



Faculty of Medicine

VMFX80, Medicine: Interdisciplinary Project Development, 7.5 credits

Medicin: Tvärvetenskaplig projektutveckling, 7,5 högskolepoäng
First Cycle / Grundnivå

Details of approval

The syllabus was approved by The Master's Programmes Board on 2018-12-04 to be valid from 2018-12-06, autumn semester 2019.

General Information

The course is offered as an elective course in all programmes at the Faculty of Medicine. The course is also offered in parallel as an elective course at other faculties at Lund University. This means that students with different prior knowledge will be mixed in groups and expected to use their respective skills and abilities in the development of a project.

Language of instruction: Swedish and English

Main field of studies

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Depth of study relative to the degree requirements

G2F, First cycle, has at least 60 credits in first-cycle course/s as entry requirements

Learning outcomes

Students in the medical disciplines have considerable possibilities to participate in projects both in and outside their subject areas. The course aims to provide tools and theory for project development and an entrepreneurial approach to enable efficient work on developing different types of project.

Most projects require a wider range of skills than one person possesses. Therefore, on this course, students from the Faculty of Medicine will develop a project together with students from other faculties. The interdisciplinary composition of students with different backgrounds not only means that students can broaden their knowledge by learning from one another, but also that the quality of the project will be better. Projects can either be defined by the students or an organisation sets a challenge for the students to solve.

Knowledge and understanding

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

- describe current concepts and methods included in the process of creating and implementing ideas
- describe and explain entrepreneurship as a perspective in the process of developing ideas into creative projects
- explain how interplay in the group influences the outcome of a project
- account for different communication initiatives.

Competence and skills

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

- in groups, develop an idea into a feasible project
- utilise the different disciplinary backgrounds in the group
- seek, collect and critically interpret information that leads to development of the project
- analyse, account for and discuss the collected information
- independently make decisions using analyses of collected information and knowledge.

Judgement and approach

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

- handle ethical, cognitive and social dilemmas that can occur during the implementation of a project.

Course content

Present-day working life requires more skills than those strictly related to specific subjects. The ability to convert subject knowledge into practical benefits in society is becoming increasingly important. Abilities to see opportunities and work professionally in groups together with individuals with other disciplinary backgrounds, as well as to communicate and work during uncertainty are not only coveted by employers, but also valuable for the individual, irrespective of career path and field of study. This is called an entrepreneurial approach.

The course is based on a project, derived either from the group itself or from an organisation in the form of a commission. The project is to be executed in a group composed of students from different faculties. Through work in interdisciplinary groups, students learn to practically apply their own and other's skills.

In parallel with the project, there are six knowledge modules that are to be completed. The knowledge that is acquired in the modules is to be used in the project and together with the practical implementation is to be outlined in a project report. The six knowledge modules are:

1. Seeing opportunities

The module deals with different ways of seeing opportunities and generating ideas. Through understanding of the different processes for generating ideas, the students are provided with better conditions for creating interesting project ideas for themselves or for an organisation.

2. Processes from idea to reality

The process from idea to reality may take differing forms, depending on the discipline. The process of developing a substance into a medicine is, for example, completely different from developing a theatre production. The module addresses different processes for different types of innovation and provides students with insights into how uncertainty can be reduced in these processes.

3. The development and dynamics of groups

All new groups go through a development process. The development process can result in everything from dysfunctional groups to groups that work well together. The module covers the different stages in development and how these can be managed to ensure the group works well.

4. Stakeholders

All projects have stakeholders, i.e. organisations or people who are affected by the project in different ways. The module focuses on how to identify, analyse and manage the different stakeholders and their requirements.

5. Resource acquisition

Resources are not necessarily synonymous with financial capital. Resources may be other things that are needed in order to execute the project. The module addresses different approaches to obtaining these resources and the consequences of the different alternatives.

6. Communication

The module deals with different ways of communicating a message within the project and to external recipients. It covers everything from internal and external processes for communication to the actual message to be communicated.

Course design

Teaching consists of lectures, workshops, e-learning modules and a group project. Active participation in workshops, e-learning modules and the project is compulsory.

Assessment

The assessment is based on a submitted complete project report in writing as well as completed e-learning modules.

The examiner, in consultation with Disability Support Services, may deviate from the regular form of examination in order to provide a permanently disabled student with a form of examination equivalent to that of a student without a disability.

Subcourses that are part of this course can be found in an appendix at the end of this document.

Grades

Marking scale: Fail, Pass.

The assessment is based on two components: an e-learning module (4 credits) and a project report (3.5 credits). Passing the e-learning module requires the completion of all e-learning components and a grade of Pass for the project report requires a passed project report as well as active participation in workshops and group work.

Entry requirements

To be admitted to the course requires 60 credits or equivalent.

Further information

If the course is discontinued, students without a pass will be offered additional opportunities for assessment. during a further three semesters.

The course is offered in collaboration with the Sten K. Johnson Centre for Entrepreneurship. For further information, see <https://entrepreneur.lu.se/studera/Tvarvetenskaplig-projektutveckling>

Subcourses in VMFX80, Medicine: Interdisciplinary Project Development

Applies from H19

- 1901 E-learning, 4,0 hp
Grading scale: Fail, Pass
- 1902 Project report, 3,5 hp
Grading scale: Fail, Pass