

## Course description IHS

Innovative Health Solutions (IHS) is an innovative interprofessional course focusing upon the provision of citizen centered solutions in rapidly developing technological healthcare contexts.

Students from around the world will collaborate in the creation of solutions to global health challenges. The course uses innovative pedagogical approaches to develop intercultural skills and technological literacy. Social, cultural and ethical considerations in relation to technologically assisted health promotion and prevention are reflected upon in a national and global perspective.

Teaching and learning methods can include lectures, self-study, group work, workshops, blended learning, study visits, clinical elements, discussions, student led presentations and other student driven activities. Teaching may also include visiting guest lecturers.

The interdisciplinary collaboration is centered on a problem oriented group project. During the project process the students representing different professions and different countries collaborate with respect to a relevant professional problem area.

## Theoretical and practical elements

The course is divided into two parts:

- Part one is theoretical (weeks 1-13 of the course) and project oriented. This part of the course is concluded with a mandatory exam.
- For international students part two is a practical clinical placement/traineeship (weeks 14-20 of the course). This part of the course is concluded with a final assessment. The Danish students follow their regular curricular contents and exams.

## General information

In this course description you will find information that can help you create an overview of the course and support your learning. This includes information about the course exam and an overview of the subject areas during the course. In other words, the course description is the place where you can find all relevant information that you will need during the course.

The course description has 3 sections:

**Section 1:** General information about the course. Here you will find a description of the purpose of the course, requirements for study activity and a summary of the examinations during the course.

**Section 2:** Content and scope. Here you will find a more detailed description of the different themes and their scope.

**Section 3:** Exam descriptions. Here you can see the learning outcomes, assessment criteria and description of the exams.

## Section 1: General information about the course including the exams

Here you will find a description of the purpose of the course, requirements for study activity and a summary of the examinations during the course.

<p>Innovative Health Solutions (IHS)</p>	<p>Scope: 30 ECTS</p> <p><b>Part one:</b> 20 ECTS</p> <p><b>Part two:</b> 10 ECTS</p>
<p>Content</p>	<p>Innovative Health Solutions (IHS) is an interprofessional semester focusing upon the provision of citizen centered solutions in rapidly developing technological healthcare contexts. Students from around the world will collaborate in the creation of solutions to global health challenges. The semester uses innovative pedagogical approaches to develop intercultural skills and technological literacy. Social, cultural and ethical considerations in relation to technologically assisted health promotion and prevention are reflected upon in national and global perspectives.</p> <p>The course is open to both international and Danish students.</p>
<p>Minimum requirements for study activity</p>	<p>The course is a combination of various study activities representing a course study load of 40 hours/week. Students in clinical practice have a course study load of 40 hours/week. The number of hours students are present at the clinical placement can vary.</p> <p>Attendance is a prerequisite for being able to participate in the course exams.</p>
<p>Exams and exam forms</p>	<p>The course has two mandatory exams:</p> <p><b>Part one</b> is concluded with a mandatory, group oral exam based upon a written group project. The exam is theoretical and reflects the part one learning outcomes. Grading is individual and follows the <a href="#">7-point grading scale</a>.</p> <p><b>Part two</b> For international students part two is a practical clinical placement/traineeship. This part of the course is concluded with a final pass/fail assessment.</p> <p>The Danish students follow their regular curricular contents and exams.</p> <p>The examination rules at University College Absalon are <a href="#">here</a>.</p>
<p>Grading</p>	<p>Part one: 7-point grading scale</p> <p>Part two: pass/fail (international students)</p>

## Section 2: Content and extent

Here you will find a more detailed description of the different themes the semester consists of and their scope.

### Course content - part one

Course	Content	ECTS (1 ECTS = 27 hours)
Theme: <u>Interprofessional collaboration</u>  1 week	<ul style="list-style-type: none"> <li>● Introduction</li> <li>● Intercultural communication</li> <li>● How to work in groups</li> <li>● Study activity model</li> <li>● Patient centered health care in health promotion, illness prevention, diagnostics and treatment</li> <li>● Healthcare systems</li> </ul>	1,5 ECTS  Study load 40 hours
Theme: <u>Health education and health literacy</u>  2 weeks	<ul style="list-style-type: none"> <li>● Global health perspectives</li> <li>● Health education</li> <li>● Health literacy</li> <li>● Patient centered health care</li> <li>● Professional communication</li> <li>● Mono-professional practice</li> <li>● Ethics</li> </ul>	3 ECTS  Study load 80 hours
Theme: <u>Health technology solutions</u>  2 weeks	<ul style="list-style-type: none"> <li>● Concepts of technology</li> <li>● E-health</li> <li>● Health technology</li> <li>● Technological literacy</li> <li>● Ethics</li> <li>● Critical analysis of the health technologies and their purpose</li> </ul>	3 ECTS  Study load 80 hours
Theme: <u>Quality assurance</u>  1 week	<ul style="list-style-type: none"> <li>● Quality assurance of devices and processes</li> <li>● Ethics</li> </ul>	1,5 ECTS  Study load 40 hours
Theme: <u>Innovation</u>  2 weeks	<ul style="list-style-type: none"> <li>● Definition of innovation</li> <li>● Innovative processes</li> <li>● Possibilities and barriers for the implementation of innovative solutions</li> <li>● Entrepreneurship</li> <li>● Business case</li> <li>● Ethics</li> <li>● From idea to reality</li> </ul>	3 ECTS  Study load 80 hours
Theme: <u>Project work</u>  5 weeks incl. exam week	<ul style="list-style-type: none"> <li>● Research and project methodology</li> <li>● Innovative project work in groups</li> </ul>	8 ECTS  Study load 215 hours

## Course content - part two for international students

Course	Content	ECTS (1 ECTS = 27 hours)
Clinical placement/traineeship	The content is based on the individual student's learning agreement combined with the learning outcomes for this period and the possibilities for specialization.	10 ECTS

A large, stylized red logo for ABSALON, with the letters 'A', 'S', 'O', 'B', 'L', 'N' arranged in two rows. The top row contains 'A' and 'S', and the bottom row contains 'O', 'B', and 'L', followed by a large 'N' on the right side.

