

Academic regulations for The Bachelor of Science in Nursing Programme

January 2008: Pursuant to the Ministerial Order on the
Bachelor of Science in Nursing Programme

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1 Purpose

On completion of the Bachelor of Science in Nursing programme, the student is qualified to work as a practitioner of nursing and to enter into multidisciplinary collaboration.

The programme provides the student with the necessary grounding in both theoretical and clinical aspects of nursing in compliance with the general development of society, science and technology as well as the demands for nursing in the general population.

The student acquires the following qualifications:

- 1) The ability to perform, communicate and manage nursing in the areas of health promotion, health maintenance, prevention as well as treatment, rehabilitation and relief,
- 2) The ability to assess, argue for and develop the professional activities in relation to the patient,
- 3) The ability to cooperate with the patient, relatives, colleagues and other professionals independently of their ethnic, cultural, religious or linguistic background,
- 4) The ability to develop and renew the practice of nursing, as well as to apply existing knowledge in new contexts as well as follow, apply and participate in research projects within the healthcare area,
- 5) The ability to participate in theoretical and practical continuing education courses and degree programs after completing the Bachelor of Science in Nursing programme.

Graduates are entitled to use the title Bachelor of Science in Nursing (nurse). The holder of this degree is authorised in accordance with the act of the Danish Parliament on authorisation of healthcare staff and health professional activities.

2 Profile of the programme

The Bachelor of Science in Nursing programme is profession-based and development-based.

Profession-based means the focus of the programme is professional, and that it focuses on developments and changes in the nursing profession and the healthcare system.

Development-based means that there is focus on trials, development and research work which illuminates on the current state of professional development as well as the need for development in relation to experiences in the profession and the healthcare system.

The programme is based on knowledge gathered from practice, development and research. During the course of the programme, knowledge of the values, theories, methods and conditions of the profession is developed and communicated. The course of study is based on well-documented practice and trials, development and research work reflecting current tendencies in the profession, including changes in the health and disease patterns of the population and the function and priorities of the healthcare system. The high academic level of the programme is guaranteed by and founded on professional and developmental collaboration with users, research institutions and other stakeholders.

National and international research results are included in the programme and contribute to a qualified performance of the profession in practice. The programme develops the student's understanding of the theory of knowledge and research methodology at bachelor level.

The Bachelor of Science in Nursing programme is organised to allow professional, academic and innovative competences to develop in a dynamic interaction between theory and practice.

2.1 The role of the nurse

The nurse contributes to fulfilling public health objectives in the health care system and the social system.

The specific domain of the nurse comprises nursing care and treatment of patients and citizens with the goal of enabling them to handle living with illness or the threat of illness.

The nurse collaborates with other healthcare professionals to provide health promotion, health maintenance, prevention, treatment, rehabilitation and relief.

The nurse performs, communicates, manages and develops nursing independently and as a member of professional interdisciplinary teams.

The nurse's work includes citizens in all age groups whose health is threatened and at patients with acute and chronic somatic and mental diseases.

The focus of the nurse is the patient who needs help to meet both the basic needs of everyday life and the special needs arising in connection with disease or when health is threatened.

2.1 Knowledge basis and methods in nursing

The knowledge basis for patient- and citizen-centred nursing comprises practice, development and research-based knowledge of nursing, including curology and patientology as well as concepts, theories and systematic considerations, methods and models to explain, understand, reflect, argue and act.

The central methods in nursing are:

Clinical and theoretical methods in clinical observation, assessment, decision-making, intervention, documentation and evaluation in relation to nursing.

Reflection methods to systematically and critically reflect on the meaning and practice of well-founded, evidence-based patient- and citizen-centred nursing.

Research methods or techniques to develop the scientific foundation, evidence and intervention foundations of nursing.

2.1.1 The academic and professional basis of the Bachelor of Science in Nursing programme

The academic and professional foundation of the programme is based on theoretical and clinical knowledge from the field of nursing in interplay with subjects within health science, natural science, social science and the humanities. The purpose of the theoretical and clinical education is to promote and support the students' development of knowledge, skills and competences.

Nursing 120 ECTS points

The course Nursing contributes to the student's development of the competences necessary to practice independent, responsible and well-founded patient- and citizen-centred nursing based

on the concepts, theories and methods which to describe, analyse and assess the problems, phenomena and contexts in and with which the nurse works.

The course Nursing develops the student's competences in describing, analysing and assessing nursing and treatment options and conditions within the healthcare and the social fields.

The course also contributes to the development of the competences necessary for the independence performance of nursing duties.

Moreover, the course develops the student's competences in applying nursing theories and methods.

The course contains theoretical and practical work in the fields of general medicine and medical specialisations, general surgery and surgical specialisations, pediatric nursing and pediatrics, pre-and postnatal hygiene and care, mental hygiene and psychiatry, geriatric care and geriatrics as well as home nursing, pursuant to EU Directive 2005/36/EC of 7 September 2005 on the recognition of professional qualifications.

The health science subject area 40 ECTS points

Health sciences courses contribute to the student's development of the ability to observe, assess and document the health condition, the health risk, disease symptoms and treatment results among patients and citizens.

Moreover, the courses develop the student's competences in applying knowledge related to theories and methods in the health sciences.

The natural science subject area 25 ECTS points

Natural sciences courses contribute to the development of the student's ability to explain the chemical and anatomical construction of the human organism as well as the biochemical and physiological processes and functions of human beings.

Moreover, the courses develop the student's competences in explaining the development of the human being during the course of the entire lifespan in the interaction between the individual, the environment and micro-organisms.

The courses also develop the student's competences in applying knowledge related to theories and methods in the natural sciences.

The humanities subject area 15 ECTS points

Courses in the humanities contribute to the student's ability to describe, analyse, assess, understand and respect human values, cultures, world views, existential conditions, way of thinking, behaviour and reactions. The courses develop competences in ethical reflection, interaction and communication and the assessment of the need for information, counselling and education of patients, relatives, health professionals and others in the social network.

The courses also develop the student's competences to apply) knowledge related to the theory and methods in humanities.

The social science subject area 10 ECTS points

Social science courses contribute to the student's development of the ability to describe, analyse and assess social and cultural conditions influencing the conditions and options related to health and disease. The courses provide knowledge of the organisation, function, development and legal framework of the Danish health and social services system. Additionally, the courses develop the student's competences in reflecting and acting professionally in an interdisciplinary, societal, cultural and organisational context.

