



Course syllabus for

# **Interprofessional and Professional Competence, 3 credits**

Interprofessionell och professionell kompetens, 3 hp

This course syllabus is valid from autumn 2024.

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

Spring2020 , Autumn2021 , Autumn2022 , Autumn2024

Course code	1SJ029
Course name	Interprofessional and Professional Competence
Credits	3 credits
Form of Education	Higher Education, study regulation 2007
Main field of study	Nursing
Level	G2 - First cycle 2
Grading scale	Pass, Fail
Department	Department of Neurobiology, Care Sciences and Society
Decided by	Utbildningsnämnden NVS
Decision date	2019-10-16
Revised by	Education committee NVS
Last revision	2024-03-28
Course syllabus valid from	Autumn 2024

## **Specific entry requirements**

Admission to semester 6:

All courses from semester 1-4

Semester 5 Passed assessment from clinical placement 9 credits in (1SJ022).

Students who have failed the clinical placement due to deficiencies in knowledge, skills or attitudes serious enough to jeopardise patient security or patients' trust in healthcare can qualify for a new clinical placement only when an individual action plan has been completed.

## **Objectives**

The general aim of the course is that students learn to integrate their knowledge of medicine, public health, social sciences and nursing in professional collaboration with other professions and within their own, in order to engage in high quality patient care and to ensure patient safety.

Learning outcomes

Part 1: Interprofessional skills

## Part 2: Professional skills

### **Part 1: Interprofessional skills**

#### Skills and abilities

On completion of the course, students should be able to:

- analyse and meet patient needs and evaluate patient treatment, nursing care and rehabilitation in collaboration with an interprofessional team, in keeping with person-centered care and healthcare ethics.

#### Values and perspectives

On completion of the course, students should be able to:

- reflect on and explain the importance of their own skills and those of other professions for patient safety, and demonstrate the ability to communicate and work together with patients, patients' families, and other professions

### **Part 2: Professional skills**

#### Skills and abilities

On completion of the course, students should be able to:

- demonstrate professional skills and an ability to integrate and apply the knowledge required for a Degree of Bachelor of Science in Nursing according to the Higher Education Ordinance.

## **Interprofessional competence, 2.5 hp**

Grading scale: GU

Component 1 includes:

Interprofessional placement at a clinical training centre(KUA/KUM)

## **Professional competence, 0.5 hp**

Grading scale: GU

Component 2 includes:

- Clinical examination of professional skills on a simulated patient at a clinical training centre
- Written digital examination of professional skills, based on a patient case

## **Teaching methods**

The working methods of the course are designed to support the student's self-directed and collaborative learning and to train a scientific approach, by active knowledge acquisition, problem-solving and critical reflection.

The teaching is based on a problem-oriented and collaborative approach to learning in which assignments provide opportunities for students to take active responsibility for their learning. The working methods that are used are: interprofessional teamwork, client care team work, collaborative nursing care planning, rounds, documentation, reflection and individual nursing based on the perspective of the nurse.

The placement includes 40 hours/week (full-time studies) of which about 32 hours/week are in a clinical setting. The clinical placement can take place on days, evenings, nights and weekends, as well as on bank holidays. Students are not allowed to decrease the length of the clinical placement.

Attendance at all clinical training centre sessions is compulsory. Clinical training centre assignments may include day, evening, night, weekend and even holiday shifts. The client care team has

responsibility for all activities during its shifts, with professional supervision. If a student misses a shift, compensation is decided in consultation with the course examiner.

## Examination

### Part 1:

During placement at a clinical training centre the student is assessed individually on: interprofessional cooperation, independence within the scope of nursing, ability to document, ability to communicate with both patients and families, ability to communicate with team members, and ability to integrate theory and practice. The professional supervisor and/or clinical lecturer provide the basis for the assessment according to established evaluation criteria for the clinical placement. If a student is at risk of failing the responsible university teacher should establish a written action plan for the rest of the placement, in consultation with the placement supervisor and the student, no later than at the half-time assessment.

### Part 2:

Professional skills are assessed through an individual two-part examination. Part 1 consists of a caring for a simulated patient at a clinical training centre, carried out in pairs, with individual assessment. Part 2 consists of a written integrated computer-based exam.

Students who do not pass the regular examination are entitled to re-sit the examination on five more occasions. A student who has not achieved a passing grade after taking the examination three times can take parts of the course or the whole course again. Being able to retake all or parts of the course is subject to availability. If the student has failed six examinations/tests, no additional examination is given.

Submission of a blank exam is counted as examination. In case a student is registered for an examination but does not attend, this is not regarded as an examination.

Late submissions of examinations are not accepted. Students who have not submitted their examination on time are required to then take another examination.

The examiner may with immediate effect interrupt a student's clinical rotation, or the equivalent, if the student demonstrates such serious deficiencies in knowledge, skills or attitudes that patient safety or patient confidence in healthcare is at risk. If a clinical placement is interrupted in this way the student is deemed to have failed that element and to have used up one clinical placement opportunity. In such cases, an individual action plan should be set up stating which activities and tests are required before the student is qualified for a new clinical placement on the course. A failed clinical placement can be repeated only once.

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 knowledge, skills and attitudes may not be changed, removed or reduced.

## Transitional provisions

If the course has ceased, changed considerably in content, or substantially changed its reading list, the student may take three additional tests (excluding regular test) on the earlier contents or the previous literature for up to one year after the course changes have been made.

## Other directives

Course evaluation takes place according to the guidelines that are established by the Committee for education at first cycle level and second cycle.

## Literature and other teaching aids

**Omvårdnadens grunder : Ansvar och utveckling**

*Ehrenberg, Anna; Wallin, Lars; Edberg, Anna-Karin*

Tredje upplagan : Lund : Studentlitteratur, [2019] - 483 sidor

ISBN:9789144123172 LIBRIS-ID:dpsx0xwsbp338v4z

[Library search](#)

**Omvårdnadens grunder : Hälsa och ohälsa**

*Edberg, Anna-Karin; Wijk, Helle*

tredje upplagan : Lund : Studentlitteratur, 2019 - 756 sidor

ISBN:9789144123165 LIBRIS-ID:5gkprpnf39z8zrjx

[Library search](#)

**Omvårdnadens grunder : perspektiv och förhållningssätt**

*Friberg, Febe; Öhlén, Joakim*

Tredje upplagan : Lund : Studentlitteratur, [2019] - 711 sidor

ISBN:9789144123189 LIBRIS-ID:3dhmpmln1m0w1rb0

[Library search](#)

*Reeves, Scott*

**Interprofessional teamwork for health and social care**

Chichester, West Sussex : Blackwell, 2010 - xvi, 191 s.

ISBN:978-1-4051-8191-4 (hardback : alk. paper) LIBRIS-ID:11901255

[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

URL: [Länk till PDF](#)

*Bergqvist, Monica; Lennström, Ingela*

**Sjuksköterskans kliniska färdigheter**

Liber, 2024 - 348 sidor

ISBN:9789147137985 LIBRIS-ID:0hppdvrlxskpjvnd

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