

Bachelorgradsstudie



Workbook for Module 7

Professional and behavioural aspects of patient care in radiography.

Kull R 07

Weeks 1 - 13
Spring 2009

Module Co-ordinator: Nina Dalen

MODULE 7

Professional and behavioural aspects of patient care in radiography.

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Groups

Timetable

1.0 INTRODUCTION

The theme for the 3rd year of study is a comprehensive understanding of the subject and in-depth study of radiography, and consists of Module 5 – Module 7.

This folder contains information about the objectives, content, and work forms for Module 7. It also contains information about internal and external lecturers associated with the module. The module stretches over 13 weeks, from 01/09 - to week 12/09.

During this module students will be given the opportunity to travel to foreign institutions that are taking part in the ERASMUS-programme.

The module description that follows is intended for students who elect to stay at home during this period and for incoming foreign ERASMUS students.

The programme offered to exchange students abroad is considered equivalent in credit terms to the programme offered here.

The module focuses on aspects of the Radiographer's role, tasks and responsibilities when interacting with the patients. The study of chosen topics that deal with the radiographer's professionalism and behaviour as a caregiver will give the student an opportunity to reflect upon situations where different considerations and demands must be weighed up against one another in different decision making processes. The student will analyse a situation from practice in an Imaging/Radiation Therapy department that affects the care offered to the patient(s).

The module comprises 18 credits, (18 ECTS). 6 credits, (6 ECTS) in theory and 12 credits, (12 ECTS) in patient-related practical studies - Praksis 5.

1.1 Information about the lecturers

Co-ordinator for Module 7

Høgskolelektor Nina Dalen

Tel.55 58 55 23

External/internal lecturers:

Høgskolelektor	Bente Albrigtsen
Høgskolelektor, doktorgradsstipendiat	Mark Hopfenbeck
Gjøvik University College	
MS Association in Norway	Bjørn-Anders Foss Iversen
Kreftforeningen	Mark Pettit
Pasientombud (somatic)	Grete Brundtland
Høgskolelektor	Jan Arne Karlsen
Høgskolelærer	Julia Fjeld
Anestesilege	Ib Jammer
Høgskolelektor	Kirsten Telnes

Group tutors/mentors:

Høgskolelektor	Jan A. Karlsen	Group 1	
Høgskolelektor	Nina Dalen	Group 3	Tel. 55 58 55 07
		Group 2 and 4	Tel: 55 58 55 23

2.0 DESCRIPTION OF MODULE 7

2.1. Contents:

This module builds partly upon previously acquired knowledge and experiences, from both theoretical and practical studies, and partly upon in-depth study of chosen topics and the application of these in an improvement project carried out in practical field.

- *2A *Scientific theory and research methodology*
 - The consequences of scientific paradigms in health and social subjects
 - Professionalism in the health sector
 - Participants within the health sector
- **2B *Ethics*
 - Relevant values and norms in society and healthcare subjects, ways in which they are connected and govern practical actions
 - Developments in society seen in relation to challenges in the health sector and development of values and norms.
 - Professional ethics, principles and values
- ***2C *State and Local government, health and social politics*
 - Welfare development. Health and social political influences
- *2D *Communication, interaction and conflict resolution*
 - Communication between professionals and users
 - Intercultural communication, communication in small groups and in organisations
- 2E *Psychological and pedagogical topics*
 - Emotional and cultural conditions with illness, handicap, diagnosis and treatment
 - Teaching, counselling, giving advice and information
- 2F *Professional ethics and foundation*
 - Ethical questions connected with the treatment of human beings and human imaging material.
 - Ethical considerations connected with technological developments and possibilities, and resource priorities in radiographic services
 - Ethical dilemma in relation to the use of radiation and the patient's age
 - Patient autonomy in examinations and treatment
 - The radiography profession's history, future perspectives and research, nationally and internationally
 - Caring and technology
- 3A *Patient care and nursing*
 - Understanding of and experience with good professional caring practice
- 3G *Quality development and documentation*
 - Radiographic professional documentation
 - Evaluation of methods and documentation

2.2 Learning objectives for Module 7

Aims:

On completion of this module you will have developed knowledge, skills and attitudes in relation to an analytical understanding of the complexity of the radiographer's role as a professional caregiver. You will be able to:

- * Assess and reflect upon how scientific paradigms influence our perception of the experienced reality of/in the health service
- Apply knowledge of and insight into criteria for professional practice and patient care in Imaging and Radiotherapy Departments

- ** Demonstrate capability in documentation, assessment and improvement of the Imaging / Radiation Therapy Departments' care, and develop skills and abilities in ethical assessment of the choice of actions and priorities in their own professional practice
- Demonstrate constructive and critical reflection in relation to their own work and the professions tasks and areas of responsibility
- Utilize a comprehensive approach to patient care (holistic and humanistic) in work in the healthcare team
- Substantiate the value of professional behaviour and empathy in patient care
- Explain the consequences and demands which are made to the standards and criteria for professional practice
- Be able to evaluate daily practice in Imaging and Radiotherapy Departments
- Put forward suggestions for the development and implementation of improvements of caring in practice in relation to research findings and EBP
- Further develop your communicative and co-operative skills with multicultural, foreign language patients and professionals.
- The essence and main components of a counselling conversation vs. an informative and advisory one (e.g. student instruction, patients and relatives, co-workers, etc.)
- *** Ways in which healthcare workers themselves can influence health and social politics
- To be capable of completing and presenting a quality improvement project (See Guidelines on page 6)