The courses also develop the student's ability to apply knowledge related to theories and methods in social science.

3 Structure and organisation of the programme

The Bachelor of Science in Nursing programme is divided into terms and modules. One academic year is divided into two terms. One term lasts between 18 and 24 weeks and is divided into two modules. A module is a completed unit in the programme. Each module is intended to provide the student with a unified set of academic/professional competences. The modules consist of theoretical and/or clinical elements.

The programme consists of 14 modules. Each module corresponds to 15 ECTS points, with the exception of modules 13 and 14, which correspond to 10 ECTS points and 20 ECTS points respectively.

The start date for each module is coordinated with the other health professional education study programmes.

Local conditions at educational institutions make it possible to organising the order of the modules as follows:

- Module 4 can be taken before module 3
- Modules 5-8 can be taken in flexible order
- Module 12 can be taken before module 11

Each module focuses on a field of study relevant to the nursing profession. The core academic field of each module is profession-based.

The academic content of each module contributes to the understanding of the aspect of nursing and the competences which are the focus of the module. The content of each module also focusses on development and changes in the profession, and the Danish healthcare and social systems.

The programme is organised to ensure academic progression from simple to the more complex at module level and as a whole.

3.1 ECTS points

The European Credit Transfer System (ECTS) is the value assigned to educational units describing the course load required of the student. The Bachelor of Science in Nursing programme comprises a total of 210 ECTS points.

A student full-time equivalent is 60 ECTS points. A student full-time equivalent comprises the student's required course load in theoretical and clinical education.

A student full-time equivalent is equal to 60 ECTS points and covers a student's course load in theoretical and clinical education. The course load comprises preparation, self-study, education, follow-up, assignments, projects, examinations, etc.

3.2 Structure of the programme

Feb.	March	April	May	June	July/Aug.	Sept.	Oct.	Nov.	Dec.	Jan.
Module 1 Theory: 13 ECTS Field and profession		2 ECTS	Module 2 11 ECTS Health and disease		4 ECTS	Module 3 15 ECTS Somatic disease and suffering			Module 4 15 ECTS Basic clinical practice	
Module 5 12 ECTS Interdisciplinary teamwork		3 ECTS	3 ECTS	Module 6 12 ECTS Chronic patients and citizens in their own homes		Module 7 15 ECTS Relations and interactions			3 ECTS	Module 8 12 ECTS Mentally ill patients/citizens and marginalised groups
Module 9 15 ECTS Nursing, ethics, and evidence-based practice			Module 10 15 ECTS Acute and critically ill patients/citizens			Module 11 15 ECTS Complex clinical practice			Module 12 15 ECTS Independent nursing practice	
Module 13 4 ECTS Elective module	6 ECTS	Module 14 6 ECTS Bachelor's project	14 ECTS							

Feb.	March	April	May	June	July/Aug.	Sept.	Oct.	Nov.	Dec.	Jan.		
						Module 1 Theory: 13 ECTS Field and profession			2 ECTS	Module 2 11 ECTS Health and disease		4 ECTS
Module 3 15 ECTS Somatic disease and suffering		Module 4 15 ECTS Basic clinical practice			Module 5 12 ECTS Interdisciplinary teamwork			3 ECTS	3 ECTS	Module 6 12 ECTS Chronic patients and citizens in their own homes		
Module 7 15 ECTS Relations and interactions		3 ECTS	Module 8 12 ECTS Mentally ill patients/citizens and marginalised groups		Module 9 15 ECTS Nursing, ethics, and evidence-based practice			Module 10 15 ECTS Acute and critically ill patients/citizens				
Module 11 15 ECTS Complex clinical practice		Module 12 15 ECTS Independent nursing practice			Module 13 4 ECTS Elective		6 ECTS	Module 14 6 ECTS Bachelor's project	14 ECTS			

- Theoretical instruction
- Clinical instruction

3.3 Courses and placement of courses

The Bachelor of Science in Nursing programme consists of a total of 210 ECTS points. Theoretical education constitutes 120 ECTS points and clinical education constitutes 90 ECTS points. The distribution of ECTS and subjects is shown below:

Course	Module 1		Module 2		Module 3		Module 4		Module 5		Module 6		Module 7		Module 8		Module 9		Module 10		Module 11		Module 12		Module 13		Module 14		ECTS points		Total		
	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C	T	C			
Nursing 120																																	
Nursing	8	1	3	2	6			7	2	1	1	11	6		1	8	7		8			7		11	4	6	14	6	60	60	120		
Health science: 40																																	
Ergonomics			1	1																									1	1	2		
Nutrition and dietetics					2			2																						2	2	4	
Pharmacology													2			1				2			3						5	3	8		
Public health									2	1	2	1																	4	2	6		
Health informatics									2															2					2	2	4		
Disease pathology					2					1						1	1			3			3						7	4	11		
Theory of science and research methodology																5													5		5		
Natural science: 25																																	
Anatomy, physiology and genetics	3	1	4	1	5			4																						12	6	18	
Biochemistry	2																												2		2		
Microbiology			3					2																					3	2	5		
Humanities: 15																																	
Philosophy, religion and ethics																3						2							3	2	5		
Communication													2			1													2	1	3		
Psychology													2			1													2	1	3		
Paedagogics													3			1													3	1	4		
Social science: 10																																	
Law									1	1																			1	1	2		
Organisation and management									1											2				2					3	2	5		
Sociology and health anthropology									3																				3		3		
Total ECTS points	1	2	1	4	15	0	0	15	12	3	3	12	15	0	3	12	15	0	15	0	0	15	0	15	4	6	14	6	120	90	210		

4 Module overview

1st term						2nd term					
Module 1 Field and profession			Module 2 Health and disease			Module 3 Somatic disease and suffering			Module 4 Basic clinical practice		
	T	C		T	C		T	C		T	C
Nursing	8	1	Nursing	3	2	Nursing	6		Nursing		7
Natural sciences			Natural sciences			Natural sciences			Natural sciences		
Anatomy and physiology	3	1	Anatomy and physiology	4	1	Anatomy and physiology including genetics	5		Anatomy and physiology		4
Biochemistry and biophysiology	2		Microbiology (including bacteriology, virology, parasitology, hygiene)	3					Microbiology		2
			Health sciences			Health sciences			Health sciences		
			Ergonomics	1	1	Nursing pathology	2		Nutrition and dietetics		2
						Nutrition and dietetics	2				
Total ECTS	13	2		11	4		15	0		0	15

