Master's Degree Programme in Clinical Nursing Science

120 ECTS credits

Full-time
Part-time

Approved by: NOKUT (Norwegian Agency for Quality Assurance in Education)
Date: 27 April 2005
Revisions last approved: 17.08.2012

Faculty of Health Sciences
Department of Nursing,
Pilestredet Campus

This programme description applies from autumn semester 2012
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1 Introduction
The Faculty of Health Sciences at the Department of Nursing, Oslo and Akershus University College of Applied Science aims to train nurses with high levels of clinical competence. The master's degree programme is a specialisation in clinical nursing science. The programme places emphasis on the theory of science and different theories and research methods, and all the topics are based on scientific thinking related to the clinical context.

Clinical Nursing Science
Through a master's degree programme in clinical nursing science the discipline of nursing is developed and applied in close cooperation with the clinical field. The concept of 'clinical' focuses attention on the sickbed and the nurse's role in patient care. In this context the term 'clinical' should be understood in its broadest sense, dealing with knowledge and understanding of specific or potential needs of patients and their families and an understanding of the fundamental aspects and actions of nursing practice. In clinical nursing science the focus of research and knowledge development will be on caring for patient groups and families on different levels. Knowledge development and theory formulation in clinical nursing science can be related to both a theoretical and a clinical/practical knowledge interest.

Society, science and education
Social and scientific conditions interact with the ongoing teaching and supervision offered in the master's degree programme. Accordingly, the master's degree programme will continually develop in line with institutional, national and international advances in research that are relevant to clinical nursing practice. The Master's Degree Programme in Clinical Nursing Science imparts knowledge on completed and ongoing research conducted at the Department of Nursing into ethics, lifestyles, quality of life, health, pain, suffering and dignity as well as on nursing as a profession and communication. Through many years of experience in training nursing students, Oslo and Akershus University College of Applied Science (HiOA) has established close cooperation with hospitals and municipal health services in Oslo and the surrounding areas. This provides a unique opportunity to integrate nursing science, training and clinical practice into one master's degree programme.

New challenges for research, training and practice
Modern nursing practice is complex, and places high demands on practitioners at all levels. The Oslo and Akershus region has several large hospitals with emergency functions where the need for advanced clinical nursing competence is significant. Hospital bed stays are short, and the municipal health services face major challenges in terms of protecting patients and users with complex medical conditions and their families. We also foresee new challenges in the wake of changes in the welfare state, treatment institutions and the role of the professions. Not least, it is important that nursing science research, training and practice take into account the growing numbers of actual and potential patients who, due to age, physical impairment, or ethical or religious constraints do not fully benefit from the services provided by the health services.

It is important that the master's degree programme should develop a professional and informed integration of values. As a profession and discipline, nursing science is independent of other fields of science. Professional autonomy and critical awareness make the group capable of professional, scientific and political engagement. Keeping updated on new advances within the profession and the discipline is therefore essential.

The clinical competence of nurses who have completed a master's degree in clinical nursing science differs from that of a specialist nurse with further education or a master's degree in, for example, intensive care or anaesthesia. Further education programmes give nurses action competence within a
specialised area of clinical nursing. A master's degree in clinical nursing science is a specialisation in the field of nursing with an emphasis on scientific thinking, research and research methods. Nursing and nursing research are related to the context in which nursing is practiced.

In addition to direct patient care, nurses who complete the Master's Degree Programme in Clinical Nursing Science are qualified to work as supervisors for students and colleagues and to play a role in professional development in the field.

The master's programme qualifies as a basis for doctoral studies, both nationally and internationally.

**Understanding of learning**
Learning requires personal initiative, but takes place in interaction with others, in a learning community with fellow students and teachers as a social practice. The person who is learning must construct his/her own knowledge and understanding. This understanding of learning is based on the constructivist premise that students learn best when they are part of a binding community with other students, with teachers and with other resource persons, and when their learning is coordinated in such a way that whatever topic they work on is concentrated in time and space.

The students will work on common problem areas at an increasingly deeper level. Through working on the learning content, each student deals with certain aspects of the topic on which he/she is working. Furthermore, the constructivist premise is that the students present their knowledge and understanding in a given public space and receive prompt feedback on drafts so that they can proceed in developing their own insights. Feedback, formative assessment and supervision are key activities in a learning community. The programme applies a continuum of teaching methods, from deductive, structuring and teacher-centred to more inductive, explorative and student-centred teaching methods.

**2 Target group**
The target group for the master's degree programme comprises nurses seeking specialisation in the clinical field, with a strong focus on patient groups with long-term diseases and patients who become acutely ill.

**3 Admission requirements**
International students must fulfil both the admission requirements for international students (see [http://www.hioa.no/eng/Programmes/Admission/Admission-requirements-for-international-students](http://www.hioa.no/eng/Programmes/Admission/Admission-requirements-for-international-students)) and the specific requirements for this master’s program given below.

For the Master's Degree Programme in Clinical Nursing Science the following conditions also apply. The basic requirement for admission is a three-year bachelor's degree/basic training in nursing and authorisation to practice nursing.

a) $30\%$ of the study places are allocated to applicants with a bachelor's degree in nursing or equivalent qualification.

b) In this applicant group, relevant practical training includes clinical practice in nursing accumulated on completion of basic training. Relevant additional training may include various types of further education in nursing.

c) This applicant group also applies to applicants with basic training under the national curriculum prior to 1987.

**Admission appeals**
Appeals against admission decisions should be addressed to the Appeals Committee at Oslo and Akershus University College of Applied Science and submitted to the Department of Nursing.
4 Learning outcomes
By 'learning outcomes' is meant the knowledge, skills and general competence a candidate is expected to have (must have) on completion of a course or the programme. The National Qualifications Framework for Higher Education were promulgated by the Ministry of Education on 20 March 2009 [http://www.regjeringen.no/nb/dep/kd/tema/hoyere_utdanning/nasjonalt-kvalifikasjonsrammeverk.html?id=564809](http://www.regjeringen.no/nb/dep/kd/tema/hoyere_utdanning/nasjonalt-kvalifikasjonsrammeverk.html?id=564809)

Candidates who have completed their qualification must have achieved the following overall learning outcomes defined in terms of knowledge, skills and general competence:

Knowledge
The candidate:
- has advanced knowledge of nursing as a profession and as a science.
- has advanced knowledge of selected clinical specialisations (see Table 5.1).
- has thorough knowledge of nursing science theories and other relevant theories.
- has advanced knowledge of quantitative and qualitative methods that are relevant to clinical nursing science.
- Can analyse clinical issues on the basis of nursing's social mandate.

Skills
The candidate can:
- provide and practice evidence-based nursing care.
- analyse existing clinical nursing practice and assure its quality through practical and theoretical problem-solving.
- initiate research and disciplinary development in practice by using relevant research methods.

General competence
The candidate can:
- develop clinical nursing science through analysing relevant nursing issues.
- apply his/her knowledge by planning, practising and evaluating nursing care for specific patient groups and initiate research and disciplinary development to develop patient care.
- apply his/her knowledge and skills to further develop different aspects of his/her clinical competence.
- contribute to innovation and innovative processes by taking up positions in the specialist health care services and the municipal health services where patient situations are complex, with a view to developing the field in cooperation with others in that area.

5 Programme content and structure
The programme may be undertaken on a full-time basis over two years or on a part-time basis over four years.

