

## **LiU Summer Academy: High tech meets people meets processes: quality improvement in healthcare**

LiU Sommaruniversitet: Teknik – människa – process:  
förbättringskunskap i hälso- och sjukvård  
7.5 credits

Single subject course

8SAG06

Valid from: 2024 Spring semester

<b>Determined by</b>	<b>Main field of study</b>	
Chairman of The Board for First and Second Cycle Programmes	Medicine	
<b>Date determined</b>	<b>Course level</b>	<b>Progressive specialisation</b>
2023-05-10	First cycle	G2F
<b>Revised by</b>	<b>Disciplinary domain</b>	
	Health care	
<b>Revision date</b>	<b>Subject group</b>	
	Health and Society	
<b>Offered first time</b>	<b>Offered for the last time</b>	
Summer semester 2024		
<b>Department</b>	<b>Replaced by</b>	
Institutionen för hälsa, medicin och vård		

## Specific information

The course is given within the framework of the Linköping University International Summer Academy and is only open to students from Linköping University's partner universities.

The course is in English and at the bachelor level.

## Entry requirements

To meet the general entry requirements, students must have completed 1 year full-time studies (passed 60 ECTS credits or equivalent) from one of Linköping University's partner universities.

## Intended learning outcomes

By the end of the course the students will be able to:

### *Knowledge and understanding*

- identify areas for health care improvements and to distinguish specific problems,
- describe theoretical and practical aspects which can impact on health care improvements, and,
- explain factors on individual-, team-, and organisational levels, impacting the outcomes of health care improvements.

### *Competence and skills*

- apply tools to depict barriers and facilitators in a health care context where an improvement is needed,
- suggest a project plan for improvements based on a defined problem,
- apply methods in for knowledge implementation for an improvement need in health care, and
- suggest appropriate evaluation for an improvement project in health care.

### *Judgement and approach*

- assess ethical risks in health care improvements, and
- critically contribute to the development of own and other students' improvement ideas in health care.

## Course content

- Theories and models for health care improvements
- Evidence and evidence-based practice
- Theories and models for knowledge implementation in health care
- Strategies for knowledge implementation
- Theories and models for evaluating health care improvement initiatives
- Ethics in health care improvement

## Teaching and working methods

### **Educational methods**

The pedagogical approach applied at the Faculty of Medical and Health Sciences is student centered: problem based learning (PBL). The student takes responsibility for his/her own learning by an active and reflective approach to assignments and sessions. This course uses lectures, seminars, workshops, and base group work.

The learning procedures prompt students to independently phrase questions for their learning, to seek knowledge, and assess and evaluate knowledge achieved in dialogue(s). The students work in groups with realistic scenarios to develop their own learning, contribute to other students learning and, to exercise collaboration. The role of the teacher is to guide and facilitate the students in this pedagogy.

Interprofessional learning signifies that students from across disciplines learn together with, about and from each other. The format stimulates and supports the student's development of professional competence, and prepares the student for interprofessional teamwork and collaboration in their future professional life.

## Examination

The course is examined in a written, individual assignment and corresponding oral presentation. Participation in at least 80% of the lectures, seminars, workshops, and base group work, respectively, are required.

If special circumstances prevail, and if it is possible with consideration of the nature of the compulsory component, the examiner may decide to replace the compulsory component with another equivalent component.

### **Application for examination**

Instructions on how to apply for examinations are given prior to the beginning of each course.

### **Re-examination**

The date for re-examination should normally be announced by the date of the regular examination at latest; in which case the scope must be the same as at the regular examination.

### **Nomination of another examiner**

A student who has taken two examinations in a course or a part of a course without obtaining a pass grade is entitled to the nomination of another examiner, unless there are special reasons to the contrary.

### **Grading**

Pass or Fail

### **Course certificate**

On the student's request, course certificate is issued by the course examiner.

## Grades

Two-grade scale, U, G

## Course literature

A list of recommended literature will be provided by the course coordinator before the start of the course.

## Other information

### **Department**

Health, Medicine, and Caring Sciences

Planning and implementation of the course is to be based on the wordings in the course syllabus. A course evaluation is compulsory for each course and should include how the course is in agreement with the course syllabus. The course coordinator will analyse the course evaluation and propose appropriate development of the course. The analysis and proposal will be returned to the students, the Director of Studies, and as needed to the Education Board, if related to general development and improvement.

The course is conducted in such a way that there are equal opportunities with regard to sex, transgender identity or expression, ethnicity, religion or other belief, disability, sexual orientation and age.

If the course is cancelled or undergoes major changes, examination is normally offered under this course syllabus, at a total of three occasions, within/in connection to the two following semesters, of which one in close proximity to the first examination.

If special circumstances prevail, the vice-chancellor may in a special decision specify the preconditions for temporary deviations from this course syllabus, and delegate the right to take such decisions.