3rd term						4th term					
Module 5 Interdisciplinary teamwork			Module 6 Chronic patients and citizens in their own homes			Module 7 Relations and interactions			Module 8 Mentally ill patients/citizens and marginalised groups		
	T	C		T	C		T	C		T	C
Nursing	2	1	Nursing	1	11	Nursing	6		Nursing	1	8
Health sciences			Health sciences			Health sciences			Health sciences		
Pathology	1					Pharmacology	2		Pathology	1	1
Public health, including epidemiology and environmental medicine	2	1	Public health, including epidemiology and environmental medicine	2	1				Pharmacology	1	
Health informatics	2										
Social science						Humanities			Humanities		
Law	1	1				Psychology	2		Psychology		1
Organisation and management	1					Paedagogics	3		Paedagogics		1
Sociology and health anthropology	3					Communication	2		Communication		1
Total ECTS	12	3		3	12		15	0		3	12

5th term					6th term						
Module 9 Nursing, ethics and evidence-based practice			Module 10 Acute and critically ill patients/citizens		Module 11 Complex clinical practice			Module 12 Independent nursing practice			
	T	C		T	C		T	C		T	C
Nursing	7		Nursing	8		Nursing		7	Nursing		11
Humanities			Health science			Humanities			Health science		
Philosophy, religion, ethics	3		Pathology	3		Philosophy, religion and ethics		2	Health informatics		2
			Pharmacology	2							
Health sciences			Social sciences			Health sciences			Social sciences		
Theory of science and research methodology	5		Organisation and management	2		Pathology		3	Organisation and management, including health economics		2
						Pharmacology		3			
Total ECTS	15	0		15	0		0	15		0	15

7th term					
Module 13 Elective module			Module 14 Bachelor's project		
	T	C		T	C
Nursing	4	6	Nursing	14	6
Total ECTS	4	6		14	6

Nursing.....120 ECTS points
 Natural science subject area.....25 ECTS points
 Health science subject area.....40 ECTS points
 Humanities subject area.....15 ECTS points
 Social science subject area.....10 ECTS points

4.1 Module 1 – Field and profession

Theme: nursing, field and profession

The module is an introduction to the study of nursing, the field and the profession and to problems, phenomena and contexts in which and with which the nurse works. The module also focuses on patientology, patient situations and narratives.

On completion of the module, the student will be able:

- To search and select practice-based, development-based and research-based knowledge on basic nursing situations and on patients' experiences, reactions and actions.
- To account for selected aspects of the construction and function of the human organism.
- To account for the physiological needs of the human being.
- To identify central perceptions of the field and discipline of nursing, including the conceptual, theoretical, practical, and attitudinal meanings of the theory and practice of nursing. .
- To understand what it means to be a patient.
- To apply theoretical and clinical methods to observe, identify and describe selected phenomena in nursing.
- To take independent responsibility for own learning and to employ different study methods, including mutually binding collaboration with others.

Core subjects

ECTS points	Theoretical	Clinical
Nursing	8	1
Biochemistry	2	0
Anatomy and physiology	3	1

Assessment

The module is concluded by an internal theoretical examination.

As a prerequisite for registration for the examination, the student may be required to participate in planned study activities such as written submissions, projects, etc. as stipulated in local addenda to the academic regulations.

4.2 Module 2 – Health and disease

Theme: Nursing – health and disease

The module focuses on knowledge of concepts of health and disease and on clinical methods in nursing, including clinical observation, assessment and intervention in relation to selected phenomena. The module also focuses on selected physiological needs and on the mastery of clinical skills in selected professional areas.

On completion of the module, the student will be able:

- To account for selected methods for assessing of the patient's physiological needs.
- To account for selected parts of the construction and function of the human organism.
- To combine knowledge based on practice, development and research within the areas of infection pathology and hygiene.
- To compare selected theories on health and disease.
- To identify and account for selected problems in infection pathology from a patient and hospital perspective, respectively.
- To plan and organise a nursing intervention on the basis of patient situations and in collaboration with patients perform selected basic nursing actions.
- To evaluate and explain the patient's physiological functions e.g. blood pressure, pulse and respiration as well as presenting suggestions for actions in case of deviations from normal functions.
- To master selected transfer techniques and the use of aids with appropriate consideration of the patient's/citizen's (own) resources as well as own resources and limitations.

Core subjects

ECTS points	Theoretical	Clinical
Nursing	3	2
Anatomy and physiology	4	1
Microbiology	3	0
Ergonomics	1	1

Assessment

The module is concluded by an internal theoretical examination.

As a prerequisite for registration for the examination, the student is required to participate in a planned study activity involving clinical observation and evaluation. The student may also be required to participate in other planned study activities such as written submissions, projects, etc. as stipulated in local addenda to the academic regulations.

4.3 Module 3 – Somatic disease and suffering

Theme: Nursing, somatic disease and suffering

The module concerns knowledge of what it is like to be a patient with a somatic disease, including intervention of a relieving and rehabilitating nature. The module also focuses on anatomical, physiological and pathophysiological conditions.

On completion of the module, the student will be able:

- To account for the construction and function of the human organism, including genetic aspects.
- To account for physiological/pathophysiological associations including nutrition and to explain consequences relevant to health.
- To focus on the patient perspective in relation to disease and suffering, including human experiences, reactions and actions in connection with disease, suffering or imminent death.
- To identify, describe and analyse selected nursing (professional) problems.
- To search for and apply knowledge based practice, development and research concerning selected pathophysiological phenomena and nursing professional interventions in relation to these.
- To apply clinical methods to assess the patient's physiological condition.
- To describe classic natural science perceptions of knowledge and give examples of natural science contributions to nursing theory and nursing practice.

Core subjects

ECTS points	Theoretical	Clinical
Nursing	6	0
Anatomy and physiology including genetics	5	0
Pathology	2	0
Nutrition	2	0

Assessment

The module is concluded by an internal theoretical examination. As a prerequisite for registration for the examination, the student may be required to participate in planned study activities such as written submissions, projects, etc. as stipulated in local addenda to the academic regulations.