Courses
The programme comprises both compulsory courses and courses that can be individually chosen. Not all the elective courses are offered every semester.
## Table 5.1: Program content

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>ECTS Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>KLIN 1</td>
<td>Clinical Nursing Science 1: Introduction</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Module 1:</strong> Key Patient Phenomena and Concepts, 5 ECTS credits</td>
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<tr>
<td></td>
<td><strong>Module 2:</strong> Evidence-based Practice, 5 ECTS credits</td>
<td></td>
</tr>
<tr>
<td>KLIN 2</td>
<td>Clinical Nursing Science 2: Specialisation</td>
<td>10 + 10</td>
</tr>
<tr>
<td></td>
<td>Students shall choose two of the following eight courses:</td>
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</tr>
<tr>
<td></td>
<td><strong>KLIN2SMERTE</strong> Pain and Pain Management</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>KLIN2LIDELSE</strong> Suffering and Dignity</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>KLIN2KVAL</strong> Quality of Life</td>
<td>10</td>
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<tr>
<td></td>
<td><strong>KLIN2ETIKK</strong> Clinical Ethics</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>KLIN2VEIL</strong> Communication and Health Counselling</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>KLIN2BARN</strong> Children and the Health Services</td>
<td>10</td>
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<tr>
<td></td>
<td><strong>KLIN2ELDRE</strong> Elderly Patients with Complex Health Problems</td>
<td>10</td>
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<tr>
<td></td>
<td><strong>KLIN2HELSE</strong> Health, the Human Body and Lifestyle</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>KLINKVANT</strong> Theory of Science, Ethics and Research Methodology: A Quantitative Insight</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Module 1:</strong> Theory of Science</td>
<td>5</td>
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<tr>
<td></td>
<td><strong>Module 2:</strong> Research Methodology and Data Processing 1</td>
<td>5</td>
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<td></td>
<td><strong>Module 3:</strong> Ethics</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Module 4:</strong> Research Methodology and Data Processing 2</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td><strong>Module 5:</strong> Quantitative Methodology</td>
<td>5</td>
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<tr>
<td></td>
<td><strong>OR:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>KLINKVALIT</strong> Theory of Science, Ethics and Research Methodology: A Quantitative Insight</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td><strong>Module 1:</strong> Theory of Science</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Module 2:</strong> Research Methodology and Data Processing 1</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Module 3:</strong> Ethics</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Module 4:</strong> Research Methodology and Data Processing 2</td>
<td>10</td>
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<td></td>
<td><strong>Module 5:</strong> Qualitative Methodology</td>
<td>5</td>
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<tr>
<td></td>
<td><strong>MASTERSMA:</strong> Master's Thesis</td>
<td>60</td>
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### Organisation of the programme

The planned progression in the programme is as shown in Table 5.2. The table shows progression in the full-time programme over two years and in the part-time programme over four years.

**Clinical Nursing Science 1, 10 ECTS credits**, is more general in nature, i.e. it focuses on general topics and issues related to the nurse's responsibilities for people with serious illnesses. This course is compulsory. No exemptions from modules in Clinical Nursing Science 1 may be applied for.
In Clinical Nursing Science 2 (worth a total of 20 ECTS credits) students specialise in two courses that are relevant to nursing patients with long-term serious illnesses and patients who become acutely ill. A minimum of eight days of clinical practice is included in the individual courses as a basis for the project-based studies. Students choose two of the courses offered during the academic year. Students take examinations in both of the chosen courses. The same working and teaching methods, coursework requirements, and assessment/grading apply for all of the elective courses.

Theory of Science, Ethics and Research Methodology (30 ECTS credits) is compulsory, and offers a deeper insight in how different forms of knowledge are developed and formulated. Students choose to specialise in either qualitative or quantitative methodology.

No exemptions from modules in Theory of Science, Ethics and Research Methodology may be applied for.

Master's Thesis, worth 60 ECTS credits, concludes the programme, and is an independent scholarly work.
### Table 5.2: Organisation of the full-time and part-time programmes

<table>
<thead>
<tr>
<th>Semester</th>
<th>Full-time – 2 years</th>
<th>Part-time – 4 years</th>
</tr>
</thead>
</table>
| 1 Autumn   | KLIN 1 Clinical Nursing Science 1  
- Individual home examination (10 ECTS credits)  
KLIN2…. Clinical Nursing Science 2: (1 of 8 elective courses)  
- Individual home examination (10 ECTS credits)  
KLINKVANT/KLINKVALIT Theory of Science, Ethics and Research Methodology – Modules 1 and 2 (10 ECTS credits in total) | KLIN 1 Clinical Nursing Science 1  
- Individual home examination (10 ECTS credits)  
KLINKVANT/KLINKVALIT Theory of Science, Ethics and Research Methodology – Module 1(5 ECTS credits)  
KLIN2…. Clinical Nursing Science 2: (1 of 8 elective courses)  
- Individual home examination (10 ECTS credits)  
KLINKVANT/KLINKVALIT Theory of Science, Ethics and Research Methodology – Modules 3, 4 and 5 (20 ECTS credits in total)  
- Individual home examination (30 ECTS credits) |
| 2 Spring   | KLIN2…. Clinical Nursing Science 2: (1 of 8 elective courses)  
- Individual home examination (10 ECTS credits)  
KLINKVANT/KLINKVALIT Theory of Science, Ethics and Research Methodology – Modules 3, 4 and 5 (20 ECTS credits in total)  
- Individual home examination (30 ECTS credits) | KLIN2…. Clinical Nursing Science 2: (1 of 8 elective courses)  
- Individual home examination (10 ECTS credits)  
KLINKVANT/KLINKVALIT Theory of Science, Ethics and Research Methodology – Module 3(5 ECTS credits) |
| 3 Autumn   | Master's Thesis                                                                    | KLIN2…. Clinical Nursing Science 2: (1 of 8 elective courses)  
- Individual home examination (10 ECTS credits)  
KLINKVANT/KLINKVALIT Theory of Science, Ethics and Research Methodology – Module 2(5 ECTS credits) |
| 4 Spring   | Master's thesis – submission (60 ECTS credits)                                     | KLINKVANT/KLINKVALIT Theory of Science, Ethics and Research Methodology – Modules 4 and 5 (15 ECTS credits in total)  
- Individual home examination (30 ECTS credits) |
| 5 Autumn   | Master's Thesis                                                                    | Master's Thesis                                                                    |
| 6 Spring   | Master's Thesis                                                                    | Master's Thesis                                                                    |
| 7 Autumn   | Master's Thesis                                                                    | Master's Thesis                                                                    |
| 8 Spring   | Master's thesis – submission (60 ECTS                                              | Master's Thesis                                                                    |

**Progression requirements**
Clinical Nursing Science 1 and 2 and Theory of Science, Ethics and Research Methodology must be completed and passed before students may submit their master's theses. The master's thesis is the final component in the programme.

**6 Internationalisation**
Oslo and Akershus University College cooperates with universities and university colleges in and outside Europe, and belongs to various academic networks. Students may apply to take some courses at our partner institutions.

**7 Teaching and working methods**
In the master's degree programme presentation folders are used as working methods in Clinical Nursing Science 1 and Theory of Science, Ethics and Research Methodology.
In these courses students work on different assignments and collate them in the presentation folder. The assignments are compulsory coursework, and on completing their folders, students may then take examinations (individual home examination) in the individual subjects.

The two specialisation courses selected by the students are final units, each of which is assessed on the basis of an individual home examination.

The students are divided into groups at the beginning of the programme. These groups will form a basis for working on assignments, which will often involve a combination of individual and group-based work. Emphasis is placed on close cooperation with fellow students by, among other things, giving each other feedback on assignments along the way.

In order to support the learning process, course topics are elucidated with a combination of different methods and learning activities such as lectures, work on assignments, seminars, group discussions, and various forms of supervision. Furthermore, the project-based clinical studies count for a significant part of the elective courses in the specialisation component.

