

Guidelines for the Healthcare in a Global Community

We would like to welcome the Danish and overseas students to the international programme at VIA University College, Faculty of Nursing, Viborg.

Et Hata Ohlson, a teacher and practitioner of Maori psychology said this:

Just as there are multitudes of stars in father sky, so there are new thoughts roaming Mother Earth: seeds for descendants growing and searching. By challenging, they progress until they are able to stand in their own uniqueness.

Welcome to the challenges, learning and growing in the Danish culture.

We, the international team look forward to growing and sharing new and old experiences with you, so at the end of the semester we have new knowledge to enable us to stand tall in our individual and collective uniqueness.

The international team

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The Aims of the international Semester

- To enable students via exchange programs to experience, and investigate the similarities and diversities in international, and national aspects of health care
- To provide the students with an understanding of the professional, organizational and social contexts of nursing in the hospital and community settings and the need for ongoing professional development.
- To provide opportunities for the students to develop a systematic body of knowledge in health care that informs their problem solving capabilities ,clinical decision making, skill development via a transcultural nursing perspective.
- To develop an understanding of Interprofessional Education.
- To obtain experience in teamwork through fieldwork, observations, interviews, data collection and analysis.
- To be able to understand the roles, partnerships and communication in interprofessional working. within organizations and across different sectors
- To widen the theoretical knowledge of interprofessional partnerships in community health care and implementation of innovative and collaborative approaches.
- To understand leadership and nursing management, safety standards and quality management within organizations and across different sectors in health and social care environment
- To explore possibilities in information and communication technologies as a method of communicating in interprofessional and intercultural learning.
- To develop competencies in legal and ethical issues
- To develop a global perspective in health and social care
- To develop an awareness in students that assessments are part of the teaching, learning process

Fall Semester 2019

*The fall semester of the International semester commences **August 12'th, 2019 and finishes December 20'th, 2019.** Course outlines can be accessed from Learning management system "ITS LEARNING".from week 32. **This is the electronic platform from which you will access all your information throughout your studies at VIA University College.***

During the semester you must use your via mail for information related to your units

Semester Organization

The semester consists of three units:

- Interprofessional Collaboration
- Nursing leadership and management of the chronically ill and community nursing
- Nursing leadership and management of the acutely ill

Units structure, assessments and credits


| Unit name | Clinical | Assessment | Points ECTS |
|--|----------|---|-------------|
| Interprofessional Collaboration | 1 week | Essay in interprofessional collaboration | 5 ECTS |
| Nursing Leadership and management of the chronically ill and community nursing | 2 weeks | Written assignment Nursing leadership in community health Clinical evaluation | 10 ECTS |
| Nursing leadership and management of the acutely ill | 4 weeks | 2 hour written exam Clinical skill exam Clinical evaluation | 15 ECTS |

Graphical view of the International Semester – Fall Semester 2019

| August | August | September | | | | | October | | | | November | | | | December | | |
|---------|---------|-----------|----|----|-------------------|----|---------|-------|--------|---------|--------------------|--------|---------------------------------|--------------------------|----------|----|--|
| Week 33 | Week 34 | 35 | 36 | 37 | 38 | 39 | 40 | 41 | 42 | 43 + 44 | 45 + 46 | 47 | 48 | 49 | 50 | 51 | |
| Theory | Theory | Theory | | | Clinical hospital | | | Break | Theory | Theory | Clinical community | Theory | Theory-Assignment with coaching | Oral exam and Graduation | | | |