4.4 Module 4 – Basic clinical practice

Theme: Nursing, basic clinical activities

The module concerns clinical patient situations and individual patient trajectories typical of basic medical and surgical nursing in secondary and/or primary healthcare services. The module also focuses on the performance of nursing related to the physiological needs of human beings and on the interaction between patient and nurse. The model can include investigation of conditions specific to children, adolescents, adults and/or the elderly.

On completion of the module, the student will be able:

- To reflect on patient situations in relation to the individual's life situation, abilities, and opportunities and on related nursing interventions.
- To substantiate the choice of nursing interventions based on practice, development and research as well as knowledge of basic clinical practice.
- To observe and identify phenomena in relation to physiological needs and reactions to disease and suffering.
- To apply clinical methods to assess the patient's physiological conditions, including nutritional status.
- To identify nursing needs, to set up goals, to conduct, to evaluate and to document individual patient trajectories.
- To focus on patient perspective and cooperate with the patient and other professionals on planning, execution and evaluation of nursing.
- To make selected clinical evaluations and instrumental nursing actions.
- To employ basic hygienic principles and comply with valid guidelines.

Core subjects

ECTS points	Theoretical	Clinical
Nursing	0	7
Anatomy and physiology	0	4
Microbiology	0	2
Nutrition and dietetics	0	2

Assessment

The module is concluded by an internal clinical examination.

As a prerequisite for registration for the examination, the student is required to participate in a planned study activity involving clinical methods for the observation of the physiological state of patients. The student may also be required to participate in other planned study activities such as written submissions, projects, etc. as stipulated in local addenda to the academic regulations.

4.5 Module 5 – Interdisciplinary teamwork

Theme: Interdisciplinary module – interdisciplinary teamwork

The module concerns the different contributions of the health professions in promoting quality, continuity and cross-disciplinary collaboration in patient trajectories). The module also focuses on the legal foundation of the healthcare system. Focus is on the individual human being, the family or groups of people with different perceptions of life and different life conditions. The module also focuses on the impact of social, cultural and institutional factors on initiatives within health promotion, health maintenance and health prevention.

On completion of the module, the student will be able:

- To be part of an interdisciplinary team respecting and recognising responsibilities and competences of own profession as well as responsibilities and competences of other health professions in connection with interdisciplinary work.
- To describe legal and ethical aspects of the healthcare system and explain the importance of this framework in practicing own profession and in an interdisciplinary health professional collaboration.
- To explain/understand how communication and information technology can be used in health professional work in connection with documentation and quality assurance.
- To search for, communicate and apply knowledge based on practice, development and research concerning initiatives in health promotion, prevention, diagnostics, treatment and/or rehabilitation.
- To describe classical social science perceptions of knowledge and give examples of social science contributions to nursing theory and nursing practice.

Core subjects

ECTS points	Theoretical	Clinical
Nursing	2	1
Public health including epidemiology and environmental medicine	2	1
Health informatics	2	0
Disease pathology	1	0
Organisation and management	1	0
Law	1	1
Sociology – health anthropology	3	

Assessment

The module is concluded by an internal theoretical examination.

As a prerequisite for registration for the examination, the student is required to participate in a planned study activity involving IT-based communication and collaboration. The student may also be required to participate in other planned study activities such as written submissions, projects, etc. as stipulated in local addenda to the academic regulations.

4.6 Module 6 – Chronic patients and citizens in their own homes

Theme: Nursing, chronic patients and citizens in their own homes

The module concerns public health diseases, patients/citizens with chronic diseases and clinical methods for observation and intervention. The module also focuses on health education activities. The module takes place in health care settings in hospital and/or community health care and involves pregnant women, newborns, children, families and/or elderly.

On completion of the module, the student will be able:

- To explain cultural perceptions and social conditions in human beings and to discuss their influence on health and disease.
- To reflect on ethical problems in relation to patients/citizens with chronic diseases.
- To observe and identify phenomena in relation to public health, chronic diseases and reactions to these.
- To argue for and apply clinical methods in observation, assessment and intervention in patients/citizens with chronic diseases.
- To plan, coordinate, carry out and evaluate nursing of selected patients/citizens with due consideration of the life situation of the chronically ill.
- To identify and analyse selected phenomena and issues, including risk factors and health promotion initiatives among pregnant women, newborns, children, families and elderly patients/citizens.
- To describe the Danish social system's services for pregnant women, newborns, children, families and elderly patients/citizens.
- To enter into relations, dialogue and interaction with pregnant women, newborns, children, families and elderly patients/citizens and educate, counsel and inform members of these groups.
- To select and apply knowledge based on practice, development and research within activities concerning health promotion, prevention, treatment, relief and rehabilitation.

Core subjects

ECTS points	Theoretical	Clinical
Nursing	1	11
Public health including epidemiology and environmental medicine	2	1

Assessment

The module is concluded by an internal clinical examination.

As a prerequisite for registration for the examination, the student is required to participate in a planned study activity involving risk assessment in the context of health promotion and disease prevention. The student may also be required to participate in other planned study activities such as written submissions, projects, etc. as stipulated in local addenda to the academic regulations.

4.7 Module 7 – Relations and interactions

Theme: Nursing, relations and interactions

The module focuses on people with existential problems and on in psychological crisis. The module also focuses on (the) educational and communicative aspects and dilemmas that arise in the interaction between the patient and the nurse.

On completion of the module, the student will be able:

- To search for and apply knowledge based on practice, development and research concerning human relations and interactions, including psychological, educational and communicative aspects as the foundation for nursing professional evaluations and interventions.
- To account for selected theories on the psychological development, reactions and crises in human beings.
- To account for communicative and educational perspectives in the interaction between the patient and the nurse.
- To account for selected parts of pharmacokinetics and pharmacodynamics.
- To identify and analyse selected phenomena and nursing (professional) problems, including the explanation of connections, causes and consequences for the mental health of human beings.
- To describe classical humanistic theories of knowledge and give examples of the contributions of the humanities to nursing theory and nursing practice.