8 Coursework requirements
A coursework requirement is a compulsory piece of work/activity that must be approved by a given deadline before candidates may take the examination. Examples of coursework requirements in this programme are: presentation folders, preparation of a list of personally selected syllabus readings, and compulsory attendance in project-based clinical studies. Coursework requirements are intended to promote the students' progression and development and to ensure participation wherever it is deemed necessary for achieving the learning outcomes. Coursework requirements may also be used to ensure that students have achieved a given learning outcome if this cannot be tested by an examination in the subject.

Coursework requirements are not assessed or graded, but feedback is given on whether they are approved/not approved. The coursework requirements for courses are described in the course plans.

Attendance in project-based clinical studies – Clinical Nursing Science 2
For the project-based clinical studies to be approved, students must attend at least eight days in each of the two elective courses in their specialisation.

Project-based clinical studies relating to the chosen specialisation course must be completed before students may take the course examination. An attendance plan (form) is prepared in consultation with the point of contact/supervisor at the practice placement and must be approved and signed by HiOA after the practice period is completed.

The regulations regarding cheating laid down in sections 4-7 and 4-8 of the Act relating to Universities and University Colleges and HiOA's regulations and guidelines also apply to coursework requirements.

9 Assessments/examinations and grading
Assessment is conducted in accordance with the Regulations relating to Studies and Examinations at Oslo and Akershus University College.

Assessment of students has several purposes:
- to stimulate academic and personal development
- to document that students have achieved the learning outcomes
The form of assessment may be formative (continuous assessment) or summative (final, concluding assessment). Assessment of participation and response in study groups, practice groups and project groups with fellow students and supervisors are examples of formative assessment. Assessment of home examinations with time constraints and specific questions is an example of a summative assessment.

In principle, the presentation folder differs from the examination as a final test in that approval is based on everything the student has produced during the course of the learning process. The purpose of the folders in the different courses is so that students can make use of the work they have done during the programme when taking home examinations. Each course in the programme is concluded with an individual home examination (see Table 9.1).

In order to take the exam, the stated coursework requirements must be approved.
<table>
<thead>
<tr>
<th>Table 9.1: Assessment in the master's degree programme</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction: KLIN 1 Clinical Nursing Science 1, 10 ECTS credits</strong></td>
<td></td>
</tr>
<tr>
<td>Individual home examination lasting two days, based on the course assignments the students have worked on.</td>
<td></td>
</tr>
<tr>
<td>Scope: 1,500 words.</td>
<td></td>
</tr>
<tr>
<td>Assessment/Grade: Letter grades (A-F)</td>
<td></td>
</tr>
<tr>
<td>Grading: Assessed by two examiners.</td>
<td></td>
</tr>
<tr>
<td><strong>Coursework requirements:</strong></td>
<td></td>
</tr>
<tr>
<td>Presentation folders are submitted to the supervisor by the given deadline. The presentation folders must be complete in order for students to receive an examination grade. Folders that are incomplete will not be assessed.</td>
<td></td>
</tr>
</tbody>
</table>

| **Specialisation: KLIN2…. Clinical Nursing Science 2, 10+10 ECTS credits** |  |
| 2 elective courses, each worth ECTS credits |  |
| Individual home examination lasting three days. |  |
| The home examination is based on the clinical studies and is related to relevant research literature included in the students' own reading list. |  |
| Scope: 3,000 words. |  |
| Assessment/Grade: Letter grades (A-F) |  |
| Grading: Assessed by two examiners. |  |

| **KLINKVANT/KLINKVALIT Theory of Science, Ethics and Research Methodology – quantitative or qualitative specialisation, 30 ECTS credits** |  |
| Individual home examination lasting four days, based on the course assignments the students have worked on. |  |
| Scope: 3,500 words. |  |
| Assessment/Grade: Letter grades (A-F) |  |
| Grading: Assessed by two examiners. |  |
| **Coursework requirements:** |  |
| The presentation folders are submitted within the given deadline. These are checked to see if they are complete. Information on where the folders should be submitted will be announced on Fronter. The presentation folders must be complete in order for students to receive an examination grade. Folders that are incomplete will not be assessed. |  |

| **Master's Thesis: 60 ECTS credits** |  |
| The master's thesis is an individual piece of work. Specific guidelines have been prepared for it. The master's thesis consists of a written and an oral component. The master's thesis is assessed by internal and external examiners. The oral examination may result in an adjustment to the grade awarded to the master's thesis. |  |
| Scope: 100 pages +/- 20% |  |
| Assessment/Grade: Letter grades (A-F) |  |
| Grading: The paper is assessed by an internal and an external examiner. |  |

### 10 Syllabus

The programme syllabus consists of 8,000 pages in total, including students' own reading lists. The syllabi for Clinical Nursing Science 1 (approx. 1,000 pages) and Theory of Science, Ethics and Research Methodology (approx. 1,600 pages) represent a total of approx. 2,600 pages of compulsory syllabus. The master's degree programme is based on student-active learning methods. Students will therefore have considerable freedom in their choice of literature related to the elective courses in their specialisations (approx. 1,400 pages). The syllabus for each specialisation will be approximately 700 pages (i.e. 700 + 700 pages) Approximately half of this can be chosen by the students themselves. The readings chosen by the students must be approved by the course leader. Approximately 4,000 pages are connected to the master's thesis. The course readings consist of compulsory readings and recommended readings. The course readings are revised for each new set of
students.

11 Programme evaluation
The quality of results is evaluated by students and teaching staff at different stages in the programme. Each course is evaluated in terms of content and form. Refer also to HiOA's quality assurance system.
12 Course plans

<table>
<thead>
<tr>
<th>Course code and name</th>
<th>KLIN1: Clinical Nursing Science 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Programme to which this course belongs</td>
<td>Master's Degree Programme in Clinical Nursing Science</td>
</tr>
<tr>
<td>ECTS credits</td>
<td>10</td>
</tr>
<tr>
<td>Course type</td>
<td>Compulsory introductory course</td>
</tr>
<tr>
<td>Semester</td>
<td>1</td>
</tr>
<tr>
<td>Language of instruction</td>
<td>Norwegian</td>
</tr>
</tbody>
</table>

**Required prerequisite knowledge**
Fulfilment of programme admission requirements

**Content**
Students develop analytical skills in clinical nursing science. Based on issues in clinical practice, the significance and implications are discussed of different types of knowledge, general concepts, and theoretical perspectives in nursing science. This entails expanded study of inductive and deductive knowledge as key clinical patient phenomena and core theoretical concepts, and of theories and models that can develop and explain the ontological dimensions of nursing science and nursing practice. The course is taught from a cultural and life-course perspective.

The course consists of two modules:
- Key Patient Phenomena and Concepts
- Evidence-based Practice

**Module 1: Key Patient Phenomena and Concepts (5 ECTS credits)**
The aim of the course is for students to gain in-depth knowledge of different views of patient knowledge in nursing and assess the implications which different views and perspectives have on the choice of knowledge content, and how to assess patient knowledge. By raising critical questions, and reflecting on these, the students explore specific clinical perspectives of nursing science. Emphasis is placed on how different perspectives of health, disease, quality of life and suffering have different implications for the patient and for the health services.

**Module 2: Evidence-based Practice (5 ECTS credits)**
The course covers the main schools of thought in evidence-based practice. It provides a basis for reflecting on and analysing clinical practice with an emphasis on disciplinary development, based on an understanding of concepts and values in the thinking in evidence-based practice. Moreover, the course teaches basic skills in literature searches and academic writing.