Fall Semester 2019

| Week No./Date- 2019 | Lectures/tutorials/Clinical |
|---------------------------------|---|
| Week 33 - August 12- August 16 | Introduction/Theory/ On line "ITS LEARNING# (LSM) |
| Week 34 - August 19- August 23 | Theory |
| Week 35 - August 26 - August 30 | Theory/Laboratories |
| Week 36 - Sept. 02 -Sept.06 | Theory/Laboratories |
| Week 37 - Sept. 09 – Sept 13 | Theory/Laboratories/exam |
| Week 38 - Sept. 16 – Sept.20 | Practicum/Clinical practice |
| Week 39- Sept. 23 – Sept 27 | Practicum/clinical practice |
| Week 40 – Sept 30 – Oct. 04 | Practicum/clinical practice |
| Week 41 - Oct. 07 – Oct.11 | Practicum/clinical practice |
| Week 42 - Oct. 14 - Oct. 18 | Semester Break |
| Week 43 - Oct. 21 – Oct. 25 | Theory |
| Week 44 - Oct. 28 - Nov. 01 | Theory |
| Week 45 - Nov. 04 – Nov.08 | Theory |
| Week 46 - Nov. 11 – Nov.15 | Theory |
| Week 47 - Nov. 18 – Nov.22 | Practicum/clinical practice |
| Week 48 - Nov. 25 – Dec. 29 | Practicum/clinical practice |
| Week 49 – Dec. 02- Dec.06 | Theory |
| Week 50 - Dec. 09 - Dec.13 | Theory/assignment |
| Week 51 – Dec. 17 - Dec. 20 | Oral exam and graduation |

 **Please note- not all clinicals are in Viborg- some travel expenses to clinical placements will be incurred. These travel costs are the students' responsibility
Viborg Municipality span a wide geographical area – Therefore there will be travel expenses travelling to clinical placements- These are the students responsibility**

Interprofessional Collaboration (5 ECTS)

This unit is one of three units within the international semester. It provides opportunities for the students to learn with, from and about each other in order to improve their understanding of collaborative approaches. The knowledge and skills to work in an interdisciplinary team to identify health trends within and across sectors related to the complexity and increasing diversity of health and social care. Students will have the opportunity to be entrepreneurial and innovative in their application and integration of knowledge in health and social care

Summative Assessment

A written professional essay - Interprofessional collaboration

Teaching Methods

Lectures, tutorials, fieldwork, case presentation, Web platform called "ITS LEARNING" (a crowdsourcing community), online interactive process, assessments are considered as part of the learning process.

Prescribed Text

Day, J. (2013) 2. ed. *Interprofessional Working. An essential Guide for Health and social Care Professionals*. Cengage Learning EMEA .Cherioin House , North Way Hampshire SP10 5BE.United Kingdom

Darsø, L.(2007). Is there a formula for innovation. Learning Lab Denmark. Aarhus School of Education.<X:\international module 2015\literature\A formula for innovation.pdf>

Sarasvathy, Saras D. What makes Entrepreneurs Entrepreneurial? Vol pp 1-9
<..\literature\what-makes-entrepreneurs-entrepreneurial-sarasvathy.pdf>
<https://www.youtube.com/watch?v=t5HZW4NqZ-E>

Journals

Journal of interprofessional care
Journal of interprofessional education and practice
Stanford Social innovation review

Library access:

<https://www.bibliotekerne.via.dk/en>

Nursing leadership and management of the chronically and community nursing

This unit is one of three units within the international semester. It addresses topics such as health, health promotion/prevention and rehabilitation, the complexity of chronic illness and its varied impacts on the individual living with chronic illness, their families/caregivers/ the health care team and the health care

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delivery system. The semester builds on prerequisite studies and provides opportunities to understand the use of health informatics, welfare technology and research to meet the health and social needs of the chronically ill in the community. The focus is health trends related to increasing diversity of the population in the 21st century and the role of the community nurse in promoting health and preventing disease, including pharmacological therapies, patient/client and family education.

Summative Assessments:

Clinical evaluation/written rapport

Summative Assessment

A Health Promotion assignment and an oral exam

Teaching Methods

Lectures, tutorials, on line project website and clinical practice.

Prescribed Text

Larsen, P.D. (2019) Lubkin's Chronic Illness: Impact and Intervention 9th Revised edition. Burlington, MA: Jones and Bartlett Publishers, Inc

Lapham, Robert (2015). 4th ed. Drug Calculations for Nurses: a step-by-step approach. CRC Press

Polit, D. and Beck, C. (2017) Essentials of Nursing Research. Lippincott Williams and Wilkins

Wills. (2014). 2nd Ed. Fundamentals of Health Promotion for Nurses. Wiley Blackwell

Journals:

Journal of chronic illness

Scandinavian journal of primary health care

Journal of primary care and community health

Journal of community health

Journal of public health

Journal of health promotion

Library access:

