



Efter avslutat kurstillfälle fyller kursansvarig i denna mall. Prefekt/programansvarig beslutar om mallen ska kompletteras med ytterligare uppgifter/frågor.

Kurskod 2DS009 (DSK C)	Kurstitel Examensarbete i omvårdnad	Högskolepoäng 15
Termin V21	Tidsperiod V 13-22, 2021	

Kursansvarig Zarina Nahar Kabir	Examinator Åsa Johansson Stark
Övriga medverkande lärare Anne Friman, Albertine Ranheim, Susanne Andermo	Övriga medverkande lärare Erika Berggren, Maigun Edhborg, Zarina Nahar Kabir

Antal registrerade studenter 40	Antal som inte fullföljt kursen	Antal godkända efter ordinarie tillfälle 22
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Slutsatser vid föregående kursutvärdering

Saknas.

Beskrivning av genomförda förändringar sedan föregående kurstillfälle

After examination seminars, students receive both written and verbal feedback from the examiners on their thesis draft. Earlier, the feedback was given only verbally. "Course dialogue" is introduced so that students can meet with their supervisors in addition to the supervisory seminars. During the course dialogues, students can seek out concrete guidance in writing their thesis. Supervisors do not provide feedback on the thesis drafts during these sessions.

Metod(er) för studentinflytande

Students are able to provide direct feedback to their supervisors, to the course leader and examiner. One of the main methods to communicate students' feedback is by responding to the course evaluation. However, only 9 out of 38 students or about 23% of the registered students did the course evaluation. The results of the course evaluation are taken into consideration when planning future courses.

Sammanfattning av studenternas svar på kursvärdering

Majority reported to high or very high degree that they had developed valuable knowledge and skills (55.5%), reached the learning outcomes of the course (88.8%), there was alignment throughout the course (55%), were stimulated to take a scientific approach (77.8%), reflected over their own learning in the course (88.9%), examinations were aligned to the course's learning outcomes (88.8%).

Only 44% felt that teachers were easily available, and the pedagogic layout stimulated their learning, received the support that they required to a high degree.



Open comments regarding overall assessment of the course was mixed. Some wrote: “Bra upplägg, var roligare och mer givande än förväntat. Kräver dock att man är insatt och lägger de timmar som heltidsstudier inbegriper”/ ”Bra handledare. Relevanta synpunkter. Allt mycket bra” while others were more critical: “Negativt att lärare säger olika kring tex hur arbetet ska läggas upp, antal ord man får ha. Studenter pratat med varandra och upplevs förvirrande då olika handledare och examinatoreer uppger olika saker.” On the question of what can be improved in the course it was commented: “Att lärare följer samma riktlinjer!!!”.

Kursansvarigs reflektioner kring kursens genomförande och resultat

Availability of the teachers for students and maintaining consistency among teachers regarding guidelines in writing a thesis remain a challenge.

Students are supervised in group during supervisory seminars. During these sessions, in addition to feedback from supervisors, students provide feedback to their peers on their drafts. This was students practice appraisal of other scientific work which is part of examination at the end of the course. At the supervisory sessions, both students and supervisors use a ‘feedback document’ which uses the exact same assessment criteria for assessing the final thesis. This way students are well acquainted with the assessment criteria which are followed grade thesis. Constructive alignment is aimed for throughout the course and the learning activities, including examinations are designed accordingly.

Beskrivning av hur kursen arbetar med kvalitet, forskningsanknytning och samverkan med andra professioner.

The aim of the course is for students to conduct research within the specific specialist education in nursing, such as district nursing, in order to get in-depth understanding of their specialisation. Students are required to take on patients’ or their relatives’ perspective in their research to explore how caring within their specialisation can be improved for them, i.e. patients and relatives.

Kursansvarigs slutsatser och förslag till förbättringar

Efforts need to be taken to improve consistency in terms of understanding of guidelines between all involved teachers. Specific meeting occasions will be created for supervisors and examiners to meet on a regular basis during the duration of the course to consult on students’ progress.

Beskrivning av hur kursvärderingen har återkopplats internt och till studenterna

The course evaluation is circulated to the management team of the division where the course is conducted, to the ‘programråd’ as well as published on the course web and the Canvas room of the future courses.