## Section 3: Assessment form, assessment criteria and learning outcomes

<p><b>Assessment part one</b></p> <p><b>International and Danish students</b></p>	<p>Part one is concluded with a mandatory, group oral exam based upon a written group project with the overall theme Innovative Health Solutions. The exam is theoretical and reflects the part one learning outcomes. Grading is individual and follows the <a href="#">7-point grading scale</a>.</p> <p>The exam is based on a 4-week innovative group-process. Each group must make a project plan of 10 pages as the written part of the exam. The project plan shall include:</p> <ul style="list-style-type: none"> <li>● Description of the problem</li> <li>● Method of the innovative process</li> <li>● Development of innovative solution</li> <li>● Argumentation for innovative solution</li> <li>● Ethical perspectives</li> <li>● Cultural perspectives</li> </ul> <p>The project plan must be handed in 5 days before the oral exam at 9 a.m.</p> <p><b>The oral exam</b></p> <p>The group presents their final pitch of their innovative health solution in front of the examiners.</p> <ol style="list-style-type: none"> <li>1. Presentation of the pitch must last maximum 2 minutes per student.</li> <li>2. Oral group examination lasts 10 minutes per student in the group.</li> <li>3. Voting and individual feedback is maximum 10 minutes in total per group.</li> </ol>
<p><b>Assessment part two</b></p> <p><b>Only international students</b></p>	<p>For international students part two consists of a practical clinical placement. This part of the course is concluded with a final pass/fail assessment.</p> <p>The assessment is an individual oral exam, based on a portfolio reflection. The oral exam is 20 minutes per students + voting and feedback:</p> <ul style="list-style-type: none"> <li>● 5 minutes oral presentation by the student based on the learning outcomes and the portfolio reflection</li> <li>● 15 minutes examination</li> <li>● 5 minutes voting and feedback</li> </ul> <p><b>The Danish students follow their regular curricular contents and exams as described in their study programme for the International Semester.</b></p>

## Student learning outcomes part one



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### Knowledge

The student:

1. is able to combine knowledge of and reflect upon innovative methods for developing practice, and can describe selected implementation methodologies in relation to user centered interventions, health promotion and illness prevention
2. is able to describe mono-professional practice and responsibilities, in an organisational, administrative and societal perspective
3. is able to reflect upon patient treatment pathways and the interprofessional coordination of services
4. is able to reflect upon ethical issues in relation to health services and interprofessional collaboration
5. has knowledge of and is able to reflect upon communication theory with respect to health education and professional collaboration
6. is able to explain and reflect upon methods and standards for quality assurance and patient safety
7. has knowledge of research and project methodology

### Skills

The student:

1. is able to analyse and assess decisions made in relation to patient treatment pathways, health technologies and organisational conditions
2. is able to analyze innovative healthcare interventions from a patient centered perspective
3. is able to collaborate mono-/interprofessionally and with healthcare users in order to assess treatment pathways while considering quality assurance concerns
4. is able to analyze ethical dilemmas in relation to innovative healthcare solutions, health technology and treatment pathways
5. is able to use research and project methodology

### Competencies

The student:

1. is able to organize user centered interventions related to health promotion, illness prevention, diagnostics and treatment
2. is able to collaborate with other professionals in relation to innovative healthcare solutions, health technology and treatment pathways
3. is able to organize, develop, document and assure the quality of health interventions
4. is able to modify communication strategies to different patient centered contexts
5. is able to identify possibilities and barriers for the implementation of innovative solutions while taking into account patient perspectives
6. is able to coordinate interprofessional and intersectoral collaboration on the basis of a holistic patient centered perspective

## Student learning outcomes part two (only international students)

Each student brings their own supplemental learning objectives, which must be approved by the coordinator at UC Absalon. The following learning objectives are mandatory for all students attending the course.



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### Knowledge

The student:

1. is able to explain and reflect on the profession's use of health technology and innovation as a method of developing practice
2. possesses knowledge of the priorities for deploying professional resources under the prevailing framework conditions in the health service
3. is able to participate in patient centered interprofessional collaboration using appropriate communication theories and methods and is able to reflect upon ethical issues

### Skills

The student:

1. is able to master interprofessional cooperation
2. is able to structure communication in different contexts and implement a dialogue-based cooperation with patients, relatives and interprofessional partners
3. based on clinical reasoning is able to assess and justify health promotion, illness prevention, rehabilitation interventions

### Competencies

The student:

1. is able to identify possibilities and barriers of the implementation of innovative health solutions
2. is able to identify own learning needs and develop own knowledge and skills

is able to handle basic elements of professional assessments and is able to collaborate with other pr