<https://www.bibliotekerne.via.dk/en>

Nursing Leadership and management of the acutely ill (15 ECTS)

This unit is one of three units within the international semester. The unit aims to provide the students with skills in nursing leadership and management of the individual person with an acute episodic illness based on evidence based research and practice. The focus of learning is the ability to develop a systematic body of knowledge that informs your problem solving capabilities, skill development in clinical decision making to provide safe effective care to individuals from diverse cultural backgrounds in acute nursing. Also addressed is the benefit of knowledge about quality use and safety in medication management, as well as organization management, health care quality and standards of safety

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MRSA Clearance

All overseas students must provide documentation of a negative test for MRSA before going in to hospitals. This test can be done in your home country or immediately on arrival to your host country. The international coordinator will assist you to get your sickness benefits cards and register with a family practitioner

Danish students who have travelled overseas within the last 12 months are also required to provide documentation for an MRSA clearance.

Summative Assessments:

- A 2 hour closed book exam
- A clinical laboratory exam
- A clinical assessment /clinical evaluation.

Teaching Methods

Lectures, tutorials, nursing laboratories, clinical placement, discussion.

Prescribed texts

LeMone, P, Burke, K. Bauldorf, G. (2013). 5th ed. Medical-Surgical Nursing. Critical Thinking in Patient Care. Pearson Education, Edinburg Gate, Essex. England

Lapham, Robert (2015). 4th ed. Drug Calculations for Nurses: a step-by-step approach. CRC Press

Potter, P. & Perry, A. (2009). Fundamentals of Nursing, 6th ed.

Barber, P. Essentials of Pharmacology for nurses' 3rd ed. Open University Press, McGraw Hill

Library access:

<https://www.bibliotekerne.via.dk/en>

Nursing Reference Center:

<https://www.bibliotekerne.via.dk/en/page/nursing-reference-cente>

<https://www.ppsnett.no/pps/forside?sv=11.0>

Journal

Journal of clinical nursing

Communication

As a student in the international semester, you will be able to communicate with the teaching staff and other students by email on the student management learning system "ITS LEARNING".

The students must use the email address given when they arrive to the university (OUTLOOK)

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When the student is enrolled, the student is required to establish a VIA University College email address, as well as an access code to "ITS LEARNING".

The students are issued with a student card. This card has to be activated as this acts as a key to access campus after hours.

Contact person for student card and campus :

Martin Nørholm

Phone: +4587550025 - Direct:+4587550835

Email: mart@via.dk

Key IT people within The School of Nursing are:

Eva Nielsen: evn@via.dk 87 55 22 94

Personal communication

In order to communicate with staff, please email them, leave a message with the particulars and they will respond as soon as possible. You must check your email regularly. During the courses, the students will find information on "ITS LEARNING". The students are required to check this regularly

Please use your OUTLOOK email address while you are enrolled.

4. Teaching methods

A variety of teaching/learning methods will be used including lectures, tutorials, problem based learning, entrepreneurial and innovative approach, case presentation in conference, online interactive process, problem solving tasks, self- directed learning, field work and clinical practicum/clinical practice. Each classroom activity require at least 2 - 3 hours of self-directed learning. Pairs or groups of students will lead at least one class seminar each. Assessments are part of the learning process.

Lectures

These sessions will provide the students with knowledge about leadership and nursing management, interprofessional working and collaborative care, in hospital and the community as well as knowledge required for the care of patients related to acute and chronic illness. The lectures will also cover assessments of patients' symptoms and their impact on functioning, clinical decision making to manage interventions, as well as quality and safety of medicine and management in organization, health quality and safety - using evidence based information

Tutorials

The purpose of the tutorials is to create an environment where the students can develop knowledge and problem solving skills, critical analysis and creative thinking to apply theoretical knowledge based on the concepts taught in the units. The tutorials are organized for the students to work in small groups to investigate, discuss and reflect about the contents presented in the lectures

Nursing laboratory sessions

The nursing skills laboratory sessions provide the students with an opportunity to learn important technical skills that used to manage patient's symptoms and prevent risks. Participation in the laboratories is **compulsory**. It is essential that the students learn the skills necessary to provide quality and safe patient care in order for the student nurse to perform nursing interventions competently as part of the patient's treatment.