**Learning outcomes**
On completion of the course (Modules 1 and 2) the student has the following learning outcomes defined as knowledge, skills, and general competence:

**Knowledge**
The student has:
- advanced knowledge of key phenomena and concepts, as well as of theories and models in nursing science as a basis for nursing practice.
- advanced knowledge of key concepts that are applied in evidence-based practice.
- specialised insight into and understanding of the challenges that lie in contextual conditions, and of values related to evidence-based practice.
**Skills**
The student can:
- relate key concepts from scientific perspectives to clinical nursing contexts.
- analyse nursing science knowledge and apply different clinical perspectives of the concepts of disease, health, quality of life, and suffering.
- analyse and explain the implications of different theoretical perspectives of disease, health and suffering, and the affects these implications have on the health care services.
- conduct systematic literature searches, critically evaluate the available literature and apply the findings in analysing clinical issues.
- analyse concrete nursing interventions from the perspective of disciplinary development.
- reflect on challenges in clinical practice from both a cultural and a life-course perspective.

**General competence**
The student can:
- analyse relevant patient phenomena in nursing science, and conduct systematic literature searches to find relevant research literature in the field.

**Working and teaching methods**
Lectures, written papers, group work, presentation of papers at seminars, and work on study questions and literature studies set by the teachers and chosen by the students.

**Coursework requirements**
A folder with the following papers must be submitted by the given deadline in order to take the examination:
Module 1: Written paper, individual or group. 3,000 words Module 2: Individual, written paper. 3,000 words

The course assignments are published on Fronter at the beginning of the course.

**Assessment**
Form of assessment: Individual written home examination lasting two days.
Scope: 1,500 words.
Resources: All resource permitted.
Assessment/Grade: Grading scale from A to F, where A is highest, E is lowest, and F denotes a fail.
Examiner system: Papers are assessed by two examiners.

Syllabus: [http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap](http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap)
Clinical Nursing Science 2 (8 elective courses):
In Clinical Nursing Science 2, which comprises elective courses, students undertake project-based clinical studies. The purpose of the elective courses is that students should acquire specialist competence through specialisation in topics related to patients with long-term and serious diseases and patients who become acutely ill. Students develop analytical skills that will further developing their clinical understanding and evaluation of clinical decisions. Students therefore develop their knowledge of specific clinical issues and can resolve what can be perceived as dilemmas within their chosen topic.

Project-based clinical studies
Project-based clinical studies are related to the chosen courses, and account for eight days per course (16 days in total).
Project-based clinical studies are undertaken in the specialist health care services or the municipal health care services, and form the basis for the student’s examination.

The studies will continually alternate between theory and the clinical field. The practice situations are planned and organised through cooperation between the student, the supervisor and the clinical field. Students are deemed to have completed the course once the project-based clinical studies, the theoretical part of the course and the examination have been passed.

The project-based clinical studies are supervised by a team consisting of HiOA staff members at the level of associate professor and a nurse from the clinical field with a subject at second degree level or master's degree in the relevant area of nursing. Students are expected to demonstrate active cooperation, analysis and problem-solving. Participation in the clinical studies is compulsory. Students will be continuously assessed and be given feedback on their efforts.

In the clinical field, students apply the knowledge they gain from their chosen courses and study practice in a specific area of their own choice or in cooperation with the nurses at the clinic. Proposals prepared by the students, along with handouts and reference lists, form the basis for presentations and discussions in the groups.
A work paper containing a thorough review of the literature forms the basis for the proposals that are presented to the nurses. Reflection notes aid reflection the students to reflect on the role of professional nurse and nurse researcher in the clinical field.

Students choose two courses, each of which is worth 10 ECTS credits. A choice of elective courses is offered each semester.
**Course code and name**  
KLIN2SMERTE: Pain and Pain Management

<table>
<thead>
<tr>
<th>Programme</th>
<th>Master's Degree Programme in Clinical Nursing Science</th>
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<tr>
<td>ECTS credits</td>
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<td>Course type</td>
<td>Elective course</td>
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<tr>
<td>Language of instruction</td>
<td>Norwegian</td>
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**Required prerequisite knowledge**  
Fulfilment of programme admission requirements.

**Content**  
The course gives students a thorough insight into and knowledge of pain and different ways of understanding pain. Students are updated on relevant research into pain and pain management related to the physiological, psychological and social aspects of pain. Students explore the implications this knowledge has for nursing when assessing and managing acute and chronic pain related to gender, age and ethnicity.

In project-based clinical studies particular emphasis is placed on different perspectives of care associated with pain and pain management.

**Learning outcomes**  
On completion of the course the student has the following learning outcomes defined as knowledge, skills, and general competence:

**Knowledge**  
The student:
- has thorough knowledge of assessing and managing pain in patients.
- has thorough knowledge of the interaction between pain and social, political, cultural and family circumstances.
- has thorough knowledge of tools for identifying and evaluating pain.
- applies knowledge of new areas in the field of pain and pain management.
- analyses different perspectives of nursing care associated with pain.

**Skills**  
The student can:
- use relevant tools for identifying, assessing and evaluating pain and pain management.
- analyse, assess and adopt a critical approach to sources of information, including scientific papers, and apply this to formulating professional reasoning and research questions related to pain and pain management.
- use relevant methods for developing independent, evidence-based proposals for further development of guidelines, procedures or interventions to resolve problems/dilemmas related to the topic of pain and pain management.

**General competence**  
The student can:
- apply knowledge of pain and pain management by developing evidence-based and research-based proposals for further developing clinical understanding and evaluation of clinical decisions.
- identify and formulate professional issues, develop evidence-based proposals related to pain and pain management, and discuss these with colleagues and fellow students.

**Working and teaching methods**
Lectures, literature studies, group work, role play sessions and exercises, written papers, and project-based clinical studies.

**Coursework requirements**
Project-based clinical studies and the students' chosen reading lists must be approved before students may take the examination.

**Assessment**
Form of assessment: Individual written home examination lasting three days. The scope of the paper is approximately 3,000 words. The examination paper is based on the clinical studies and is related to relevant research literature included in the students' own reading lists.

Resources: All resources permitted.
Assessment/Grade: Grading scale from A to F, where A is highest, E is lowest, and F denotes a fail.
Examiner system: Each assignment will be assessed by two examiners.

**Syllabus**: [http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap](http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap)
Course code and name | KLIN2LIDELSE: Suffering and Dignity
---|---
Programme | Master's Degree Programme in Clinical Nursing Science
ECTS credits | 10
Course type | Elective course
Language of instruction | Norwegian

**Required prerequisite knowledge**
Fulfilment of programme admission requirements.

**Content**
The course is a specialisation in the phenomena of suffering and dignity. Suffering and dignity are fundamental categories in nursing science. The aim of this specialisation is to help students see the connection between suffering and human dignity and the connection between these two concepts and other concepts in nursing science. Clarification of the concepts of Suffering and Dignity, both theoretical and contextual, are key topics in the specialisation.

In project-based clinical studies a strong emphasis is placed on the different patient groups' experiences of suffering and dignity in different clinical contexts.

**Learning outcomes**
On completion of the course the student has the following learning outcomes defined as knowledge, skills, and general competence:

**Knowledge:**
The student has:

- advanced knowledge of the idea of suffering, different forms of suffering, empirical expressions and levels.
- advanced knowledge of dignity as the ethos of nursing.
- advanced knowledge of the ontology and meaning of dignity.

**Skills:**
The student can:

- use knowledge of the ontology and meaning of dignity in a clinical context, analyse and make a critical evaluation of suffering and dignity in relation to other key concepts in nursing science.
- conduct an independent development project that focuses on suffering and dignity in different contexts.
- analyse and evaluate different patient groups’ experiences of suffering and dignity in different clinical contexts (clinical studies).

**General competence**
The student can:

- communicate comprehensive, independent work on the theoretical and clinical forms of expression of suffering and dignity.
- communicate professional issues on the topic with both specialists and non-specialists.
- contribute to innovation in the clinical field.