Core subjects

ECTS points	Theoretical	Clinical
Nursing	6	0
Pharmacology	2	0
Psychology	2	0
Paedagogics	3	0
Communication	2	0

Assessment

The module is concluded by an external theoretical examination.

As a prerequisite for registration for the examination, the student is required to participate in a planned study activity involving pedagogic activity. The student may also be required to participate in other planned study activities such as written submissions, projects, etc. as stipulated in local addenda to the academic regulations.

4.8 Module 8 – Mentally ill patients/citizens and marginalised groups

Theme: Nursing, mentally ill patients/citizens and marginalised groups

The module concerns individual patient trajectories and nursing practice of a relational, communicative, and counselling nature. The module also focuses on patients/citizens with mental disease and/or on marginalised groups. The module takes place in health care settings in hospital and/or community in relation to children, adolescents, adults and/or the elderly.

On completion of the module, the student will be able:

- To substantiate the choice of nursing interventions on the basis of an understanding of nursing as a relational, communicative and counselling activity based on practice, development and research.
- To reflect on ethical and legal problems in relation to patients/citizens with mental problems and diseases.
- To account for characteristics of selected psychological crises and mental diseases.
- To observe and identify phenomena attached to psychological needs and reactions to mental problems, disease and suffering.
- To plan, carry out and evaluate nursing to patients/citizens considering selected psychological and existential aspects such as perception of identity, crisis and anxiety and mental disease respecting the integrity of the individual.
- To apply methods, procedures and tools for administering of medicine to selected patients/citizens.
- To identify dilemmas and act responsibly and in accordance with current legislation and ethical guidelines.
- To establish, maintain and terminate professional relationships, dialogue and interaction with patients, relatives and others in the social network as well as other partners.
- To apply communicative skills and health education practice to patients, relatives and others.

Core subjects

ECTS points	Theoretical	Clinical
Nursing	1	8
Disease pathology	1	1
Pharmacology	1	0
Communication	0	1
Paedagogics	0	1
Psychology	0	1

Assessment

The module is concluded by an internal clinical examination.

As a prerequisite for registration for the examination, the student is required to participate in a planned study activity involving a selected communicative activity. The student may also be required to participate in other planned study activities such as written submissions, projects, etc. as stipulated in local addenda to the academic regulations.

4.9 Module 9 – Nursing, ethics and evidence-based practice

Theme: Nursing – ethics and evidence-based practice

The module concerns human knowledge, values, culture and perceptions of life. The module also focuses on the student's treatment of an academic issue within the field of clinical nursing in order to demonstrate ability to the use of basic academic methods and collaboration in the exploration of problems and issues within the academic field of clinical nursing.

On completion of the module, the student will be able:

- To describe, analyse, discuss and document a relevant academic issue within the field of nursing
- To search, evaluate and critically assess knowledge based on practice, development and research relevant to an academic issue of the student's own choosing.
- To include knowledge of basic aspects in philosophy, theory of science and research methodology linked to nursing research and development.
- To communicate and argue coherently and stringently.
- To reflect on ethical aspects concerning development and research projects.
- To reflect on human life perceptions and cultural religious backgrounds in relation to the nursing profession.
- To reflect on issues in nursing in relation to existential, spiritual and ethical problems.
- To put nursing into perspective in relation to the historical origin and development of the nursing profession.
- To describe classic health science perceptions of knowledge and give examples of the contributions of health science to nursing theory and nursing practice
- To plan and evaluate own learning, including entering into binding collaboration with others.

Core subjects

ECTS points	Theoretical	Clinical
Nursing	7	0
Philosophy, religion and ethics	3	0
Theory of science and research methodology	5	0

Assessment

The module is concluded by an external theoretical examination. As a prerequisite for registration for the examination, the student may be required to participate in planned study activities such as written submissions, projects, etc. as stipulated in local addenda to the academic regulations

4.10 Module 10 – Acute and critically ill patients/citizens

Theme: Nursing, acute and critically ill patients/citizens, organisation and collaboration

The module concerns patients'/citizens' experiences, reactions, conditions and actions in relation to acute critical illness, suffering and imminent death. The module also focuses on organisation and collaboration, including nursing management and organisation.

On completion of the module, the student will be able:

- To search, sort and apply knowledge of acute and critical nursing situations based on practice, development and research.
- To search, sort and assess knowledge on quality development within nursing.
- To explain central methods and models in quality development.
- To analyse and discuss patient perspectives related to critical illness, suffering and imminent death.
- To identify, analyse and assess selected, complex phenomena within the field of nursing in life-threatening conditions and account for specific strategies of intervention.
- To identify, analyse and assess specific interventions in life-threatening conditions.
- To explain selected pharmacological treatment options.
- To master calculation of drugs, including understanding of numbers.
- To explain pathological conditions in selected acute and critical illnesses.
- To reflect on the importance of collaboration with the critically ill patient, with relatives and with other staff groups.
- To explain the importance of prioritisation, coordination, delegation and use of resources in nursing.
- To account for selected types of organisation and management of patient trajectories within the Danish health and social systems.
- To understand the practical and professional implications and consequences of the legal framework for the nursing profession.

Core subjects

ECTS points	Theoretical	Clinical
Nursing	8	0
Pharmacology	2	0
Disease Pathology	3	0
Organisation and management	2	0

Assessment

The module is concluded by an external theoretical examination.

As a prerequisite for registration for the examination, the student is required to participate in a planned study activity involving medication handling, clinical evaluation and intervention in life-threatening situations. The student may also be required to participate in other planned study activities such as written submissions, projects, etc. as stipulated in local addenda to the academic regulations.

4.11 Module 11 – Complex clinical practice

Theme: Nursing and complex clinical practice

The module concerns clinical nursing related to patients/citizens with complex, acute and chronic diseases. The module also focuses on the individual patient and his/her network in order to plan, organise, coordinate, conduct and document coherent patient trajectories. (The module is organised to include children, adolescents, adults and/or elderly in primary, psychiatric and/or secondary healthcare). The module takes place in health care settings in hospital, psychiatry and/or community health care in relation to children, adolescents, adults and/or the elderly.