Students will be required to wear uniforms during clinical skills laboratories.

Uniforms for clinical labs – acquired at campus book shop – **Use** your student card to borrow uniforms in the same way you borrow books at the library

The uniforms are free and must be returned to the campus bookshop at the completion of clinical skills laboratories.

Clinical E-portfolio and project web site called “PRAKTIKPORTALEN”

The students are required to document their reflections and clinical reasoning and problem solving skills, clinical practice and learning situations to identify professional learning development needs. In addition, the students are required to document their ability to work with theoretical knowledge to assess, identify, develop and plan nursing interventions and evaluations.

Group work

In assigned groups of 4 – 5 students, the students will discuss the knowledge and skills acquired in their units. The students will use the electronic learning management system “ITS LEARNING” to do their on-line work. The focus is on group process and dynamics. The students will explore and discuss issues relating to collaborative care under their team discussions section on “CHALLENGES.dk platform. Group discussions can also take place in classrooms or other places of their choosing to engage in critical self and team reflection in considering the process of how a team develops and roles individuals can play in a team as well as online communication

Enquiry and entrepreneurial approach

Enquiry and entrepreneurial approach

In an enquiry approach, the focus of teaching is learner activity. It is student centered and based on the principles of adult learning. The student is an active learner, seeking knowledge by cumulatively constructing knowledge.

Entrepreneurial approach is an approach where the students focus on how they can use themselves in entrepreneurial activities and look for opportunities to implement innovative ideas to create new concepts

Effectual reasoning:

The process begins with

1. Who you/ they are. Their traits and abilities
2. What you/they know- their education, training, expertise and experience
3. Whom you/they know – their social and professional networks

An explanation of such an approach may be summarized as follows:

- 1) Encounter reality based problem(s)/cases/challenges with curiosity
- 2) Use your ability to reason/ be reflective and apply prior and new knowledge to the leaning challenge.
- 3) Identify areas of learning needs.
- 4) Seek appropriate resources to acquire this knowledge /library/people/data bases
- 5) What are your networks/personal/ business/professional/ associations professional bodies you belong to
- 6) Apply skills and knowledge to the case/challenge
- 7) Make a learning plan and activate appropriate action

The process of enquiry is as follows

Before identifying and applying the steps of the enquiry process, it is important to:

- a) Examine responses to the question “Why enquire?”
- b) Explore the nature of the enquiry, How are problems solved? What Concepts/ principles/ theory/ evidence based research, or approaches, does each individual use? What are some of the things that get in the way? Networking/collaboration.
- c) Bird in hand principles

The steps of the enquiry process and what is involved are as follows:

1. Initial Information
 - exploring the initial stimulus or situation
 - using cues, or triggers and perceptions
 - differentiating between facts and inferences (or conclusions reached on basis of information known at this time)
 - identifying the role of value judgement and intuition
2. Initial concept
 - identifying he problem and /or situation/ challenge needing improvement/change/what is the focus
3. What is the focus of the problem/situation/Challenge
 - reviewing initial inferences
 - generate innovative ideas/ usable hypotheses, or proposal, that are relative to the cause and probable outcome of the situation in need of improvement/change
4. Enquiry Process

- what information is required and what sources will be used?
- asking relevant questions of self and others
- collecting the information (i.e. Assessment)/ work in teams/ share the tasks
- Make mistakes
- Iterative process
- What questions are generated?
- What professions/industries/institutions / colleagues/ are your potential partners to Share ideas with and find potential solutions

5. Data analysis

- processing the information, i.e. categorising, classifying and analysing the information collected

6. Problem Synthesis

- reassessing the hypotheses/ solution
- summarising the important facts
- Generate new ideas/ solutions to challenge
- Pitch solutions/Ideas/ new concepts to the challenge

7. Decisions

- making judgements and setting priorities
- formulating objections and planning interventions
- applying skills/ knowledge

5. General Assessment Guidelines

Assignments, reports, papers etc. are awarded for quality of content and for quality of style.

Plagiarism

Observe! Plagiarism is a serious academic misconduct. They are forms of cheating.