**Working and teaching methods**
Lectures, literature studies, group assignments, role play sessions and exercises, written papers, and project-based clinical studies.

Coursework requirements
Project-based clinical studies and the students' chosen reading lists must be approved before students may take the examination.

Assessment
Form of assessment: Individual written home examination lasting three days. The scope of the paper is approximately 3,000 words. The examination paper is based on the clinical studies and is related to relevant research literature included in the students' own reading lists.

Resources: All resources permitted.
Assessment/Grade: Grading scale from A to F, where A is highest, E is lowest, and F denotes a fail.
Examiner system: Each assignment will be assessed by two examiners.

Syllabus: [http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap](http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap)
Course code and name | KLIN2KVAL: Quality of Life
---|---
Programme | Master's Degree Programme in Clinical Nursing Science
ECTS credits | 10
Course type | Elective course
Language of instruction | Norwegian

**Required prerequisite knowledge**
Fulfilment of programme admission requirements.

**Content**
The course covers central areas in quality of life studies on children, adolescents, and adults with acute or chronic diseases. This provides a basis for using quality of life instruments or qualitative methods to map and document patients' problem areas in collaboration with patients, and to evaluate the effect of measures that are implemented.

Relevant topics covered in the course: theoretical models that form the basis for the concept of 'quality of life', contextual and cultural frameworks, the concept of quality of life at individual and group level, different methods of approaching the study of quality of life, both in clinical practice and in research.

In project-based clinical studies particular emphasis is placed on evaluating the quality of life of acutely and/or critically ill patients.

**Learning outcomes**
On completion of the course the student has the following learning outcomes defined as knowledge, skills, and general competence:

**Knowledge:**
The student has:
- advanced knowledge of theoretical models that form a basis for the concept of quality of life.
- an understanding of contextual and cultural frameworks.
- an understanding of the use of the concept of quality of life at individual and group level.
- an understanding of different methodical approaches for studying quality of life, both in clinical practice and in research

**Skills:**
The student can:
- apply different questionnaires for mapping.
- analyse and interpret measurements of life quality.
- evaluate the quality of life of acutely and/or critically ill patients.

**General competence**
The student can:
- communicate comprehensive, independent work on issues related to quality of life from his/her clinical practice.
- communicate professional issues on the topic with both specialists and non-specialists.
- contribute to innovation in clinical practice.
Working and teaching methods
Lectures, literature studies, group assignments, role play sessions and exercises, written papers, and project-based clinical studies.

Coursework requirements
Project-based clinical studies and the students' chosen reading lists must be approved before students may take the examination.

Assessment
Form of assessment: Individual written home examination lasting three days. The scope of the paper is approximately 3,000 words. The examination paper is based on the clinical studies and is related to relevant research literature included in the students' own reading lists.
Resources: All
Assessment/Grade: Grading scale from A to F, where A is highest, E is lowest, and F denotes a fail.
Examiner system: Each assignment will be assessed by two examiners.

Syllabus: http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap
Course code and name | KLIN2ETIKK: Clinical Ethics
---|---
Programme | Master's Degree Programme in Clinical Nursing Science
ECTS credits | 10
Course type | Elective course
Language of instruction | Norwegian

**Required prerequisite knowledge**
Fulfilment of programme admission requirements.

**Content**
The course offers a specialisation in different ethical theories and schools of thought. It involves seeing connections with the ethical paradigm for nursing. The course offers a specialisation in ethical argumentation and decision theory in the light of relevant ethical issues.

In project-based clinical studies particular emphasis is placed on identifying and analysing clinical dilemmas in and around different patient groups.

**Learning outcomes**
On completion of the course the student has the following learning outcomes defined as knowledge, skills, and general competence:

**Knowledge:**
The student has:
- advanced knowledge of ethos and ethics in nursing in relation to clinically applied nursing, including knowledge of clinical implications of different ethical schools of thought and the use of clinical assessment and judgement.
- thorough knowledge of ethical argumentation and decision theory in clinical practice, including knowledge of ethical care dilemmas associated with power, violation, dignity, autonomy, empowerment, power relations, and theories/work methods used by clinical ethics committees.
- thorough knowledge of ethical dilemmas at the interface between the individual and society, including knowledge of the relationship between technology and ethics, and between public health initiatives and freedom of the individual, and an awareness of the professional and moral responsibilities of the nurse for individuals and groups that are at risk of being marginalised.

**Skills:**
The student can:
- apply ethical argumentation, including ethical decision theory, and independently analyse ethical issues.
- apply relevant research findings to support ethical arguments.
- communicate and argue for his/her ethical point of view in relation to nursing science.

**General competence**
The student can:
- communicate comprehensive, independent work on ethical issues from his/her clinical practice.
- communicate ethical issues
- contribute to innovation in clinical practice.
**Working and teaching methods**
Lectures, literature studies, group assignments, role play sessions and exercises, written papers, and project-based clinical studies.

**Coursework requirements**
Project-based clinical studies and the students' chosen reading lists must be approved before students may take the examination.

**Assessment**
Form of assessment: Individual written home examination lasting three days. The scope of the paper is approximately 3,000 words. The examination paper is based on the clinical studies and is related to relevant research literature included in the students' own reading lists.

Resources: All resources permitted.
Assessment/Grade: Grading scale from A to F, where A is highest, E is lowest, and F denotes a fail.
Examiner system: Each assignment will be assessed by two examiners.

Syllabus: [http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap](http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap)
Course code and name | KLIN2VEIL: Communication and Health Counselling
---|---
Programme | Master's Degree Programme in Clinical Nursing Science
ECTS credits | 10
Course type | Elective course
Language of instruction | Norwegian

**Required prerequisite knowledge**
Fulfilment of programme admission requirements.

**Content**
The course covers principles of information and health counselling to patients and their families, with a view to developing and performing interventions on individuals and groups of all ages.

In project-based clinical studies particular emphasis is placed on evaluating communication, health counselling, and planning of counselling-based intervention.

**Learning outcomes**
On completion of the course the student has the following learning outcomes defined as knowledge, skills, and general competence:

**Knowledge:**
The student has:
- advanced knowledge of learning philosophies and didactic guidelines related to information and health counselling.
- thorough knowledge of health counselling from a cultural and ethical perspective.
- thorough knowledge of change-oriented methodology.

**Skills:**
The student can:
- apply communicative skills in information and health counselling.
- convey his/her knowledge in planning, implementing and evaluating counselling-based interventions.

**General competence**
The student can:
- communicate professional issues pertaining to communication and health counselling with both specialists and non-specialists.
- contribute to innovation in clinical practice.

**Working and teaching methods**
Lectures, literature studies, group assignments, role play sessions and exercises, written papers, and project-based clinical studies.

**Coursework requirements**
Project-based clinical studies and the students' chosen reading lists must be approved before students may take the examination.

**Assessment**
Form of assessment: Individual written home examination lasting three days. The scope of the
paper is approximately 3,000 words. The examination paper is based on the clinical studies and is related to relevant research literature included in the students' own reading lists.

Resources: All resources permitted.
Assessment/Grade: Grading scale from A to F, where A is highest, E is lowest, and F denotes a fail.
Examiner system: Each assignment will be assessed by two examiners.

Syllabus: [http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap](http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap)
### Course code and name

**KLIN2BARN: Children and the Health Services**

<table>
<thead>
<tr>
<th>Programme</th>
<th>Master's Degree Programme in Clinical Nursing Science</th>
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<tr>
<td>ECTS credits</td>
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<tr>
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### Required prerequisite knowledge

Fulfilment of programme admission requirements.