On completion of the module, the student will be able:

- To independently identify nursing needs, outline objectives, conduct, evaluate and adjust nursing in collaboration with selected patients and groups of patients.
- To argue for assessment and interventions in central nursing (professional) problems based on knowledge from practice, development and research.
- To communicate orally and in writing using a clear professional language.
- To master nursing actions in complex clinical patient situations.
- To master central instrumental nursing actions, methods and standards in complex patient situations.
- To master the administration of drugs to selected patient groups.
- To identify and reflect on professional ethical dilemmas and power relations in the practice of nursing.
- To act morally responsibly in relation to the individual patient/citizen.
- To plan, organise and participate in diagnostic examinations, treatments and observations.

Core subjects

ECTS points	Theoretical	Clinical
Nursing	0	7
Philosophy, religion and ethics	0	2
Disease pathology	0	3
Pharmacology	0	3

Assessment

The module is concluded by an internal clinical examination.

As a prerequisite for registration for the examination, the student is required to participate in a planned study activity involving a selected clinical method. The student may also be required to

participate in other planned study activities such as written submissions, projects, etc. as stipulated in local addenda to the academic regulations.

4.12 Module 12 – Independent nursing practice

Theme: Nursing and independent practicing of the profession

The module concerns individual or groups of patients/citizens with complex, acute and chronic diseases and their social network. The module also focuses on the nurse's role in coordination and management including documentation, evaluation and quality development. The module can take place in health care settings in hospital, psychiatric care and/or community health care and can include children, adolescents, adults and/or elderly.

On completion of the module, the student will be able:

- To search, evaluate, acquire and assess knowledge based on practice, development and research relevant to the professional area.
- To apply selected methods of analysis from different perspectives in the processing of general and specific issues within the field of nursing.
- To use specialised data collection methods related to the nursing profession and analyse empirical data on the basis of different theoretical perspectives.
- To include clinical guidelines, development and research work in the organisation of care and treatment.
- To manage nursing, including prioritisation, coordination and delegation within a given framework and to contribute to ensure coherent patient trajectories) and patient safety in collaboration across sectors and institutions.
- To collaborate with patients and relatives while respecting peoples' different values, perceptions and reactions in connection with health, disease and nursing, and to understand this relation to the foundation for practicing professional care.
- To account for options and barriers in quality and development work.
- To master current documentation practice, administrative procedures and be critical in relation to the nursing practiced.
- To participate in the implementation of results from research and development work in the field of nursing.

Core subjects

ECTS points	Theoretical	Clinical
Nursing	0	11
Health informatics	0	2
Organisation and management	0	2

Assessment

The module is concluded by an internal clinical examination.

As a prerequisite for registration for the examination, the student may be required to participate in planned study activities such as written submissions, projects, etc. as stipulated in local addenda to the academic regulations

4.13 Module 13 – Elective module

The elective module concerns the development of the nursing profession in the fields of patient- and citizen-centred nursing, either nationally or internationally. This module gives the student an opportunity to explore a specific theme already encountered in the course of study in greater depth. The elective module may take the form of theoretical, clinical, interdisciplinary and/or inter-professional courses of study.

The elective module can be taken either at the educational institution at which the student is registered or at a different institution in Denmark or abroad.

The student determines the form and content of his/her own theoretical or clinical course of study which is authorised by the educational institution at which the student is registered in accordance with the guidelines laid down by that institution.

Each educational institution must publish a description of the elective modules it offers. The time at which the elective module will be offered must be available on institution websites.

The institution offering the elective module is responsible for all agreements, academic level, and assessment.

The elective module must be evaluated and authorised by the educational institution at which the student is registered.

A description of the individual elective modules and registration procedures must be published on the joint homepage of the health care professional bachelor educational programs in Denmark (www.sundhedsuddannelse.dk) All elective courses offered by healthcare professional bachelor education programs must have the same application deadline, and all elective modules are to be offered at the same time at all institutions.

On completion of the module, the student will be able:

- To critically assess knowledge based on practice, development and research related to the nursing profession and the health professional field
- To select, describe and make literature search within a clinical nursing professional problem by choice
- To discuss development and research work relevant to the nursing profession and the health professional field
- To reflect on options and barriers in the implementation of development and research results within the nursing profession and the health professional field

Core subjects

ECTS points	Theoretical	Clinical
Nursing	4	6

Assessment

The module is concluded by an internal theoretical examination.

As a prerequisite for registration for the examination, the student may be required to participate in planned study activities such as written submissions, projects, etc. as stipulated in local addenda to the academic regulations.

4.14 Module 14 – Bachelor’s project

Theme: The nursing profession – knowledge basis and methods

The module is concerned with knowledge on nursing, systematic considerations, and methods and models for explaining, understanding and reflecting on patient and citizen-centred nursing.

For the professional bachelor's project, the student works with a topic of his/her own choosing that has been authorised by his/her educational institution. The chosen topic must be an issue within the field of clinical nursing.

On completion of the module, the student will be able:

- To critically investigate, assess and communicate knowledge-based practice, development and research related to the nursing profession and
- To demonstrate knowledge within curology and patientology
- To demonstrate basic academic work methods
- To reflect on knowledge basis and methods related to the nursing profession and to the health professional field
- To reflect on different value perceptions and conflicts of interest within the nursing profession and the field of health care in general
- To read and understand international scholarly literature and research reports in English.

Core subjects

ECTS points	Theoretical	Clinical
Nursing	14	6

Assessment

The module is concluded by an external theoretical examination. The examination takes the form of a bachelor's project consisting of a written submission followed by an oral examination. Both parts of the project are weighted equally.

5 Education and study methods

Throughout the programme the conditions for learning enable the student to develop the professional competences to work independently as a nurse and to continue further qualifying postgraduate education. Learning processes are organised to make the student acquire independence, ability to cooperate, to reflect and to create professional innovation. This is ensured through interaction between lecturer/clinical supervisor the student, professional content and assignments and demands that the student participates actively. An exploratory approach to nursing and the surrounding society is a consistent element that contributes to promote the student's reflection on own knowledge, skills, attitudes and relations.

The programme is organised to ensure professional and pedagogical progression and to enable the student to combine acquired clinical experience and theoretical knowledge in a dynamic interaction.

Education and study methods reflect the academic and professional material to be worked with and support the development of knowledge, skills and competences. Variation, differentiated methods and the use of relevant media help the student recognize perspective and coherence between the individual courses and areas and between theoretical and clinical education. The education and working methods are intended to promote creativity and innovative competences. The breadth of the methods accommodates the students' individual learning profiles.

