



Efter avslutad 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 H21	Tidsperiod V 45-02	

Kursansvarig Zarina Nahar Kabir	Examinator Åsa Johansson Stark
Övriga medverkande lärare Annika Skytt, Åsa Craftman, Eva Sundborg	Övriga medverkande lärare Erika Berggren, Maigun Edhborg, Veronica Lindström, Annika Alm

Antal registrerade studenter 42	Antal som inte fullföljt kursen	Antal godkända efter ordinarie tillfälle 26
--	--	--

Slutsatser vid föregående kursutvärdering

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 genomförda förändringar sedan föregående kurstillfälle

Supervisors/examiners collectively meet regularly together with the course examiner and the course leader. The supervisors and examiners are also asked to maintain regular contact between themselves regarding progress of each student/student pair's thesis throughout the project period.

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 42 students or 21% 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 (67%, Mean: 3.9), reached the learning outcomes of the course (78%, Mean: 4.0), there was alignment throughout the course (90%, Mean: 4.1), were stimulated to take a scientific approach (100%, Mean: 4.6), practiced critical appraisal of scientific material (100%, Mean: 4.6), had adequate prior knowledge for the course (88%, Mean: 4.1), received meaningful feedback for own learning (67%, Mean: 4.0), increased understanding of ethical considerations (78%, Mean: 4.0), new insights on how research can be used in clinical



practice (78%, Mean: 3.9), examinations were aligned to the course's learning outcomes (77%, Mean: 4.1).

Only 37% felt that they partially received the support that they needed (Mean: 3.9) and could easily find information on Canvas (Mean: 3.9), and could find 50% (Mean: 3.8) felt that the pedagogic layout stimulated their learning. Thirty three percent (Mean: 3.8) partially felt that they had a clear understanding of what was expected of them and teachers were available for ideas (Mean: 4.0).

Open comments regarding overall assessment of the course was mixed. Some wrote: "*Rolig och utvecklande i det vetenskapliga förhållningssättet*" / "*Väldigt positivt med handledningen som gav mycket konstruktiv feedback. Superfina lärare/ Funkade bra på distans inkl seminariet.*" while others were more critical: "*Kändes inte som handledaren hade tid för att handla ordentligt/Hade varit mycket bättre med ensamma handledningstillfällen i kombination med nuvarande upplägg med handledning i grupp där vi får träna på respondent/opponent.*" On the question of what can be improved in the course it was commented: "*Bättre stöd från handledaren i form av ensam handledning samt i grupp/ Muntlig handledning för skrivparet (inte bara skriftligt dokument)*".

Kursansvarigs reflektioner kring kursens genomförande och resultat

Meaningful feedback from the teachers to the students and maintaining consistency among teachers regarding guidelines on supervision remain a challenge. For example, at the supervisory meetings, supervisors are to provide feedback both in written form, using the 'feedback document', and also explain the feedback verbally. Students consistently suggest individual supervision instead of group supervision. Group supervision enables peer learning which is an important tool for students' learning. Limited resources inhibit individual supervision.

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. The nature of writing thesis requires students to utilise and integrate scientific literature in their work. 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 patients.

Kursansvarigs slutsatser och förslag till förbättringar

It is the supervisors' responsibility to dedicate allocated time for supervision of students. This will be brought up in the regular meetings with team of supervisors. The layout of the Canvas room of the course will be reviewed to make it easier to follow its contents and find information. During the course introduction on the first day of the course, expectations of students in relation to the course needs to be better communicated.

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.