ECTS (1,200 pages). It is drawn up in accordance with the *Formal requirements and general guidelines for writing assignments on the nursing programmes*. The bibliography must be uploaded to the Practice Portal, so that the clinical lecturer/supervisor can confirm receipt at the end of the semester.

4.6.3 Participation in learning activities that transcend sectors/institutions

As part of this study activity, students spend four weeks identifying, analysing and critically relating in a reflective and innovative way to clinical nursing problems that arise in the areas of interdisciplinary/intersectoral patient and citizen support in the health service.

Frameworks

The study activity requirement consists of the following:

- Identification of a clinical nursing problem
- Working with at least one other clinical site
- Acquisition of empirical data
- Analysing and processing empirical data
- Writing an assignment
- Organising and facilitating an academic forum
- Subsequent feedback.

The clinical training site is responsible for setting the framework for the interdisciplinary study activity requirement. As a minimum, the activity must include two clinical training sites. Teaching sites that have not been approved for Semester 6 students can contribute to the study activity requirement.

Students have two days to collect the empirical data and two days to write the presentation. All of these days count toward the students' attendance requirement.

Organisation

At the start of the clinical period, the students and the clinical lecturers/supervisors identify one or more interdisciplinary or intersectoral clinical nursing problems in patient and citizen care.

The study activity requirement covers a four-week period. Depending on how the training site is organised, students work individually or in groups of 2–4, which can be set up on the basis of a particular area/ward or across training sites and sectors. The students concerned, along with their clinical lecturers/supervisors and fellow students, arrange the venue for the debate forum. The clinical lecturers/supervisors agree on who should be the supervisor for the student or group, and two 30-minute supervision sessions are provided.

Written presentation

The written presentation must include:

- a description of the clinical nursing problems
- arguments for the relevance of the clinical nursing problem
- a justification for the chosen data-collection method a short analysis and processing of the clinical nursing problem
- a bibliography based on knowledge derived from practice, development and research, as well as clinical guidelines.

The written presentation is max. 9,600 characters (including spaces) for one student, and 12,000 for groups. The presentation 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](#).

The written presentation must be uploaded to the Practice Portal not later than 12:00 two working days before the presentation. The clinical lecturer/supervisor must confirm receipt of the uploaded presentation.

Debate forum

The students, along with the clinical teachers/supervisors, are responsible for planning, issuing invites to and holding a small debate forum attended by the clinical lecturer, clinical supervisor, relevant professionals from interdisciplinary/intersectoral areas and fellow students. The forum lasts max. 90 minutes. The planning is based on the written presentation.

The debate forum consists of a presentation/pitch and subsequent debate. It must include:

- a brief presentation, e.g. a film, poster, quiz or other activity that involves students presenting a nursing problem and suggestions for quality enhancement
 - an academic discussion facilitated by students, in which they collect points and proposals for the development of practice.
- At the end of the four-week period, students discuss with the clinical teachers/supervisors how the problem will be addressed going forward. The discussion must incorporate key points raised at the debate forum.

If the study activity requirements are not planned for or met, students and/or clinical teachers/supervisors should refer to *Retningslinjer for supplerende studiesamler ved lærings- og uddannelsesmæssige udfordringer* jf. [Rammer og Krav i klinisk undervisning](#)

5.0 Exam requirements

Three requirements apply to the semester exam. Students are responsible for ensuring that they meet the requirements.

If either a student or a clinical instructor/supervisor is in any doubt as to whether a student will meet the exam requirements, they must discuss the matter – if necessary, with reference to *Retningslinjer for supplerende studiesamler ved lærings- og uddannelsesmæssige udfordringer*. See [Rammer og Krav i klinisk undervisning på sygeplejerskeuddannelsen \(Frameworks and requirements for clinical training on the Bachelor's Degree Programme in Nursing\)](#) for further details.

5.1 Compulsory attendance

Attendance is compulsory during clinical training, and corresponds to an average of 30 hours per week. Students must meet this requirement to sit the exam. The clinical instructor/supervisor must confirm compliance with the compulsory attendance requirement on the Practice Portal before the students are allowed to take the oral part of the internal clinical exam. Read more

about the attendance requirement for clinical training in the document *Rammer og krav i klinisk undervisning på Sygeplejerskeuddannelsen*: <http://kurh.dk/retningslinjer>.

5.2 Logbook for Dispensing Medicine

It is an exam requirement that students complete Part 2 of the *Logbook for Dispensing Medicine*. The *Logbook for Dispensing Medicine* is available on the Practice Portal, along with details of the activities and requirements for Semester 6.

5.3 Joint training in communication

The exam requirement consists of one day of compulsory training in which students learn about interprofessional communication and teamwork. The focus is on the professions' core competencies and interdisciplinary teamwork. The training is planned and provided at the Capital Region's clinical training sites, with the participation of student nurses in Semester 6 and medical students in Semester 9.