5.1 Theory

The learning activities in theoretical component of the course of education are organised to support the subject and the competences the student must explore and develop. Education and study methods comprise a broad range of activities varying between: lectures, student presentations, theoretical exercises and assignments, dialogue-based and discussion-based education, case-based education, training in skills lab, authentic patient/citizen contacts through patient organisations, community councils etc. as well as project-based education including presentation and communication of result and product; Counselling in connection with individual and common assignments also including projects; Different types of virtual learning facilities; reading and study groups.

5.2 Clinical education

Clinical education is organised at clinical placements within the social and health areas. Moreover, clinical education can be organised in a skills lab. The education is organised in close collaboration between the educational institution and the clinical placement to strengthen the connection between the student's learning in theory and practice.

In clinical education the student is part of authentic nursing situations and patient trajectories in interaction with nurses and other health professionals.

The clinical education and evaluation is made by clinical educators in collaboration with the educational institution and the lecturers at the institution.

The student studies planned and targeted education and counselling on the basis of representative patient trajectories and nursing situations relevant to the theme of the modules as well as demands to competences and evaluation as students can work with patient trajectories across wards/sectors.

5.3 Professional counselling

The purpose of professional counselling is to consider the professional prerequisites and needs of differentiated groups of students. In this way the programme can be organised with varying methods of education and study meeting the student's learning style and motivation and supporting completion of the programme. The professional counselling can support the individual student and differentiated groups of students through e.g. structured counselling in connection with module, course, method, clinical and theoretical education, individual study plan, the contact person function etc.

5.4 Information communication technology (ICT)

Throughout the programme ICT is a tool in learning and an object for learning.

As a tool, integration of ICT contributes to build study relevant competences that increase the student's possibility for active participation, communication and knowledge-sharing and collaboration in different educational contexts. ICT is part of education and learning processes as other media generally supporting and expanding different types of interaction.

In relation to the student's present and future conditions for professional development, ICT tools are used to support the student in building information competence. By means of ICT, the student develops the ability to search information, critically select, assess, organise and apply information from different relevant sources.

ICT seen as an object of education refers to the implementation of ICT in clinical practice to optimise administrative and health professional procedures, including documentation and collaboration across professions, sectors and authorities. ICT strengthens the connection and coordination between persons and authorities focused on establishing continuity in patient trajectories. The possibility of using different ICT tools in the education allows the student to develop familiarity with different ICT-functionalities.

Education and study methods supporting the acquisition of relevant ICT competences contribute to the development of relevant competences for the nursing profession. Students obtain an insight into how IC can qualify administrative and health professional processes and as well as an understanding of the demands to critically reflected use of IT.

The use of IT to plan, conduct and evaluate education contributes to innovation, variation, flexibility and diversity in education and study methods.

5.5 Student counselling

Student counselling and professional counselling support the student during the education from choice of education to completion of the education programme and it requires active participation by student counsellor, professional counsellor and the student.

The intention with student and professional counselling is to assist the student in creating transparency in the education and increase the possibility of making informed choices in relation to own learning and well-being. Student and professional counselling also focus on assisting the student in connection with

- Study start and the first modules of the education programme,
- Connection between clinical and theoretical education and learning in different contexts,
- Study and work habits, planning of time, overview and optimal use of time.

Student counselling

The purposes of student counselling are:

To give objective information and counselling to enable the student to independently make qualified choices concerning professional and study-related issues.

To inform and provide counselling concerning enrolment, study start, completion of programme and career planning.

Counselling is organised by the educational institution as both individual and collective counselling mutually supporting and supplementing each other.

Counselling is focused on study technique, study tools, study and work habits as well as study environment to increase the student's awareness of learning, study demands and completion of programme. This includes assisting the student in learning how to study in both the theoretical and clinical setting. This includes planning of own time, choice of learning methods and education forms as well as developing learning style and establishing study groups.

Student counsellors, professional counsellors and students actively and systematically use experiences and evaluations/self-evaluations to increase the learning potential and quality development in both theoretical and clinical education.

Career planning is focused on both organisation of learning and education, information and counselling in relation to job applications, post-graduate training and education, change of education programme and international exchange.

6 Collaboration between educational institution and clinical placements

There is a binding collaboration between the educational institution and the clinical placements concerning framework and conditions for students' learning and the connection between theoretical and practical education in accordance with the knowledge, skills and competences students are going to achieve.

Agreements have been made on:

- procedure for approval of clinical placements,
- the organisation of clinical education,
- collaboration between the student, the clinical counsellors and lecturers,
- involvement of students' and lecturers' development projects in clinical education and inclusion of clinical counsellors in theoretical education,
- framework and conditions for secondment between the educational institution and the clinical placements,
- procedures for evaluation and quality assurance of clinical education.

The collaboration is formalised at three levels:

- Between management at the educational institution and the management at the clinical placements concerning discussion, evaluation and further development of the collaboration of agreements made.
- Between lecturers and clinical counsellors to include the most recent knowledge on central tendencies in occupations, professions and research in the education and development projects.
- Between students, clinical counsellors and lecturers to focus on the clinical education and evaluation of the individual student.

Agreements will appear in appendices to the curriculum at the individual educational institutions.

7 Criteria for approval of clinical placements

A clinical placement is an area defined by the authorities within health or the social field which has been approved as a clinical placement for nursing students by the educational institution.

The clinical educational institution approves clinical placements.

The clinical placement is responsible for the framework and conditions which the approved clinical placement must fulfil.

The clinical placement is responsible for procuring a report on how students' evaluations of the clinical placement are part of the continuous quality development.

To obtain approval, the clinical placement in question must make a draft on what the placement can offer in clinical education and concrete modules.

It is a prerequisite for approval that the clinical placement employs clinical counsellors, e.g. registered nurses with educational qualifications equivalent to 1/6 of a diploma programme or 9 ECTS points.

The clinical counsellors organise and are responsible for the continuous daily clinical education and counselling of students at an approved clinical placement.

It is a prerequisite that the clinical placement has available resources for clinical education and counselling.

Basis for approval of clinical placements

The basis for approval of clinical placements comprises a description of the organisational and management-related conditions, the nursing professional conditions and the educational conditions:

Organisation and management conditions

The nursing professional, educational and organisational basis, framework and conditions of the clinical placement, including a description of the nursing professional and educational qualifications and competences of the clinical counsellors.

