



Faculty of Medicine

LÄKR12, Interprofessional Team Work, 3 credits

Interprofessionell samverkan, 3 högskolepoäng
Second Cycle / Avancerad nivå

Details of approval

The syllabus was approved by The Medical Degree Programme Board on 2022-09-14 to be valid from 2022-09-16, spring semester 2023.

General Information

The course constitutes two weeks of semester 10 on the Medical Programme and is compulsory.

Theoretical and practical teaching components take place in Helsingborg, Lund and Malmö but can also be located at healthcare institutions in the whole healthcare region of Southern Sweden.

Language of instruction: Swedish

Literature and teaching in English may be included.

Main field of studies

Medicine

Depth of study relative to the degree requirements

A1F, Second cycle, has second-cycle course/s as entry requirements

Learning outcomes

Competence and skills

For a Pass on the course, the students shall be able to:

- plan and lead patient-related work in a ward
- cooperate with all members of an interprofessional team*
- adequately summarise and communicate relevant information to concerned individuals*
- work in a patient-focused manner and in collaboration with the interprofessional team to meet the patient's need of medical treatment, nursing and rehabilitation*

- in a simulated situation take a leading role when treating a patient that has been affected by an acute medical condition
- treat patients, families and team members professionally and empathetically*
- independently document assessments, planning and interventions in the patient journal and issue referrals*

** while working in a ward*

Judgement and approach

For a Pass on the course, the students shall be able to

- reflect on the importance of interprofessional learning for the development of their ability to work in team within a healthcare setting
- reflect on the specific and collected skills and responsibility of the team for the patient's nursing, treatment and rehabilitation

Course content

The course content concerns above all interprofessional cooperation. During the course, the students participate in a team with students from other profession-oriented medical study programmes in both practical care and scenario exercises. During their placement, the teams work independently under supervision as a client care team.

Course design

An extensive part of the learning takes place through active participation in professional activities during placement in clinical educational departments. This is done in the form of clinically integrated training. Other learning activities are scenario exercises and written reflections. Clinically integrated learning also takes place in the evenings and on weekends.

A condition for students to be able to complete clinically integrated training is that the healthcare providers see no formal obstacles to receiving the student. A healthcare provider can deny a student entry to a healthcare institution if it is deemed that patient safety or trust in the healthcare system is jeopardised or if there are any similar obstacles. A refusal may, for example, be based on the student being sentenced for certain crimes or the demonstration of behaviour that has threatened patient safety or trust in the healthcare system. This refusal results in the student being unable to participate in learning components carried out in the clinical setting.

Clinically integrated training and scenario exercises are compulsory. If the student is absent from a compulsory component, they will have to complete the component at a later date. Certain learning activities may be replaced by assignments. The examiner determines if the student has achieved the relevant outcomes for a compulsory component. Compulsory components are to be documented in the course portfolio.

Assessment

The first opportunity for a student to participate in an examination is at the first regular opportunity after registering for the course.

Assessment of the course goals is based on a course portfolio (3 credits).

In the course portfolio, the student collects observations and feedback from different professional situations, completed assignments and feedback they have received on these. Completed components including scenario exercises and clinically integrated training are also documented in the course portfolio. The course portfolio elements are continuously assessed in accordance with established criteria. The course portfolio is graded in its entirety with a grade of Pass or Fail at the end of the course. Thereafter, the course portfolio is assessed on request by the student.

Number of assessment opportunities for clinically integrated training

No more than two assessment opportunities will be offered for clinically integrated training. One clinically integrated training opportunity is considered to have been used when the course portfolio is graded at the end of the course.

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.

A grade of Pass for the course portfolio assumes that the student has participated in course components that are given in healthcare providers. As mentioned above, if the healthcare provider refuses a student (under "Course design") the student cannot be assessed for these components and will not be awarded a grade on these.

Entry requirements

To be admitted to the course, students must have passed courses (all examinations/components) up to and including semester 8 of the medical degree programme.

Passed the component *Clinically Integrated Training - Basic Professional Approach* in the course *Clinical Medicine 4* (semester 9)

Subcourses in LÄKR12, Interprofessional Team Work

Applies from V23

2301 Portfolio, 3,0 hp
Grading scale: Fail, Pass