### Content

The course covers childhood and child development with a heavy emphasis on the concept of *social participation*. This concept deals with the child's continued interaction with other people, such as parents, friends, teachers and health care personnel.

In project-based clinical studies particular emphasis is placed on evaluating communication with and information to children.

### Learning outcomes

On completion of the course the student has the following learning outcomes defined as knowledge, skills, and general competence:

#### Knowledge

The student has:
- advanced knowledge of childhood and child development.
- advanced knowledge of the child's opportunities for social participation in everyday life and participation in health care decisions in connection with illness and physical disability.
- thorough knowledge of children as patients and as family members.
- advanced knowledge of the use of web-based communication with children.
- advanced knowledge of children as participants in research studies and the ethical principles that apply for such participation.

#### Skills

The student can:
- use relevant methods and techniques for communication with children in clinical practice.

#### General competence

The student can:
- convey comprehensive, independent research findings on children's participation in dealings with the health services.
- communicate professional issues on the topic with both specialists and non-specialists.
- contribute to innovation in clinical practice.

### Working and teaching methods

Lectures, literature studies, group assignments, role play sessions and exercises, written papers, and project-based clinical studies.

### Coursework requirements

Project-based clinical studies and the students' chosen reading lists must be approved before students
may take the examination.

**Assessment**

Form of assessment: Individual written home examination lasting three days. The scope of the paper is approximately 3,000 words. The examination paper is based on the clinical studies and is related to relevant research literature included in the students' own reading lists.

Resources: All resources permitted.

Assessment/Grade: Grading scale from A to F, where A is highest, E is lowest, and F denotes a fail.

Examiner system: Each assignment will be assessed by two examiners.

Syllabus: [http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap](http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap)
Course code and name | KLIN2ELDRE: Elderly Patients with Complex Health Problems
---|---
Programme | Master's Degree Programme in Clinical Nursing Science
ECTS credits | 10
Course type | Elective course
Language of instruction | Norwegian

**Required prerequisite knowledge**
Fulfilment of programme admission requirements.

**Content**
The course covers the relationship between elderly patients with complex health problems and the welfare state. The complexity is linked to a complex pathological picture of serious physical and mental illnesses, interaction with family members, with an emphasis on the health care services offered by the welfare state. Society's view of the human individual and the health care services' duty to provide necessary health care information, treatment and care changes over time. This is important for understanding the strengths and weaknesses in public health, and represents a key element in nursing practice in different contexts.

In project-based clinical studies particular emphasis is placed on evaluating/mapping complex health problems in elderly patient groups, disease-related health problems and the care needs of patient groups and their families in the municipalities/urban districts.

**Learning outcomes**
On completion of the course the student has the following learning outcomes defined as knowledge, skills, and general competence:

**Knowledge:**
The student:
- has thorough specialised knowledge of relationships between society and the individual, with a focus on the social and historical construction of old age and complex health problems.
- can apply in-depth knowledge of connections between social conditions/priorities and professional practice in relation to elderly people with complex health problems and their families with respect to performing clinical nursing practice.
- can apply knowledge to analyse and interpret relationships between old age as a construction and identity; aging-associated diseases; institutional and professional challenges in terms of political decisions and other social conditions for being able to work independently on resolving practical and theoretical problems.

**Skills:**
The student can:
- use relevant methods for mapping and analysing complex health problems in elderly patient groups, disease-related health problems, and care needs in the municipalities/urban districts.
- evaluate, map and analyse existing and potential care needs of family members.
- analyse and critically evaluate different sources of information, such as health care reforms related to elderly people with complex health problems and their families, and formulate research questions that can be linked to the disciplinary development of clinical nursing practice.
General competence:
The student can:
- communicate comprehensive, independent research findings on elderly patients with complex health problems and their families in their dealings with the health care services.
- identify and formulate professional issues in the subject area that are communicated to specialists and non-specialists.
- contribute to innovation in the clinical field.

Working and teaching methods
Lectures, literature studies, group assignments, role play sessions and exercises, written papers, and project-based clinical studies.

Coursework requirements
Project-based clinical studies and the students' chosen reading lists must be approved before students may take the examination.

Assessment
Form of assessment: Individual written home examination lasting three days. The scope of the paper is approximately 3,000 words. The examination paper is based on the clinical studies and is related to relevant research literature included in the students' own reading lists.

Resources: All resources permitted.

Assessment/Grade: Grading scale from A to F, where A is highest, E is lowest, and F denotes a fail.

Examiner system: Each assignment will be assessed by two examiners.

Syllabus: [http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap](http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap)
Course code and name | KLIN2HELSE: Health, the Human Body and Lifestyle
---|---
Programme | Master's Degree Programme in Clinical Nursing Science
ECTS credits | 10
Course type | Elective course
Language of instruction | 

**Required prerequisite knowledge**
Fulfilment of programme admission requirements.

**Content**
Lifestyle-related diseases represent the most pressing health threat in the modern world. The course entitled 'Health, the Human Body and Lifestyle' offers an introduction to how health behaviour can be explained as the result of individual choice and social determinants. The course offers deeper insight into which social groups are vulnerable and how, including an analysis of interaction between risk factors. The course focuses on providing knowledge that will make it possible to reduce the scope of adverse living conditions, lifestyles and living habits at individual and group levels.

In project-based clinical studies an emphasis is placed on evaluation and contextualisation of different health-related problems associated with lifestyles and living habits.

**Learning outcomes**
On completion of the course the student has the following learning outcomes defined as knowledge, skills, and general competence:

**Knowledge**
The student has:
- thorough knowledge of global health issues, including international and national social policy strategies, and economic frameworks for health promotion and disease prevention.
- advanced knowledge of different health determinants and how structural conditions influence individual lifestyles, including how these are mediated in and through the body.
- advanced knowledge of how relative differences in exposure of different social groups to risk factors create social disparities in health.
- advanced knowledge of interdisciplinary measures for preventing further development of disease and reducing risk factors, mortality rates and the consequences of disease.
- thorough knowledge of preventive and health-promoting strategies at group and individual level (secondary and tertiary prevention).
- insight into discourse relating to the concept of risk and to power relations in epidemiology.
- insight into and respect for different value choices in health promotion and disease prevention.

**Skills**
The student can:
- analyse and see the relationship between social and economic factors in society and individual/group lifestyles.
- conduct an independent development project dealing with lifestyle measures at individual and groups levels that can improve quality of life, promote empowerment and coping, and promote
motivation for change.
- analyse and take a critical approach to the implementation and evaluation of intervention programmes.

**General competence**
The student can:
- communicate comprehensive, independent work on health-related issues linked to lifestyles and living habits.
- communicate professional issues on the topic with both specialists and non-specialists.
- contribute to innovation in clinical practice.

**Working and teaching methods**
Lectures, literature studies, group assignments, role play sessions and exercises, written papers, and project-based clinical studies.

**Coursework requirements**
Project-based clinical studies and the students' chosen reading lists must be approved before students may take the examination.

**Assessment**
Form of assessment: Individual written home examination lasting three days. The scope of the paper is approximately 3,000 words. The examination paper is based on the clinical studies and is related to relevant research literature included in the students' own reading lists.

Resources: All resources permitted.
Assessment/Grade: Grading scale from A to F, where A is highest, E is lowest, and F denotes a fail.
Examiner system: Each assignment will be assessed by two examiners.

Syllabus: [http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap](http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap)
<table>
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<th>Course code and name</th>
<th>KLINKVANT: Theory of Science, Ethics and Research Methodology: A Quantitative Insight</th>
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<td>Master's Degree Programme in Clinical Nursing Science</td>
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<td>Language of instruction</td>
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**Required prerequisite knowledge**
Fulfilment of programme admission requirements.