- Plagiarism occurs when a student passes off others work as the students own work, or copies without acknowledgement of its authorship, the work of any other person.
- Students are responsible for ensuring that they are familiar with the expected conventions of authorship and the appropriate use and acknowledgement of all forms of intellectual material relevant to their discipline.
- Work submitted for assessment is their own.
- They take all responsible steps to ensure their work cannot be accessed by others.
- Whenever you refer to another person's research or ideas either by directly quoting or by paraphrasing them. Check with a reference system
- Either APA (American Psychological association) system or References use Harvard system http://www.bournemouth.ac.uk/library/using/harvard_system.html

General Remarks Regarding Assessments

Grades granted are based on the official Danish marking system concerning higher education, “7 trin-skalaen”/Scale.

In case of failure, your home universities or institutes will be informed. Further educational arrangements must be discussed between the student in question and your own universities and institutes.

5.1 Grading System

Grades are based on the official Danish marking system used in higher education '7 Scale' as follows:

Danish and equivalent grading systems

| Danish Grade | Definition | European Credit Transfer System Grading Scale | Australien Grade Equivalents | Grade in Percentage (%) |
|--------------|---|---|------------------------------|-------------------------|
| 12 | EXCELLENT - outstanding performance with only minor errors | A | HD – High distinction | 80% plus |
| 10 | VERY GOOD - above the average standard but with some errors | B | D - Distinction | 70 – 79% |
| 7 | GOOD - generally sound work with a number of notable errors | C | C - Credit | 60 -69 % |
| 4 | SATISFACTORY- fair but with significant shortcomings | D | P - Pass | 50 – 59 % |
| 02 | SUFFICIENT - performance meets the minimum criteria | E | P – Pass | 50% |
| 00 | FAIL - some more work required before the credit can be awarded | FX | N - fail | Under 50 % |
| -3 | FAIL - considerable further work is required | F- | N - fail | Under 40 % |

5.2 Grades and criteria

7-point grading scale

The danish marking scale is a 7-point grading scale. It was introduced in 2007 to make Danish grades more comparable in an international context.

| Danish mark | Explanation of the mark | Equivalent ECTS mark |
|-------------|---------------------------------|----------------------|
| 12 | For an excellent performance | A |
| 10 | For a very good performance | B |
| 7 | For a good performance | C |
| 4 | For a fair performance | D |
| 02 | For an adequate performance | E |
| 00 | For an inadequate performance | Fx |
| -3 | For an unacceptable performance | F |

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| 12=A | 10=B | 7=C | 4=D | 02=FX | 00. and -3=F |
|--|---|--|---|--|--|
| 1 Demonstrates in depth and accurate knowledge and includes ability to discuss professional issues competently – demonstrates originality based on current research | 1 Demonstrates a broad knowledge base and includes ability to discuss professional issues in a competent manner | 1 Demonstrates a fundamentally relevant knowledge base and includes ability to identify professional issues. | 1 Demonstrates an understanding of knowledge base. | 1 Demonstrate an understanding of the aim of the assignment. | 1 Demonstrates lack of understanding of knowledge with an inability to discuss professional issues |
| 2 Account and justify for issues/hypothesis /problems demonstrating relevance | 2 Account and justify for issue/hypothesis /problems demonstrating relevance | 2 Identify issue/hypothesis /problems demonstrating relevance | 2 Describes issue/problems demonstrating relevance | 2 Lists and explains issue/hypothesis /problem(s) demonstrating relevance | 2 difficulty distinguishing between relevant and irrelevant |
| 3 Demonstrates an inclusive ability to discuss concepts and methods | 3 Provides a clear outline of principles concepts and methods. Discussion includes an analytical appraisal of principles, concepts and methods | 3 Outlines principles, concepts and methods. Discussion includes an appraisal of principles , concepts and methods | 3 Provides an outline of principles, concepts and methods. Discussion attempts some appraisal of principles concepts and methods | 3 Provides outline of model(s) principles, concepts and methods. | 3 Demonstrates an inability to understand concepts and methods |
| 4 Concise, comprehensive analysis and implementation of concepts with reference to literature, provides relevant example(s to demonstrate understanding of application | 4 Broad analysis and implementation of concepts, model(s) and principles with reference to literature and provides relevant example(s to demonstrate understanding of application | 4 Some analysis of concepts, model(s) and principles with reference to literature and provides some relevant example(s to demonstrate understanding of application | 4 Some attempt to appraise concepts, model(s) and principles with reference to literature. Provides some relevant example(s to demonstrate understanding of application | 4 Provides description of concepts/ principles Some attempts at providing examples to explain application with reference to literature | 4 Attempts to provides description of concepts/principles with no reference to literature |
| 5 Demonstrates analytical and critical appraisal of principles, concepts and models | 5 Demonstrates attempts at critical appraisal of principles, concepts and models | 5 Identifies issues of concern with justification And relevance | 5 Describes issues of concern with some justification and relevance | 5. Describes issues of concern with some justification | 5. Insufficient justifikation |
| 6 Demonstrates ability to compare , contrast and | 6 Demonstrates ability to compare, contrast and evaluate | 6 Demonstrates ability to compare, contrast with | 6 Demonstrates some ability to compare, and contrast | 6. List steps in process with some | 6. Fails to demonstrate ability to discuss and justify |