Nursing professional conditions

The nursing professional, multi-disciplinary and cross-sectoral conditions, including patient situations, patient phenomena and patient pathways as well as nursing professional assignments and methods form the professional basis on which the students can develop the competences described in the relevant module(s).

Educational conditions

The organisation and planning of the education including study methods and conditions for the student's participation in the clinical education.

The function of the clinical counsellors including use of resources and collaboration between counsellors and students.

Learning and study environment including study facilities supporting the student's professional and personal learning in relation to the development of competences of the module in question.

Approval of the clinical placement is valid for three years. The approval is in writing.

An approval can in rare cases be conditional on the clinical placement having to fulfil demands to approval within a fixed period of time.

If changes significantly influencing the student's clinical education or the reception of new students take place during the approval period, the clinical placement informs the educational institution of this as soon as possible.

8 Study plans

Clinical education and evaluation in relation to a particular module are to be organised on the basis on the module description and a general study plan describing the course of study at the specific site of clinical education.

Individual study plans for each student are to be drawn up on the basis of the general study plan. The educational institution is responsible for drawing up the study plan in collaboration with the student and the site of clinical education.

An individual study plan details the conditions of the student's attendance and class participation, schedules for classes and student counselling, the content and form of courses, study-related activities, including submission of and evaluation of assigned work as well as the schedule for evaluation and assessment.

The educational institution must prepare the student to participate in clinical education, and the student's clinical experiences should be integrated into theoretical instruction afterwards.

9 Internationalisation

The purpose of internationalisation in nursing education is to educate students to act professionally within the field of nursing in a globalised world.

The aim of the education programme is for the students to obtain intercultural and international competences including knowledge and respect of other cultures and the ability to reflect on own cultural values and to understand how these can influence nursing practice. Moreover, knowledge is needed on the perception of health and disease of other cultures and on health problems which in Denmark concern primarily people of a different ethnic background than Danish.

Internationalisation is part of the daily education and across the health educations nationally or at educational institutions abroad approved by the educational institution in question.

It is possible for the student to take part of the theoretical and clinical education abroad. The educational institution can approve credit transfer in advance if conditions are right.

The educational institutions have made national agreements on student exchange in clinical or theoretical modules in Thailand and Australia. National agreements, procedures for application and approval as well as possibilities for financial funding appear at the homepage for nursing education at www.sygeplejerskeuddannelsen.dk

The individual educational institution has made additional agreements with educational institutions abroad concerning student exchange. Agreements, procedures for application and approval as well as possibilities for financial funding are described in the appendix to the curriculum at the individual educational institutions.

10 Assessment og evaluation

In nursing education, acquired skills and competences are assessed through external examinations, by internal examinations and by other forms of evaluation such as compulsory attendance, handing in assignments and projects.

Participants in external examinations are the examiner and the external co-examiner appointed by the Ministry of Education.

Internal examinations are evaluated by one or more instructors appointed by the educational institution.

Examination regulations specific to particular educational institutions are described in addenda to the study regulations.

Overview of assessments and evaluations

The course of study consists of 14 modules. Each module is concluded by either an external or internal examination.

Modules concluded by external examinations: 3, 7, 9, 10, 14.

Modules concluded by internal examinations: 1, 2, 4, 5, 6, 8, 11, 12, 13.

Modules including planned study activities: 2, 4, 5, 6, 7, 8, 10, 11.

In addition, planned study activities can be included in any module as stipulated in local addenda to the study regulations.

Clinical examinations are assessed on a pass/fail basis.

Other examinations are assessed according to a 7-point scale.

10.2 Guidelines for assessments

A student may register for the same examination three times. Passed examinations cannot be taken again. On registering for a module, the student is automatically registered for the examination concluding the module in question..

If a student fails to withdraw from an examination in proper time, the examination will be registered as a failed exam. A student may withdraw at any time prior to the beginning of the examination provided that a different deadline for withdrawal has not been set by the student's educational institution.

The same regulations apply for make-up exams.

Examinations take place in Danish. However, an educational institution is authorised to allow a candidate to take an examination in another language, if this is practicable.

In assessing Bachelor's projects in Danish, special emphasis is to be placed on the candidate's ability to express him or herself in writing. However, the academic content of the student's work carries the most weight. The educational institution is authorised to waive this requirement for candidates who are able to document a relevant disability or handicap.

The student must pass the examinations scheduled for the first and second terms of the program by the end of the fourth term in order to continue on to the fifth term.

The student may not hand in a Bachelor's project before all other examinations have been completed successfully.

Examination regulations specific to an individual educational institution are described in local addenda to the study regulations.

10.3 Assessment of students with special needs

Qualified students may be offered special assistance in exam situations as prescribed in Danish legislation.

11 Mandatory attendance

Participation in the prescribed courses and student counselling sessions related to the Core subjects of the theoretical modules is mandatory.

Participation in the prescribed courses and student counselling sessions of clinical education modules is also mandatory.

The student is required to attend an average of 30 hours per week in periods of clinical instruction. The student's clinical supervisor evaluates whether the student's attendance has been satisfactory. Only students whose attendance has been evaluated as satisfactory by their clinical supervisor are permitted to register for the internal clinical examination for the module in question.

12 Credit exemption

Students may be granted exemption from part of the program on the basis of qualifications achieved elsewhere. Exemptions are granted on the basis of documented academic work or employment which has resulted in competences and knowledge equivalent to those gained in the course(s) from which the student seeks exemption.

Exemptions are granted on the basis of the educational institution's evaluation of the student's theoretical and practical qualifications.

Evaluations are carried out on the basis of documented course participation and/or employment.. The student must document previous course work in the form of transcripts, diplomas, etc. The student must document relevant employment in the form of employment contracts, employer recommendations, etc.

Exemption can take the form of a shorter study program or exemption from specific forms of course work. The student's educational institution is authorised to determine the precise form of the exemption.

13 Exceptions

The educational institution is authorised to waive requirements stipulated in local addenda to the study regulations under exceptional circumstances.

Exceptional circumstances are as a rule unforeseen situations that a student cannot be expected to anticipate in the normal course of events.