After agreeing with the clinical lecturer/supervisor, students register on the course portal on the Capital Region website. Registration opens shortly before the start of the semester at:

<https://kursusportalen.plan2learn.dk/>

The students' participation in the training must be documented, uploaded to the Practice Portal and approved by the clinical teacher/supervisor.

6.0 Exam

The students are tested in the semester's overall objectives for learning outcomes, which are prescribed to 30 ECTS. The exam consists of a written presentation, an oral presentation and the exam.

6.1 Frameworks

- At the start of the semester, students are automatically registered for the semester exam. They can 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 28/11/201 on Examinations on Professionally Oriented Higher Education Programmes.
- Students must comply with all of the exam requirements for the semester.
- The clinical instructor/supervisor introduces and supervises the internal clinical exam, which may be taken as a group. One introduction/supervision session is held prior to the written and/or oral presentation.
- The oral exam is assessed by two examiners – a clinical lecturer/supervisor and an instructor from UCC.

6.2 Exam criteria

In the written exam, students must demonstrate independent clinical decision-making and leadership in specific nursing interventions in complex nursing and treatment in relation to a group of patients/citizens in a way that reflects nursing practice at the clinical site.

6.2.1 Nursing interventions in patient/citizen care

During the last three to four weeks of the clinical training, the students, along with the clinical instructor/supervisor, select examples of patient/citizen care that will form the basis for the written presentation.

A maximum of four hours are allocated for this, in which students independently undertake clinical decision-making and clinical management in situations involving stable, acute and complex care and treatment for and with patients/citizens.

The clinical lecturer/supervisor acts as an observer in the nursing situation, and can offer advice if necessary. The students may also delegate tasks to the clinical lecturer/supervisor.

Along with the clinical lecturer/supervisor, students assess whether the max. four hours should be used in one session or spread over several days to reflect nursing practice at the clinical site.

6.2.2 Written presentation

The students then write a presentation.

The aim of the presentation is to demonstrate independent nursing practice. It includes:

- a brief and systematic description of clinical decision-making and management in patient/citizen care
- the selection and justification of one or more clinical nursing problems
- an analysis of one or more clinical nursing problems, including knowledge derived from national and international development and research, as well as relevant guidelines.

Students have two working days (both of which count toward the attendance requirement) to write the presentation.

The written presentation must be in clear, health-professional language, and must be a maximum of 12,000 characters (including spaces). The presentation must be based on *Formal requirements and general guidelines for writing assignments on the nursing programmes* and [Mulighed for empiriindsamling i sygeplejestudiet i Region Hovedstaden, rev. i forhold til juridiske retningslinjer og databeskyttelse juni 2018.](#)

The written presentation (incl. appendices) is uploaded as a single document in PDF format to the Practice Portal no later than 12:00 three working days before the date of the exam.

6.2.3 Oral presentation

Based on the written presentation, students must:

- relate critically to and reflect on different perspectives on their analysis
- present proposals for the development of practice, including perspectives on innovation and quality enhancement that support patients/citizens in the health service
- present proposals for implementation in the specific nursing practice
- The oral presentation must be based on knowledge derived from national and international development and research, as well as relevant guidelines.

6.2.4 Exam

The exam is based on the students' written and oral presentations. The exam may incorporate knowledge from previous semesters that supports the written and oral presentations.

The exam lasts 45 minutes, including grading:

- It starts with oral presentations lasting max. 10 minutes.
- The students are then examined for 20 minutes, based on the oral and written presentation.
- Finally, 15 minutes are allocated for grading and feedback.

The two examiners conduct the exam together. The clinical teacher/supervisor has the primary responsibility for asking the questions during the exam.

6.3 Assessment criteria

The exam is assessed according to the 7-point scale (Order No. 114 of 03/02/2015), on the basis of the written paper, the oral presentation and the oral exam. The exam constitutes an overall assessment of the extent to which the learning outcomes for the semester have been met.

6.4 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.

6.5 Rules for make-up exams and resits

Students have a total of three attempts to pass an exam. If they fail the ordinary exam, they are allowed two resits. New exam(s) are held as soon as possible, cf. Ministerial Order on Examinations on Professionally Oriented Higher Education Degree Programmes (Ministerial Order No. 1500 of 02/12/2016), section 6 (4) and section 8 (321).

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 UCC). The second resit involves another lecturer from UCC. Resits/make-up exams are subject to the same frameworks and conditions as ordinary exams, including supervision by the clinical supervisor.

6.6 Complaints

Exam complaints and appeals must comply with the provisions in the Exam Order, part 10. Information and guidance about complaints is available on Intrapol/the portal.