| | | | | | |
|--|--|--|--|---|---|
| evaluate argument with an ability to generalize with supportive evidence, | argument information with supportive evidence | supportive evidence. | argument with some supportive evidence. | discussion and justification | |
| 7 Provides relevant examples to demonstrate understanding of application and ability to problem solve using concepts and principles, justification and discussion of implications | 7 Provides relevant examples to define/account for hypothesis/issues problems, makes reference to principles/model(s) in discussion of implications | 7 Provides relevant examples to define/account for hypothesis/issues, problems, uses some principles /models in discussions of implications | 7 Provides some examples to account for problems with some attempts to discuss its implications | 7 Attempts to provide some examples to describe implications | 7 Demonstrate understanding of application of principles to problem(s) in an uncertain manner. |

5.3 Guidelines for style of written assignments

- Assignments are uploaded on wise flow or as instructed by your lecturer
- Adhere to maximum limit of words
- Spacing between lines is 1½, characters per page: 2,400
- Content on front page:
 - Title
 - Your name and course name and number
 - Type of assignment, name of mentor
 - Name of institute
 - Month and year. Please note purpose and copyright may be written as a footnote, see footnote on this page.
- The assignment should include a summary.
- The assignment should include an index, literature or references and appendix.
- Use of quotation: Indent one inch or 10 spaces from the margins, use single space between lines, quotation marks or cursive script.
- References use Harvard system
http://www.bournemouth.ac.uk/library/using/harvard_system.html).

OR



- Or APA system (American Psychological association)
<http://www.uwp.edu/departments/library/guides/apa.htm>

Suggestion for presentation of page

Left and right margin: 3cm. Top and bottom 2 cm.
Extra line spacing between paragraphs.

Suggestion for copyright

“The purpose of this assignment is for study only. The content only expresses the viewpoints of the student(s). Copy of this assignment or parts thereof may be granted with the author’s permission. Viborg School of Nursing has ownership of the results or products from this assignment”

6. Programme coordinator

| Name | Phone | Email Address |
|---------------------------|--------------|--|
| Heidi Ruddock Christensen | 87 55 22 20 | hech@viauc.dk |

Other Lecturers and administrative staff

| | | |
|--|--------------------|--|
| Malene Hangaard Alstrup | | mhal@via.dk |
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| Eva Nielsen | 87 55 22 94 | evn@via.dk |
| Birgitte Vigsø Henningsen | 87 55 37 36 | bvh@via.dk |
| International administrative Co-ordinator | | |
| Jette Brandt (clinical co-ordinator for placements) | 87 55 22 03 | jeva@via.dk |
| Kirsten Haugaard Christensen International Co-ordinator and senior lecturer | 87 55 22 08 | khc@via.dk |
| Librarian: Anja Toft Ingwersen (ATI) VIA | 87 55 17 55 | ATI@VIA.DK |

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| | | |
|--|--|--|
| <i>Available Tuesday, Thursday and Friday from 0800 -1500</i> | | |
|--|--|--|