3.0 LEARNING METHODS/STUDENT PARTICIPATION

The following learning methods will be used in Module 7:

Problem based learning which requires participation in:

- "basisgruppe" - group meetings
- resource lectures
- role-play exercises and demonstrations
- individual study
- seminars
- practice
- project and report writing in English
- oral presentation of the report in English

Learning methods, specific:

You will gain training in project work in the practical field and oral presentation of the results in English. The intercultural, international composition of the class will be an important resource in the learning and work processes during the module. Lectures and seminars will be in English. Group work will also be conducted in English,

Mandatory studies

In this module, due to the Institute's use of PBL, all of the sessions shown on the timetable, except the resource lectures, are **mandatory**, i.e. group work, temadag, seminars, assessments and practice.

Absence from mandatory studies

A written register of absence from group meetings will be kept. A student who has been absent from more than 20% of the mandatory learning sessions will lose the right to take part in the exam BRE 310 and complete the module. All practice is mandatory and more than 10% absence will qualify as a “fail” of the practical placement.

3.1 Seminars, project and report

There will be two situations with different topics in this module and a Quality Improvement project.

Two seminars will be held in Module 7: Seminar 1 in week 4; and Seminar 2/ exam BRE 310, in week 12.

The object of the seminars is to disseminate learning which the group, or individual students, have achieved, to fellow students.

The whole class will participate in the presentations where a summary of the group's work in the situation where knowledge, skills and attitudes gained will be documented.

There will be 4 groups in this module. Each group will work with one topic in each situation. At the seminar the groups will be responsible for presentation of their work and one of the other groups will be their opponent responsible for academic criticism, questions and any supplementary information and knowledge.

In Seminar 1 each group can choose their own form of presentation, e.g. video, role-play, story reading, demonstration, etc. Each group will be allotted a time frame of 20 minutes for their presentation, followed by 10 minutes with feedback and questions from the opponent group, fellow students and teachers.

Study requirements.

Seminar 2 will be the conclusion of a Quality Improvement project that the students have worked with during practice through weeks 5 to 11.

Guidelines for the Quality Improvement Project

BRE310 – exam – viva. 24 and 25.03.10. resit, 22.04.10

Two (2) students will work together.

You will:

- 1 Identify a situation, preferably in cooperation with the department, from practice in an Imaging or Radiation Therapy department, which affects the care offered to patients during an examination or treatment and where it is thought that the quality of care given is not optimal, or is unsatisfactory.

- 2 Decide and send the topic at the latest Thursday 11th of February at 6pm. The topic must be approved by Module co-ordinator Nina Dalen.
- 3 Analyse the problem in the light of theoretical models, current research and EBP pertaining to professional care-giving.
- 4 Conclude with a suggestion for a solution, i.e. an improvement in practice.
- 5 The methodology used must be presented

The data you collect must document the characteristics and extent of the problem. Methodology used can for example be the TQM, research models, PBL or EBP.

You will be given Fridays in second and fifth weeks of practice off duty to work with the project.

The module will conclude with an examination, BRE310, a viva presentation of the Quality Improvement project that you have worked with during practice through weeks 5 to 11.

The final report of 3000 words +/- 10 % shall be written in English, this will form the basis for your oral presentation for the examination. An abstract of maximum 300 words must be sent to your contact teacher before your presentation, at the latest by 6.00 pm on Wednesday 17th of March. A copy of the report must be handed in to “ekspedisjon” and saved on It’s learning by 12.00 on Tuesday 23rd of March. At the examination students will be allotted 20 minutes (i.e. approximately 10 machine-written pages, excluding illustrations) for the presentation, followed by 10 minutes for questions and assessment. Each presentation will be assessed by two (2) teachers. Both the subject content and the presentation itself, i.e. the way in which the presentation is made and A/V aids are used, will be assessed. The mark awarded will be on a scale from A – F.

A separate timetable will be made for the exam seminars in week 12.

NB. It is expected that a copy of the report will be presented to the radiology department/s concerned.

4.0 EVALUATION OF MODULE 7

A mid-module verbal evaluation will be carried out in week 4 and at the end of the module in week 14 there will be an evaluation of the entire module on It’s learning.

You will be asked to evaluate what you have learned in relation to:

- module objectives
- the academic and cultural value of
 - resource lectures
 - the situations
 - role-play exercises
 - seminars
 - project work, report writing and presentation
 - using a second language during the module

5.0 ASSESSMENT

- Study requirements - presentation at examination BRE310 - passed.
- Practical placement - Praksis 5 – passed.

Assessment Criteria for BRE310

1. Reflects upon material and/or situation and upon one's own and others' practice
2. Is creative and constructive
3. Presents used methodology
4. Demonstrates an ability for systematic thought and dissemination
5. Documents an understanding of central concepts
6. Analyses and interprets in the light of professional appraisal
7. Uses reputable and relevant literature
8. Demonstrates a capability for cooperation