**Content**
This part of the programme entails a general and contextual approach. Clinical nursing practice is integrated through examples in such a way that the students acquire knowledge of theory of science, ethics, and research methodology.

The course is divided into five parts and is assessed by means of a portfolio examination that is based on the assignments the students have worked on in each module.

- **Module 1:** Theory of Science, 5 ECTS credits
- **Module 2:** Research Methodology and Data Processing 1, 5 ECTS credits
- **Module 3:** Ethics, 5 ECTS credits
- **Module 4:** Research Methodology and Data Processing 2, 10 ECTS credits
- **Module 5:** Specialisation in Quantitative Methodology: 5 ECTS credits

1: **Theory of Science**

**Content**
Theory of science is an important fundamental element in all scientific activity. It entails evaluating the connection with between the tradition and the research paradigm in which the students are trained. Students specialise in theory of science in general and in theory of nursing science in particular. Key concepts in the general part are: science, knowledge, and truth. Focus is placed on different schools within theory of science. This includes: 1) rationalism, 2) empiricism/positivism, 3) phenomenology, 4) hermeneutics, and 5) related approaches such as feminism, power theory, discourse theory, critical theory and social constructivism. In the field of nursing science, focus is placed on the concepts of science, subject, discipline and profession. Other key aspects are different types of knowledge in clinical nursing and the relevance of scientific theories to knowledge development in nursing practice.

**Portfolio: Course assignment 1**
Group assignment (4-5 students)
Scope: 1,500 words.
Supervision: 1 group tutorial

The assignment is published on Fronter at the beginning of the course.

2: **Research Methodology and Data Processing 1**

**Content**
The course provides an introduction to analysis of quantitative data to enable students to read scientific articles with a critical eye. Relevant topics include: different types of data, fundamental
principles for univariate and bivariate analysis, and hypothesis testing and interpretation of descriptive tables and figures. The course gives an applied introduction to fundamental concepts in statistics and key statistical methods. The course includes computer exercises with the SPSS statistical package.

**Portfolio: Course assignment 2**
Written, individual home assignment.
Scope: 1,500 words.
Supervision: 1 individual tutorial.

The assignment is published on Fronter at the beginning of the course.

### 3: Ethics

**Content**
Ethics as a reflection on practice is an important and fundamental element in all scientific activity. Research ethics is a central topic. Other relevant topics are: professional ethics, ethical argumentation and ethical decision theory in clinical practice, and ethics in a multicultural society.

**Portfolio: Course assignment 3**
Group assignment (minimum four students, maximum seven students)
Scope: 1,500 words.
Supervision: 1 group tutorial

The assignment is published on Fronter at the beginning of the course.

### 4: Research Methodology and Data Processing 2

**Content**
The course is divided into a qualitative and a qualitative part. The students develop the ability to ask good questions and to acquire knowledge of research approaches and theories related to different types of research questions.

**Quantitative approaches**
The course places emphasis on how to prepare and plan a research project. This also covers different types of study designs in quantitative studies, different sampling methods, and basic statistical methods such as inferential statistics and hypothesis testing. Reading and reviewing relevant research literature is emphasised in the planning work for a project. Critical evaluation of research findings is therefore also central. The course entails exercises in basic descriptive analyses and reading and interpreting results.

**Qualitative approaches**
The course places emphasis on how to prepare and plan a research project: study design, object construction, theories and empirical data, research-object relationships, construction, deconstruction and reconstruction, research as linear and circular processes. Methods: observation, interviews, focus groups, document analysis. Other areas covered are: analysis and interpretation, validity and transparency in qualitative design, critical evaluation of research findings, and publication and dissemination of scientific knowledge.

**Portfolio: Course assignment 4**
Written, individual home assignment.
5: Quantitative Methodology

Content
The course offers specialisation in planning and undertaking a master's thesis as a research project. In terms of content, it is a specialisation in the quantitative part of Module 4. The students work on developing project plans/protocols for their master's thesis by applying theories and empirical research methods and designing their own research questions and hypotheses. They work on theories and choice of method, data collection with the help of questionnaires, different types of statistical analysis, processing and analysing data, and interpreting analytical findings. Other central topics are: validity, reliability, and generalisation.

Portfolio: Course assignment 5
Written, individual home assignment.
Scope: 1,500 words.
Supervision: 1 individual tutorial.

The assignment is published on Fronter at the beginning of the course.

Learning outcomes
On completion of the course (five modules) the student has the following learning outcomes defined as knowledge, skills, and general competence:

Knowledge
On completion of the course the student:
- has advanced knowledge of what knowledge is and of different types of knowledge.
- has advanced knowledge of theory of science in general and of theory of nursing science in particular in order to understand knowledge development in the field of nursing.
- has thorough knowledge of different types of knowledge in clinical nursing science.
- has advanced knowledge of the research process and fundamental concepts in quantitative and qualitative methods (data collection), processing and analysing data, and interpreting analytical findings.
- has thorough knowledge of collecting and managing quantitative data.
- can apply different types of knowledge in new areas and see the assumptions for and the consequences of his/her own standpoints and those of others.

Skills
The student can:
- analyse and interpret descriptive tables and figures, and is familiar with the fundamental principles of hypothesis testing.
- analyse and interpret qualitative data.
- analyse and take a critical approach to quantitative and qualitative research articles.
- analyse and take a critical approach to research in general, and apply ethical principles to his/her own research work.
- analyse and take a critical approach to situations where ethics are challenged in an increasingly multicultural society.
General competence
The student:
- can apply his/her knowledge of research to develop nursing as a science by analysing a relevant research question and designing a project plan for a clinical research project.
- can analyse relevant ethical issues and suggest solutions.

Working and teaching methods
Lectures, course assignments, group exercises, individual exercises, computer exercises with SPSS.

Coursework requirements: Presentation folder
Students submit a written course paper, individually or in groups, for each module. This presentation folder must be complete before students may take the examination.

Form of assessment: Individual written home assignment lasting four days, based on the course assignments in the folder on which the student has worked.
Scope: Approx. 3,000 words.
Resources: All resources permitted.
Assessment/Grade: Grading scale from A to F, where A is highest, E is lowest, and F denotes a fail.
Examiner system: Each assignment will be assessed by two examiners.

Syllabus: http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap
Course code and name | KLINKVALIT: Theory of Science, Ethics and Research Methodology: A Qualitative Insight
---|---
Programme | Master's Degree Programme in Clinical Nursing Science
ECTS credits | 30
Course type | 
Semester | 1
Language of instruction | Norwegian

**Required prerequisite knowledge**
Fulfilment of programme admission requirements.

**Content**
This part of the programme entails a general and contextual approach. Clinical nursing practice is integrated through examples in such a way that the students acquire knowledge of theory of science, ethics, and research methodology.

The course is divided into five modules and is assessed by means of a portfolio examination that is based on the assignments the students have worked on in each module.

Module 1: Theory of Science, 5 ECTS credits
Module 2: Research Methodology and Data Processing 1, 5 ECTS credits
Module 3: Ethics, 5 ECTS credits
Module 4: Research Methodology and Data Processing 2, 10 ECTS credits
Module 5: Specialisation in Qualitative Methodology, 5 ECTS credits

1: Theory of Science

**Content**
Theory of science is an important and fundamental element in all scientific activity. It entails evaluating the connection with between the tradition and the research paradigm in which the students are trained. Students specialise in theory of science in general and in theory of nursing science in particular. Key concepts in the general part are: science, knowledge, and truth. Focus is placed on different schools within the theory of science. This includes: 1) rationalism, 2) empiricism/positivism, 3) phenomenology, 4) hermeneutics, and 5) related approaches such as feminism, power theory, discourse theory, critical theory and social constructivism. In the field of nursing science, focus is placed on the concepts of science, subject, discipline and profession. Other key aspects are different types of knowledge in clinical nursing and the relevant of scientific theories to the knowledge development in the nursing practice.

