



**Karolinska
Institutet**

Course syllabus for

Theme Healthcare - Interprofessional Clinical Education, 3 credits

Tema hälso- och sjukvård - Interprofessionell verksamhetsförlagd utbildning, 3 hp

This course syllabus is valid from autumn 2024.

Please note that the course syllabus is available in the following versions:

Spring2018 , Autumn2019 , Autumn2021 , Autumn2024

Course code	1FY041
Course name	Theme Healthcare - Interprofessional Clinical Education
Credits	3 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Physiotherapy
Level	G2 - First cycle 2
Grading scale	Pass, Fail
Department	Department of Neurobiology, Care Sciences and Society
Decided by	Utbildningsnämnden NVS
Decision date	2017-10-25
Revised by	Education committee NVS
Last revision	2024-03-20
Course syllabus valid from	Autumn 2024

Specific entry requirements

Eligibility for admission to the course Theme health care - Interprofessional placement (3 credits) requires that all courses semester 1 - semester 4 (120 credits) and component 1 in the course Theme health care - Physical therapy in out-patient care are passed.

Student who has failed in clinical training/equivalent as a consequence of having shown serious deficiencies in knowledge, skills or attitudes to the extent that the patient safety or the patients' trust for the healthcare have been jeopardised, is qualified to a new clinical training placement only when an individual action plan has been completed.

Objectives

Learning outcomes

The student should upon completion of the course be able to:

- based on their professional competence and the patient's needs be able to manage patients in a

- healthcare ward
- together with the team provide evidence-based and safe care with a person-centered and ethical approach
- act and behave judiciously and professionally in clinical situations and other learning contexts

Content

The course consists of two weeks of coherent placement on clinical student ward/clinic (KUA/KUM).

Teaching methods

The pedagogical basis for the course is founded on a student-activating, reflective and problem-oriented working method. The instructional design vary between teamwork, client care team work, joint treatment planning, rounds, documentation, reflection seminars, individual treatment based on the perspective of respective profession. The client care team has, under professional supervision, responsibility for all activities under its shifts.

Examination

Compulsory educational elements

The whole course is compulsory and a written compulsory reflective assignment over the student's professional development that physiotherapist is submitted is also included and is saved in the student's portfolio.

The examiner decides if, and if so, how absence from compulsory educational elements can be compensated for. Until the student has participated in the compulsory parts (or compensated any absence with assigned tasks in accordance with instructions from the examiner) the final study results can not be reported. Absence from a compulsory educational element could mean that the student can not finish the compulsory educational element until the next time the course is offered.

If there are special grounds, or a need for adaptation for a student with a disability, the examiner may decide to deviate from the syllabus's regulations on the examination form, the number of examination opportunities, the possibility of supplementation or exemptions from the compulsory section/s of the course etc. Content and learning outcomes as well as the level of expected skills, knowledge and abilities may not be changed, removed or reduced.

Transitional provisions

An examination will be made available for a period of one year in the event of the course being discontinued or a new course syllabus being devised.

Other directives

Course evaluation is carried out according to the guidelines established by the Board of Education.

Literature and other teaching aids

Att lära och utvecklas i sin profession

Biguet, Gabriele; Lindquist, Ingrid; Martin, Cathrin; Pettersson, Anna

1. uppl. : Lund : Studentlitteratur, 2015 - 215 s.

ISBN:9789144092454 LIBRIS-ID:17592962

[Library search](#)

Cissé, Ann-Sophie; Horngren, Malin; Ballnus, Rene

Optimera samarbetet i teamet Handbok för interprofessionellt lärande och samarbete

Center för interprofessionellt lärande och samarbete-C-IPLS, Enheten för undervisning och lärande -
UoL, Robert Bosch Stiftung GmbH, 2023

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