**Portfolio: Course assignment 1**
Group assignment (4-5 students)
Scope: 1,500 words.
Supervision: 1 group tutorial

The assignment is published on Fronter at the beginning of the course.

2: Research Methodology and Data Processing 1

**Content**
The course offers an introduction to analysis of quantitative data to enable students to read scientific
articles with a critical eye. Relevant topics include: different types of data, fundamental principles for univariate and bivariate analysis, and hypothesis testing and interpretation of descriptive tables and figures. The course gives an applied introduction to fundamental concepts in statistics and key statistical methods. The course includes teaching in computer exercises with the SPSS statistical package.

**Portfolio: Course assignment 2**
Written, individual home assignment.
Scope: 1,500 words.
Supervision: 1 individual tutorial.

The assignment paper is published on Fronter at the beginning of the course.

**3: Ethics**

**Content**

Ethics as a reflection on practice is an important and fundamental element in all scientific activity. Research ethics is a central topic. Other relevant topics are: professional ethics, ethical argumentation and ethical decision theory in clinical practice, and ethics in a multicultural society.

**Portfolio: Course assignment 3**
Group assignment (minimum four students, maximum seven students)
Scope: 1,500 words.
Supervision: 1 group tutorial

The assignment is published on Fronter at the beginning of the course.

**4: Research Methodology and Data Processing 2**

**Content**

The course is divided into a qualitative and a quantitative part. The students develop the ability to ask good questions and to acquire knowledge of research approaches and theories related to different types of research questions.

**Quantitative approaches**
The course places emphasis on how to prepare and plan a research project. It includes sampling methods and different types of study design in quantitative studies, basic statistical methods such as inferential statistics and hypothesis testing. Reading and reviewing relevant research literature is emphasised in the planning work for a project. Critical evaluation of research findings is therefore also central. The course entails exercises in basic descriptive analyses and reading and interpreting the results.

**Qualitative approaches**
The course places emphasis on how to prepare and plan a research project: study design, object construction, theories and empirical data, research-object relationships, construction, deconstruction and reconstruction, research as linear and circular processes; observation, interviews, focus groups, document analysis. Other areas covered are: analysis and interpretation in qualitative design, validity and transparency in qualitative design, critical evaluation of research findings, and publication and dissemination of scientific knowledge.
Portfolio: Course assignment 4
Written, individual home assignment.
Scope: 1,500 words.
Supervision: 1 individual tutorial.

The assignment is published on Fronter at the beginning of the course.

5: Qualitative Methodology

Content
The course offers specialisation in planning and undertaking a master's thesis as a research project. In respect of content, it is a specialisation in the quantitative part of Module 4. The students work on developing project plans/protocols for their master's thesis by applying theories and empirical research methods and designing their own research questions. They work on theories and choice of method, data collection with the help of observation, interviews and document/textual analysis, processing and analysing data, and interpreting analytical findings. Other central topics are: credibility, reliability and valid knowledge through transparency.

Portfolio: Course assignment 5
Written, individual home assignment.
Scope: 1,500 words.
Supervision: 1 individual tutorial.

The assignment is published on Fronter at the beginning of the course.

Learning outcomes
On completion of the course (five modules) the student has the following learning outcomes defined as knowledge, skills, and general competence:

Knowledge
On completion of the course the student:
- has advanced knowledge of what knowledge is and of different types of knowledge.
- has advanced knowledge of theory of science in general and of theory of nursing science in particular in order to understand knowledge development in the field of nursing.
- has thorough knowledge of different types of knowledge in clinical nursing science.
- has advanced knowledge of the research process and fundamental concepts in quantitative and qualitative methods (data collection), processing and analysing data, and interpreting analytical findings.
- has thorough knowledge of collecting and managing qualitative data.
- can apply knowledge in new areas and see the assumptions for and the consequences of his/her own standpoints and those of others.

Skills
The student can:
- analyse and interpret descriptive tables and figures, and is familiar with the fundamental principles of hypothesis testing.
- analyse and interpret qualitative data.
- analyse and take a critical approach to quantitative and qualitative research articles.
- analyse and take a critical approach to research in general, and apply ethical principles to
his/her own research work.
- analyse and take a critical approach to situations where ethics are challenged in an increasingly multicultural society.

General competence
The student can:
- apply his/her knowledge of research to develop nursing as a science by analysing a relevant research question and designing a project plan for a clinical research project.
- analyse relevant research ethical issues and suggest solutions.

Working and teaching methods
Lectures, course assignments, group exercises.

Coursework requirements: Presentation folder
Students submit a written course paper, individually or in groups, for each module in the course. This presentation folder must be complete before students may take the examination.

Form of assessment: Individual written home assignment lasting two days, based on the course assignments in the folder on which the student has worked.
Scope: Approx. 3,000 words.
Resources: All resources permitted.
Assessment/Grade: Grading scale from A to F, where A is highest, E is lowest, and F denotes a fail.
Examiner system: Each assignment will be assessed by two examiners.

Syllabus: http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap
Course code and name | MASTERSMA: Master's Thesis
---|---
Programme | Master's Degree Programme in Clinical Nursing Science
ECTS credits | 60
Course type |  
Language of instruction | Norwegian

**Required prerequisite knowledge:**
Students must achieve pass grades in Clinical Nursing Science 1 and 2, and Theory of Science, Ethics and Research Methodology must be achieved before submitting their master's theses.

**Content**
Through acquisition of knowledge from other parts of the programme, the student produces an independent scholarly work in the form of a master's thesis. The thesis may take the form of either a monograph or an article combined with a Capstone.

The master's thesis is an independent piece of work in the sense that each student submits an original product that is individually assessed and awarded a grade. Students are nonetheless encouraged to collaborate (in groups of two or more) on common topics in their master's theses. Different research questions pertaining to a given topic can be formulated, and a topic can be approached from a variety of theoretical and methodological perspectives. This challenges the students, both in seeing the complexity of clinical problem areas and in collaborating on a project.

**Learning outcomes**
On completion of the course the student has the following learning outcomes defined as knowledge, skills, and general competence:

**Knowledge:**
The student has:
- advanced knowledge of nursing as a professional practice and a science, and can analyse clinical issues with a view to identifying a need for research and disciplinary development.
- thorough knowledge of the research process.

**Skills**
The student can:
- analyse relevant theories and clinical issues with a view to initiating a research project.
- apply relevant research methods in his/own research work.
- analyse and evaluate critically different sources of information, and apply these to scientific reasoning in his/her own research work.

**General competence**
The student can:
- produce an independent scholarly work in the form of a master's thesis, in line with currently valid ethical standards.
- communicate professional issues, analyses and conclusions from his/her own research/master's thesis to an academic audience.

**Working and teaching methods**
Master's thesis seminar: - group supervision, presentation of students' own work, acting as
opponents to each other's work. Individual supervision.

**Coursework requirements**
Participation in master's thesis seminar. Individual supervision.

**Assessment**
The master's thesis is an individual piece of work. Specific guidelines have been prepared for it. The master's thesis consists of a written and an oral component. The oral examination may result in an adjustment to the grade awarded to the master's thesis.

Scope: 100 pages 20%
When: Semesters 3 and 4 full-time or semesters 5 to 8 part-time
Resources: All resources permitted.
Assessment/Grade: Grading scale from A to F, where A is highest, E is lowest, and F denotes a fail.
Examiner system: Each assignment will be assessed by two examiners.

Syllabus: [http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap](http://www.hioa.no/Studier/HF/Master/Klinisk-sykepleievitenskap)